



## CSA 503: College Student Development

Tuesday 9:05AM – 12:05PM

403 Rackley Building

Spring 2010

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Office Hours by Appointment

### **Overview of Course**

Administrative and teaching effectiveness in postsecondary educational settings is largely dependent upon one's familiarity with and appreciation for the unique developmental needs of students. Student outcomes can be significantly enhanced when programs, services, curricula, and pedagogical techniques are designed by those who understand and intentionally apply appropriate theoretical frameworks to their work. Exposure to student development theory is essential in the academic preparation of postsecondary administrators and faculty, as students unarguably should be the primary focus of current and future efforts in higher education. To this end, theories that have emerged from years of research on college students will be reviewed and discussed in this course, with the ultimate goal of inspiring class members to become more reflective and intentional facilitators of environments and experiences that offer healthy, constructive developmental opportunities for all students on college and university campuses.

### **Course Goals and Projected Outcomes**

This course will help satisfy all CSA Program Learning Outcomes associated with Student Development and Outcomes. Additionally, the course will cover information that may be useful in the achievement of other program outcomes (i.e., Professional Competencies, Inter- & Intra-personal Skills, Commitment to and Understanding of Social Justice Issues, and Research & Assessment).

Specifically, this course will help students:

- Develop an understanding of major theories and existing research on college student development and learning.
- Understand the developmental needs and issues of current undergraduate students.
- Become informed critics employers of existing theories.
- Apply student development and learning theories to create educational programs.
- Effectively communicate in a language that is shared among practitioners and administrators who have been exposed to classic and emerging developmental theories in higher education.
- Become aware of the ways in which institutional environments and experiences facilitate and stifle development and learning among diverse groups of postsecondary learners, laying the foundation for further CSA coursework.

- Make meaningful connections between theory, practice, and research.
- Understand and appreciate the ways in which development and learning theories enhance administrative and pedagogical effectiveness in higher education.

### **Required Texts**

- American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- Evans, N. J., Forney, D. E., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.
- Harper, S. H. & Quaye, S.J. (2009). *Student engagement in higher education. Theoretical perspectives and practical approaches for diverse populations*. New York: Routledge
- Love, P. G. & Guthrie, V. L. (1999). *Understanding and applying cognitive development theory: New Directions for Student Services*. 88. San Francisco: Jossey-Bass.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students (vol. 2): A third decade of research*. San Francisco: Jossey-Bass
- Wijeyesinghe, C. L. & Jackson, B. W. (2001). *New perspectives on racial identity development : A theoretical and practical anthology*. New York. New York University Press.
- Additional readings will be made available via ANGEL. *Please note that some optional readings that are not assigned have also been posted on ANGEL.*

### **Recommended Texts**

- Silverman, S. L., & Casazza, M. E. (2000). *Learning and development: Making connections to enhance teaching*. San Francisco: Jossey-Bass.
- Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass.

### **Classroom Discussions**

Classroom discussion, reflection, and sharing will be an integral aspect of this course. Therefore, your thoughtful contributions to and engagement in classroom discussions will be reflected in your final grade. Full participation requires students come to class with all readings and assignments completed. This will afford students the opportunity to integrate their experiences and viewpoints with the selected course topics. The topics covered in this course will likely stimulate various perspectives. Therefore, students should be prepared to effectively organize and clearly articulate their viewpoints. Students are expected and encouraged to critically analyze all perspectives presented in this class. Debate and disagreement are welcomed and

encouraged; however, respect for fellow colleagues' perspectives and experiences is expected. Students are advised to take notes while reading and take advantage of using study groups to support class learning. It is expected that you will contribute to the academic success of your peers in a number of ways: thoughtful discussion, responsible participation in group activities and projects, sharing resources; and through your complete attention during presentations in class. Students are encouraged to share resources with the class: these may be recent journal articles, newspaper clippings, an effective learning activity, helpful web sites, etc.

### **Assignments**

Class Participation	15%	Ongoing
Initial Reflection Paper	5%	February 2 <sup>nd</sup>
Theory Presentation Topic Paragraph	0%	February 16 <sup>th</sup>
Discussion Facilitation	15%	February 16 <sup>th</sup> & 23 <sup>rd</sup>
Annotated Bibliography for Theory Presentation	5%	March 16 <sup>th</sup>
Student Interview Paper 1	10%	March 19 <sup>th</sup>
Theory Presentation	15%	April 13 <sup>th</sup>
Student Interview Paper 2	20%	April 27 <sup>th</sup>
Integrative Reflection Paper (and Journals)	15%	April 30 <sup>th</sup>

### **Grading Scale**

A = 94-100	A- = 90-93	B+ = 87-89	B = 84-86
B- = 80-83	C+ = 77-79	C = 74-76	C- = 70-73
D = 69-60	F = 59 & Below		

*Note Regarding Letter Grades:* Simply meeting the instructors' expectations constitutes "B" work; going above and beyond is "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower.

### **Deferred Grades**

Deferred grades (DFs), otherwise known as "Incompletes," are highly discouraged and will be considered only in the most extreme circumstances. The University Graduate School Policy 48-40 on DFs is as follows:

If, for reasons beyond the student's control, a student is prevented from completing a course within the prescribed time, the grade in that course may be deferred with the concurrence of the instructor. Under emergency conditions during which the instructor is unavailable, authorization is required from the dean of the college in which the student is enrolled. Permission for filing a deferred grade should be requested by the student before the beginning of the final examination period. The period during which a grade may be deferred shall not extend, without further approval of the dean of the college, beyond the end of the sixth week of the next semester in which the University is in session. A deferred grade that is not changed to a passing grade by the instructor before the end of this period automatically becomes an F.

### **Academic Integrity**

All students are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the university community and compromise the worth of work completed by others. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course.

### **Students with Disabilities**

The Pennsylvania State University is committed to providing access to a quality education for all students, including those with documented disabilities. If a student has a disability and wants to request an accommodation for a course, it is the responsibility of the student to first obtain a university accommodation letter confirming the disability and suggesting appropriate remedies. This letter can be obtained from the Penn State Office for Disability Services or the campus Disability Contact Liaisons. It is encouraged that students request their accommodation need early in the semester, and once identified, a reasonable accommodation will be implemented in a timely manner. Students may also access the web site for the Office of Disability Services at University Park: [www.equity.psu.edu/ods/](http://www.equity.psu.edu/ods/). The office is located in 116 Boucke Building, and is open from 8am-5pm, Monday through Friday. Their phone number is (814) 863-1807.

### **Semester Calendar**

Session 1	January 12 <sup>th</sup>	Introduction, Course Overview, & Review of Syllabus
Session 2	January 19 <sup>th</sup>	Historical Perspectives on Student Development
Session 3	January 26 <sup>th</sup>	Understanding and Using Student Development Theory
Session 4	February 2 <sup>nd</sup>	Learning & Development
Session 5	February 9 <sup>th</sup>	Psychosocial Theories (Ego/Personality & Gender)
Session 6	February 16 <sup>th</sup>	Sexual Orientation Identity Development
Session 7	February 23 <sup>rd</sup>	Moral Identity Development
Session 8	March 2 <sup>nd</sup>	Psychosocial Theories (Ethnic/Racial Identity)
No Class	March 9 <sup>th</sup>	NASPA Annual Conference – Chicago, IL
Session 9	March 16 <sup>th</sup>	Spiritual Identity Development
No Class	March 23 <sup>rd</sup>	ACPA Annual Conference – Boston, MA
Session 10	March 30 <sup>th</sup>	Cognitive/Structural Development
Session 11	April 6 <sup>th</sup>	Key Influences on Student Development
Session 12	April 13 <sup>th</sup>	Non-traditional & Underrepresented Student Needs
Session 13	April 20 <sup>th</sup>	Integrated Perspectives on Learning and Development
Session 14	April 27 <sup>th</sup>	Debriefing, Course Review, & Student Presentations

### **Weekly Assigned Readings**

#### **Session 1: January 12 - Introduction, Course Overview, & Review of Syllabus**

Reason, R. D., & Renn, K. A. (2008, November). *Why quibble over learning and development?*  
Paper presented at the Annual Meeting of the Association for the Study of Higher  
Education. Jacksonville, FL. (Available on ANGEL)

### **Session 2: January 19 - Historical Perspectives on Student Development and Learning**

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college:  
Theory, research, and practice. San Francisco, CA: Jossey-Bass. (Read chapters 1 & 2)  
The Student Personnel Point of View (1937). *In Points of View*. Washington, DC: National  
Association of Student Personnel Administrators. (Available on ANGEL)  
The Student Personnel Point of View (1949). *In Points of View*. Washington, DC: National  
Association of Student Personnel Administrators. (Available on ANGEL)  
Evans, N. J., & Reason, R. D. (2001). Guiding principles: A review and analysis of student  
affairs philosophical statements. *Journal of College Student Development*. 42, 359-77.  
(Available on ANGEL)

### **Session 3: January 26 - Understanding and Using Student Development Theory**

*Discussant: David Pérez II*

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college:  
Theory, research, and practice. San Francisco, CA: Jossey-Bass. (Review Chapter 2)  
Parker, C. A. (1977). On modeling reality. *Journal of College Student Personnel*, 18, 419-25.  
(Available on ANGEL)  
Strange, C. S. (1994). Student development: The evolution and status of an essential idea.  
*Journal of College Student Development*, 35(6), 587-98. (Available on ANGEL)  
King, P. M. (1994). Theories of college student development: Sequences and consequences.  
*Journal of College Student Development*, 35(6), 414-21. (Available on ANGEL)  
Patton, L. D., McEwen, M., Rendon, L., & Howard-Hamilton, M. (2007). Critical race  
perspectives on theory in student affairs. In S. R. Harper and L. D. Patton (eds.),  
*Responding to the realities of race on campus*. New Directions for Student Services, no.  
120. San Francisco: Jossey-Bass. (Available on ANGEL)

### **Session 4: February 2 – Learning in Student Affairs**

*Guest Discussant: Dr. Lisa Lattuca*

ACPA (1996). The student learning imperative: Implications for student affairs. *Journal of College Student Development*, 37, 118-122. (Available on ANGEL)

Strauss, S., (1993). Theories of learning and development for academics and educators. *Educational Psychologist*, 28, 191-203. (Available on ANGEL)

Stage, F. K. (1996). Setting the context: Psychological theories of learning. *Journal of College Student Development*, 37, 227-235. (Available on ANGEL)

King, P.M. & Baxter Magolda, M. (1999). A developmental perspective on learning. *Journal of College Student Development*, 40(5), 599-609 (Available on ANGEL)

Recommended Reading:

Silverman, S. L., & Casazza, M. E. (2000). *Learning and development: Making connections to enhance teaching*. San Francisco: Jossey-Bass.

**Session 5: February 9 – Psychosocial Theories (Ego/Personality & Gender Development)**

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college: Theory, research, and practice. San Francisco, CA: Jossey-Bass. (Read Chapters 3 & 4)

Harper, S. H. & Quaye, S.J. (2009). *Student engagement in higher education. Theoretical perspectives and practical approaches for diverse populations*. New York: Routledge (Read Chapter 6)

Jordan, J. V. (1997). The relational self: A new perspective for understanding women's development. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 347-355). Boston: Pearson Custom Publishing. (Reprinted from *Women's Growth in Diversity: More Writings from the Stone Center*. Guilford Press.) (Available on ANGEL)

Davis, T. L. (2002). Voices of gender role conflict: The social construction of college men's identity. *Journal of College Student Development*, 43(4), 508-21 (Available on ANGEL)

Carter, K.A. (2000). Transgenderism and college students: Issues of gender identity and its role on campus. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 379-390). Boston: Pearson Custom Publishing.

(Reprinted from V.A. Wall & N.J. Evans (Ed.), *Toward Acceptance: Sexual Orientation Issues on Campus*. ACPA.) (Available on ANGEL)

Recommended Reading:

Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco, CA: Jossey-Bass.

Erikson, E. H. (1968). *Identity: Youth and crisis*. New York, NY: Norton.

Erikson, E. H. (1980). *Identity and the life cycle*. New York, NY: Norton.

Josselson, R. (1987). *Finding herself: Pathways to identity development in women*. San Francisco, CA: Jossey-Bass.

Marcia, J. E. (1980). Identity in adolescence. In J. Adelson (Ed.), *Handbook of adolescent psychology* (pp. 159-187). New York, NY; Wiley.

**Session 6: February 16 – Sexual Orientation Identity Development**

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college: Theory, research, and practice. San Francisco, CA: Jossey-Bass. (Read Chapter 6)

Harper, S. H. & Quaye, S.J. (2009). *Student engagement in higher education. Theoretical perspectives and practical approaches for diverse populations*. New York: Routledge (Read Chapter 4)

D'Augelli, A. R. (1994). Identity development and sexual orientation: Toward a model of lesbian, gay and bisexual development. In E. J. Trickett, R. J. Watts, & D. Birman (Eds.), *Human diversity: Perspectives on people in context* (pp. 312-333). San Francisco: Jossey-Bass. (Available on ANGEL)

Mueller, J.A. & Cole, J. (in press). A qualitative examination of heterosexual consciousness among college students. *Journal of College Student Development*. (Available on ANGEL)

Bilodeau, B. (2005). Beyond the gender binary: A case study of two transgender students at a midwestern research university. *Journal of Gay and Lesbian Issues in Education*, 3 (1), 29-44. (Available on ANGEL)

Recommended Reading:

- Cass, V. C. (1979). Homosexual identity formation: A theoretical model. *Journal of Homosexuality*, 4, 3, 219-235.
- Lucal, B. (1999). What it means to be gendered me: Life on the boundaries of a dichotomous gender system. *Gender & Society*, 13, 781-797. (Available on ANGEL)
- Rhoads, R. A. (1997). A subcultural study of gay and bisexual college males: Resisting developmental inclinations. *Journal of Higher Education*, 68, 4, 460-483. (Available on ANGEL)

### **Session 7: February 23 - Moral Identity Development**

- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college: Theory, research, and practice. San Francisco, CA: Jossey-Bass. (Read chapters 10-11)
- Kohlberg, L. (2005). Moral stages and moralization: The cognitive-developmental approach. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 549-568). Boston: Pearson Custom Publishing. (Reprinted from *The psychology of moral development: Essays on moral development* (vol. 2), by L. Kohlberg, 1984, Lawrence Erlbaum Associates, Inc.) (Available on ANGEL)
- Gilligan, C., & Attanucci, J. (2005). Two moral orientations. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 569-576). Boston: Pearson Custom Publishing. (Reprinted from *Mapping the moral domain*, by C. Gilligan, J. V. Ward, & J. M. Taylor, Eds., 1988, Harvard University Press) (Available on ANGEL)
- King, P. M., & Mayhew, M. J. (2005). Moral judgment development in higher education: Insights from the defining issues test. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 587-603). Boston: Pearson Custom Publishing. (Reprinted from *Journal of Moral Education*, 31, 2002) (Available on ANGEL)

### **Session 8: March 2 – Psychosocial Theories (Ethnic/Racial Identity Development)**

*Guest Discussant: Dr. Kimberly Griffin*

- Wijeyesinghe, C. L. & Jackson, B. W. (2001). *New perspectives on racial identity development : A theoretical and practical anthology*. New York. New York University Press. (Read



Chapters 1-6 & 9)

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college: Theory, research, and practice. San Francisco, CA: Jossey-Bass. (Read Chapter 5)

Recommended Reading:

Harper, S. R., & Nichols, A. H. (2008). Are they not all the same? Racial heterogeneity among Black male undergraduates. *Journal of College Student Development*, 49, 3, 199-214.

(Available on ANGEL)

Kawaguchi, S. (2003). Ethnic identity development and collegiate experience of Asian Pacific American students: Implications for practice. *NASPA Journal*, 40, 3, 1329. (Available on ANGEL)

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects student. A third decade of research*. San Francisco: Jossey-Bass. (Read Chapters 5 & 6)

Rowe, W., Bennett, S. K., & Atldnson, D. R. (1994). *White racial identity models: A critique and alternative proposal*. *Counseling Psychologist*, 22, 129-146. (Available on ANGEL)

Scott, D. A., & Robinson, T. L. (2001). White male identity development: The key model. *Journal of Counseling and Development*, 79, 415-421. (Available on ANGEL)

Torres, V. (1999). Validation of a bicultural orientation model for Hispanic college students. *Journal of College Student Development*, 40, 285-298. (Available on ANGEL)

Torres, V. (2003). Influences on ethnic identity development of Latino college students in the first two years of college. *Journal of College Student Development*, 44, 532-547. (Available on ANGEL)

**NO CLASS- March 9 (NASPA Conference)**

**Session 9: March 16 - Spiritual Identity Development**

*Discussant: David Pérez II*

Newman, L. L. (2004). Faith, spirituality, and religion: A model for understanding the differences. *College Student Affairs Journal*, 23, 102-110. (Available on ANGEL)

Astin, A.W. (2004). Why Spirituality Deserves a Central Place in Liberal Education. *Liberal Education*, 90(2), pp. 34-41. (Available on ANGEL)

- Lindholm, J. A. (2007). Spirituality and the academy: Perspectives and possibilities. *About Campus*, 12(4), 10-17. (Available on ANGEL)
- Love, P. G. (2001). Spirituality and student development: Theoretical connections. In. M. A. Jablonski (ed.), *The Implications of Student Spirituality for Student Affairs Practice* (pp. 7-16). New Directions for Student Services, no. 95. San Francisco: Jossey-Bass. (Available on ANGEL)
- Alleyne, U. (1998). Atheism and me: Why I don't believe in God. In L. Bridwell-Bowles (Ed.), *Identity matters: Rhetorics of difference* (pp. 274-279). Upper Saddle River, NJ: Prentice Hall. (Available on ANGEL)
- Clark, R. T. (2001). The law and spirituality: How the law supports and limits expression of spirituality on the college campus. In. M. A. Jablonski (ed.), *The Implications of Student Spirituality for Student Affairs Practice* (pp. 37-46). New Directions for Student Services, no. 95. San Francisco: Jossey-Bass. (Available on ANGEL)

#### Recommended Reading:

- Dalton, J. C. (2001). Career and calling: Finding a place for the spirit in work and community. In. M. A. Jablonski (ed.), *The Implications of Student Spirituality for Student Affairs Practice* (pp. 17-26). New Directions for Student Services, no. 95. San Francisco: Jossey-Bass. (Available on ANGEL)
- Harper, S. H. & Quaye, S.J. (2009). *Student engagement in higher education. Theoretical perspectives and practical approaches for diverse populations*. New York: Routledge (Read Chapter 5)
- Mayhew, M. J. (2004). Exploring the essence of spirituality: A phenomenological study of eight students with eight different worldviews. *NASPA Journal*, 41, 647-674. (Available on ANGEL)

#### **NO CLASS-March 23 (ACPA Conference)**

#### **Session 10: March 30 – Cognitive/Structural Development**

- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco, CA: Jossey-Bass. (Read Chapters 8 & 9)

Love, P. G. & Guthrie, V. L. (1999). *Understanding and Applying Cognitive Development Theory: New Directions for Student Services*. 88. San Francisco: Jossey-Bass. (Read Authors' Notes & Chapters 1-4)

Love, P. G. & Guthrie, V. L. (1999). *Understanding and Applying Cognitive Development Theory: New Directions for Student Services*. 88. San Francisco: Jossey-Bass. (Read Chapters 5-7)

Recommended Reading:

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects student. A third decade of research*. San Francisco: Jossey-Bass. (Read Chapter 7)

**Session 11: April 6 – Key Influences on Student Development**

Harper, S. H. & Quaye, S.J. (2009). *Student engagement in higher education. Theoretical perspectives and practical approaches for diverse populations*. New York: Routledge (Read Chapter 1)

Terenzini, P.T., Pascarella, E.T. & Blimling, G.S. (1996). Students' out-of-class experiences and their influence on learning and cognitive development: A literature review. *Journal of College Student Development*, 37 (2), 149-162. (Available on ANGEL)

Astin, Alexander W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25, 297-308. (Available on ANGEL)

Kuh, G. D. (1996). Guiding principles for creating seamless learning environments for undergraduates. *Journal of College Student Development*, 37, 135-148. (Available on ANGEL)

Recommended Reading:

Kuh, G.D. (1993). In their own words: What students learn outside the classroom. *American Educational Research Journal*, 30 (2), 277-304. (Available on ANGEL)

Schroeder, C. C., & Hurst, J. C. (1996). Designing learning environments that integrate curricular and cocurricular experiences. *Journal of College Student Development*, 37, (Available on ANGEL)

## **Session 12: April 13 – Non-Traditional and Underrepresented Student Development Needs**

Harper, S. H. & Quaye, S.J. (2009). *Student engagement in higher education. Theoretical perspectives and practical approaches for diverse populations*. New York: Routledge  
(Read Chapters 12, 14, & 16)

## **Session 13: April 20 - Integrated Perspectives on Learning and Development**

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college: Theory, research, and practice. San Francisco, CA: Jossey-Bass. (Read Chapter 15)

Abes, E. S., Jones, S. R., McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development*, 48(1), 1-22. (Available on ANGEL)

Tanaka, G. (2002). Higher education's self-reflexive turn: Toward an intercultural theory of student development. *Journal of Higher Education*, 73(2), 263-96. (Available on ANGEL)

Magolda, M. B. B. (2002). Helping students make their way to adulthood: Good company for the journey. *About Campus*, 6(6), 2-9. (Available on ANGEL)

King, P. M., & Baxter, M. B. B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development*, 46(6), 571-92. (Available on ANGEL)

## **Session 14: April 27 – Debriefing, Course Review, & Small Group Discussions**

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects student. A third decade of research*. San Francisco: Jossey-Bass. (Read Chapter 2)

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects student. A third decade of research*. San Francisco: Jossey-Bass. (Read Chapter 11)