Instructor: Mark E. Engberg, Ph.D.
Office: Room 1116 Lewis Towers, Water Tower Campus
Office Hours: By appointment
Phone: 312-915-7401 (Office)
Email: mengber@luc.edu
Location: Corboy Law Center, Room 203, Water Tower Campus
Time: 4:15-6:45 on Mondays

COURSE DESCRIPTION:

Changing demographics, growing concerns about affordability and the ability to pay for postsecondary education, escalating competition and the ongoing “arms race” among postsecondary institutions, and increasing disparities in access to and attainment of postsecondary education converge upon a complicated and worrisome picture of American higher education in the twenty-first century. While there are myriad stakeholders who lay claim to each of these issues, the enrollment manager is often the central figure charged with understanding and articulating the policies, practices, and tradeoffs necessary to achieve an institution’s objectives around access, enrollment, and retention. This course is designed to provide students with a holistic understanding of the enrollment management profession, beginning with an understanding of the factors that shape student’s college choice decisions and extending into the realms of marketing, admissions, financial aid, tuition planning, and retention. In approaching each of these critical areas, the course will focus on theory, policy, and practice through a variety of readings, classroom exercises and discussions, and guest speakers. Overlaid each of the class sessions will be a critical emphasis on understanding why enrollment disparities across race and socioeconomic status continue to characterize our higher education system, and how we might envision a more just society through the development of policies and practices that confront the continued reproduction of social inequality in the American educational system.

COURSE OBJECTIVES:

Upon completion of this course, students will be expected to:

- Identify the salient policy issues concerning access and opportunity in American higher education;

- Critically evaluate and articulate theories of college choice, with an understanding and appreciation of the role of human, social, and cultural
capital in formulating college aspirations and decisions to attend a postsecondary institution;

- Understand the importance of the high school context in situating college choice behaviors and postsecondary success;

- Recognize the saliency of demographic changes in American society and how they influence decisions about marketing and recruitment in higher education;

- Develop an appreciation of the “arms race” in higher education, one’s market position within the “food chain” of postsecondary institutions, and the important tradeoffs and considerations associated with institutional objectives around access, prestige, revenue, and growth;

- Identify the critical stages of the admissions process and ongoing debates around the use of standardized testing and affirmative action policies;

- Understand the role of financial aid leveraging in building a class, ongoing debates over merit versus need-based aid policies, and the inherent challenges in using the current federal methodology to determine levels of effort and financial need;

- Be aware of the current and historical roles of state and federal governments in funding higher education opportunity, as well as the origins and reasons behind the current “cost disease” in higher education;

- Identify the theoretical models used to frame retention and the various policies and practices used to ameliorate retention and completion rates in higher education.

CONCEPTUAL FRAMEWORK:

A conceptual framework that emphasizes “Professionalism in Service of Social Justice” guides instructional, extracurricular, and professional activities at Loyola’s School of Education. The Loyola School of Education faculty are dedicated to promoting professionalism in the service of social justice by developing students’ knowledge, skills, ethics, and service to improve educational opportunities for all members of society. This course contributes to the realization of this framework by addressing the following questions:

- What are the patterns of postsecondary enrollment and attainment across various demographic segments? In what ways has society narrowed and/or increased access and opportunity to postsecondary education across these various segments?
Who or what is culpable for the escalating cost of a college degree? In what ways has society abandoned the social contract for educational opportunity and the promise of Johnson’s Great Society in providing affordable access to postsecondary education for all students?

What role should federal and state governments play in providing affordable educational alternatives? Has the movement toward more meritorious forms of aid lost sight of the affordability issues plaguing those in the lowest socioeconomic quartiles?

How has the increasingly competitive playing field in higher education fostered an arms race in which there are no winners? Should colleges and universities be spending millions of dollars on consumer advertising and marketing or is the money better spent elsewhere?

Given the disparities in performance on standardized tests, should we still use these metrics as the foremost standards of admissibility in higher education?

In what ways does K-12 education predetermine one’s educational plans? How and in what ways can we create collaborative partnerships across the educational divide to ensure success for all students? What role does higher education play in addressing the resource deficiencies found in many of the lowest performing high schools?

Are enrollment managers really responsible for the pursuit of prestige over issues of affordability and diversity? Who do we hold responsible for the widening disparities in postsecondary enrollment among those who hold the least amount of wealth in American society?

DIVERSITY AND TECHNOLOGY:

Loyola’s School of Education is committed to the value of diversity and the development of information technology skills and knowledge. This course presents and encourages diverse perspectives on issues related to enrollment management and postsecondary access and opportunity in higher education, with particular attention to how current practices and policies can serve to reproduce or eradicate social inequalities present in our current higher education system. The course addresses technology by using instructional technology in the classroom and encouraging the use of information technology in the learning process. We will use Loyola’s Sakai’s course management system (CMS) as a class communication tool and as a depository for important course documents.
**DISPOSITIONS:**

All students in the course will be assessed across the following dispositional areas: professionalism, fairness, and the belief that all students can learn. The rubric can be found in Appendix A of the syllabus and the assessments will be conducted at the end of the semester through LiveText.

**ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES:**

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

**COURSE PEDAGOGY:**

This course is student-centered, and as such, each of your unique backgrounds and past experiences are considered essential in understanding how you approach, frame, and interpret the educational content covered in this course. Based on the concepts embedded in constructivist learning theory and self-authorship, I see myself as a guide in the learning process, helping each of you achieve your individual learning objectives through a variety of teaching and learning mediums. I understand and acknowledge that we all learn differently and express our mastery of learning topics in forms that are often unique to the individual learner. Therefore, my expectations of each of you will vary based on your expressed learning styles and objectives for this course. Ultimately, I see this class as a community of scholars who are both teachers and learners albeit at varying stages of development based on our own life experiences, interests, and motivations. As such, the class will be focused around the following learning tenets:

- Shared responsibility among all learners (both teachers and students) for constructing and making sense of knowledge within a community of practice;

- Students active involvement in all phases of the learning process, with a special emphasis on “thinking out loud” in class;

- An appreciation of and support for multiple perspectives on knowledge and practice as well as opportunities to apply such understandings to relevant, open-ended, and realistic contexts;
An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject.

COURSE EXPECTATIONS:

I expect each of you to take an active role in your learning both inside and outside of the classroom. Central to the achievement of this goal is an expectation that each of you will actively participate in classroom discussions and activities that are designed to help you achieve mastery of the varying topics related to enrollment management. Thus, attendance is essential to the learning process and repeated absences will likely hinder your achievement of the objectives for this course. You have a responsibility to our classroom community to come to class prepared having made an earnest attempt to read the assigned readings and complete assignments by their respective due dates. My hope is that you will not merely try to complete the readings for the sake of completion but that you will take the time to critically read and reflect in order foster your own development and to stimulate classroom discussions. Each of you will be expected to participate in a number of group-based discussions and activities and I ask that you take this role seriously and become a productive colleague and collaborator throughout this course.

ACADEMIC HONESTY:

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

ACCESSIBILITY:

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/
ETHICSLINE REPORTING HOTLINE:
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

REQUIRED TEXTS (Available at the Loyola University Bookstore—consider prepaying for your books in order to ensure you receive them by the beginning of the term)


RECOMMENDED TEXTS (For those of you interested in additional books used to inform this course):


In addition to these texts, I have assigned a number of required and recommended readings that are available on the Sakai course website. Students should also seriously consider obtaining a personal subscription to *The Chronicle of Higher Education* and read it regularly such that informed discussions about relevant articles can occur in class.

It is also recommended that students become familiar with the following journals in the higher education field:

- *Journal of College Student Retention*
- *Journal of College Admission*
- *Journal of Student Financial Aid*
- *Journal of Enrollment Management*
- *College and University*
- *Journal of College Student Development*
- *Journal of Higher Education*
- *Review of Higher Education*
- *Research in Higher Education*

**TEACHING MATERIALS:**

- Course readings
- Lectures incorporating reflective questioning and interactive activities
- Small and large group discussions
- Guest speakers
- Written assignments designed to integrate, synthesize and critique the various lessons learned from readings, lectures, class discussion, and exercises.

**COURSE ASSIGNMENTS:**

You will be expected to complete the following assignments throughout the semester:

1. **Participation (25 points):** This class is largely dependent on your presence in class, including your participation and engagement in class discussions, exercises, and other planned activities. Additionally, working in groups, each of you will have to prepare a 20 minute current event presentation/discussion to the class related to the week’s topic and readings (this will be discussed further during the first class period). Your participation points will be determined by based on the following breakdown:
   
   a. **Class Attendance (5 points)**
   b. **Class Participation (10 points)**
   c. **Current Events In-Class Presentation (10 points)**

2. **College Choice Paper (25 points):** Due February 16th at the beginning of class. Each student is asked to prepare a written reflection-application report (10 pages maximum, excluding references) related to our course units on college choice. Your report should focus on one of three alternate sets of experiences: 1) Findings and analyses gleaned from your personal interviews with a sample (3 or more) of high school seniors planning to attend a post-secondary institution in Fall 2015; or 2) Findings and analyses from your personal interviews with a sample (3 or more) of full-time enrolled students who are in their first year of college; or 3) a report focused on your own personal experiences in your first college choice process at the time you selected an undergraduate school to attend.

   A key expectation of this report is that you apply the theory, research, and models (both required and those you find from the course outline that are recommended). In other words, your report should address factors influencing the three common stages of choice: predisposition, search, and choice. You will be expected to draw upon the professional literature in support (or contrast to) your own field-based findings (interviews) or your personal reflections on your own experiences. How does the literature relate to what you have found? Why or why not?

   To assist in your planning, a document titled “College Choice Analysis” is located in Appendix B at the end of this syllabus.
3. **Culminating Course Project (50 points): Due April 20\(^{th}\) at the beginning of class.** Your final assignment for the course invites you to explore a topic related to enrollment management in-depth. You may choose from a range of topics and issues that are of special interest to you including but not limited to: 1) a synthesis of the literature on a topic or issue with critique and recommendations for enrollment management practitioners (see Appendix C for further information related to a literature review; 2) a field-based data collection research project on an issue relevant to the course; 3) a case study analysis describing a specific institutional response to an enrollment management issue on that campus: 4) a thought-provoking analysis (pro/con/your position) of a current issue in the field (e.g., ethical issues related to merit versus need-blind financial aid in advancing enrollment management plans; need blind versus need aware admission practices); 5) a review and analysis of a successful student outreach or retention program for a target population in higher education (e.g., students of color, low-income students, academically at-risk students, students with disabilities, older returning students); 6) some other creative project that advances your own learning related to this course. Regardless of which format is selected, students are expected to incorporate relevant professional literature (a minimum of ten sources) into the culminating report. All topics are to receive advance approval from the instructor and a prospectus outlining the topic (1-2 pages) with references will be due on **March 16\(^{th}\)**. Final projects should be approximately 15-20 double-spaced pages, excluding references.

**EVALUATION PROCEDURES:**

The following criteria and procedures will be used to evaluate your work in this course and determine your course grade.

**Evaluation Criteria:**

- Evidence during class discussion and in written assignments that course readings have been completed on time and with thought;
- Effective use of relevant literature and its vocabulary and frameworks to support claims;
- Balanced and critical discussion of ideas and arguments, with particular attention to underlying values and assumptions;
- Original thinking that adds insight;
- Consistent, well-prepared class attendance and participation;
- On-time submission of assignments;
- Correct grammar, spelling and punctuation; concise writing (i.e., not wordy).

**The most common problems that detract from grades on assignments are:**
Superficiality – Lack of adequate thought and substance, usually due to inadequate time spent on the assignment;
Inattention to instructions – each assignment includes detailed instructions that should be read carefully before starting the project and reviewed again before submitting your work;
Poor editing – particularly “typos” and grammatical errors;
Lateness – See policy below.

Note that all of these problems can be reduced by starting projects early and the first two can be reduced by revising and asking others to review drafts.

Due Dates and Policy on Lateness and Absences

All assignments are due on the dates posted in this syllabus. Late assignments may be penalized one half-grade for each late day (or portion of a day). To avoid a reduction in grade, students with emergency situations must contact me in advance of the class to negotiate an alternative due date. Class time is essential for discussing course topics, and therefore if you anticipate time conflicts that will interfere with your ability to attend class, I strongly urge you to take this course a different term when you can devote fuller attention to it. Regular class attendance and active participation in class discussions and activities are a requirement for this course. Therefore, missing class or coming to class unprepared will be reflected in the final participation grade for this course.

GRADING:

1. Class Participation: 25 points
2. College Choice Paper 25 points
3. Final Class Paper 50 points

Total points for an A: 94-100
Total points for an A-: 90-93
Total points for a B+: 87-89
Total points for a B: 84-86
Total points for a B-: 80-83
Total points for a C+: 77-79
Total points for a C: 74-76
Total points for a C-: 70-73

COURSE OUTLINE:

Session 1 (Jan. 12): Overview of Course on Enrollment Management
Tonight, each of you will have an opportunity to introduce yourselves to one another. We will also spend a portion of class time reviewing the course syllabus, my expectations for the course, and I will entertain any questions you might have concerning the course structure, nature of the materials presented, and/or course assignments. We will also discuss the readings below as we examine the various policy dimension related to access and opportunity, and contemplate the purposes and functions of enrollment management as well as the controversies that have surrounded the field since its inception.

**Required Readings:**

- Coomes (2000)
- Heller (2011), Introduction
- Perna & Jones (2013), Introduction

**Recommended Readings:**

- Gerald & Haycock (2006)
- Quirk (2005)

**Session 2 (Jan. 19): MLK Day**

**Session 3 (Jan. 26): Theoretical Models of College Choice: Part 1**

Tonight, we begin our enrollment management journey by exploring an overarching framework of college choice and patterns of educational inequality throughout each stage of this process.

**Required Readings:**

- Bergerson (2009), Chpt. 1, 2, and 3 (21-36)
- Engberg (2012)
- Heller (2011), Chpt. 4
- Sacks (2007), pp. 11-60

**Recommended Readings:**

- Cabrera & LaNasa (2001)
- Engberg & Allen (2011)
Tonight, we examine a number of additional college choice frameworks in the post-Hossler and Gallagher era that provide an interdisciplinary perspective on the college choice process. Additionally, we will examine the college choice process across different historically underrepresented groups.

**Required Readings:**

- Bergerson (2009), Chpts. 3 (36-46), 4 & 5
- Engberg & Wolniak (2010)
- Perna & Jones (2013), chpt. 2
- Yosso (2005)

**Recommended Readings:**

- Dika & Singh (2002)
- Nunez & Kim (2012)
- Perez & McDonough (2009)
- Person & Rosenbaum (2006)
- Perna (2007)
- Perna & Titus (2005)

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**Session 4 (Feb. 2): Theoretical Models of College Choice: Part 2**

Tonight, we explore the notion that in order to understand human behavior we need to situate such behavior within a particular social context. Thus, we begin an exploration of the ways in which institutional structures, such as high schools, moderate and shape students’ college choice behaviors. In addition, we bridge our understanding of American high schools and postsecondary opportunities by examining the ways in which federal, state, and institutional policies have addressed this critical educational nexus.

**Required Readings:**

- Gandara (2002)
- Sacks (2007), pp. 63-107

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Please select one of the following readings related to high school college counselors:

1. Engberg & Gilbert (2014)
2. Perna, Rowan-Kenyon, Thomas, & Bell (2008)
3. Hill (2011, UR)

Please select one of the following readings related to undocumented students:

1. Chavez et al. (2007)
2. Gonzalez (2009)

**Recommended Readings:**

- Hill (2008)
- McDonough (1997), chpt. 4
- Swail & Perna (2002)
- Wolniak & Engberg (2007)

Guest Speaker: Aliza Gilbert, High School College Counselor, Highland Park High School

**Session 6 (Feb. 16): Understanding the Competitive Playing Field: The Role of Marketing and Recruitment in Building a Class**

Tonight, we will explore how marketing and recruitment strategies are used in building an enrollment funnel for a particular college and university. We will explore the ways in which one’s market position defines the competitive playing field and the tradeoffs associated with the pursuit of prestige. We will also highlight the important role of demography in understanding the dynamic landscape of postsecondary education.

**Required Readings:**

- Hartley & Morphew (2008)
- Kalsbeek (2005)
- Sacks (2007), pp. 130-158

**Recommended Readings:**

- Carnevale & Fry (2002)
***Please come to class having examined at least one college or university viewbook (most are available online). As you examine the piece, ask yourself who is the identifiable “target audience”, how is the institutional “product” described, in what ways has the institution positioned themselves as “unique” and different from similar institutions, how are the issues of affordability and accessibility addressed in the document, and what is your overall critique of the piece.

Guest Speaker: Ann Talbot, Director of Graduate and Professional Enrollment Management, Loyola University

**Session 7 (Feb. 23): The Admissions Cycle in Higher Education**

Tonight, we will focus much of our discussion on better understanding the admissions process in higher education, with a particular emphasis on the various stages, policies, and programs that highlight the issues and milestones in the admissions cycle. We will use a combination of stories and data to discover the philosophical questions that underlie the admissions process and the national trends that exist across a range of institutional types.

**Required Readings:**

- Espenshade & Radford (2009), Chpt.3
- Golden (2006), Introduction and chpt. 1, 2, and 10
- SOCA Report, 2013 (please bring a copy to class)

Guest Speaker: Lori Greene, Director of Undergraduate Admission, Loyola University Chicago

**Session 8 (March 2): Spring Break**

**Session 9 (March 9): Affirmative Action and Standardized Tests in College Admissions**

Tonight, we will explore the ongoing debate about which criteria should be used to determine admissibility in higher education. In addition to discussing the use of affirmative action in college admissions, we will also discuss the role of both cognitive and non-cognitive factors in shaping admission decisions.

**Required Readings:**

- Espenshade & Radford (2009), Chpt. 9
- Heller (2011), Chpt. 5 and 6
Please review one of the following Amicus Curiae Briefs related to the current Fisher v. University of Texas affirmative action case:

- American Educational Research Association
- American Psychological Association

**Recommended Readings:**

- Alon & Tienda (2007)
- College Board (2008), Part 1 and 2
- Douglass (2007), Chpt. 9
- Robinson & Monks (EER, 2005)
- Walpole et al. (2005)

**Session 10 (March 16): The Role of the Financial Aid Officer**

Tonight, we begin to examine the issue of ability to pay for higher education and the myriad strategies used to provide financial relief to individuals and families. We will examine the role of federal and state governments as well as institutions in funding higher education as well as the current methodology used to determine a family’s level of effort.

**Required Readings:**

- Ehrenberg, Chpt. 5
- Hossler (2000)
- Perna (2010), pp. 1-40
- Sacks (2007), pp. 175-192

**Highly Recommended Readings:**

- Fitzgerald & Delaney (2002)
- Ort (2000)
- Tierney & Venegas (2009)
- Tierney et al. (2007)

Guest Speaker: Brian Christensen; Vice-President, HCRC

**Session 11 (March 23): NASPA Conference**

**Session 12 (March 30): The Cost Disease in American Higher Education**
Tonight, we will be discussing issues of affordability in higher education and why the cost of attending many postsecondary institutions has become so far-reaching. We will examine theories about why college costs have consistently outpaced many other consumer goods and the implications for rising costs in the face of the current economic recession. We will also examine the practice of financial leveraging used in many institutions to simulate and determine financial aid policies.

**Required Readings:**

- Ehrenberg (2002), Chpt. 1
- Heller (2011), Chpts. 1, 2, and 3
- Perna & Jones (2013), Chpt. 6

**Recommended Readings:**

- Debard (2000)
- DesJardins (2006)
- Fitzgerald (2004)
- Haycock (2006)
- Sacks (2007), pp. 37-60

**Session 13 (April 6): Fostering Student Success: Understanding Student Departure**

Tonight, we begin our focus on understanding the role of enrollment management in facilitating student success post-matriculation. We begin with an examination of theoretical frameworks to understand student departure and highlight the role of financial aid and other pre-college attributes in predicting student success.

**Required Readings:**

- Braxton (2004), pp. 1-51
- Perna & Jones (2013), Chpts. 7 and 8

**Recommended Readings:**

- Braxton (2004), pp. 53-87
- Paulsen & St. John (2002)
Tonight, we consider broader alternatives in addressing issues of student success by examining the use of assessment and evaluation to gauge the effectiveness of various programmatic efforts in promoting college completion.

**Required Readings:**

- Bowen, Chingos, & McPherson (2009), Chpts. 1, 2, 5, 6, 8, and 11
- Heller (2011), Chpt. 9

**Recommended Readings:**

- Bowen, Chingos, & McPherson (2009), Chpts. 4, 7, and 9
- Carey (2005)
- Ishitani (2008)
- Perna & Jones (2013), Chpt. 10

***Please come to class with at least one example of a promising practice used by a college or university to increase retention and college completion.

**Session 14 (April 13): New Ways of Addressing an Old Problem: Using Assessment and Evaluation to Ensure Postsecondary Completion**

Tonight, we wrap up by reflecting back on the materials and issues covered throughout the semester and sharing your experiences and lessons learned with the final culminating project.

**Required Readings:**

- Bowen, Chingos, & McPherson (2009), Chpt. 12
- Heller (2011), Conclusion
- Perna & Jones (2013), Conclusion
- Sacks (2007), pp. 277-317
### Appendix A: Disposition Rubric

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
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<tbody>
<tr>
<td>Professionalism</td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<tr>
<td>Professionalism</td>
<td>Student meets all deadlines</td>
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<tr>
<td>Professionalism</td>
<td>Student attends class and is punctual for all professional obligations</td>
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<tr>
<td>Professionalism</td>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<tr>
<td>Professionalism</td>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<tr>
<td>Professionalism</td>
<td>Student is able to work effectively with peers on assignments</td>
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<td>Professionalism</td>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Professionalism</td>
<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<tr>
<td>Professionalism</td>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<tr>
<td>Fairness</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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<td>Fairness</td>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<tr>
<td>Fairness</td>
<td>Student exhibits active listening skills</td>
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<tr>
<td>Fairness</td>
<td>Student is able to accept constructive feedback</td>
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<tr>
<td>All students can learn</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences,</td>
<td>Student fails to understand and/ or demonstrate in practice that all students, regardless of contextual</td>
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<td></td>
<td>contextual influences, are capable of learning</td>
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<tr>
<td>Student is sensitive to cultural differences</td>
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<tr>
<td>Student respects the diversity of learning styles</td>
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<tr>
<td>Student uses the framework of social justice in decision making</td>
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Appendix B: ELPS 435: College Choice Analysis

The following questions are offered as suggestions and guidelines for conducting interviews with high school seniors or others regarding the college choice processes they followed. These questions are meant to stimulate ideas and do not have to be addressed question by question in the interviews. These questions can also guide your own self reflection on the choice process you experienced at the pre-undergraduate level.

Predisposition Stage:

1. Do you remember when you first thought that you would be going to college after high school? When was this (what year in school)?
2. Was the idea to go on to college primarily your own decision or were you influenced by others? If so, who else influenced you?
3. Has anyone in your family ever attended college in the past?
4. Do you have close friends in school who are planning to attend college?
5. Was there ever any doubt in your mind that you would attend college right after high school? Why or why not?

Search Stage:

1. In what semester and year did you first seriously start collecting/receiving information about possible colleges to attend?
2. What types of information did you collect/receive about these colleges?
3. When considering institutions, what college characteristics were the most important to you? Why?
4. Did you personally place any limits on your search process (geography, costs, public/private, large/small, urban/rural, academic programs, other, etc.)?
5. How did you assess the quality of the institutions that you considered?
6. How helpful (or not) were the following: parents, high school peers, high school teachers, high school counselors, siblings, others?
7. In what ways were people helpful to you in the search process?
8. In what semester and year did you stop collecting information about colleges? Why?

Choice Stage (initial):

1. How many colleges did you actually apply to? When did you file these applications?
2. Did you have a first and second choice? Why were these institutions at the top of your list?
3. Did you visit any campuses? Before or after applying? After admission?
4. Did you decide which schools to apply to or was this decision made jointly with parents?
5. Have you now made a final decision about which college you are going to attend this fall? What “clinched” the decision for you?

**Choice Stage (persistence):**

In addition to some of the above questions, the following could be considered when interviewing first-year college students.

1. How satisfied have you been with your experience at your institution thus far?
2. Do you feel that the promotional material sent out to you prior to enrolling (plus information given to you at your high school, at college fairs and/or during campus visits) was accurate?
3. If you could go back and redo your college search process, would you make any changes? Why or why not?
4. What “best advice” would you offer to high school students beginning the college search process at this time?
Appendix C: GENERAL GUIDELINES FOR LITERATURE REVIEW

I. Introduction

Describe the problem which the review will help resolve and indicate why an analysis of existing information is appropriate for addressing this problem. The introduction should also present the importance of the problem, the scope of the review, and how the results of the review might be applied. The problem may be made specific by presenting one or more questions for which the review will provide answers.

II. Methodology

Explain the method of identifying and locating sources, the rationale for selecting the sources to analyze, the procedures to be used in analyzing the sources, and the criteria for evaluating the information found.

III. Analysis and Discussion

Present evidence and ideas summarized from the sources analyzed. This review is driven by the problem presented, and by sub-topics related to that problem. Therefore, individual sources are to be reviewed, not as isolated entities, but with attention to the contribution they make to the topic under discussion. Information based on personal experience, observations, or interviews may be included as a means of clarifying questions, exemplifying research conclusions, or as a source of new information. The source and limitations of such supplementary information should be clearly stated. An evaluation of the quality or adequacy of the related sources may also be included. This evaluation may relate to individual works, or to characteristics of several investigations available on a specific topic. This review, then, is a result of a search for the information which will provide the most useful answers available for your research questions.

IV. Conclusions and Recommendations

Identify and synthesize findings from the analysis as the conclusion of the review. Recommendations for future research, classroom applications, educational policies and procedures, program revision, or other warranted situations should be presented.