Fall 2023
Saint Louis University
School of Education
EDH 6350-01: College Student Choice, Access, and Success (3 credits)
Thursdays 4:15 PM – 7:00 PM
Litteken Hall 101

Instructor:	Jonathan Turk, Ph.D.(he/him/his)
	Assistant Professor of Higher Education
	School of Education
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Catalog Course Description

This course examines key theories and current research exploring access to higher education; college choice; and college student retention, persistence, and success. Drawing from relevant empirical and theoretical literature, students will develop a deeper understanding of the barriers to college access and success for today's students. Special emphasis will be placed on examining college access and success through the lenses of race, class, gender, and ability. Students will apply their learnings by considering how to (re)design equity-informed interventions.

Expanded Course Description

This graduate seminar is designed to introduce students to the major bodies of empirical and theoretical literature that explore students' preparation for college, access and the college choice process, student retention and persistence, and the complex concept of student success. Each of these areas could easily be the focus of an entire course. As a result, my goal is to equip you with a basic familiarity of the scholarly work within each area, while helping you develop the necessary tools to continue advancing your knowledge outside of this class. Furthermore, we must acknowledge that college access, persistence, and success are fundamentally shaped by the same inequality that remains pervasive throughout society. As a result, in this course we will pay special attention to how dimensions of racism, classism, sexism, and ableism impact access and success. This will be a reading-heavy class. Most of our class sessions will be spent in seminar format discussing the assigned readings. Therefore, it will be imperative that you keep up with the readings. Finally, while an understanding of theory is important, as scholar practitioners we must always consider how research can inform our practice. As a result, we will spend time throughout the course (re-)imaging ways colleges and universities can design and implement policies and practices to support college access and success for marginalized populations.

Course Outcomes

Upon completion of this course, students will:
- Understand how key sociological, economic, and college student development theories and perspectives can shape our understanding of college student choice, access, and success.
- Explore and become familiar with how issues of race, poverty, gender identity, and ability impact college preparation, choice, persistence, and success.
- Be able to critique different theoretical explanations of the college choice process.
- Understand the unique role of community colleges and broad access institutions in supporting college student access and success.
- Become familiar with and be able to apply a variety of college student retention theories, particularly those developed to explain the experiences of historically marginalized groups.
- Deeply reflect on the role of colleges and universities in supporting student access and success, particularly for students who hold marginalized identities.
- Be able to design institution-level programs to support college student access, persistence, or success and/or design a research study to explore a problem of college student access, persistence, or success.

Assignments

Emerging Questions (15%): Due Weekly

Success in this course requires students to complete all course readings and to thoughtfully engage in discussion during class. Each week, you will be required to post 2-3 questions that emerged for you from the readings. These may be questions related to a reading's main findings, its methods, its theory, its strengths/limitations, or how readings connect to one another. You will submit your questions using the Discussion Board feature on Canvas by 11:59 PM the Wednesday before class each week (see the table at the end of this section). Each submission is worth 1.25% of your grade.

Literature Review (5% + 35%): Due Week 5, Sept. 21st & Week 9, Oct. 19th

For this assignment you will write a 13–15-page paper (double-spaced, excluding the title page, tables/figures, and references) in the style of a narrative literature review on a college access and/or success problem of your choosing. Narrative literature reviews, also referred to as traditional literature reviews, are often most useful in obtaining a broad perspective on a topic. The goal of a narrative review is to provide an overview of a specific topic by highlighting relevant and significant research and scholarship.

While there is a lot of flexibility in how you ultimately organize your literature review, your paper should include the following:
   a. An introduction that states the college access/success problem you have chosen, the purpose or goal of your review, and a sentence or two informing your reader what they will find in the body of your review.
   b. The body of your literature review should generally be organized around major themes you uncovered from the literature. This might include themes around

research questions, theories used/tested, methods, but most commonly the key findings from various publications.

 c. As a conclusion to your narrative literature review, you should include a summary of the key findings from your review as well as what future research questions should be investigated (i.e., what gaps did you find in the literature?).

Your literature review should include articles you uncover during your review process as well as class readings. The amount of published scholarship will vary based on the problem you have selected. With that, your literature review should include at least 15 publications and should consist of predominately peer-reviewed journal articles. You can find tips for writing and examples of literature reviews on Canvas and in our readings throughout the semester. A grading rubric is also available on Canvas.

*Note: By **Week 5 (Sept. 21ˢᵗ)** you will need to submit on Canvas a 100–200-word paragraph explaining the college access and/or success problem you will be focusing on for your literature review: **Literature Review Problem**. I will provide written feedback to help guide your work moving forward. This is worth 5% of your overall grade and will be graded based on completion.*

Final Project (40%): Due Week 16, Dec. 7ᵗʰ
Students may choose between completing an intervention memo or a research paper proposal as their final project for the class.

 Option 1: Intervention Memo
 Drawing from class sessions, course readings, and your literature review, you will produce a memo that identifies a college access and/or success problem and describes a program or initiative to address that problem. The memo should be 2,000-2,500 words in length, excluding tables, figures, and references. A memo template and grading rubric is available on Canvas.

 In the memo, you should:
  a. Identify the audience(s) for your paper (e.g., dean of students, department chair, provost, director of residence life, director of admissions).
  b. Articulate the college access and/or success problem you are seeking to address and why it is important.
  c. Identify the setting and student population your program or initiative is aiming to support.
  d. Identify the outcome(s) your intervention aims to support (e.g., access, retention, student development, completion).
  e. Summarize key literature that explains the barriers to access and/or success for your student population.
  f. Describe the proposed program/initiative and how it will improve outcomes for your student population. Be sure to make connections between your proposed intervention and the scholarly literature. You want to show that your intervention is research informed.

g. Identify the resources (e.g., financial, human, technological) that will be needed for the program/initiative to be implemented.

Option 2: Research Paper Proposal
Drawing from class sessions, course readings, and your literature review, you will produce a research paper proposal. A research paper proposal should describe an empirical/data-based study of an issue related to college access and/or success. The proposal should be 2,000-2,500 words in length, excluding title page, abstract, keywords, tables, figures, and references. Example of research paper proposals and a grading rubric is available on Canvas.

Your proposal must include a title page, an abstract of no more than 100 words, three keywords, and a reference list. The proposal should describe the following:
a. Objectives or purposes of the inquiry
b. Research question(s)
c. The philosophical, theoretical, or practical argument and its bases
d. Literature and/or sources to support the argument/analysis
e. Research plan, study methods, or modes of inquiry
f. Data sources or evidence
g. Analytical plan or approach
h. *Preliminary, partial, or full findings (Optional)*
i. Importance/significance of the study for higher education

Note: Students who choose this option will be encouraged, though not required, to submit their proposal to a professional conference such as the Association for the Study of Higher Education. This would require conducting data analysis and producing, at least, preliminary findings. For this assignment, you will not be required to collect and analyze data. You may simply skip "item g".

Roundtable Discussions (5%): Due Week 16, Dec. 7th
In small groups, you will take turns giving a brief "roundtable presentation" summarizing the key elements of your final project. Roundtables are a common presentation format at academic conferences that provide a venue for scholars to discuss a completed research project or a project in development. These presentations are informal and generally conducted in a more conversational style. Each member of your small group will have about 5 minutes to present their final project followed by a 5–10-minute question and answer session.

Due Dates (Quick Reference)

Assignment	Due Date	% of Grade
Emerging Questions Week 2	Wed., Aug. 30th 11:59 PM	1.25%
Emerging Questions Week 3	Wed., Sept. 6th 11:59 PM	1.25%
Emerging Questions Week 4	Wed., Sept 13th 11:59 PM	1.25%
Emerging Questions Week 5	Wed., Sept. 20th 11:59 PM	1.25%
Literature Review Problem	Thur., Sept. 21st 4.15 PM	5.00%
Emerging Questions Week 6	Wed., Sept. 27th 11:59 PM	1.25%
Emerging Questions Week 7	Wed., Oct. 4th 11:59 PM	1.25%
Emerging Questions Week 8	Wed., Oct. 11th 11:59 PM	1.25%
Emerging Questions Week 9	Wed., Oct. 18th 11:59 PM	1.25%
Literature Review	Thur., Oct. 19th 4:15 PM	35.00%
Emerging Questions Week 11	Wed., Nov. 1st 11:59 PM	1.25%
Emerging Questions Week 12	Wed., Nov. 8th 11:59 PM	1.25%
Emerging Questions Week 13	Wed., Nov. 15th 11:59 PM	1.25%
Emerging Questions Week 15	Wed., Nov. 29th 11:59 PM	1.25%
Final Project	Thur., Dec. 7th 4.15 PM	40.00%
Roundtable Discussion	Thur., Dec. 7th 4.15 PM	5.00%
		Total 100%

Course Policies

Inclusive Learning

One of my chief responsibilities as your instructor is to help create and facilitate a positive, welcoming, and inclusive learning environment. Together, we must work to create a space and culture of mutual respect, one where a variety of ideas and opinions can be expressed, understood, and tested. Remember, both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. With that, racist, sexist, homophobic, ableist, or any language or actions that degrade, threaten, or attempt to silence others will not be tolerated.

Attendance

This is an in-person seminar. Students are expected to attend every class session or notify me in advance that they will be absent along with the reason for the absence. In emergency situations where advance notification is not possible, please try to reach out as soon as you are able. I understand that emergencies happen. *If you are feeling ill, please stay home.* Class lecture slides and recordings will be made available the day after class on Canvas. Students who miss two class sessions without approval from me will have their final grade reduced by a whole letter grade (e.g., A to B, B to C). Missing three class sessions without authorization may result in a grade of FQ. For more information, see the University Attendance Policy.

Zoom

All class sessions will be recorded using Zoom and made available to students on Canvas the day after class. In rare situations, students may be granted permission to

join a class session via Zoom due to illness, work travel, or for other similar reasons. Requests to join class via Zoom are subject to my discretion.

Canvas

Students will be able to access the course syllabus, articles, resources, and lecture slides and recordings on Canvas. Lecture slides and recordings will be posted the day after class. All assignments must be submitted through Canvas.

Deadlines

Assignments must be submitted through Canvas by the start of class on the day they are due unless otherwise noted or prior arrangements are made with me. Students should email me as quickly as possible about any special circumstances that may prevent them from submitting their assignment on time. I reserve the right to penalize late assignments by 10%. Assignments may be penalized an additional 5% per week past due.

Writing Format & Expectations

Unless otherwise specified, all written assignments should adhere to a uniform style. For students in the School of Education, I expect you to use the 7th edition of APA style. For all other students, you are free to use the style most commonly used in your discipline (e.g., MLA, Chicago, ASA). If you do not have a copy of the latest APA or other style manual, I would strongly encourage you to become familiar with the Purdue University OWL website: https://owl.purdue.edu/owl/purdue_owl.html.

Unless otherwise noted, papers should be double-spaced, utilize in-text citations as appropriate and include a title page, reference list, page numbers, have one-inch margins, and be in a 12-point standard font (e.g., Arial, Times New Roman, Calibri). Please note that all page-length requirements for assignments are reflective of the above formatting requirements and exclude the title page, references, and any tables or figures.

As a graduate-level course, graduate-level writing is expected. Excessive errors in grammar, punctuation, spelling, and clarity of expression will result in a lower grade. Any papers using sexist, racist or otherwise inappropriate language will be returned without a grade.

Grading Scale

The grading/evaluation policy for this course is consistent with the standard grading system of Saint Louis University.

100-94	A	4.00	76-73	C	2.00
93-90	A-	3.70	72-70	C-	1.70
89-87	B+	3.30	69-65	D	1.00
86-83	B	3.00	Below 65	F	0.00
82-80	B-	2.70		FQ	0.00
79-77	C+	2.30			

https://catalog.slu.edu/academic-policies/academic-policies-procedures/grading-system/

Academic Integrity
Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Student Support & Resources

Office/Student Hours
The office/student hours listed at the beginning of the syllabus (Thursdays 2:00-4:00 PM) are a time I specifically set aside to be available for students. This means, unless otherwise announced, you will find me in my office or available via Zoom. Office hours are a great time to talk about your progress in the class, ask additional questions about assignments, or discuss research ideas. If you have a conflict with my scheduled office hours, please do not hesitate to let me know. I am more than happy to schedule another time, either in-person or virtually, that works for us both.

Basic Needs
Balancing work, life, and education can be especially challenging at times. If you find yourself in personal or academic distress and/or experiencing challenges such as securing food or difficulty navigating campus resources, please contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify me if you are comfortable in doing so, as this will enable me to assist you with finding the resources you may need.

Well-Being
All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

- For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.
- Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on the Well-being page of the SLU website.

If you or someone you know is experiencing a crisis: please consult [the Crisis Support and Warning Signs on the University Counseling Center website](#).

In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

University Counseling Center
The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall. For after-hours needs, please press #9 after dialing the clinic number.

Student Success Center
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center (SSC) supports students in reaching their goals in and out of the classroom. Providing a variety of resources, the Student Success Center houses both the Center for Accessibility and Disability Resources (CADR) and Academic Support, which includes Tutoring, Supplemental Instruction, University Writing Services, and Student Success Coaching. The Student Success Center is located in the Busch Student Center, Suite 331, and students can make an appointment with any SSC resource via EAB Navigate. To learn more about the Student Success Center and its resources, please visit: https://www.slu.edu/life-at-slu/student-success-center/index.php.

University Writing Services
University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources, revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate – Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php or send an email to writing@slu.edu.

Disability Accommodations
Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify me that they wish to use their approved accommodations in the course. Please contact the Center for Accessibility and Disability Resources (CADR)

to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Title IX
Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, *that faculty member must notify SLU's Title IX Coordinator that you shared an experience relating to Title IX*. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at http://www.lighthouse-services.com/slu. To view SLU's policies, and for resources, please visit the following web addresses: https://www.slu.edu/about/safety/sexual-assault-resources/index.php.

Course Readings

Note: I recommend you complete the readings in the order they are listed.

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Part 1. Building Blocks

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Week 1 (Aug. 24th): Course Introduction

Week 2 (Aug. 31st): Economic & Sociological Perspectives

Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*, *51*(1), 1-17.

Spence, M. (1973). Job market signaling. *Quarterly Journal of Economics*, *87*, 355-379.

Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). Greenwood.

Coleman, J. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, *94*, S95-S120.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, *8*(1), 69-91.

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Part 2. College Access

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Week 3 (Sept. 7th): College Aspirations & Preparation

Deil-Amen, R., & Turley, R. L. (2007). A review of the transition to college literature in sociology. *Teachers College Record*, *109*(10), 2324-2366. (Read pp.2324-2340).

Grey, T. G. (2022). Reppin' and risin' above: Exploring communities of possibility that affirm the college-going aspirations of Black youth. *Urban Education*, *57*(7), 1177-1206.

DesJardins, S. L., Toutkoushian, R. K., Hossler, D., & Chen, J. (2019). Time may change me: Examining how aspirations for college evolve during high school. *The Review of Higher Education*, *43*(1), 263-294.

Spencer, G., de Novais, J., Chen-Bendle, E. C., & Ndika, E. (2023). A dream deferred: Post-traditional college trajectories and the evolving logic of college plans. *The Journal of Higher Education*, Published online first.

Week 4 (Sept. 14ᵗʰ): College Choice

Perna, L. W., & Titus, M. A. (2005). The relationship between parental involvement as social capital and college enrollment: An examination of racial/ethnic group differences. *The Journal of Higher Education*, *76*(5), 485-518.

Perna, L. W. (2006). Studying college access and choice: A proposed conceptual model. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research*, *vol 21*. (pp.99-157). Springer. (Read pp.99-120).

Cook, A. M. (2021). Margins that matter: Exploring the association between academic match and bachelor's degree completion over time. *Research in Higher Education*, *63*(4), 672-712.

Holland, M. M. (2020). Framing the search: How first-generations students evaluate colleges. *The Journal of Higher Education*, *91*(3), 378-401.

Week 5 (Sept. 21ˢᵗ): Admissions & Financial Aid

Dynarski, S., Page, L. C., & Scott-Clayton, J. (2022). *College costs, financial aid, and student decisions*. NBER Working Paper 30275. National Bureau of Economic Research.

Bastedo, M. N., Bowman, N. A., Glasener, K. M., & Kelly, J. L. What are we talking about when we talk about holistic review? Selective college admissions and its effects on low-SES students. *The Journal of Higher Education*, *89*(5), 782-805.

Poon, O., Lee, D. H., Galvez, E., Engler, J. S., Sérráno, Raza, A., Hurtado, J. M., & Chun, N. K. (2023). A möbius model of racialized organizations: Durability of racial inequalities in admissions. *The Journal of Higher Education*, Published online first.

Week 6 (Sept. 28ᵗʰ): Access Institutions

Bahr, P.R., & Gross, J. L. (2023). Community colleges: Origin, evolution, principles, and debates. In M. N. Bastedo, P. G., Altbach, & P. J. Gumport (Eds.), *American higher education in the 21ˢᵗ century: Social, political, and economic challenges* (pp.474-505). Johns Hopkins University Press.

Taylor, J. L., & Jain, D. (2017). The multiple dimensions of transfer: Examining the transfer function in American higher education. *Community College Review, 45*(4), 273-293.

Alcantar, C., M., Pazich, L. B., & Teranishi, R. T. (2019). Meaning-making about becoming a minority serving institution: A case study of Asian-American serving community colleges. *The Review of Higher Education*, *42*(5), 309-335.

Dache-Gerbino, A, Kiyama, J. M., & Sapp, V. T. (2018). The dangling carrot: Proprietary institutions and the mirage of college choice for Latina students. *The Review of Higher Education*, *42*(1), 29-60.

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Part 3. Student Transitions & Engagement
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Week 7 (Oct. 5th): Transitioning to College & The First-Year Experience
Reason, R. D., Terenzini, P. T., & Domingo, R. J., (2006). First things first: Developing academic competence in the first-year of college. *Research in Higher Education*, *47*(2), 149-175.

Means, D. R., & Pyne, K. B. (2017). Finding my way: Perceptions of institutional support and belonging in low-income, first-generation, and first-year college students. *Journal of College Student Development*, *58*(6), 907-924.

Lukszo, C. M., & Hayes, S. (2020). Facilitating transfer student success: Exploring sources of transfer student capital. *Community College Review*, *48*(1), 31-54.

Rios-Aguilar, C., & Kiyama, J. (2012). Funds of knowledge: An approach to studying Latina(o) students' transition to college. *Journal of Latinos & Education*, *11*(1), 2-16.

Week 8 (Oct. 12th): College Environments & Student Engagement
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.

Renn, K. A., & Patton, L. D. (2010). Campus ecology and environments. In J. H. Schuh, S. R. Jones, & S. R. Harper (Eds.), *Student services: A handbook for the profession,5th ed*. (pp. 260–275). John Wiley & Sons, Incorporated.

Garvey, J. C., Taylor, J. L., & Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. *Community College Journal of Research and Practice*, *39*(6), 527–541.

George Mwangi, C. A., Thelamour, B., Ezeofor, I., & Carpenter, A. (2018). "Black elephant in the room": Black students contextualizing campus racial climate

within US racial climate. *Journal of College Student Development*, *59*(4)*,* 456-474.

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Part 4. Theories & Models of College Student Retention

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Week 9 (Oct. 19th): Student Retention & Persistence: Foundational Theories & Critiques

Morrison, L. & Silverman, L. (2012). Retention theories, models, and concepts. In A. Seidman (Ed.), *College student retention* (pp. 61-80). Rowman & Littlefield Publishers.

Tinto, V. (1994). *Leaving college: Rethinking the causes and cures of student attrition.* University of Chicago Press. (Read pp. 92-130).

Deil-Amen, R. (2011). Socio-academic integrative moments: Rethinking academic and social integration among two-year college students in career-related programs. *The Journal of Higher Education*, *82*(1), 54-91.

Palmer, R. T., & Walker, L. J. (2023). A critical assessment of theories of retention and persistence for black students in predominately white institutions. In R. D. Reason & J. M. Braxton (Eds.), *Improving college student retention: New developments in theory, research, and practice* (pp. 32-50). Stylus Publishing.

Week 10 (Oct. 26th): Fall Break, No Class

Week 11 (Nov. 2nd): Student Retention & Persistence: Contemporary Theories & Research

Jones, W. A. (2023). Reimagining student persistence, retention, and success: An exploration of new theories and models. In R. D. Reason & J. M. Braxton (Eds.), *Improving college student retention: New developments in theory, research, and practice* (pp. 9-31). Stylus Publishing.

Reason, R. D., & Braxton, J. M. (2023). Toward a revision of two empirically supported theories of college student persistence. In R. D. Reason & J. M. Braxton (Eds.), *Improving college student retention: New developments in theory, research, and practice* (pp. 51-72). Stylus Publishing.

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*(4), 339-360.

Latz, A. O. (2014). Understanding community college persistence through photovoice: An emergent model. *Journal of College Student Retention: Research, Theory & Practice*, *16*(4), 487-509.

Denton, J. M. (2020). Queering college student retention. *Journal of College Student Retention: Research, Theory & Practice*, *21*(4), 544-566.

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Part 5. Student Outcomes

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Week 12 (Nov. 9th): College Student Development & Workshop Class
Patton, L. D., Renn, K. A., Guido, F. M., Quaye, S. J., Evans, N. J., & Forney, D. S. (2016). Chapter two: Foundations for understanding student development theory. In *Student development in college: Theory, research, and practice* (pp. 19-50). John Wiley & Sons, Inc.

Baxter Magolda, M. B. (2009). The activity of meaning making: A holistic perspective on college student development. *Journal of College Student Development*, *50*(6), 621-639.

Week 13 (Nov. 16th): Completion & Attainment
Ewert, S., (2012). Fewer diplomas for men: The influence of college experiences on the gender gap in college graduation. *The Journal of Higher Education*, *83*(6), 824-850.

Johnson, S. R., & Stage, F. K. (2018). Academic engagement and student success: Do high-impact practices mean higher graduation rates? *The Journal of Higher Education*, *89*(5), 753–781.

Yue, H., & Fu, X. (2017). Rethinking graduation and time to degree: A fresh perspective. *Research in Higher Education*, *58,* 184-213.

Joanis, S., James, B., & Mohundro, J. D. (2022). Social capital's impact on college graduation rates, debt, and student loan defaults. *Journal of College Student Retention: Research, Theory & Practice*, *24*(2), 366-385.

Week 14 (Nov. 23rd): Thanksgiving Break, No Class

Week 15 (Nov. 30th): Labor & Non-Labor Market Outcomes

Ma, J., & Pender, M. (2023). *Education pays 2023*. College Board.
https://research.collegeboard.org/media/pdf/education-pays-2023.pdf. ==(Read *Highlights* and *Introduction*, skim rest).==

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Part 6. Wrap Up
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Week 16 (Dec. 7th): Final Class & Roundtable Discussions