HIED 6/76678
Issues and Trends in Community Colleges

Kent State University
Summer 2011
June 6, 2011 – July 30, 2011

Web-based ● 3 credits

Instructor:
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VISTA8 will be used to support the course.

Communications and the Learning Management System

Contacting the Professor: Use VISTA8 Discussions option. Please post general course questions on the **General Course Questions**. Other students often have the same question and they will benefit from the information. The General Course Questions will be useful throughout the class.

Students and the instructor may respond to any posts on the General Course Questions discussion board. You may continue to use the General Course Questions discussion board throughout the course for questions/comments related to the operations and requirements of the course.

In the event that your question is specific to you, you may also contact the instructor using VISTA8 email, use subject line to provide a brief description of the topic, e.g., Assignment Due Date.

During the first week of classes, email is likely not the best way to ask about general course questions. Those should be posted to the discussion board General Course Questions. Others in the course may benefit from your email.

VISTA8 mail should be used to contact the instructor on all other course related matters. The Mail tool is among the selections to the left of your course screen once you have signed into the course. I will check my email regularly. Every effort will be made to respond to your emails in a timely fashion.

Office hours. You are invited to arrange times to meet via VISTA8 Chat or by phone. Simply email me via VISTA8 and we will set up a time.

Logging In to the Blackboard Learning System.

To access the Entry Page, type into your browser: vista8.kent.edu

1. From the Entry Page screen, click Log In.

    Depending on administrator settings, the Entry Page screen may not display. In this situation, you are prompted to enter your user name and password.

2. Enter your user name and password.

3. Click OK.

    If the Browser Check Results pop-up window appears, the browser you are using may not be validated for use with the Learning System or there may be issues with the configuration of your browser. For more information, go to the Browser Tune-up page.

4. When the My Blackboard screen first appears, your browser may require that you accept the Java security certificate. If you click any links or buttons in My Blackboard before the security certificate window is finished loading or before acceptance has been established, your session will end in error and you may have to manually end and restart your browser application.

Computer Requirements: Go to http://www.et.kent.edu/elearning/bbVista/?page_id=827 for information on computer requirements.

Orientation to VISTA8 available at: http://www.et.kent.edu/elearning/bbVista/?page_id=1577

For Help Contact:

Kent State Helpdesk
Phone: 330-672-HELP
Website: http://support.kent.edu
Hours: 24/7 all year, including holidays

or

Vista Support
Phone: 330-672-8557
E-mail: vistasupport@kent.edu
Hours: 8:00 AM-5:00 PM weekdays

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Syllabus

Catalog Description: This course addresses current salient issues in community college administration. A variety of topics will be examined as related to challenges for community college leaders arising from social, economic, and political shifts.

Course Description: This seminar course will examine a variety of issues and trends relevant to community college leaders. Framed from the lens of accountability and fiscal management, students will consider concepts such as organizational strategy, advocacy, collaboration, and communication as tools to address relevant issues and trends.

Expected Learning:
Students will:

1. Explore several of the most pressing contemporary, often complex, issues and trends that relate to community college mission and purpose.
2. Consider how the management of college resources and accountability influence the issues and trends among community colleges.
3. Examine organizational culture, shifting demographics, and economic, political, and social change as related to community colleges through a systems framework to understanding.
4. Utilize technology related to coursework.
5. Assess and examine personal leadership qualities.
6. Develop thinking, writing, and presentation skills concerning the analysis of complex issues and trends in community colleges.

Learning Objectives:
Upon completion of this course, students will be able to:

1. Locate sources of information regarding current issues and trends in community colleges.
2. Identify the resource management and accountability issues associated with decision making related to presenting issues and trends in community colleges.
3. Discuss the impact of issues and trends on multiple aspects of the community college and constituencies associated with issues and trends faced by community colleges.
4. Create dynamic presentations (written and oral) that make the connections between topical issues and trends for community college leadership.
5. Identify strategies to employ to keep up on issues and trends relevant to the community college.

General Information

Technology: This course is web-based. Thus, all students must ensure access to VISTA8.

Accommodation: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester. Please note, you must first verify your eligibility for academic accommodation through Student Accessibility Services; they can be reached at 330-672-3391 and are located on the ground floor of the DeWeese

Center. FMI about your rights and responsibilities, see
http://www.registrars.kent.edu/disability/Current/StudentHandbook/RightsReas.htm

Statement of Inclusion: Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated; an atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work, an environment that is sympathetic, respectful and supportive. (See "University Policy Register")

The instructor of this course is committed to teaching equitably and inclusively, addressing the needs, concerns, and interests of each and every student, regardless of age, gender/sexual identity, race/ethnicity, class, sexual orientation, religion, English language experience, or disability.

Required Texts:

Light, P. C. (2004). *The Four Pillars of High Performance*. New York: McGraw-Hill.

Roueche, J. E., Richardson, M. M., Neal, P. W., & Roueche, S. D. (Eds.). (2008). *The creative community college: Leading change through innovation.* Washington, DC: American Association of Community Colleges.

Smith, C.J. (2000). *Trusteeship in community colleges.* Washington, DC: Association of Community College Trustees.

Additional readings as assigned during the course.

Recommended Additional Sources:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

Phillippee, K. A. & Sullivan, L. G., (2005). *National profile of community colleges: Trends and statistics* (4th ed.). Washington, DC: American Association of Community Colleges.

Schein, E. S. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco: John Wiley and Sons.

Skolnik, M. L., Floyd, D. L., & Walker, K. P. (2004). *The community college baccalaureate: Emerging trends and policy issues.* Sterling, VA: Stylus.

Case Studies (HIED 66655) Portfolio (for students matriculating in the Higher Education Administration and Student Personnel master's degree program:

In the final semester of the HIED program, students enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one's experience in the program and thoughts regarding one's job search and future professional development. More specifically, one aspect of the portfolio is to prepare a course work summary. In order to best prepare, students are advised to retain copies of syllabi and course materials such as papers or projects.

Course Requirements:

This course will be conducted as an online seminar in which the primary focus of interaction will be thoughtful discussion of readings and presentations.

Learning will be facilitated through self-reflection, reading, written analyses, and discussions.

The following requirements are intended to enhance learning and further prepare you for your own scholarly inquiry and professional work in higher education:

Discussion Boards and Assignments

(Consult Schedule Below for Due Dates)

Keeping with the pedagogical philosophy of this course, your engagement and interaction with material through reading, research, discussion, and timely completion of assignments will be rewarded with learning. You will have the opportunity to set and evaluate your own learning goals. Students will facilitate discussions over new information and ideas.

You will be encouraged to bring in real world examples, additional reading, and current events to reinforce and challenge ideas, information, and data you encounter during the course. Your active participation and motivation will be key in your ability to successfully meet your learning goals.

Given the 8-week course model, several of your assignments will be integrated around one common issue or topic. During the first week of the course focus on identifying a single issue or topic relating to community colleges that you would like to address throughout this course. Your Opinion Paper, Semi-Structured Interview, Integrative Project Paper, and directed discussion will relate to the issue or topic you choose to research and analyze during this course. The intent of this bundled approach with the assignments centered around a common issue/topic is to enable you to develop a level of expertise about your issue/topic while further developing your research and analytical abilities, demonstrating critical thinking, scholarly writing, and facilitating discussion.

Discussion Boards
There are four discussion boards: General Course Questions, Kitchen Table, Mixer, and Facilitated Issue Discussion.

1. General Course Questions Discussion Board. Use this space to post questions regarding technical issues or details that may be relevant to the entire class. If you have a question regarding an aspect of the course or expectations, likely your colleagues will share that question. **Students** may and are encouraged to respond to postings in this area. Your thorough reading of the syllabus at the outset of class is encouraged. You are also encouraged to consult and follow the syllabus throughout the course.

2. Kitchen Table Discussion Board. GRADED. Our goal as a class will be to create an online learning environment that feels like a "kitchen table" rather than a stuffy, uncomfortable academic exercise.

"At the kitchen table, friends, family, and colleagues gather to talk about complicated, important, and novel issues and experiences while passing the bread or salt-and-pepper shakers. There may be arguments, questions, challenges, and even laughter, but more often than not people leave the table knowing more about themselves, others, and the world around them than when they came. In short, they gain knowledge in a way that feels personally relevant and socially significant." (adapted from Dr. Kathi Miner-Rubino, Texas A & M)

In this course you will have the opportunity to post your reactions, comments, and questions to engage in our 'kitchen table' discussion with your fellow classmates and the instructor. In the spirit of the 'kitchen table' from which everyone departs a little more satisfied you are encouraged to also share articles, links to websites, and current events related to the course content. Come to the table prepared to partake and contribute. All are welcome and you will be nourished to the extent you are willing to participate. Keep in mind that this is your forum for engagement and learning and you are encouraged to use the 'kitchen table' to serve your learning goals.

For organizational purposes you are encouraged to REPLY to posts when you are adding to the topic at hand. Only begin a new thread [CREATE MESSAGE] when you are introducing a new topic.

3. Mixer Discussion Board. This space will serve two purposes.

Purpose One: **GRADED**. Post your thoughts on a current event or pressing issue/trend faced by community colleges as NEW THREAD on the Mixer discussion board.

a. In the **Subject line**, place your first and last name.

b. In the **text space**, share what degree/certificate you are enrolled in, where you work and your job title, then post your thoughts (appx. 1 paragraph) on a current event or pressing issue/trend faced by community colleges. Feel free to add a link to a relevant article, website, etc. related to the issue/trend you discuss. **

c. ***In Roster course tool, post a photo, and if you have a website you may post a weblink from your personal website in Roster course tool.*** **GRADED.****

d. To facilitate our 'getting to know you Mixer' read your classmates' postings and view the photos. Then in the Mixer space use the Reply option to connect with other classmates in a getting to know you fashion. Reach out to **at least**

three classmates to comment on their postings. Keep in mind that the object of this exercise is for you to get to know who is in the class and to interact with your class colleagues.

Purpose Two: For the remainder of the course, this space will **not** be monitored by the instructor. It provides a forum to you to connect with each other on an informal basis, say in the 'living room', over whatever strikes your fancy…'did you see the game,' 'what are you having for dinner,' 'does anyone have a good baby-sitter,' etc.

4. Mid-Course Check-in Discussion Board. NOT graded. As invested education professionals I know you will provide meaningful information through this avenue. You will have the opportunity to anonymously respond to questions oriented to assist the instructor in gaining insight regarding your learning and the course design. You may choose to sign your post rather than post anonymously.

5. Facilitated Issue Discussion and Presentation Board. This discussion board is devoted to student facilitated discussion. This is your opportunity to present a briefing on the issue or topic you have been studying in depth during the course. This discussion can be initiated with a summary based on the Integrative Project paper that you provide class members in conjunction with two leading discussion questions. You are encouraged to be creative and take advantage of the technology capabilities in this course in terms of your presentation. Your facilitation of a discussion on the topic or issue may integrate Wikis, Google Docs, Wimba, audio PowerPoint, or other software as a means of increasing engagement. Think of this as your opportunity to create an electronic presentation offering users an overview of a community college issue or topic that you can cite and present for future reference. This could be an opportunity to build your CV. You are encouraged to be creative while also mindful of the due dates in this course.

Two short essays
These essays provide an opportunity for you to reflect on your learning in the course and to give the instructor some insight on how you are utilizing the course to meet your learning objectives. Essays are to be written in first person. **Essays are to be uploaded as Word attachments under Assignments.**

Essay I: Self Objectives. GRADED for Credit/No Credit.**
A short essay reflecting on your goals for yourself in the course. This essay is graded on a credit/no credit basis and may take alternative forms, such as bulleted lists, mind map, creative expression, etc. Your essay should be meaningful to you and understandable by instructor. You may want to examine the course description and learning objectives and then fashion your own individual learning goals. A restatement of the course objectives is NOT acceptable for this reflection.**** Essays I & II are to be uploaded as Word attachments under Assignments.**

Essay II: Leadership Reflection. GRADED for Credit/No Credit.**
A. Consider the myriad of issues and trends discussed through the course. Reflect on your professional skills and leadership aspirations. Identify strategies you might employ to keep up on issues and trends relevant to the community college through the course of your career?
B. Describe your most significant learning from the course.
C. Describe how you will apply your learning from this course in your current or

anticipated professional role(s).** **Essays I & II are to be uploaded as Word attachments under Assignments.**

**GRADING NOTE: Aspects of course will be graded on a credit/no credit basis for completeness. No LATE submissions will be accepted for credit.

Info Hunt Blog. GRADED.

There are many different sources of credible information regarding community colleges that are worth consulting. You will help develop a list of resources/sources of information regarding issues and trends in community colleges. Professional organization websites, policy sites, articles, books, news sources (print and online), and other resources. An example post will be provided for you to follow.

A. You will contribute at least 2 sources, no duplications please.
   a. Provide information on how to access the resource/source (e.g., weblink, APA citation for documents, etc.).
   b. Also, provide a summary description of the resource/source.
B. Students are encouraged to continue to post other resources throughout the class as you come across them.

The Opinion Paper. GRADED.

The intention of these papers is for you to present your opinion on an issue or topic having to do with the contemporary community college. Part of graduate studies is to learn enough about issues so that you, personally, have an opinion on them. It may be necessary to do some research in order to develop an opinion, but these are not to be research papers. Instead, they are a presentation of *your* opinion which should have been formed through reading and research. The intent is that the subject you choose for this paper will be the same subject you build upon for your Semi-Structured Interview, Integrated Project Paper leading up to your Facilitated Discussion and Presentation on the issue or trend. More details are provided on the Course Home Page: Assignments and Course Resources; under Assignments.

Facilitated Issue Discussion and Presentation. GRADED.

An aim of this course is for you to examine issues and trends faced by community college leaders. This course will encourage you to broaden your thinking to an organizational perspective to acknowledge how leadership decisions impact the organization and how the organization impacts leadership decisions.

You will apply a systems perspective to understanding organizational culture as related to an issue or trend topic.
- You will choose an issue or topic of interest during the first week of the course that many of your assignments will focus upon. .
- You will gain instructor approval for your issue or topic by the second week of class.

As you build your understanding of Issue and Trends among community colleges and a systematic framework for approaching this research you should begin thinking of the points that are important to provide students of the community college along with the future assignments tied to your issue/trend choice. The instructor utilizes issue/trend presentation throughout the course that may help you frame your thinking. Again, you are not required to have an elaborate presentation. A well organized, single page overview of the issue/trend could satisfice. I am encouraging you to think more broadly in terms of developing a meaning presentation that may have use in other forums.

1. Your presentation should serve as an overview for the entire class to provide sufficient background from which to engage in the issue/trend discussion. Post the presentation on the Facilitated Issue discussion board as an attachment AND email the presentation to the course instructor as soon as you have settled on it and no later than the Friday preceding that topic. For the Presentations discussion thread, **post as "READING for Issue/Trend XX."**

2. As mentioned under the Discussion Board section above, you may present a written overview and an attachment or design and create a presentation. An audiovisual presentation could use Wimba, KSUtube, imovies, You work may incorporate weblinks, PowerPoint, and/or video to augment the delivery. The presentation will be an application of the content, pulling from your other assignments. Presentation length should be no more than 10 minutes.

3. Following your presentation you should present students two leading questions to facilitate discussion. The expectation is that you will monitor and contribute to the discussion to enhance this learning opportunity. Questions are to be open-ended and discussion oriented.

Presentations will be posted and discussed on the Facilitated Issue Discussion Board. **Post your discussion thread as "TOPIC Discussion: Name of Topic."** Presentations must be posted by the Friday preceding that topic. The facilitated discussion on Presentations discussion board is to begin on Monday of the week due.

Semi-structured Interview. GRADED.
The purpose of this assignment is for you to add depth to your understanding of the community college issue/trend you addressed in the Opinion Paper. This is an opportunity to gain insight regarding the perspective of a community college leader regarding the topic.

Each student will conduct a semi-structured interview with community college leader.
a. A semi-structured interview begins with 2 – 3 open ended questions and unfolds as a discussion around a desired topic. In your conversation discuss the specific issue or trend of your interest.

b. Write a 1 page reflection paper summarizing your new understanding and learning as well as your reaction to the interview. Be sure you clearly identify the issue/trend that served as the topic of your discussion. Submit at Assignments under Course Tools and feel free to share your thoughts on this assignment at the Kitchen Table.

Integrative Project Paper. GRADED.
The integrative project is designed to assimilate the issues/trends studied, organizational design and culture, and the systematic framework of analysis with specific issue/trend you chose to focus upon during this course. You are to develop a scholarly and reasoned response. As the final assignment of this course that serves as the basis of your facilitated discussion, a well-researched, well-organized, and well-written paper is expected. With fine preparation, an excellent paper can be achieved!

In the integrative project, students will formulate a management approach to this problem, drawing from two sources: (a) thorough research of the literature from management and leadership, higher education, and community colleges, and (b) an interview that the student will have with a senior community college leader (president, vice president, or dean). The paper will be prepared as though it would be used as a briefing paper for a community college president or for a board of trustees. Presume that the president or board is seeking in-depth analysis of the issue and a recommendation for a management approach to the issue that will be effective in their organization.

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Evaluation:

Participation			
Introduction/Orientation			**5**
Posted picture on Roster	**1**		
Posted biographical statement (Mixer)	**1**		
Reply to (minimum) 3 Mixer bios	**3**		
Info Hunt Blog Postings			**5**
Semi-structured Interview			**10**
Discussion Board Contributions			**10**
Essay I (Graded for credit/no credit)			**3**
Essay II (Graded for credit/no credit)			**5**
Opinion Paper			**20**
Facilitated Discussion			**15**
Integrated Project Paper			**27**
		Total	**100**

Grades in this course will be based on the **quality and completion** of all requirements listed above. As a graduate level course, you are expected to exhibit high quality work that demonstrates sound understanding of the concepts and their complexity. Your written work should reflect professional quality in spelling, grammar and composition. Earning an "A" represents work that is of exceptionally high quality and demonstrates superb understanding of the course material.

More specifically, the grading scale for the course is:

A	(93-100%)	A-	(90-92%)	B+	(87-89%)
B	(83-86%)	B-	(80-82%)	C+	(77-79%)
C	(73-76%)	C-	(70-72%)	D+	(67-69%)
D	(63-66%)	D-	(60-62%)	F	(below 60%)

<u>Late Work</u>: **It is expected that course papers/projects will be submitted on the date due. Unless otherwise stated, you must submit your assignment by 11:59 PM EDT on the date due.** Any student with extenuating or emergency circumstances that prevent submission on the due date should discuss his/her situation individually with the instructor. Late work will generally not be accepted, if accepted late work will receive a one-letter grade reduction regardless of circumstance.

ACADEMIC INTEGRITY
As members of the community of higher education, we are all subject to the standards of academic integrity. Students are subject to the Code of Student Conduct. Using another person's words, thoughts or ideas without proper attribution is plagiarism and a form of academic dishonesty. Academic dishonesty is a violation of University policy. All students must become familiar with and abide by the University's policy on academic integrity, which prohibits cheating and plagiarism. For more information about University policy see The University Policy Register at http://imagine.kent.edu/policyreg/ Further, I direct your attention to the APA style manual for a statement on plagiarism and a helpful example of how to paraphrase. Finally, Indiana University offers a useful guide regarding plagiarism: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

CALENDAR OF TOPICS AND ASSIGNED READINGS

This is a working calendar and may be subject to change at instructor's discretion.

Week	Topics	Readings	Assignments
Week 1 June 6	Course Overview Introductions College Structure and Board roles Navigating VISTA8 Select Issue/Topic	Syllabus Biggest Challenges for Community Colleges.pdf Smith, C.J. (2000). *Trusteeship in community colleges.* [chapters 1-5] Roueche, J. (ed.), *The creative community college.* [Chapter 1 & Conclusion]	• Post picture to Roster • Posting Issue/Trend (Mixer) • Reply to (minimum of 3 Mixer posts • Essay I (**due June 9**) • Select Issue/Topic to focus upon throughout course (**due June 11**)
Week 2 June 13	College Structure and Board roles (continued) Overview of Issues and Trends Framework for analyzing issues and trends Discussion on Opinion Paper – Purpose of format and samples.	Smith, C.J. (2000). *Trusteeship in community colleges.* [Chapters 6-8] Light, P. (2004). *The four pillars of high performance.* Roueche, J. (ed.), *The creative community college.* [Chapter 11 & 13] **Recommended:** Chronicle – Trustees Seek Ways to Meet Greater Expectations Light P – Busing Higher Ed Myths about Public Service Reimagining by Roueche Floyd, D. (ed), Chapter 1 & 2. Zusman, A. (2005). Challenges facing higher education in the Twenty-First	• Identify the community college leader you will interview for Semi Structured Interview (**due June 18**) • Opinion paper (**due June 19**) • Discussion

		Century in Altbach, P., Berdahl, R., & Gumport, P. (2005). American higher education in the Twenty-First Century: Social, political, and economic challenges, Second edition.	
Week 3 June 20	Financial Perspectives/ Fundraising Organizational Culture	Community College Enrollment Surge AACC Noncredit Enrollment in Workforce Ed AACC Roueche, J. (ed.), *The creative community college*. [Chapter 8 & 10] **Recommended:** Schein, E.S. (2004). *Organizational culture and leadership*. [chapters 1-4, pp. 1-84]	• Complete Info Hunt Blog • Plus/Delta course feedback exercise • Discussion
Week 4 June 27	Accountability/ Educational Standards/ Accreditation [political climate]	Rebalancing the Mission AACC Roueche, J. (ed.), *The creative community college*. [Chapter 6-7]	• Essay II (**due June 27**) • Discussion
Week 5 July 4	International Students/Study Abroad Diversity and immigrants	Community Colleges Often Lead the Way in Diversity DREAM Act State Legislative Initiative	• Opinion paper rewrite (**due July 5**) • Discussion

Week 6 July 11	Distance Education & Alternate Delivery Developmental/ Remedial Education	CCRC Student Success Courses Ed Outcomes Developmental Ed by Roueche Roueche, J. (ed.), *The creative community college*. [Chapter 3 & 9]	• Semi-Structured Interview reflection paper (**due July 11**) • Discussion
Week 7 July 18	Community College Baccalaureate Emergency Preparedness Facilitated Discussions	MD Legislation Analysis for CC 4 Year Degree MD Legislation 4 Year degree at CC NY Times CC Challenge Hierarchy with 4 Year Facilitated discussion presentation	• Facilitated Discussion and Presentation
Week 8 July 25	Dual Enrollment/K-12 Relations Facilitated Discussions	Roueche, J. (ed.), *The creative community college*. [Chapter 2] Facilitated discussion presentation Dual Enrollment-Strategy Part 1 & 2 Complete reading of Roueche, J. (ed.)	• Integrative Project (**due July 28**) • Facilitated Discussion and Presentation