

**PPA 280: Higher Education Policy
Fall 2005**

**Public Policy and Administration
California State University, Sacramento**

**Professor Miguel Ceja
3029 Tahoe Hall
cejam@csus.edu
(916) 278-5591**

Office Hours:
Wednesday 4:00-6:00pm & by appointment

Class meeting time and place:
Thursday, 6:00-8:50 p.m., Mendocino 1030

COURSE DESCRIPTION

This seminar explores key topics in higher education public policy at the federal and state levels in their historical and contemporary contexts. It emphasizes topics that are relevant to California, including governance, access, equity, finance, higher education and state economic development, student preparation, K-16 planning and articulation, accountability, diversity, and pedagogy. Addresses current issues in state policy and will involve analysis of current policy issues and proposals.

Learning objectives for the course can be divided into content and skill areas.

Students are expected to complete the course with an understanding of:

1. The evolution of federal higher education policy and the public and private purposes and benefits of higher education;
2. The respective roles of federal and state government in policy making for higher education;
3. Key differences among states in values and practices that are reflected in higher education policy;
4. The role of federal and state government in financing higher education;
5. Key issues of equity and social justice that play out in policy making for higher education;
6. How economic, political, and organizational aspects of higher education influence policy and are influenced by policy;
7. The structure and functioning of higher education in California and the various roles played by systems, campuses, coordinating boards, lobbying organizations,

- legislative bodies, executive agencies, and others who constitute the higher education “policy community” in California;
8. Key contemporary public policy issues in California higher education and in a comparative US context.

In addition, students will be expected to develop skills in order to:

9. Communicate effectively in writing and orally in a public policy environment;
10. Analyze higher education policy issues using a multi-disciplinary perspective; and
11. Identify and analyze current and proposed legislation affecting higher education.

COURSE FORMAT

The graduate seminar is a space of open discussion, inquiry, and discovery. The success of the seminar rests on the free and uninhibited intellectual and emotional engagement of all participants. Effective participation and learning requires that students read class material, reflect on the readings, and come to the seminar prepared to share their ideas with classmates. Therefore, I request that the class subscribe to three basic discussion rules that I find maximize learning in the classroom.

1. Utmost respect for the thoughts and words of all in the room should be given at all times.
2. Listen and be heard. Be attentive to the voices of others and share your voice with the group.
3. Be personal but don't get personal. I request that you speak from your mind and your heart, but that you speak to issues, not individuals.

In addition to class discussions, there will be presentations from guest lecturers, analytical exercises and individual student presentations. Students will also identify a higher education policy issue to study, analyze, and report on for the final class project.

ASSIGNMENTS AND GRADING

Required readings

- Heller, D.E. (Ed.) (2001). The States and Public Higher Education Policy: Affordability, Access, and Accountability. The Johns Hopkins University Press: Baltimore, MD.
- Institute for Higher Education & Leadership reports can be accessed at the following online address, under “Institute Publications”:
<http://www.csus.edu/ihe/Index.html>
 - Shared Solutions: A Framework for Discussing California Higher Education Finance

- Variations on a Theme: Higher Education Performance in California by Region and Race
- A Framework for Incorporating Public Trust Issues in States' Higher Education Accountability Plans
- Course Reader, available for purchase at University Copy & Print
446 Howe Avenue (in the Courtyard of University Village next to Safeway)
(916) 929-6147

There are five components to students' grades:

- Class attendance and participation – 10%
- Weekly written reactions to reading (less than one page)/weekly feedback – 20%
- Take-home essay exam – 25%
- Final paper– 35%
- Final paper presentation – 5%

Late Assignments and Missed Classes

Late assignments will not be accepted. At my discretion a student who misses a deadline may be given an extension. Whether or not a penalty will be assessed on the late assignment depends on the reason.

If you miss class:

- Please tell me in advance, if possible.
- To demonstrate that you have engaged the material for a particular class, write a short analytical essay that critiques one of the readings in depth.

A student with one or more unexcused absence from class will be penalized one full class participation grade. A student who misses more than three classes for any reason should drop the class.

Classroom Participation

Classroom participation includes weekly class discussion, prepared questions or comments, and student-led discussions. We will divide up responsibilities for leading discussion each week. This is your opportunity to influence the pedagogy of the class, to contribute to the learning environment beyond what I might dictate. Therefore, there are no guidelines for discussion-leading. Be creative.

If you miss class:

*Please tell me in advance, if possible.

*To demonstrate that you have engaged the material for a particular class, in addition to your weekly written assignments:

- Write a short analytical essay that critiques one of the readings in depth.

*The reaction and the analytical essay are due the day of the class you are scheduled to miss. These can be submitted electronically or placed in my box. If you miss a class unexpectedly, a different due date can be negotiated.

Missing more than two class sessions **will** lower your overall grade for the class.

Weekly written reactions to readings

Come to class with a **typewritten** reaction focused on any or all of the readings for that session. The reaction can include comments, observations, and questions that strike you as you read the material for the day. The reactions can be informally written (I'm not looking for highly structured essays here), and should be used by you to facilitate further discussion on the topic or readings of the week. They will be collected at the end of the class period.

Take-home essay exam

Take-home exam will be completed following part two of the class and will cover content from part one and two. Students will choose from five questions and are expected to respond to two questions (3-5 typewritten pages each).

Final paper and presentation

Final papers (12-15 pages, dbl-spaced max) are due finals week. Additionally, final papers will be presented to the class (conference style) in power-point format, and orally peer-reviewed by the class during the last two weeks of the semester. Paper topics and formats are open but should be approved by week 4. A one-page prospectus for final papers is due on week 5, but can be turned in earlier for approval. I also encourage you to discuss your paper topic with me prior to week 4.

Outline of Topics and Assignments

Part I: Historical and Contemporary Context of Higher Education Policy

Part II: Key Public Policy Issues: Values, Conflicts, and Tradeoffs

Part III: California Higher Education Today- practical applications

Weekly Assignments and Readings

- September 1st
Introduction; Logistics; Outline of course objectives and overview of higher education policy issues

Required Readings

No readings for first session

- September 8th
Higher education context, setting, and policy making; historical overview

Required readings:

- Introduction and chapter 1 in P.G. Altbach, R.O. Berdahl, & P.J. Gumpert (1999), American higher education in the twenty-first century: Social, political, and economic challenges. [In Course Reader]
- Birbaum, R. (2000). Policy scholars are from Venus; policy makers are from Mars. The Review of Higher Education, 23,(2), 119-132. [In Course Reader]

- September 15th
Challenges Facing Public Higher Education Today

Required readings:

- Chapters 1-3 in Duderstadt, J.J. & Womack, F.W. (2002), The future of the public university in America: Beyond the crossroads. [In Course Reader]

- September 22nd
Understanding the Relationship between Higher Education and State and Federal Government

Required readings:

-

- September 29th
Affordability in Higher Education

Required readings:

- Chapter 2 in Archibald R. B. (2002), Redesigning the financial aid system: Why colleges and universities should switch roles with the federal government. [In Course Reader]
- Collision course: Rising college costs threaten America's future and require shared solutions. [In Course Reader]
- Heller, chapters 1-2
- Shared solutions: A framework for discussion California higher education finance. [Institute for Higher Education Leadership & Policy Report]

- October 6th
Access and Social Justice Policy in Higher Education

Required Readings:

- Heller, chapters 4-6

- Empty promises: The myth of college access in America [In Course Reader]
 - One step from the finish line: Higher college graduation rates are within our reach. [In Course Reader]
 - Rhoads, R. A., Saenz, V., & Carducci, R. (2005). Higher education reform as a social movement: The case of affirmative action. The Review of Higher Education, 28(2), 191-220. [In Course Reader]
- October 13th
Policy Issues in The Educational Pipeline

Required Readings:

- Gumpert, P.J. & Bastedo, M. (2001). Academic stratification and endemic conflict: Remedial education policy at CUNY. The Review of Higher Education, 24(4), 333-349. [In Course Reader].
 - Preparing for Success in College. [In Course Reader].
 - Betraying the college dream: How disconnected k-12 and postsecondary education systems undermine student aspirations. [In Course Reader]
- October 20th
Accountability and Assessment in Higher Education

Required readings:

- Heller, chapters 7-9
 - Variations on a Theme: Higher Education Performance in California by Region and Race. [Institute for Higher Education Leadership & Policy Report]
 - A Framework for Incorporating Public Trust Issues in States' Higher Education Accountability Plans
- October 27th
Financing Higher Education

Required readings:

- To be distributed in class

PAPER PROPOSAL DUE

(one page proposal explaining the higher education policy issue you plan to research)

TAKE-HOME EXAM WILL BE PASSED OUT. DUE NOVEMBER 3rd

- November 3rd
Assessing Effective Higher Education Policy

Required Readings:

- To be distributed in class
- November 10th
Current Policy Issues Facing California Higher Education Today

Required readings:
 - To be distributed in class
- November 17th
No Class (I will be attending a higher education conference)

Required readings:
 - Independent reading and research
- November 24th
No class (Thanksgiving Break)

Required readings:
 - Independent reading and research for final paper
- December 1st
Research in Higher Education

Required readings:
 - Independent reading and research for final paper
 - To be distributed in class
- December 8th
Final Student Presentations of Research Projects
- December 15th
Final Papers Due in my office by 6pm!