The Community College
Education 563
Syllabus

Professor

Dr. Peter Riley Bahr
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Teaching Apprentice

Jillian Gross
grossj@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. With sensitivity to the socio-historical context in which community colleges operate, this course introduces a number of topics of current and ongoing research, policy, and practical interest regarding community colleges and the students that these institutions serve.

Schedule

Class Meeting @ School of Education, Room 2340
Thursdays 1:00pm–4:00pm

Bahr’s Office Hours
by appointment

Gross’s Office Hours
Fridays 11:30am–1:30pm

“One Pager”
Thursday, January 16

Critical Analysis of Policy Brief
Thursday, January 23

Proposal with Annotated Bibliography
Thursday, February 13

Review of the Literature
Thursday, March 20

Interview Protocol
Thursday, March 20

Final Paper
Thursday, April 17

Presentation
Thursday, April 17

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 questions concerning community colleges in the United States,

2. hone skills in identifying and critically evaluating information,

3. and acquire a rich understanding and an “on the ground” perspective concerning one topic through a comprehensive literature review supplemented by analysis of data collected in an interview of a community college policymaker, administrator, or practitioner who is experienced with the student’s topic of interest.


**Recommended Texts**


**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: 10 points
- “One Pager” Assignment: 5 points
- Critical Analysis of Policy Brief: 10 points
- Proposal with Annotated Bibliography: 20 points
- Review of the Literature: 20 points
- Interview Protocol: 10 points
- Final Paper: 20 points
- Presentation of Findings from the Final Paper: 5 points

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>98–100</td>
<td>A+</td>
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<tr>
<td>92–97</td>
<td>A</td>
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<tr>
<td>90–91</td>
<td>A-</td>
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<td>88–89</td>
<td>B+</td>
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<tr>
<td>82–87</td>
<td>B</td>
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<td>80–81</td>
<td>B-</td>
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<tr>
<td>78–79</td>
<td>C+</td>
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<tr>
<td>72–77</td>
<td>C</td>
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<tr>
<td>70–71</td>
<td>C-</td>
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<tr>
<td>68–69</td>
<td>D+</td>
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<tr>
<td>62–67</td>
<td>D</td>
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<tr>
<td>&lt; 60</td>
<td>F</td>
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**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 rich intellectual environment and 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.

**Critical Analysis of Policy Brief**

An important goal of this course is to hone skills in the critical analysis of empirical documents, including briefs, journals articles, and scholarly chapters. The Critical Analysis
of Policy Brief assignments requires students to identify a relevant brief of interest to them, deconstruct the argument and evidence in this brief using a guiding document provided by the Professor, and then provide a written summary and assessment of the brief. The brief chosen by a student may not be a brief listed in the required readings for this course (presented later in this syllabus). Students may complete this assignment 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.

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. 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. 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)

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.

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 that would make for a good action flick with Bruce Willis or Angelina Jolie as the lead actor. Extenuating conditions of similar magnitude will be considered on a case-by-case basis.

E-Communication

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 him.

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 December 31, 2014, 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 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

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>09-Jan-14</td>
<td>Course Introduction</td>
<td>AACC (2012)</td>
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<td>Mullin (2012a)</td>
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<td>16-Jan-14</td>
<td>The Contested Role and Missions of Community Colleges</td>
<td>Bragg (2001)</td>
<td>“One Pager”</td>
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<td>Brint (2003)</td>
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<td>23-Jan-14</td>
<td>The Contested Domain of Student Success</td>
<td>Hagedorn (2010)</td>
<td>Analysis of Policy Brief</td>
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<td>Bragg &amp; Durham (2012)</td>
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<td>NCES (2011) – selected tables</td>
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<td>30-Jan-14</td>
<td>Why and How Students Attend Community College</td>
<td>Bahr (2010)</td>
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<td>Crosta (2013)</td>
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<td>Calcagno, et al. (2007)</td>
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<td>06-Feb-14</td>
<td>Linear and Nonlinear Patterns of Transfer</td>
<td>Bahr (2012)</td>
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<td>Kalogrides &amp; Grodsky (2011)</td>
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<td>Mullin (2012b)</td>
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<td>Martinez-Wenzl &amp; Marquez (2012)</td>
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<td>Bahr, et al. (2013)</td>
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<td>20-Feb-14</td>
<td>Accountability and the Student Success Agenda</td>
<td>Bahr (2013a)</td>
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<td>Dougherty &amp; Hong (2006)</td>
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<td>Dowd &amp; Shieh (2013)</td>
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<td>27-Feb-14</td>
<td>Return on (Educational) Investment</td>
<td>Belfield &amp; Bailey (2011)</td>
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<td>Bahr (2014)</td>
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<td>Mullin &amp; Phillipe (2013)</td>
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<td>06-Mar-14</td>
<td><em>No Class Meeting (Spring Break)</em></td>
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<td>Date</td>
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<td>03-Apr-14</td>
<td>Community College Faculty</td>
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<td>10-Apr-14</td>
<td>Emerging Topics</td>
<td>To Be Determined</td>
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<tr>
<td>17-Apr-14</td>
<td>Student Presentations</td>
<td>None</td>
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**Assigned Readings**


Cox, R. D. (2009). “It was just that I was afraid”: Promoting success by addressing students’ fear of failure. *Community College Review*, 37, 52-80.

Crosta, P. M. (2013). *Intensity and attachment: How the chaotic enrollment patterns of*


