2013–2014 Joint Retreat of the Institutional Research Council and the University Assessment Councils
John Jay College

The Story of a New College: Building on Lessons Learned

Scott E. Evenbeck, Ph.D.
Stella and Charles Guttman Community College

June 20, 2014

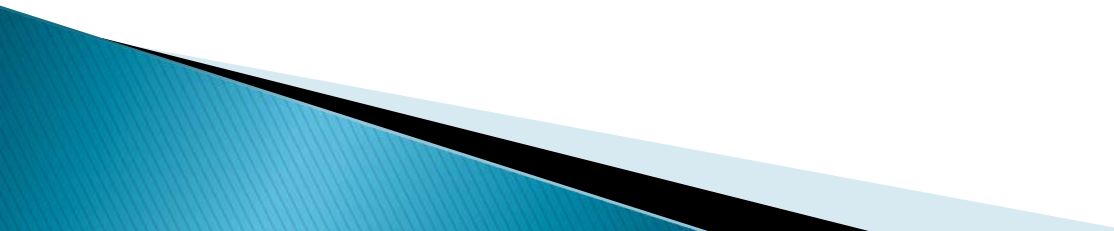Scott E. Evenbeck
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Email: scott.evenbeck@guttman.cuny.edu
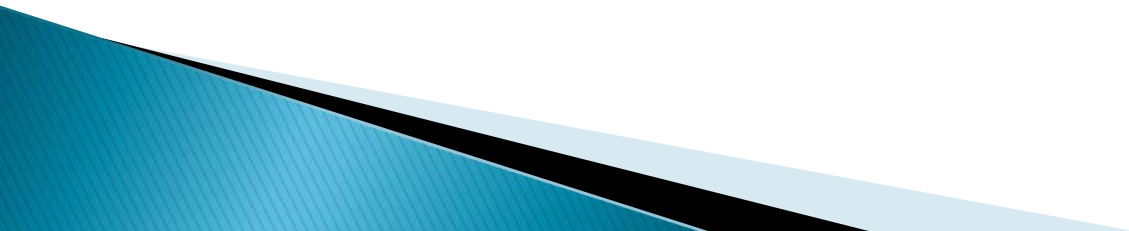

Website: www.guttman.cuny.edu

ABSTRACT

Enhancing the academic achievement and persistent to graduation of entering students receives major attention as a central component of the completion agenda. There has been a great deal of national attention to principles to inform good practice in supporting student achievement. Stella and Charles Guttman Community College, about to have commencement for the first time, has drawn on many of those recommendations in aspiring to be a campus centered on continuous learning and improvement. What are the lessons learned to date? What are the transportable elements?

OUTLINE

- ❑ Timeline

- ❑ State of the College

- ❑ Markers/ Transportable Elements

- ❑ Guiding Principles

- ❑ Back to Basics

- ❑ What's Next

- ❑ Discussion

Timeline

February 2008
CUNY Chancellor Matthew Goldstein initiates a process to develop a model for a new CUNY community college. Senior University Dean for Academic Affairs John Mogulescu and Project Director Tracy Meade lead a visionary group to develop ideas for a new approach to associate degree higher education based on research and best practices.
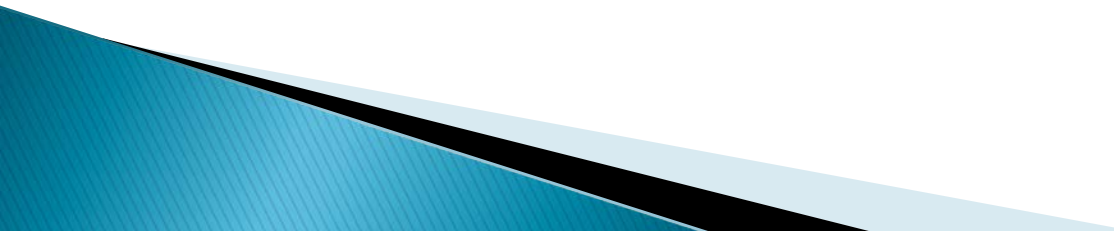
CU NY The City University of New York

A New Community College Concept Paper

August 15, 2008

The City University of New York
Office of Academic Affairs
535 East 80th Street
New York, NY 10021

January–March 2009
The New Community College Initiative establishes a planning team and forms working committees to develop majors and to implement the educational model and other key aspects of the college.
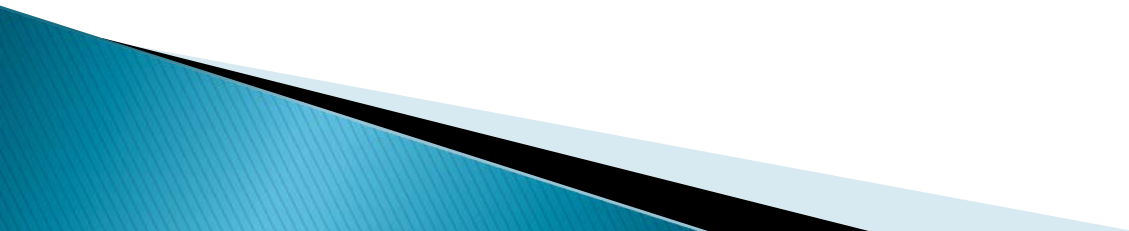
March 2009

Bill & Melinda Gates Foundation provides funds for planning the New Community College Initiative.

September 2009
The Carnegie Corporation of New York provides a 12-month grant to the New Community College Initiative.
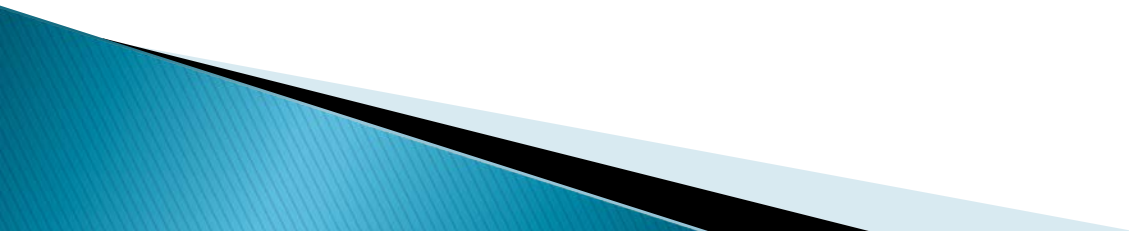
September 2010
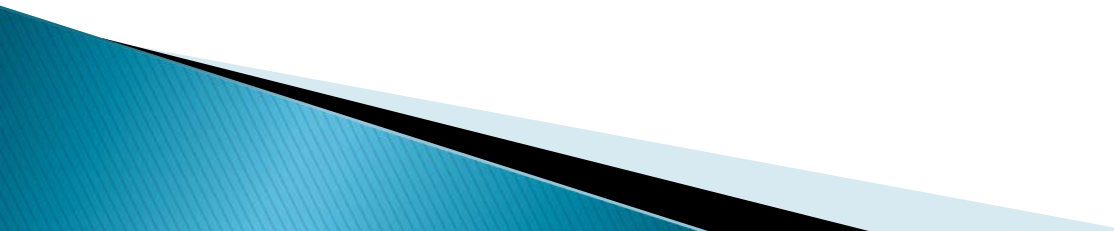## The New Community College Initiative appoints its first faculty.

April 2011
The New Community College Initiative holds its first faculty and staff retreat.

Vision Statement

Founded in the CUNY tradition of access to excellence, Stella and Charles Guttman Community College will support student achievement in a dynamic, inclusive and intellectually engaging environment. We will be recognized for the contributions of our students, faculty, staff and graduates to our communities and to a thriving, sustainable New York City.
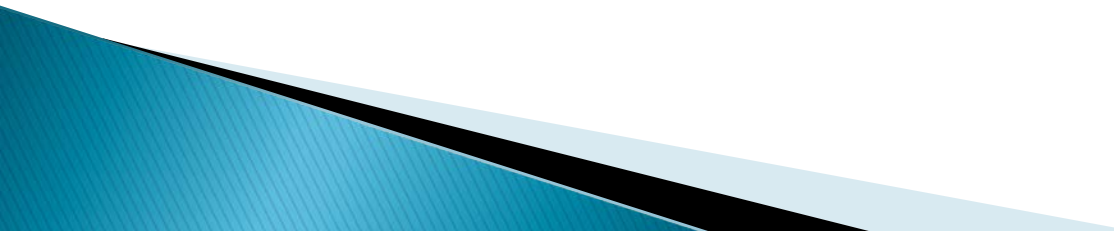
Mission Statement

Stella and Charles Guttman Community College is an urban public institution that offers associate degree programs in an environment that nurtures student success. Based on extensive research, Guttman Community College integrates excellence in teaching, proactive and responsive student supports and external partnerships. Our primary objective is to increase the number of students, especially those not effectively served in higher education, who persist in their programs of study and attain a degree in a timely manner. We offer a clearly defined educational pathway including an integrated first-year curriculum that is inquiry-based and majors that prepare students for careers and baccalaureate study. Guttman programs are academically rigorous, multidisciplinary and experientially based.

Community is at the center of Guttman Community College's mission, and students are at the center of the College. Guttman fosters an environment of cooperation and collaboration, where students, faculty and staff respect and appreciate each other's perspectives, commonalities, differences and contributions. Students address compelling urban issues and move into the wider community through experiential learning and internships. Graduates will have the intellectual tools and confidence to be engaged citizens and responsible leaders.
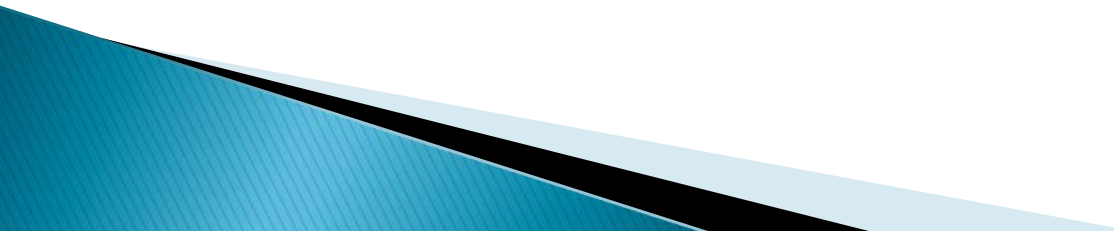
College is a time and a place and an idea—an opportunity to cultivate the knowledge and experience required to meet intellectual, creative and professional goals. Guttman Community College supports students in developing the capacity to interpret and evaluate ideas they encounter both in and out of the classroom and to make informed judgments. Students will learn to express their ideas effectively and know that their voices are valued. They will graduate with a greater sense of responsibility for their academic success and personal growth, prepared to pursue additional studies, a career and lifelong learning.

Learning Outcomes

Stella and Charles Guttman Community College's learning outcomes encourage students to aim high and provide them with a framework for their entire educational experience, connecting school, college, work and life. These outcomes build on Lumina Foundation's Degree Qualifications Profile and are informed by AAC&U's LEAP Essential Learning Outcomes. They are an inclusive framework for a contemporary liberal education, defined not as a selected set of disciplines, but as a set of knowledge and skills for all aspects of life: school, work, citizenship, and social responsibility. They are reflective of the college's mission and values.

Students will know from the time they enter Guttman Community College that they will be expected to demonstrate progress in achieving these outcomes. Institutional learning outcomes will be addressed at the course and program level. They will be based on integrative learning in and beyond the classroom and will be assessed via students' coursework as collected and presented in their e-portfolios
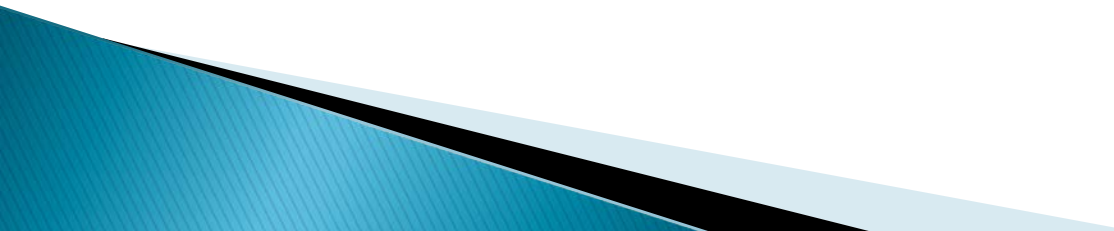
Values and Culture:

- The New Community College seeks to creates a culture that values:

- Creativity, innovation, nimbleness and teamwork

- Diversity in all its complexities

- Openness to multiple perspectives

- High expectations for all members of its community

- The multiple roles and varied contributions of every member

- A collective commitment to student success

- External partnerships and community engagement

- Teaching and learning in and out of the classroom

- Assessment that informs student learning, professional development and improves institutional practice

- The potential of all of its members to be agents of change

May 2011
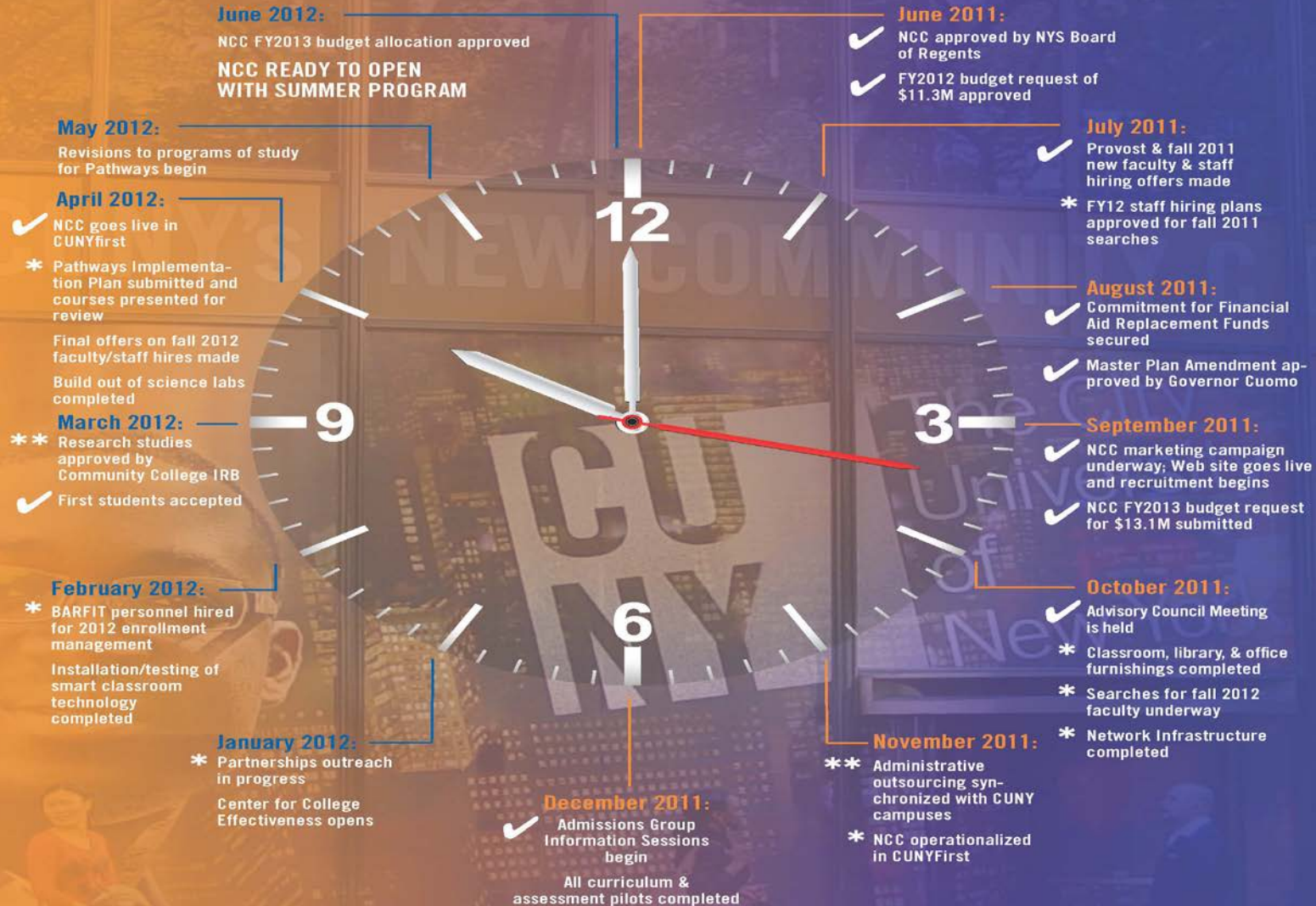The College establishes residency
at 50 West 40th Street.

June 21, 2011

The New York State Board of Regents approves the amendment to CUNY's long-range master plan authorizing the establishment of The New Community College at CUNY.

NCC COUNTDOWN TO OPENING
June 2011 – June 2012

June 2012:
NCC FY2013 budget allocation approved

NCC READY TO OPEN WITH SUMMER PROGRAM

June 2011:
✔ NCC approved by NYS Board of Regents
✔ FY2012 budget request of $11.3M approved

May 2012:
Revisions to programs of study for Pathways begin

July 2011:
✔ Provost & fall 2011 new faculty & staff hiring offers made
✻ FY12 staff hiring plans approved for fall 2011 searches

April 2012:
✔ NCC goes live in CUNYfirst
✻ Pathways Implementation Plan submitted and courses presented for review
Final offers on fall 2012 faculty/staff hires made
Build out of science labs completed

August 2011:
✔ Commitment for Financial Aid Replacement Funds secured
✔ Master Plan Amendment approved by Governor Cuomo

March 2012:
✻✻ Research studies approved by Community College IRB
✔ First students accepted

September 2011:
✔ NCC marketing campaign underway; Web site goes live and recruitment begins
✔ NCC FY2013 budget request for $13.1M submitted

February 2012:
✻ BARFIT personnel hired for 2012 enrollment management
Installation/testing of smart classroom technology completed

October 2011:
✔ Advisory Council Meeting is held
✻ Classroom, library, & office furnishings completed
✻ Searches for fall 2012 faculty underway
✻ Network Infrastructure completed

January 2012:
✻ Partnerships outreach in progress
Center for College Effectiveness opens

November 2011:
✻✻ Administrative outsourcing synchronized with CUNY campuses
✻ NCC operationalized in CUNYFirst

December 2011:
✔ Admissions Group Information Sessions begin
All curriculum & assessment pilots completed

CUNY The City University of New York

✻ Milestone partially met
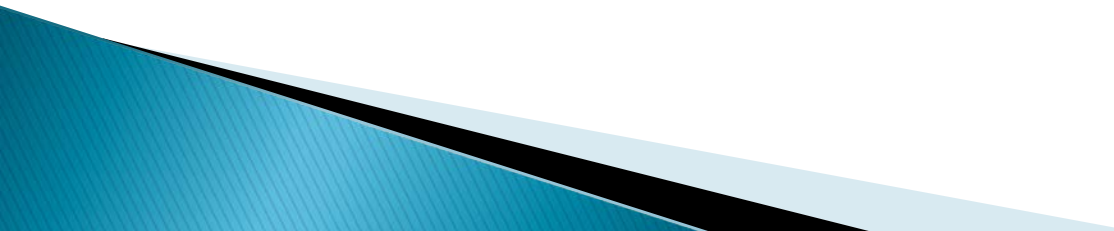✻✻ Milestone no longer applicable

September 20, 2011

Governor Andrew M. Cuomo approves an Amendment to CUNY's Master Plan for The New Community College.
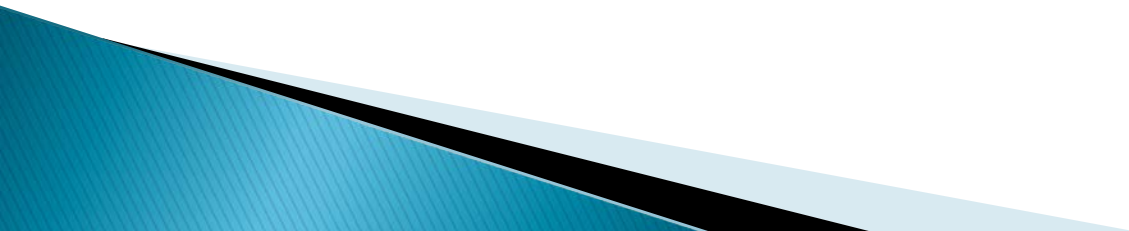
August 20, 2012

The New Community College officially opens with an inaugural class of 300 students at a Convocation held at the New York Public Library's main branch. The first Summer Bridge Program begins. New York State Department of Education holds its first site visit.
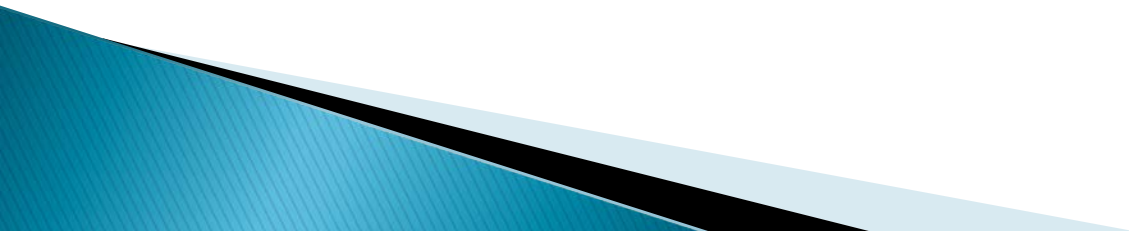
Fall 2012 Cohort
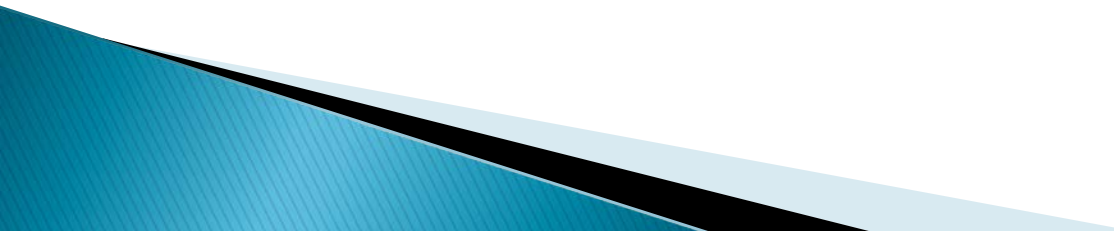
September 2012
3rd wave of faculty appointed at Guttman Community College.

October 2012

The College Council holds its inaugural meeting. The first Student Government Association (SGA) elections are held.

December 11, 2012

The New York State Board of Regents votes to grant accreditation to The New Community College for a period of five years with a written report due after three years.

February 2013

Rethinking Community College for the 21st Century case study of the college is published with support from the Bill & Melinda Gates Foundation.

March 19, 2013
The Student Government Association (SGA) Constitution is ratified.

April 29, 2013: In honor of the $15 million endowment gift to The NCC, the CUNY Board of Trustees passes a resolution to rename the College.

August 19, 2013
"First" 2nd Year Begins with Summer Bridge Program

The State of the College

Student Internship Successes

▸ About 73 continuing students have internships, including placements in:
  ◦ Administration of Children's Services
  ◦ Bellevue Hospital Center
  ◦ Department of Education
  ◦ NYC Housing Authority
  ◦ Fashion Week – Lincoln Center
  ◦ Manhattan Chamber of Commerce
  ◦ New York Life
  ◦ Edward T. Rogowsky Internship Program in Government and Public Affairs: Black, Puerto Rican, Hispanic & Asian Legislative Caucus CUNY Scholars Program

▸ Four interns were offered jobs upon graduation

Fall 2014 Admissions Update

To reach our Fall 2014 target of 375 new students,

Projected: 7,294 applicants
- ◦ Compared to 5,373 in Fall 2012 and 7,171 in Fall 2013
- ◦ Actual: 4978 applied

Projected: 1,130 information session attendees
- ◦ Compared to 855 in Fall 2012 and 838 in Fall 2013
- ◦ Actual: 1082 attended

Projected: 749 individual admissions meetings
- ◦ Compared to 504 in Fall 2012 and 555 in Fall 2013
- ◦ Actual: 840 attended

Fall 2014 Admissions Update

Fall 2014 target was reached on May 1.
- 2014: 458 commitment forms
- 2013: 274 commitment forms

▶ As of today, we received:
- 502 commitment forms, received/postmarked by May 1 (at this time last year, we received 315 and continued to accept CFs until the end of May)
- 32 students are on the waitlist (received/postmarked after May 1)

▶ Summer Transition Programs
- May and June Social Events
- Student Orientation

Faculty and Staff Publication Successes

The February *Guttman Focus on Research Newsletter* reported faculty and staff members publications including:

- Ria Banerjee's book chapter, "Economies of Desire: Reimagining Noir" in *They Live By Night*
- Laura Gambino's co-authored publications for Catalyst for Learning: ePortfolio Resources and Research, including "The Difference ePortfolio Makes: The Value of Integrative ePortfolio initiatives in Higher Education", "What it Takes for ePortfolio to Make a Difference: The Catalyst Framework, Student Learning & Institutional Change". AAC&U: "Putting E-Portfolios at the Center of Our Learning", "Completion, Quality, and Change: The Difference E-Portfolios Make". NILOA: "Catalyst for Learning: ePortfolio-Based Outcomes Assessment". International Journal of ePortfolio: "What a Difference Can ePortfolio Make: A Field Report from the Connect to Learning Project".
- Chet Jordan's essay "Crossing Borders: A Narrative of Social Pedagogy" in the Making Connections National Resource Center and Connect to Learning
- Alia Tyner-Mullings' book, *Enter the Alternative School*, and co-authored book, *Writing for Emerging Sociologists*
- Lori Ungemah's book chapter "Student teachers: What I learned from students in a high-poverty urban high school" in *The Poverty and Education Reader: A Call for Equity in Many Voices*
- Rebecca Walker's co-authored books *Core-Plus Mathematics: Contemporary Mathematics in Context Course 1* and *Core-Plus Mathematics: Contemporary Mathematics in Context Course 2*
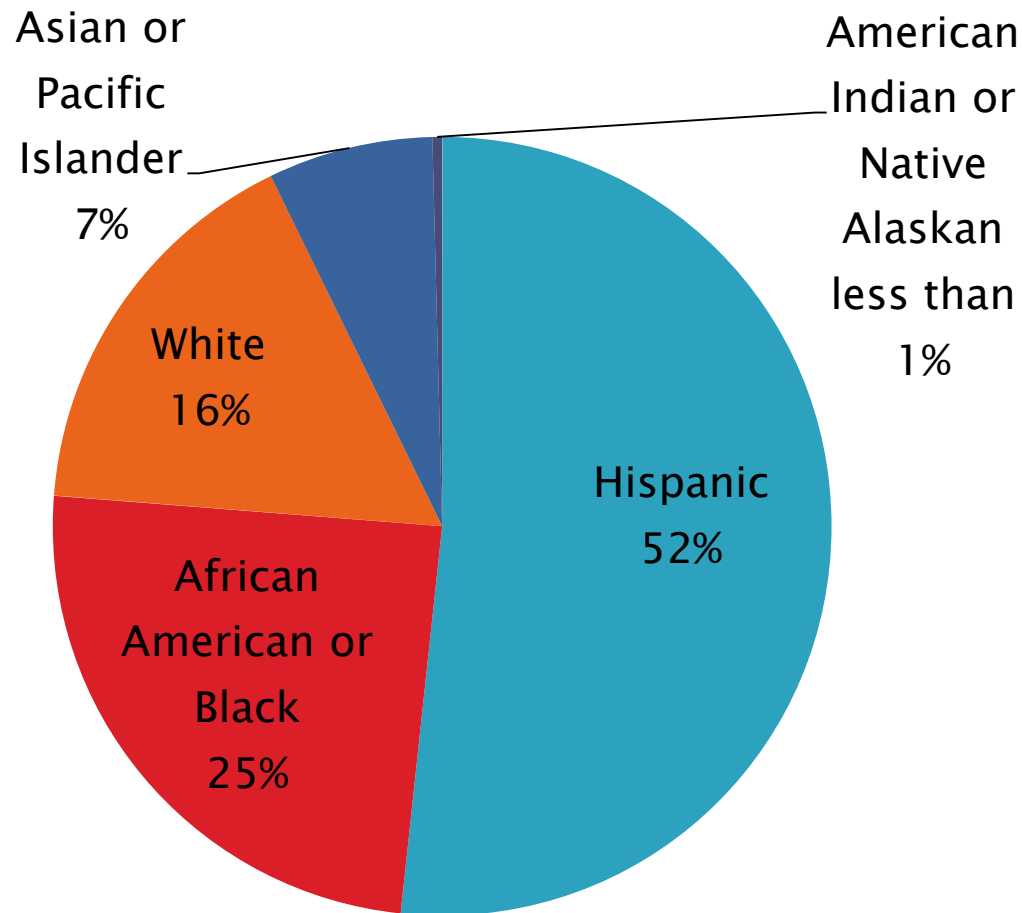
Faculty and Staff Publication Successes

The Guttman Focus on Research Newsletter reported faculty and staff members publications including:

- Ria Banerjee's book chapter, "Montage and Memory: Articulations of Literary Modernism in Alain Renais' Early Films"
- Nicola Blake's article, "Negotiating Uncommon Spaces: Fostering Common Ground in a Summer Bridge Writing Classroom"
- Carlos Burgos' book of poetry, *From Boy to IRO*
- Laura Gambino's co-authored book chapter, "Connect to Learning: Using ePortfolios in Hybrid Professional Development"
- Vee Herrington's article, "The Academic Library: Cowpath or Path to the Future"
- Rebecca Hoda-Kearse co-authored book chapter "Beyond Physical Space: Implementing a Virtual Learning Commons at an Urban Community College"
- Alia Tyner-Mullings' co-authored book *Writing for Emerging Sociologists*

STUDENT DEMOGRAPHICS (N=494)
RACE/ETHNICITY

Based on 2013 Fall I Semester
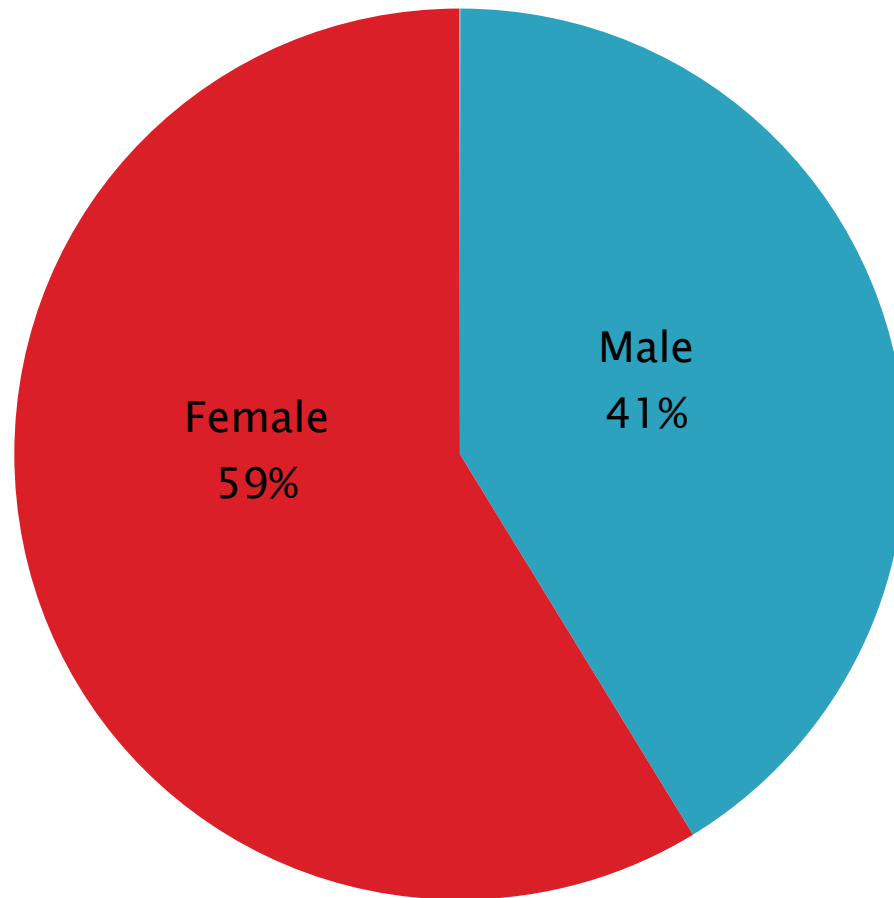
STUDENT DEMOGRAPHICS (N=494)
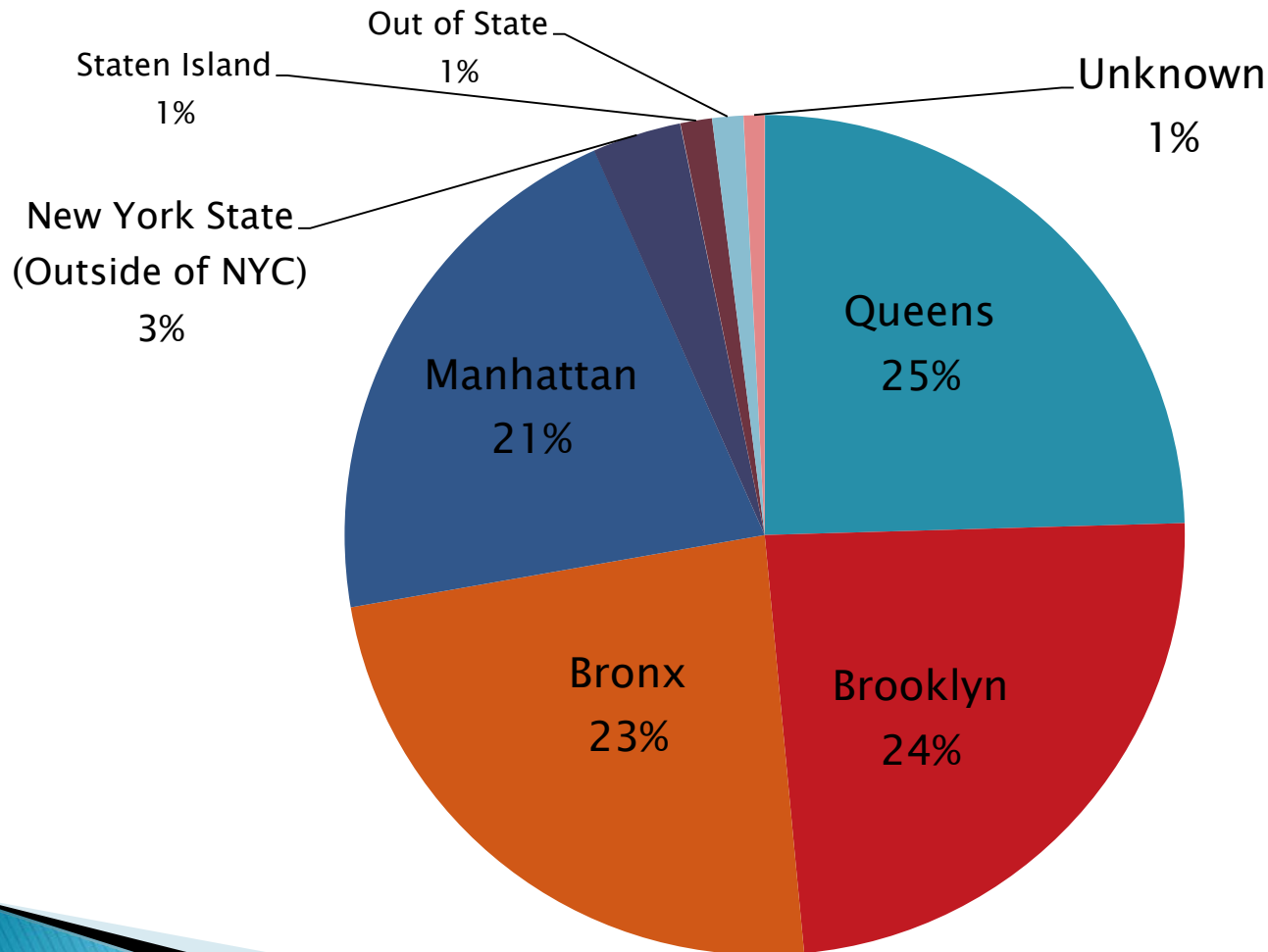# AGE

Based on 2013 Fall I Semester

25-29 yrs old
1%

23-24 yrs old
2%

30-44 yrs old
1%

20-22 yrs old
20%

Under 19 yrs old
47%

19 yrs old
29%
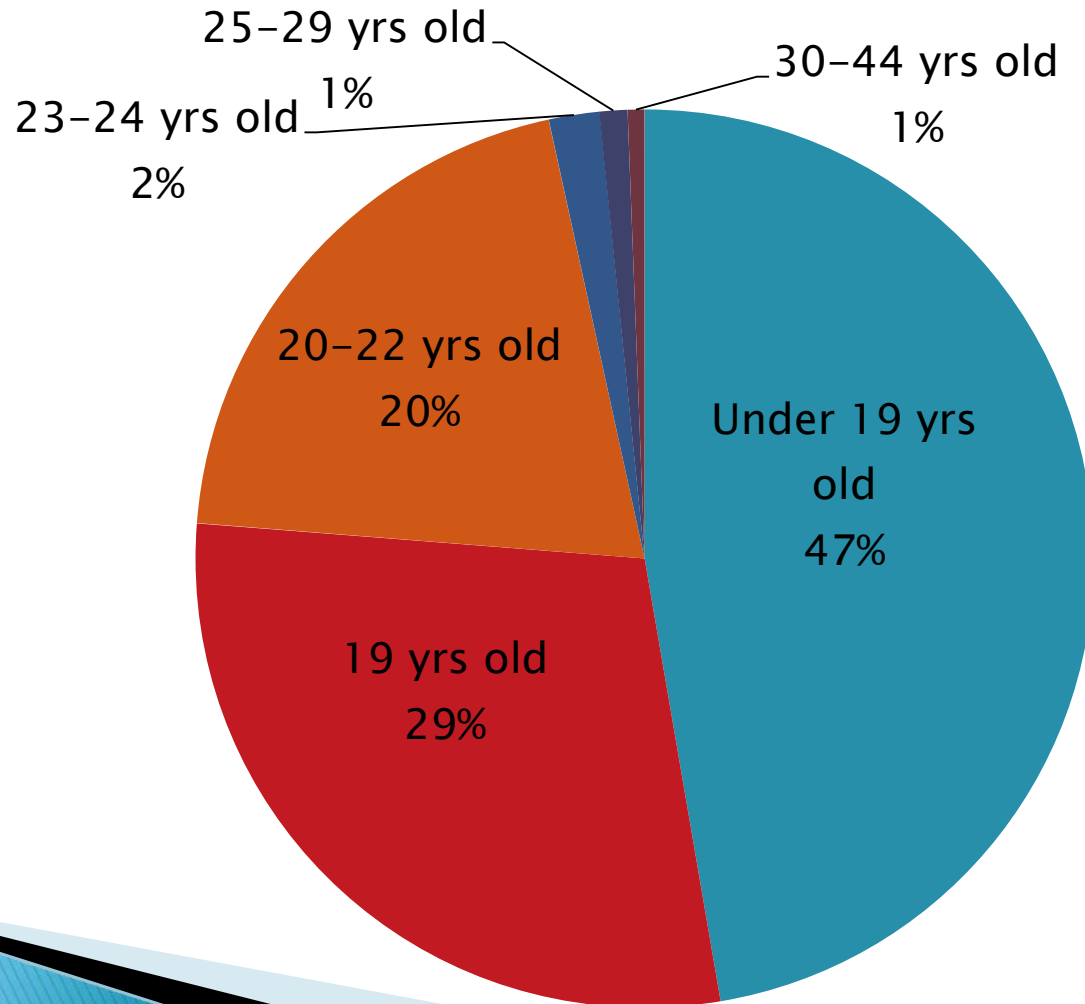
STUDENT DEMOGRAPHICS (N=494) GENDER

Based on 2013 Fall I Semester

STUDENT DEMOGRAPHICS (N=494) RESIDENCE

Based on 2013 Fall I Semester

Out of State 1%
Staten Island 1%
Unknown 1%
New York State (Outside of NYC) 3%
Manhattan 21%
Queens 25%
Bronx 23%
Brooklyn 24%

STUDENT DEMOGRAPHICS (N=494) FULL-TIME/PART-TIME STATUS

Based on 2013 Fall I Semester

PART-TIME
2%
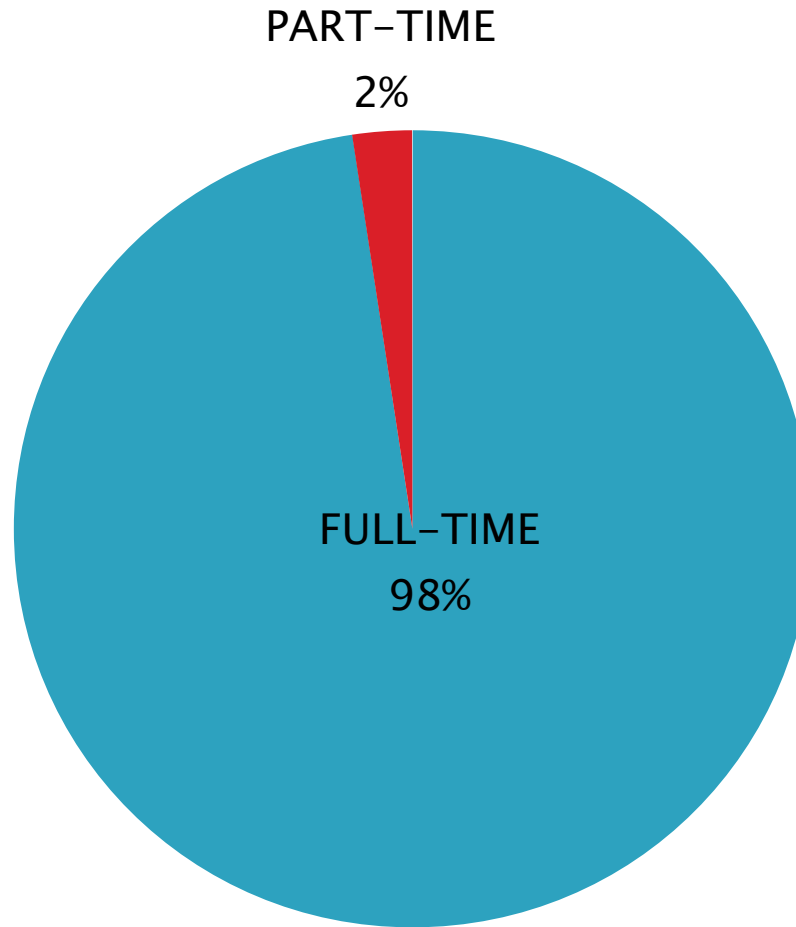
FULL-TIME
98%

100% of first-year students are full-time

STUDENT PERFORMANCE IN FALL 2013 CITY SEMINAR I (N=278)

Pie chart: Withdrew 5%, A Grades (A, A-) 21%, B Grades (B+, B, B-) 27%, C Grades (C+, C) 18%, D Grades (D) 10%, Did not pass (F or NC) 19%

City Seminar I Pass Rate (Grades A-D): Fall 2012 (N=289) 77%, Fall 2013 (N=278) 76%
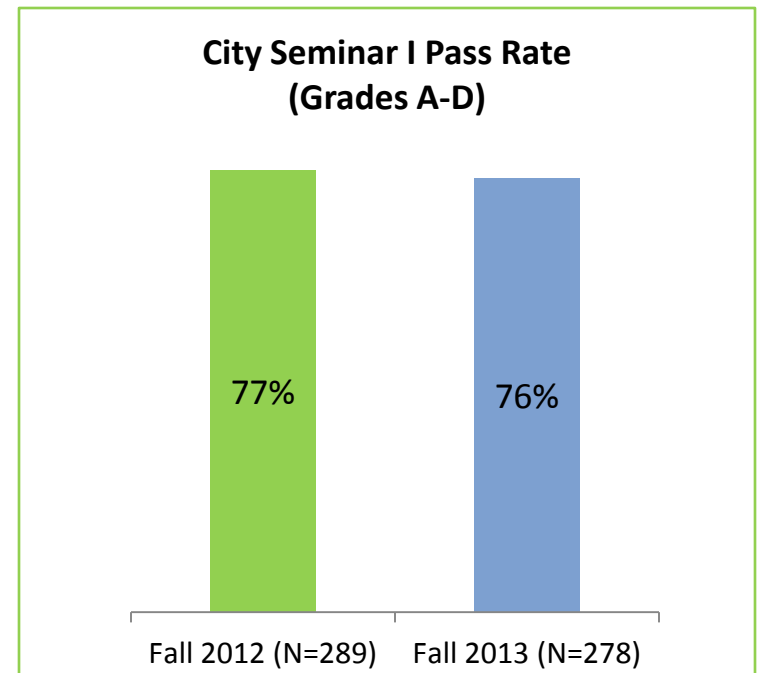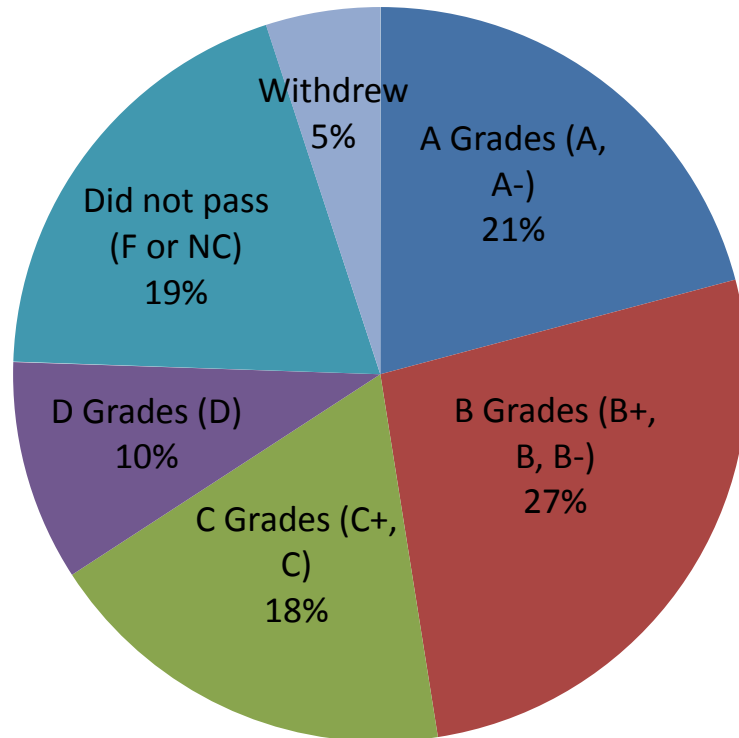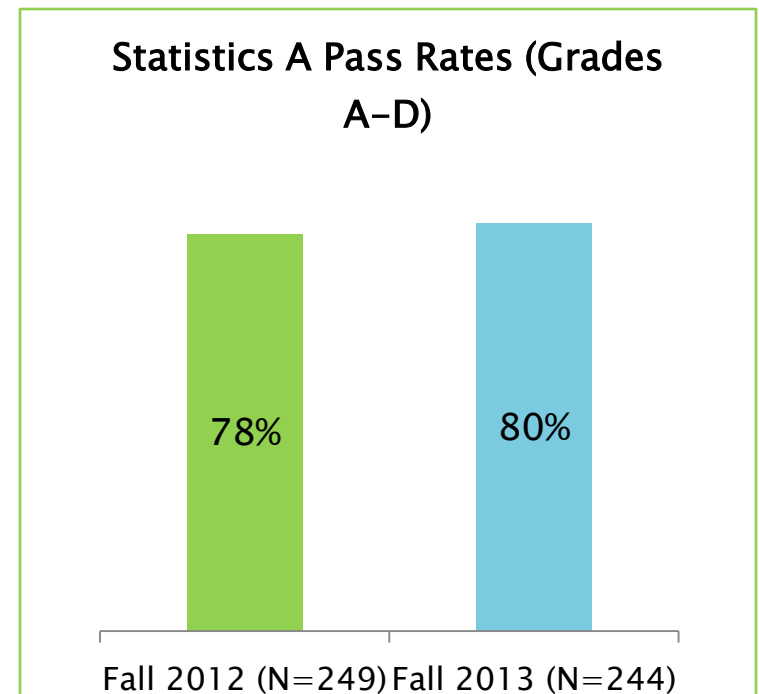
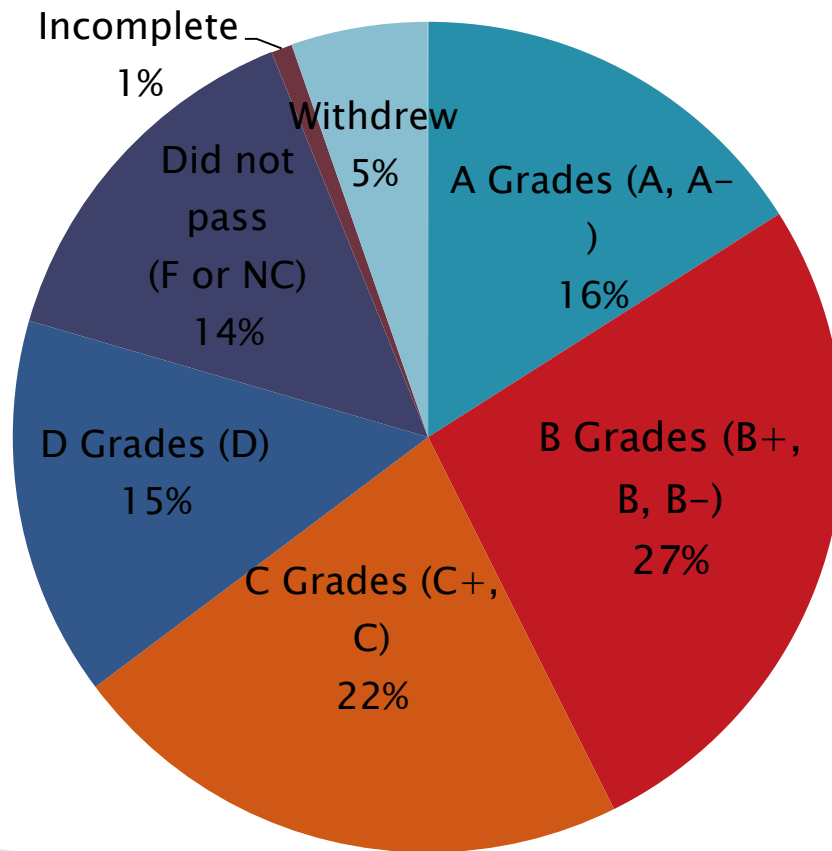# STUDENT PERFORMANCE IN FALL 2013 ETHNOGRAPHIES OF WORK I (N=278)
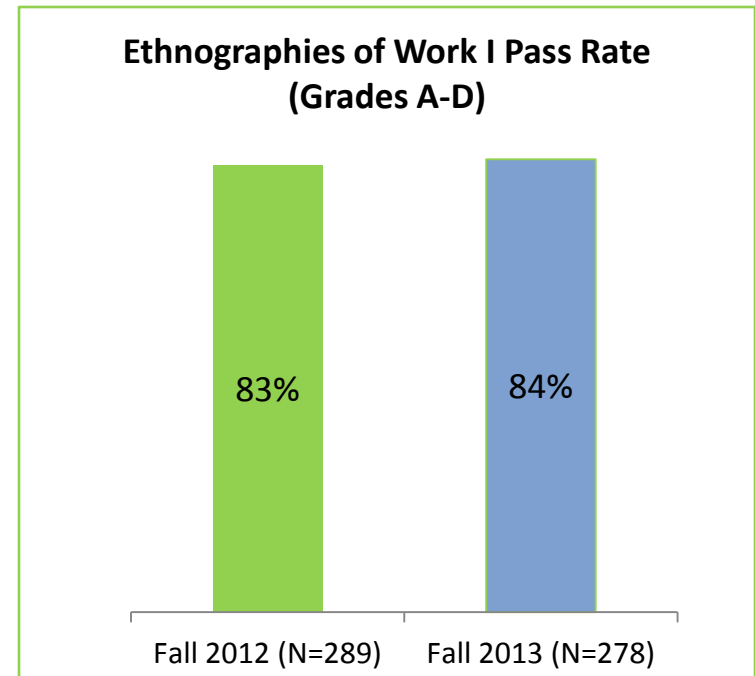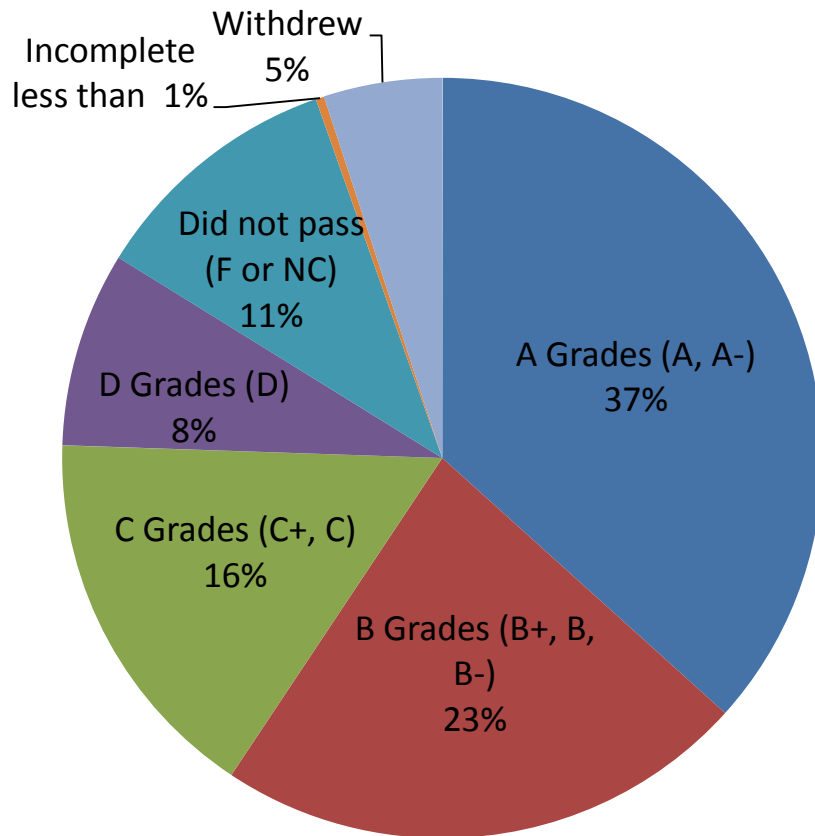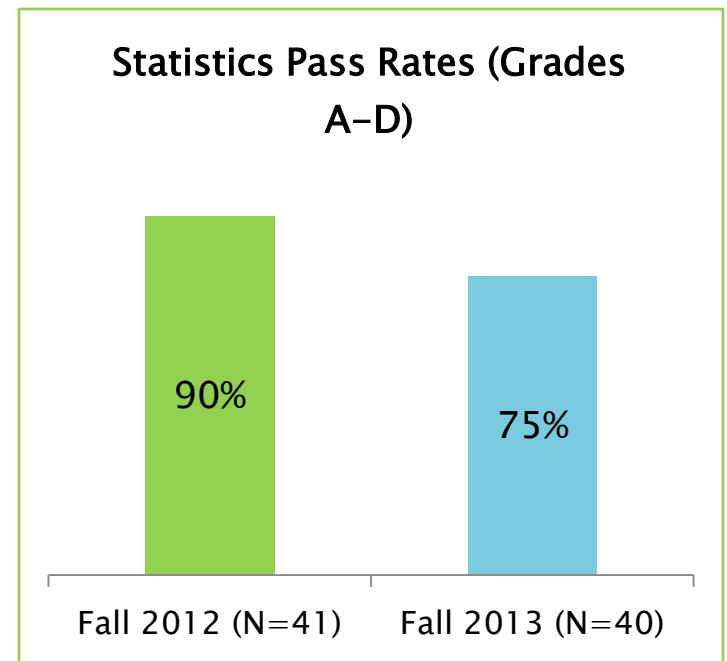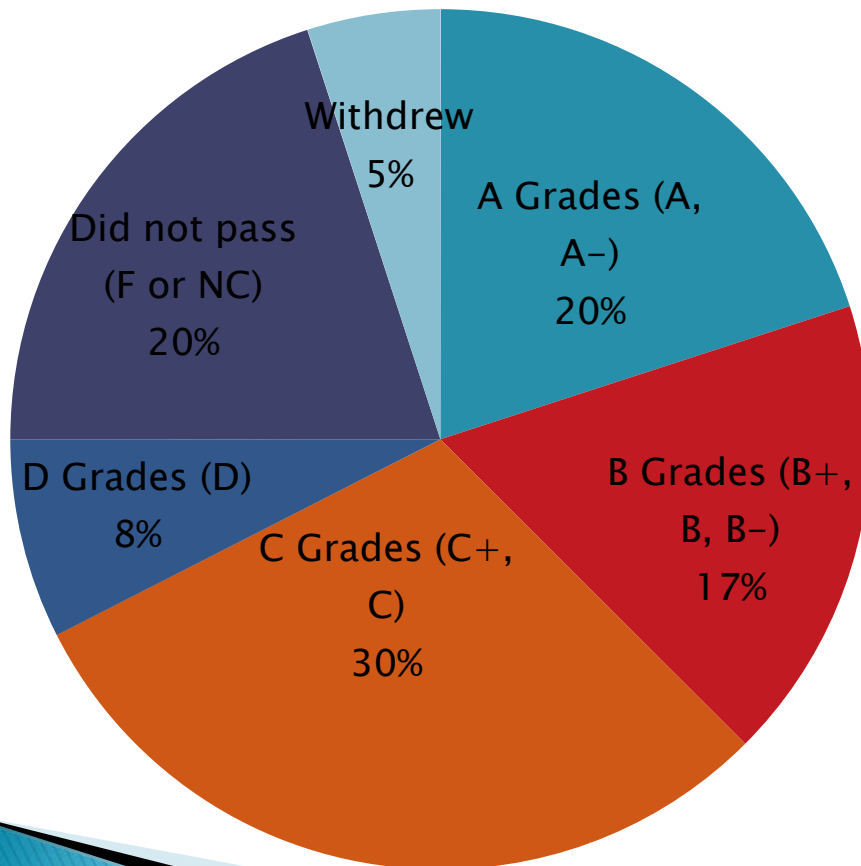
STUDENT PERFORMANCE IN FALL 2013 STATISTICS A (N=244)

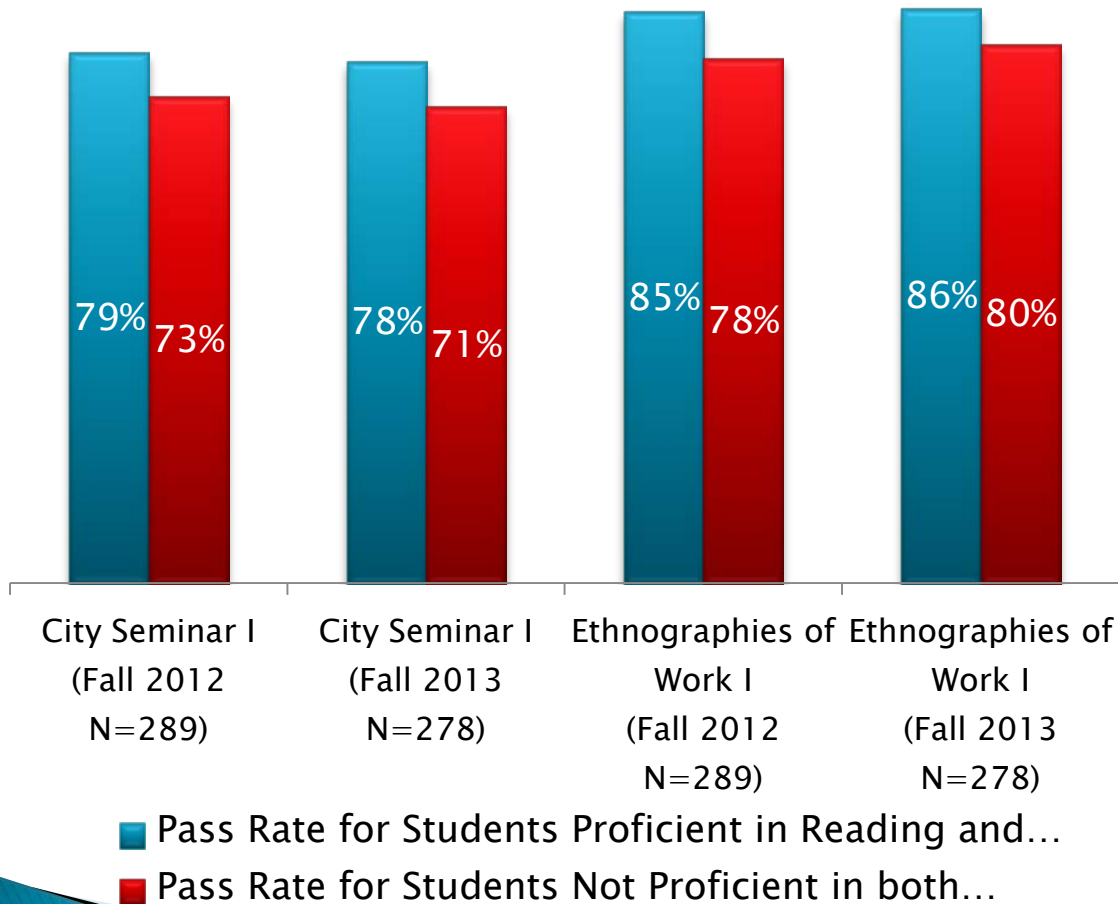*First semester of two, 12-week semester courses

STUDENT PERFORMANCE IN FALL 2013 STATISTICS (N=40)

*One semester, 12-week course for students who demonstrate math proficiency
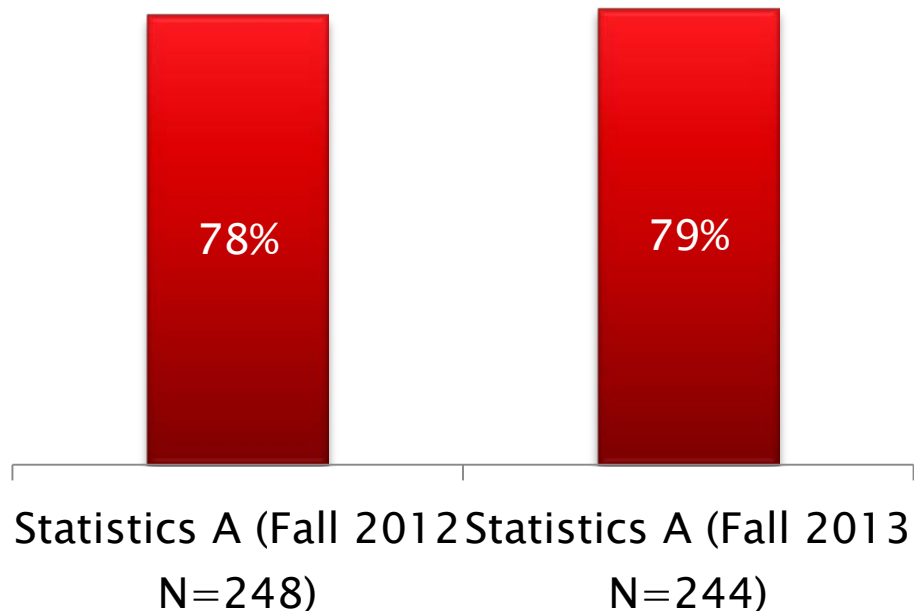
COURSE PASS RATES BY PROFICIENT STATUS AT ENTRY

Proficiency Status in Both Reading and Writing (at entry)

Fall 2012: 65% proficient
Fall 2013: 63% proficient

Chart data:

	City Seminar I (Fall 2012 N=289)	City Seminar I (Fall 2013 N=278)	Ethnographies of Work I (Fall 2012 N=289)	Ethnographies of Work I (Fall 2013 N=278)
Pass Rate for Students Proficient in Reading and…	79%	78%	85%	86%
Pass Rate for Students Not Proficient in both…	73%	71%	78%	80%

COURSE PASS RATES BY PROFICIENT STATUS AT ENTRY

First Semester of two, 12-week semester courses for students not proficient in math (at entry)

Proficiency Status in Math (at entry)

Fall 2012: 14% proficient
Fall 2013: 14% proficient

78%

79%

Statistics A (Fall 2012 N=248)

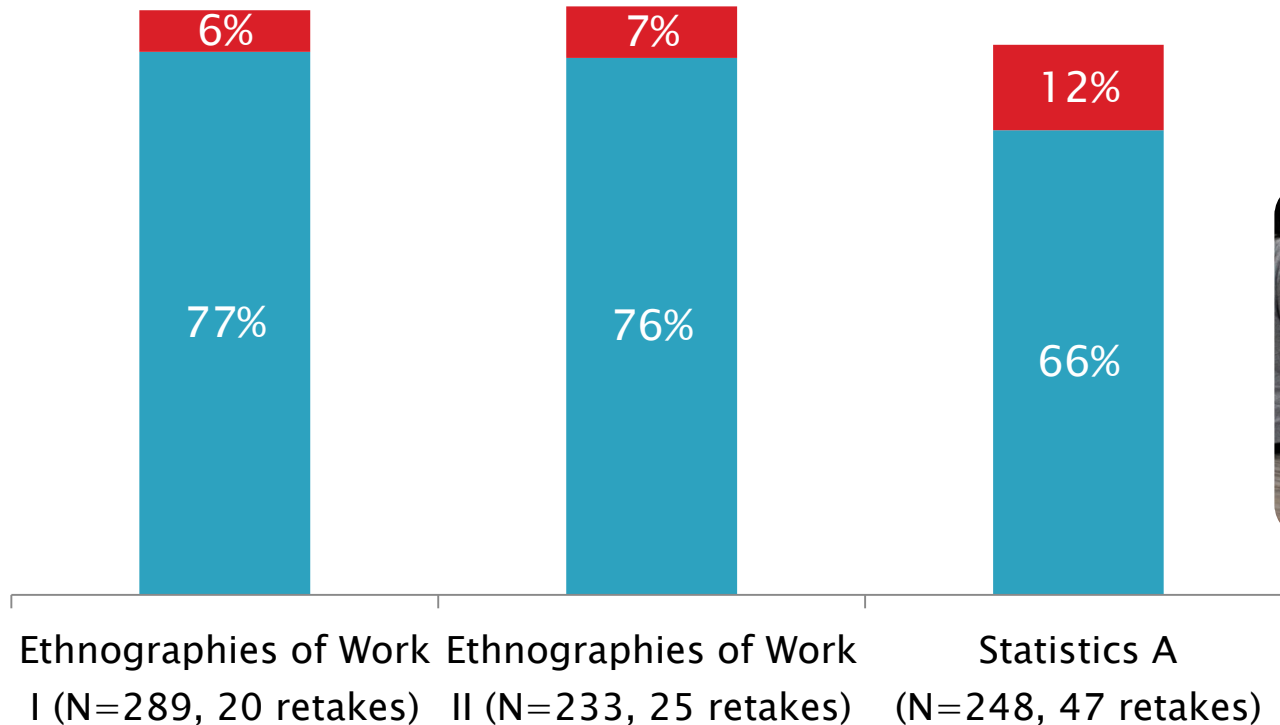Statistics A (Fall 2013 N=244)

■ Pass Rate for Students Not Proficient in…

TWO-SESSION SEMESTERS

Fall 2012 Cohort: Cumulative Percentage of Passing Grades for First Year Courses
Before and After Retakes

6%	7%	12%
77%	76%	66%
Ethnographies of Work I (N=289, 20 retakes)	Ethnographies of Work II (N=233, 25 retakes)	Statistics A (N=248, 47 retakes)

■ Pass Rate After Session 2 (6 weeks)

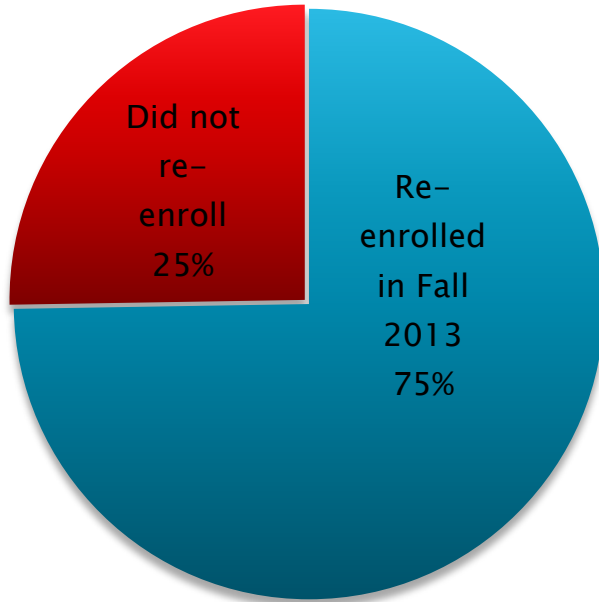# RETENTION AND ATTRITION

Fall 2012   289 first-time, full-time students
Fall 2013   216 students re-enrolled

75% one-year retention rate
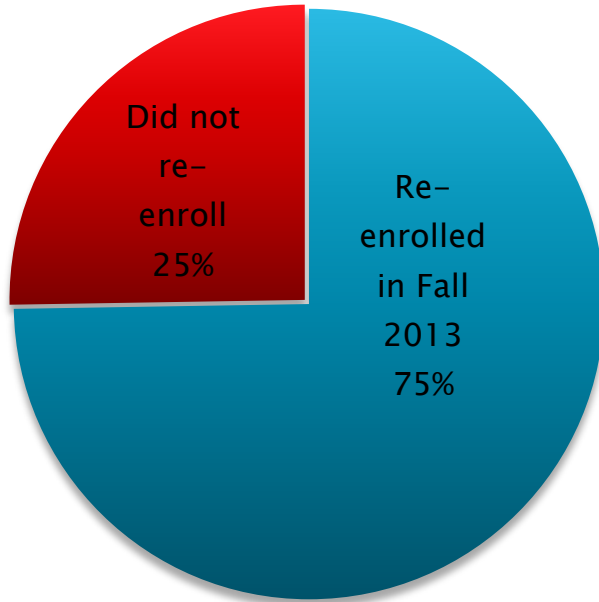
RETENTION AND ATTRITION

Fall 2012 Cohort

Did not re-enroll 25%

Re-enrolled in Fall 2013 75%

Demographics	% of Fall 2012 Students (by category) who Re-enrolled in Fall 2013
Hispanic	74%
African-American or Black	74%
White	73%
Female	80%
Male	69%
Native Language English	77%
Native Language Other than English	82%

RETENTION AND ATTRITION

Fall 2012 Cohort

2012–2013 Academic Performance	Original Fall 2012 Cohort (N=289)	Re-enrolled in Fall 2013 (N=216)	Did not Re-enroll (N=73)
Avg Cumulative GPA	2.33	2.72	1.18
Avg Degree Credits Attempted	22	24	16
Avg Degree Credits Earned	18	21	7
% Earned Credits out of Attempted Credits	82%	88%	44%
% Reading Proficient	92%	94%	85%
% Writing Proficient	91%	94%	81%
% Math Proficient	49%	59%	20%

NOEL–LEVITZ STUDENT SATISFACTION INVENTORY SURVEY RESULTS (SPRING 2013)

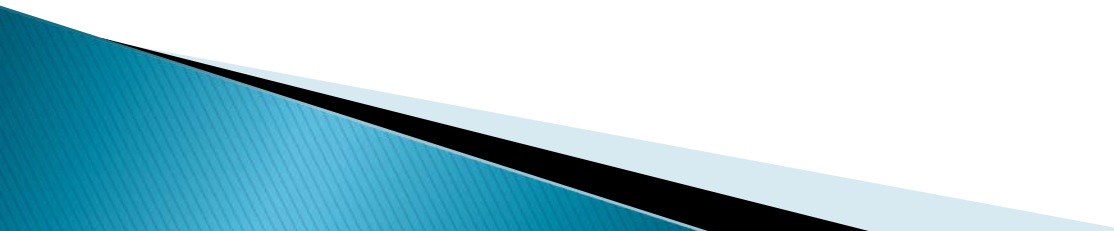| Spring 2013 Results	Campus Climate	Responsive to Diverse Populations	Safety and Security	Student Centered	Academic Advising	Campus Support Services	Concern for the Individual	Acad. Svcs.	Admiss. and Fin. Aid	Regis-tration	Service Excel-lence
GUTTMAN	*5.66*	*5.35*	*5.33*	*5.78*	*6.00*	*5.21*	*5.96*	*5.64*	*5.45*	*5.43*	*5.70*
CUNY Community College Average	4.87	5.12	4.85	4.90	4.85	4.76	4.77	4.92	4.77	5.01	4.91

STUDENT COMPLETION SUCCESSES
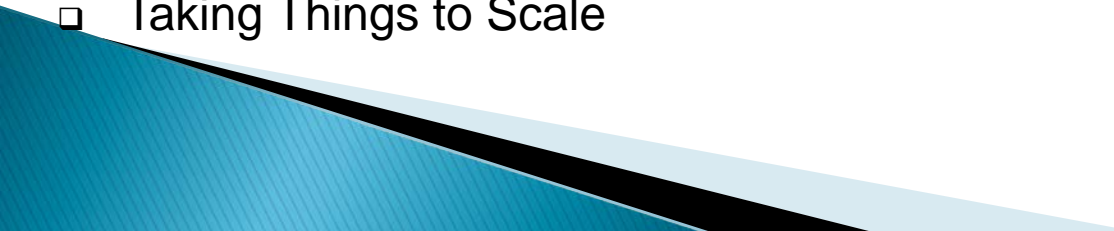
Approximately 70 students have been accepted to 4-year colleges

- Baruch, Brooklyn, City, City Tech, Hunter, John Jay, Lehman, Queens, York (CUNY)
- Fordham University
- Howard University
- LIM College (1 - $10,000 scholarship)
- Marymount Manhattan
- NJIT
- St. John's University (17 - $15,000 scholarships)
- Seton Hall
- SUNY Albany, Binghamton, Brockport, Stony Brook
- Syracuse
- Temple University
- Tennessee State University
- University of Bridgeport (1 - $13,000 scholarship)
- University of Southern California

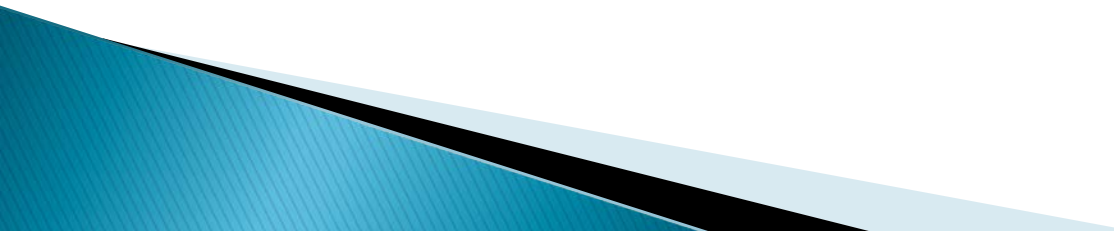# MARKERS/ TRANSPORTABLE ELEMENTS FOR GUTTMAN COMMUNITY COLLEGE

- Clear Pathways from High School and GED Programs to Guttman

- Information Sessions

- Bridge

- Integrated Developmental Education

- Full-time Enrollment in the First Year

- Learning Community
  - Including City Seminar and Ethnographies of Work

- Integration of Curriculum with Co-Curricular Activities and Experiential Education
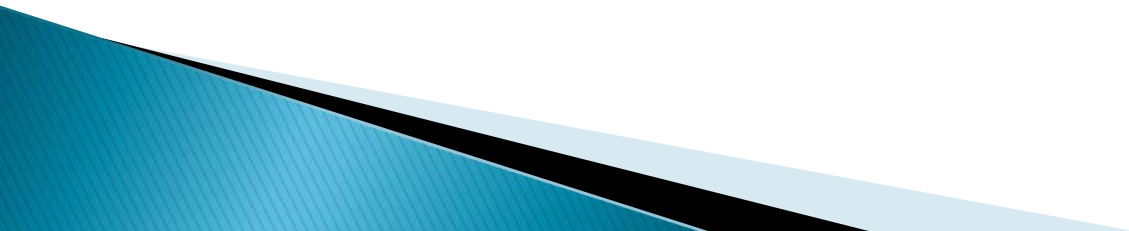
- Focus on Assessment and Evaluation

MARKERS/ TRANSPORTABLE ELEMENTS FOR GUTTMAN COMMUNITY COLLEGE

- Team Approach to Instruction
  - Faculty Across Disciplines
  - Advisors and Mentors on the Teams
  - Librarians Integral to Curriculum Development

- Centered on Student Learning
  - Student Learning Outcomes and Assessment via Electronic Portfolio

- IT Central to the Work
  - Electronic Resource
  - Library
  - E-Port

- Integration of School with Work (preparatory to work)

- Focus on Both: Getting a Job and Finishing a Baccalaureate Degree

- Peer Mentors

- Centered on the City

- Taking Things to Scale

Some Guiding Principles:

- High Expectations

- Involvement

- Assessment and Feedback

- Collaboration

- Transparency

- Do the Work Differently

- Celebrate our Students

Back to Basics

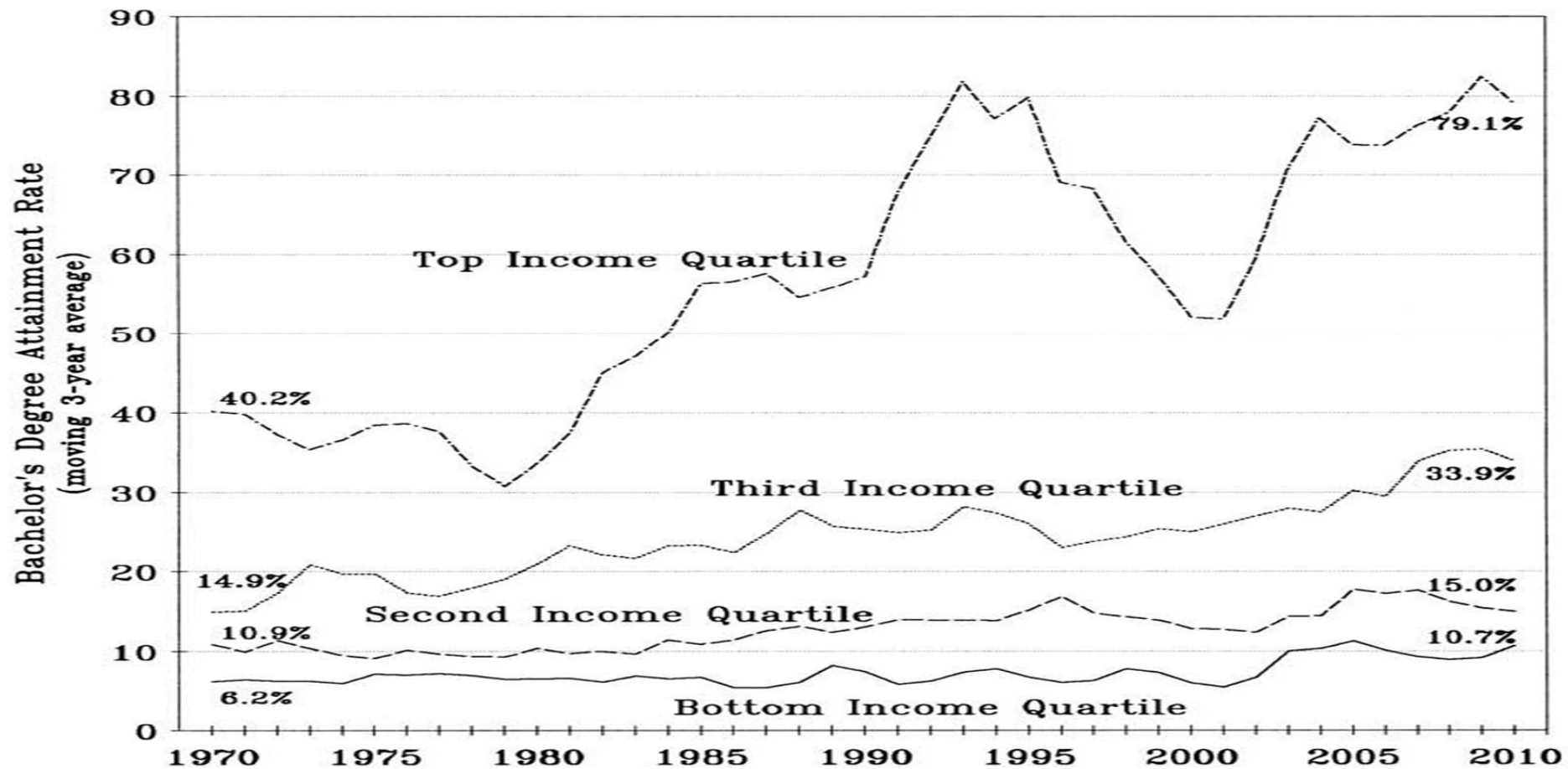$$B=f\ (P,E)$$

THOMAS MORTENSON

Family Income is Really Important

Estimated Baccalaureate Degree Attainment
by Age 24 by Family Income Quartile
1970 to 2010

CATALYST PAPER

Full Participation: Building the Architecture for Diversity and Public Engagement in Higher Education

Sturm, S., Eatman, T., Saltmarsh, J., & Bush, A. (2011). *Full participation: Building the architecture for diversity and public engagement in higher education* (White paper). Columbia University Law School: Center for Institutional and Social Change.

Full Participation:

1. Increasing student access and success, particularly for underrepresented, first-generation, and low-income students;

2. Diversifying higher education faculties, often with separate projects for hiring, retention, and climate;

3. Promoting community, civic, or public engagement for students; and,

4. Increasing support for faculty's public or engaged scholarship.

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Often, the kind of change occurring on campus aimed at addressing diversity, inclusion, retention, college completion, improving teaching and learning, or community engagement (Saltmarsh, Hartley, & Clayton, 2009) is associated with what Larry Cuban (1988) has described as "first-order change," which aims to improve "the efficiency and effectiveness of what is done...to make what already exists more efficient and more effective, without disturbing the basic organizational features, [and] without substantially altering the ways in which [faculty and students] perform their roles" (p. 341). First-order changes do not address the core culture of the institution. They do not get at the institutional architecture. They do not require what Eckel, Hill, and Green (1998) refer to as changes that "alter the culture of the institution," those which require "major shifts in an institution's culture – the common set of beliefs and values that creates a shared interpretation and understanding of events and actions" (p. 3).

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"Second-order changes introduce new goals, structures, and roles that transform familiar ways of doing things into new ways of solving persistent problems" (p. 341). Second-order changes are associated with transformational change, which "(1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; (2) is deep and pervasive, affecting the whole institution; (3) is intentional; and (4) occurs over time" (Eckel, Hill, & Green, 1998, p. 3). Most importantly, for these efforts to be transformative, there needs to be integration of change efforts focused on cultural change: "Institution-wide patterns of perceiving, thinking, and feeling; shared understandings; collective assumptions; and common interpretive frameworks are the ingredients of this 'invisible glue' called institutional culture" (p. 3). An architectural approach is aimed at culture change that creates more welcoming environments that respond more fully to the needs of diverse students, faculty, and staff, allowing campuses to more fully achieve their public mission.

CATALYST PAPER

An architecture of full participation thus results from a long-term yet urgent "campaign" animated by a shared vision, guided by institutional mindfulness, and sustained by an ongoing collaboration among leaders at many levels of the institution and community. The process of building this architecture will better equip higher education institutions to make good on their stated commitments to diversity, publicly engaged scholarship, and student success. It will also cultivate vibrant and dynamic communities that build multi-generational knowledge and leadership capacity, in collaboration with communities, to revitalize communities and democratic institutions.
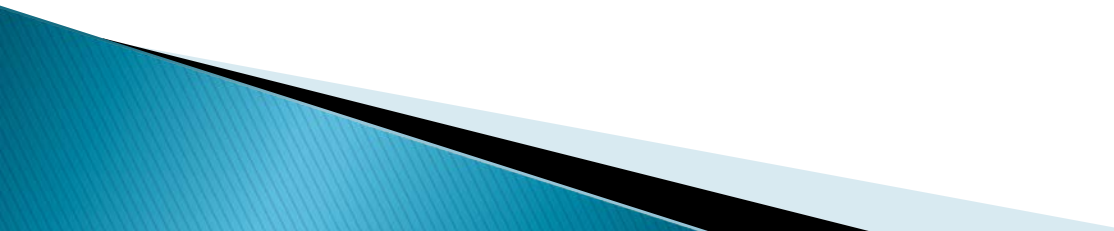
GUIDELINES FOR STUDENT SUCCESS
TERRY O'BANION, MARCH 2014

1. Every student will make a significant connection with another person at the college as soon as possible.

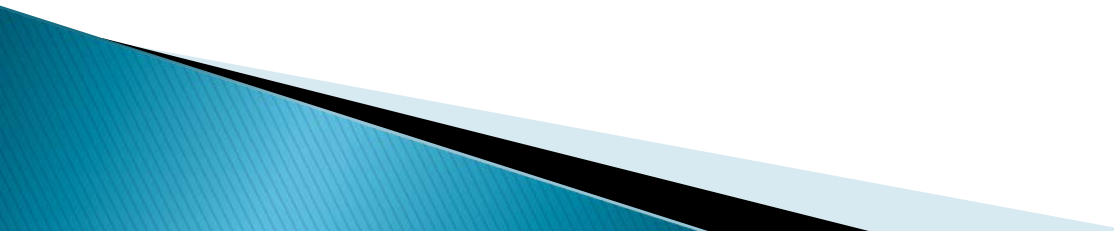# GUIDELINES FOR STUDENT SUCCESS
TERRY O'BANION, MARCH 2014

2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory.
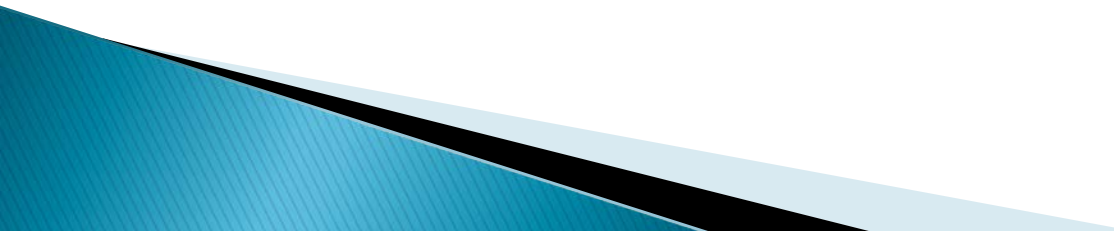
3. Every student will be placed in a "program of study" from day one; undecided students will be placed in a mandatory "program of study" designed to help them decide.

GUIDELINES FOR STUDENT SUCCESS
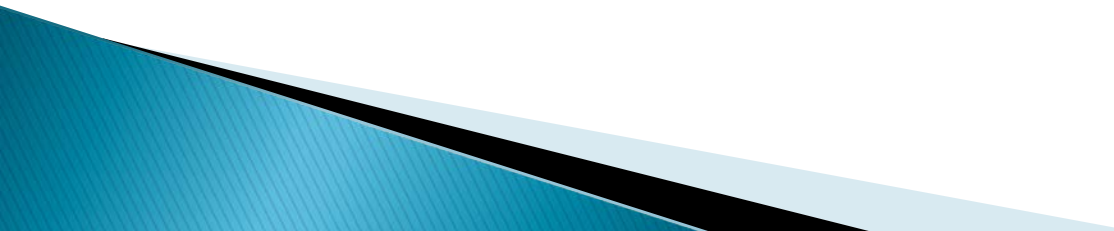## TERRY O'BANION, MARCH 2014

4. Every student who enrolls to pursue a certificate, degree, or who plans to transfer will work with college personnel to create a student success pathway – a roadmap to completion.

GUIDELINES FOR STUDENT SUCCESS
TERRY O'BANION, MARCH 2014

5. Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.

6. Students will engage in courses and experiences designated to broaden and deepen their learning.

HOW TO TRANSFORM COMMUNITY COLLEGES FOR STUDENT SUCCESS
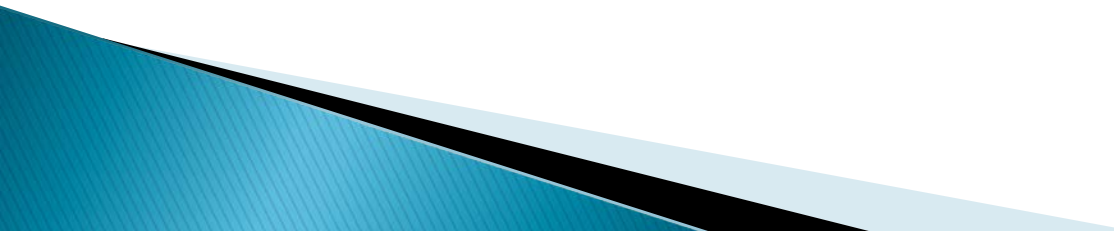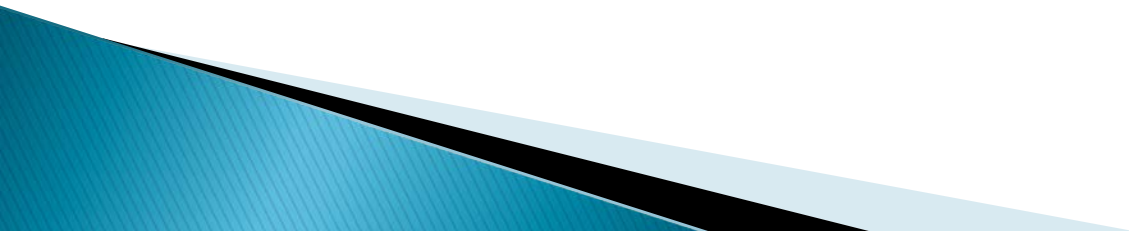
BYRON McCLENNEY, 2014

1. Evaluate interventions and practices
2. Recruit a diverse group of administrators, faculty, and staff
3. Make choices of appropriate technology to enhance teaching and learning
4. Foster data-informed decision making
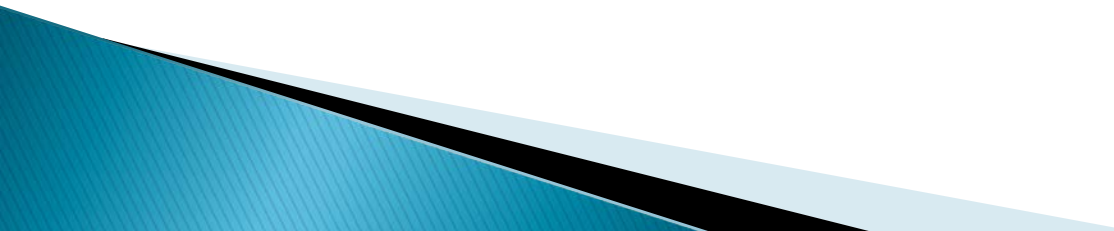5. Implement high impact practices at scale

Figure 3. Framework of Institutional Responses Needed to Move Community Colleges Ahead

Move From	Move To
A focus on student access	A focus on access and student success
Fragmented course-taking	Clear, coherent educational pathways
Low rates of student success	High rates of student success
Tolerance of achievement gaps	Commitment to eradicating achievement gaps
A culture of anecdote	A culture of evidence
Individual faculty prerogative	Collective responsibility for student success
A culture of isolation	A culture of collaboration
Emphasis on boutique programs	Effective education at scale
A focus on teaching	A focus on learning
Information infrastructure as management support	Information infrastructure as learning analytics
Funding tied to enrollment	Funding tied to enrollment, institutional performance, and student success

Reclaiming the American Dream: A Report from the 21st–Century Commission on the Future of Community Colleges; AACC, 2012

What's Next

BUILDING OUR MODEL:

- ❏ Continue to Focus on the First Year

- ❏ What about Continuing Students?

- ❏ Build on Strengths

- ❏ Centered on Student Learning

- ❏ Celebrate our Early College

Commencement

August 27th, 2014
John Jay

Conversations

with

President Evenbeck

DISCUSSION

Thank You