

First Seminar Program: FSP 121 – 16 and 121 – 17
How Colleges Work:
Higher Education, Learning, and American Society

Science P223
Section 16 at 8:00; Section 17 at 10:00
Monday and Thursday
The College of New Jersey
Fall 2007

Dr. David Prenskey
Office: 321 Business Building
Phone: 771-2849
dprenskey@tcnj.edu
Office Hours: Monday 2:00 to 4:30,
and by appointment

You are just starting your college career at TCNJ—four fun years (hopefully!) of learning filled with courses, co-curricular programs, and extra-curricular activities. However, TCNJ is only one of approximately 4,200 degree-granting colleges and universities in America that compose a large and complex social institution. Some schools are public, others private, and some of the private schools are for-profit. There are over 17 million students attending these colleges and universities to earn two-year degrees, four-year degrees, or graduate degrees. Some attend part-time and some attend full-time; some will finish their degree at the same college at which they began, while others will transfer to another school or drop out before finishing.

Our first seminar will provide an opportunity for you to examine higher education in the United States. We will concentrate on the roles that colleges and universities play in the lives of the students that they educate and in American society. Higher education is the subject of intense discussion in individual families like yours and the subject of great public debate among those who work in business, government, foundations, and other nonprofit organizations. The discussion in your family over the last year or so was likely a personal one: where were you going to go to college, what did you intend to study, and who was going to pay for your education?

The public debate is about whether American colleges and universities are effective at providing an education to everyone who needs one—at a cost that they can afford—so that they can learn what they need to know to contribute to the communities in which they live and work. This debate is a long-standing one, but it has assumed a new urgency as the importance of education for individual success increases and the resources for higher education become more scarce.

This debate is embodied by a 2006 report¹ that was the product of a Commission appointed by the Secretary of Education, Margaret Spellings. The Commission was composed of educators, business people, politicians, and nonprofit executives who were charged “to consider how best to improve our system of higher education to ensure that our graduates are well prepared to meet our future workforce needs and are able to participate fully in the changing economy.” The key issues in this debate include:

- The effectiveness of colleges and universities in fostering *student learning*.
- The *costs* of attending institutions of higher education.
- *Access* to higher education.
- The *accountability* of colleges and universities to society.

¹ U.S. Department of Education., The Secretary of Education’s Commission on the Future of Higher Education, *A Test of Leadership: Charting the Future of Higher Education*. September 2006.

Learning Goals and Outcomes

We have two types of learning goals and outcomes in this course. The first type comprises specific learning outcomes in the substantive area of higher education. The second type is composed of learning outcomes from the intellectual and scholarly growth and behavioral, social, or cultural perspectives areas in the College's liberal learning program. So, we will study higher education for its own substance and because it provides you with "raw material" to acquire academic, analytic, and communication skills that you will use for the rest of your academic career and your life.

Learning goals and outcomes in the substantive area of higher education

Goal: Students will analyze higher education and student learning. Students will be able to:

1. Explain the roles of colleges and students in fostering student learning.
2. Evaluate alternative views of appropriate student learning outcomes.
3. Describe the historical interplay between liberal arts and professional education in American higher education.
4. Distinguish between teaching-centered and learning-centered approaches in higher education.

Goal: Students will analyze higher education's relationship with the wider society and its success in furthering the public good in America. Students will be able to:

1. Explain the evolving relationship between institutions of higher education and American society.
2. Evaluate contemporary criticisms of higher education.
3. Describe the effects of financial factors on access to higher education.
4. Demonstrate the importance of accountability on the part of institutions of higher education.
5. Assess the role of higher education in promoting the public good.
6. Appraise emerging trends in higher education.

Learning goals and outcomes from the intellectual and scholarly growth and behavioral, social, or cultural perspectives areas in the TCNJ liberal learning program

Intellectual and Scholarly Growth

Goal: Students will be able to demonstrate fundamental dispositions and abilities to engage in academic discourse, including analytic and integrative skills, and the ability to formulate, defend, and communicate their own points of view. The following outcomes are included for this goal:

- Students are expected to learn how higher learning provides an intellectually exciting and challenging experience. Students should gain intellectual curiosity and be intellectually engaged with academic questions.
- Students should deal in significant ways with questions or points of view about areas of knowledge or controversies within areas of knowledge, rather than simply with the areas themselves.
- Students should engage in a free exchange of ideas involving both discussion and oral presentations. We expect the exchange to be constructive and civil.
- Students should engage in scholarship that is basically the same as that expected in upper level courses, but without required prerequisites. Students should engage in independent and group research.
- Students should think about charting a path through college that prepares them for life.

Goal: Students will be able to demonstrate well-developed, confident identities as good writers who can communicate clearly and effectively to an array of audiences for a range of purposes.

- Students should be able to appreciate the similarities & difference between oral and written communication; respond to needs of different audiences; respond to rhetorical situations; use appropriate strategies and conventions; focus on specific purpose; adopt voice, tone, and formality level suited to purpose and audience; and apply technology.
- Students will be able to use writing and reading for inquiry, learning, thinking, and communicating; understand assignments as a process that includes analyzing and synthesizing from sources; develop note-taking systems; integrate own ideas with others; and use appropriate technologies for inquiry.
- Students should be able to understand writing as an open, recursive process; develop techniques for brainstorming; be aware that it takes multiple drafts to complete a successful text; develop flexible strategies for revising, editing, and proof-reading; understand the collaborative aspects of writing process; learn to critique their own and others' work; learn to balance the advantages of relying on others with the responsibility of doing their own part; integrate technology.
- Students should learn common formats for different kinds of texts; practice appropriate means of documenting their work; and control surface features such as syntax, grammar, punctuation, and spelling, which affect meaning, purpose, and readers' comprehension.

Goal: Students will be able to demonstrate well-developed, confident identities as good speakers who can communicate clearly and effectively to an array of audiences for a range of purposes.

- Students should be able to recognize the need for speaking events and develop an appropriate response. They should be able to assess audience type and need and select a topic and form of address that is suited to their purpose.
- Students should be able to study a topic and organize insights and information according to effective rhetorical methods. They should clearly state their intent, organize the presentation, provide sufficient support, and select words and phrases that accurately represent ideas and feelings suited to the topic.
- Students should be skilled in effective delivery of more formal speeches. They should demonstrate verbal and nonverbal as well as social interaction skills that contribute to the effectiveness in conveying their intended message.

Behavioral, Social, or Cultural Perspectives

Goal: Students should understand the social context within which they live, and understand how the social dynamics of human behavior and the structures of social institutions influence beliefs and actions. In particular, the following outcomes will be achieved:

- Students should be able to understand the dynamics of human behavior in social interactions. They should recognize the fundamental factors that shape themselves in relationship to others.
- Students should understand the nature of human social relationships. They should know how people construct relationships within family, schools, work, and communities.
- Students should be able to understand how major social institutions organize and regulate social life, and allocate resources according to prevailing and alternate cultural values. They should be able to examine the balance of collective and individual interests and examine how social systems and cultural values are used to perpetuate patterns of privilege and inequality.
- Students should be able to analyze the impact of major social institutions such as the family, economy, education, government, and religion.
- Students should be able to gather information, analyze data, and draw conclusions in selected areas of the social sciences.

Activities

In order to analyze the roles of higher education in student learning and the wider American society, you will read material about higher education concepts and issues and then hone your analytic skills through oral and written analyses.

Readings

The readings for this course include three books, journal articles, and reports from a variety of sources about higher education in the United States. They provide material to help you to understand the underlying nature of higher education and develop the skills that you will use to analyze how higher education fosters student learning and contributes to the public good in American society.

There is a lot of reading in this course. Please read for understanding, not for details—our emphasis will be on the key concepts and issues. I do not want you to memorize the countless facts contained in the readings. In order to participate fully in classroom activities, you must read the material before class. You are responsible for understanding the key concepts and issues contained in the readings, even if we have not discussed all of them in class. So, please feel free to ask questions about the readings—in class, during discussions with your classmates outside of class, or privately with me. You should also consult additional suggested readings that are cited in the course schedule as well as any additional readings and materials that you find to help you to understand higher education.

Some questions to think about when reading:

1. What is the point of the reading?
 - a. What is the main point?
 - b. What are the secondary points (if any)?
2. What evidence supports the point (or points)?
 - a. Is there empirical evidence?
 - b. Does the evidence support the point(s)?
 - c. Is the evidence credible?
3. Is the argument a logical one?
 - a. Does it make sense?
 - b. Are the points consistent with each other?
4. Is the point (or points) important?
 - a. Does it offer insight that you haven't had before?
 - b. Does it offer insight that has not yet appeared anywhere else—in articles or public discussions?
 - c. Is there useful guidance for people who work in the area to make improvements?
5. Do you agree with the point(s) that is made?

I strongly encourage you to discuss the readings with your classmates outside of class. Remember, you are living with your classmates from this seminar; that's why we call first year housing "learning communities."

To be successful in any career, you must know about important trends, organizations, and people in your community, state, nation, and the world. You can only gain this knowledge by following developments on an ongoing basis. Not only will this help you in this course, but it will help you to perform well in other classes, in job interviews, and in every other setting.

I expect you to read *The New York Times* and *The Times of Trenton* every day. Both of these newspapers are available online at no cost, but they do require registration. You should also regularly browse resources that

focus on higher education, such as the *Chronicle of Higher Education* and *Inside Higher Education*. *Inside Higher Education* is an online daily and has a [free website](#). You should sign up for its [daily e-mail newsletter](#). Some articles from the *Chronicle* are available for [free at its website](#). The entire weekly print version of the periodical is available, with a one month delay, through the TCNJ Library website.

The books that we will read for this course are:

1. Richard J. Light, *Making the Most of College: Students Speak Their Minds* (paperback), Harvard University Press, 2004. \$10.17 at Amazon (ISBN-10: 067401359X)
2. Richard H. Hersh and John Merrow (Editors), *Declining by Degrees: Higher Education at Risk* (paperback), Palgrave Macmillan, 2006. \$11.21 at Amazon (ISBN-10: 1403973164)
3. Robert Zemsky, Gregory R. Wegner, William F. Massy, *Remaking The American University: Market-Smart And Mission-Centered*, Rutgers University Press, 2005. \$24.95 at Amazon (ISBN-10: 0813536243)

Participation

I assume that you are reading newspapers and regularly browsing other media that discuss American higher education. In addition, you should be aware of your own experiences here at TCNJ and how the world around you views higher education. You will have conversations about personal college experiences with fellow students, the faculty and staff, your high school friends, your family. You will watch movies and TV that portray higher education. The people with whom you interact and the media that you consume will provide you with irreplaceable opportunities to sharpen your understanding of the higher education issues by analyzing the material that you know best—your day-to-day social world.

Each class will begin with a discussion of real-world examples of higher education issues that will provide material for class analysis. I will ask for volunteers to provide an example of an issue that has appeared recently in the news, that you have experienced directly, or that you have read about in the course reading.

You should be prepared to summarize the example that you provide to the class. At the beginning of the semester, I will help those who volunteer an example to identify and analyze relevant concepts and issues. As the semester proceeds and you develop the skills necessary to perform the analytic tasks, the analytic responsibility will shift from me to the student who introduces the situation. The goal of such in-class discussions will be to provide models for the more sophisticated analyses that you show in your written work.

To encourage your participation, you will be responsible for writing two short memos—two or so pages each in a typical double-space format—that summarize and analyze a real-world educational example. These memos are discussed in the written work section of the syllabus.

Aside from providing examples, there are other ways that you should participate: (1) contribute to in-class discussions—information, analysis of issues, and synthesis of others' information and analyses, (2) present insights about the higher education that you have gleaned from your outside reading to the class, and (3) send examples, insights, and pointers to interesting material to the online discussion group that is part of this course's SOCS website.

Written work

This course, as I have noted repeatedly, emphasizes the analysis of how higher education furthers student learning and the broader public good. You will sharpen your analytic skills by writing about the readings and higher education issues. You are responsible for writing two short situation memos (two or so pages each) and three papers (five or so pages each) for this course.

The ability to make a coherent, persuasive argument in a clear and concise written form is a necessary skill, so I will consider the way you present your argument as well as content. I expect logical organization and clear, concise use of the English language. In your work after college, no one will take the time to translate badly written, memos, proposals, or reports into understandable language, regardless of the power and insight of your hidden ideas. As beginning college students, I expect that you will produce clear, concise writing that is free of language and grammar errors. You can get assistance with your writing on campus at [The Write Place](#) in Forcina 145/151 and online at [The Write Site](http://owl.department.tcnj.edu/) (<http://owl.department.tcnj.edu/>).

Very few of us can write effective prose on the first attempt, so you must write, then edit, then rewrite, then edit again, then rewrite again. To aid you in that process, you will be rewriting each paper twice for an “external” reviewer—in addition to editing your own work before you submit the first draft.

- The first draft of your paper will be reviewed by one of your classmates.
- You will rewrite the first draft based on the comments of your peer reviewer.
- The second draft will be reviewed by me.
- You will rewrite the second draft based on my comments.
- For the purposes of this class, the third draft will be considered the final paper. Good writing requires more than three drafts, but we will limit ourselves so that you have time for your other courses. The books, papers, and articles that you are reading for this course—and this is typical of academic and professional writing as well as Harry Potter novels and other fiction—are revised dozens of times. Good writing takes revision.

Memos

1. *Two short memos that summarize and analyze a real-world educational example, as described above in the participation section.* The memos should be brief and to-the-point—two or so pages in a typical double-space format. Think of these memos as a “heads-up” for me and your classmates—you want to impress us with your ability to identify an example of an issue that matters **and** provide a good description of the issue. In order to do that, you have to show that it does matter. Please don’t write more than two pages—you can summarize the issue quickly, briefly describe why it is important, and then analyze the issue using concepts from our readings or class discussions. The second draft of these memos must be submitted during the class in which we discuss the issue. Ask one of your classmates to provide the first draft review, and I will return the paper to you with the second draft comments. Then, you will submit the third draft to me. The first of the two memos can be submitted at any time during October, and the second any time during November.
2. *Three papers that provide you with the opportunity to analyze a higher education issue.* We will discuss the topics, directions, and schedules for these papers during class. To help you in scheduling your work across your courses (you have looked at all of your courses as a group to see how your semester will unfold, haven’t you?), plan for the third drafts of your papers to be submitted in mid-late October, mid-late November, and mid-December.

Assessment

The learning goals of this course and the liberal learning program emphasize the analysis of higher education issues. Assessment in this course will contribute to students' achievement of these analytic goals. Students will be assessed on their mastery of the goals by evaluating their performance in class discussion and papers. These assessment tools will give you the opportunity to illustrate your progress against rubrics that demonstrate analytic proficiency.

Participation

Here are the criteria that I will use to evaluate your participation in the seminar:

1. Understanding of core concepts in higher education.
2. Skill in applying core concepts to the analysis of relevant higher education issues.
3. Quality of the analysis of higher education issues.
4. Ability to initiate and sustain class discussion.
5. Capacity to help classmates develop during class discussion.

Grade	Performance Characteristics
A Excellent	<ul style="list-style-type: none"> • Demonstrate commanding grasp of core concepts and their linkages. • Consistently identify and analyze relevant higher education issues. • Apply core concepts to unfamiliar situations to produce an insightful and rigorous analysis. • Initiate and shape class and online discussion by presenting key insights and contributing in a way that facilitates productive discussion. • Offer constructive, sensitive comments about classmates' contributions to sustain ongoing discussion.
B Good	<ul style="list-style-type: none"> • Show thorough grasp of core concepts and their linkages • Frequently identify and analyze relevant higher education issues. • Apply core concepts to unfamiliar situations to produce a well-reasoned, logical analysis. • Consistently contribute important insights to class and online discussions. • Provide insightful responses to classmates' contributions during discussion.
C Average	<ul style="list-style-type: none"> • Aware of relevant core concepts and their linkages. • Provide examples of relevant higher education issues. • Apply core concepts to unfamiliar situations with guidance to produce an acceptable analysis. • Contribute to class discussions, usually in response to questions. • Respond to classmates' contributions during discussion.
D Below average	<ul style="list-style-type: none"> • Recognize core concepts when presented. • Respond correctly to direct questions about higher education issues. • Apply core concepts to familiar situations to produce a superficial, yet accurate analysis. • Contributes to class discussions in response to questions. • Occasionally respond to classmates' contributions.

Written Work

These are the criteria I will use to determine grades for your written work:

1. Ability to identify powerful, relevant concepts.
2. Skill in applying those concepts to the analysis of higher education issues.
3. Coherence, persuasiveness, organization, and structure of your analysis.
4. The language and grammar of your argument.

Grade	Performance Characteristics
A Excellent	<ul style="list-style-type: none"> • Identify all of the relevant core concepts, select the most powerful concepts for the particular higher education issue, and provide a comprehensive analysis of the linkages among the relevant concepts. • Apply core concepts to produce an discerning and rigorous analysis that offers compelling insight into the higher ed issue. • Coherent, well-argued, very persuasive analysis • Precise language with no grammatical or spelling errors.
B Good	<ul style="list-style-type: none"> • Identify all of the relevant core concepts, select the most powerful concepts for the particular issue, and describe their linkages in the context of the particular higher education issue. • Apply core concepts to produce a well-reasoned, logical analysis that provides insight into the issue. • Logical, well-argued, compelling analysis • Good choice of language with very few grammatical or spelling errors.
C Average	<ul style="list-style-type: none"> • Identify relevant core concepts, select appropriate concepts, and describe the obvious linkages among them. • Apply core concepts to produce an suitable analysis. • Analysis supports the argument of the written work with occasional awkward writing. • Rare grammatical or spelling errors.
D Below average	<ul style="list-style-type: none"> • Choose obvious concepts that are relevant for the issue; but do not provide a complete analysis. • Apply core concepts to produce a superficial, yet accurate, analysis. • Point of the analysis is not evident, logic is difficult to follow; awkward sentence structure • Some inappropriate words and errors in grammar and spelling.

If you submit a piece of written work that contains below average language and grammar, I will not read it. Instead, I will return it to you for an additional revision and lower your grade for that paper by one full letter grade.

I will evaluate all work on an A to F scale, then convert all evaluations to the College's grading scale:

Written work, participation	College grading scale
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
F	0

I will use the weights from the criteria listed below on the left to compute your course average and then assign final grades based on the scale listed below on the right:

Class participation	30%
Memos (5% each)	10%
Three papers (20% each)	60%

Final grade ranges	Final grade
3.8 - 4	A
3.6 - < 3.8	A-
3.25 - < 3.6	B+
2.9 - < 3.25	B
2.6 - < 2.9	B-
2.25 - < 2.6	C+
1.9 - < 2.25	C
1.6 - < 1.9	C-
1.25 - < 1.6	D+
.9 - < 1.25	D
< .9	F

Here are some formal notices for this course. Please read them carefully.

1. I welcome the opportunity to work with students who have documented disabilities and are in need of academic accommodations. If you have not already done so, please notify the Office of Differing Abilities Services (609-771-2571). The Office will work with us to determine reasonable individualized accommodations that are in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.
2. Students who violate The College's Academic Integrity Policy (see the policy at <http://www.tcnj.edu/~academic/policy/integrity.html>) will be referred to the Academic Integrity Officer—no exceptions will be made.
3. Keep a copy of your papers for yourself to avoid discussion about misplaced papers. You must be prepared to provide another copy if your peer reviewer or I ask for one. Do not tell me about computer viruses or disappearing files; keep backup copies on reliable media.
 - a. Please submit your papers in a easily readable form. Avoid fancy plastic covers. Presentation within the report matters, but the physical form of the cover does not.
 - b. If you include published articles as attachments to your written work, please attach a photocopy of the article(s). Do not attach an original article because I do not want to wonder whether you have violated rules about defacing library property.
4. Students who deface TCNJ library property by removing material from books, journal, or magazines to complete work for this course will earn a failing grade for this course. The library provides ample facilities for photocopying; removing material for your personal use is both unethical and selfish.
5. Turn off your cell phones during class. While everything that we do in this class will be so fascinating that you will want to tell your friends and family about it immediately, please do not make calls, take calls, or text while in class.

Brief course description (TCNJ college catalog)

The discussion about college in your family over the last year was personal: which college would you choose (and which ones would choose you), what did you intend to study, and who was going to pay for your education? There is widespread public debate about these issues too. Access to college, the costs of attendance, and the value of a degree are all being questioned by business and nonprofit executives, politicians, and educators. We will examine this public debate about higher education; a debate that has intensified as the importance of college for individual success has increased and the resources available for higher education become more scarce.

In order to understand the contemporary debate about higher education you will read material about higher education policy and how colleges work and then hone your analytic and communication skills through oral and written analyses. Readings will include books about learning and higher education, public policy reports about higher education, and journal articles from the organizational and higher education literatures. Students will discuss key issues as well as write (and revise) several moderately-sized (4-6 pages) analyses of individual higher ed issues.

Academic Calendar for Fall Semester, 2007

Date	Event/Activity
Aug. 27, Monday	Convocation
Aug. 28, Tuesday	First day of class
Sept. 3, Monday	Labor Day, no class
Sept. 4, Tuesday	Follow Monday schedule
Oct. 22, Monday – Oct. 23, Tuesday	Fall break
Nov. 21, Wednesday – Nov. 23 Friday	Thanksgiving break
Dec. 7, Friday	Last day of class for undergraduates
Dec. 8, Saturday – Dec. 11, Tuesday	Reading days
Dec. 12, Wednesday – Dec. 14, Friday	Exams
Dec. 15, Saturday – Dec. 16, Sunday	Reading days
Dec. 17, Monday – Dec. 18, Tuesday	Exams

Course Schedule

An introduction to the course

August 30	Meeting each other, learning goals and outcomes, course structure
September 4	You and college – what will make you healthy, wealthy, and wise? <ul style="list-style-type: none"> Richard J. Light, <i>Making the Most of College: Students Speak Their Minds</i> (paperback), Harvard University Press, 2004.
September 5	Special presentation by Dee Fink on “The Joy and Responsibility of Teaching Well” in Kendall Hall Auditorium 12:00 – 1:20.

An overview of higher education

September 6 September 10	Two historical perspectives
	<ul style="list-style-type: none"> Adrianna Kezar, Obtaining Integrity? Reviewing and Examining the Charter between Higher Education and Society, <i>The Review of Higher Education</i>, 27(4), Summer 2004, 429-459. John C. Scott, The Mission of the University: Medieval to Postmodern Transformations, <i>Journal of Higher Education</i>, 77(1), January/February 2006, 1-39.
	Some basic issues
	<ul style="list-style-type: none"> Peter D. Eckel and Jacqueline E. King, <i>An Overview of Higher Education in the United States: Diversity, Access, and the Role of the Marketplace</i>, American Council on Education, 2004. Originally appeared as a chapter in J. Forest and P. Altbach (Eds.), <i>The International Handbook of Higher Education</i> (two volumes), published by Springer. Available at http://www.acenet.edu/bookstore/pdf/2004_higher_ed_overview.pdf
	And a view of the challenges facing higher ed today
	<ul style="list-style-type: none"> Travis Reindl, <i>Hitting Home: Quality, Cost, and Access Challenges Confronting Higher Education Today</i>, Lumina Foundation, March 2007. Available at http://www.collegecosts.info/wp-content/file_uploads/Hitting_Home_030107.pdf

An overview of higher education (continued)

Some critical views of higher education	
<p>September 13 September 17 September 20</p>	<p>The Spellings Commission</p> <ul style="list-style-type: none"> U.S. Department of Education., The Secretary of Education’s Commission on the Future of Higher Education, <i>A Test of Leadership: Charting the Future of Higher Education</i>. September 2006. Available at http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf <p>A popular critique</p> <ul style="list-style-type: none"> Richard H. Hersh and John Merrow (Editors), <i>Declining by Degrees: Higher Education at Risk</i> (paperback), Palgrave Macmillan, 2006

The effectiveness of colleges and universities in fostering student learning

What is student learning?	
<p>September 24</p>	<ul style="list-style-type: none"> The Aims of Education Address, Andrew Abbott, September 26, 2002, printed in the <i>University of Chicago Record</i>, 37(2), November 21, 2002, 4-8. Available at http://www.uchicago.edu/docs/education/record/pdfs/37-2.pdf David Conley, <i>Toward A More Comprehensive Conception of College Readiness</i>, Educational Policy Improvement Center for the Gates Foundation, March 2007. Available at http://www.s4s.org/upload/College%20Readiness%20Paper%205-07.pdf
The historical evolution of the goals and purposes of student learning	
<p>September 27 October 1</p>	<ul style="list-style-type: none"> W. Norton Grubb and Marvin Lazerson, Vocationalism in Higher Education: The Triumph of the Education Gospel, <i>Journal of Higher Education</i>, 76(1), January/February 2005, 1-25. Steven Brint, Mark Riddle, Lori Turk-Bicakci, and Charles S. Levy, From the Liberal to the Practical Arts in American Colleges and Universities: Organizational Analysis and Curricular Change, <i>Journal of Higher Education</i>, 76(2), March/April 2005, 151-180. David F. Labaree, Mutual Subversion: A Short History of the Liberal and the Professional in American Higher Education, <i>History of Education Quarterly</i>, 46(1) March 2006, 1-15.

The effectiveness of colleges and universities in fostering student learning (continued)

<p>October 4 October 8</p>	<p style="text-align: center;">Everyone wants somebody to learn something: students, faculty, employers and graduate programs, parents, society . . .</p> <ul style="list-style-type: none"> • Association of American Colleges and Universities, <i>College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education & America's Promise</i>, 2007. Available at http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf • Peter D. Hart Research Associates, Inc., <i>How Should Colleges Prepare Students To Succeed In Today's Global Economy?</i>, for the Association Of American Colleges And Universities, December 28, 2006. Available at http://www.aacu.org/advocacy/leap/documents/Re8097abcombined.pdf <p>Additional suggested readings</p> <ul style="list-style-type: none"> • Debra Humphreys and Abigail Davenport, How Students View & Value Liberal Education <i>Liberal Education</i>, Summer/Fall 2005, 37-43 • Roberts T. Jones, Liberal Education for the Twenty-first Century: Business Expectations, <i>Liberal Education</i>, Spring 2005, 32-37. • Lee Dudka, Liberal Education & the Specialist-Rich Workplace, <i>Liberal Education</i>, Winter 2006, 34-39. • Todd S. Hutton, The Conflation of Liberal & Professional Education: Pipedream, Aspiration, or Nascent Reality?, <i>Liberal Education</i>, Fall 2006, 54-59.
<p>October 11 October 15</p>	<p style="text-align: center;">Teaching versus learning</p> <p>The classic statement</p> <ul style="list-style-type: none"> • Robert B. Barr and John Tagg, From Teaching to Learning: A New Paradigm for Undergraduate Education, <i>Change</i>, November/December 1995, 13-25. Available at http://www.cic.uiuc.edu/programs/DEO/archive/BestPractice/New_Paradigm_for_Undergrad_Educ.pdf <p>Additional suggested readings</p> <ul style="list-style-type: none"> • Patrick T. Terenzini, Research and Practice in Undergraduate Education: And Never the Twain Shall Meet?, <i>Higher Education</i>, 38(1), July 1999, 33-48. • Marcia B. Baxter Magolda, Learning-Centered Practice is Harder Than It Looks, <i>About Campus</i>, September-October 1999, 2-4. • Peggy S. Meszaros, The Journey of Self-Authorship: Why Is It Necessary?, <i>New Directions For Teaching And Learning</i>, 2007(109), Spring 2007, 5-14.

Access to higher education

	The basics of college costs and student aid
October 18	<ul style="list-style-type: none">American Council on Education, <i>Putting College Costs into Context</i>, 2004. Available at www.acenet.edu/bookstore/pdf/2004_college_costs.pdf
October 25	<ul style="list-style-type: none">Robert C. Dickeson, A National Dialogue: The Secretary of Education's Commission on the Future of Higher Education, U.S. Department of Education, <i>Issue Paper #6: Frequently Asked Questions About College Costs</i>, 2006. Available at http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/dickeson2.pdf
October 29	<ul style="list-style-type: none">Jane V. Wellman, A National Dialogue: The Secretary of Education's Commission on the Future of Higher Education, U.S. Department of Education, <i>Issue Paper #13: Costs, Prices and Affordability</i>, 2006. Available at http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/wellman.pdfCollege Entrance Examination Board, <i>Trends in Student Aid 2006</i>, 2006. Available at http://www.collegeboard.com/prod_downloads/press/cost06/trends_aid_06.pdf Detailed data about national student aid trends.College Entrance Examination Board, <i>Trends in College Pricing 2006</i>, 2006 Available at http://www.collegeboard.com/prod_downloads/press/cost06/trends_college_pricing_06.pdf Detailed data about nationwide costs of attending college. <p>Additional suggested readings: data for you to browse</p> <ul style="list-style-type: none">State Higher Education Executive Officers (SHEEO), <i>State Higher Education Finance FY 2006</i>, March 2007. Available at http://www.sheeo.org/finance/shef_fy06.pdfNational Association of State Student Grant and Aid Programs, <i>37th Annual Survey Report on State-Sponsored Student Financial Aid: 2005-2006 Academic Year</i>, July 2007. Available at http://www.nassgap.org/viewrepository.aspx?categoryID=3# Detailed state-level data on state-funded financial aid. <p>Additional suggested reading on the financial concepts underlying college costs and financial aid</p> <ul style="list-style-type: none">Sandy Baum, <i>A Primer on Economics for Financial Aid Professionals</i>, College Entrance Examination Board, 2004. Available at http://www.collegeboard.com/prod_downloads/highered/fa/Economics-Primer-2004.pdf Wonderful introductions to the effects of costs on students and the process used to determine student financial need.

Access to higher education (continued)

<p>November 1</p>	<p style="text-align: center;">Access and equity are evolving</p> <ul style="list-style-type: none"> • John B. Noftsinger Jr., Kenneth F. Newbold Jr., Historical Underpinnings of Access to American Higher Education, <i>New Directions For Higher Education</i>, 2007(138), Summer 2007, 3-18 • Bridget Terry Long and Erin Riley, Financial Aid: A Broken Bridge to College Access?, <i>Harvard Educational Review</i>, 77(1), Spring 2007, 39-63. <p>Additional suggested readings</p> <ul style="list-style-type: none"> • Michael Mumper, The Future of College Access: The Declining Role of Public Higher Education in Promoting Equal Opportunity, <i>Annals of the American Academy of Political and Social Science</i>, 585(1), January 2003, 93-117. • Alexander W. Astin and Leticia Oseguera, The Declining “Equity” of American Higher Education, <i>The Review of Higher Education</i>, 27(3), Spring 2004, 321-341.
<p>November 5 November 8</p>	<p style="text-align: center;">Costs, access, and policy</p> <ul style="list-style-type: none"> • Advisory Committee on Student Financial Assistance, <i>Mortgaging Our Future: How Financial Barriers to College Undercut America’s Global Competitiveness</i>, September 2006. Available at http://www.ed.gov/about/bdscomm/list/acsfa/mof.pdf • Lumina Foundation, <i>Collision Course: Rising College Costs Threaten America’s Future and Require Shared Solutions</i>, July 2004. Available at http://www.luminafoundation.org/issues/collegecost/CollisionCourse.pdf • Lara K. Couturier, with the assistance of Alisa F. Cunningham, <i>Convergence: Trends Threatening to Narrow College Opportunity in America</i>, Institute for Higher Education Policy, April 2006. Available at http://www.ihep.org/Pubs/PDF/ConvergenceFINAL.pdf

The accountability of colleges and universities to students and society

<p>November 12</p>	<p style="text-align: center;">The public's view of higher education</p> <ul style="list-style-type: none"> • John Immerwahr and Jean Johnson, <i>Squeeze Play: How Parents and the Public Look at Higher Education Today</i>, The National Center for Public Policy and Higher Education, Report #07-4, 2007. Available at http://www.makingopportunityaffordable.org/pdfs/solution_papers/squeeze_play.pdf . Questionnaire and data available at http://www.publicagenda.org/research/pdfs/squeeze_play_full_questionnaire.pdf • Neil Gross and Solon Simmons, <i>Americans' Views Of Political Bias In The Academy And Academic Freedom</i>, paper presented at the annual meeting of the American Association of University Professors (AAUP) in Washington, D.C., June 9, 2006. Available at http://www.aaup.org/NR/ronlyres/DCF3EBD7-509E-47AB-9AB3-FBCFFF5CA9C3/0/2006Gross.pdf <p>Additional suggested readings</p> <ul style="list-style-type: none"> • Education Writers Association, <i>The Higher Ed Beat: The Second National Survey of Higher Education Media</i>, March 2006. Available at http://www.ewa.org/files/docs/higheredsurvey2005.pdf Questionnaire available at http://www.ewa.org/files/docs/hiedsurveyform.pdf
<p>November 15</p>	<p style="text-align: center;">Accountability matters</p> <ul style="list-style-type: none"> • Jane V. Wellman, Accountability for the Public Trust, <i>New Directions for Higher Education</i>, 2006(135), Fall 2006, 111-118. • Peter T. Ewell and Dennis P. Jones, State-Level Accountability for Higher Education: On the Edge of a Transformation, <i>New Directions for Higher Education</i>, 2006(135), Fall 2006, 9-16.

The accountability of colleges and universities to students and society (continued)

November 19	<p style="text-align: center;">Gathering momentum for accountability</p> <ul style="list-style-type: none">• Business-Higher Education Forum, <i>Public Accountability for Student Learning in Higher Education: Issues and Options</i>, American Council on Education, April 2004. Available at http://www.bhef.com/publications/2004_public_accountability.pdf• National Commission on Accountability in Higher Education <i>Accountability for Better Results: A National Imperative for Higher Education</i>, State Higher Education Executive Officers (SHEEO), March 10, 2005. Available at http://www.sheeo.org/account/accountability.pdf• <i>Measuring Up 2006: The National Report Card on Higher Education</i>, National Center for Public Policy and Higher Education, 2006. Available at http://measuringup.highereducation.org/_docs/2006/NationalReport_2006.pdf <p>Additional suggested readings: data for you to browse</p> <ul style="list-style-type: none">• <i>Measuring Up 2006: The State Report Card on Higher Education – New Jersey</i>, National Center for Public Policy and Higher Education, 2006. Available at http://measuringup.highereducation.org/_docs/2006/statereports/NJ06.pdf <p>And remember Spellings</p> <ul style="list-style-type: none">• U.S. Department of Education., The Secretary of Education's Commission on the Future of Higher Education, <i>A Test of Leadership: Charting the Future of Higher Education</i>. September 2006. Available at http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf
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The accountability of colleges and universities to students and society (continued)

November 26	<p style="text-align: center;">Accountability for learning</p> <ul style="list-style-type: none">• Carol A. Dwyer, Catherine M. Millett, And David G. Payne, <i>A Culture of Evidence: Postsecondary Assessment and Learning Outcomes</i>, Educational Testing Service, June 2006. Available at http://www.ets.org/Media/Resources_For/Policy_Makers/pdf/cultureofevidence.pdf• Peter McPherson, David Shulenburg, <i>Improving Student Learning In Higher Education Through Better Accountability And Assessment</i>, A Discussion Paper for the National Association of State Universities and Land-Grant Colleges, April 2006. Available at http://www.nasulgc.org/Accountability_DiscussionPaper_NASULGC.pdf <p>Additional suggested readings</p> <ul style="list-style-type: none">• George D. Kuh, Jillian Kinzie, Jennifer A. Buckley, Brian K. Bridges, and John C. Hayek, <i>Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations</i>, ASHE Higher Education report, 32(5), April 2007. Introduction, Pp. 1-6; Definitions and Conceptual Framework, Pp. 7-12; and Propositions and Recommendations, Pp. 105-130.• Margaret A. Miller and Peter T. Ewell, <i>Measuring Up on College-Level Learning</i>, National Center for Public Policy and Higher Education, Report #05-8, October 2005. Available at http://www.highereducation.org/reports/mu_learning/Learning.pdf• Marc Chun, <i>Looking Where the Light Is Better: A Review of the Literature on Assessing Higher Education Quality</i>, <i>Peer Review</i>, Winter/Spring 2002• Fred F. Harclerod, <i>Accountability, Quality, Quality Assurance and Rewards for Institutional Faculty</i>, State Higher Education Executive Officers (SHEEO), 2006 Available at http://www.sheeo.org/account/Harclerod%20final.pdf <p>Take a look ahead: get a jump on reading Zemsky, Wegner, and Massy, <i>Remaking The American University: Market-Smart And Mission-Centered</i> during the Thanksgiving break.</p>
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The accountability of colleges and universities to students and society (continued)

November 29 December 3 December 6	<p style="text-align: center;">The future of higher education</p> <ul style="list-style-type: none">• Robert Zemsky, Gregory R. Wegner, William F. Massy, <i>Remaking The American University: Market-Smart And Mission-Centered</i>, Rutgers University Press, 2005.• <i>Shifting Ground: Autonomy, Accountability, And Privatization In Public Higher Education</i>, the Futures Project and the American Council on Education, May 2004. Available at http://www.acenet.edu/bookstore/pdf/2004_shifting_ground.pdf• <i>Rewriting the Rules of the Game: State Funding, Accountability, and Autonomy in Public Higher Education</i>, the Futures Project and the American Council on Education, October 2004. Available at http://www.acenet.edu/bookstore/pdf/2004_rewriting_the_rules.pdf <p>Additional suggested reading</p> <ul style="list-style-type: none">• Gordon K. Davies, <i>Setting a Public Agenda for Higher Education in the States: Lessons Learned from the National Collaborative for Higher Education Policy</i>, The National Collaborative for Higher Education Policy, December 2006. Available at http://www.highereducation.org/reports/public_agenda/public_agenda.pdf
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First paper guidelines

Your assignment is to write a letter to the editor of the *Chronicle of Higher Education* in response to one of the four opinion pieces that I have distributed. You can write a letter that is critical of the opinion piece—if you disagree with it—or one that supports the piece—if you agree with it. In either case, you will need to:

1. Analyze the opinion piece in light of the literature on student learning that we have read for the class.
 - A. Explain the point of view expressed by the author.
 - B. Show how the author's views fit with the readings.
 - C. Note the facts cited by the author and whether they are consistent with the readings.
 - D. Evaluate the author's argument.
2. Express your point of view about the author's argument on "liberal vs. professional" student learning issues.
 - A. Show how your point of view fits into the literature.
 - B. Show supporting material from the literature.
 - C. Compare and contrast your point of view with the one expressed by the opinion piece's author.

These are the elements that you should consider in your paper, but feel free to use your own style. Please consult the course syllabus for details about the papers and the criteria that I will use for evaluating written work in the course.

Work schedule:

- First draft and meeting with peer reviewer by October 16.
- Second draft to me by October 19.
- My comments to you by October 25.
- Third draft to me by October 29.

Second paper guidelines

Topic 1 Describe your plan for an admissions program for TCNJ that will provide increased access for traditionally underserved groups. Discuss the effects, if any, that you see such a program will have on other students in the admissions pool.

Topic 2 Describe your plan for a new financial aid program to present to a potential donor who has expressed interest in giving a substantial sum to TCNJ. Your paper should convince the donor to donate the money to The College to fund your plan. Choose whether to propose a need-based or a merit-based program and provide a justification for your choice.

Topic 3 Describe your plan for a college ranking system, e.g., US News and World Report, that incorporates the most important cost and access issues facing higher education today. At the same time, discuss the implications, if any, of the ranking system for the issues that we talked about in our discussion of the effectiveness of colleges and universities in fostering student learning.

Topic 4 Doug Lederman, in Closing the Achievement Gap (Insidehighered.com, 10-31-07), describes a new program that includes 19 state college systems. Describe the benefits and drawbacks of such a program for TCNJ and the other eight colleges in the New Jersey Association of State Colleges and Universities.

Please use relevant concepts from our course readings to support your analysis and discuss whether those concepts support your ideas or are in opposition to them. Feel free to use your own style, but remember that a good paper begins with a clear statement of your main point(s) and uses good language, grammar, and punctuation to present a rigorous, coherent, and persuasive analysis. Please consult the course syllabus for details about the papers and the criteria that I will use for evaluating written work in the course.

Tentative work schedule:

- First draft and meeting with peer reviewer by November 8.
- Second draft to me by November 12.
- My comments to you by November 19.
- Third draft to me by November 26.

Third paper guidelines

Topic 1 President Gitenstein would like to build on her strategy presentation by developing an accountability program for TCNJ. She has asked for your help. Please write a proposal for a program that will allow the College to address the criticisms of higher education that say colleges and universities are not accountable to their students or to society. Discuss the effects, if any, that such a program will have on issues of student learning, cost, and access.

Topic 2 Your high school has asked you to return during the holiday break to speak with the guidance counselors who are responsible for providing college advice to high school students and their parents. Please write an essay in which you recommend criteria that counselors, students, and parents should use to make their college choices. The criteria should reflect the most important factors that will affect the quality of a college education.

Topics 3 and 4 Write a letter to the editor of the *Chronicle of Higher Education* or Insidehighered.com in response to one of the two opinion pieces on accountability and the corporatization of higher education. You can write a letter that is critical of the opinion piece—if you disagree with it—or one that supports the piece—if you agree with it. In either case, you will need to 1) analyze the opinion piece in light of the readings for the class, and 2) express your point of view about the author's argument. Please use relevant concepts from our course readings to support your analysis and discuss whether those concepts support your ideas or are in opposition to them.

Please use relevant concepts from our course readings to support your analysis and discuss whether those concepts support your ideas or are in opposition to them. Feel free to use your own style, but remember that a good paper begins with a clear statement of your main point(s) and uses good language, grammar, and punctuation to present a rigorous, coherent, and persuasive analysis.

Please consult the course syllabus for details about the papers and the criteria that I will use for evaluating written work in the course.

Work schedule:

- First draft and meeting with peer reviewer by December 7.
- Second draft to me by December 10.
- My comments to you by December 15.
- Third draft to me by December 18.