
**The Community College
Education 563
Winter 2022 Syllabus**

Professors

Dr. Jim Jacobs
Dr. Chris Baldwin
Tuesday, 4-7PM LSA Room 1280

bjacobs@umich.edu
cabaldw@umich.edu

Course Description

Community colleges are an essential part of American higher education. They are drawing significant attention from both researchers and policymakers. This course will review community colleges' fundamental characteristics and the issues policymakers, practitioners, and research face in dealing with them. It is designed as a course for those who wish to research community colleges and want a career within these institutions.

Since the course has dual objectives, there will be two instructors teaching this class. One will emphasize the research issues, the other the practitioner perspective. While they will highlight their respective approaches, they will team-teach taking on a topic from both perspectives. In addition, the class will feature guest speakers who will discuss the policy implications of the community colleges.

Schedule

Class Meeting @ LSA Room 1280	Tuesday 4-7 PM
Office Hours	by appointment
Community College Profile	February 1
One-page Group Paper Proposal	February 8
Final Group Paper	April 5
Group Presentations on Final Papers	April 12 & 19

Course Objectives

The purpose of this course is to provide each student with the opportunity to understand the following themes and topics:

- Community colleges have often been referred to as democracy colleges. These open-access institutions are defined by the students who enroll in them. Compared to other higher education sectors in the United States, there are more low-income, minority, first-generation, and adult students enrolled at community colleges. Why are community colleges the destination for students from these subgroups? What are their educational goals, and how successful are they?
- Enrollment trends are changing for community colleges. For much of the past decade, enrollment in credit programs has declined, especially among students over 24 years of age and low-income

students of color. Meanwhile, many colleges are experiencing sizable increases in the dual enrollment of high school students. Why are these trends occurring, and how are community colleges responding?

- Most students who enroll in community college credit programs never complete their programs, earn a certificate or degree or transfer to a four-year institution. In the past decade, the dominant approach utilized by colleges to increase student success through completion has been pathways. What are the primary strategies to support students under a pathways framework? What does the research say about these interventions? What are the practical realities of implementing pathways by the colleges?
- Workforce education and preparation is a central mission to the community college. However, new skill demands encourage the development of short-term training programs for individuals to obtain jobs quickly versus long-term completion of degrees. How do colleges develop programs which can deal with diverse occupational needs in their community? How does this programming align with student educational goals?
- Community colleges were established as local institutions with a mix of state and local funding. However, federal policymakers now view them as critical entities to solving many issues of American society. What are the major policy issues on the national level for community colleges? How do these federal policy priorities relate to or conflict with the goals of state policymakers?

Required Texts

Bailey, T. R., Jaggars S. S., & Jenkins, D. (2015). *Redesigning America's Community Colleges*. Cambridge, MA: Harvard University Press.

Baldwin, C. (2017). *The Completion Agenda: What it is, why it matters and Where it's going*. Lanham, MD: Rowman & Littlefield.

O'Banion, T. (Ed.). (2019). *13 Ideas That Are Transforming the Community College World*. Landham, MD: Rowman & Littlefield.

Required Materials and Resources

Daily access to your U-M email account and to CANVAS.

Grading

The components of your course grade include:

Class Participation	20 points
Community College Profile	10 points
Reading Discussion Lead	10 points
One-page Group Paper Proposal	5 points
Final Group Paper	40 points
Group Presentations on Final Paper	15 points

Course grades will be determined by the number of points achieved, as follows:

98–100 points	A+	80–81 points	B-	62–67 points	D
92–97 points	A	78–79 points	C+	60–61 points	D-
90–91 points	A-	72–77 points	C	< 60 points	F
88–89 points	B+	70–71 points	C-		
82–87 points	B	68–69 points	D+		

Class Participation

Learning is a collaborative process, and this course is structured around the assumption of active collaboration and co-ownership. Although the professors will take responsibility for the overall design and direction of the course, all participants in the course must share in the responsibility of creating a fruitful dialogue. Therefore, please read each assigned reading carefully and come to each class meeting prepared to participate actively and respectfully, to ask questions, to discuss the salient issues and problems that emerge from the readings, and to utilize and contribute your knowledge and professional experiences in addressing the course material.

Community College Profile

Each student will select a specific community college to examine throughout the semester (via the college website) to stimulate dialogue during the semester. Students will look for activity at their selected college that corresponds to the topic to be discussed in the class. When a topic is discussed each week, you are encouraged to report on what "your college" is doing about this subject. You may be called upon to discuss what your college's practice is about specific topics.

After selecting your college, each student must complete a profile of the institution utilizing the college website. The profile is mandatory and a template with the questions that need to be addressed is provide via Canvas. Please note, for some colleges, it may be difficult to obtain answers to all the questions—you will be graded on how much evidence you obtain on your college.

Reading Discussion Lead

An additional expectation for class participation is that all students are required to select one reading and facilitate a discussion based on that chapter or article. These are not formal presentations, but rather discussions with the class. Leading the class discussion for one of the readings means being prepared to summarize the content of the material, raise questions about the material, and suggest how it helps us understand the content focus for that class session. It is important to look at what authors have said, but perhaps have not said in their material and to suggest other perspectives or points of view, where appropriate.

To be clear, all students are required to read all articles/chapters each week. The role of the discussant is simply to summarize and lead a conversation about them. To select their reading, students will be asked to complete a survey (after week 1) identifying their top five reading choices to serve as discussion leader. We will do our best to assign each student their highest choice.

Final Group Paper

This course is designed as an introduction to community colleges. As such it seeks to have students think about the purposes, structures, and make-up of these institutions, but it also seeks to have students anticipate and consider how these colleges need to adapt in the future. To accomplish this, students will be assigned to groups to work on a paper that focuses on a particular problem or issue for community colleges.

Groups for this assignment will be organized during the second week of class based on students expressed career goals and interests. Groups will be asked to work together over the course of the semester to identify a problem of practice in community colleges and propose changes. The goal is to use what you know about these open-access institutions to develop new ideas or to improve on current models. Additional information about this assignment is posted on Canvas and will be discussed as the course progresses. A one-page proposal for the group paper will be due week 5.

Group Presentations on Final Paper

In the last two weeks, students will present the findings of their final group papers to the class. Each presentation should include handouts, a brief PowerPoint, and other materials as appropriate. Again, details about the presentation are posted on Canvas and will be discussed in class.

Selected Course Policies (a guide, not an exhaustive list)

Attendance

Class attendance is a *necessary* cause, though not a *sufficient* cause, of participation in the course, and participation is expected and required.

Assigned Reading

The assigned reading is fundamental to this course. It is each student's responsibility to complete all assigned reading prior to the associated class meeting and to be prepared to participate actively in class by raising questions or points of discussion about the reading.

E-Communication

It is assumed that students have read any electronic communication that is sent to them by the Professors within 24 hours of it being sent. Students may assume the same about electronic communication that is sent to the Professors. However, students should anticipate that it may be if 72 hours before the Professors respond to electronic communication that is sent to them.

Late Assignments

Late assignments will not be accepted except under the most extreme and unusual of situations. Situations that are sufficiently extreme and unusual to warrant the acceptance of a late assignment may include, but are not limited to, cataclysmic destruction of the planet by an asteroid, abduction for a prolonged period by beings of extraterrestrial origin and hostile intention, widespread outbreak of zombies, or other extraordinary circumstances. Extenuating conditions of similar magnitude will be considered on a case-by-case basis.

Recording of Lectures, Labs, and Other Class Activities

Audio and/or video recording of class activities is prohibited, except as a pre-arranged accommodation for students with disabilities. Under all other circumstances, students are prohibited from using recording equipment, including cellular phones, to make recordings of lectures or other class activities.

Citations and References

The APA citation format must be employed in all documents submitted in this course, not because it is a particularly logical or user-friendly citation method, but because it is ubiquitous (and, in many cases, required) in educational research publications.

Plagiarism

Plagiarism — the intentional or unintentional use of the ideas or words of another person or organization without citing the source appropriately — is among the most stigmatizing of academic offenses. Plagiarism in any form will not be tolerated in this course and will result in a failing grade on the associated assignment and a report to the appropriate institutional authorities. Please see <http://www.lib.umich.edu/shapiro-undergraduate-library/understanding-plagiarism-and-academic-integrity> for more information about plagiarism.

Retention of Documents

Documents that are submitted by students in this course that are not returned to students will be retained by the Professor until June 30, 2022, and then discarded.

Accommodations for Students with Disabilities

If you need accommodations for a disability, please speak with me about the matter as early in the semester as possible (preferably within the first week). As soon as you make me aware of your needs, we will work with the Office of Services for Students with Disabilities to determine appropriate academic accommodations. Please see <http://ssd.umich.edu/> for more information about services for students with disabilities.

Students' Rights and Responsibilities

Membership in the academic community that is the University of Michigan affords students several important rights, as well as several important responsibilities. Please see <http://www.oscr.umich.edu/statement/> for information about these rights and responsibilities.

Schedule of Topics, Readings, and Assignments

Week/ Date	Topic/Key Questions	Readings	Assignment Due
Week #1 Jan 11 Jim & Chris	<p>Introduction to the Community College Model</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What drew you to the course? • What personal experiences have you had with community colleges? • When were community colleges first established, and why? • How have community colleges evolved over time? • How do community colleges fit into the higher education landscape? 	<ul style="list-style-type: none"> • Bahr & Gross (2016) • Baime & Baum (2016) • Schudde & Goldrick-Rab (2015) 	

<p>Week #2 Jan 18 Chris</p>	<p>Community College Students – Part 1</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> Who attends community college? What are the reasons students attend community colleges? What do we know about student outcomes? How are community colleges addressing equity? 	<ul style="list-style-type: none"> National Student Clearinghouse (2017) Carnavale, et al (2020) Bahr & Booth (2013) 	<p>Community college selection due</p>
<p>Week #3 Jan 25 Jim</p>	<p>Community College Students – Part 2</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What is the connection between high schools and community colleges? How can community colleges help to improve college readiness? What is the relationship of community colleges to universities? How well do colleges students prepare students for transfer? 	<ul style="list-style-type: none"> D'Amico (2017) Jenkins & Fink (2015) Vargas, et al (2019) Chap 9 in O'Banion Xu, Fink & Solanki (2021) 	
<p>Week #4 Feb 1 Jim & Chris</p>	<p>Overview of Major Issues Facing Community Colleges</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> Are community colleges fulfilling their mission? How are community colleges financed? What variation do we see across states? What are college strategies to equitably improve outcomes? 	<ul style="list-style-type: none"> Bailey, et al (2015) Intro. Baldwin (2017) Chap. 1 and Chap. 4 The Century Foundation (2019) 	<p>Community college profile due</p>
<p>Week #5 Feb 8 Chris</p>	<p>Academic Progress and Success – Part 1</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How do students choose their major or program of study? How do colleges help students explore their career options? How can colleges be redesigned to better help students make these decisions? 	<ul style="list-style-type: none"> Bailey, et al (2015) Chap. 1 Fink & Jenkins (2020) McClenney (2019) Chap. 4 in O'Banion 	<p>One-page group paper proposal due</p>
<p>Week #6 Feb 15 Jim</p>	<p>Academic Progress and Success – Part 2</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What is developmental education? How well does developmental education meet the needs of students? What are some strategies to improve developmental education? What lessons are emerging? 	<ul style="list-style-type: none"> Bailey, et al (2015) Chap. 4 Bailey, Jeong, & Cho (2010) Vandal (2019) Chap.7 in O'Banion 	
<p>Week #7 Feb 22 Chris</p>	<p>Teaching & Learning in Community Colleges</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> Who teaches in community colleges? How are community college faculty supported? What are some of the issues and challenges they face? What can community colleges do to improve the teaching and learning environment? 	<ul style="list-style-type: none"> Bailey, et al (2015) Chap. 3 & 5 Bickertaff & Chavarin (2018) Laitinen (2012) 	
<p>Week #8 Mar 8</p>	<p>Supporting Student Success – Part 1</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How do community colleges support and advise students? What are some strategies to improve advising and services? 	<ul style="list-style-type: none"> Bailey, et al (2015) Chap. 2 Karp & Stacey (2013) Klempin, et al 	

Jim	<ul style="list-style-type: none"> • What lessons are emerging for community college practice? 	(2019)	
Week #9 Mar 15 Chris	<p>Supporting Student Success – Part 2</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What are the financial aid trends for community college students? • How many students have Pell grants vs. those who take out loans? • What are the financial challenges students face not covered by aid? 	<ul style="list-style-type: none"> • Goldrick-Rab, et al (2019) • Park & Scott-Clayton (2018) 	
Week #10 Mar 22 Jim	<p>Outcomes – Part 1</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What is distinction between transfer and career-technical programs? • What are prominent challenges to improving workforce training? • How should we gauge the impact of community colleges on the communities they serve? 	<ul style="list-style-type: none"> • Bailey & Belfield (2019) • Jacobs & Worth (2019) Chap 8 in O'Banion • Murphy (2015) • Parker (2016) 	
Week #11 Mar 29 Chris	<p>Outcomes – Part 2</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How should student success be defined? • What are the challenges in measuring student success? • What are the long-term outcomes for students and their families? 	<ul style="list-style-type: none"> • Chetty, et al (2017) • Jenkins, et al (2021) • Dimino (2019) 	
Week #12 Apr 5 Chris	<p>Community College Policy</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How are community colleges governed and how does this differ by state? • How is the government (state & federal) holding colleges accountable? How is funding used to do this? • What are the other major policy issues community colleges 	<ul style="list-style-type: none"> • Goldstein (2018) • Jacoby (2017) • Johnson (2018) • Kelchen (2019) 	Final group paper due
Week #13 Apr 12 Jim & Chris	<p>Recent Trends in Community College Research and Practices</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How has COVID impacted community colleges? • What are the implications of free community college? • Should community colleges offer bachelor's degrees? 	<ul style="list-style-type: none"> • Cooper (2020) • Kanter & Armstrong (2019) Chap 3 in O'Banion • Love, et al (2021) 	Group paper presentations
Week #14 Apr 19 Jim & Chris	<p>The Future of the Community College Model</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How can community colleges live up to their ideals and mission? • Why is there a need for comprehensive reform and what should it look like? • What are the long-term threats to community colleges in terms of demography and competition? 	<ul style="list-style-type: none"> • Bailey, et al (2015) Chap. 6 • Baldwin (2017) Chap. 6 • Bush (2020) • Edgecombe (2019) Chap 8 in O'Banion 	Group paper presentations

Assigned Readings
(in addition to the required texts)

- Bahr, P. & Gross, J. (2016). Community colleges. In Bastedo, M.N., Gumpert, P.J. & Altbach, P.G. (Eds.) *American Higher Education in the 21st Century, 3rd edition*. (462-502). Baltimore, MD: Johns Hopkins University Press.
- Bahr, P. & Booth, K. (2013). [*The Missing Piece: Quantifying Non-Completion Pathway to Success*](#). San Francisco: West Ed.
- Bailey, T. & Belfield, C. (2019). [*The False Dichotomy between Academic Learning and Occupational Skills*](#). *Daedalus, the Journal of the American Academy of Arts and Sciences* 148(4), 164-178.
- Bailey, T., Jeong, D. W., & Cho, S. (2010). [*Referral, Enrollment, and Completion in Developmental Sequences in Community Colleges*](#). *Economics of Education Review* 29, 255-270.
- Baime, D. & Baum, S. (2016). [*Community Colleges: Multiple Missions, Diverse Student Bodies, and a Range of Policy Solutions*](#). Washington, D.C.: Urban Institute.
- Bickertaff, S. & Chavarin, O. (2018). [*Understanding the Needs of Part-Time Faculty at Six Community Colleges*](#). New York: Columbia University, Teachers College, Community College Research Center.
- Bush, E., Cooper, S., Kurlaender, M., Rodriguez, F., & Ramos, A. (2020). [*Toward a More Perfect Institution: Reflections from California Community College Leaders on Racism, Anti-Blackness and Implicit Bias*](#). Davis, CA: Wheelhouse: The Center for Community College Leadership and Research.
- Carnavale, A., Garcia, T., Ridley, N., & Quinn, M. (2020). [*The Overlooked Value of Certificates and Associate's Degrees: What Students Need to Know before They Go to College*](#). Washington, DC: Georgetown Center on Education and the Workforce.
- Century Foundation. (2019). [*Recommendations for Providing Community Colleges with the Resources They Need*](#). New York: Century Foundation.
- Chetty, R., Friedman, J., Saez, E., Turner, N., & Yagan, D. (2017). [*Mobility Report Cards: The Role of Colleges in Intergenerational Mobility*](#). Cambridge, MA: National Bureau of Economic Research.
- Cooper, S., Hart, C., Kurlaender, M., Rios-Aguillar, C., Rodriguez, F., & Sublett, C. (2020). [*Turning on a Dime: California Community College Transformation in Response to COVID-19*](#). Davis, CA: Wheelhouse: The Center for Community College Leadership and Research.
- D'Amico, M. M. (2017). [*Noncredit Education: Specialized Programs to Meet Local Needs*](#). *New Directions for Community Colleges* 2017(180), 57-66.
- Dimino, M. (2019). [*How Outcomes Metrics Can Better Reflect Community College Performance*](#). Washington, DC: Third Way.
- Fink, J. & Jenkins, D. (2020). [*Unpacking Program Enrollments and Completions with Equity in Mind*](#). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Goldrick-Rab, S., Baker-Smith, C., Coca, V., Looker, E., & Williams, T. (2019). [*College and University Basic Needs Insecurity: A National #RealCollege Survey Report*](#). Philadelphia, PA: Temple University, The Hope Center for College, Community, and Justice.

- Goldstein, N. (2018). [*The State of Community College Governance*](#). Washington, DC: Association of Community College Trustees.
- Jacoby, T (2017). [*Rethinking the Mission: Community Colleges and Workforce Education*](#). Washington, DC: American Enterprise Institute.
- Jenkins, D., Lahr, H., & Mazzariello, A. (2021). [*How to Achieve More Equitable Community College Student Outcomes*](#). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Jenkins, D., & Fink, J. (2015). [*What We Know About Transfer*](#). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Johnson, N. (2018). [*Financing Pathways for Community College Students: A State Policy White Paper*](#). Boston, MA: Jobs for the Future.
- Karp, M. M. & Stacey, G. W. (2013). [*What We Know About Nonacademic Student Supports*](#). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Kelchen, R. (2019). [*Exploring the Relationship Between Performance-Based Funding Design and Underrepresented Student Enrollment at Community Colleges*](#). *Community College Review* 47(4), 382-405.
- Klempin, S., Kalamkarian, H., Pellegrino, L., & Barnett, E. (2019). [*A Framework for Advising Reform*](#). New York, NY: Columbia University, Teachers College, Community College Research Center. Working Paper no. 111.
- Laitinen, A. (2012). [*Cracking the Credit Hour*](#). Washington DC: New America Foundation and Education Sector.
- Love, I., Bragg, D., & Harmon, T. (2021). [*Mapping the Community College Baccalaureate*](#). Washington DC: New America.
- Murphy, B. (2015). [*Reflections on the Politics of the Presidency*](#). *Diversity & Democracy* 18(4).
- National Student Clearinghouse Research Center. (2017). [*The Role of Community Colleges in Postsecondary Success*](#). Herndon, VA: National Student Clearinghouse Research Center.
- Park, R. & Scott-Clayton, J. (2018). [*The Impact of Pell Grant Eligibility on Community College Students' Financial Aid Packages, Labor Supply, and Academic Outcomes*](#). *Educational Evaluation and Policy Analysis* 40(4), 557-585.
- Parker, S. (2016). [*Community Colleges as a Site for Community Organizing: A Model for Facilitating Social Justice Engagement*](#). In Schnee, E., Better, A., & Cummings, M.C. (Eds.) *Civic Engagement Pedagogy in the Community College: Theory and Practice*. (11-31). Cham, Switzerland: Springer.
- Schudde, L & Goldrick-Rab, S. (2015). [*On Second Chances and Stratification: How Sociologists Think about Community Colleges*](#). *Community College Review* 43(2), 27-45.

Xu, D., Solanki, S., & Fink, J. (2021). [College Acceleration for All? Mapping Racial Gaps in Advanced Placement and Dual Enrollment Participation](#). *American Educational Research Journal* 58(5), 954-92.