



LOUISIANA STATE UNIVERSITY

ELRC 7614: College Access and Choice Fall 2021

Mondays, 4:30 p.m. – 7:20 p.m.

In-Person Class Sessions: Allen Hall Room 19

Zoom Class Sessions: <https://lsu.zoom.us/j/98900917493>

Instructor

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Course Description

This service-learning course provides a broad overview of access to postsecondary education in the United States. The course will cover various factors related to students' college choice decisions, including academic preparation, college readiness, access to information, college knowledge, financial resources, school and community resources, and parent education level. Further, the course will examine policies, programs, and other initiatives aimed at addressing the college access problem, such as college advising, college preparation programs, state and federal policies, institutional enrollment management, community colleges, and financial aid.

Course Objectives

Upon completion of the course students will be able to:

- Understand the differences in college enrollment by race/ethnicity, socioeconomic status, and other demographic characteristics.
- Identify barriers that students face when navigating the college enrollment process.
- Articulate the key economic, social, and academic factors that influence the college choice decisions of students.
- Understand and analyze policies and practices that seek to address college access.
- Address college access issues through service-learning with a local community partner.

Course Website

The course website is located on Moodle: <http://moodle.lsu.edu/>. The course website includes the syllabus, course materials, and assignments. You will submit all assignments via Moodle. For help with Moodle, contact the ITS Help Desk at 225-578-3375 or helpdesk@lsu.edu.

Required Texts

Daun-Barnett, N., Behrend, C., & Bezek, C. (2014). *College counseling for admissions professionals: Improving access and retention*. Routledge.

Perna, L. W., & Jones, A. P (Eds.). (2013). *The state of college access and completion: Improving college success for students from underrepresented groups*. Routledge.

Supplemental Texts

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

LSU E-Textbooks Initiative

LSU Libraries has numerous e-textbooks available for free for instructors and students. **The required textbooks for this course are available in this electronic format and can be easily accessed through the course Moodle site or at <http://www.lib.lsu.edu/ebooks>.** “At the heart of LSU Libraries' mission is the goal of providing access to resources essential for teaching and learning. To that end, the e-textbook initiative provides students with quick access to course materials available for free through LSU Libraries. It also provides instructors with an easy-to-use search tool to identify e-books that the Libraries either already owns or can purchase for use in courses.” To learn more about this initiative go to: <http://www.lib.lsu.edu/ebooks/about>.

Online Resources

Several online resources are useful for class discussions and assignments:

- American College Application Campaign
<https://equityinlearning.act.org/acac/>
- Baton Rouge Youth Coalition
<https://thebryc.org/>
- College Advising Corps
<https://advisingcorps.org/>
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
<https://www2.ed.gov/programs/gearup/index.html>
- Louisiana Office of Student Financial Assistance (LOSFA)
<https://www.osfa.la.gov/>
- Lumina Foundation:
www.luminafoundation.org/stronger-nation
- TRIO Programs
<https://www2.ed.gov/about/offices/list/ope/trio/index.html>

LSU COVID-19 Roadmap

For the most current information regarding campus operations during the pandemic, please to go: <https://lsu.edu/roadmap/index.php>.

LSU Code of Student Conduct and Commitment to Community

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at <https://www.lsu.edu/saa/>. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

Students with Disabilities

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services in 124 Johnston Hall, 225-578-5919 or <https://www.lsu.edu/disability/>.

Attendance Policy

As a courtesy to others, please arrive on time for class and let me know if you need to leave early or will be absent for any reason (e.g., illness, personal or family issue, or attendance at a professional conference). You can miss one class (for any reason) without penalty. On the second absence, students are required to complete a make-up assignment (e.g., 4-5 page paper covering the topic from the missed week). Students who miss three or more class sessions will lose 10% off their final grade.

Expectations for Written Assignments

All written work should adhere to APA style as described in the Publication Manual of the American Psychological Association (7th Ed.). Use title pages in accordance with APA format. Assignments should be double-spaced, use 12-point Times New Roman font, have 1-inch margins on all sides, and be carefully edited prior to submission. All papers should include appropriate running head, page numbers, title page, and reference page. Please submit all written assignments in a Word doc format (PDFs are not accepted).

Late Work

Late work will receive a 10% off per day beyond the due date (one letter grade). Late work will not be accepted 72 hours past the due date. Quizzes will not be accepted late.

Course Evaluation

Course assignments and their weight toward your final grade are below:

Assignment	Percentage	Points
1. College Choice Paper	15%	30 points
2. Reading Quizzes	20%	40 points
3. Underserved Populations Case Study	20%	40 points
4. S-L Assignments	45%	90 points
Total	100%	200 points

Assignments

Unless otherwise noted, all assignments are due on Mondays before class (4:30 p.m.) on the date specified. Submit all assignments on Moodle.

1. College Choice Paper (30 points, 15%)

Due: September 13

Throughout the course, you will have the opportunity to learn about college access and choice, both theoretically and experientially. The goal of this first course assignment is for you to individually explore college access and success, by reflecting on your personal college-choice process. Reflecting on your personal experiences and decisions throughout your college choice process will allow you to explore and discover the important influences – the first step in understanding college access. For this assignment, you will write 3.5 – 4 double-spaced pages (excluding title page and references) about your college choice process. Your paper should include the following sections:

- 1. Introduction** (1 page)
 - Discuss who you are and where you grew up
 - Explain your family history of college, where you went to college, and your current profession
- 2. College-Choice Process** (1.5-2 pages)
 - Explain how you made the decision to attend college for the first time
 - Give an overview of where you applied and where you were admitted
 - Explain where you decided to enroll and why
 - Discuss any barriers or challenges that you experienced in the college application and enrollment process
 - Highlight the key influences (e.g., people, alumni, major) on your college-choice process
- 3. Interest in College Access and Choice** (1 page)
 - Explain your personal interest in college access
 - Articulate 1-2 goals that you have for the course

2. Reading Quizzes (40 points, 20%)

Due: Every two weeks (4 quizzes)

There will be a quiz every other week, which will include short-answer, multiple choice, matching, and true-false questions from the required weekly readings. All quizzes will have approximately 18 total questions (3 per reading) and cover two weeks of readings. Each quiz will be available on Tuesday at 5:00 p.m. and is due right before class on Monday at 4:30 p.m. You will have 1.5 hours to complete each quiz and only are allowed 1 attempt. You can use your readings and notes during the quiz, but cannot work with other students. **There are 5 opportunities to take a quiz, and only 4 are required.** If you choose to take all 5 quizzes, your lowest quiz grade will be dropped. Each quiz is worth 10 points.

3. Underserved Populations Case Study [UPCS] (40 points, 20%)

Due: On designated date

You will enrich your understanding of college access issues by frequently making connections between principles discussed in class and real-world situations. For this assignment, you will be assigned to one week and a group of 2-4 students. You will be responsible for leading the class in a discussion on a specific underserved student population in higher education. Each group will select a specific underserved or nontraditional student population (e.g., low-income, first-generation, transfer students, veterans, homeless, foster youth, Latin* students, African American students) to present as a case. During your assigned week, your group will be responsible for 30-45 minutes of the class. The core of this assignment is to address a current issue facing the student population as they relate to the week's readings. In other words, you will not present or summarize the readings; you will apply the readings to a current problem, issue, or concern related to the underserved population of interest. It is important that you identify a specific problem or issue facing the population. As part of the grading process for this assignment, each team member will also be asked to complete a confidential peer evaluation form.

Your presentation should include the following (more instructions will be provided):

1. A brief description of the underserved student population.
2. Critical issues facing this population in regards to college access.
3. Description of a specific and current college access problem or issue related to the selected underserved population that relates to the week's readings. The likely source of these current issues would be a news article from the popular press (e.g., *Chronicle of Higher Education*, *Inside Higher Ed*).
4. Insights the week's readings provide into the problem/issue.
5. An activity related to the problem or issue.

4. Service-Learning Project (90 points, 45%)

Due: Various dates throughout the semester

Service-learning is “a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes. The hyphen in service-learning symbolizes reflection and depicts the symbiotic relationship between service and learning” (Jacoby, 2015, pp. 1-2). Service-learning is one of the 11 high-impact educational practices that have been widely tested and are beneficial to student engagement. According to Kuh (2008), “a key element in [service-learning] programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences” (p. 1). See [HIPs chart](#).

If our goal is to better understand college access, it is important that we spend time with community partners who are assisting high school students in making postsecondary decisions. Graduate students in this course are **required** to participate in service-learning experiences with one of the following college access organizations: Baton Rouge Youth Coalition (BRYC), the Baton Rouge Community College Upward Bound Program, and the Louisiana Office of Student Financial Assistance (LOSFA). These three programs have agreed to host students in this course for Fall 2021 and need volunteer assistance. To meet the service-learning requirement, students are required to serve a *minimum* of 15 hours and share their experiences throughout the class. *Note:* students who work on grant writing will likely serve more than 15 hours and are primarily focused on finishing a deliverable (e.g., grant proposal section).

Five assignments make up your Service-Learning Grade:

1. #WhyApply Day Post (5 points) – September 17
 - a. On September 17 – post on social media about why students should apply to college. Use the #WhyApply hashtag and tag @LOSFA and @American_cac in your post.
2. S-L Reflection 1 (15 points) – October 11
 - a. See prompts on Moodle
3. S-L Reflection 2 (15 points) – November 15
 - a. See prompts on Moodle
4. 15 S-L Hours or (30 points) – November 29
 - a. Complete S-L Timesheet
5. Final S-L Reflection (25 points) – December 6

Student Trip Travel Insurance: <https://www.lsu.edu/riskmgt/forms/student-trip-travel-individual.php> is the link for risk insurance if students are traveling to any off-campus site for S-L hours.

Grading Scale

A+	97-100%
A	93-96.9%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D	65-69.9%
F	below 65%
IN	incomplete

Grading Rubric

Each assignment will be given a letter grade and an associated point value in accordance with the quality it reflects:

- A+** Outstanding. Work at this level is extraordinary and exceeds expectations for the assignment. **Work is without error.**
- A** Excellent. Impressive work for a graduate student. Work at this level is thorough, well-reasoned, and creative. Work is of exceptional quality and has minimal errors.
- A-** Very Good. Strong work for a graduate student that shows signs of creativity and is generally thorough and well-reasoned but evidences a few errors and/or minor conceptual weaknesses.
- B+** Good. Sound work for a graduate student that meets the basic objectives of the assignment and demonstrates a general understanding of and application of concepts. Work has some errors and/or conceptual weaknesses.
- B** Adequate. Competent work for a graduate student even though some weaknesses are evident. Demonstrates most of the basic objectives of the assignment but indicates that understanding of some concepts is less than complete. Work evidences strengths in some areas, but these are offset by errors or conceptual weaknesses in other areas.
- B-** Borderline. Weak work for a graduate student. Work meets the minimal expectations for the assignment, but understanding of salient concepts is somewhat incomplete and work evidences errors in several areas.
- C** Inadequate. Work does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important concepts.

Anticipated Course Schedule

The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

In-person **Zoom** **Service-Learning with Community Partner** **S-L Assignments**

Week	Dates	Topic	Assignments Due
1	August 23	Course Introduction / LA College Access	Pre-Course Survey
2	August 30 <i>Zoom</i>	The College Access Problem / S-L Intro	Quiz 1 APA Template
3	<i>September 6</i>	<i>No Class – Labor Day</i>	
4	September 13	College-Choice Process	College Choice Paper #WhyApply Post
5	September 20 <i>Zoom</i>	Underserved & Nontraditional Students	Quiz 2
6	September 27	Academic Preparation / College Readiness	UPCS 1
7	October 4 <i>Zoom</i>	Access to Information & College Knowledge	Quiz 3 UPCS 2
8	October 11	Role of Finances	S-L Reflection 1 UPCS 3
9	<i>October 18</i>	<i>Service-Learning with Community Partner</i>	
10	October 25	College Advising, Counseling, & Assistance	Quiz 4 UPCS 4
11	November 1 <i>Zoom</i>	College Preparation Programs	UPCS 5
12	November 8	Institutional Role/ Enrollment Management	Quiz 5 UPCS 6
13	November 15 <i>Zoom</i>	State & Federal Policy	S-L Reflection 2
14	<i>November 22</i>	<i>No Class - Thanksgiving</i>	
15	November 29 <i>Zoom</i>	Emerging Issues and Course Wrap-up	S-L Time Sheet
	<i>December 6</i>	<i>No Class – Exam Week</i>	Final S-L Reflection

Detailed Course Schedule

Reading Key: Daun-Barnett et al. – *College Counseling for Admissions Professionals*
Perna & Jones – *The State of College Access & Completion*

Background on College Access and Choice

August 23

Week 1

Course Introduction / Louisiana College Access Initiatives

Guest Speaker: Kayla Gros, LOSFA

Required readings:

- Daun-Barnett et al. – Chapter 1
- Perna & Jones – Chapter 1

Due:

- Pre-course Survey
- Review websites:
 - LOSFA: <https://www.osfa.la.gov/>
 - ACAC: <https://equityinlearning.act.org/acac/>

August 30

Week 2 Zoom

The College Access Problem

Service-Learning Community Partner Introduction

Required readings:

- Clayton, A. B., & Means, D. R. (2018). Access granted? Challenges, controversies, and opportunities around college access in American higher education. In J. L. Blanchard (Ed.), *Controversies on campus: Debating the issues confronting American universities in the 21st century* (pp. 22-43). Praeger.
- Daun-Barnett et al. – Chapter 2
- Perna & Jones – Chapter 2

Due:

- Quiz 1
- APA Template (not graded)

September 6

Week 3

No Class – Labor Day

September 13
Week 4

College-Choice Process

Required readings:

- Cabrera, A. F., & La Nasa, S. M. (2000). Understanding the college-choice process. *New Directions for Institutional Research*, 2000(107), 5-22.
- Castleman, B. L., Baum, S., & Schwartz, S. (2015). Behavioral economics and postsecondary access: A primer. In B. L. Castleman, S. Schwartz, & S. Baum (Eds.), *Decision making for student success: Behavioral insights to improve college access and persistence* (pp. 1-19). Routledge.
- Perna, L. W. (2006). Studying college access and choice: A proposed conceptual model. In J. C. Smart (Ed.), *Higher Education: Handbook of Theory and Research*, 21 (pp. 99–157). Springer.

Optional reading (not included in Quiz 2, but please skim):

Hossler, D., & Gallagher, K. S. (1987). Studying student college choice: A three-phase model and the implications for policymakers. *College and University*, 62(3), 207-21.

Due:

- College Choice Paper
- [#WhyApply Day](#) - social media post on September 17

September 20
Week 5 [Zoom](#)

Underserved and Nontraditional Student Populations

LOSFA Volunteer Training

Special Guests: Baton Rouge Youth Coalition (BRYC) Senior Fellows

Required Readings:

- Means, D. R., Clayton, A. B., Conzelmann, J. G., Baynes, P., & Umbach, P. D. (2016). Bounded aspirations: Rural, African American high school students and college access. *The Review of Higher Education*, 39(4), 543-569.
- Perna & Jones – Chapter 3
- Bergerson, A. A. (2009). College choice for lower socioeconomic students. *ASHE Higher Education Report*, 35(4), 47-62.

Optional reading (not included in Quiz 2):

- Toutkoushian, R. K., Stollberg, R. S., & Slaton, K. A. (2018). Talking 'bout my generation: Defining "first-generation college students" in higher education research. *Teachers College Record*, 120(4), 1-38.

Due:

- Quiz 2

Barriers to College Access and Choice

September 27

Week 6

Academic Preparation / College Readiness

Required readings:

- Daun-Barnett et al. – Chapter 4
- Perna & Jones – Chapters 4 & 5
- Klopfenstein, K., & Lively, K. (2012). Dual enrollment in the broader context of college-level high school programs. *New Directions for Higher Education*, 2012(158), 59-68.

Optional reading (not included in Quiz 3):

- Park, J. J., & Becks, A. H. (2015). Who Benefits from SAT Prep?: An Examination of High School Context and Race/Ethnicity. *The Review of Higher Education*, 39(1), 1-23.

Due:

- UPCS 1

October 4

Week 7 Zoom

Access to Information & College Knowledge

Required readings:

- Ardoin, S. (2017). *College aspirations and access in working-class, rural communities: The mixed signals, challenges, and new language first-generation students encounter*. Lexington Books.
 - Read Chapter 5
- Daun-Barnett et al. – Chapters 6 & 8

Due:

- Quiz 3
- UPCS 2

October 11

Week 8

Role of Finances

Required readings:

- Andrews, R. J., DesJardins, S., & Ranchhod, V. (2010). The effects of the Kalamazoo Promise on college choice. *Economics of Education Review*, 29(5), 722-737.
- Daun-Barnett et al. - Chapter 5
- Perna & Jones – Chapter 6

Due:

- [S-L Reflection 1](#)
- UPCS 3

October 18

Week 9

Service-Learning with Community Partner

(4:30-7:20 p.m. meeting in-person or virtual TBD by community partner)

Addressing the College Access Problem

October 25

Week 10

College Advising, Counseling, and Personal Assistance

Required readings:

- Clayton, A. B. (2019). Helping students navigate the college choice process: The experiences and practices of college advising professionals in public high schools. *The Review of Higher Education* 42(4), 1401-1429.
- Daun-Barnett et al. – Chapter 3

Group 1 reading:

- Bettinger, E. P., Long, B. T., Oreopoulos, P., & Sanbonmatsu, L. (2012). The role of application assistance and information in college decisions: Results from the H&R Block FAFSA experiment. *The Quarterly Journal of Economics*, 127(3), 1205-1242.

Group 2 reading:

- Clayton, A. B., & Umbach, P. D. (2020). Making it free and easy: Exploring the effects of North Carolina college application week on college access. *The Review of Higher Education*.

Due:

- Quiz 4
- UPCS 4

November 1

Week 11 **Zoom**

College Preparation Programs

Required readings:

- Bergerson, A. A. (2009). College preparation programs. *ASHE Higher Education Report*, 35(4), 85-97.
- Bergin, D. A., Cooks, H. C., & Bergin, C. C. (2007). Effects of a college access program for youth underrepresented in higher education: A randomized experiment. *Research in Higher Education*, 48(6), 727-750.
- Daun-Barnett et al. – Chapter 7
- Review U.S. Dept. of Education Program:
 - <https://www2.ed.gov/programs/gearup/index.html>
 - <https://www2.ed.gov/about/offices/list/ope/trio/index.html>

Due:

- UPCS 5

November 8
Week 12

Institutional Role and Enrollment Management

Required readings:

- Cheslock, J. J., & Kroc, R. (2012). Managing college enrollments. In R. Howard, G. McLaughlin, & W. Knight (Eds.), *The handbook of institutional research* (pp. 221–236). Jossey-Bass.
- Curs, B. R., & Jaquette, O. (2017). Crowded out? The effect of nonresident enrollment on resident access to public research universities. *Educational Evaluation and Policy Analysis*, 39(4), 644-669.
- Daun-Barnett et al. – Chapter 10

Due:

- Quiz 5
- UPCS 6

November 15
Week 13 [Zoom](#)

State and Federal Policy

Required readings:

- Page, L. C., & Scott-Clayton, J. (2016). Improving college access in the United States: Barriers and policy responses. *Economics of Education Review*, 51, 4-22.
- Perna & Jones – Chapter 9
- Perna, L. W., Rowan-Kenyon, H., Bell, A., Thomas, S. L., & Li, C. (2008). A typology of federal and state programs designed to promote college enrollment. *The Journal of Higher Education*, 79(3), 243-267.

Due:

- [S-L Reflection 2](#)

November 22
Week 14

No Class – Thanksgiving

November 29
Week 15 [Zoom](#)

Emerging Issues and Course Wrap-Up

Required readings:

- Perna & Jones – Chapter 11
- Additional readings TBD

Due:

- [S-L Timesheet](#)

December 6

No Class – Exam Week

Final S-L Reflection Due Monday, December 6th at midnight