

The American College Student

Fall Semester 2014

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Office Hours: by appointment

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Class meeting times and location:

Tuesdays 9:00 am - 11:40 am Scott Hall, Room 115

Required Text:

Renn, K. A. & Reason, R. D. (2013). *College students in the United States: Characteristics, experiences, and outcomes*. San Francisco: Jossey-Bass.

Nathan, R. (2005). *My Freshmen Year: What a Professor Learned by Becoming a Student*. Cornell University Press: Ithaca, NY.

Additional readings are available on the course Sakai site and through the Rutgers library

Course Description:

This course examines foundational and new theories about college students in the United States with a focus on contemporary and anticipated student demographic and enrollment trends; access issues in higher education; accreditation; college ranking systems; and college outcomes. The course explores the diversity of students in higher education, the influence of institutional types, college student culture, influence of socioeconomic differences on college enrollment and persistence, changing enrollment patterns, and

institutional policies and practices that enhance student learning, retention, and graduation.

Learning Goals:

Students will learn:

1. Characteristics of college students in the United States
2. How students choose colleges
3. Student enrollment patterns and trends
4. How college environments influence student behavior
5. The transition students make to college
6. Reasons why students leave college without graduating
7. Learning outcomes associated with college
8. How accreditation standards influence institutional decision-making about access and enrollment
9. How issues of equity, diversity, and inclusion influence access and policies about enrollment
10. How college ranking systems influence institutional decision-making
11. How enrollment in various types of institutions (e.g. community colleges, for-profit private institutions, four-year public institutions, and private four-year institutions) is influenced by parental education and social economic status and how these factors influence college choice, persistence, and decisions to enroll in STEM fields.
12. How institutional funding and budgets influence enrollment, tuition discounting, benchmarking, and selectivity indexing for college ranking systems.

ACPA/NASPA Competencies Advanced by the Proposed Course

1. Issues of equity, diversity, and inclusion of students in higher education
2. Basic premises that underlie conflict in student life
3. Effective stewardship and use of institutional resources
4. How networks and organizations influence how work gets done

5. Explains differences between public and private higher education with respect to funding, organization, student recruitment, tuition pricing, socioeconomic influences and after college job placement
6. Examines the issue of institutional access and the role of financial aid and enrollment policies
7. Articulates how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief influence the student experience, persistence, retention, and graduation
8. Examines strategies for long-term planning, the role of student affairs professionals, and the relationship between institutional type and student service
9. Shows how institutional accreditation and college ranking systems influence institutional policies and student services

Class Policies

1. Students' lives are often complicated and busy. Situations occur which disrupt schedules and cause legitimate reasons for a delay. The instructor may grant deadline exceptions for some written assignments **with prior approval** under unusual circumstances. If the instructor grants a deadline exception, the delay is seldom for more than three days. **Exceptions are not usually granted for missing examinations.**
2. Students are expected to attend all classes as scheduled. If you are unable to attend a class, you should notify me by email that you will not be attending and provide a reason. Prior approval for missing class should be obtained whenever possible.
3. The instructor reserves the right to alter the syllabus as needed to meet course objectives.
4. Electronic devices, such as cell phones, must be turned-off or silenced during class. Texting, using Facebook, Twitter, or similar social media during class is not permitted.
5. Audio recording or videotaping the class is not permitted.
6. Eating or chewing gum in class often irritates other people and is not permitted. In addition, university policy prohibits food in classrooms because it attracts rodents and insects. Beverages are permitted.

7. Academic integrity is the first prerequisite for this class. Any student who violates Rutgers University's Academic Integrity Policy will be subject to the disciplinary process outlined in that policy, including dismissal from the university.

Student Work Products and Evaluation:

- Term Paper: Students will complete a term paper (approximately 15 o 20 pages in length) on a topic to be determined in consultation with the instructor. (70 points)
- Class presentation: Students will prepare and present to the class a presentation on the topic of their term paper. (25 points)
- Class participation: Active and informed class participation reflecting knowledge of readings and topic. (5 points).

Grading Scale

A	B+	B	C+	C	F
100-90	89-86	85-80	79-76	75-70	69-0

Course Schedule

Date	
	Is College Worth the Cost?
September 2	Course Overview Film: Declining by Degrees
September 9	Lecture: Is College Worth It
	The College Choice Process
September 16	Lecture: Accreditation and Ranking Systems
September 23	Lecture: Characteristics of College Students

	<p>Read: Chapter 1: Characteristics of College Students In U.S.</p> <p>Read: Chapter 2: The College Choice Process</p>
	<p>Lecture: Student Enrollment, Admission, and Persistence</p> <p>Lecture: Students in Transition</p> <p>Read Chapter 3: Student Enrollment Patterns</p> <p>Read: Chapter 4: Transition to College</p>
Special Student Populations	
September 30	<p>Guest Lecture: Economically Challenged Students (Senior Director Whitney)</p> <p>Guest Lecture: LGBT Students (Dean Schuster)</p>
October 7	<p>Guest Lecture: African American Students(Prof. Bonner)</p> <p>Guest Lecture: Hispanic Students (Prof. Hernández)</p> <p>Read: Chapter 5: College Environments</p>
October 14	<p>Guest Lecture: Student Veterans (Col. Able)</p> <p>Guest Lecture: Disability Students (Director Andrews))</p>
Residential Students	
October 22	<p>Discussion of : <i>My Freshmen Year: What A Professor Learned By Becoming A Student</i></p> <p>Guest Lecture: Historical Overview Of Residence Halls (Prof. Yanni)</p> <p>Read: <i>My Freshmen Year: What A Professor Learned By Becoming A Student</i> (By Nathan)</p>
October 28	<p>Lecture: How Residence Hall Students Succeed: The Research</p> <p>Readings: To Be Assigned</p>
November 4	<p>Lecture: Fraternity and Sorority Students</p> <p>Lecture: College Culture: What College Students Believe</p>
Students in Transition	
November 11	<p>Lecture: Student Outcomes</p> <p>Read Chapter 8: Retention and Persistence</p> <p>Read Chapter 9: Student Outcomes</p>
Religion and Cults on Campus	
November 18	<p>Lecture: Religion and Cults on Campus</p>

November 25	TBA
	Class Presentations
December 2	Class Presentations
December 9	Class Presentations
December 16	Class Presentations Papers Due

Instructions for Term Papers

On or before December 16, 2014, students will submit a term paper of 15 to 20 pages in length on a topic relevant to the course. Examples include topics related to special student populations, college environments, persistence and retention, and ranking systems. Prior approval of the topic by the instructor is required. The paper must conform to current APA Manual Style and should include no fewer than 10 scholarly references. Grading will be based on content, APA Manual Style conformity, use of scholarly references, and quality of writing.

Instructions for Class Presentation

Each student will give a 15 minute oral presentation to the class on the approved topic of her/his term paper. Grading will be based on the following 25 point rubric: General Content (5 points); Clarity of Information or Arguments Presented (5 points); Use of Visual Aids (5 points); Organization and Use of Time in Presentation (5 points); Class Feedback (5 points based on the numerical average of class evaluations on a five point scale).