National Higher Education **BENCHMARKING INSTITUTE**

May 11–13, 2015 Overland Park, Kansas

Doing Things Differently:
Lessons from a New College

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Abstract

Getting different results mandates doing things differently. What are some principles and practices that might foster student academic success? Brookfield urged that we become reflective practitioners. We are good at that within our disciplines and professional areas of work; we make it our business to do so. What are some principles and practices across campus that would create a culture centered on student learning and success?

Outline

➢Why a New College?

➢This New College

➢What happened?

➢An Environmental Scan

➢Discussion

Why a New College?

Outcomes are not Acceptable

Remember

- We Have to do the Work Differently

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.

At: http://imaginingamerica.org/fg-item/full-participation-building-the-architecture-for-diversity-and-community-engagement-in-higher-education/

CATALYST PAPER

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.

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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.

Remember

- We Have to Focus on Learning

Comparing Educational Paradigms

Criteria for Success	Criteria for Success
Learning varies Inputs, resources	Learning varies Learning & student-success outcomes
Quality of entering students	Quality of exiting students
Curriculum development, expansion	Learning technologies development
Quantity and quality of resources	Quantity and quality of outcomes
Enrollment, revenue growth	Aggregate learning growth, efficiency
Quality of faculty, instruction	Quality of students, learning

Barr and Tagg, From Teaching to Learning (1995)

COMPARING EDUCATIONAL PARADIGMS

The Instruction Paradigm Mission and Purposes	The Learning Paradigm Mission and Purposes
Provide/deliver instruction	Produce learning
Transfer knowledge from faculty to students	Elicit students discovery and construction of knowledge
Offer courses and programs	Create powerful learning environments
Improve the quality of instruction	Improve the quality of learning
Achieve access for diverse students	Achieve success for diverse students

Barr and Tagg, From Teaching to Learning (1995)

Comparing Educational Paradigms

Teaching/ Learning Structures	Teaching/ Learning Structures
Atomistic; parts prior to whole	Holistic; whole prior to parts
Time held constant, learning varies	Learning held constant, time varies
50-minute lecture,3-unit course	Learning environments
Classes start/end at same time	Environment ready when student is
One teacher, one classroom	Whatever learning experience works
Independent disciplines, departments	Cross discipline/department
Covering material	Specified learning results
End-of-course assessment	Pre/during/post assessments
Grading within classes by instructors	External evaluations of learning
Private assessment	Public assessment
Degree equals accumulated credit hours	Degree equals demonstrated knowledge and skills

Barr and Tagg, From Teaching to Learning (1995)

Comparing Educational Paradigms

Learning Theory	Learning Theory
Knowledge exists "out there"	Knowledge exists in each person's mind and is shaped by individual experience
Knowledge comes in chunks and bits; delivered by instructors and gotten by students	Knowledge is constructed, created
Learning is cumulative and linear	Learning is a nesting and interacting of frameworks
Fits the storehouse of knowledge metaphor	Fits learning how to ride a bicycle metaphor
Learning is teacher centered and controlled	Learning is student centered & controlled
"Live" teacher, "live" students required	"Active" learner required, but not "live" students required
The classroom and learning are competitive and individualistic	Learning environments and learning are cooperative, collaborative, & supportive
Talent and ability are rare	Talent and ability are abundant

Comparing Educational Paradigms

Productivity/Funding	Productivity/Funding
Definition of productivity: cost per hour of instruction per student	Definition of productivity: cost per unit of learning per student
Funding for hours of instruction	Funding for learning outcomes

Barr and Tagg, From Teaching to Learning (1995)

Comparing Educational Paradigms

Nature of Roles	Nature of Roles
Faculty are primarily lecturers	Faculty are primarily designers of learning methods and environments
Faculty and students act independently and in isolation	Faculty and students work in teams with each other and other staff
Teachers classify and sort students	Teachers develop every student's competencies and talents
Staff serve/support faculty and the process of instruction	All staff are educators who produce student learning and success
Any expert can teach	Empowering learning is challenging and complex
Line governance; independent actors	Shared governance; teamwork independent actors

Barr and Tagg, From Teaching to Learning (1995)

Remember

- First Generation Students don't do Options

Remember

- Take Things to Scale

This New College

Our 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.

MARKERS OF THE MODEL

❏ **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**

MARKERS OF THE MODEL

❑ 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

Who are the Students?

Fall 2014 Student Demographics

➢ 691 students

➢ 100% of freshmen are full-time

➢ 90% of all students are full-time

➢ 59% female and 31% male

➢ 80% of FAFSA filers received Pell grants

➢ Students from all boroughs

  Bronx 30%, Bklyn 25%, Queens 22%, Manhattan 20%, Staten Island 1%

➢ Diverse student body

Hispanic 55%, African American 26%, White 13%,

Asian/Pacific Islander 7%
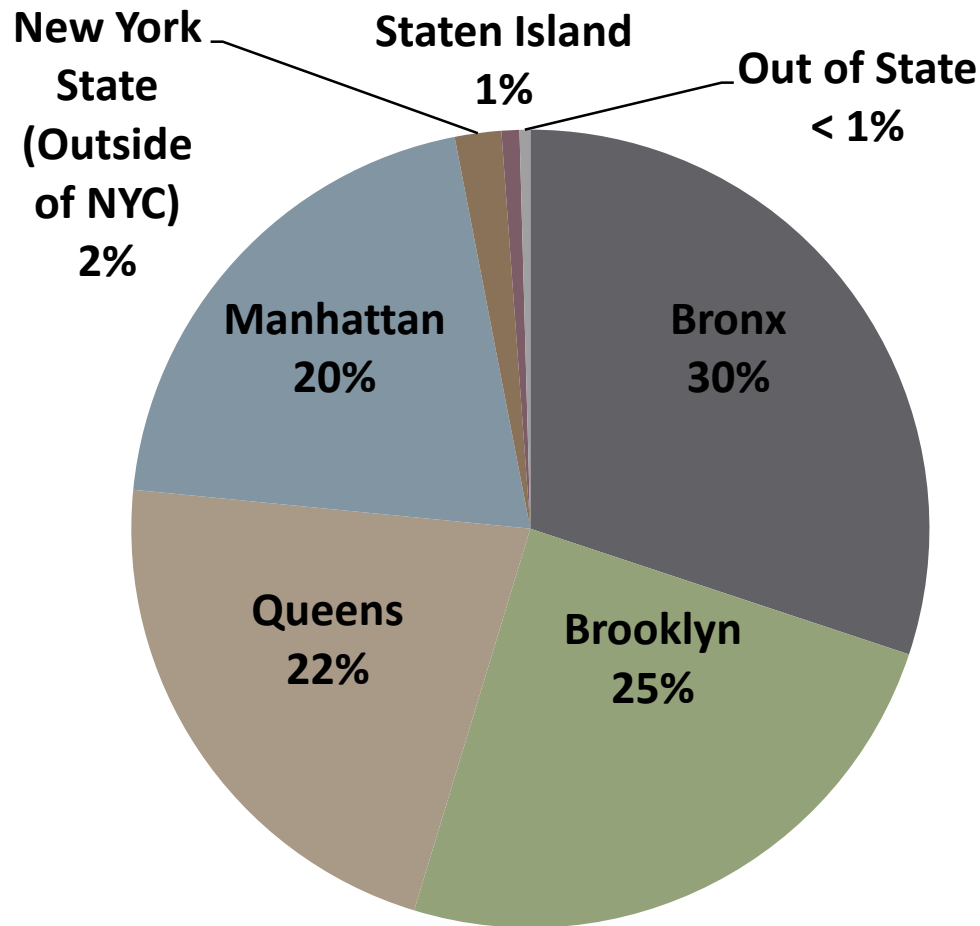
STUDENT DEMOGRAPHICS (N=691) RACE/ETHNICITY

STUDENT DEMOGRAPHICS (N=691) AGE

25 - 29 yrs old
1%

30 – 44 yrs old
1%

23 - 24 yrs old
2%

20 - 22 yrs old
22%

Under 19 yrs old
48%

19 yrs old
27%
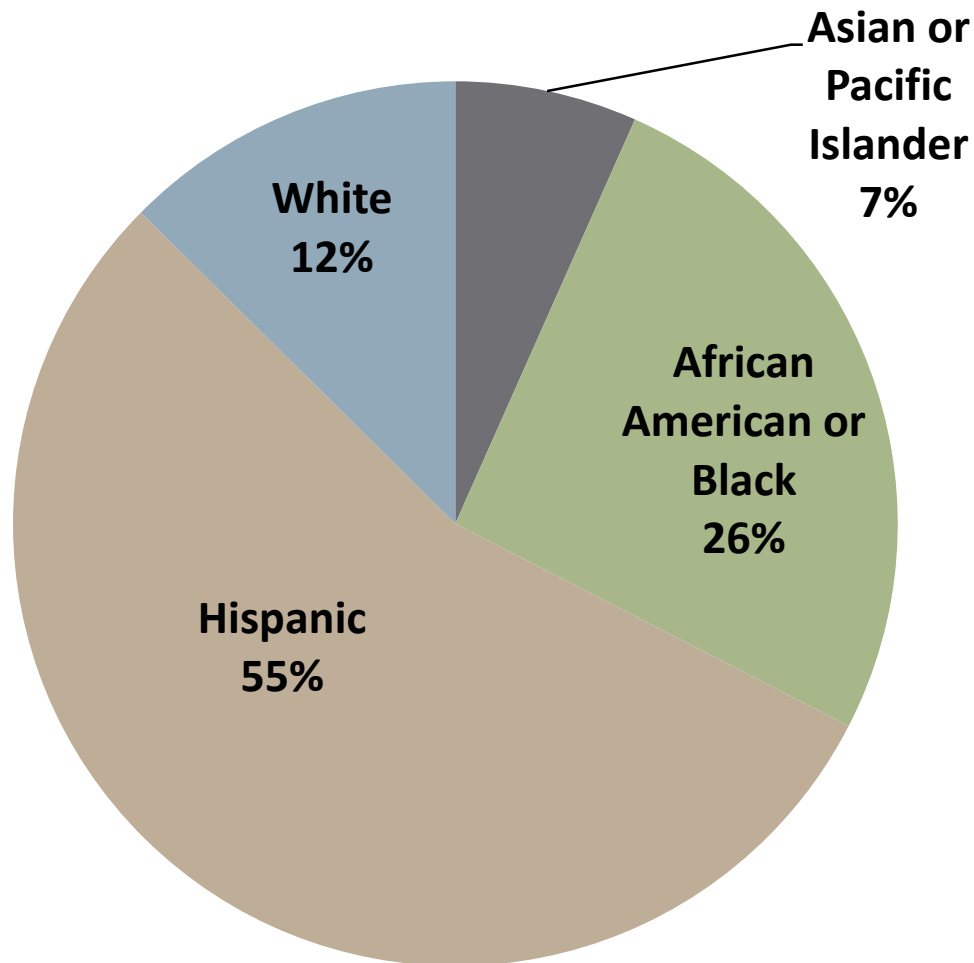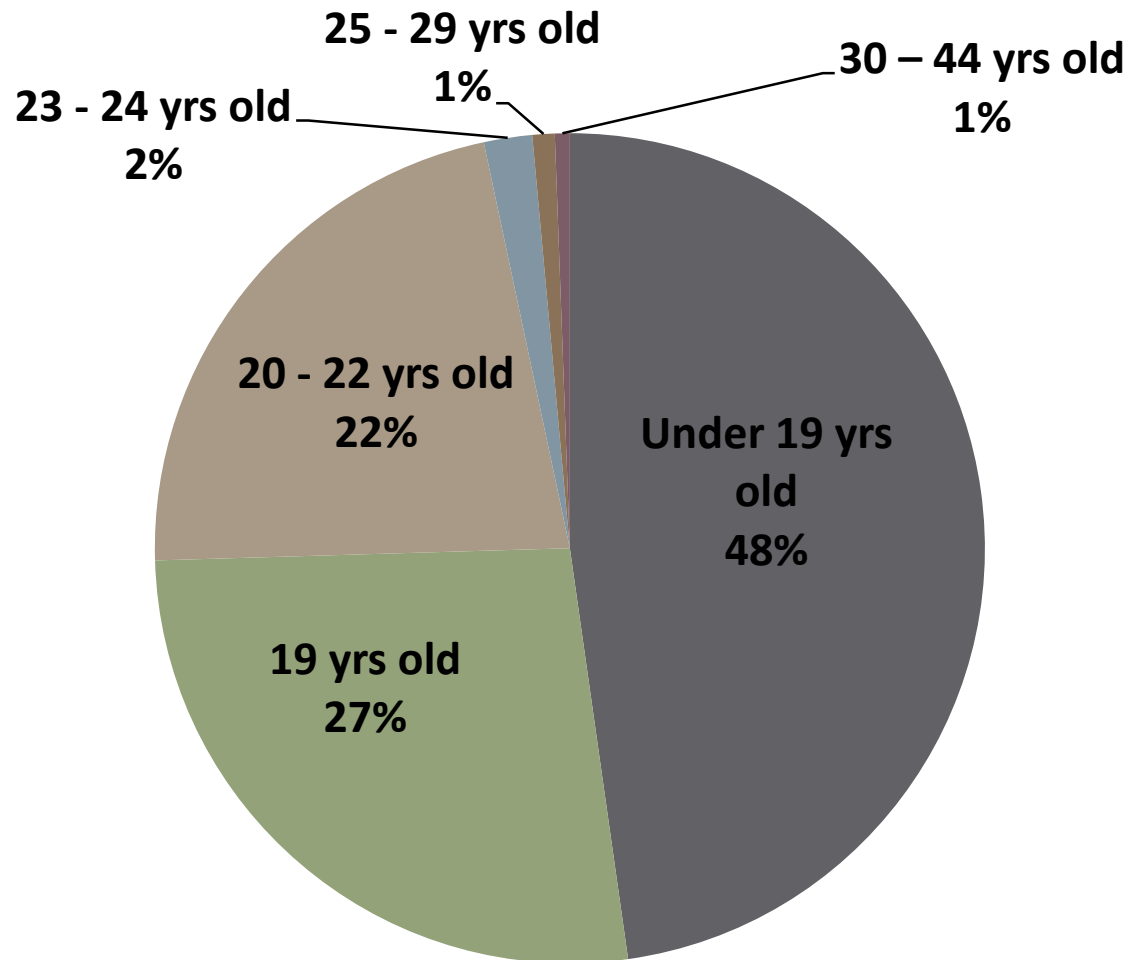
STUDENT DEMOGRAPHICS (N=691) GENDER
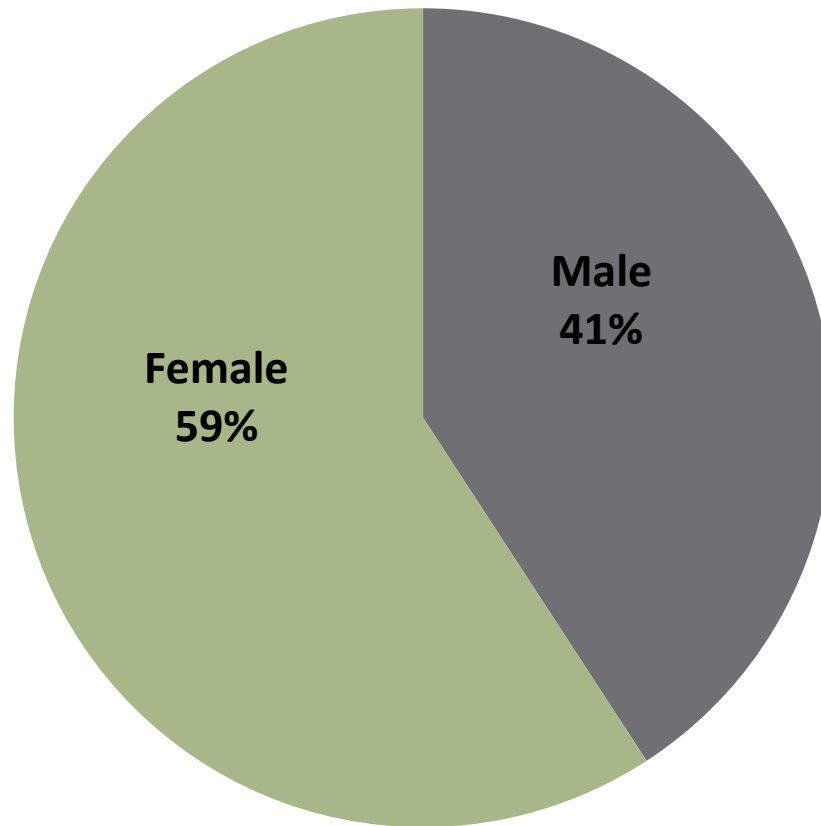
STUDENT DEMOGRAPHICS (N=691) RESIDENCE

STUDENT DEMOGRAPHICS (N=691) FULL-TIME/PART-TIME STATUS

Part-time 10%
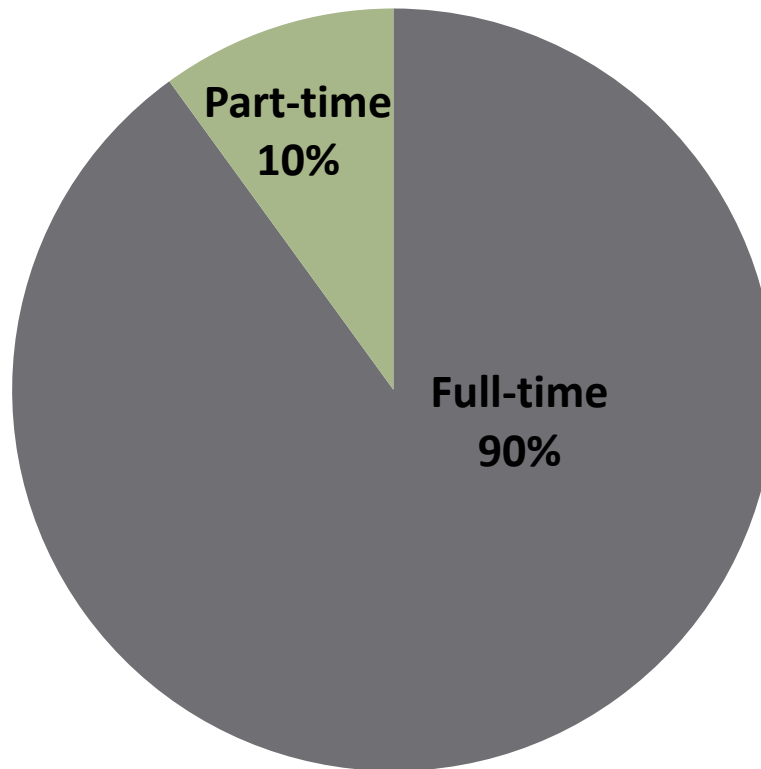
Full-time 90%

100% of first-year students are full-time

What Happened?

National Community College Benchmark Project

COMPLETION & TRANSFER FOR FULL-TIME AND PART-TIME STUDENTS

- Certificate and degree completion rates
- Transfer rates
- Performance at transfer institutions

RETENTION & PERSISTENCE

- College-level course retention and success rates
- Developmental course retention and success rates
- Fall-spring and fall-fall persistence rates

STUDENT PERFORMANCE

- Success rates in core academic skill areas
- Developmental student success in first college-level courses
- Institution-wide grade information
- Distance learning outcomes
- Distance learning sections and grade distributions

SATISFACTION AND ENGAGEMENT

- Noel-Levitz, CCSSE, and ACT student satisfaction and engagement ratings
- Educational goal attainment

JOB MARKET

- Career program completers' employment status
- Employer ratings
- Business and industry productivity

OTHER INSTITUTIONAL EFFECTIVENESS METRICS

- Average credit section size
- Cost per credit hour and FTE student
- High school graduate enrollment rates
- Human resources statistics
- Instructional faculty load
- Market penetration rates
- Minority participation rates
- Student/faculty ratio
- Student/student services staff ratio
- Training expenditures per employee

Graduation Rates

Guttman Community College enrolled its first class of 289 students in fall 2012 with the goal of achieving a three-year graduation rate of 35% for its first cohort. After two years, 80 students from the College's inaugural class (around 28%) graduated on August 27, which is significantly higher than the two-year national graduation rate at Large City community colleges (6.3%, IPEDS Graduation Rate Survey).

COMPLETION & TRANSFER

Graduation Rates

Guttman - Peer Comparison	
Guttman	Comparable Institutions
50% fall 2012 cohort 3-yr graduation rate	16% fall 2010 cohort 3-yr graduation rate

Guttman Comparison Over Time	
Fall 2012 Cohort 2-yr graduation rate	Fall 2013 Cohort 2-yr graduation rate (projected)
28%	33%

RETENTION AND PERSISTENCE

Fall to Fall Persistence Rate

Guttman - Peer Comparison Fall 2012 to Fall 2013	
Guttman	Comparable Institutions
74%	65%

Guttman Comparison Over Time	
Fall 2012 to Fall 2013	Fall 2013 to Fall 2014
74%	69%

STUDENT PERFORMANCE

Institution-Wide Grade Information

Guttman Comparison Over Time
First Semester Success Rates (Grades A-C) by Entering Cohorts
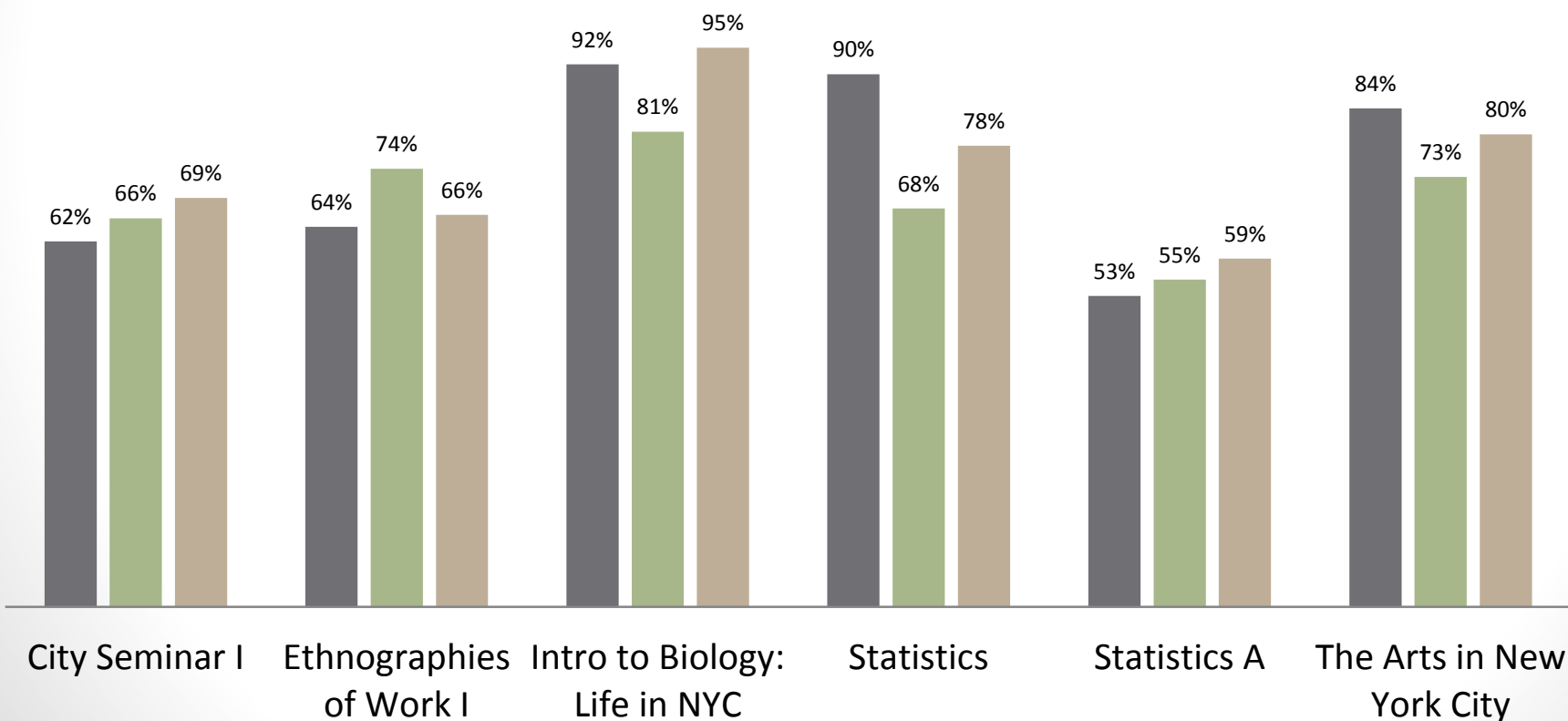
SATISFACTION & ENGAGEMENT

Noel-Levitz Student Satisfaction Inventory

	Guttman to Peer Comparison Spring 2015											

Satisfaction Mean Ratings	Acad. Advising	Concern for the Individual	Admiss. and Fin. Aid	Instruc-tional Effective-ness	Regis-tration	Student Centered	Acad. Svcs.	Campus Climate	Service Excel-lence	Campus Support Services	Safety and Security	Responsive to Diverse Popu-lations
Guttman	**5.89**	**5.71**	**5.62**	**5.62**	**5.57**	**5.64**	**5.59**	**5.60**	**5.51**	**5.42**	**5.30**	**5.52**
National Community College Average	5.32	5.34	5.30	5.51	5.53	5.48	5.62	5.43	5.40	5.11	5.23	5.60

Ratings are based on a 7-point scale

SATISFACTION & ENGAGEMENT
CCSSE

Guttman to Peer Comparison
Spring 2014
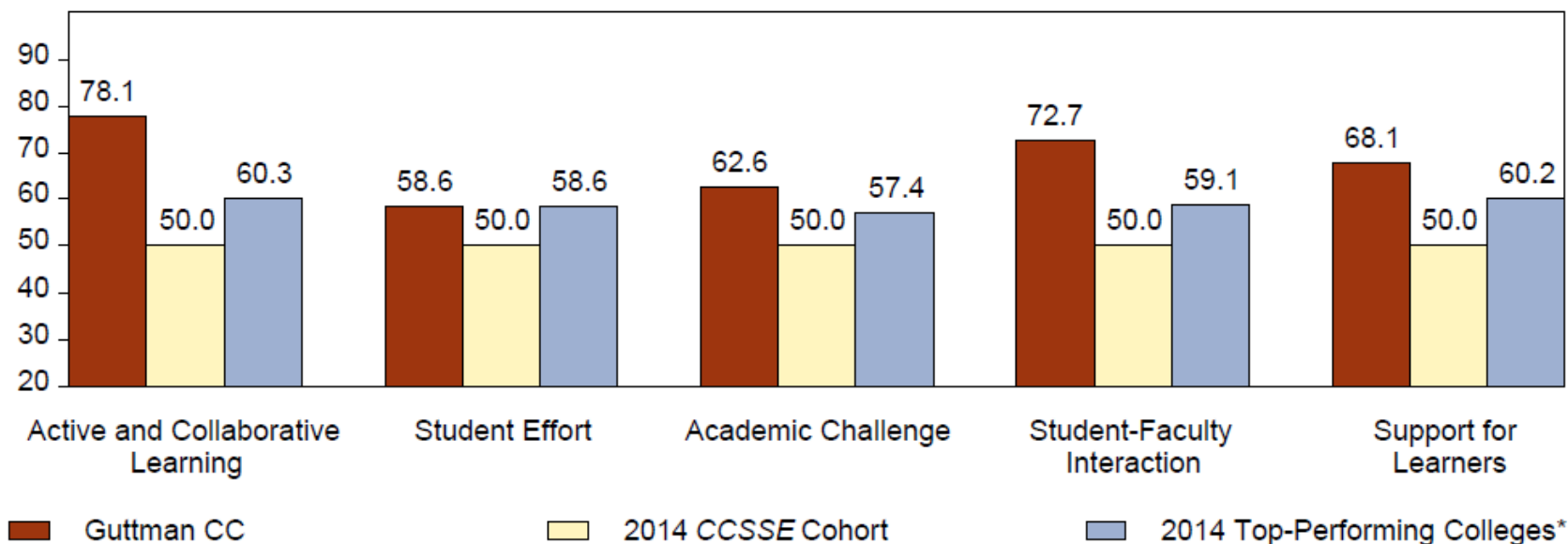
SATISFACTION & ENGAGEMENT

SENSE

Guttman to Peer Comparison
Fall 2014
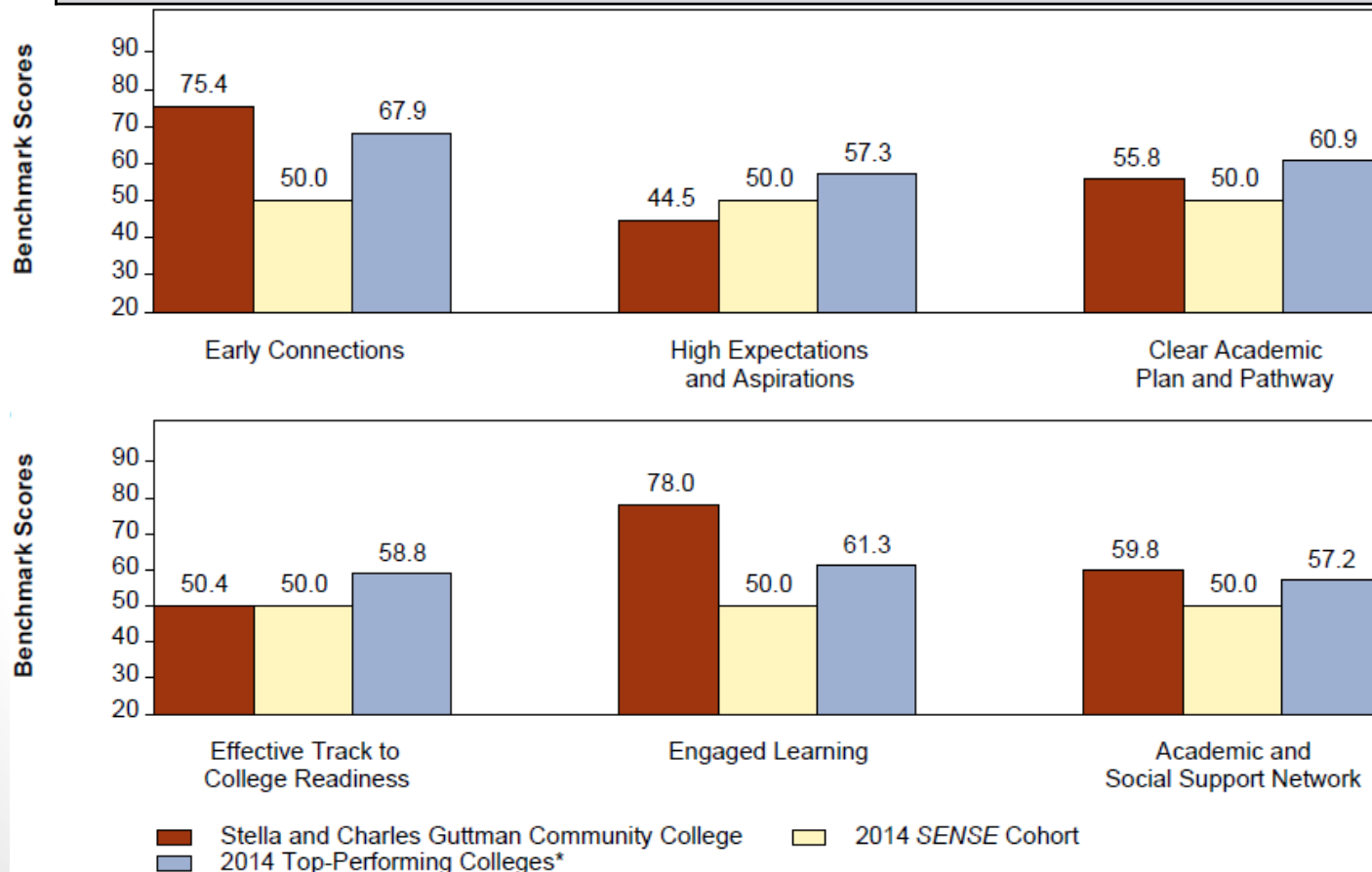
An Environmental Scan

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.

GUIDELINES FOR STUDENT SUCCESS
TERRY O'BANION, MARCH 2014

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.

GUIDELINES FOR STUDENT SUCCESS
TERRY O'BANION, MARCH 2014

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

Redesigning America's Community Colleges

Thomas R. Bailey, Shanna Smith Jaggars, and Davis Jenkins

Rethink ways for organizing programs of study, support services, and instruction.

Cafeteria Model Vs. Guided Pathways

Bailey, T., Jaggars, S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success (pp. 201-205). Cambridge, Massachusetts.
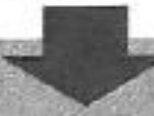
Connection phase: from interest to enrollment

Cafeteria college student	Guided pathways college student
• Attends high school that is poorly informed about the local community college's program offerings and readiness standards	• Attends high school that aligns senior-year curriculum to the local community college's readiness standards in its main program areas
• Not helped to explore career and college options while in high school	• Participates in pre-career assessment and exploration offered in collaboration with the community college
• Takes dual-enrollment course in photography	• Takes dual-enrollment courses in field of career interest: business
• Graduates high school, gets a low-wage job, delays enrollment in college, enrolls later part-time	• Graduates high school, gets a low-wage job, but enrolls full-time in community college in the fall with credits toward business degree
No clear direction *Enrolled part-time*	*On a program path* *Enrolled full-time*

Bailey, T., Jaggars, S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success (pp. 201). Cambridge, Massachusetts.

Entry phase: from enrollment to entry into program of study

Cafeteria college student	Guided pathways college student
• Skips optional orientation, meets with advisor to select first-term courses	• Based on required orientation, career assessment, and advising, selects business meta-major and begins degree plan
• Despite interest in business, takes no business courses; unaware of college career center	• Takes prescribed first-year sequence, including a business course and a business-focused student success course
• Placed in remedial math based on standardized test, will need 2 semesters to get to college-level math	• Takes statistics-oriented math course that enables her, despite not having liked math in high school, to complete college-level math in 2 semesters
• Disengaged by lecture-based courses	• Engaged particularly in social science course, based on topical readings and participation in class projects
Lacks direction *Getting discouraged*	*Has program goal and completion plan* *Gaining early momentum*

Bailey, T., Jaggars, S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success (pp. 202). Cambridge, Massachusetts.

Progress phase: from program entry to completion of program requirements.

Cafeteria college student	Guided pathways college student
• Poor self-advising leads to extra courses / excess credits	• E-advising system enables student and her advisor to monitor progress on student's degree plan
• Fails Economics 101, considers retaking it	• Early alert initiated by Economics 101 instructor leads advisor to recommend tutoring, which enables her to pass the course
• Does not participate in clubs or activities	• Participates in young entrepreneur club suggested by business faculty; this helps connect her with internship
• Does not know college has transfer assistance center	• Applies to business programs at 2 universities with assistance from department advisors
Still lacks direction *Getting discouraged*	*Has program goal and completion plan* *Builds on early momentum*

Bailey, T., Jaggars, S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success (pp. 204). Cambridge, Massachusetts.

Completion phase: completion phase of credential of value for further education and labor market advancement.

Cafeteria college student	Guided pathways college student
• Has not completed business program after 5 years of sporadic, part-time enrollment	• Completes business program in 2 years
• Realizes that some of the courses she took will not transfer for credit toward business program at state university; discovers that the university's business program has restricted enrollment; decides to graduate with a general studies associate degree	• Accepted into bachelor's program at state university; transfers all credits for junior standing in major
• Continues working in low-wage jobs	• Works part-time at marketing company where she interned, while starting at the university
• Disengaged by lecture-based courses	• Engaged particularly in social science course, based on topical readings and participation in class projects
Earns a general studies degree *Employed in series of low-wage jobs*	*Graduates in 2 years* *On track to complete bachelor's in 5 years* *Employed part-time in field of interest*

Bailey, T., Jaggars, S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success (pp. 205). Cambridge, Massachusetts.

Roles in the Redesign Process

Bailey, T., Jaggars, S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success (pp. 206-210). Cambridge, Massachusetts.

Faculty Members and Academic Administrators:

➢ Create maps for all programs

➢ Built partnership with transfer destination program faculty and with employers

➢ Focus on building skills, concepts, and habits of mind

➢ Create an infrastructure for faculty support

Bailey, T., Jaggars, S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success (pp. 206-207). Cambridge, Massachusetts.

Student Services Staff and Administrators:

➢ Work with faculty to design a mandatory process for program exploration and selection

➢ Implement E-advising tools that can facilitate monitoring and support for student progress along program pathways

Bailey, T., Jaggars, S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success (pp. 208). Cambridge, Massachusetts.

Institutional Researchers:

➢ Track loss and momentum points along student's path through college

➢ Follow students as they continue their education

➢ Follow students into their career

Bailey, T., Jaggars, S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success (pp. 209). Cambridge, Massachusetts.

College CEO's and Other Top Administrators:

➢ Reflect on commitment to student success in budgetary decisions

➢ Rethink committee structures to focus on student success

➢ Hire and promote faculty an staff with a strong commitment to improving students outcome

Bailey, T., Jaggars, S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success (pp. 210). Cambridge, Massachusetts.

What is Really Important?

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

Hands On

GEORGE KUH

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

At: http://nsse.iub.edu/pdf/connecting_the_dots_report.pdf
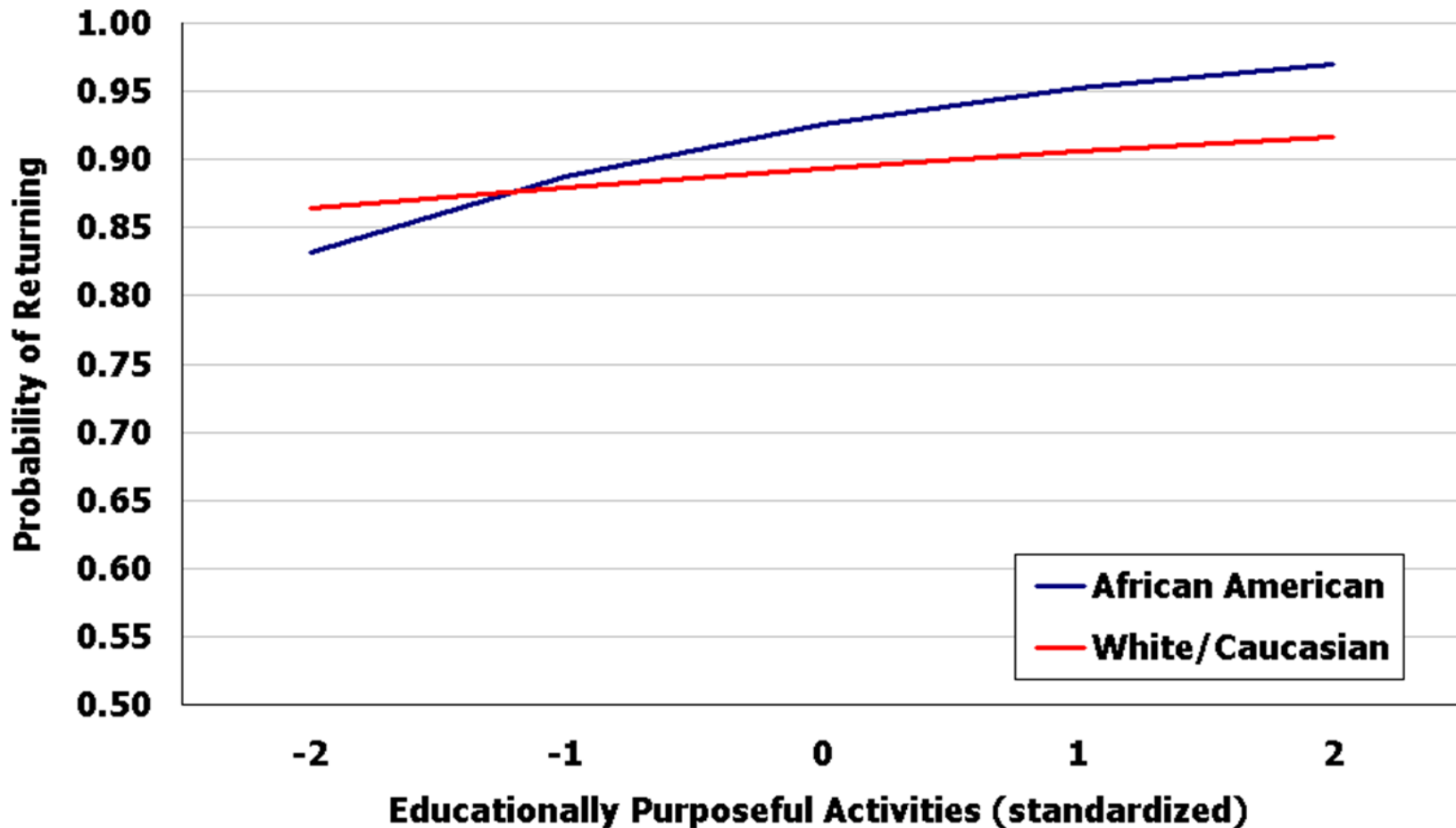
A
B
C

Discussion

Entering Class of 2014 Begins Summer Bridge Program

Guttman Holds First All-College Faculty-Staff Meeting

CUNY's New Chancellor Visits Guttman

Inaugural Commencement August 27, 2014

Inaugural Commencement August 27, 2014

Inaugural Commencement August 27, 2014

September 9 – 11, 2014
Middle States Team Visit

November 20, 2014
Middle States Commission votes
to advance Guttman to Candidacy

Guttman Hosts Citizenship Now!

College Celebrates Chartering and Induction of Students into Honor Society

'Express Yourself' Fashion Brings Style to Guttman

Guttman Student Wins CUNY's 2014 Intramural Chess Championships

Guttman Peer Mentors Attend National Mentoring Symposium

Guttman's Global Ambassadors Take Off for Germany

Austin Ochoa is Newest West Side Community Board Member

Pilot Program Brings Working Artists to the Classroom

College Hosts Advisory and Research Council Meeting