

**EDH 5042: STUDENT SUCCESS IN COLLEGE**  
**College of Education**  
**Florida State University**  
Credit Hours: 3

Instructor: Shouping Hu, Ph.D.  
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## **I. DESCRIPTION/OBJECTIVES**

**Description:** The landscape of American higher education is changing dramatically as an increasingly diverse population gets ready to go to college. This change provides an exciting opportunity for the country to further strengthen its human resource preparation. Meanwhile, given that the college graduation rate has been just around 50% for decades, one question common in the minds of public policy makers and institutional administrators is: How can the educational system effectively promote student success in college? This course examines the theories and research on student success and explores the effective policies, programs, and practices that can be adopted to promote student success in higher education.

**Objectives:** As a result of participation in this class and the completion of assignments, students will be able to:

- Describe the scope of the problem of student success in American higher education,
- Identify and articulate the barriers and obstacles that hinder student success in college,
- Articulate the theoretical and conceptual models pertaining to student success in college,
- Formulate policies, programs, and practices to promote student success.

## **II. READING**

- Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates (2005). Student success in college: Creating conditions that matter. San Francisco: Jossey-Bass.

Additional readings are listed in the course calendar and weekly assignments and are available through the Blackboard site (thereafter referred as Blackboard).

## **III. COURSE ORGANIZATION AND FORMAT**

The course is designed comparable to the face-to-face offering of the same course. Students are expected to complete tasks equivalent to two class meetings every week. The course week begins on Monday and ends on Sunday. Weekly assignments are due by 5pm Monday afternoon.

Contacting the Instructor: The instructor, as well as the TA will be available via email to answer questions (email addresses on page 1). Emails can be sent anytime and will be answered as promptly as we can.

#### IV. EQUIPMENT

Each student will need a computer with Internet access and access to FSU's Blackboard to take this course.

#### V. TOPICAL COURSE OUTLINE

As a general guide to planning, students should follow the posted schedule, but the course schedule might vary based on class participants' interests. The course schedule will be subject to alteration at intervals throughout the course. Updates to the general schedule will be issued throughout the semester and available on the Blackboard website.

Week	Topic	Reading	Assignment Due
1-A	Introduction	<ul style="list-style-type: none"> <li>Course Overview: Review Syllabus and Assignments</li> <li>National Commission on the Future of Higher Education (2006). <u>A test of leadership: Charting the future of U.S. higher education</u>. Washington, DC: US Department of Education. (Blackboard)</li> </ul>	Self-Introduction on Discussion Board
1-B	Student Success Imperative	<ul style="list-style-type: none"> <li>Swail, W. S., Redd, K. E., &amp; Perna, L. W. (2003). <u>Retaining minority students in higher education: A framework for success</u>. ASHE Higher Education Report, Volume 30, Number 2. San Francisco: Jossey-Bass. (pp. 1-88) (Blackboard)</li> </ul>	Quiz 1
2-A	What Matters to Student Success	<ul style="list-style-type: none"> <li>Kuh, G. D., Kinzie, J., Buckley, J., Bridges, B., Hayek, J. (2007). Piecing together the student success puzzle: Research, propositions, and recommendations. ASHE Higher Education Report, Volume 32, Number 5. San Francisco: Jossey-Bass. (pp. 1-67) (Blackboard)</li> </ul>	Discussion 1
2-B	What Matters to Student Success	<ul style="list-style-type: none"> <li>Kuh, G. D., Kinzie, J., Buckley, J., Bridges, B., Hayek, J. (2007). Piecing together the student success puzzle: Research,</li> </ul>	Quiz 2

	(Cont.)	propositions, and recommendations. ASHE Higher Education Report, Volume 32, Number 5. San Francisco: Jossey-Bass. (pp. 68-end) (Blackboard)	
3-A	Student Engagement	<ul style="list-style-type: none"> <li>• Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., &amp; Associates (2005). <u>Student success in college: Creating conditions that matter</u>. San Francisco: Jossey-Bass. (pp. 1-172)</li> </ul>	Discussion 2
3-B	Student Engagement (Cont.)	<ul style="list-style-type: none"> <li>• Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., &amp; Associates (2005). <u>Student success in college: Creating conditions that matter</u>. San Francisco: Jossey-Bass. (pp. 173-317)</li> </ul>	
4-A	Rethinking about Student Success	<ul style="list-style-type: none"> <li>• Students reflect on readings and work on the scholarly paper.</li> </ul>	Book Review of Kuh et al (2005)
4-B	Rethinking about Student Success	<ul style="list-style-type: none"> <li>• Students reflect on readings and work on the scholarly paper.</li> </ul>	
5-A	Institutional Actions for Student Success	<ul style="list-style-type: none"> <li>• Tinto, V., &amp; Pusser, B. (2006). <u>Moving from theory to action: Building a model for institutional action for student success</u>. National Postsecondary Education Cooperative symposium on student success. (Blackboard)</li> </ul>	Scholarly Paper
5-B	Institutional Actions for Student Success (Cont.)	<ul style="list-style-type: none"> <li>• Swail, W. S., Redd, K. E., &amp; Perna, L. W. (2003). <u>Retaining minority students in higher education: A framework for success</u>. ASHE Higher Education Report, Volume 30, Number 2. San Francisco: Jossey-Bass. (pp. 89-end) (Blackboard)</li> </ul>	Discussion 3
6-A	Project Presentation & Course Summing-up	<ul style="list-style-type: none"> <li>• Students reflect on readings and work on the final project.</li> </ul>	
6-B	Project Presentation & Course Summing-up	<ul style="list-style-type: none"> <li>• Students reflect on readings and work on the final project.</li> </ul>	Project report and PowerPoint Presentation

## VI. TEACHING STRATEGIES

Classes will be a mixture of assignments and discussion (via BlackBoard).

Use of a web-supported format through the Blackboard environment is integral to the delivery of course content. Each student is required to have an FSU email address to access materials on the website.

Course announcements, assignments, documents, and other course materials will be posted on the Blackboard site for this course. Please consult the site periodically to stay informed.

## VII. EXPECTATIONS

Students are expected to complete all assignments and participate in all weekly discussions for the course.

## VIII. ASSIGNMENT AND GRADING

- **Engaged learning activities (40 points):** To promote student engagement in the on-line learning process, a variety of activities are planned for this class. As indicated in class schedule, two quizzes (8 points each) and three discussions (3 points each) will be given for this class. The quizzes will be closely related to assigned readings and the discussion questions will be somewhat related to the two major written assignments (Scholarly paper and Policy/Program project). Specific guidance will be provided with the quiz/discussion questions. In addition, each student is to write a short review (3-5 pages, double space) of the Kuh, et al's book (2005) that summarizes the key points and offers some critiques (15 points).
- **Scholarly paper (25 points):** Given that student population on campus is diverse in many aspects, the challenges and obstacles to success may vary. In this scholarly paper, students are expected to choose a specific student population (e.g., racial minority student; low-income student; commuting student; part-time student; adult student; international student; student athlete, etc.) to write a paper (approximately 8-12 double-spaced pages, plus a reference list) in relation to college success for that student population. In this paper, the following aspects need to be addressed: 1) The definition and the context of college success for the selected population, and a justification for the needs of attention; 2) Factors related to the success of the chosen student population; 3) How various groups (e.g., state policy makers, academic administrators, student affair professionals, etc.) should address the problems to promote college success for this special student population. **Note: This assignment focuses on ONE GROUP OF STUDENTS and discusses what matters for their success and how the educational community can help them succeed.**
- **Policy/Program project and presentation (35 points):** The topic for the project is intended to focus on policy, program, and practice and toward the function unit. That is, students are expected to choose an academic or administrative unit within the higher education system to discuss exemplary practice and/or innovative ideas that can be adopted to promote success for all students. A written report (approximately 8-12 double-spaced pages, plus a reference

list, counted as 25 points) and a presentation (an effective PowerPoint presentation of 10-15 slides, counted as 10 points) are required for this assignment. The following aspects should be addressed in this project: 1) The description of the unit of choice, including its mission and responsibilities; 2) The tasks and challenges facing this unit in promoting student success; 3) Existing programs and possible innovative strategies and ideas that can be adopted to promote student success, and the possible problems in implementing those programs and strategies. It is permissible if there are some but not substantial overlaps in the written contents between this assignment and the scholarly paper. **Note: This assignment focuses on ONE ORGANIZATIONAL UNIT and what this unit can do to help (one or more groups of) students succeed.**

- **General grading guidance: a) 10% per day “policy”:** Due date for the assignment is available in the class schedule at the beginning of the semester. So plan your work accordingly. Unexcused late work will drop student scores on the assignment by 10% per day; **b) APA editorial style in writing:** Students are expected to follow the most recent edition of the APA editorial style in all written assignments for this class. Other editorial style can be accepted only with the consent of the instructor; **c) Final grade** will be assessed on the accumulative scores earned from all class assignments. Final grade will be assessed according to the following scale:

• 93 – 100	A
• 90 – 92	A-
• 87 – 89	B+
• 84 – 86	B
• 80 – 83	B-
• 77 – 79	C+
• 74 – 76	C
• 70 – 73	C-
• 67 – 69	D+
• 63 – 66	D
• 60 – 62	D-
• Below 60	F

## IX. HONOR CODE

Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and Student Handbook. The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

## **X. ADA REQUIREMENTS**

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
sdr@admin.fsu.edu  
<http://www.disabilitycenter.fsu.edu/>

## **XI. SELECTED BIBLIOGRAPHY**

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SAMPLE