“We never educate directly, but indirectly by means of the environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great difference.”


To promote greater student success, institutions have to take seriously the notion that the failure of students to thrive in college lies not just in the students but also in the ways they construct the environments in which they ask students to learn.


This course examines campus practices that are designed to enhance the learning and development of college students, with special attention given to institution-level initiatives and innovations. This course will include an examination of “good practices” and “high impact practices” that have been designed to enhance student learning and success, and will critique them from theoretical and empirical perspectives. Special attention will be given to which student subgroups are served – and underserved – by campus practices affecting student learning.

Desired Learning Outcomes

1. To gain familiarity with campus practices at the institutional level that are designed to promote student learning, development, and success.

2. To understand contemporary thinking about adult learning and strategies that are used to promote it.

3. To recognize and critique theoretically and empirically derived criteria related to effective practices and be able to apply these practices to the design of educational innovations.

4. To examine how the structure and organization of various educational environments on college campuses promote and inhibit student learning and the achievement of desired outcomes, and to offer suggestions for changing these structures. [For this purpose, the term “educational environment” is defined broadly to include curricular and co-curricular contexts, as well as administrative policies and practices that affect student learning and success.]

5. To understand how student engagement and other practices as strategies to enhance student learning and success.
6. To explore campus cultures and student subgroups, with a particular interest in which subgroups benefit from institutional practices to enhance learning and which do not. To do so, we will consider the practices and environments through a critical lens.

Course Texts


Additional readings are listed on the Course Schedule (attached) and are available on our course Canvas site. If I post other readings there, I will alert you in advance.


Note: I recommend using the whole manual, not just the pocket edition or the summary in on-line sources. This Manual includes MUCH more than simple referencing style; it also includes sets of academic values and practices that are widely endorsed in the social sciences and higher education. For example, in addition to information about how to reference citations in reference lists, this volume also includes instructions on grammatical considerations, how to avoid the use of sexist language, and how to construct tables and figures. A hard copy of the APA Manual is available in the CSHPE Main Office.

Being Successful in this Class

1. **Class Participation.** There are many advantages to participating fully in a learning community such as this class. An important advantage for individual students is that doing so will help you achieve the desired learning outcomes noted above. An advantage for the class as a whole is that we can then learn about and from a broader range of perspectives. Accordingly, I encourage you to be aware of and monitor the quality and quantity of your own participation.

Here are some of my assumptions about student success, stated in terms of our responsibilities to each other as they affect class participation. As your instructor, I will:

- strive to create an enjoyable and successful learning community in this class.
- identify readings and other resources from a range of perspectives to acquaint you with major ideas in the field;
- construct class activities to increase your involvement in the class and your understanding of the materials;
• construct assignments that both document your understanding of key constructs that are central to this course and that help you apply these to educational practices;
• provide timely and constructive feedback; and
• work with you to address factors that you believe are constraining your success.

As members of this community, I expect the following of students:
• to attend all class sessions;
• to come prepared for class by having read the assigned readings prior to class and having constructed your own responses to the reflective questions I provided on the syllabus (see note below on active reading);
• to alert me (at least a day in advance) to issues you would like to address in class,
• to participate actively and thoughtfully each week (see note below on active participation and engagement);
• to be willing to share your ideas during class; and
• to call to my attention factors that are affecting your success in this class (both positively and negatively).

My hope is that these approaches will improve both the quality of our class discussions and the value of the readings and class activities for you. I am also happy to meet with you individually, in small groups, or as a class to discuss these expectations, the class in general, and ways to enhance your success.

**Active Reading**: Active reading means listing points you think are important, as well as noting questions the readings raise for you, inconsistencies you find, areas of interest, and connections you discover with other readings, both in this course and from others. Active learning means that you develop points of view about what the authors say and do some critical analysis of the ideas in the readings. The nature of the course necessitates completing the assigned reading prior to class sessions, as we will typically spend class time analyzing rather than summarizing the content. Our discussions will be based on the readings and the quality of the discussion will depend on class members’ understanding of the readings. Note that some readings are extensive. It is important to review the reading schedule in advance in order to organize your reading in preparation for class. If you would benefit from discussion of ideas prior to class discussion, form a reading group to do this or use the Canvas Discussion folder for this purpose.

**Active Participation and Engagement**: Being a full participant in this class requires thinking about and monitoring your reactions to the readings prior to class, sharing your reactions, ideas, insights and questions in class, taking risks to share thoughts that are not fully developed, building on others’ ideas, disagreeing when it is helpful to do so, and genuinely listening for understanding when others are speaking. Thinking together also requires that you bring “who you are” into the conversation; for example, it is common to draw on prior experiences when framing responses; as appropriate, please share the sources of your insights. Your identity frames how you interpret ideas, what sense you make of the readings, how you participate in discussions, and how you decide what to believe. “Bringing yourself to the discussion” to join others in mutual construction of knowledge is essential.
2. Connections: Linking Course Concepts to other Sources of Insight. In an effort to create a stimulating learning community and to encourage class members to link course readings and personal insights to larger contexts, I will offer the first few minutes of each class for this purpose. Please keep this in mind as you complete the readings each week, read the Chronicle of Higher Education or other sources of news about higher education, or as you learn of programs in your internship or other search on line for innovative approaches to enhancing learning. Then share these insights at the beginning of class or in our discussions. (To get this started, I’ll ask each student to sign up for a designated week at the beginning of the term.)

3. Due dates. Be prepared to submit your course assignments on the Canvas site before the beginning of class on the days they are due. It is my expectation that you will meet each deadline except when extreme and unforeseen circumstances arise. If you turn in a paper late, please include a written explanation justifying the delay. Should I judge the explanation to be reasonable, you will receive the same credit you would have received had it been on time. If the justification is not reasonable, I reserve the right to alter or eliminate credit for the assignment.

4. Absences. Class attendance is important. However, circumstances occasionally arise when you choose to be elsewhere. Please be very selective in such occasions, and whenever humanly possible, please alert me in advance AND arrange to review the notes, handouts, and class activities with two classmates.

5. Special Needs. If you believe that you may need accommodations due to a disability, please contact me within the first two weeks of the class so that I can arrange for appropriate accommodations. Additionally, if there are special circumstances in your life that may affect your participation or performance in this class that you would like to share, please indicate these on the Student Information Sheet or make an appointment to see me. I will work hard to do my part so that you will have a successful experience in this course.

Academic Conduct. I expect all students to adhere to the highest standards of academic honesty and responsibility. Indeed, it would be hypocritical to embrace these expectations as learning outcomes for college students and be unwilling to learn about and actively practice them ourselves in graduate education and in professional settings. Understanding that professional standards are more than rules and that our understanding of these standards increases with experience, I encourage you to browse the relevant pages of the Rackham website for information about academic and professional integrity, even if you have done so at an earlier time in your education. Here is the link to that site:
http://www.rackham.umich.edu/current-students/policies/academic-policies/section11

6. Office Hours. I hope and expect to meet with you to discuss topics raised in the readings or in class, your learning and success, and/or your concerns about this course. Please sign up using this link: Office Hours. If these times don’t fit your schedule, please contact me via email to schedule an appointment at another time.

7. Canvas Site. We will utilize our course Canvas site for many aspects of this course. Check there for announcements, other resources, and to submit your assignments. [Note: This is my first term using Canvas, so I will be learning its quirks and idiosyncrasies along with you!]
Resources (under “Modules”). All assigned readings (except for those in the text) are posted for each module, which is organized by units linked to specific weeks in the course. I have also posted supplemental readings for each of the weekly topics.

A Note about the Readings: I suggest you read the assigned articles in the order listed on the syllabus. Since there are many ways to focus on the content of the assigned articles, for our purposes, I suggest that you start by putting the article in the context of this class and the topic of the day. For some articles, you may find that elements such as the statistics reported, the research design, and the specific assumptions about student development theory are relevant to an article’s interpretation; however, none of those is the topic of this class, so we’ll draw on those as necessary, but they won’t be the main focus.

Assignments. Descriptions of each of the assignments are posted in the “Assignments” folder. Please submit your completed assignments using the button at the top right of the assignment. Please use the following naming convention when posting all assignments and other course materials: Last name Assignment Topic (for example, King Practice Analysis). Similarly, please be sure each paper includes your name (at least on the first page) and page numbers in the header (starting on p. 2). Use 1” margins and a font comparable in size to Times New Roman 12.

Discussion. This feature allows for the posting of ideas, reflections, and other types of on-line among course members. We will decide as a class how to use this feature; I will solicit your suggestions throughout the term.

Course Assignments

1. Lead a Class Discussion
Construct and lead a class discussion in which you focus on two to three key points from one of the assigned course readings or related concepts that span readings, focusing on how they inform our understanding of institutional practices that affect college student learning and success. See assignment instructions for details. A detailed description of the assignment (with instructions for signing up for a selected topic) is posted in the Assignments folder of our Canvas site. Please submit your ranking of preferred topics by Thursday, January 14.
DUE: Date of Presentation

2. Institutional Practice Analysis
The purpose of this assignment is for you to practice analyzing and critiquing campus practices that institutions have adopted to create more positive and effective learning environments for students. It will also provide an opportunity to demonstrate your understanding of conceptual frameworks used to understand and subsequently design campus environments to improve student learning and success. See assignment instructions for details.
DUE: March 7, 1PM Be prepared to comment on your analysis in class.
3. Final Integrative Project: Organizing Learning for Student Success

The final project in the course will focus on integrating the main concepts of the class, linking the choice of strategies and design of institutional practices to desired learning outcomes in ways that have high potential to enhance student learning and success. There are many ways to accomplish this goal, including individual and team projects; we will discuss these options mid-term.

A. Imagine that Drs. Quaye and Harper were very interested in your response to their new book, *Student Engagement in Higher Education* (our class text) and invited you to write an Epilogue synthesizing major themes you discovered in this text that would be used in subsequent editions. Submit a draft of this short chapter for their consideration.

B. Consult with Dr. Lorelle Meadows, Dean of the Honors Program at Michigan Tech University, on her proposed redesign of several curricular and co-curricular elements to enhance achievement of a broad range of learning outcomes that are grounded in self-authorship.

C. Assist with the planning of a Presidential Symposium on Engaged Learning for the 2017 UM Bicentennial Celebration on the topic of “future places of learning in the university” (to be confirmed).

D. Consult with Dr. Greg Merritt in the UM Office of Residence Education on the design of projects designed to enhance student learning in the context of university housing.

E. Write a grant proposal to be submitted to a funding agency (including components such as the purpose, literature review, design of proposed intervention, rationale, evaluation, and budget). In addition to developing this proposal in writing, you may be asked to give a professional presentation to “sell” your proposal to our class, who will represent the funding agency.

F. Propose your own final integrative project of scope and depth that is comparable to the options listed above. If this interests you, please indicate this on your initial learning contract, along with a 1-2 page description of your proposed integrative project.

**Final Project Learning Contract:** Please prepare a 1-2 page description of the major elements of your proposed Final Integrative Project, including your learning goals (what you hope to learn), a brief description of your proposed project, and ideas for implementing your project. Please submit your *initial draft* of your contract **no later than March 14**; I will work with you on revisions until we are mutually satisfied with your contract; all contracts should be finalized and approved by **March 28** so that you will have sufficient time to implement your plan.

**Presentation of Final Project:** Present key aspects of your project and your rationale with the class on **April 18**.

**Submission of Final Project:** I will cheerfully accept the product of your final project after your presentation on April 18 or until **April 21, 12PM**.
Summary of Assignment Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weighting*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Weekly</td>
<td>20%</td>
</tr>
<tr>
<td>Lead a Class Discussion</td>
<td>Feb. 1 – April 4</td>
<td>20%</td>
</tr>
<tr>
<td>Institutional Practice Analysis</td>
<td>March 7</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project Learning Contract (1st draft)</td>
<td>March 14</td>
<td></td>
</tr>
<tr>
<td>Final Project Learning Contract (final draft)</td>
<td>When resolved (no later than March 28)</td>
<td></td>
</tr>
<tr>
<td>Final Project-class presentation</td>
<td>April 18</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project-written product</td>
<td>By April 21, 12 Noon</td>
<td>30%</td>
</tr>
</tbody>
</table>

*If you believe a different proposed weighting of assignments would better serve your learning goals, please discuss this with me before the end of January.

Schedule at a Glance

1) January 11 Introduction

2) January 18: No class/Martin Luther King Day [See http://oami.umich.edu/um-mlk-symposium/events for an extraordinary set of events throughout January and February.

3) January 25 Conceptualizations of Learning and Learning Spaces (Meet at Munger Residence Hall, Multipurpose Room

4) February 1 Introduction to Conceptual Frameworks; Physical & Human Aggregate Perspectives

5) February 8 Perceptual Perspectives: Campus Climate

6) February 15 Perceptual Perspectives: Campus Culture

7) February 22 Developmental Perspectives

8) February 29: No Class/Winter Break

9) March 7 Student Engagement Principles-Key Principles

10) March 14 Effective/High Impact Practices

11) March 21 Effective/High Impact Practices, continued

12) March 28 Changing Campus Cultures

13) April 4 Developmental Practices

14) April 11 Integrating Concepts

15) April 18 Last Day of Class