

COLLEGE of EDUCATION

Center for the Study of Higher Education

PENNSTATE



The Penn State Center for the Study of Higher Education



Donald E. Heller, *Director*

Penn State's Center for the Study of Higher Education (CSHE) conducts theory-based research that informs efforts to improve higher education policy and practice.

CSHE research informs a broad range of current challenges facing higher education.

We assemble teams of researchers, practitioners, and policy analysts who bring multiple perspectives to their investigations of significant higher education issues, including:

- **Governance, organization, and administration**
- **Teaching, learning, and curriculum**
- **Finance and economics**
- **Student access and success**
- **Legal, ethical, and historical implications of current issues**
- **Education for professions such as law, medicine, and engineering**
- **Comparative and international education**
- **Student affairs administration**
- **International affairs and public diplomacy**

The breadth of CSHE research gains credibility and validity from its depth.

Our team includes researchers with backgrounds in economics, sociology, psychology, and history bringing their thorough understanding of disciplinary theories and methods as well as interdisciplinary approaches to the design and conduct of our investigations.

Collaboration expands the scope and enriches the depth of CSHE research.

Partnerships with higher education colleagues at other colleges and universities (e.g., University of Wisconsin, Michigan State, Brevard College), colleagues in other disciplines (e.g., engineering, biology, chemistry, liberal arts), and colleagues in policy groups (e.g., American Association of State Universities and Land Grant Colleges, American College Personnel Association) enable CSHE to direct its research toward the issues that are of current importance and immediate application both to practice in institutions and to policy at institutional, state, and federal levels.

CSHE is an intellectual community center for those interested in improving higher education policy and practice.

Regular formal seminars and workshops and frequent informal interactions foster opportunities for learning, sharing, and professional development among faculty, practitioners, policy analysts, and students. In addition, CSHE faculty members teach and advise students earning masters degrees and doctoral degrees in Higher Education, masters degrees in College Student Affairs, and certificates in Institutional Research.

The Center for the Study of Higher Education

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Projects Informing Policy and Practice

In recent years, CSHE faculty have been involved in a number of funded research projects whose outcomes will affect higher education for years to come.

Parsing the First Year of College

Funded by: The Spencer Foundation

Faculty: Dr. Patrick Terenzini and Dr. Robert Reason

This three-year research and development project to map the comprehensive influences affecting student success will study first-year students' development of their critical thinking and writing skills and their persistence into the second year of college, as well as students' academic and social-interpersonal competence. The project will examine how these outcomes are shaped by students' experiences, the peer environment, faculty members' values and activities, and internal institutional structures, practices, and policies.

The study will survey approximately 9,300 first-year students, 13,000 faculty members, and the chief academic and chief student affairs officers on 37 campuses nationwide. The study is being undertaken in collaboration with ACT, Inc. and the National Survey of Student Engagement (NSSE).

Prototype to Production: Conditions and Processes for Educating the Engineer of 2020

Funded by: National Science Foundation

Faculty: Dr. Lisa Lattuca and Dr. Patrick Terenzini

This three-year study assesses the alignment between undergraduate engineering program goals, curricula, and instruction and the goals of the National Academy of Engineering's recent *The Engineer of 2020*. The study will answer two research questions: (1) To what extent are undergraduate engineering programs providing educational experiences that prepare students to be the "engineers of 2020"? and (2) How do different aspects of engineering education influence students of different socioeconomic status, gender, race/ethnicity, and age to become "engineers of 2020"?

An interdisciplinary team of faculty from the colleges of education and engineering at Penn State and City College of New York, led by Drs. Lattuca and Terenzini, will develop five survey instruments that will be administered in 2009 to approximately 10,000 current students and recent graduates (of two- and four-year institutions), as well as 3,000 faculty and administrators in a national sample of 30 engineering schools.

Prototyping the Engineer of 2020: A 360-Degree Study of Effective Education

Funded by: National Science Foundation

Faculty: Dr. Lisa Lattuca and Dr. Patrick Terenzini

The *Prototyping* study will identify six engineering schools that are supporting high-quality, innovative undergraduate programs. Teams of researchers will visit each site and prepare extensive case study reports describing and analyzing the curricular, instructional practices, and organizational features that contribute to the educational success of undergraduates in these programs and schools with a particular focus on women and underrepresented students.

Drs. Lattuca and Terenzini lead a research team composed of six faculty and four graduate research assistants from Northwestern University, Montana State University, the University of Missouri-Columbia, and Penn State.

Building and Maintaining a Pipeline for Diversity in the Geosciences

Funded by: National Science Foundation

Faculty: Dr. Carol Colbeck

The fields of Geosciences, Earth Sciences, and Petroleum and Natural Gas Engineering collectively enroll the smallest proportion of students of color in undergraduate and graduate programs nationwide. To address this issue, Penn State and Jackson State University (a historically Black university in Mississippi) are collaborating on a four-year project to increase the recruitment and retention of underrepresented minority students at all stages of the collegiate pipeline. CSHE is evaluating student outcomes of several efforts with a geosciences focus: pre-college summer experiences in Earth and Mineral Science; new



undergraduate courses and a minor at Penn State focused on Science, Society and the Environment of Africa; a new undergraduate major in Earth System Science at Jackson State, and summer research opportunities for undergraduate students of color.

Teaching Sustainability in Engineering through Public Scholarship

Funded by: National Science Foundation
Faculty: Dr. Carol Colbeck

This project explores Public Scholarship as a means for students to develop the knowledge, skills, and attitudes necessary to address and prevent environmental problems and to motivate engineering students of all disciplines to make environmentally conscious decisions in their lives and their careers. Through the application of the knowledge and skills of both academic and community-based partners in the implementation of service projects, Public Scholarship integrates teaching, research, and service in a way that validates and enhances the knowledge base both inside and outside of the university. This three-year project seeks to understand the contributions of Public Scholarship to sustainability education by assessing student learning outcomes in engineering courses focused on sustainable design.

Center for the Integration of Research, Teaching, and Learning (CIRTL)

Funded by: National Science Foundation
Faculty: Dr. Carol Colbeck

CIRTL promotes the development of a national faculty in science, technology, engineering, and mathematics (STEM) committed to implementing and advancing effective teaching practices for diverse student audiences as part of their professional careers. Begun as a collaboration between the University of Wisconsin, Penn State, and Michigan State University, the CIRTL network has expanded to include Howard University, the University of Colorado at Boulder, Vanderbilt University, and Texas A & M University. CIRTL is designing, implementing, and evaluating programs for future STEM faculty development. Present and future STEM faculty create, offer, and evaluate these programs, in partnership with colleagues from the social sciences.



The National Black Male College Achievement Study

Funded by: The NASPA Foundation; the ACPA Educational Leadership Foundation; the National Academic Advising Association; the Children, Youth and Families Consortium; the Penn State Africana Research Center; and the Penn State College of Education
Faculty: Shaun R. Harper

The largest known empirical investigation of Black male undergraduate students includes interviews with more than 200 Black men at 42 colleges and universities in 20 different states. For this project, Dr. Harper constructed an anti-deficit framework to explore the undercurrents of Black male educational achievement, to furnish evidence of good practices in access and Black male engagement initiatives, and to enable Black male college achievers to reflect on critical moments and key experiences that facilitated their success. The National Study magnifies lessons learned from students who maximized their college experiences and highlights institutional agents, policies, programs, and resources that help Black men achieve desired educational outcomes across a range of institutional contexts.

Industry-Sponsored Research at Penn State and Economic Development: Establishing the Link and Enhancing the Impact in the Commonwealth of Pennsylvania

Funded by: The Penn State Office of the Vice President for Outreach, the Penn State Office of the Vice Provost for Research, and the Ben Franklin Partnership of Central Pennsylvania
Faculty: Dr. Roger Geiger

This project seeks to discover how university research contributes to innovation in industry and economic activity in order to enhance the effectiveness of these relationships for Penn State, both for its industrial partners and for the purposes of economic development in the Commonwealth of Pennsylvania. Such knowledge would be of particular value to Penn State. The university excels at contributions to the first channel, being the largest performer of industry-

sponsored research (excepting clinical trials), while being only a middling performer in the second channel. Furthermore, state policy makers readily recognize the economic contributions of university spinoff firms, but fail to appreciate the contribution to corporate R&D.

Law Students' Critical Case Reading and Reasoning Ability: Follow-up Study in Developing an Assessment Tool

Funded by: Law School Admissions Council
Faculty: Dr. Dorothy Evensen

This project was conceived around the idea of comparing various kinds of pedagogical interventions that contribute to the development of law school literacies — particularly, reading, writing, and what is referred to as “thinking like a lawyer.” Such interventions require assessments; hence, this three-year project will develop a relatively efficient way of assessing students’ performances in reading multiple cases in order to address a legal problem.

Penn State faculty and partners at the University of Colorado at Denver and Seattle University School of Law, along with a host of legal reading experts, have collaborated to design, field test, and revise two versions of a *Case Reading and Reasoning Test*, based on data collected from six law schools and 250 law students.

The AIR Certificate Program in Institutional Research

Funded by: Association for Institutional Research
Faculty: Dr. Fred Volkwein

With six years of support from the Association for Institutional Research and the National Center for Education Statistics, the Center for the Study of Higher Education and the Penn State Department of

Education Policy Studies now offer the nation’s most fully developed institutional research online curriculum. The funding has supported the development of an 18-credit graduate certificate in institutional research that is designed for in-career professionals and graduate students alike and provides courses in such topic areas as statistics, institutional research foundations, planning and budgeting, research design, survey research, assessing academic outcomes, enrollment management, accreditation and program review, assessment in student affairs, and analyzing faculty workload, performance, and compensation.

Access and Opportunity in American Higher Education: The Role of the States

Funded by: The Civil Rights Project, Harvard University
Faculty: Dr. Donald Heller

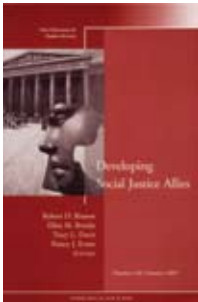
The states are the largest single source of revenue for American colleges and universities, both private and public. Even though this share has declined over the last two decades, the role of the states in supporting higher education is still critical and influential in determining who goes to college, which students attain a college degree, and the quality of the education students receive.

Historically, states have used two different policy levers for financing higher education: direct appropriations to institutions, and support of students through state financial aid. Typical questions that states face include: (1) At what level should the state subsidize the costs of higher education through direct appropriations? (a) How should appropriations be allocated among different types of institutions in the state? (b) What is the relationship between the level of appropriations, and the tuition prices charged to students? (2) Of the proportion of the cost not covered through direct appropriations, how much should be subsidized by the state in the form of student financial aid? (a) What criteria should states use in allocating financial aid?

There has been scant research in recent years that has examined the equity outcomes of these policy decisions. We know little about how state funding for higher education ultimately benefits students from different racial, ethnic, and socioeconomic groups. The focus of this research project is to analyze state funding for higher education from the perspective of the individual student, rather than the more traditional approach of examining the impact of public funding on institutions.



Major Books and Publications Since 2000



Developing Social Justice Allies

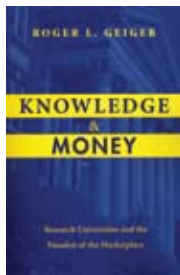
Reason, R.D., Broido, E.M., Davis, T.L., and Evans, N.J. (Eds.) (2005)

This collaborative volume, published as part of the *New Directions for Student Services* series, articulates a vision and rationale for student affairs professionals to engage in social justice ally actions. Different chapters address the unique issues involved in

working with students from various social identity groups toward the common goal of social justice.

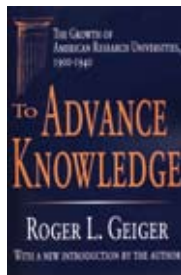
Knowledge & Money: Research Universities and the Paradox of the Marketplace

Geiger, R. (2004)



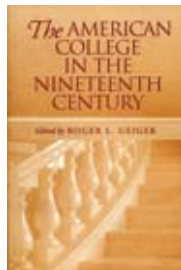
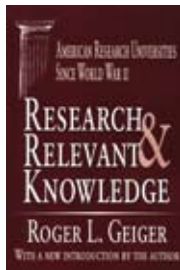
To Advance Knowledge: the Development of American Research Universities, 1900-1940

Geiger, R. (2004)



Research and Relevant Knowledge: American Research Universities Since World War II

Geiger, R. (2004)



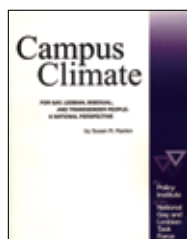
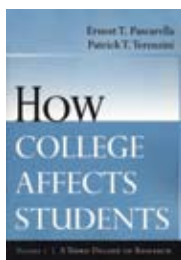
The American College in the Nineteenth Century

Geiger, R. (2000)

How College Affects Students (2 Vols.)

Pascarella, E.T., and Terenzini, P.T. (2005)

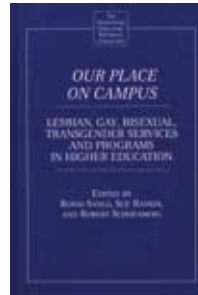
How College Affects Students was selected as one of the 100 most influential books about U.S. colleges and universities in the 20th century.



Campus Climate for Lesbian, Gay, Bisexual, and Transgender People: A National Perspective

Rankin, S. (2003)

This comprehensive report details the experiences of 1,700 LGBT faculty, students, and staff at campuses across the country. The report highlights personal experiences, perceptions, and levels of institutional support, concluding with a series of recommendations to create an inclusive and supportive environment for LGBT people.



Our Place on Campus: Lesbian, Gay, Bisexual, Transgender Services and Programs in Higher Education

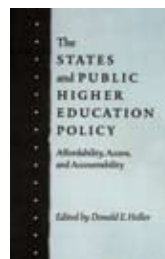
Sanlo, R., Rankin, S., and Shoenberg, R. (2002)

Lesbian, gay, bisexual, and transgender students are arriving on campuses every year with the expectations that their voices will be heard, their concerns acknowledged, their needs met, and their

educational environments welcoming. This book explains how institutions must be able to meet those students' expectations in order to ensure their academic success.

The States and Public Higher Education Policy: Affordability, Access, and Accountability

Heller, D. E. (Ed.) (2001)

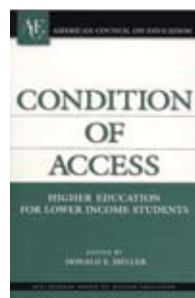


Among the many challenges facing higher education today, affordability, access, and accountability are increasingly commanding the attention of the public and policymakers alike.

In this volume, leading higher education scholars and practitioners explore the debates surrounding these issues.

Condition of Access: Higher Education for Lower Income Students

Heller, D. E. (Ed.) (2002)



A group of expert researchers use the most recent research available to discuss the state of access to America's higher education institutions for lower income students. This book clearly outlines the gap in college participation between rich and poor,

stimulating a discussion of barriers to postsecondary education for the most needy students.

Problem-Based Learning: A Research Perspective on Learning Interactions

Evensen, D., and Hmelo, C.E. (Eds.) (2000)



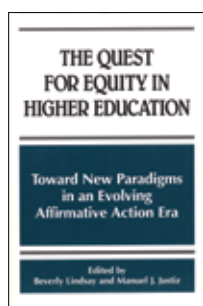
This volume collects recent studies conducted within the area of medical education that investigate two of the critical components of problem-based curricula—the group meeting and self-directed learning—and demonstrates that understanding

these complex phenomena is critical to the operation of this innovative curriculum. These components of problem-based learning connect the initiating “problem” with the process of effective “learning.”

New Directions for Institutional Research

Volkwein, F., and Terenzini, P.T. (Eds.)

The journal *New Directions for Institutional Research* is published quarterly, and each issue focuses on a specific topic relating to institutional research, planning, evaluation, or higher education management in general.



The Quest for Equity in Higher Education

Lindsay, B., and Justiz, M. (Eds.) (2001)

This edited volume investigates the roles of equity, diversity, and affirmative action in colleges and universities in the United States. The volume critically examines the issues in light of public debates, voter referenda, and legislative enactments seeking to influence public policy.



The Politics of Curricular Change

Brown, C. (2005)

Black Colleges

Brown, C. (2004)

Equity and Access in Higher Education

Brown, C. (2002)

Studying Diverse Institutions

Brown, C. (2003)

Advancing Faculty Learning through Interdisciplinary Collaboration

Cremer, E. G., and Lattuca, L.R. (Eds.) (2005)

College and University Curricula: Developing and Cultivating Programs of Study That Enhance Student Learning

Lattuca, L. R., Haworth, J. G., and Conrad, C. F. (Eds.) (2002)

Creating Interdisciplinarity: Interdisciplinary Research and Teaching among College and University Faculty

Lattuca, L. R. (2001)

Qualitative Research in Higher Education: Expanding Perspectives

Conrad, C. F., Haworth, J. G., and Lattuca, L. R. (Eds.) (2001)



State Postsecondary Education Research: New Methods to Inform Policy and Practice

Shaw, K. M. & Heller, D. E. (Eds.) (2007)

This book provides an in-depth examination of the challenges and opportunities inherent in conducting cross-state higher education policy research. The authors of each chapter use their individual research projects

to demonstrate the array of methodological, theoretical, analytical, and political challenges inherent in conducting comparative state-level policy research.

Major Faculty Awards and Honors Since 2000

Roger Geiger, Distinguished Professor of Education

- 2007 Penn State College of Education's Career Achievement Award

Donald E. Heller, Director, Professor and Senior Scientist

- 2002 ASHE Promising Scholar/Early Career Achievement Award
- 2001, Robert P. Huff Golden Quill Award (for contributions to the literature on student financial aid), NASFAA

Beverly Lindsay, Professor and Senior Scientist

- 2002 Senior Fulbright Specialist Grant to South Korea
- 2003 Senior Fulbright Specialist Grant to Zimbabwe
- 2006-07 Foundation for Defense of Democracies Fellow

David Post, Associate Professor and

Senior Research Associate

- 2002 Fulbright Senior Research Award to Hong Kong

Robert D. Reason, Assistant Professor and

Research Associate

- 2004 Emerging Scholar, ACPA
- 2004 *Annuit Coeptis*, ACPA

Patrick T. Terenzini, Distinguished Professor and

Senior Scientist

- 2000 AIR Distinguished Service Award
- 2001 William Elgin Wickenden Award
- 2006 Penn State College of Education's Career Achievement Award

J. Fredericks Volkwein, Professor and Senior Scientist

- 2001 AIR Suslow Award for Distinguished Scholarship
- 2006 AIR Distinguished Service Award

CSHE Faculty



Dorothy H. Evensen
Professor of Education and Senior Scientist

Dorothy Evensen earned a Ph.D. in Applied Psychology at New York University in 1991. She also holds a B.A. in English from Richmond College and an M.S. in Secondary Education, Reading from

Fordham University. She began her career at Penn State in 1991 and joined the Higher Education program in 1999. Her research focuses on teaching and learning in professional contexts, particularly law and medicine. She has received support from the Law School Admissions Council for her work on law student study groups and case reading and reasoning skills, and from the Spencer Foundation for work on problem-based learning in medical education. In addition, she has conducted evaluation studies commissioned by the National Science Foundation and the U.S. Department of Education. Professor Evensen teaches courses in qualitative research, college teaching, legal issues, and proposal writing.



Roger L. Geiger
Distinguished Professor and Senior Scientist

Dr. Geiger's books include *Knowledge and Money: Research Universities and the Paradox of the Marketplace*, published by Stanford University Press (2004); *To Advance Knowledge: the Development of American*

Research Universities, 1900-1940 (new edition, 2004); *Research and Relevant Knowledge: American Research Universities Since World War II* (new edition, 2004); and *The American College in the Nineteenth Century* (2000). He has edited *Perspectives on the History of Higher Education* since 1993, and is senior associate editor of *The American Journal of Education*. He is also co-editor of *The Future of the American Public Research University* (forthcoming). Geiger has recently studied state policies linking university research and economic development, particularly in nanotechnology, and is at work on a volume on "Innovation and Economic Relevance: the University's 4th Mission." He teaches courses on the history of American higher education, research universities, and higher education policy. He recently received the Penn State College of Education Career Achievement Award. Dr. Geiger earned his B.A. in English, his M.A. in History, and his Ph.D. in History, all from the University of Michigan.



Donald E. Heller
Director, Professor and Senior Scientist

Dr. Heller teaches and conducts research on issues relating to higher education economics, public policy, and finance.

The primary focus of his work is on issues of access, choice, and persistence

in postsecondary education. He has consulted on higher education policy issues with university systems and policymaking organizations in California, Colorado, Kansas, Massachusetts, Michigan, New Hampshire, Tennessee, Washington, and Washington, D.C. He has also testified in front of congressional committees, state legislatures, and in federal court cases as an expert witness. Before his academic career, he spent a decade as an information technology manager at the Massachusetts Institute of Technology. Dr. Heller's research has been published in leading scholarly journals, and his work has been reported on by national and international media. He is the editor of the books *The States and Public Higher Education Policy: Affordability, Access, and Accountability* and *Condition of Access: Higher Education for Lower Income Students*. He holds a B.A. in Economics and Political Science from Tufts University, and an Ed.M. in Administration, Planning, and Social Policy and an Ed.D. in Higher Education, both from Harvard Graduate School of Education.



Robert H. Hendrickson
Professor and Senior Scientist; Associate Dean for Graduate Studies, Research, & Faculty Development

Prior to his appointment as associate dean within the College of Education, Dr. Hendrickson served as head of the

Department of Education Policy Studies for eight years and as professor-in-charge of the Higher Education program for nine. Over the years, Dr. Hendrickson has directed a number of doctoral dissertations, several of which have won outstanding dissertation awards. Several of his former students are now presidents of private liberal arts colleges. Dr. Hendrickson holds an Ed.D. in Higher Education with a minor in Law from Indiana University. He earned an M.S. in Education from Indiana University, and his B.S. in Zoology from North Dakota State University. He has served in administrative and faculty capacities at several universities, most recently coming to Penn State from the faculty at the University of Virginia. He has published in the areas of organizational theory and the law and higher education. The second edition of his most recent book *The Colleges, their Constituencies, and the Courts* was released in 1999.



Lisa R. Lattuca

Associate Professor and Senior Research Associate

Dr. Lattuca’s research and teaching interests focus on the intersections of curriculum, teaching, learning, and faculty work in colleges and universities, addressing questions such as how faculty attitudes and behaviors related to instruction and curricular planning influence student learning, why and how faculty adopt new forms of knowledge production (e.g., interdisciplinary research), and how both disciplinary and interdisciplinary perspectives affect faculty work and student learning. In her recent projects, she explores these questions in the context of engineering education. She is currently co-principal investigator (with Patrick Terenzini) on two major studies of engineering education funded by the National Science Foundation and, with CSHE colleagues Pat Terenzini and Fred Volkwein, recently completed a national study of the impact of an outcomes-based accreditation model in undergraduate engineering programs. Dr. Lattuca earned a Ph.D. in education from the University of Michigan, a master’s degree from Cornell University, and a B.S. from Saint Peter’s College.



Beverly Lindsay

Professor and Senior Scientist

Dr. Lindsay is a 2006-07 Foundation for Defense Democracies Academic Fellow focusing on Israel and the Middle East. As the first American recipient of a new Senior Fulbright Specialist Grant to South Korea in 2002, she facilitated and structured executive and faculty development programs at Woosong, Seoul National, and Hong-Ik Universities. In 2003, she served as a Senior Fulbright Specialist in Zimbabwe at the Institute for Peace, Leadership, and Governance and at Africa University where she engaged in peace and conflict resolutions with executives and civic leaders, initiated executive and faculty development, fostered strategic planning, and delivered media presentations. During her Fulbright Fellowships, she built upon her years of diplomatic and executive positions in the U.S. Department of State and International Deanships at Hampton University and Penn State. She is a former president of the Comparative and International Education Society and a member of the Council on Foreign Relations. She was an Executive Fellow at the Institute for Multi-Track Diplomacy and served there as an interim CEO. Dr. Lindsay has published over 85 peer-reviewed articles, book chapters, essays, and reviews for scholarly journals and university publications. Her most recent book, *Ralph Johnson Bunche: Public Intellectual and Nobel Peace Laureate*, is featured

at the 2007 Annual Conference of the American Political Science Association. She has appeared on various commercial and cable television news and public affairs programs in the United States, Russia, South Korea, and Africa. Dr. Lindsay holds a B.A. in Sociology and Psychology (Magna Cum Laude) from St. Mary’s University (San Antonio, Texas), an M.A. in Sociology from the University of Massachusetts, Amherst, an Ed.D. in Higher Education Policy Studies/Sociology of Education, also from the University of Massachusetts, and a Ph.D. in Administration and Management/Program Development from American University in Washington, D.C.



David Post

Professor and Senior Scientist

Dr. Post is past chair of Penn State’s Committee on Comparative and International Education, which studies state/society relations as they manifest in the higher education systems of Latin America and East Asia. Dr. Post is also a co-editor of the *Comparative Education Review*. Recently a Fulbright-Hayes Research Scholar in Chile, Peru, and Mexico, Dr. Post leads an intercollegiate training and research project focusing in those countries on the political economy of child welfare policies and on family allocation of children’s energies to the workforce and school. He has also received grants from the Ford and Spencer Foundations. Dr. Post earned his Ph.D. in Education at the University of Chicago, his M.A. in Education at Columbia University, Teachers College, and his B.A. in Philosophy at George Washington University.



Susan R. Rankin

Assistant Professor and Research Associate

Dr. Rankin’s research focus is social justice issues in higher education. She has presented and written several papers and books on the impact of sexism, racism and heterosexism in the academy and in intercollegiate athletics. Dr. Rankin’s current research specifically focuses on the assessment of institutional climate and providing program planners and policy makers with recommended strategies to improve the campus climate for underserved communities. In her role as a consultant, Dr. Rankin has collaborated with over 50 institutions/organizations in implementing assessments and developing strategic plans regarding social justice issues. She holds a B.S. in Physical Education/Physiology from Montclair State Teacher’s College, an M.S. in Physiology from Penn State, and a Ph.D. in Higher Education Administration, also from Penn State.



Robert D. Reason

Assistant Professor and Research Associate

Dr. Reason studies student development and outcomes in college environments. In particular, he has studied the influence of college experiences in the development of social justice attitudes, recently publishing

both journal articles and a monograph on the subject. Dr. Reason is also co-principle investigator (with P. Terenzini) of a comprehensive study of institutional influences on first-year student outcomes. Dr. Reason serves as professor-in-charge of the College Student Affairs program. In addition, Dr. Reason has coordinated the curriculum for the Summer Student Affairs Assessment Seminar, presented annually in collaboration with the American College Personnel Association. He has served as a consultant, written, and presented workshops on topics related to the assessment of student learning and student learning environments. Dr. Reason earned his Ph.D. in Education from Iowa State University, his M.S. in Counseling and Student Personnel from Mankato State University, and a B.S. in Economics from Grinnell College.



Patrick T. Terenzini

Distinguished Professor and Senior Scientist

Dr. Terenzini is the co-author (with Ernest T. Pascarella) of the two-volume *How College Affects Students* (Jossey-Bass, 1991 and 2005), the first volume of which was selected as “one of the 100

most important and influential books about U.S. colleges and universities published in the 20th century.” Terenzini has also published more than 100 articles in refereed journals and made more than 150 presentations at scholarly and professional conferences. His research examines the effects of college on student learning and development; persistence and educational attainment; and the college experience and outcomes for low-income and first-generation students. He has received research grants totaling more than \$12.5 million from such organizations as the National Science Foundation, the U.S. Department of Education, the Lumina Foundation for Education, the Sloan Foundation, and the Spencer Foundation. He is a former editor-in-chief of *New Directions for Institutional Research*, associate editor of *Higher Education: Handbook of Theory and Research*, and editorial board member for *The Review of Higher Education*. He has been a consulting editor for *Research in Higher Education* for more than twenty years. He has received the research awards of the Association for the Study of Higher Education, the Association for Institutional Research, the American College Personnel Association, the National Association of Student Personnel Administrators, and the student personnel associations of the states of New York and Pennsylvania. He is a three-time winner of the Forum Best Paper Award from the Association for Institutional Research and received the William Elgin Wickenden Award from the

American Society for Engineering Education for the best paper published in the *Journal of Engineering Education* in 2001. Most recently, Terenzini received the Penn State College of Education’s 2005–06 Career Achievement Award. He is also a past president of the Association for the Study of Higher Education. Terenzini teaches the Education and Policy Studies Department-wide course in research design for advanced doctoral students. He holds an A.B. in English from Dartmouth College, an M.A.T. in English and Education from Harvard University, and a Ph.D. in Higher Education from Syracuse University.



James Fredericks Volkwein

Professor and Senior Scientist

Dr. Volkwein has a forty-year career as a researcher, administrator, and faculty member. He holds a Bachelor’s Degree from Pomona College, a Master’s Degree from Cornell University, and a Ph.D. in

Higher Education Administration, also from Cornell University. His teaching and research interests span the areas of academic program evaluation and accreditation, assessment of student learning and growth, state regulation and performance indicators, campus culture and climate, and administrative satisfaction and decision support. All his scholarly work is related, directly or indirectly, to the topic of organizational effectiveness and institutional research. He has produced more than 100 journal articles, research reports, conference papers, and book chapters. He currently is the principal investigator or co-principal investigator on projects in the areas of accreditation, engineering education, and training institutional researchers. For 11 years, he served as editor-in-chief for the Jossey-Bass series *New Directions for Institutional Research*, and continues as its associate editor. He is a consulting editor for three other higher education journals. A recent winner of the AIR Distinguished Service Award, as well as the AIR Suslow Award for Distinguished Scholarship, he served as president of the North East Association for Institutional Research and also received its Distinguished Service Award. Dr. Volkwein chaired the Middle States committee that produced the monograph *Framework for Outcomes Assessment*, and is a frequent consultant in the areas of assessment, accreditation, and planning.





CSHE Staff



Tina Vancas

Tina Vancas became the administrative assistant for the Center for the Study of Higher Education in 2006. Her key areas of responsibility are to assist the director, oversee human resources needs, assist in research and proposal development, manage grant and general budget funds, and act as office manager and staff supervisor. Ms. Vancas started her Penn State career in 1993, and has worked with numerous colleges across the University.



Sally Kelley

Sally Kelley joined the Center for the Study of Higher Education in 1983, after a short tenure in Penn State's Office of Planning and Analysis. Her staff support enhances the research activities of three faculty. As the Center's liaison to the College's Technology Center, Sally provides technology services to the Center's complement of 26 faculty, staff, and graduate assistants.



Beverly Ladrado

Beverly Ladrado is a staff assistant in the Center for the Study of Higher Education where she provides support to numerous faculty, research associates and graduate students. Previously, she worked in the University's Office of Student Affairs. She has worked at Penn State for 20 years, and has volunteered on numerous University committees during that time.

Academic Program Staff



Trudi Haupt

Trudi Haupt has been the staff assistant for the College Student Affairs program from its beginning in 2002. Prior to that she worked as the staff assistant for the Higher Education program and as a budget assistant for the American Indian Leadership program, all within the Education Policy Studies Department. Trudi began her work at Penn State in 1981 in the Department of Curriculum and Instruction where she worked with faculty, parents, and personnel from area school districts to coordinate remedial reading programs for elementary and secondary level students.



Angela Packer

Angela Packer is a staff assistant and contact person for the graduate program in Higher Education in the College of Education. Prior to working in Higher Education, Angela worked in Curriculum and Instruction. She has been with Penn State for 10 years.

Academic Programs

Although the Center for the Study of Higher Education does not offer academic degrees, it is closely allied with the following academic degree and certificate programs offered by the Penn State College of Education. Students in these programs are often affiliated with the Center through research and mentor relationships with Center faculty and/or paid graduate assistantships based in the Center.

Higher Education Program

<http://www.ed.psu.edu/hied/>

Ranked as one of the top three programs in the country over the last decade by the *U.S. News & World Report*, the Higher Education Program's primary goal is to prepare individuals capable of researching, analyzing, and managing the critical issues and concerns facing post-secondary education.

The program provides a variety of opportunities for students to work with faculty in several related disciplines to study postsecondary education systematically, and then apply this learning to the professional challenges faced by researchers and practitioners in the field. A close association exists between the program and the research-oriented Center for the Study of Higher Education.

The Higher Education student's program of study is not prescribed; the specific design and content are the joint responsibility of the student, the Higher Education advisor, and the minor or discipline field advisor. Flexibility is considered a valuable asset in the establishment of stimulating, imaginative, and scholarly programs suited



to the particular interests of individual students and to the demands of the profession and the scholarly study of higher education. At Penn State, this flexibility rests on the opportunity to choose from among the total resources of the University and from those provided by Higher Education faculty members whose established interests encompass a substantial range of scholarship and specialization.

Three degrees are offered in Higher Education: M.Ed., D.Ed., and Ph.D. The career goal of students pursuing an M.Ed. or D.Ed. should be the professional practice of higher education administration. The career goal of students pursuing a Ph.D. should be research and scholarly work.

For more information on the program please contact:

Angela Packer
400 Rackley Building
University Park, PA 16802
814-863-2690
amp13@psu.edu



College Student Affairs Program

<http://www.ed.psu.edu/csa/>

The Center for the Study of Higher Education maintains close ties with Penn State's College Student Affairs (CSA) Program, with CSA faculty holding appointments within the Center. Current CSA faculty members contribute to the Center through active research agendas related to college student outcomes, especially the first year of college; the development of social justice attitudes and behaviors; and campus climate issues for traditionally underrepresented and underserved populations. All CSA faculty members approach their research and teaching from a social justice perspective.

The CSA program is designed to educate and train professionals for careers in a college or university setting. Student Affairs is a professional field in higher education that promotes student learning and development. In cooperation with faculty and administrators, student affairs professionals provide specific educational services and programs to facilitate student achievement of educational, personal, and career goals and to ensure that colleges and universities are growth-enhancing environments for students. The CSA program is designed to provide students with a theoretical background and practical knowledge related to college students, the higher education context, and the student affairs profession and the counseling of college students.

For more information on the program please contact:

Dr. Robert Reason, Professor-in-Charge
300 Rackley Building
University Park, PA 16802
814-865-3449
psu-csa@psu.edu

Institutional Research Graduate Certificate Program

<http://www.ed.psu.edu/ircert/ir.html>

This 18-credit program, designed to provide students with the skills that support institutional planning and policy formation, has been created for in-career professionals, graduate students, institutional researchers, and persons employed in related fields. Delivered via online courses, the program provides considerable flexibility in the choice of courses as well as the time taken to complete the certificate program. Individual online courses will be open on a space-available basis to those seeking to upgrade their skills without wishing to complete all of the certificate required units.

For more information on the program please contact:

Dr. Fredericks Volkwein, Professor-in-Charge
400 Rackley Building
University Park, PA 16802
814-865-9739
volkwein@psu.edu



Student and Alumni Associations

Students and alumni from related academic programs are represented by several organized groups that both directly and indirectly support the goals and mission of the Center for the Study of Higher Education.

Higher Education Student Association (HESA)

For many years, students in the Higher Education program have developed a strong bond that lasts well past graduation, thanks in large part to HESA, the Higher Education Student Association. HESA actively promotes professional and social interaction among students and faculty through a variety of programs, including a brown bag series that invites higher education professionals and alumni from across the country to speak on issues of national importance.

In 2003, HESA officers and other students created *Higher Education in Review (HER)*, a student-organized and student-run academic journal. The journal provides students the opportunity of experiencing the publishing process first-hand.

HESA also publishes *LionTales*, the newsletter of the Higher Education Student Association.



College Student Affairs Student Association (SASO)

In November 2005 current students in the College Student Affairs graduate program created the Student Affairs Student Organization. The purpose of SASO is to enhance the educational and professional experiences of the college student affairs masters program students—past, present, and future.

Higher Education Alumni

Penn State's higher education graduates have an unusually strong network. In fact, they have formed one of the university's first, and most active, program-level alumni groups: the Higher Education Program Alumni Council (HEPAC). Among HEPAC's activities, its mentoring initiative helps to build relationships between individual alumni and current students.

Graduates of Penn State's higher education program pursue a variety of careers in colleges and universities, government, and other public and private organizations across Pennsylvania, the nation, and the world. They succeed in every aspect of the higher education enterprise as administrators, faculty members, staff members, and researchers. For example:



Evelynn M. Ellis
(D.Ed., 1997)
*Senior Director,
Office of Graduate
Educational Equity
Programs
Penn State University*



Dorothy E. Finnegan
(Ph.D., 1992)
*Associate Professor,
Educational Policy,
Planning, and Leadership
The College of William
and Mary*



James T. Harris III
(D.Ed., 1988)
*President
Widener University*



John P. Ikenberry
(Ph.D., 1999)
*President and
Co-Founder
HigherEdJobs.com*



Jason E. Lane
(Ph.D., 2003)
*Assistant Professor
University of Albany,
State University of
New York*



Michael Nugent
(Ph.D., 1994)
*Chief, Advanced
Training and
Research Team,
International
Education Programs
Service
U.S. Department of
Education*



**Kimberly Ruth
Rogers**
(Ph.D., 2005)
*Assistant Professor
of Educational
Leadership and Policy
University at Buffalo,
The State University
of New York*



Creso Sá
(Ph.D., 2006)
*Assistant Professor of
Higher Education
University of Toronto*



Rachel E. Smith
(M.Ed., 1999)
*Financial Officer and
Special Assistant to
the Executive Vice
President and Provost
Penn State University*



Ying Zhou
(Ph.D., 2003)
*Associate Director,
Office of Institutional
Research
George Mason
University*

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U.Ed. EDU 08-XX

"The academic quality of a Penn State higher education degree is widely respected, and rightly so. But there are so many informal benefits, too. Grad school friendships continue to be a valued part of my personal and professional life."

Michael J. Dooris (Ph.D., 1992)
*Director, Planning Research and Assessment
Penn State University*



COLLEGE *of* EDUCATION

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The Center *for the* Study of Higher Education Announces New Faculty *for* 2009-2010



Associate Professor John J. Cheslock

(Ph.D., Cornell University)

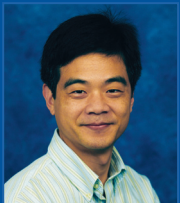
Dr. Cheslock's research focuses on the economics of higher education with a special interest in enrollment management, faculty labor markets, intercollegiate athletics, and the use of quantitative methods within educational research. His current projects examine the changing structure of institutional financial aid, the growing stratification in faculty salaries, the impact of Title IX on intercollegiate athletics, and the use of multilevel models in educational research.



Assistant Professor Leticia Oseguera

(Ph.D., University of California, Los Angeles)

Dr. Oseguera is a quantitative researcher with expertise on college access, college transitions, and college student retention. Her work is comparative in nature and seeks to offer an understanding of how gender, race, immigration status, and class shape educational experiences and opportunities in the United States.



Assistant Professor Liang Zhang

(Ph.D., The University of Arizona and Cornell University)

Dr. Zhang's research focuses on the economics and finance of higher education, particularly on the role of governments and institutions in affecting institutional performances and student outcomes. He is also interested in academic labor market issues, especially the increasing usage of contingent faculty at colleges and universities.

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