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## EDUC 563 - The Community College Fall 2023 Syllabus

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### Professors

Dr. Jim Jacobs  
Dr. Chris Baldwin

### Course Description

Community colleges are an essential part of American higher education. As a result, they are drawing significant attention from researchers and policymakers. This course will review community colleges' fundamental characteristics and the issues policymakers, practitioners, and researchers 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.

With the course's dual objectives, two instructors will be teaching this class. One will emphasize the research issues, the other the practitioner perspective. While highlighting 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 @ [REDACTED]	Tuesday 1-4 PM
Office Hours	by appointment
Community college selection due	September 5
Community College Profile	September 19
One-page Group Paper Proposal	September 26
Final Group Paper.	November 21
Group Presentations on Final Papers	November 28 & December 5

### 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's 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? How do community colleges fit within all of post-secondary education?
- 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 old 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 do colleges respond?
- 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 at colleges?

- Workforce education and preparation is a central mission of 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 that can address their community's diverse occupational needs? How does this programming align with students' 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.

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 CANVAS.

**Grading** - The components of your course grade include the following:

Class Participation	30 points
Community College Profile	10 points
Reading Discussion Lead	10 points
Final Group Paper	35 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 students must share 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, ask questions, discuss the salient issues and problems that emerge from the readings, and utilize and contribute your knowledge and professional experiences in addressing

the course material.

## **Community College Profile**

Each student will select a specific community college from a list provided by the instructors to examine throughout the semester (via the college website) to stimulate dialogue during the semester. Students will look for information at their selected college that corresponds to the topic discussed in the class. When an issue is discussed each week, you are encouraged to report on what "your college" is doing about this subject. In addition, 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 provided via Canvas. Please note that it may be challenging for some colleges to answer all the questions—you will be graded on how much evidence you obtain about your college.

## **Reading Discussion Lead**

Another expectation for class participation is that all students must 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 material's content, raise questions about it, and suggest how it helps us understand the content focus for that class session. It is crucial to not only 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 must read all articles/chapters weekly. The role of the discussant is 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 leaders. 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 aims 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 focusing 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 learn about these open-access institutions to develop new ideas or improve current approaches. 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 in 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 presentations are posted on Canvas and will be discussed in class.

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

Attendance - Class attendance is expected. Any unexcused absences will affect a student's participation grade for the course.

Assigned Reading - The assigned readings are fundamental to this course. Therefore, each student is responsible for completing all assigned readings before the associated class meeting and being prepared to participate actively by raising questions or points of discussion about the material.

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

Late Assignments - Late assignments will not be accepted except under extreme and unusual situations. Situations that 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.

Incomplete Grade (I) Policy - Unforeseen events can prevent students from completing planned coursework in each semester. The School of Education (SOE) Incomplete Grade Policy permits students who have warranted need (e.g., illness, personal/family care, or emergency, etc.) to request an "I" grade to allow for extended time to complete coursework when these unexpected events occur. Instructors are not obligated to give an incomplete grade. More information about the incomplete policy can be found at the following link: <https://my.soe.umich.edu/document/incomplete-grade-policy>.

Recording of Lectures, Labs, and Other Class Activities - Audio and video recording of class activities are 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.

Use of Artificial Intelligence - Learning how to use AI functions such as ChatGPT is important for all of us. Used properly, ChatGPT can enhance our work; used improperly, it can border on plagiarism. If you have used ChatGPT on anything you submit for EDUC 563, please include an explanation as to (1) what your original prompt to the chatbot was; (2) what some examples of incorrect data that the chatbot provided to you; and (3) how did you rework and revise so that your final document was both factually accurate and reflected your writing voice and style.

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. Therefore, 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 <https://guides.lib.umich.edu/c.php?g=283392&p=1887232> for more information about plagiarism.

Retention of Documents - Documents that students submit in this course that are not returned to students will be retained by the Professor until January 30, 2024, and then discarded.

Accommodations for Students with Disabilities - The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities <https://ssd.umich.edu/>; 734-763-3000 or [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns, please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects, and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

Students' Rights and Responsibilities - Membership in the University of Michigan academic community affords students important rights and several vital responsibilities. Please see <https://oscr.umich.edu/statement> for information about these rights and responsibilities.

## Schedule of Topics, Readings, and Assignments

Week/Date	Topic/Key Questions	Readings	Items Due
Week #1 Aug 29 Chris	<b>Community Colleges within Higher Education</b> <u>Key Questions:</u> What drew you to the course? What are your personal experiences 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	<ul style="list-style-type: none"> <li>• Bahr &amp; Gross (2023)</li> <li>• O’Banion - Intro</li> <li>• Schudde &amp; Goldrick-Rab (2015)</li> </ul>	
Week #2 Sept 5 Jim	<b>Community College Students: Opportunity and Equity</b> <u>Key Questions:</u> 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"> <li>• Brock &amp; Diwa (2021)</li> <li>• Carnavale, et al (2020)</li> <li>• Walsh &amp; Milliron - Ch. 2 O’Banion</li> </ul>	College selection due
Week #3 Sept 12 Jim & Chris	<b>Community College Students: Pathways into and out of the Colleges</b> <u>Key Questions:</u> What are the high schools and community colleges connections? How can institutions 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"> <li>• Jenkins &amp; Fink (2015)</li> <li>• Van Noy, et al (2023)</li> <li>• Vargas, et al – Ch. 9 O’Banion</li> </ul>	
Week #4 Sept 19 Chris	<b>Overview of Major Issues Facing Community Colleges</b> <u>Key Questions:</u> 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"> <li>• Bailey - Intro</li> <li>• Baldwin (2017)</li> <li>• Shaw, et al (2023)</li> </ul>	College profile due
Week #5 Sept 26 Chris	<b>Academic Progress and Success – Part 1</b> <u>Key Questions:</u> 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"> <li>• Bailey - Ch. 1</li> <li>• Fink &amp; Jenkins (2020)</li> <li>• McClenney - Ch. 4 O’Banion</li> </ul>	One-page Group Paper Proposal
Week #6 Oct 3 Jim	<b>Academic Progress and Success – Part 2</b> <u>Key Questions:</u> What is developmental education? 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"> <li>• Bailey - Ch. 4</li> <li>• Bailey, Jeong, &amp; Cho (2010)</li> <li>• Vandal - Ch.7 O’Banion</li> </ul>	

<p>Week #7</p> <p>Oct 10</p> <p>Jim</p>	<p><b>Teaching &amp; Learning in Community Colleges</b></p> <p><u>Key Questions:</u>                      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?</p>	<ul style="list-style-type: none"> <li>• Bailey - Ch. 3 &amp; 5</li> <li>• Bickertaff &amp; Chavarin (2018)</li> <li>• Boggs - Ch.1 O'Banion</li> </ul>	
<p>Week #8</p> <p>Oct 24</p> <p>Chris</p>	<p><b>Technology to Support Students</b></p> <p><u>Key Questions:</u>                      What are the technologies being deployed in community colleges in teaching and student services?                      How effective are these technologies with an equity agenda?                      How can colleges adapt to rapidly evolving technology?</p>	<ul style="list-style-type: none"> <li>• Fletcher &amp; Karp (2015)</li> <li>• Milliron - Ch. 11 O'Banion</li> <li>• Jagers &amp; Fletcher (2014)</li> <li>• Sublett (2022)</li> </ul>	
<p>Week #9</p> <p>Oct 31</p> <p>Jim</p>	<p><b>Supporting Student Success – Part 1</b></p> <p><u>Key Questions:</u>                      How do community colleges support and advise students?                      What are some strategies to improve advising and services?                      What lessons are emerging for community college practice?</p>	<ul style="list-style-type: none"> <li>• Bailey - Chap. 2</li> <li>• Karp &amp; Stacey (2013)</li> <li>• Klempin, et al (2019)</li> </ul>	
<p>Week #10</p> <p>Nov 7</p> <p>Chris</p>	<p><b>Supporting Student Success – Part 2</b></p> <p><u>Key Questions:</u>                      What are financial aid trends for community college students?                      How many students receive Pell grants or take out loans?                      What are the financial challenges not covered by aid?</p>	<ul style="list-style-type: none"> <li>• Chaplot &amp; Karandjeff (2021)</li> <li>• Goldrick-Rab, et al (2019)</li> <li>• Park &amp; Scott-Clayton (2018)</li> </ul>	
<p>Week #11</p> <p>Nov 14</p> <p>Chris</p>	<p><b>Outcomes – Part 1</b></p> <p><u>Key Questions:</u>                      How should student success be defined?                      What are the challenges in measuring student success?                      What are the economic outcomes for students?</p>	<ul style="list-style-type: none"> <li>• Jenkins, et al (2021)</li> <li>• Dimino (2019)</li> <li>• Reber &amp; Sinclair (2020)</li> </ul>	
<p>Week #12</p> <p>Nov 21</p> <p>Jim</p>	<p><b>Outcomes – Part 2</b></p> <p><u>Key Questions:</u>                      What is distinction between transfer and CTE programs?                      What are the challenges to improving workforce training?                      How should we gauge the impact of community colleges on the communities they serve?</p>	<ul style="list-style-type: none"> <li>• Bailey &amp; Belfield (2019)</li> <li>• Jacobs &amp; Worth - Chap 8 O'Banion</li> <li>• Schwartz &amp; Lipton (2023) – Intro &amp; Chap 6</li> </ul>	<p>Final group paper due</p>
<p>Week #13</p> <p>Nov 28</p> <p>Jim &amp; Chris</p>	<p><b>Community College Policy</b></p> <p><u>Key Questions:</u>                      How are community colleges governed in different states?                      How is the government holding colleges accountable? How is funding used to do this?                      What are other major policy issues facing community colleges ?</p>	<ul style="list-style-type: none"> <li>• AACC &amp; ACCT (2023)</li> <li>• ACCT (2023)</li> <li>• Kelchen (2019)</li> </ul>	<p>Groups present papers</p>
<p>Week #14</p> <p>Dec 5</p> <p>Jim &amp; Chris</p>	<p><b>The Future of the Community Colleges</b></p> <p><u>Key Questions:</u>                      How can institutions live up to their mission?                      How and why should can colleges reform themselves?                      What are the long-term threats to community colleges?                      How does the college setting impact their outlook in the future?</p>	<ul style="list-style-type: none"> <li>• Bush (2020)</li> <li>• Love, et al (2021)</li> <li>• McPhail (2022)</li> <li>• Salomon-Fernandez (2019)</li> <li>• Jenkins &amp; Belfield (2020)</li> </ul>	<p>Groups present papers</p>

## Assigned Readings

- American Association of Community Colleges & Association of Community College Trustees. (2023). [\*Advancing America's Community Colleges: Joint Legislative Agenda for the 118th Congress \(2023-2024\)\*](#). Washington, DC.
- Association of Community College Trustees. (2023). [\*State System Governing Boards\*](#). Washington, DC
- Bahr, P. & Gross, J. (2023). Community colleges: Origin, Evolution, Principles, and Debates. In Bastedo, M.N., Altbach, P.G., & Gumport, P.J. (Eds.). [\*American Higher Education in the 21<sup>st</sup> Century, 5th edition\*](#). (462-502). Baltimore, MD: Johns Hopkins University Press.
- 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.
- Baldwin, C. (2017). Confluence of Pressures. In Baldwin, C. [\*The Completion Agenda in Community Colleges: What It Is, Why It Matters, and Where It Is Going\*](#). (1-18). Lanham, MD: Rowman & Littlefield.
- 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.
- Brock, T., & Diwa, C. (2021). [\*Catastrophe or Catalyst? Reflections on COVID's Impact on Community Colleges\*](#). *Journal of Postsecondary Success* 1(2), 1-17.
- 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 Degrees: What Students Need to Know before They Go to College\*](#). Washington, DC: Georgetown Center on Education and the Workforce.
- Chaplot, P. & Karandjeff, K. (2021). [\*What Does Student Financial Stability Look Like in the Student Experience?\*](#) Southbury, CT: National Center for Inquiry & Improvement.
- 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.
- Fletcher, J., & Karp, M. M. (2015). [\*Using technology to reform advising: Insights from colleges\*](#). 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.
- Jaggars, S. S. & Jeffrey, F. (2014). [\*Redesigning the Student Intake and Information Provision Processes at a Large Comprehensive Community College\*](#). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Jenkins, D. & Belfield, C. (2020). [\*Why Are Community Colleges Investing in Guided Pathways Reforms in the\*](#)



- [Face of Frightening Fiscal Uncertainty?](#) *The Mixed Methods Blog*. New York, NY: Columbia University, Teachers College, Community College Research Center.
- 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.
- 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.
- Love, I., Bragg, D., & Harmon, T. (2021). [Mapping the Community College Baccalaureate](#). Washington DC: New America.
- McPhail, C. J. (2022). Optimizing the Urban Higher Education Ecosystem. In Ivery, C. L., & McPhail, C. J. (Eds.). [Urban Voices, Racial Justice, and Community Leadership: African American CEOs of Urban Community Colleges Speak Out](#). (85-98). Lanham, MD: Rowman & Littlefield.
- 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.
- Reber, S. & Sinclair, C. (2020). [Opportunity Engines: Middle-Class Mobility in Higher Education](#). Washington, DC: Brookings.
- Salomon-Fernandez, Y. (2019). Evolving Rural Community Colleges with Innovation and Agility. *New Directions for Community Colleges* 187(Fall). 95-106.
- Schudde, L. & Goldrick-Rab, S. (2015). On Second Chances and Stratification: How Sociologists Think about Community Colleges. *Community College Review* 43(2), 27-45.
- Schwartz, R.B. & Lipson, R. (Eds.). [America's Hidden Economic Engines: How Community Colleges Can Drive Shared Prosperity](#). (1-4). Cambridge, MA: Harvard Education Press.
- Shaw, K., Asher, L., & Murphy, S. (2023). [Mapping Community College Finance Systems to Develop Equitable and Effective Finance Policy](#). Austin, TX: HCM Strategists.
- Sublett, C. (2022). The access-equity dualism of online learning in community colleges. *New Directions for Community Colleges* 198(2022). 25-36.
- Van Noy, M., & Hughes, K. (2023). [Its Own Standard: Approaches to Quality in Community College Noncredit Workforce Education](#). Piscataway, NJ: Rutgers Education and Employment Research Center.

NOTE: All readings will be posted on the course Canvas site. All publicly available readings are linked. Those without links need to be retrieved through the UM Library.