

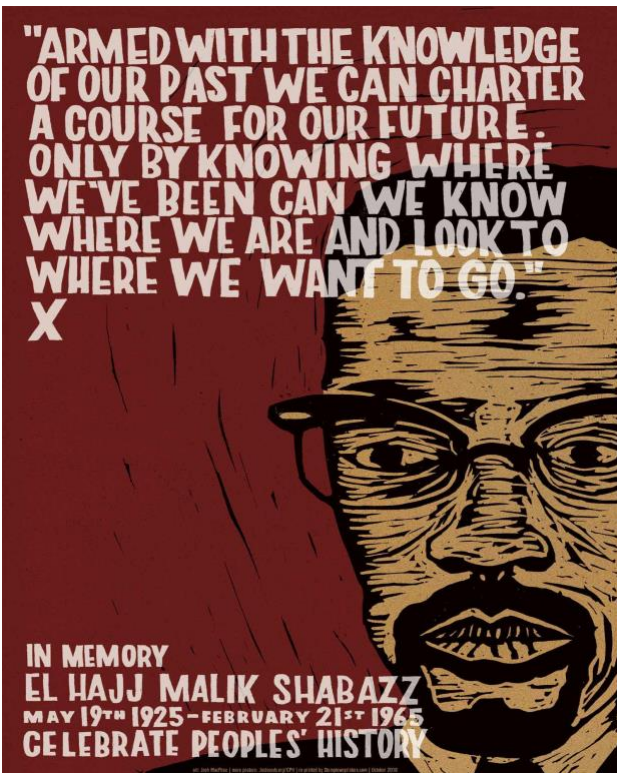


SAN DIEGO STATE
UNIVERSITY

San Diego State University

(On occupied land of the Kumeyaay people)

Department of Administration, Rehabilitation, and Postsecondary Education



“In Memory of Malcolm X” by [Josh MacPhee](#)

ARP 801: Seminar in Community College Development and History

Fall 2019

Saturdays, 8:00am - 5:00pm

NE Building - 272

Instructor Information

Eric R. Felix, PhD

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Office: EBA-229A

Office hours: by appointment; Sign up
for a meeting with me at:

<https://efelixsdsu.youcanbook.me>

Vision and Central Purpose of this Course:

Community colleges fulfill a unique, yet necessary, mission within the U.S. higher education sector. As open-access institutions they are centers of educational promise for individuals seeking postsecondary educational opportunities from general education, workforce development, or transfer preparation. Due to their open admissions policies, they enroll a larger proportion of low-income, first-generation, and racially minoritized students. As a result, they serve a disproportionately higher number of students who have faced constant disadvantage and inequality throughout their educational trajectory. And yet, they receive significantly less money per student than four-year public and private institutions. It is unsurprising then that community colleges face several challenges to support students as the transition in, progress through, and work towards achieving their educational goals, whether it is vocational training, earning a certificate, degree attainment, transferring to four-year institutions, or continued life-long learning opportunities

Over the last forty years, the composition of community college has shifted to serve more racially minoritized students seeking educational opportunities. Malcom (2013) describes community college as the now *de facto* minority-serving sector. Paired with this demographic shift, higher education systems have faced a growing demand for postsecondary education, diminished capacity to enroll students, and decreased state-appropriations. In an era of college completion and increased accountability, more pressure has been placed on community colleges to “do more with less” to support students, increase degree completion, and enhance workforce development. Given these factors, it is vital for us to explore the origins of community college (i.e., open-access mission, community-based education) and the development over time (i.e., expansion of purpose, drastic enrollment increase, funding shifts, and challenges with student success). This temporal exploration helps to situate us within the current context of community college with a knowledge of *how we got here*, but more importantly with a sense of *where we can go*. As leaders in the community college context, we must live out Malcom X’s prophetic words; we start by acknowledge our past, tracing how our institutions have developed, and the systems put in place that enable or hinder success. From there we must recognize our own role in these systems and take action to create a better future for students and colleagues. Together we explore the course content to gain a better understanding of policies, events, and decisions that created the current community college context.

Course Objectives

This course provides an overview of the history, scope, functions, trends, and opportunities of community colleges. The major topics of student access and success; equity, social justice, and inclusion; governance and leadership; accountability; funding and expenditures; curriculum; student services; faculty issues; political realities; and future possibilities are included in the course. The course is designed for prospective or current community college leaders. This course is required for the Ed.D. in Educational Leadership, Community College specialization. We each bring a wealth of knowledge, experiences, and community-based assets to this course, program, and field of student affairs. Our classroom will be an exchange of learning, validating space, and place for growth. As an instructor, I am less interested in evaluating work or assigning grades, instead I focus on personal growth, professional development, and solidarity building across the community college context.

Course Goals and Outcomes¹

This course, as part of the curriculum for the Doctorate in Educational Leadership, is designed with the expectation that scholars will achieve the program learning outcomes. The primary purpose of this course is to develop an understanding of and appreciation for the two-year college in its various manifestations. To do so, we will examine the community college as an institutional type by examining its (1) history, (2) internal constituents (students, faculty, administrators and staff), (3) governance and finance (includes external constituencies), (4) functional curricular missions (general education/ transfer education, vocational education, remedial education, and community education), (5) societal missions, e.g., role in higher education, and (6) emerging issues. Upon completion of this course, scholars will:

¹ The details, deadlines, and assignments listed in this syllabus are subject to change and revision.

1. Critically examine and articulate the mission, functions, organization, and operations of community colleges in California (PLO 1, 6, 8, 9)
2. Identify ethical leadership practices in relation to access, diversity, equity, and inclusion/exclusion within postsecondary education (PLO 3, 6, 9)
3. Describe and evaluate historical patterns of organizational change, financial structures, and governance at the local, state, and national level (PLO 1, 2, 5, 8)
4. Articulate current challenges and future trends impacting community colleges as well as recommendations for how to implement transformative leadership practices (PLO 3, 7,9)
5. Demonstrate self-reflection, effective peer collaboration, problem conceptualization, observation, and presentation skills (PLO 4, 5, 7)

Books, Course Materials, and Workload:

I have done my best to provide Open Educational Resources (free materials) for this course. In general, the readings and assignments for this course are not intense or overly demanding. While not required, I strongly encourage students to make study groups to support one another and also discuss the readings for the week. I hope that from these experiences, we see that collaboration, not competition is key, and that an affirming space should be made to support each other throughout this course, the doctoral program and the rest of your careers.

Required Books:

All readings should be available through SDSU’s Library. **While I will upload some materials, scholars are expected to locate assigned articles not available in our classroom’s learning management system.** If your cohort is unable to locate a reading, please let me know.

COURSE SCHEDULE*:

Session	Date	Theme
Session 1	Aug 24	Stratified from the Start? Origins of Community College
Session 2	Sept 14	So Much Reform, So Little Change: The Influence of Governance, Funding, and Policy Initiatives
Session 3	Oct 05	The Role of People, Programs, and Places in Student Success
Session 4	Nov 02	The Elusive Quest for Equity in Higher Education
Session 5	Dec 07	Envisioning New Possibilities for Community College

*The topic list is tentative; subjects may be addressed slightly earlier or later than they appear on the schedule depending upon the time devoted to discussing concepts in class.

COURSE POLICIES:

Attendance/Absence/Tardiness Policy:

Given the condensed structure and organization of this course, attendance and punctuality are expected. Requests for excused absences must be submitted via email no later than one-week prior to the scheduled class period. Missing class without prior approval or acquiring more than one excused absence will result in a lower course grade by one unit (e.g., A to A-, B to B-). Persistent tardiness (at the start of class or between breaks) will also result in a lower course grade.

Class Participation/Engagement:

The attendance and engagement component of the final course grade will be evaluated by the instructor and based on the following indicators:

- Active participation in on-topic discussions during class
- Engagement during in-class activities and assignments
- Contributing to positive class dynamics

Written Assignments:

It is expected that your written work meets the standard expected of doctoral students. Assignments are to be of professional quality and free of spelling, grammatical, and typographical errors. All written assignments must use Times New Roman, 12-point font and have a 1" margin throughout. Assignments must follow the format guidelines in the 6th edition of the Publication Manual of the American Psychological Association (APA). This includes the grammatical and usage rules suggested by the APA. If you need assistance with APA, please do not hesitate to ask the instructor, visit the SDSU Library, or SDSU Writing Center (<http://writingcenter.sdsu.edu/>) for writing support.

Deadlines:

All assignments are due by 9:00pm via email on the date assigned. Submit assignments as a Word file (not PDF) with the following format: Last Name_Assignment Name (e.g., Felix_Policy Paper). If life comes up, please reach out to me before the due date to figure out an alternative.

Academic and Research Integrity:

Scholars at San Diego State University have the responsibility to conduct themselves in an honest and ethical manner while pursuing their studies. Scholars should not cheat or steal ideas from other authors or sources without giving appropriate credit and recognition to the originators of the work. Sentences, paragraphs, or any other portions of another person's work are not to be inserted into your papers without quotation marks and proper citations. Any student found to be in violation of the University's policies on academic integrity will be punished to the fullest extent allowable—no exceptions. Further, the instructor reserves the right to determine the appropriate sanction, including, but not limited to, lowering the final course grade. The APA manual is a great resource for determining how to properly cite the ideas and published work of others. For a comprehensive overview of the University's policies and procedures regarding academic integrity consult The Center for Student Rights and Responsibilities <http://www.sa.sdsu.edu/srr/index.html>

Religious Observances:

Per the university's policy on absences for religious observances, students who will be tardy to or absent from class, or need to turn in assignments late to observe religious holidays must notify the instructor by the end of the second week of class. Absences for religious observance will not count towards excused absences. Appropriate and mutually-agreeable accommodations will be made.

Student Accommodations:

If you are a student with a disability and believe you will need accommodations for this class, please contact the Student Ability Success Center at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact the Student Ability Success Center as soon as possible. Please note that accommodations are not retroactive and that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Student Ability Success Center. Your cooperation is appreciated. To learn more, visit the [Student Ability Success Center](#) website.

Supporting Students Holistically:

If you or a peer are experiencing food or housing insecurity, or any unforeseen financial crisis, it is easy to get help! Visit sdsu.edu/ecrt for more information, email ecrt@sdsu.edu, or walk-in to Well-being & Health Promotion on the 3rd floor of Calpulli Center. The SDSU Economic Crisis Response Team (ECRT) is a group of on-campus and off-campus resources focused on addressing students' basic needs. The ECRT Coordinator aims to connect students experiencing food or housing insecurity, or any unforeseen financial crisis, with short-term, bridge support to transition students out of the crisis. The ECRT Coordinator aims to help students move from merely surviving to truly thriving by helping them identify and access long term, sustainable solutions. The ECRT is a collaborative initiative that leverages on-campus and off-campus partnerships and provides direct referrals based on each student's unique circumstances. Within 24 hours of submitting a referral, students are contacted by the ECRT Coordinator and are quickly connected to the appropriate resources and services.

Grading:

While learning supersedes grades in this course, university regulations require the instructor to award a grade for your performance. All written assignments will be assessed based on the criteria set forth in the posted grading rubric. Scholars should consult the grading rubrics as they develop their assignments to assure that they meet the requirements. Late final papers will not be accepted.

Final Course Grades:

Final grades will be based on the following cumulative points earned for the course:

A	94 – 100 points	C+	79 – 77 points
A-	93 – 90 points	C	76 – 74 points
B+	89 – 87 points	C -	73 – 70 points
B	86 – 84 points	D	69 – 60 points
B -	83 – 80 points	F	59 points or fewer

A Note Regarding Letter Grades: Simply meeting the instructors' expectations constitutes "B" work; going above and beyond is "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower. The instructor reserves the right to curve the grading scale if needed.

Incompletes:

Incompletes (INs) are highly discouraged and will be considered only in the most extreme and unforeseen circumstances. The University policy on incompletes is as follows (from the SDSU Faculty Handbook): *At the instructor's discretion, students may be assigned the grade of incomplete when a significant component of the course has not been completed by the end of the term. An agreement between the student and the instructor specifying the work to be completed must be filed in the department office. The agreement is located on the Office of the Registrar's Web site at www.sdsu.edu/registrar. The work must be completed within one year. If the (I) is not removed within one calendar year, the grade shall be counted equivalent to an F. Students should not re-enroll in a course in which they are satisfying the work to remove an incomplete grade. In the event the instructor approves an incomplete, a written contract will be completed which details what is required for course completion and a projected schedule of completion.*

COURSE ASSIGNMENTS:^{2 3}

1. ***Participation (10 points)***

Scholars are expected to read all assigned readings prior to class and to participate in discussion. Active participation is not only required but is crucial to meeting the objectives of the course. As this is a doctoral-level course, scholars are expected to think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others. Participation (which includes in-class and online activities) will be evaluated by a number of factors beyond frequency of contribution. The following is a list of ways that scholars can participate actively to earn full credit:

- Be present at all class meetings
- Contribute insightful comments
- Raise critical questions for discussion and analysis
- Listen and respond appropriately to others' comments
- **Post reflections and reactions to readings via blackboard in-between sessions**

2. ***Critical Issue Group Discussion (20 points)***

Due: Session 2, 3, 4, 5

This course will be taught seminar style in which all scholars are expected to be co-creators of knowledge. As such, scholars are expected to lead discussion at least once this semester. To facilitate this process, one group per session (see page 14) will be responsible for developing executive summaries for the readings. **The one-page, single-spaced executive summary will include two main themes/topics for the session and will be posted the Tuesday before we meet.** The executive summaries should include bullet points under each theme, rather than full sentences. In addition to the executive summaries, each group must develop questions based on the readings and themes identified in the summary. Discussions should be 30 minutes each

² Note: All assignments should be in APA format, including title pages, reference lists, and appendices.

³ Although this is a community college specific course, not all students are in the sector, if you would like to modify your paper to explore topics in higher education more broadly, please reach out during the first session of the course.

and follow the guidelines provided below. Discussion groups are expected to lead the class and be “the experts” on the topics being covered and should take care in preparing for the session.

The discussion should aim to do four things:

1. Address key themes and issues from the readings
 - a. What did you find interesting, surprising, or intriguing about the readings?
 - b. What did you disagree with? What are your critiques of the readings?
2. Provide insight into the issue’s implications for
 - a. Practice
 - b. Potential Dissertation Research
3. Incorporate your own thoughts and perspectives on the issue.
 - a. Provide any connection to your practitioner role, research interests, or discussion from other courses taken, as well as issues discussed in ARP 801.
4. Engage fellow scholars in a meaningful way:
 - b. Do not lecture!
 - c. Incite meaningful discussion among colleagues
 - d. Be creative in the delivery of the material
 - e. Interact with fellow scholar

3. *Re-Envisioning Practice Brief (30 points)*

Due: Session 4

In two distinct groups, scholars will choose a current topic/theme related to higher education and develop a bold, timely, and concise brief that builds off the readings, discussions, and guest lectures in the course. This year we will write towards:

- **An Imperative for Black Student Equity in Higher Education**
- **Leveraging Institutional Efforts to Improve Outcomes in Higher Education**

A practice brief is a research-based paper written for the benefit of public audiences, primarily practitioners, that provide concrete recommendations on what to do and/or how to approach pressing educational challenges based on empirical evidence and sound theoretical principles. The topic and problem must be specific enough to be adequately addressed within the maximum length of 8-10 pages (exclusive references). The paper should be grounded in theory and research and should make proper reference to appropriate course readings and additional scholarship. Additionally, scholars will prepare 10-minute presentations on their topic and progress made thus far during sessions 3 and 4. Examples of these types of reports and briefs can be found on the ASHE website, [NITE collaboration](#), [PACE](#), or [The Century Foundation](#).

4. *Community College Philosophy Paper (30 points)* ***Final Assignment Due: Dec 9th***

The purpose of this paper is to articulate a personal philosophy of community college, or higher education more broadly. Ultimately, we all have a philosophy, but many of us have never articulate it. As community college scholar-practitioners, it is critical that we are aware of the perceptions and beliefs that guide our work. At the same time, this course is designed to challenge and expand students’ foundational beliefs about community college. Students will compose a 10-page, double-spaced paper (not including references) that articulates their philosophy of community college/ higher education. This assignment is based on the essential questions that we will discuss and reflect on throughout this course (listed below). Students must properly address ALL the questions in their paper. Although the statement may be written in first person, it should also be grounded in theory and research and should make proper

reference to appropriate course readings and additional scholarship as needed to express a thorough philosophy (at least 10 scholarly citations are required). The final statement should demonstrate a reflective analysis of course literature and materials related to a personal philosophy of higher education and should develop a supported argument for the answers to the essential questions.

Essential Questions (hint: you may use these questions to develop sub-headings in the paper):

1. What is the purpose of community college / higher education?
2. Who should attend community college / higher education?
3. What should be taught and what awards should be given?
4. Who should teach?
5. Who should pay?
6. How should community college / higher education be structured and governed?
7. What is the role of state/federal government in supporting community college?
8. **What is community college's responsibility to society?**
9. **What needs change to achieve to make community college more just and equitable?**
10. **What is your role moving forward to enact this philosophy?**
11. **Given this philosophy, what might you be interested in studying as a dissertation project?**

In order to help students' develop their thoughts and improve upon their writing, they will submit a working draft of the paper to an assigned peer in the class by November 1st. Peer reviewers must provide feedback (using the grading rubric as a guide) by November 15th. The final submission should incorporate the feedback as necessary and be submitted no later than December 9th.

5. *Final Presentation (10 points)*

Due: Session 5

You will prepare a **5 minute in-class presentation** (with 2-3 minutes for discussion from your colleagues) highlighting keys aspects of your philosophy of community college, the pressing issues facing the sector, and what you will do to be an advocate for justice in the system. You can be as creative as you would like in your 15 minutes and you are welcomed to make your presentations interactive. Be prepared to provide any handouts you would like your peers to have prior to your presentation or during your presentation. Also consider these prompts:

- How has higher education evolved?
- What is the purpose of higher education?
- How has U.S. higher education (re)produced systems of exclusion and inclusion throughout history?
- What role do scholars, practitioners, and policymakers play in shaping higher education?

The evaluation of the class presentation of the final project will be based on the **Oral Presentation Rubric** (which can be found on Blackboard). In addition, you will also be expected to stay within the allotted time. Please keep this in mind as you prepare for the final presentation.

SESSION READING ASSIGNMENTS

Session 1—August 24

Theme: Stratified from the Start? The Origins of Community College

Topics: Course Overview and Outcomes; Historical Perspectives on Higher Education; Introduction to the History of Community Colleges and their Missions

Guest Speaker: Dr. Ray Ramirez, Director of Student Equity, Fresno City College

Readings due prior to class:

Origins of the American Higher Education System

1. Wilder, C.S. (2013). Prologue. In *Ebony and Ivy: Race, slavery, and the trouble history of America's universities*. New York: NY: Bloomsbury Publishing.
2. Stein, S. (2017). A colonial history of the higher education present: rethinking land-grant institutions through processes of accumulation and relations of conquest. *Critical Studies in Education*, 1-17.

Stratified from the Start

3. Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. Oxford University Press. **[Intro and Chapter 1]**
4. Clark, B. R. (1960). The “cooling-out” function in higher education. *American Journal of Sociology*, 65(6), 569-576.
5. Georgetown’s Center for Education Workforce
 - a. 2018 – Separate and Unequal - Executive Summary:
<https://cew.georgetown.edu/cew-reports/sustates/>

Community College History and Mission

6. Dougherty, K. J., & Townsend, B. K. (2006). Community college missions: A theoretical and historical perspective. *New Directions for Community Colleges*, 136, 5-13.
7. Mullin, C. M. (2010, June). *Rebalancing the mission: The community college completion challenge*. (Policy Brief 2010-02PBL). Washington DC: American Association of Community Colleges.
8. Marginson, S. (2016). *The dream is over: the crisis of Clark Kerr's California idea of higher education*. Oakland, California: University of California Press. **[Chapter 3 only]**

Additional Readings (Not Required)

9. CA Master Plan (1960): <http://www.ucop.edu/acadinit/mastplan/mp.htm>
 10. Wright, B. (1988). “For the children of the infidels?” American Indian education in the colonial colleges. *American Indian Culture and Research Journal*, 12(3), 1-14.
 11. Dougherty, K. J. (1994). *The contradictory college: the conflicting origins, impacts, and futures of the community college*. Albany, NY: State University of New York Press.
 12. Grodsky & Jackson (2009) Social Stratification in Higher Education
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Session 2 — September 14

Theme: So Much Reform, So Little Change: The Influence of Policy, Governance, & Funding

Topics: Policy Reform in Community College; Governance Structures; Funding Decisions and Resource Dependency

Guest Speaker: Christian Osmeña, Vice Chancellor, College Finance and Facilities Planning, California Community Colleges

Readings due prior to class:

Reforms, Policies, and Structures

1. Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. Oxford University Press. [Chapters 2, 3, 4]
2. Rios-Aguiliar, C., & Deli-Amen, R. (2018). Taking history, funding, and current challenges into account when discussing race, ethnicity, and completion in community colleges
3. Sponsler, B. A., Pingel, S., & Anderson, L. (2015). Policy trends impacting community colleges: An ECS perspective. *Community College Journal of Research and Practice*, 39(10), 891-895.
4. The Century Foundation. (2019). Restoring the Promise of Community Colleges.

Funding Decisions and Shared Governance

5. White, K. B. (1998). Shared governance in California. *New Directions for Community Colleges*, 102(Summer), 19-29.
6. Tollefson, T. A. (2009). Community college governance, funding, and accountability: A century of issues and trends. *Community College Journal of Research and Practice*, 33:3-4, 386-402.
7. Birnbaum, R. (2004). The end of shared governance: Looking ahead or looking back. *New directions for higher education*, 2004(127),5-22.
8. Amey, M. J., Jessup-Anger, E., & Jessup-Anger, J. (2008). Community college governance: What matters and why. *New Directions for Community Colleges*, 141, 5-14.
9. Mullin, C. M. (2010). *Doing more with less: The inequitable funding of community colleges*. AACC Policy Brief. Washington DC: American Association of Community Colleges.
10. D'Amico, M.M., Friedel, J.N., Katsinas, S.G., & Thornton, Z.E. (2014). Current developments in community college performance funding. *Community College Journal of Research & Practice*, 231-24.
11. McKinney, L., & Hagedorn, L. S. (2017). Performance-based funding for community colleges: Are colleges disadvantaged by serving the most disadvantaged students?. *The Journal of Higher Education*, 88(2), 159-182.
12. Gándara, D. (2019). Does Evidence Matter? An Analysis of Evidence Use in Performance-Funding Policy Design. *The Review of Higher Education*, 42(3), 991–1022.
<https://doi.org/10.1353/rhe.2019.0027>
13. Ngo, F. (2018). [How California's Tuition Waivers Opened Doors for Dreamers, Undocumented Students](#). U.S. News & World Report.

Assignments due:

1. Group 1 Discussion Leaders
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Session 3 — October 5

Theme: The Role of People, Programs, and Places in Higher Education

Topics:

Community College Personnel; Addressing Access, Persistence, Transfer;

Guest Speaker: Liane Hypolite, Research Associate, University of Southern California

Readings due prior to class:

Community College Leadership, Faculty, and Staff

1. American Association of Community Colleges. [Competencies for Community College Leaders](#).
2. Crazy Bull, C. (2019). Leading from the center: Indigenous knowledge builds higher education leaders. In [Examining Effective Practices at Minority-Serving Institutions](#), pp. 11-26.
3. Garza Mitchell, R. L. & Eddy, P. L. (2008). In the middle: Career pathways of midlevel community college leaders. *Community College Journal of Research and Practice*, 32(10), 793-811.
4. Twombly, S. B., & Townsend, B. K. (2008). Community college faculty: What we know and need to know. *Community College Review*, 36(1), 5-24.
5. Levin, J. S., Jackson-Boothby, A., Haberler, Z., & Walker, L. (2015). “Dangerous work”: Improving conditions for faculty of color in the community college. *Community College Journal of Research and Practice*, 39(9), 852-864.
6. Aguilar-Smith, S. & Gonzales, L. D. (2019). A study of community college faculty work expectations: Generous educators and their managed generosity, *Community College Journal of Research and Practice*, DOI: 10.1080/10668926.2019.1666062

Serving Minoritized Populations

7. Poon, O. (2014). “The land of opportunity doesn’t apply to everyone”: The immigrant experience, race, and Asian American career choices. *Journal of College Student Development*, 55(6).
8. Rumann, C., Rivera, M., & Hernandez, I. (2011). Student veterans and community colleges. *New Directions for Community Colleges*, no. 155, 51-58.
9. Miller, R. A. (2018). Toward intersectional identity perspectives on disability and LGBTQ identities in higher education. *Journal of College Student Development*, 59(3), 327-346.
10. Lau, J., Garza, T., & Garcia, H. (2019). International students in community colleges: On-campus services used and its effect on sense of belonging. *Community College Journal of Research and Practice*, 43(2), 109-121.
11. Miller, B. (2016). The intersection of Black lives matter and adult education: One community college initiative. *New Directions for Adult and Continuing Education*, issue 150, 13-23.
12. Garvey, J. C., Taylor, J. L., & Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. *Community College Journal of Research and Practice*, 39: 527-541.

Housing/Food Insecurities

13. Vasquez, M., Vang, M., Garcia, F, & Harris, F. (2018). What do I eat? Where do I sleep?: A concern for men of color in community college. *Community College Journal of Research & Practice*.
14. AB-302: Parking Lot Bill
 - a. Sacramento Bee: [Community colleges don't want homeless students sleeping on campus](#)
 - b. KQED: [Overnight Parking for Homeless College Students? Lawmakers Consider It](#)

Assignments due:

1. Group 2 Discussion Leaders

Session 4—November 02

Theme: The Elusive Quest for Equity in Higher Education

Topics: Institutional, State & National Policy Perspectives; Community College Accountability

Guest Speaker: Dr. Daisy Gonzales, Deputy Chancellor, California Community Colleges

Readings due prior to class:

Building Equitable Institutions

1. Carter, P. L., Skiba, R., Arredondo, M. I., & Pollock, M. (2017). You can't fix what you don't look at. *Urban Education*, 52(2), 207–235. <https://doi.org/10.1177/0042085916660350>.
2. Dowd, A. C. (2007). Community colleges as gateways and gatekeepers: Moving beyond the access “saga” toward outcome equity. *Harvard Educational Review*, 77(4), 407-419.
3. Felix, E. R., Bensimon, E. M., Hanson, D., Gray, J., & Klingsmith, L. (2015). Developing agency for equity-minded change. *New Directions for Community Colleges*, no. 172, 25-42.
4. Garcia, G. A. (2017). *Defined by outcomes or culture? Constructing an organizational identity for Hispanic-Serving Institutions*. *American Educational Research Journal*, 54(1S), 111S-134S.
5. Harper, S. R., & Hurtado, S. (2007, Winter). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, no. 120, 7-24.
6. Goldrick-Rab, S. (2010). Challenges and opportunities for improving community college student success. *Review of Educational Research*, 80(3), 437-469.
7. The Vision for Success – Strengthening the California Community Colleges to meet California’s needs [EXECUTIVE SUMMARY ONLY]

Impact of Policies on Students

8. Nienhuser, H. K. (2018). Higher education institutional agents as policy implementers: The case of policies that affect undocumented and DACAmented students. *The Review of Higher Education*, 41(3), 423–453. <https://doi.org/10.1353/rhe.2018.0014>
9. Whatley, M. (2019). Clearing the hurdle: The relationship between institutional profiles and community college study abroad. In G. Malveaux & R.L. Raby (Eds.), *Study abroad opportunities for community college students and strategies for global learning* (pp. 90-106). IGI Global Publishers.
10. Venezia, A., Bracco, K. R., & Nodine, T. (2010). One shot deal? Students’ perceptions of assessment and course placement in California’s community colleges. San Francisco: WestEd
11. Acevedo-Gil, N., Santos, R. E., Alonso, L., & Solórzano, D. G. (2015). Latinas/os in community college developmental education: Increasing moments of academic and interpersonal validation. *Journal of Hispanic Higher Education*, 14(2), 101-127.

Building an Equitable Transfer Pipeline

12. Campaign for College Opportunity. (2017). *The transfer maze: The high cost to students and the state of California*. Los Angeles, CA: Author. Retrieved from <http://collegecampaign.org/wp-content/uploads/2017/09/CCO-2017-TransferMazeReport-27.pdf>
13. Chase, M. M. (2016). Culture, politics, and policy interpretation: How practitioners make sense of a transfer policy in a 2-year college. *Educational Policy*, 30(7), 959-998.
14. Jain, D., Herrera, A., Bernal, S., & Solórzano, D. (2011). Critical race theory and the transfer function: Introducing a transfer receptive culture. *Community College Journal of Research and Practice*, 35(3), 252-266.

Assignments due:

1. Group 3 Discussion Leaders

Session 5—December 7

Theme: Envisioning New Possibilities for Community College

Guest Speaker: Dr. Marissa Vasquez, Assistant Professor, San Diego State University

Readings due prior to class:

1. Carter, P. L. (2018). Education's limitations and its radical possibilities. *Contexts*, 17(2), 22–27. <https://doi.org/10.1177/1536504218776956>
2. Moore, C., & Shulock, N. (2010, October). Divided we fail: Improving completion and closing racial gaps in California's community colleges. *Institute for Higher Education Leadership & Policy*.
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Assignments due:

1. Group 4 Discussion Leaders
2. Final Presentations

Additional Readings (Not Required)

- Abrego, L. J. (2008). Legitimacy, social identity, & the mobilization of law: The effects of Assembly Bill 540 on undocumented students in California. *Law & Social Inquiry*, 33(3), 709-734.
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- Hart, B. (2019). Hanging In, Stopping Out, Dropping Out: Community College Students in an Era of Precarity. *Teachers College Record*.
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- Whitman, K. L. (2016). Students on the margins-margins: A critical examination of research on African American foster youth in higher education. *Urban Education Research and Policy Annuals*, 4(1), 47-54.