

Transitioning to Learning Organizations

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Scott E. Evenbeck, Ph.D.

Stella & Charles

Guttman Community College

Contact Information

Scott E. Evenbeck
President
Stella and Charles Guttman
Community College
Scott.evenbeck@guttman.cuny.edu
50 West 40th Street
New York, NY 10018
646-313-8020 Tel
212-221-2396 Fax



STELLA AND CHARLES
GUTTMAN
COMMUNITY COLLEGE

Outline

- Advice from Norton Grubb
- An introduction to Guttman
- Advice from Gina Garcia
- What happens to focus as a Learning Organization

List of Ten Precepts for a New Community College

W. Norton Grubb

- Mission. This college ought to start with the core of the community college, [which is] its academic and vocational preparation for traditional-aged students. Noncredit programs should be structured within credit courses, rather than maintaining them as a separate domain.

- Instruction. A college should strive for constructivist or balanced approaches that include innovative and student-centered approaches.

- Basic-Skills Remediation and English as a Second Language. These initiatives should follow constructivist, never remedial, approaches. These subjects could often be taught in the context of other courses.

- **Clear Pathways to Completion.** The college should create clear trajectories for students to completion instead of providing a multitude of offerings students must negotiate. This may require reducing the number of majors.

- The college should implement a developmental approach to guidance and counseling - an approach that is coherent rather than fragmented.

- The college should confront the work-family-schooling dilemma that causes many students to drop out if, and when, their careful balance is upset.

- The college should recognize the difficult history of Latino and African American college students and should help these students be more successful in the classroom through culturally relevant pedagogy. The college should not ignore race-specific practices.

- The college should develop a system of planning with the local employer community to help create linkages to employment.

- The college should offer internships, work placements, and service-learning opportunities to balance in-class and experiential learning.

- The governance of the college should be based on softening the boundaries between administrators and faculty with faculty participation in all important decisions.

An Introduction to Guttman

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.

Equity Statement

Guttman Community College strives to create an equitable community in which all students, faculty and staff regardless of their identity can work, learn and grow to their maximum potential. While we are a Minority Serving Institution, we recognize that building an equitable, diverse, and inclusive campus is not just about demographics.

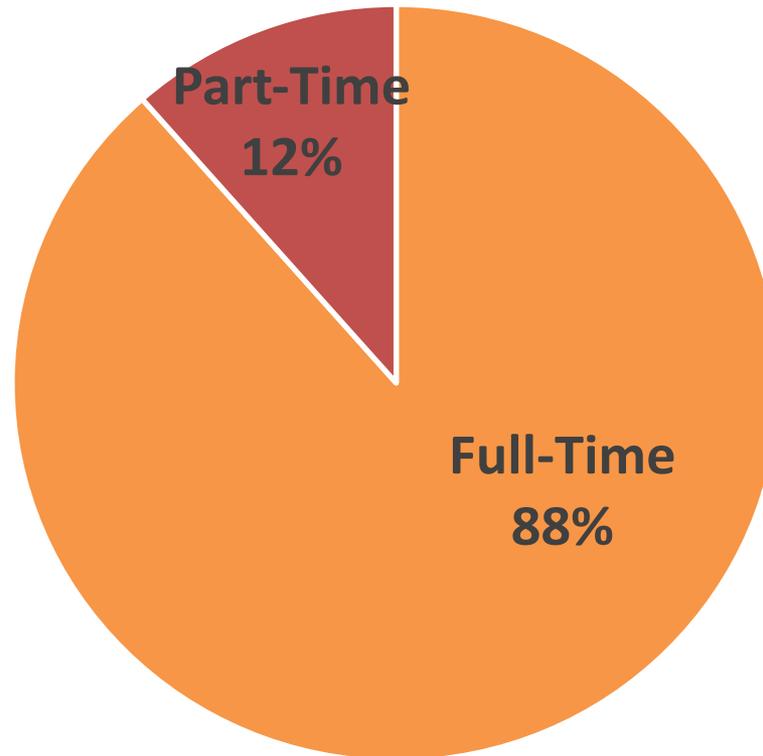
Equity is different from equality, requiring that Guttman create and sustain an atmosphere in which all members feel valued and appreciated; where meaningful interaction among groups is commonplace; and where individual barriers to success, whether through institutional policy, or practice, are identified and dismantled.

Guttman is committed to becoming a model in which all community members are considered in the curriculum, in leadership, and in the issues we interrogate. In a truly evolving community like Guttman, the work of equity, diversity and inclusion is an on-going process that encourages individuals to bring their full authentic selves to the academic space, thereby enriching the educational environment.

The Students

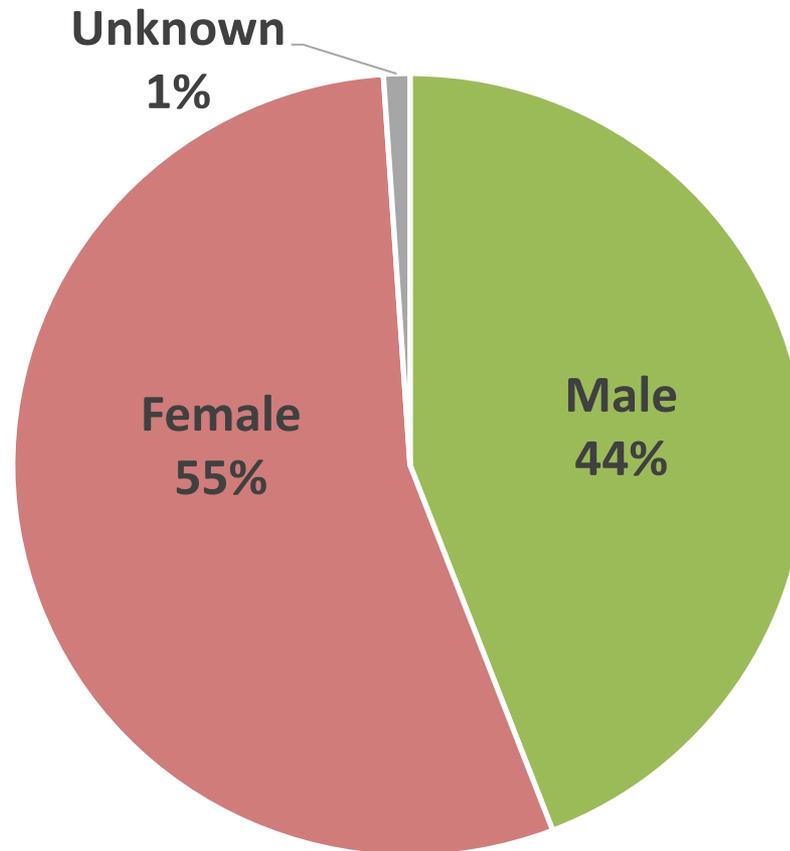
FALL 2019 STUDENT DEMOGRAPHICS (N=1,026)

FULL-TIME/PART-TIME STATUS



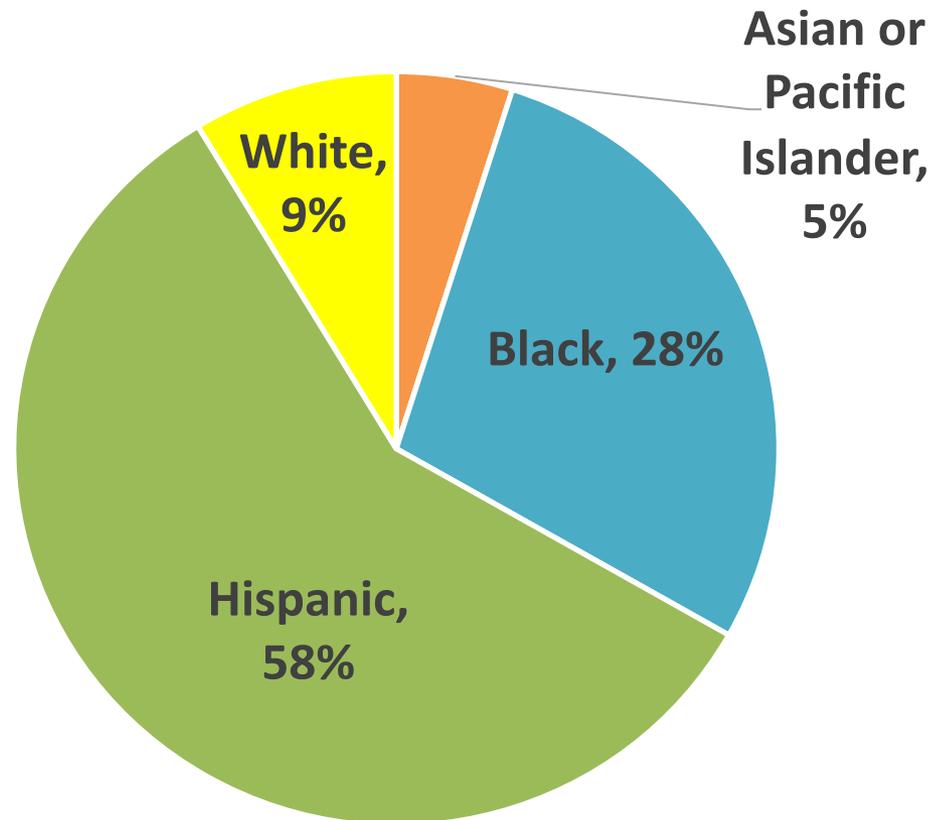
FALL 2019 STUDENT DEMOGRAPHICS (N=1,026)

GENDER



FALL 2018 STUDENT DEMOGRAPHICS (N=962)

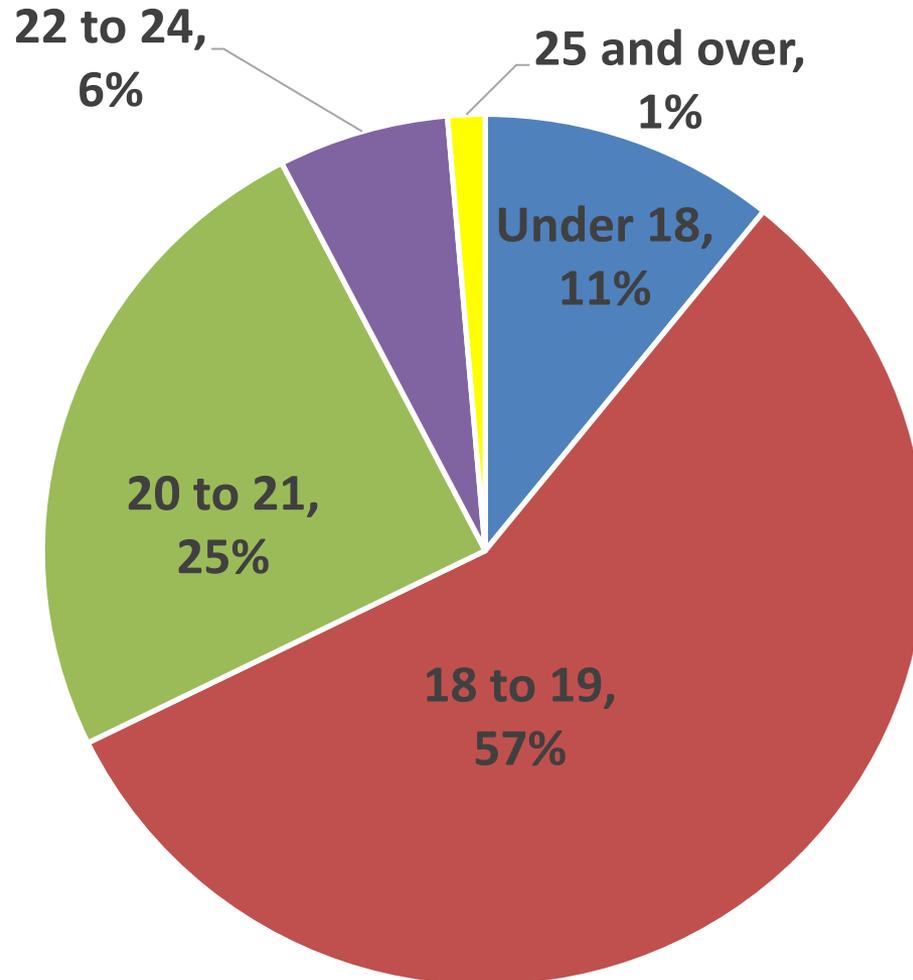
RACE/ETHNICITY



Fall 2019 student ethnicity/race data not yet available

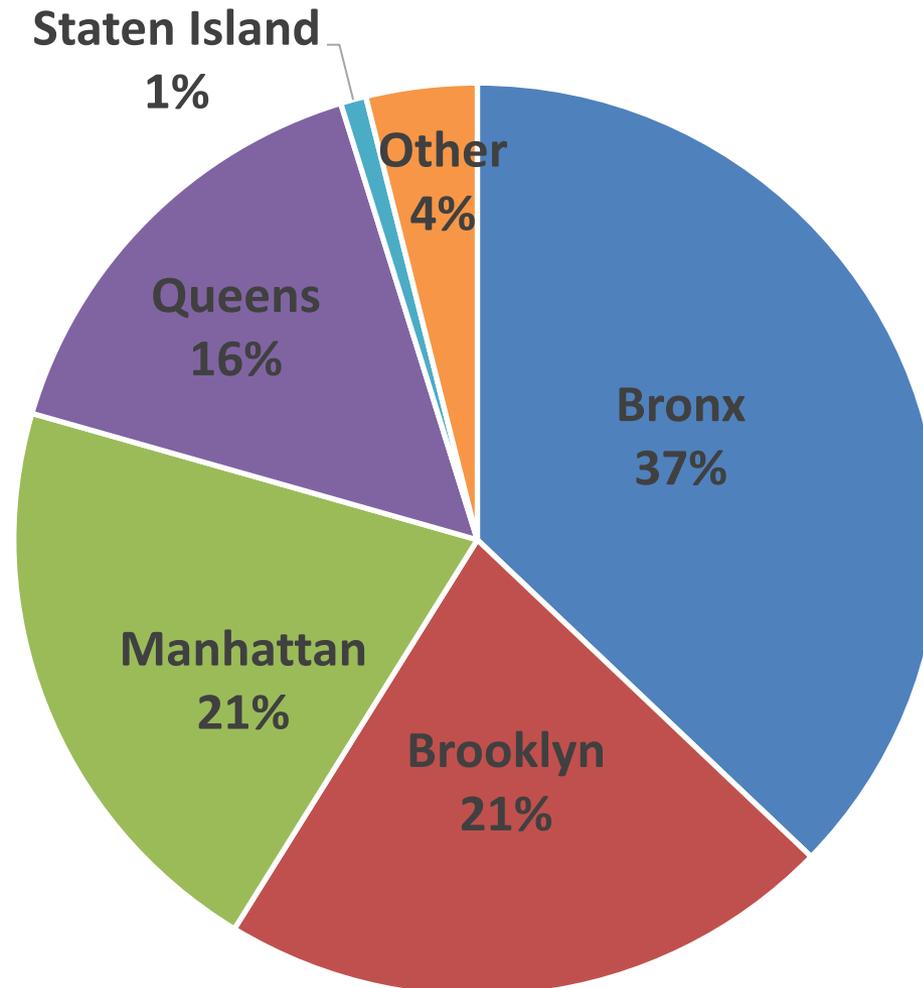
FALL 2019 STUDENT DEMOGRAPHICS (N=1,026)

AGE



FALL 2019 STUDENT DEMOGRAPHICS (N=1,026)

RESIDENCE



Preliminary Fall 2019

STELLA AND CHARLES GUTTMAN COMMUNITY COLLEGE

Overview

- First CUNY community college in 40 years
- Opened in August 2012
- Located in midtown Manhattan overlooking Bryant Park and the New York Public Library
- Integrates curriculum with co-curricular activities and experiential education

Fall 2019 Entering Students

- 100% of freshmen are full-time
- 55% female and 45% male
- Students from all boroughs
Bronx (48%), Brooklyn (20%),
Manhattan (15%), Queens (11%),
Staten Island (1%), and Other (4%)
- Diverse student body (Fall 2018)
Hispanic (59%), African American (28%),
White (7%), Asian/Pacific Islander (5%)

Fall 2019 All Students

- 88% of all students are full-time
- 55% female and 44% male
- Students from all boroughs
Bronx (37%), Manhattan (21%),
Brooklyn (21%), Queens (16%),
Staten Island (1%), and Other (4%)
- Diverse student body (Fall 2018)
Hispanic (58%), African American (28%),
White (9%), Asian/Pacific Islander (5%)

STELLA AND CHARLES GUTTMAN COMMUNITY COLLEGE

Enrollment

Fall 2015: 824
Fall 2016: 995
Fall 2017: 1,066
Fall 2018: 955
Fall 2019: 1,026*

Tuition & Financial Aid

2018-2019 Tuition and Fees: \$5,194
Fall 2018 Students Awarded Pell: 67%

3-Year Graduation Rates

Fall 2012 cohort: 49%
Fall 2013 cohort: 44%
Fall 2014 cohort: 46%
Fall 2015 cohort: 43%
Fall 2016 cohort: 40%*

Student Characteristics

Fall 2019 First Generation: 59%*
Fall 2019 Students w/ Disabilities: 26%*

Fall to Fall 1-Year Retention Rates

Fall 2014 cohort: 73%
Fall 2015 cohort: 70%
Fall 2016 cohort: 67%
Fall 2017 cohort: 63%
Fall 2018 cohort: 68%*

Fall to Spring Retention Rates

Fall 2014 cohort: 90%
Fall 2015 cohort: 88%
Fall 2016 cohort: 90%
Fall 2017 cohort: 88%
Fall 2018 cohort: 88%

*Preliminary

Attributes reported for degree-seeking students

Serving the Students

Transportable Elements

- ❑ **Clear Pathways from High School and GED Programs to GCC**
- ❑ **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**

Transportable Elements

- ❑ 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

Weekly Team Meetings Fall I 2019

HOUSE	LEADERS	MEETING (Day and time)	ROOM	THEME
1	Kristina Baines	Fridays 1-2:30	October 4,11,18 RM 207q October 25 RM 006 November 1, 8, 15, 22, 29 RM 401 December 6, 13, 20 RM 006	Food Justice
2	James Rodriguez	Thursdays 11:30-1	207q	Gentrification
3	Tara Bahl	Wednesdays 3-4:30	207q	Issues and Inequality in Urban Schools
4	James Mellis	Thursdays 11-12:30	9/19 401 Room TBD weekly	Food and Food Scarcity
5	Marla Sole	Mondays 1:15-2:45	RM 007 11/18 Pres. Con. Rm	Incarceration
6	Forest Fisher	Wednesdays 1:30-3	RM 404 10/14 Rm 207q	Gentrification
Retake	Dan Collins	Wednesdays 11:30-1	Presidents conference room	City Seminar I theme is loneliness City Seminar II theme is water

A Photo Album

Guttman Faculty & Staff



SGA 2019 Convocation





Advice From Gina Ann Garcia

Becoming Hispanic- Serving Institutions

- Gina Ann Garcia

Curriculum and Programs that

- Teach students how to resist and be activists
- Teach students about their histories as racial, cultural, indigenous, colonized people
- Teach students about intersectional identities and ways of knowing
- Teach students about systems of oppression and give them the tools for disrupting these systems
- Encourage students to become civically engaged in their communities
- Enhance students' understanding of themselves and others as minoritized beings
- Are available to all students

Faculty who

- Look like the students
- Are conscious of issues facing minoritized communities
- Go through diversity and inclusion training
- Are allies to the LGBT community and undocumented students
- Understand that students are more than just a test score
- Understand the diverse communities that students come from
- Care about serving minoritized students

Administrators who

- Look like the students
- Are conscious of issues facing minoritized communities
- Go through diversity and inclusion training
- Are allies to the LGBT community and undocumented students
- Understand that students are more than just a test score
- Understand the communities that students come from
- Support and work with faculty and staff
- Support the institution as an HSI

Reframing Practice at HSIs

1. Provide curricula and programs that are grounded in justice and equity
2. Hire faculty, staff, and administrators committed to justice and liberation
3. Value and embrace nondominant input, process, and outcome variables
4. Reinforce bilingualism and the preservation of the Spanish language
5. Provide high-touch practices for students, including advising and experiential learning
6. Provide students with a diverse financial aid package

Aspirations / Practices as a Learning Organization

All Engaged

- All Campus meetings

How we use our time

- Instructional Team meeting

Assessment

- SAGE
- Assessment Days – Data Driven

Discussion