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

October 8, 2019
Chicago, IL

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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
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

- Full-Time: 88%
- Part-Time: 12%

Preliminary Fall 2019
FALL 2019 STUDENT DEMOGRAPHICS (N=1,026)

GENDER

- Male: 44%
- Female: 55%
- Unknown: 1%

Preliminary Fall 2019
Fall 2018 student demographics (N=962)

Race/Ethnicity

- Hispanic, 58%
- Black, 28%
- White, 9%
- Asian or Pacific Islander, 5%

Fall 2019 student ethnicity/race data not yet available
FALL 2019 STUDENT DEMOGRAPHICS (N=1,026)

- Under 18, 11%
- 18 to 19, 57%
- 20 to 21, 25%
- 22 to 24, 6%
- 25 and over, 1%

Preliminary Fall 2019
FALL 2019 STUDENT DEMOGRAPHICS (N=1,026)

RESIDENCE

- Bronx: 37%
- Brooklyn: 21%
- Manhattan: 21%
- Queens: 16%
- Staten Island: 1%
- Other: 4%

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%)

Preliminary Fall 2019
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%

Attributes reported for degree-seeking students

*Preliminary
ENROLLMENT GROWTH BY ETHNICITY AND SEMESTER

- Hispanic
Enrollment Growth by Ethnicity and Semester

- **Fall 2012**:
  - Hispanic: 14%
  - AmerInd/NatAlsken: 5%
  - Asian/PacIsl: 5%
  - Black: 30%
  - White: 51%

- **Fall 2013**:
  - Hispanic: 16%
  - AmerInd/NatAlsken: 7%
  - Asian/PacIsl: 5%
  - Black: 25%
  - White: 51%

- **Fall 2014**:
  - Hispanic: 13%
  - AmerInd/NatAlsken: 7%
  - Asian/PacIsl: 5%
  - Black: 26%
  - White: 55%

- **Fall 2015**:
  - Hispanic: 10%
  - AmerInd/NatAlsken: 5%
  - Asian/PacIsl: 26%
  - Black: 26%
  - White: 60%

- **Fall 2016**:
  - Hispanic: 8%
  - AmerInd/NatAlsken: 28%
  - Asian/PacIsl: 28%
  - Black: 20%
  - White: 59%

- **Fall 2017**:
  - Hispanic: 8%
  - AmerInd/NatAlsken: 20%
  - Asian/PacIsl: 20%
  - Black: 20%
  - White: 58%

- **Fall 2018**:
  - Hispanic: 9%
  - AmerInd/NatAlsken: 20%
  - Asian/PacIsl: 20%
  - Black: 20%
  - White: 57%
Degrees Conferred by Ethnicity and Academic Year

Hispanic

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Hispanic</th>
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<tbody>
<tr>
<td>2013-14</td>
<td>122</td>
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<tr>
<td>2014-15</td>
<td>146</td>
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<tr>
<td>2015-16</td>
<td>158</td>
</tr>
<tr>
<td>2016-17</td>
<td>229</td>
</tr>
<tr>
<td>2017-18</td>
<td>224</td>
</tr>
<tr>
<td>2018-19</td>
<td>204</td>
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</table>
Serving the Students
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
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.
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)

<table>
<thead>
<tr>
<th>College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMCC</td>
<td>72.6%</td>
</tr>
<tr>
<td>Bronx CC</td>
<td>71.9%</td>
</tr>
<tr>
<td>Kingsborough CC</td>
<td>70.9%</td>
</tr>
<tr>
<td>John Jay</td>
<td>70.3%</td>
</tr>
<tr>
<td>City Tech</td>
<td>70.1%</td>
</tr>
<tr>
<td>Baruch</td>
<td>69.1%</td>
</tr>
<tr>
<td>Hostos CC</td>
<td>69.6%</td>
</tr>
<tr>
<td>Queensborough CC</td>
<td>68.8%</td>
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<tr>
<td>Law</td>
<td>68.8%</td>
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<tr>
<td>Medgar Evers</td>
<td>68.2%</td>
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<td></td>
<td>68.2%</td>
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<td></td>
<td>65.4%</td>
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<td>58.9%</td>
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<td></td>
<td>57.4%</td>
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<td></td>
<td>55.8%</td>
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</tbody>
</table>
## Full-Time Faculty Calculated Diversity Index
(based on the Chronicle of Higher Education Rankings with Fall 2017 IPEDS Data)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Diversity Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx CC</td>
<td>69.0%</td>
</tr>
<tr>
<td>LaGuardia CC</td>
<td>66.6%</td>
</tr>
<tr>
<td>York</td>
<td>65.9%</td>
</tr>
<tr>
<td>Law</td>
<td>65.7%</td>
</tr>
<tr>
<td>John Jay</td>
<td>65.7%</td>
</tr>
<tr>
<td>Queensborough CC</td>
<td>64.8%</td>
</tr>
<tr>
<td>Hunter</td>
<td>64.8%</td>
</tr>
<tr>
<td>CSI</td>
<td>63.0%</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>61.4%</td>
</tr>
<tr>
<td>Graduate Center</td>
<td>61.2%</td>
</tr>
</tbody>
</table>

Notes:
- The diversity index is 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)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Calculated Diversity Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch</td>
<td>77.0%</td>
</tr>
<tr>
<td>Queensborough CC</td>
<td>76.8%</td>
</tr>
<tr>
<td>Hunter</td>
<td>76.6%</td>
</tr>
<tr>
<td>Graduate Center</td>
<td>76.2%</td>
</tr>
<tr>
<td>City</td>
<td>75.9%</td>
</tr>
<tr>
<td>LaGuardia CC</td>
<td>75.6%</td>
</tr>
<tr>
<td>BMCC</td>
<td>75.2%</td>
</tr>
<tr>
<td>Lehman</td>
<td>75.1%</td>
</tr>
<tr>
<td>Hostos CC</td>
<td>74.9%</td>
</tr>
<tr>
<td>Medgar Evers</td>
<td>73.3%</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
Culturally Relevant Teaching/Professional Development
What we Teach
## Weekly Team Meetings Fall I 2019

<table>
<thead>
<tr>
<th>HOUSE</th>
<th>LEADERS</th>
<th>MEETING (Day and time)</th>
<th>ROOM</th>
<th>THEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kristina Baines</td>
<td>Fridays 1-2:30</td>
<td>October 4, 11, 18 RM 207q October 25 RM 006 November 1, 8, 15, 22, 29 RM 401 December 6, 13, 20 RM 006</td>
<td>Food Justice</td>
</tr>
<tr>
<td>2</td>
<td>James Rodriguez</td>
<td>Thursdays 11:30-1</td>
<td>207q</td>
<td>Gentrification</td>
</tr>
<tr>
<td>3</td>
<td>Tara Bahl</td>
<td>Wednesdays 3-4:30</td>
<td>207q</td>
<td>Issues and Inequality in Urban Schools</td>
</tr>
<tr>
<td>4</td>
<td>James Mellis</td>
<td>Thursdays 11-12:30</td>
<td>9/19 401 Room TBD weekly</td>
<td>Food and Food Scarcity</td>
</tr>
<tr>
<td>5</td>
<td>Marla Sole</td>
<td>Mondays 1:15-2:45</td>
<td>RM 007 11/18 Pres. Con. Rm</td>
<td>Incarceration</td>
</tr>
<tr>
<td>6</td>
<td>Forest Fisher</td>
<td>Wednesdays 1:30-3</td>
<td>RM 404 10/14 Rm 207q</td>
<td>Gentrification</td>
</tr>
<tr>
<td>Retake</td>
<td>Dan Collins</td>
<td>Wednesdays 11:30-1</td>
<td>Presidents conference room</td>
<td>City Seminar I theme is loneliness City Seminar II theme is water</td>
</tr>
</tbody>
</table>
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
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.
<table>
<thead>
<tr>
<th></th>
<th>Event details</th>
</tr>
</thead>
</table>
| 1 | Latinx at CAMPUSFEST  
   Sept. 10th & Oct. 12th  
   Common Hour  
   Atrium |
| 2 | Map of the Latinx & Hispanic World in Library  
   Sept. 16th - Oct. 18th  
   5:00PM  
   Info Common |
| 3 | LatinX goes to Yankee Stadium  
   Sept. 20th  
   7:00PM  
   Yankee Stadium |
| 4 | Family Night at El Museo del Barrio  
   Sept. 20th  
   12:00PM - 5:00PM  
   1230 Fifth Avenue NY, NY 10029 |
| 5 | Tomando Espacio: Audacity of Existing as a P.O.C  
   Sept. 24th  
   3:00PM - 5:00PM  
   Room 510 |
| 6 | Natives & Newcomers: Latinx/a/os in US History  
   Oct. 3rd  
   12:30PM  
   Room 401 |
| 7 | Noche de Dulzura Dance & Drinks  
   Oct. 10th  
   5:00PM  
   Room 401 |
| 8 | Lunch with Professionals  
   Oct. 15th  
   12:00PM  
   Room 510 |
| 9 | Conexiones Networking Event  
   Oct. 17th  
   3:00PM  
   Atrium |
| 10 | Dia de Muertos Celebration at El Museo del Barrio  
    Oct. 19th  
    12:00PM - 5:00PM  
    1230 Fifth Avenue NY, NY 10029 |
# Academic Support Hours

**IN THE INFORMATION COMMONS**

<table>
<thead>
<tr>
<th>Name</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ernest Osobukola</strong></td>
<td><strong>Stem Academic Coach Subject Areas</strong></td>
<td>10:00AM to 6:00PM</td>
<td>10:00AM to 3:00PM</td>
<td>10:00AM to 5:00PM</td>
<td>10:00AM to 3:00PM</td>
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<tr>
<td></td>
<td>Biology</td>
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<td>Chemistry</td>
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<td>College Algebra</td>
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<td>Pre-Calculus/Calculus</td>
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<td></td>
<td>QR and Statistics</td>
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<tr>
<td><strong>Kevin Viveros</strong></td>
<td><strong>Stem Academic Coach Subject Areas</strong></td>
<td>11:30AM to 3:30PM</td>
<td>1:00PM to 3:30PM</td>
<td>11:30AM to 3:30PM</td>
<td>1:30PM to 3:30PM</td>
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<td>College Algebra</td>
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<td>Pre-Calculus/Calculus</td>
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<td>QR and Statistics</td>
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<tr>
<td><strong>Thomas Jones</strong></td>
<td><strong>Academic Coach Content Areas</strong></td>
<td>2:00PM to 7:00PM</td>
<td>2:00PM to 7:00PM</td>
<td>2:00PM to 7:00PM</td>
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<tr>
<td></td>
<td>Writing</td>
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<td></td>
<td>Academic Research Papers</td>
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</tbody>
</table>
BE ON THE LOOK OUT FOR MUSIC!
BRING YOUR APPETITE!

UMOC 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 rail 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.*
Impact of Educationally Purposeful Activities on the Probability of Returning for the Second Year of College by Race

- **African American**
- **White/Caucasian**

At: [http://nsse.iub.edu/pdf/connecting_the_dots_report.pdf](http://nsse.iub.edu/pdf/connecting_the_dots_report.pdf)
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