**EDUCATION 780**

**SPECIAL TOPICS: COLLEGE ACCESS, CHOICE, AND TRANSITION**

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College of Education

Educational Leadership Program

Fall 2014 Office: CE 331

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**Course Description**

The purpose of this course is to examine student access to higher education systems. In particular, we focus on California institutions and students.  The course takes an educational pipeline approach by examining critically the implications of PK-12 and higher education policies and practices on college access, transition, and completion for students. When examining the policies and practices, we will also consider socioeconomic status, race, gender, and immigration status, among other identifiers.

The goals of the course are to:

1. Examine fundamental theories, concepts, methods, and data used when examining college access, choice, and transition. In particular, we will use a critical lens when analyzing existing literature and conceptualizing ideas for future research projects.
2. Explore the experiences of underrepresented, low-income, and first-generation college students from a sociocultural and economic perspective.
3. Examine and analyze the professional journals in the social sciences and education for publication records on issues of college access.
4. Continue one's reading, analysis, and discussion about higher education literature.
5. Prepare for the qualifying exams through a mock-exam.

**Student Learning Outcomes**

**Goal 1: Effective communicators and collaborators.**

 **Outcome 1.5 Oral and Written Communication:** Candidate demonstrates high standards of written and oralcommunicationskills andcompetenciescommensurate ofa professional **l**eader and educator.

**Goal 6: Agents of change in education**

**Outcome 6.4** Maintains positive, meaningful, and sustaining relationships among colleagues and constituents to bring about positive changes.

**Goal 7: Leaders who recognize, celebrate, and acknowledge the contributions of all individuals.**

 **Outcome 7.3:** Advocates for personal practices that are equitable.

**Goal 9: Visionary leaders**

 **Outcome 9.1** Develops a shared vision.

**Required Course Texts**

Espinoza, R. (2011). *Pivotal moments: How educators can put all students on the path to college.* Cambridge, MA: Harvard Education Press.

**CSU San Bernardino Office of Disabilities**

California State University system is strongly committed to ensuring that qualified students with documented disabilities are provided with an equal opportunity to participate in the various educational, recreational and social activities at the University. Federal legislation mandates that the University provide reasonable accommodations that afford all students an equal opportunity. On the California State University, San Bernardino (CSUSB) campuses, Services to Students with Disabilities (SSD) has been delegated the authority to certify disabilities and to prescribe specific accommodations for students with documented disabilities. Achieving reasonable accommodations is a shared responsibility between students, faculty and staff.

California State University, San Bernardino’s Services to Students with Disabilities Office (SSD) is strongly committed to ensuring that qualified students with documented disabilities are provided with an equal opportunity to participate in the various educational, recreational and social activities at the University. The primary role of the SSD office is the provisions of academic accommodations for students with a documented, temporary or permanent, physical, sensory or psychological disability.

Academic accommodations for students with disabilities are determined on an individual basis by the student’s counselor. Types of reasonable accommodations that may be provided include but are not limited to: priority registration, extended-testing time, cart service, adaptive equipment, use of assistive technology lab, notetaking, alternative format materials of print materials, interpreters, captioning, alternative furniture, seating adjustments, and enlarged exams.

If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at UH-183, 909-537-5238 or contact Rosie Garza in Services to Students with Disabilities at the Palm Desert Campus in RG-209, 760-341-2883 extension 78117 ssd@csusb.edu.

**Course Requirements**

***Ongoing Assignment: Class Participation (15%):*** For each class, students must come to class with a question that captures a critical reflection of the readings. These questions will be used to prompt class discussion and should consider all readings for the week. In addition, you must come prepared with two “golden lines,” sections or quotes from the reading that struck you as interesting or controversial. Students are also expected to participate fully in class discussions; in this aspect, quality is always valued much more than quantity, and respect is a necessity at all times. Although personal and career experiences are valued in this course, it is important to refer to scholarly readings as “evidence” when stating a claim. Finally, students are expected to attend all classes unless their absence is justified for religious or health reasons, participation in academic conferences, or family or work-related emergencies. Students who cannot attend class for justified reasons can work with the professor to make up credit missed as a result of their absence. \*\*\*Please note that we have the Veteran’s Day Holiday on Tuesday, November 11. Although we will not meet for class, you are required to post your question and golden lines to Blackboard. Please also provide a brief (two-three sentence) explanation regarding your golden lines or question. This will be due by November 13.\*\*\*

**Assignment 1: Topic Proposal (5%):** Maximum one-page summary of the higher education topic you would like to explore in your literature review. Explain the significance of your topic and the importance of exploring the proposed topic. The topic must examine issues around college access, choice, or integration. **Due October 14**

**Assignment 2: (*Partially) Annotated Bibliography (20%):*** Develop a bibliography in APA format of at least 10 book chapters or scholarly peer-reviewed journal articles pertaining to a topic of college access or choice. Five of the referenced publications must also include an annotated bibliography. The articles to be summarized should have been published in a refereed journal. Course readings cannot be included in this bibliography. This assignment will inform your literature review paper. The annotated bibliography is due on ***October 28****.* Please note: you will share this bibliography with the entire class because it will serve as a resource for Cohort 7.

***Assignment 3: Literature Review (25%)*** Trace the roots, present status, and future trends affecting an important current or emerging issue dealing with college choice, access, and/or transition. **Late papers will not be accepted. Due November 18.** Your literature review paper will be evaluated in-depth by one of your peers. You are required to consider their feedback and revise your paper. **Final drafts due December 2.**

Each component of the paper should address the following issues:

**1. Introduction (1 page)**: Provide a clear and direct statement of the topic under review; include a brief description of the significance of the postsecondary issue, its roots and present status. Use statistics and published research findings to illustrate the importance of the topic.

**2. Literature Review (10-12 pages)**: Identify, explain and discuss the conceptual framework(s) or perspective(s) that deal with your topic. Describe and summarize what is known about the topic under investigation; avoid presenting only abstracts. It is likely that you are going to find contradictory findings and points of view; present both of them. Not all studies need to be discussed in detail. If applicable, provide a summary of relevant legislation and court cases pertaining to your topic while describing why they are relevant.

**4. Next Steps (1 page):** How will this literature review inform your dissertation *or* current professional position?

**5. Conclusion (1 page):** Indicate the extent to which findings answered your research question. What patterns did you observe? Can the findings be generalized? What are the limitations in the studies reviewed?

**Assignment 4: Evaluating Peer Literature Review Papers (5%):** Using the “Literature Review and Qualifying Exam Evaluation” rubric, you will evaluate the literature review paper of one of your peers. **Due November 25.**

**Assignment 5: Oral Presentation of Literature Review (10%):** On **December 2**, you will present your literature review paper to the class. You will have 10 minutes to present your work. The purpose of the presentation is to explain how previous literature discusses your chosen topic and consider if and how the literature review informs your dissertation work. More guidelines for the assignment will be provided during Week 5.

***Assignment 6: Mock Qualifying Exam (20%)*:** The final assignment aims to prepare you for your qualifying exam. You will receive one mock qualifying exam question, which will be based on your literature review. You will have one hour to answer the question in a double-spaced 3-4 page paper. The mock-exam will take place on the final day of class, December 2, during the third hour of class. Prior to the exam, you will present your literature review orally. You will receive more information about the guidelines and expectations of the paper by Week 5.

**Course Readings**

**Week 1 – September 30: Course Overview, Critical Race Theory in Education, and the California Master Plan**

***Purpose***: This week we begin with introductions and understanding the purpose of the course. We continue by discussing the need to present relevant evidence when making an argument and how it matters in class discussions and when writing course papers. We also discuss critical race theory in education (CRTE) and the benefits of using the framework as an analytical lens when considering the course readings and topics. Finally, we will begin to examine the California Master Plan of 1960 and what it means to be a pivotal educator.

***Required Readings*:**

Wayne C. Booth, Gregory G. Colomb, & Joseph M. Williams. (2003). *The craft of research*. University of Chicago press.

Solórzano, D., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, *4*, 272-294.

Introduction. Espinoza, R. (2011). *Pivotal moments: How educators can put all students on the path to college.* Cambridge, MA: Harvard Education Press.

Summary: A Master Plan of Higher Education in California: 1960-1975. <http://www.ucop.edu/acadinit/mastplan/mpsummary.htm>

***Recommended Reading***:

A Master Plan of Higher Education in California: 1960-1975. <http://www.ucop.edu/acadinit/mastplan/mp.htm>

**Week 2 – October 7: Role of K-12 in College Access**

***Purpose*:** This week we focus on the K—12 sector and implications for college access. In particular, we focus on the lack of college counseling services at the K—12 level and partnerships with colleges.

***Required Readings*:**

Perna, L., W. & Armijo, M. (2014). The persistence of unaligned K—12 and higher education systems: Why have statewide alignment efforts been ineffective? *The ANNALS of the American Academy of Political and Social Science.* 655, p. 16-35.

Chapter Two, “The pivotal moment framework.” Espinoza, R. (2011). *Pivotal moments: How educators can put all students on the path to college.* Cambridge, MA: Harvard Education Press.

Chapter Eight, “Building trust is not enough: Challenges of academic outreach programs.” Espinoza, R. (2011). *Pivotal moments: How educators can put all students on the path to college.* Cambridge, MA: Harvard Education Press.

Chapter Nine, “Transmitting college knowledge: Successes of nonprofit organizations in pivotal moment interventions.” *Pivotal moments: How educators can put all students on the path to college.* Cambridge, MA: Harvard Education Press.

**Week 3 – October 14: College Choice, Transition, and Integration Theories**

***Purpose*:** This week we will consider various theoretical frameworks that exist to examine and understand student experiences with college choice, integration, and persistence. We conclude the class by discussing your proposed literature review topic.

***Required Readings:***

Perna, L. (2006). Studying college access and choice: A proposed conceptual model. In Smart, J., C. (ed.), *Higher Education: Handbook of Theory and Research*, Vol. XXI, 99–157. Springer: Netherlands.

Nora. A. (2006). The Nora student engagement model. *Computing Alliance of Hispanic-Serving Institutions.*

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.

Chapter Three, “Why pivotal moment timing matters.” *Pivotal moments: How educators can put all students on the path to college.* Cambridge, MA: Harvard Education Press.

***Optional Reading:***

Nora, A. (2003). Access to higher education for Hispanic students: Real or illusory? In

 Castellanos, J. & Jones, L. (Eds.). *The Majority in the Minority: Expanding the*

 *representation of Latina/o faculty, administrators and students in higher education.*

 Sterling, VA: Stylus Publishing, LLC.

**Week 4 – October 21: Access and Transition to California Community Colleges**

***Purpose*:** This week we focus on access and transition in California Community Colleges. Readings and lecture will discuss the mission of community colleges and their institutional role in providing college access. We will also explore the implications of the Student Success Act.

***Required Readings:***

Dowd, A. (2003). From access to outcome equity: Revitalizing the democratic mission of the community college. *The ANNALS of the American Academy of Political and Social Science, 486*, 92-119.

Mullin, C. M. (2012). Why access matters: The community college student body. *American Association of Community Colleges*. Policy Brief 2012-01PBL.

Driscoll, A., K. (2007). Beyond access: How the first semester matters for community college students’ aspirations and persistence. Stanford, CA: *Policy Analysis for California Education*. http://files.eric.ed.gov/fulltext/ED498154.pdf

Read Part I, understand every recommendation, and the changes in funding. *Advancing student success in California Community Colleges: The recommendations of the California Community Colleges Student Success Task Force.*

Lowenthal. (2012). *California Senate Bill 1456: Student Success Act of 2012*.

**Week 5 – October 28: Community College Integration and Completion**

***Purpose*:** Week 5 we examine the role of counseling and student services in student transitions to community colleges. We also focus on student experiences with the assessment and basic skills system in community colleges.

***Required Readings:***

Bahr, P. (2008). Cooling out in the community college: What is the effect of academic advising on students’ chances of success? *Research in Higher Education, 49*(8), 704-732.

Howell, J. S., Kurlaender, M., & Grodsky, E. (2010). Postsecondary preparation and remediation: Examining the effect of the Early Assessment Program at California State University. *Journal of Policy Analysis and Management*, *29*(4), 726-748.

Rutschow, E., Z., Schneider, E. (2011). Unlocking the gate: What we know about improving developmental education. *MDRC*.

**Week 6 – November 4: Community College Transfer to Four-Year Colleges**

**Purpose:** This week we focus on the transition from two-year colleges into four-year colleges through transfer. We also discuss SB-1440 and consider other innovative research and strategies to improve the transfer process.

***Required Readings*:**

Hagedorn, L., S., Moon, H., S., Cypers, S., Maxwell, W., E., & Lester, J. (2006). Transfer between community colleges and four-year colleges: The all American game. *Community College Journal of Research and Practice*, 30 (3), 223-242.

Padilla. (2013). *California Senate Bill 1440 California Community Colleges: student transfer*. <http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200920100SB1440>

Transfer-only campuses news article. <http://www.latimes.com/local/education/la-me-cal-state-> trustees-20140910-story.html

Jain, D., Herrera, A., Bernal, S., & Solórzano, D.G. (2011). Critical race theory and the transfer function: Introducing a transfer receptive culture. *Community College Journal of Research and Practice*, 35, 252-266.

**Week 7 – November 11: No Class: Financial Aid and College Access**

***Purpose:*** This week we consider the effects of financial aid on college access and completion. Since we will not meet in person, you are required to submit your reflection question and respond to another student’s question. \*\*\*Blackboard assignment due November 13\*\*\*

***Required Readings:***

Long, B. T., & Riley, E. (2007). Financial aid: A broken bridge to college access? *Harvard Educational Review*, *77*(1), 39-63.

McDonough, P. M., & Calderone, S. (2006). The Meaning of Money Perceptual Differences Between College Counselors and Low-Income Families About College Costs and Financial Aid. *American Behavioral Scientist*, *49*(12), 1703-1718.

Yonezawa, S. (2013). Increasing Federal Financial Aid Access for California Community College Students. *Pathways to Postsecondary Success*. Los Angeles, CA: UC/ACCORD.

Zarate, M., E. & Pachon, H., P. (2006). Perceptions of College Financial Aid Among California Latino Youth. *The Tomás Rivera Policy Institute.*

**Week 8 – November 18: Literature Review Evaluation and Writing Workshop**

***Purpose*:** This course will be structured differently. We will spend the first half of the class doing a writing workshop. The workshop will include you reading your introduction out loud. The second half of the course, you will read and evaluate one of your peer’s the literature review paper.

***Readings***

**TBA**

**Week 9 – November 25: Transition and Completion into Four-Year Colleges**

***Purpose*.** This week we examine the transition into four-year colleges. We include a discussion on how to support transition and persistence at Minority Serving Institutions, as well as, consider the role of race and racism in the college experiences for Students of Color. Week 9 also provides the critique to college access and focuses on college retention and completion. You will receive the literature review evaluation from your peer who reviewed your paper. We conclude the class by discussing any concerns with the mock exam and oral presentation.

***Required Readings:***

Hughes, K. (2012). The college completion agenda: 2012 progress report. College Board, Inc.

Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus

 racial climate on Latino students' sense of belonging. *Sociology of Education*, 70, 324-

 345.

Oseguera, L., Locks, A. M., & Vega, I. I. (2008). Increasing Latina/o students' baccalaureate attainment: A focus on retention. *Journal of Hispanic Higher Education*.

Yosso, T. J., Smith, W. A., Ceja, M., & Solórzano, D. G. (2009). Critical race theory, racial

 microagressions, and campus racial climate for Latina/o undergraduates. *Harvard*

 *Educational Review, 79*(4), 659-691.

**OR**

Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 60-73.

***Optional Readings:***

Hooker, S. and Brand, B. (2009). Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond. *American Youth Policy Forum.*

<http://city.milwaukee.gov/ImageLibrary/Groups/cityDCD/LVP/pdf/SuccessAtEveryStep.pdf>

**Week 10 – December 2: Course Presentations and Conclusion**

***Purpose*:** This week students will present their literature review paper. Our role as audience members will be to push the work and ideas forward in a critical, constructive, and supportive manner. After the presentations, the mock qualifying exam will take place. We will conclude class by reflecting on the mock-exam experience and also considering the implications of being a pivotal moment educator.

***Required Reading***

Chapter 10. Becoming a pivotal moment educator: Qualities, legacies, training, capacity. In Espinoza, R. (2011). *Pivotal moments: How educators can put all students on the path to college.* Cambridge, MA: Harvard Education Press.

**Additional Readings**

Aleman, E. (2006). “Is Robin Hood the ‘Prince of Thieves’ or a Pathway to Equity?: Applying Critical Race Theory to School Finance Political Discourse.” Educational Policy, 20, 113-142.

Allen, W. & D. Solorzano. (2001). “Affirmative Action, Educational Equity and Campus Racial Climate: A Case Study of the University of Michigan Law School.” La Raza Law Journal, 12, 237-363.

Bell, D. (1980). “Brown v. Board of Education and the Interest-Convergence Dilemma.” Harvard Law Review*,* 93, 518-533.

Bonilla-Silva, E. (2004). Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States. Lanham, MD: Rowman and Littlefield Publishers.

Burciaga, R., L. Pérez Huber & D. Solorzano. (2010). “Going Back to the Headwaters: Examining Latina/o Educational Attainment and Achievement through a Framework of Hope.” In E. **Murillo,** S. **Villenas**, R. **Galván**, **J. Muñoz**, C. **Martínez** & M. **Machado-Casas (Eds.),** Handbook of Latinos and Education: Theory, Research, and Practice (pp. 422-437). New York: Routledge.

Ceja, M. (2001). Applying, choosing, and enrolling in higher education: Understanding the college choice process of first-generation Chicana students. Unpublished doctoral dissertation. University of California, Los Angeles.

Conchas, G. (2006). The Color of Success: Race and High-Achieving Urban Youth. New York: Teachers College Press.

**Additional Resources**

College Board. The completion arch: Measuring community college student success progress—Annotated bibliography. <http://media.collegeboard.com/digitalServices/pdf/advocacy/arch/The-Completion-Arch-Progress-Annotated-Bibliography.pdf>

College Board. The completion arch: Measuring community college student success progress—Annotated bibliography. <http://media.collegeboard.com/digitalServices/pdf/advocacy/arch/The-Completion-Arch-Enrollment-Annotated-Bibliography.pdf>

Baumann, P., Cabrera, A., & Swail, W., S. (2007).An Annotated Bibliography of Latino Educational Research. Educational Policy Institute and the College of Education. University of Maryland, College Park

 http://www.educationalpolicy.org/pdf/Latino%20Bibliography.pdf