The Community College
Education 563
Syllabus

Professor

Dr. Jim Jacobs   jbjacobs@umich.edu.

Course Description

The contemporary community college is uniquely situated in U.S. higher education, serving students of incredibly varied backgrounds and fulfilling a myriad of social and economic functions in a complex political environment, including intense public scrutiny. This course introduces students to some of the central issues facing American community colleges as they develop into an important segment of post-secondary education.

Schedule

Class Meeting @ School of Education, Room 2340	Tuesdays 9-12 PM
Jacobs Office Hours	by appointment

One Page Research Paper Design	January 30
Draft Paper due	March 13
Final Paper	April 10
Presentation of Final Paper	April 17
Final Examination	April 24

Course Objectives

The purpose of this course is to provide each student with the opportunity to:

1. Develop familiarity with a broad range of contemporary topics and pressing policy questions concerning community colleges in the United States,
2. Hone skills in identifying and critically evaluating information,
3. Acquire a rich understanding and an "on the ground" perspective concerning community colleges through interviews of community college staff in a research assignment supplemented by analysis of data collected
4. Write a paper based on site research and data collected based on a student's topic of interest.

Jim Jacobs

Recommended Texts

Mellow, Gail O. and Cynthia M. Heelan (2015) *Minding The Dream The Process and Practice of the American Community College. 2nd edition.* Lanham, Maryland: Rowman & Littlefield Publishing Group, Inc. ISBN 978-1-4758-1102-5.

Bailey, Thomas R., Shanna Smith Jaggars, & Davis Jenkins. (2015) *Redesigning America's Community Colleges.* Cambridge, Massachusetts: Harvard University Press. ISBN 978-0-674-36828-6

Holzer, Harry J. and Sandy Baum. *Making College Work: Pathways to Success Beyond High School.* (2017) Washington DC, Brookings Institution Press. ISBN 9780815730217

Required Materials and Resources

Daily access to your U-M email account and to *ctools.umich.edu*.

Grading

The components of your course grade include:

Student Participation in Discussions and Class Activities	20 points
"One Pager" Assignment	10 points
Final Paper	30 points
Presentation of Findings from the Final Paper	10 points
Final Exam	30 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+		

Participation

Learning is a collaborative process, and this course is structured around the assumption of active collaboration and co-ownership. Although the Professor 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. Active, thoughtful, respectful participation and contribution in class activities is required in this course.

Jim Jacobs

Final Paper

The culmination of this course is a comprehensive paper on a pertinent topic chosen by the student, on which students will work throughout the semester. The purpose of the paper will be to provide research on an important topic or issue facing community colleges which can lead to institutional action. It will take the form of a literature review of modest length, an interview protocol, an analysis of data gathered in a formal interview of a community college policymaker, administrator, or practitioner who is experienced with the subject that is the focus of the paper, and a reconciliation of the findings of the literature review and the findings of the analysis of the interview data. Students may choose from a topics designated in the schedule of readings for this course, or they may choose any other topic related to community colleges, subject to the Professor's approval. Students may complete this paper alone or in a team of two. The requirements of the assignment remain the same whether students choose to work alone or in a team, however the anticipated complexity of the research design and level of effort will be greater. Details about the assignment will be provided as the course progresses.

Presentation of Findings from the Final Paper

In the last week of the course, students will present the findings of their final papers to the class. Each presentation must include handouts, a brief PowerPoint, and other materials as appropriate. Details about the presentation will be provided as the course progresses.

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

<u>Attendance</u>

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

<u>Assigned Reading</u>

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.

<u>E-Communication</u>

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

Jim Jacobs

him.
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 of time 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, 2018, 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.

Jim Jacobs

Students' Rights and Responsibilities

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

Schedule of Topics, Readings, and Assignments

Date	Topic	Readings	Assignment Due
09-Jan-18	Course Introduction: Community College Overview	Bahr and Gross "Community Colleges" Mellow Ch... 1-4	
16-Jan-18	Governance and Leadership	Mellow Ch., 5-8	
23-Jan-18	Leadership and Change	Boggs and McPhail, "Governance, Communications and Media Relations." Bailey Intro Ch. 1 Murphy, Reflections on The Presidency.	
30-Jan-18	Community College Students	Mellow Ch. 9-10 Bailey Ch. 2-4 Holzer Ch. 1-2	One page research design
06-Feb-18	Dual Enrollment	Fink, Davis, & Yanagiura, "What Happens to Community College Dual Enrollment"	
13-Feb-18	Student Success Strategies	Mellow, Ch. 12-13. Bailey, Ch. 5-6	
20-Feb-18	Post-Transfer Experiences in Four-Year Institutions	Davis & Wyner, The Transfer Handbook (2016) Bahr, "Review and Critique" (2013). CCRC/Macomb Study	
27-Feb-18	*No Class Meeting (Spring Break)*		

Jim Jacobs

06 Mar-18	Community College Research: Issues and Challenges	Cohen, ch.13. Sara Goldrick-Rab, (2010)	
13-Mar-18	Workforce Development	Mellow Ch. 11 Jacobs, 2015 Holzer ch. 3	
20-Mar-18	Workforce Development-Growth of non-credit	Laitiner, Cracking The Credit Hour Van Noy, The Landscape of Non-Credit Education McCarty, 2014	
27-Mar-18	Financial Aid	Holtzer, Ch. 4-5. Pell Study Group	
03-Apr. 18	Accountability and the Student Success Agenda	Holzer, Ch. 6 Dougherty et.al. (2016) Bahr and Booth (2013)	
10-Apr-18	Community Colleges and The Community	Jacobs, "Economic Development and Community Colleges,"	**Final Paper Due**
17-Apr-18	Future Developments of Community Colleges	Competency Based Education Network America's College Promise CCRC, iPASS Literature Review	**Presentation of Final Paper**
24-Apr-17	Final Exam		

Assigned Readings

America's College Promise, "2015-2016 Annual Report," (2016), www.CollegePromise@CivicNtion.org.

Bahr, P.R. & Gross, J.L. (2016). Community colleges. In Bastedo, M.N., Gumport, P.J. & Altbach, P.G. (eds.) *American Higher Education in the 21st Century, 3rd edition.* Baltimore, MD: Johns Hopkins University Press.

Bahr, P. R., Toth, C., Thirolf, K., & Massé, J. C. (2013). A review and critique of the literature on community college students' transition processes and outcomes in four-year institutions. In Jim Jacobs

J. C. Smart (Ed.), *Higher Education: Handbook of Theory and Research*, 28, 459-511.

Bahr, Peter and Kathy Booth. (2013) *The Missing Piece: Quantifying Non-Completion Pathways To Success:* San Francisco: West Ed.

Boggs, George and Christine J. McPhail. (2016) "Governance. Communications and Media Relations," in *Practical Leadership In Community Colleges.* San Francisco: Jossey-Bass.

Cohen, A. M., Brawer, F. B., and Kisker, C. B. (2013). *The American Community College*. San Francisco, California: Jossey-Bass. Ch. 14.

College Board Study Group, (2013). *Rethinking Pell Grants.* New York: The College Board.

Community College Research Center and Aspen Institute. (2015) *The Transfer Playbook.* Washington DC. Aspen Institute.

Community College Research Center and Aspen Institute. (2015). *Essential Community College Practices in Transfer.* Washington DC: Aspen Institute.

Community Learning Partnership (2016). "Creating Pathways in Community Colleges," unpublished.

Competency Based Education Network, "Quality Standards for Competency Based Educational Programs," (2016). www.cbenetwork.org.

Dougherty, Kevin, Sosanya Jones, Hana Lahr, Rebecca S. Natow, Laura Pheatt and Vikash Reddy. (2016) "Looking Inside The Black Box of Performance Funding In Higher Education: Policy, Instruments, Organizational Obstacles, and Intended and Unintended Impacts," *Russell Sage Foundation Journal of Social Sciences,* Vol.2, Issue No.1.

Fink, John, Davis Jenkins, and Takeshi Yanagiura. (217) "What Happens To Students Who Take Community College
"Dual Enrollment" Courses In High School. Community College Research Center Report.

Fletcher, Jeffrey, Markeisha Grant, Marisol Ramos, and Melinda Mechur Karp. (2016), "Integrated Planning and Advising for Student Success (iPASS): State of the Literature," *Community College Research Center Paper No. 90.* New York: Teachers College, Columbia University.

Goldrick-Rab, Sara. (2010), "Challengers and Opportunities for Improving Community College Student Success, "Review *of Educational Research, 80:437.*

Jacobs, James (2015) Promising Practices of Community Colleges in the New Age of Workforce Development, *Transforming U.S. Workforce Development Practices for the 21st Century.*

Jim Jacobs

Jacobs, James (2013). "The Essential Role of Community Colleges in Rebuilding the Nation's Communities and Economies,"

Laitinen, Amy. (2012). *Cracking The Credit Hour.* Washington D.C.: New America Foundation and Education Sector.

McCarthy, Mary Alice. (2014) *Beyond the Skills Gap.* Washington D.C.: New America,

McCarthy, Mary Alice. (2015) *Flipping the Paradigm*. Washington D.C.: New America.

Murphy, Brian. (2015). "Reflections of the Politics of the Presidency," *Diversity and Democracy,* Vol. 18, No. 4.

Van Noy, Michelle, James Jacobs, Suzanne Korey, Tom Bailey and Kathy Hughes. (2008). *The Landscape of Noncredit Workforce Education, State Policies and Community College Practice.* New York: Community College Research Center.

Jim Jacobs