



Guttman Community College: Striving to Increase Equity and Driving Economic and Social Mobility

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Chicago, IL

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

Abstract

The City University of New York (CUNY) launched the New Community College in 2012. The College was named Stella and Charles Guttman Community College in 2013 in recognition of an endowment awarded to CUNY to support the college and for creation of a program of transfer scholarships by the Stella and Charles Guttman Foundation.

The College had the advantage of starting afresh, drawing on research and delineation of best policies and practices in serving community college students.

Student outcomes are excellent, and the College is now reviewing its work in order to strengthen support for its students. An overarching theme for the College is equity.

Outline

- CUNY
- The College
- The Students
- Serving the Students
- Striving for Equity
- Engaging Students



CUNY

PUBLIC COLLEGE SOCIAL MOBILITY RANKINGS

The City University of New York dominated the Chronicle of Higher Education's rankings of public U.S. campuses with the greatest success in lifting low-income students into the middle class. CUNY held nine of the top 15 spots on the senior college list and two of the top five spots on the community college list.









The College

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.

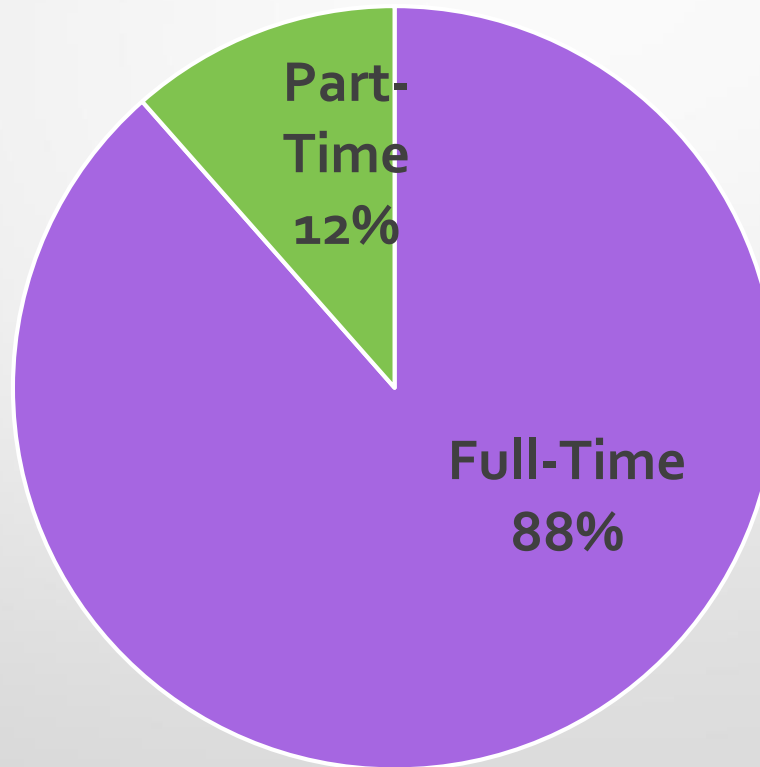
Guttman is committed to becoming a model in which all community members are considered in the curriculum, in leadership, and in the issues we interrogate. In a truly evolving community like Guttman, the work of equity, diversity and inclusion is an on-going process that encourages individuals to bring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



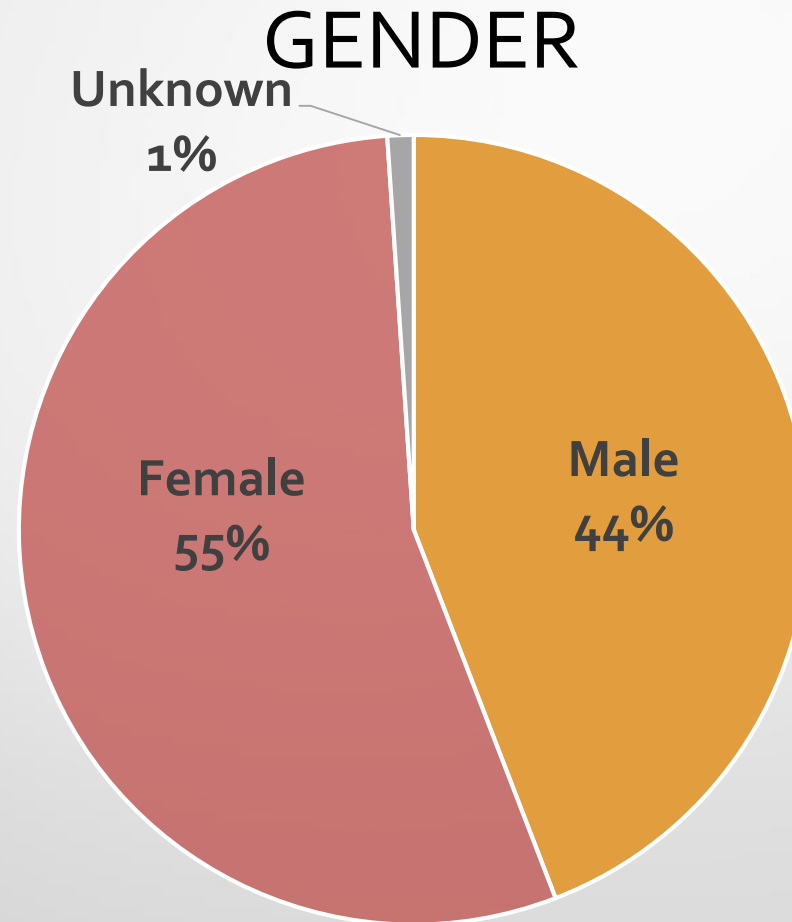
The Students

FALL 2019 STUDENT DEMOGRAPHICS (N=1,026)

FULL-TIME/PART-TIME STATUS

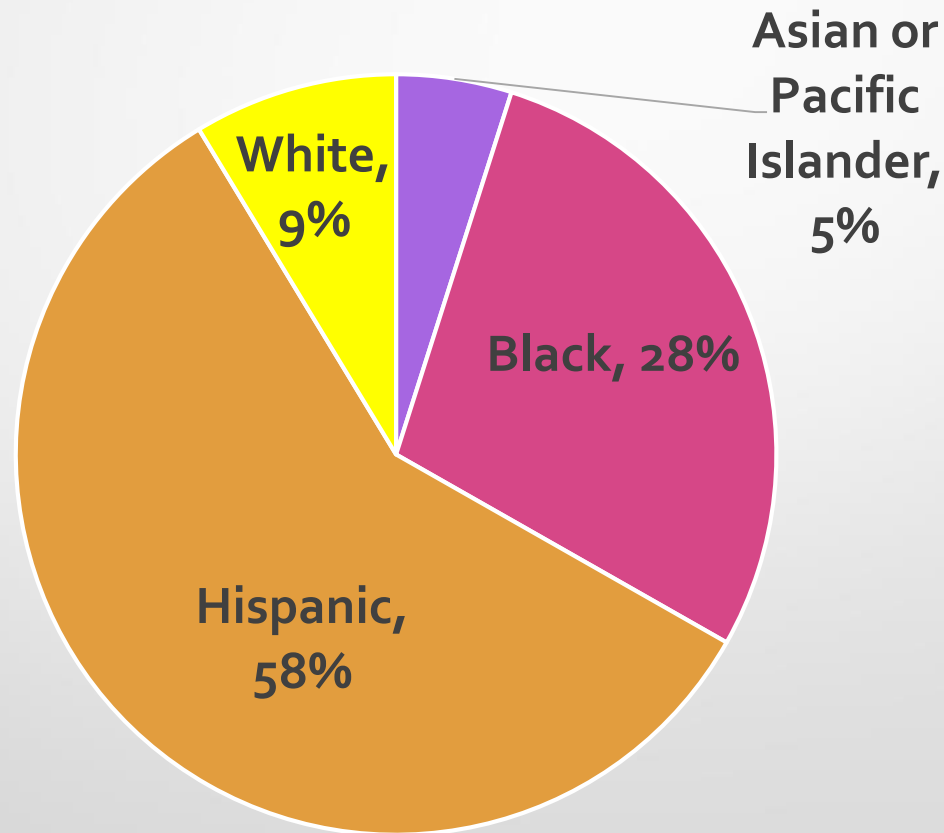


FALL 2019 STUDENT DEMOGRAPHICS (N=1,026)



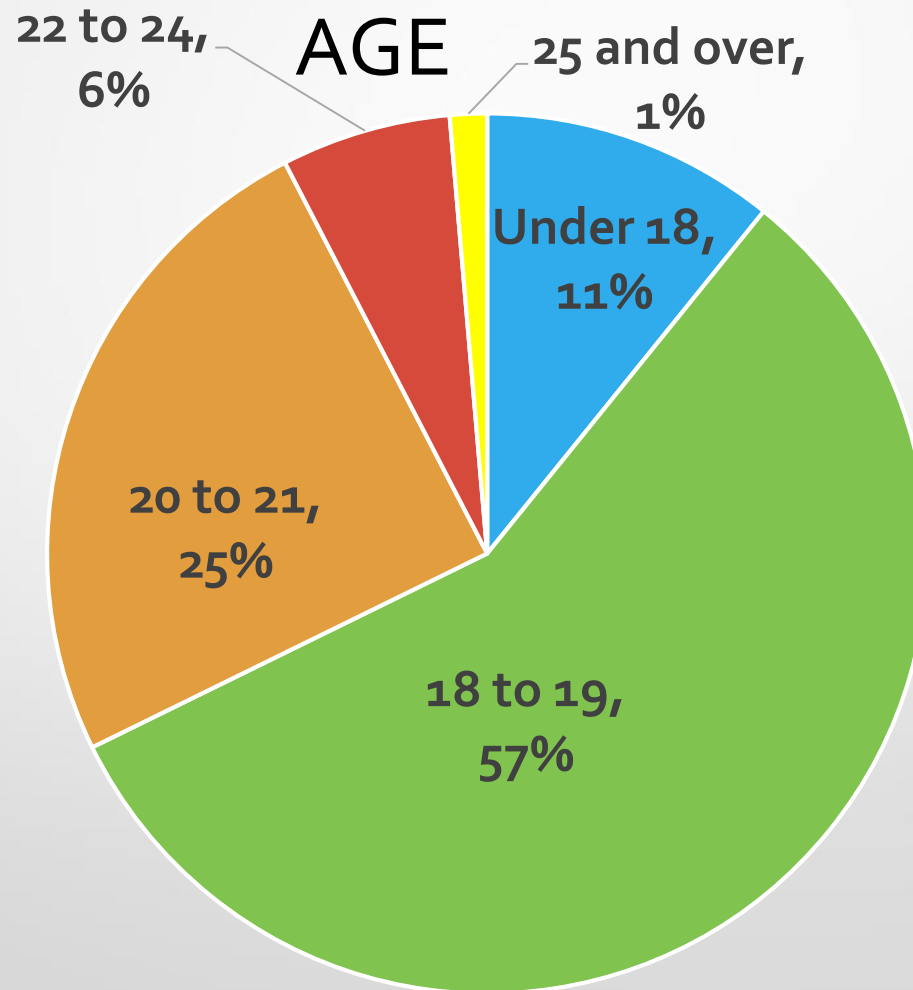
FALL 2018 STUDENT DEMOGRAPHICS (N=962)

RACE/ETHNICITY

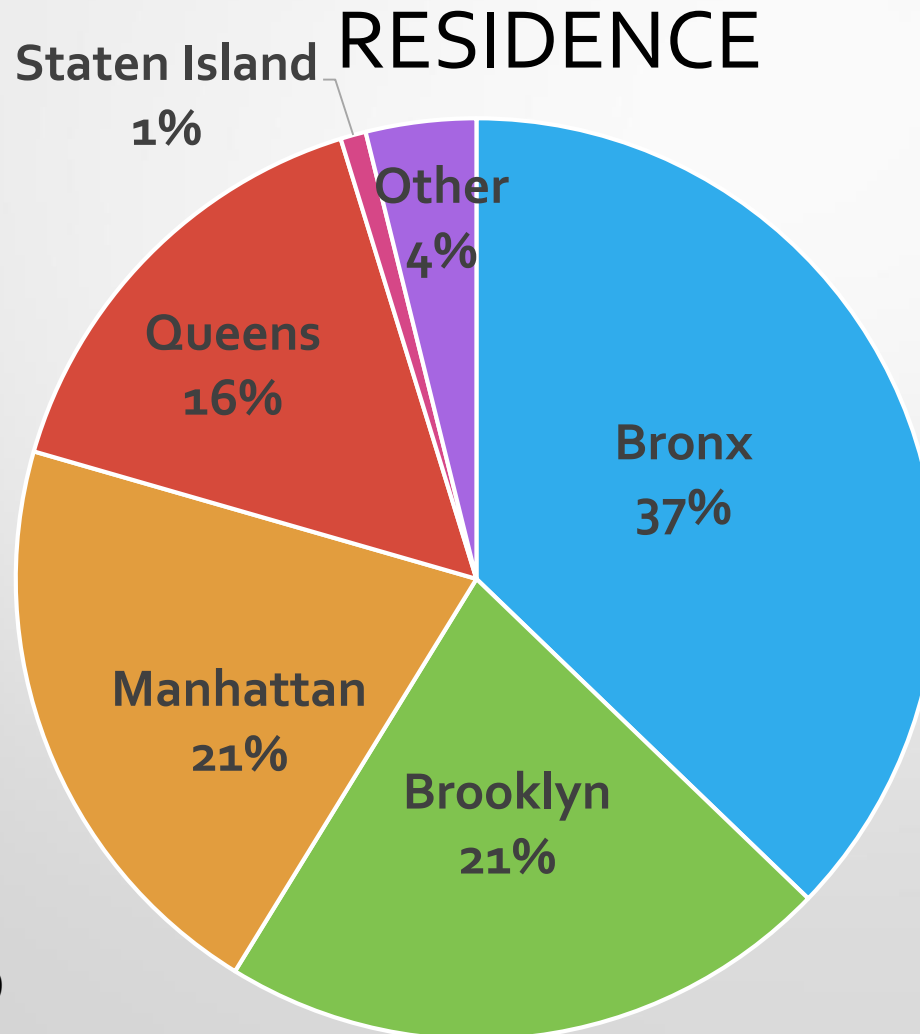


Fall 2019 student ethnicity/race data not yet available

FALL 2019 STUDENT DEMOGRAPHICS (N=1,026)



FALL 2019 STUDENT DEMOGRAPHICS (N=1,026)



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

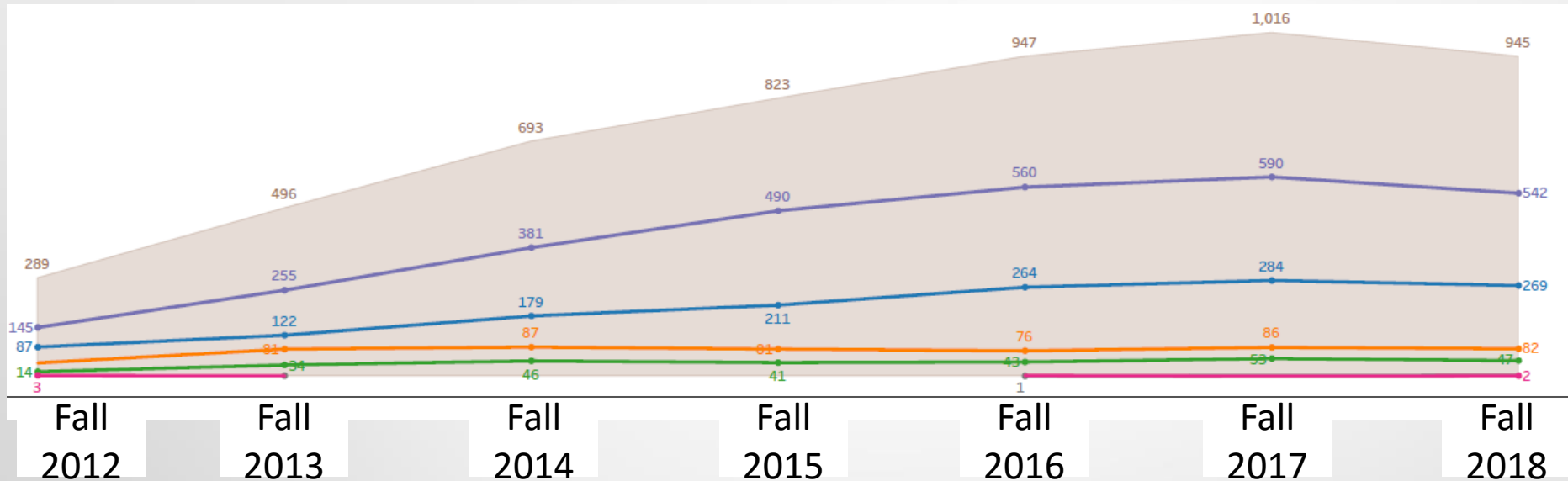
Fall 2014 cohort: 90%
Fall 2015 cohort: 88%
Fall 2016 cohort: 90%
Fall 2017 cohort: 88%
Fall 2018 cohort: 88%

*Preliminary

Attributes reported for degree-seeking students

ENROLLMENT GROWTH BY ETHNICITY AND SEMESTER

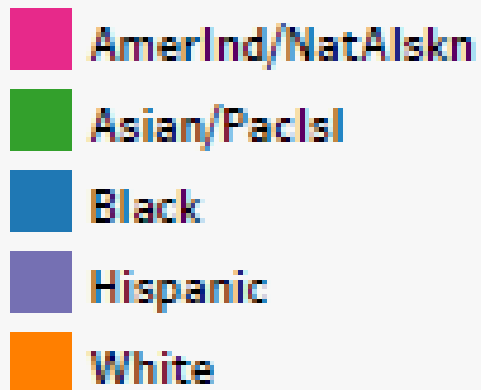
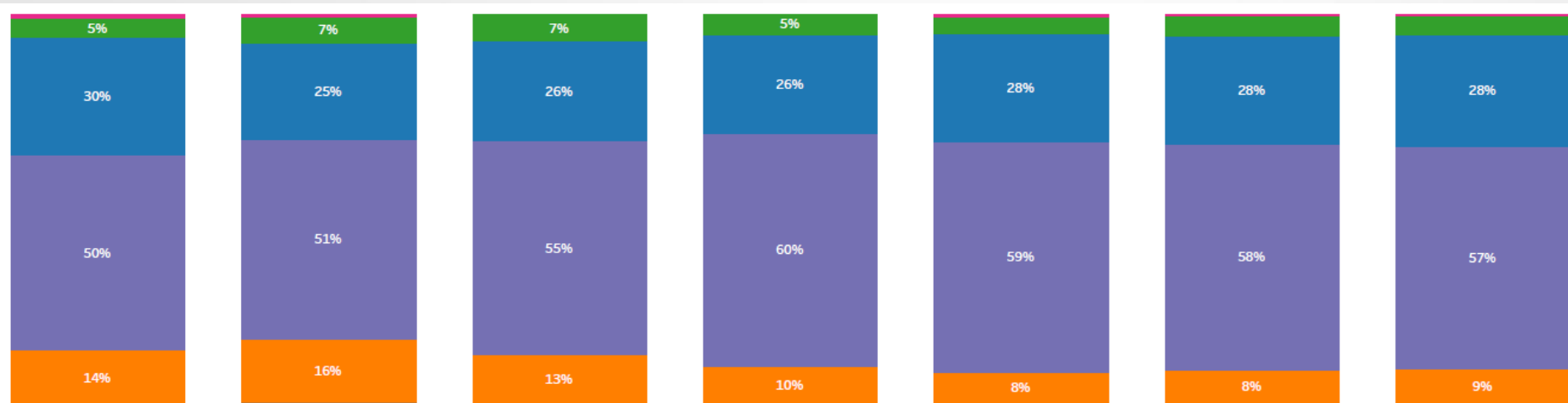
Hispanic



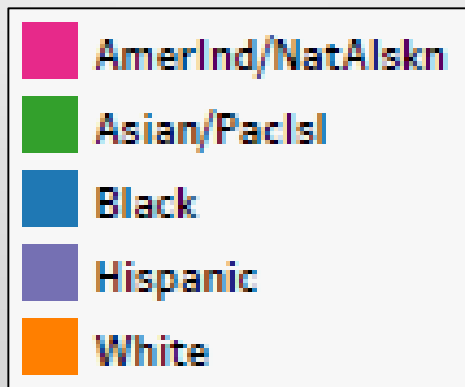
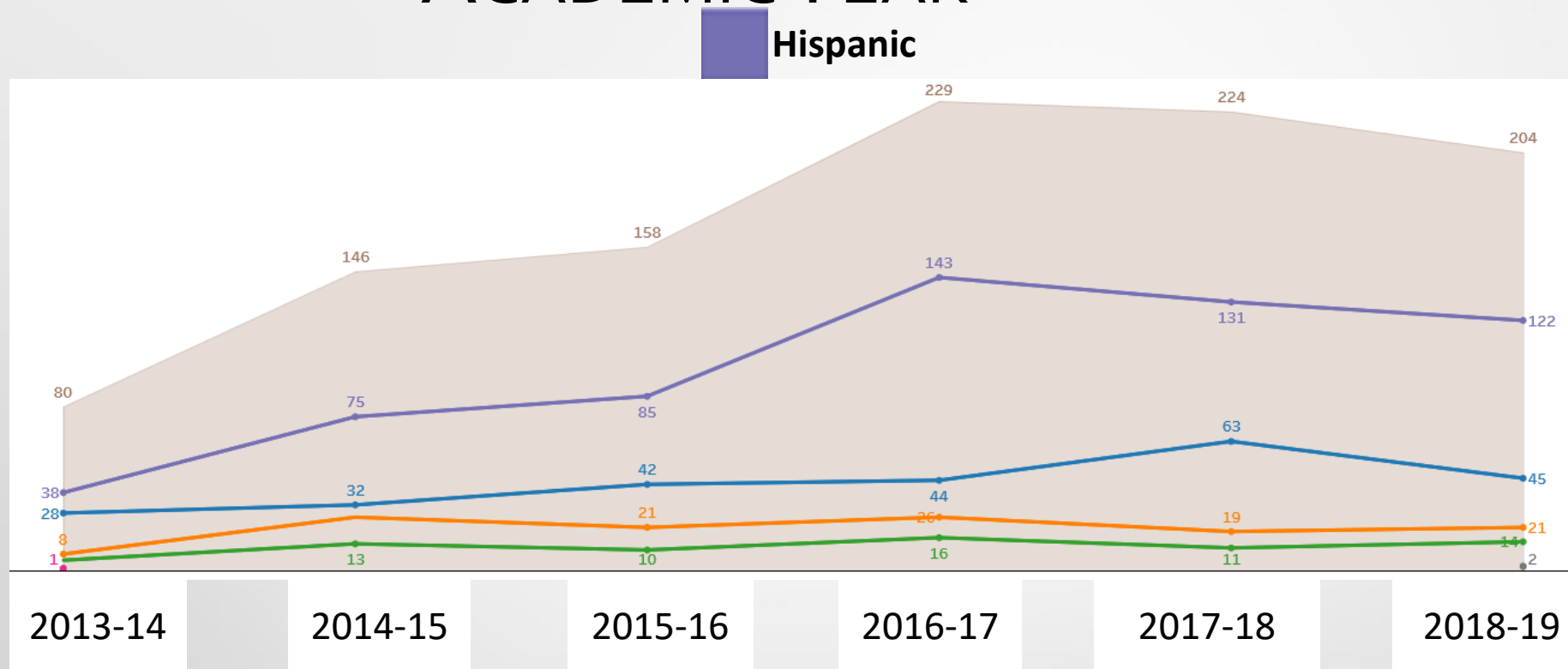
ENROLLMENT GROWTH BY ETHNICITY AND SEMESTER

Hispanic

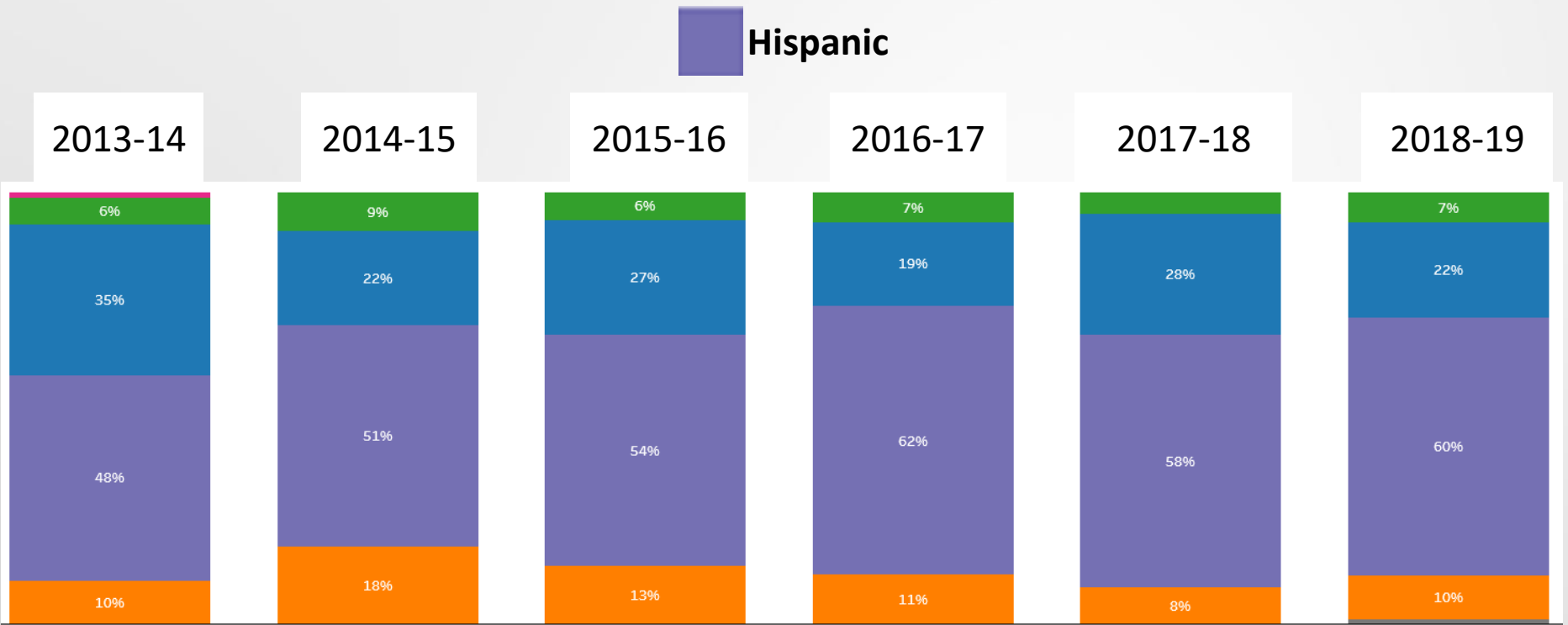
Fall 2012 Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018



DEGREES CONFERRED BY ETHNICITY AND ACADEMIC YEAR



DEGREES CONFERRED BY ETHNICITY AND ACADEMIC YEAR





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



Striving for Equity



CHRONICLE OF HIGHER EDUCATION DIVERSITY INDEX

**CUNY LEADS THE COUNTRY'S PUBLIC COLLEGES IN TERMS OF RACIAL AND ETHNIC DIVERSITY
IN ITS MANAGERIAL RANKS, CHRONICLE OF HIGHER EDUCATION FINDS**

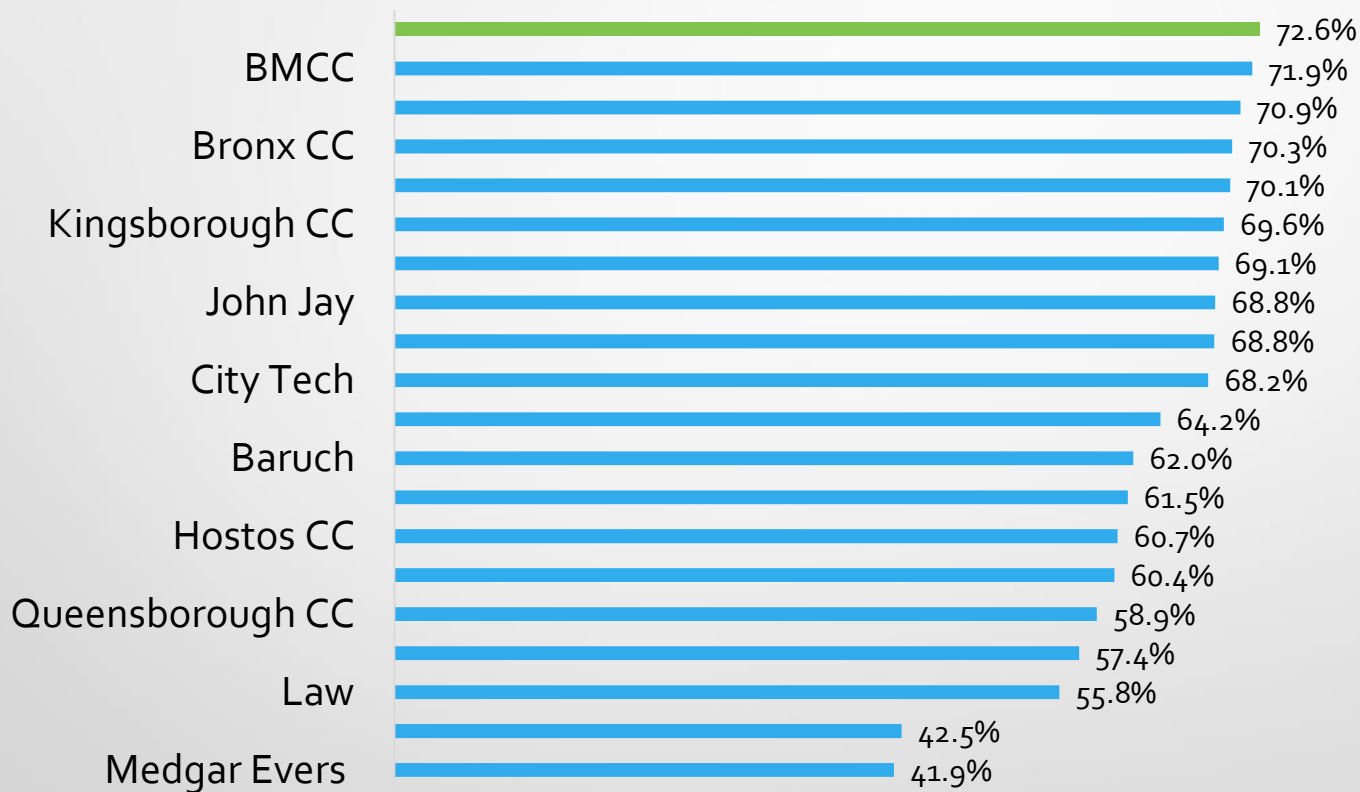
[August 23, 2019](#) | The University

The City University of New York is leading the country's public universities and colleges in terms of diversity in its managerial ranks, according to The Chronicle of Higher Education. Five CUNY campuses have been named among the 10 four-year public institutions with the most diverse managerial staff, and four CUNY campuses were included among the top 10 two-year public institutions.

CHRONICLE OF HIGHER EDUCATION DIVERSITY INDEX

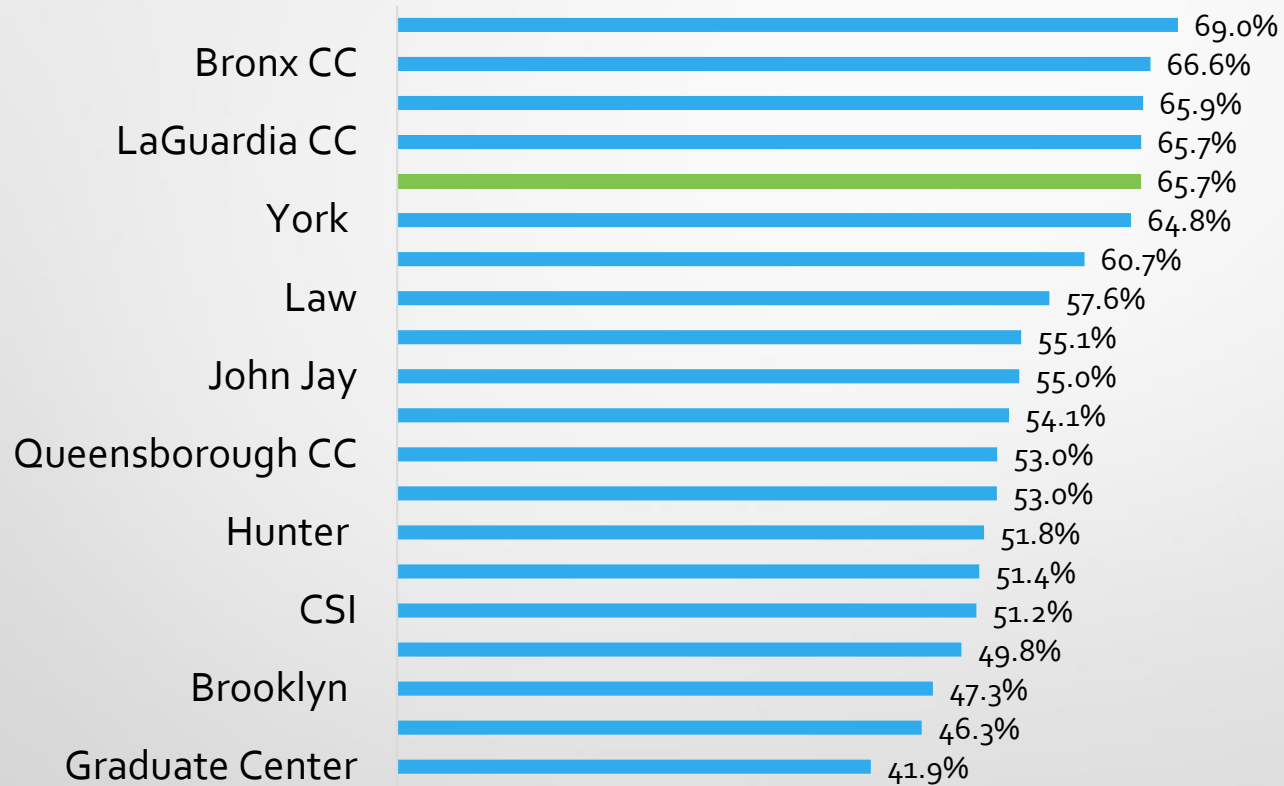
- The diversity index measures the probability that:
 - Two individuals (managers, faculty, or students, respectively)
 - Chosen at random
 - Would be of different ethnicities.
- A higher diversity index represents a wider range of different races/ethnicities.
- Guttman was excluded from rankings because of size.
- Diversity index rankings were calculated for Guttman by the Center for College Effectiveness.

Full-Time Manager Calculated Diversity Index
(based on the Chronicle of Higher Education Rankings with Fall 2017
IPEDS Data)



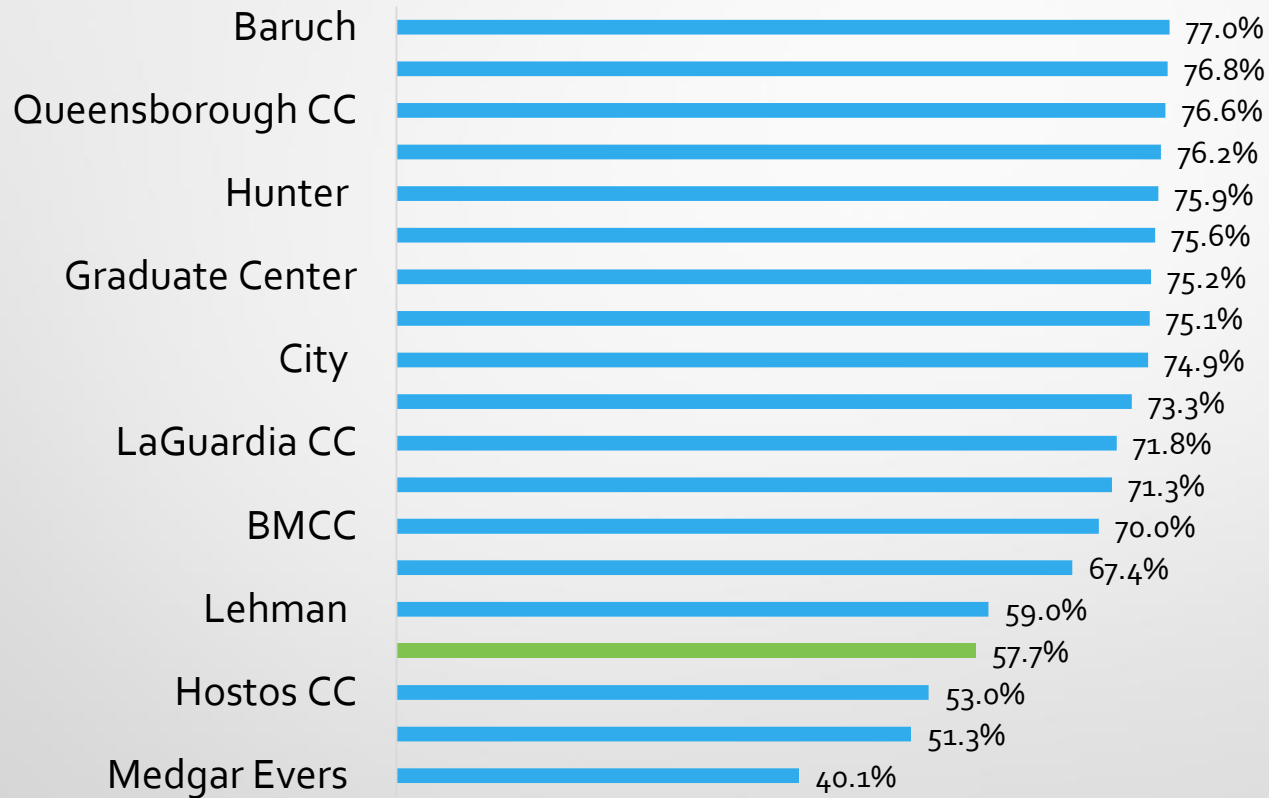
Full-Time Faculty Calculated Diversity Index


(based on the Chronicle of Higher Education Rankings with Fall 2017
IPEDS Data)



Student Calculated Diversity Index

(based on the Chronicle of Higher Education Rankings with Fall 2017
IPEDS Data)





Culturally Relevant Teaching/Professional Development



What we Teach

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



Engaging Students

- 
- Bridge
 - Career Focus
 - Ethnographies of work
 - Internships
 - Arts in the City
 - Peer Mentoring
 - Global Guttman



2019-2020 Peer Mentor Team

Stella and Charles Guttman Community College



SIN FRONTERAS

Natives & Newcomers:
Latinx/a/os in US History



Thursday, Oct. 3rd



12:30PM



Room 401

Acclaimed author Pablo Mitchell gives a
breakdown of Latino groups in the US from
the 1500's to present.



SIN FRONTERAS

LatinX HERITAGE MONTH

ROCKAWAY COMMUNITY COLLEGE

1 Latinx at CAMPUSFEST

📅 Sept. 10th & Oct. 12th

🕒 Common Hour

📍 Atrium

6 Natives & Newcomers: Latinx/a/os in US History

📅 Oct. 3rd

🕒 12:30PM

📍 Room 401

2 Map of the Latinx & Hispanic World in Library

📅 Sept. 16th - Oct. 18th

🕒 5:00PM

📍 Info Common

7 Noche de Dulzura Dance & Drinks

📅 Oct. 10th

🕒 5:00PM

📍 Room 401

3 LatinX goes to Yankee Stadium

📅 Sept. 20th

🕒 7:00PM

📍 Yankees Stadium

8 Lunch with Professionals

📅 Oct. 15th

🕒 12:00PM

📍 Room 510

4 Family Night at El Museo del Barrio

📅 Sept. 20th

🕒 12:00PM - 5:00PM

📍 1230 Fifth Avenue NY, NY 10029

9 Conexiones Networking Event

📅 Oct. 17th

🕒 3:00PM

📍 Atrium

5 Tomando Espacio: Audacity of Existing as a P.O.C

📅 Sept. 24th

🕒 3:00PM - 5:00PM

📍 Room 510

10 Dia de Muertos Celebration at El Museo del Barrio

📅 Oct. 19th

🕒 12:00PM - 5:00PM

📍 1230 Fifth Avenue NY, NY 10029

UMOC

—UNITED MEN OF COLOR—

ACADEMIC SUPPORT HOURS IN THE INFORMATION COMMONS

ERNEST OSOBUKOLA

Stem Academic Coach Subject Areas

- Biology
- Chemistry
- College Algebra
- Pre-Calculus/Calculus
- QR and Statistics

MON

10:00AM
TO
6:00PM

TUES

10:00AM
TO
3:00PM

WED

10:00AM
TO
5:00PM

THUR

10:00AM
TO
3:00PM

KEVIN VIVEROS

Stem Academic Coach Subject Areas

- College Algebra
- Pre-Calculus/Calculus
- QR and Statistics

MON

11:30AM
TO
3:30PM

TUES

1:00PM
TO
3:30PM

WED

11:30AM
TO
3:30PM

THUR

1:30PM
TO
3:30PM

FRI

12:30PM
TO
3:30PM

THOMAS JONES

Academic Coach Content Areas

- Writing
- Academic Research Papers

MON

2:00PM
TO
7:00PM

TUES

2:00PM
TO
7:00PM

WED

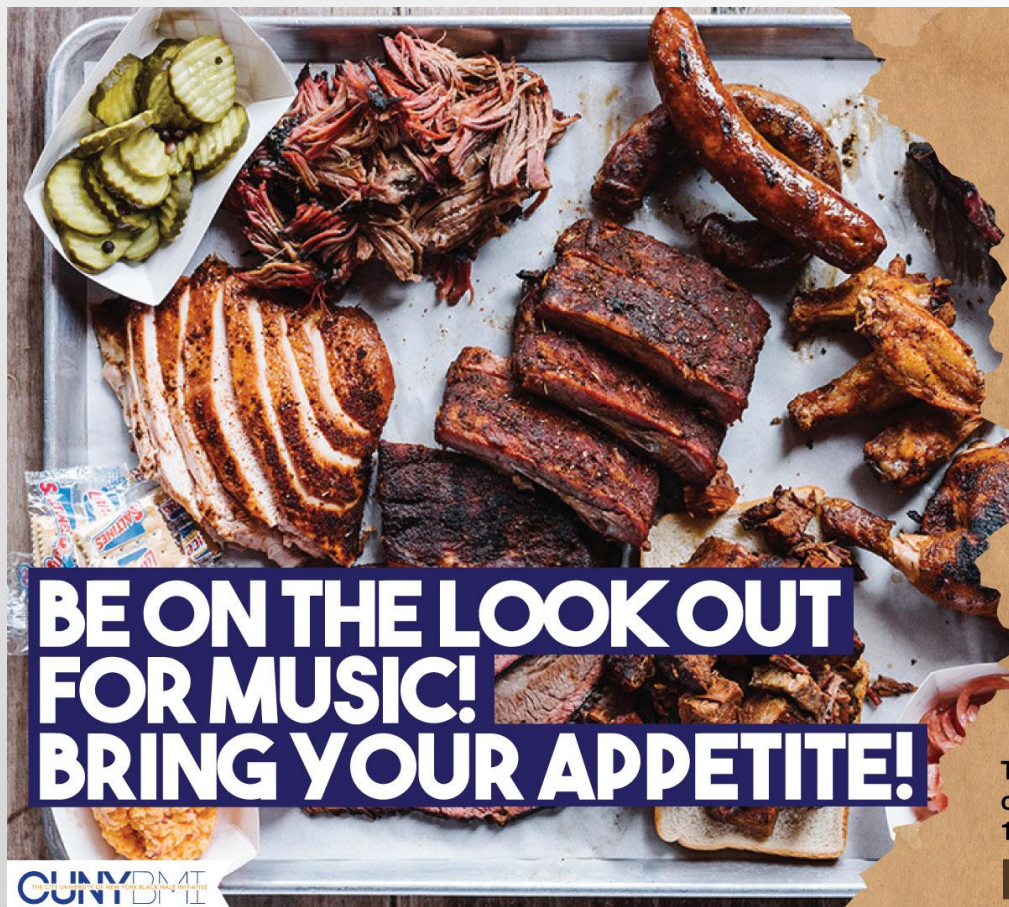
2:00PM
TO
7:00PM

THUR

2:00PM
TO
7:00PM

FRI

2:00PM
TO
7:00PM



**BE ON THE LOOK OUT
FOR MUSIC!
BRING YOUR APPETITE!**

UMOC
—UNITED MEN OF COLOR—
AUTUMN
BBQ



SEPTEMBER 21, 2019



1:00 PM - 5:00 PM



**ST. NICHOLAS PARK
NEW YORK, NY 10030**

HOW TO GET THERE

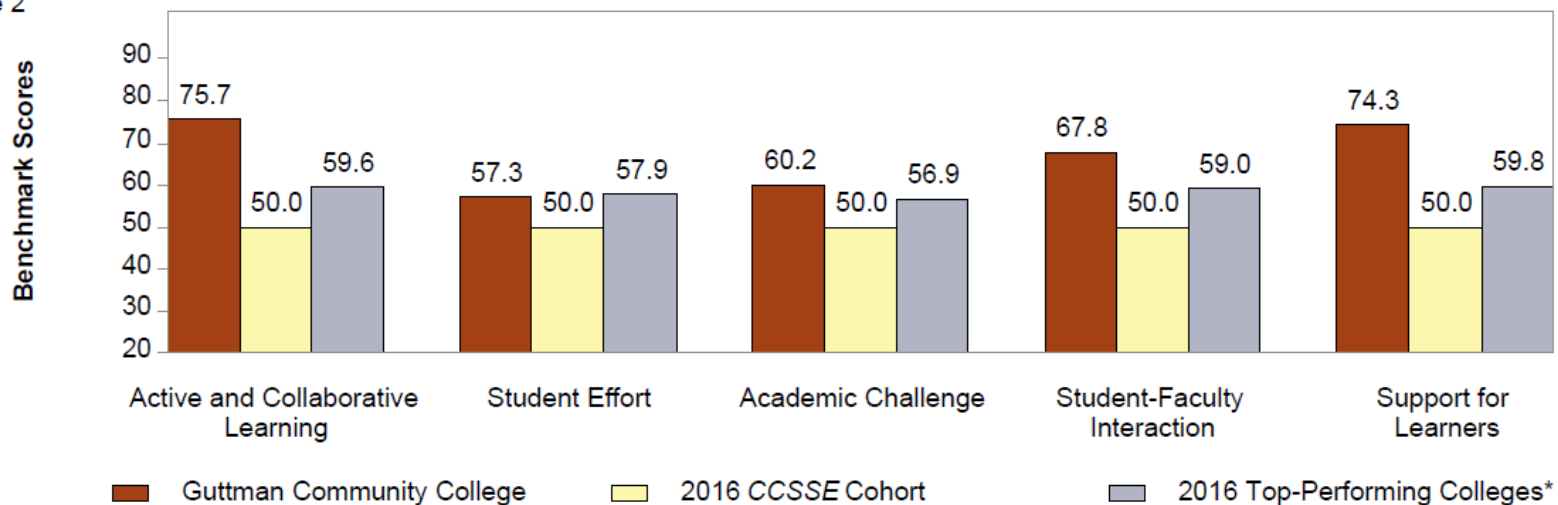
Take/Transfer to the **B** or **C** train to 135th street
or take the M3 bus to ST. Nicholas ave & West
135th street stop

RSVP

<https://tinyurl.com/y384pyjt>

2016 CCSSE Benchmarks

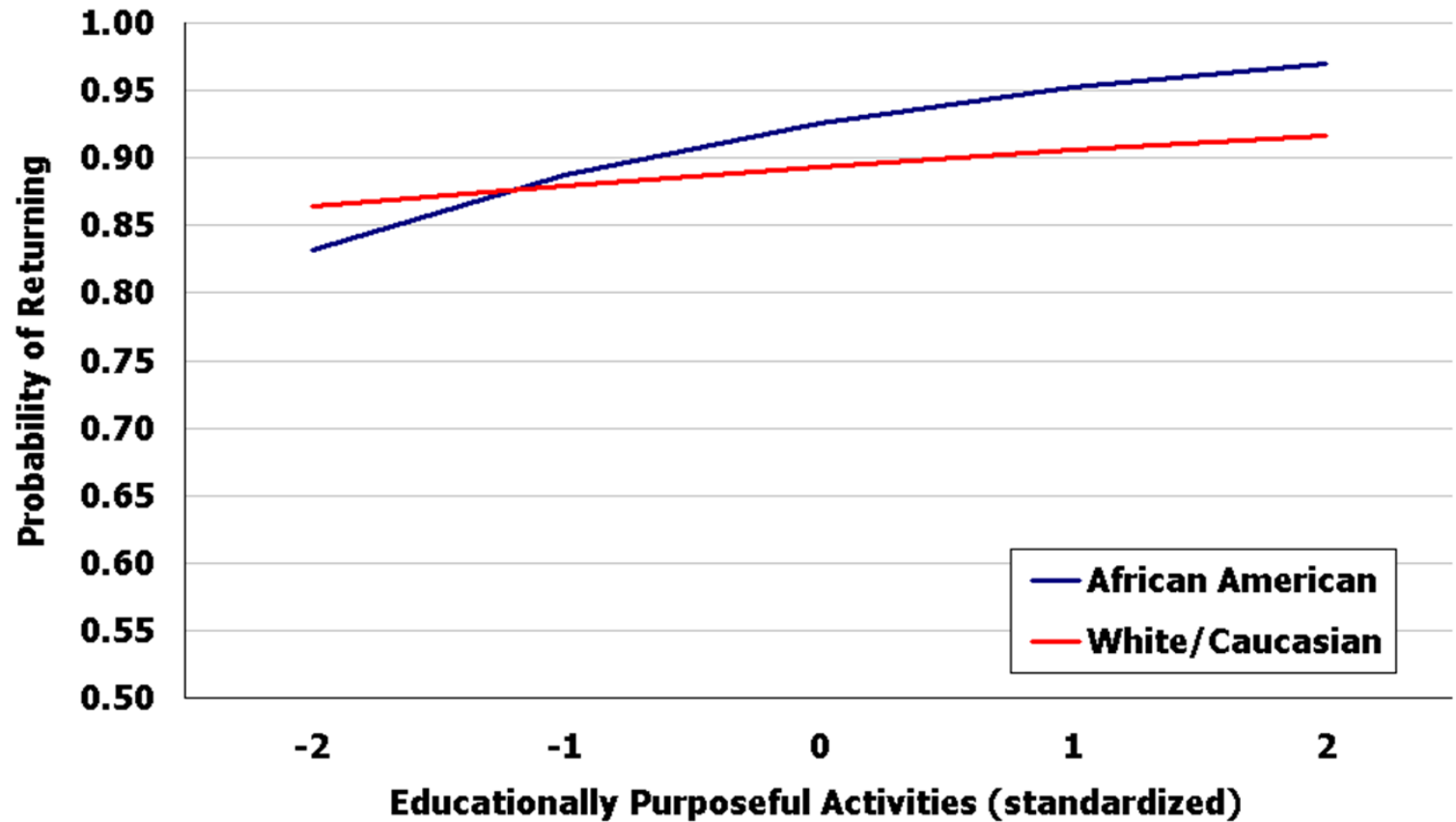
Figure 2



*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

GEORGE KUH

Impact of Educationally Purposeful Activities on the Probability of Returning for the Second Year of College by Race





A Photo Album

Guttman Faculty & Staff



SGA 2019 Convocation



SGA President

























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



Discussion