# Higher Education: Handbook of Theory and Research

Volume XXIV

### **Senior Associate Editor**

William G. Tierney, Ph.D.
Rossier School of Education
University of Southern California
USA
wgtiern@mizar.usc.edu

#### **Associate Editors**

Philip G. Altbach, Boston College (Comparative and International Education)

Ben Baez, Florida International University, USA (Social Context)

Alan E. Bayer, Virginia Polytechnic Institute and State University, USA (College Faculty)

Corinna A. Ethington, University of Memphis, USA (Research Methodology)

Simon Marginson, Monash University, Australia (Comparative and International Education)

Michael K. McLendon, Vanderbilt University, USA (Governance and Planning)

Raymond P. Perry, University of Manitoba, Canada (Curriculum and Instruction)

Brian Pusser, University of Virginia, USA (Systems and Organizations)

Edward St. John, The University of Michigan, USA (Finance and Economics)

Scott L. Thomas, The University of Georgia, USA (College Students)

For other titles published in this series, go to www.springer.com/series/6028

John C. Smart Editor

## Higher Education: Handbook of Theory and Research

Published under the sponsorship of the Association for Institutional Research (AIR) and the Association for the Study of Higher Education (ASHE)

Volume 24



Editor
John C. Smart
College of Education
University of Memphis
USA
jsmart@memphis.edu

ISBN: 978-1-4020-9627-3 e-ISBN: 978-1-4020-9628-0

ISSN: 0882-4126

Library of Congress Control Number: 2009920513

© 2009 Springer Science + Business Media B.V.

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being entered and executed on a computer system, for exclusive use by the purchaser of the work.

Printed on acid-free paper

springer.com

### **Contents**

| Contributors   | vi  |
|--|-----|
| Why Financial Aid Matters (or Does Not) for College Success: Toward a New Interdisciplinary Perspective  | 1   |
| The Use of Matching Methods in Higher Education Research: Answering Whether Attendance at a 2-Year Institution Results in Differences in Educational Attainment                                    | 47  |
| Othering Research, Researching the Other: De/Colonizing Approaches to Qualitative Inquiry Kakali Bhattacharya  | 105 |
| The Cultural Capital of Cultural and Social Capital: An Economy of Translations  | 151 |
| The Rise and Fall of Need-Based Grants: A Critical Review of Presidential Discourses on Higher Education, 1964–1984  | 183 |
| A Review of Attributional Retraining Treatments:  Fostering Engagement and Persistence in Vulnerable  College Students  Tara L. Haynes, Raymond P. Perry, Robert H. Stupnisky,  and Lia M. Daniels | 227 |

vi Contents

| Globalization, Social Movements, and the American University:            |     |
|--|-----|
| Implications for Research and Practice                                   | 273 |
| Robert A. Rhoads and Amy Liu   |     |
| Hispanics and Higher Education: An Overview of Research,                 |     |
| Theory, and Practice   | 317 |
| Amaury Nora and Gloria Crisp   |     |
| Turning from Time to Space: Conceptualizing Faculty Work                 | 355 |
|  |     |
| Student Aid and Its Role in Encouraging Persistence                      | 389 |
| Don Hossler, Mary Ziskin, Jacob P.K. Gross, Sooyeon Kim, and Osman Cekic |     |
| Enter the Dragon? China's Higher Education Returns to the                |     |
| World Community: The Case of the Peking University                       |     |
| Personnel Reforms  | 427 |
| Rui Yang   |     |
| Name Index   | 463 |
| Subject Index  | 473 |
| Contents of Previous Volumes   | 477 |

### **Contributors**

**Benjamin Baez** is an Associate Professor of Higher Education at Florida International University. He received his law degree and his doctorate in higher education from Syracuse University. He recently published *Affirmative Action, Hate Speech, and Tenure: Narratives About Race, Law, and the Academy* (2002, Routledge). Baez also has two forthcoming books, *The Politics of Inquiry: Education Research and the "Culture of Science,"* and *Understanding Minority-Serving Institutions: Interdisciplinary Perspectives* (with Marybeth Gasman and Caroline Turner (SUNY Press)).

**Kakali Bhattacharya** is an Assistant Professor of Qualitative Research Methods housed in the Department of Educational Administration and Research at Texas A & M University Corpus Christi. With a Ph.D. in Educational Psychology from the University of Georgia, Kakali's research interests include globalization of higher education, de/colonizing qualitative research methodologies, transnational feminism, and technology-integrated learning and social spaces.

Osman Cekic, Research Analyst at the Project on Academic Success (PAS), holds a Ph.D. in higher education and student affairs from Indiana University. He previously worked as a research associate at the Indiana Education Policy Center and was the graduate assistant to the Vice President for Enrollment Services for Indiana University. Osman's research interests include higher education finance and the linkages between budget and organizational culture. In his previous appointments, Osman has worked with IPEDS and finance and financial aid data, and he continues to explore these subjects. He brings expertise in qualitative and quantitative data management and analysis techniques to PAS.

**Gloria Crisp** is Assistant Professor of Higher Education in the Educational Leadership & Policy Studies Department at the University of Texas at San Antonio. Her research focuses on mentoring college students, community college issues, factors influencing the movement of minority students through the K–20 pipeline, the impact of policy on Hispanic access and persistence, quantitative methods and theory building and testing. Recently, she was awarded a sponsored grant from the

viii Contributors

Association for Institutional Research and the National Science Foundation to study the transfer of Latino/Latina students from community colleges to 4-year institutions. Her work will focus on specific factors that influence the successful transition and adjustment of minority students from transferring to receiving educational institutions.

Lia M. Daniels is an Assistant Professor in the Department of Educational Psychology at the University of Alberta. She completed a BA in English and Psychology from the University of British Columbia (2001), a MA in Educational Psychology from the University of Victoria (2004), and a Ph.D. in Social Psychology from the University of Manitoba (2009). Her research concerns motivation and emotion among students and student teachers during difficult transitions such as those from high school to university or from a professional program into the workplace.

**Stephen L. Desjardins** is Associate Professor in the Center for the Study of Higher and Postsecondary Education, School of Education, at the University of Michigan. His teaching and research interests include postsecondary education policy, strategic enrollment management issues, research methodology, and the economics of higher education. His work in these areas has been published in higher education and economics journals and in previous volumes of *Higher Education: Handbook of Theory and Research*.

**Sara Goldrick-Rab** is Assistant Professor of Educational Policy Studies and Sociology at the University of Wisconsin at Madison and Scholar at the Wisconsin Center for the Advancement of Postsecondary Education. She was named a 2004 Rising Scholar by the National Forum on Higher Education for the Public Good and received a 2006 NAEd/Spencer Foundation postdoctoral fellowship. Dr. Goldrick-Rab is coauthor of *Putting Poor People to Work: How the Work-First Idea Eroded College Access for the Poor* (2006, Russell Sage). Together with Douglas Harris, she is directing the Wisconsin Scholars Longitudinal Study, a randomized controlled trial of need-based financial aid.

**Jacob P.K. Gross**, Associate Director of Research at the Project on Academic Success (PAS), is a doctoral candidate in educational leadership and policy studies. His general research interests relate to the ways education policies reproduce and challenge social inequality. He focuses on academic success for underrepresented students in US postsecondary education. Specific areas of interest include financial aid, racial and gender equity policies, postsecondary financing, and the effects of institutional contexts on student success.

**Douglas Harris** is an economist and Assistant Professor of Educational Policy Studies at the University of Wisconsin at Madison. His research interests include the economic costs and benefits of education, quasi-experimental research methods, accountability systems, and achievement gaps. He was recently chair of the National Conference on

Contributors

Value-Added Modeling and with Sara Goldrick-Rab is conducting a randomized controlled trial of need-based financial aid. In addition to his academic research, he is a consultant and adviser to policymakers and organizations such as National Academy of Sciences, US Department of Education, and state education agencies.

**Tara L. Haynes** is a doctoral candidate in the Department of Psychology at the University of Manitoba. She received her BA in psychology (2002) and MA in social psychology (2006) from the University of Manitoba. Her research interests are in social cognition with particular focus on perceived control, causal attributions, and attributional retraining treatments.

**Don Hossler**, Director of the Project on Academic Success (PAS), is Professor of Educational Leadership and Policy Studies at Indiana University, where he has served as Vice Chancellor for Enrollment Services for IU Bloomington, Associate Vice President for Enrollment Services for the seven campuses of the IU system, Executive Associate Dean for the School of Education, and Chair of Educational Leadership and Policy Studies. His areas of specialization include college choice, student financial aid policy, enrollment management, and higher education finance.

**Sooyeon Kim**, former research analyst at the Project on Academic Success (PAS), is currently working with the Office of Budget and Planning at the University of Michigan, Ann Arbor. Her general research interests include academic success for nontraditional students, student financial aid policies, various equity issues in US higher education, and research methodologies.

**Aaron M. Kuntz** is Assistant Professor of Qualitative Research Methods at the University of Alabama. His research interests include sociocultural contexts of education, materialist methodologies, conceptualizing faculty work, academic embodiment, critical geography, academic citizenship and program evaluation. He received his Bachelor's in English Literature from St. Michael's College, Master's in English Literature from Northeastern University, and Doctorate in Education from the University of Massachusetts Amherst.

**Amy Liu** is a doctoral student of Higher Education and Organizational Change within the Graduate School of Education and Information Studies at UCLA. Her research interests include globalization and its impact on higher education, universities in the United States and United Kingdom, and issues of educational equity, including meritocracy.

**Glenda Droogsma Musoba** is Assistant Professor of Higher Education at Florida International University. She earned her Ph.D. at Indiana University in Higher Education Administration. Her research interests include education policy and finance, K–12 education reform, college student retention, and access and choice in college admissions. Her work focuses particularly on issues of equity among income and ethnic groups.

x Contributors

Amaury Nora is Professor and Director of the Center for Hispanic Student Success at the University of Houston's College of Education. Professor Nora's research focuses on student academic achievement, precollege and collegiate psychosocial factors impacting adjustment to college and student persistence, access to higher education for diverse student populations across different types of institutions, academic and social experiences influencing cognitive as well as noncognitive student outcomes, and theory building and testing. His inquiries have contributed to the development of theoretical perspectives related to traditional lines of research on college persistence and have helped to focus on research related to minorities in both 2- and 4-year institutions.

**Raymond P. Perry** is Professor of Psychology at the University of Manitoba. He received his BA degree in Psychology (1968) from the University of British Columbia and the MSc (1969) and Ph.D. (1971) degrees in Social Psychology from the University of Calgary. His research focuses on social cognition and achievement motivation in college students. He serves on the editorial boards of the *Journal of Educational Psychology, Research in Higher Education*, and *Higher Education: Handbook of Theory and Research*.

**Julie Posselt** is a doctoral student at the University of Michigan in the Center for the Study of Higher and Postsecondary Education. She holds an MA in education policy studies, a BS in history, and a teaching certification in secondary social studies education, each from the University of Wisconsin at Madison. Her research centers on the sociology of education, including educational equity, the social construction of learning and professional opportunities across the life course, and the role of education in a diverse democracy.

**C. Lockwood Reynolds** is an Assistant Professor in the Department of Economics, College of Business Administration, Kent State University. His teaching and research interests are in labor economics, public economics, and the economics of education. He researches issues of educational attainment in higher education, particularly 2-year colleges, as well as political budget cycles in higher education funding.

**Robert Rhoads** is Professor of Higher Education and Organizational Change within the Graduate School of Education and Information Studies at UCLA and Faculty Affiliate with the Latin American Center and the Center for Chinese Studies. Professor Rhoads' research focuses on social movements and the university and he often adopts an international/comparative perspective. His most recent book is *The University, State, and Market: The Political Economy of Globalization in the Americas* (with Carlos Alberto Torres), published by Stanford University Press (2006).

**Robert H. Stupnisky** is a doctoral candidate in the Department of Psychology at the University of Manitoba. He received his BA degree in Psychology (2003) and MA degree in Social Psychology (2005) from the University of Manitoba. His research interests concern the cognitions, emotions, and motivation of individuals in

Contributors xi

achievement settings, with a particular focus on the roles of perceived control, selfesteem, critical thinking, and attributions in the academic development and wellbeing of students.

Philip Trostel is a Professor of Economics and Public Policy with the Margaret Chase Smith Policy Center and the School of Economics at the University of Maine, and a Faculty Affiliate in the Wisconsin Center for the Advancement of Postsecondary Education at the University of Wisconsin-Madison. He is an applied microeconomist specializing in public finance, with most of his research focusing on higher education policy. Current projects include quantifying the extent that college graduates remain within a state, measuring the fiscal impacts of college attainment, and estimating how much public financial support for higher education leads to college attainment.

**Rui Yang** received his Ph.D. from the University of Sydney in 2001. He has taught and researched at universities in Guangdong and Hong Kong in China, and at universities in New South Wales, Western Australia and Victoria in Australia. He is now Associate Professor at the Faculty of Education, University of Hong Kong. His current research interests include global and comparative studies in education, international higher education, and education policy sociology.

Mary Ziskin, Ph.D., Senior Associate Director of the Project on Academic Success (PAS), conducts research on college student persistence and academic success. A 2004 graduate of the University of Michigan, her research interests also include the racial stratification of educational opportunity, discourses surrounding academic merit, and critical research methodologies. She teaches qualitative methods and survey research at the Indiana University School of Education.