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Message from the President

May 2014

Dear Friends,

As Stella and Charles Guttman Community College approaches the end of its second year with students, I am pleased to present our Strategic Plan through 2017.

As the Introduction and Background will note, CUNY put together an extensive proposal for our initial programs of study and an application to open a new college in 2010/2011 for the Board of Trustees and New York State Board of Regents approval—and those documents contained what in effect was the college’s first strategic plan. The college having opened with its first students in 2012 and 2013, and the first two years of implementing our programs and building a new college nearly behind us, it is timely that we revisit our initial goals and set a direction for the next phase of our development. This strategic plan follows through on the original 2010 proposal and its originating document—A New Community College Concept Paper (August 2008), and is informed by a year-long self-study for the entire college on our first year student experience organized through the Foundations of Excellence.

This Plan strengthens and reconfigures our original goals into four main areas: Refine a New Educational Model, Focus on Student Experience, Create Sustainable Practice, and Improve Communications. Each area has specific objectives, 30 in all, and Appendix IX provides details of the initiatives for each objective and the benchmarks for how we will know we are succeeding. These goals are aligned with our Middle States standards and the University’s Performance Management Process and taken together are a solid roadmap for the near future. As a new institution, we are aware of how important it is to remain flexible and responsive to new developments and will continue to be evidence-based in our approach. We intend to revisit the projections and plans we present here each successive year as the college grows.

As a small start-up, everything we do is of necessity highly collaborative and the development of this Strategic Plan was especially so. Faculty, staff, administration and students took part in the Foundations self-study in the first year and the work-in-progress was the subject of all-college meetings in the second year. The College Council approved the Plan unanimously on May 13, 2014.

As I close, I would like to thank the Guttman community and, in particular, the members of the Strategic Planning Task Force (see Appendix VIII) and its convener, Dean of Strategic Planning and Institutional Effectiveness Stuart Cochran. I look forward to working with the entire community as we continue this extraordinary venture to realize the vision and aspirations that led to the founding of Stella and Charles Guttman Community College.

Scott E. Evenbeck
President
Introduction and Background

By any measure, Stella and Charles Guttman Community College (formerly the New Community College at CUNY) has had a remarkable opening two years. Located at 50 West 40th Street in the heart of midtown Manhattan overlooking Bryant Park, it opened its doors after four and a half years of planning with a Convocation on August 20, 2012 as the first 300 students marked the start of an inaugural Summer Bridge Program. The college was honored at that event by the presence of then Mayor Michael R. Bloomberg, New York State Board of Regents Chancellor Merryl H. Tisch, Board Vice Chairperson Philip Berry, then Chancellor Matthew Goldstein and many others. In his remarks the Mayor said that “helping to make the New Community College a reality fulfills a pledge I made three years ago. And in launching it today, we’re creating a potentially game-changing model for community college education in New York and throughout the nation.” That aspiration has been a guiding light as the college moved through its first two years that were both thrilling and challenging.

When Guttman adopted a mission statement in 2011, it also articulated a set of goals—the first and most important of which is “To maintain student learning as the primary driver for all decisions made throughout the institution.” This goal has been kept in mind and often invoked as a reminder during the college’s first two years in sorting priorities. A primary concern has been to provide students the highest quality learning experience possible, based on the new educational model the planning team was charged with creating, and to be evidence-based in formative assessment of student learning and institutional effectiveness. From the Summer Bridge Program to fall I/fall II and spring I/spring II sessions, Guttman has carefully tracked its students’ progress and mapped their course-taking case-by-case in a complex matrix of assessment-advising-scheduling.

Although community colleges enroll almost half of all U.S. undergraduates, their graduation rates have long been disappointing. Although recent data on completion is encouraging (see AACU Data Points at: http://www.aacc.nche.edu/Publications/datapoints/Documents/Data_Points_outcomes_final.pdf; National Student Clearinghouse Research Center at: nscresearchcenter.org/signaturereport6/#Sig6-Results-5), overall not enough students earn their associate degrees. Low graduation rates exact steep costs to individuals, businesses, the economy and taxpayers. Guttman Community College (GCC) has been designed to increase
substantially the graduation rate of community college students, especially those who enter higher education underprepared for college-level work—most particularly those low-income, first generation students from groups that have been traditionally underserved in higher education. Its mission is to give students the academic foundations for further education and professional opportunities. GCC is committed to serving students representative of the economic, racial, and ethnic composition of the people of New York. Its mission is being achieved through innovative curriculum, excellence in teaching, proactive and responsive student supports, external partnerships and a culture of accountability, each of which is operationalized in the structure of the College and the educational model.

From its inception, planning for Guttman Community College has been an inclusive effort, a model for the collaborative structure basic to the college’s mission. In April 2008, an online survey solicited input from the University community. Hundreds of faculty and staff responded to questions regarding degree programs, the integration of academic and occupational majors, and remedial education. A planning team was established to serve as a coordinating entity, responsible for consulting with the larger CUNY community and professionals across the nation, and reviewing relevant research. A Steering Committee of Central Office administrators and community college leaders oversaw the planning process. And a national Advisory Board was established to ensure the broadest possible perspective.

In August 2008, the planning team issued a Concept Paper that defined a framework and an educational model for the new College. Some of the key ideas were departures from traditional approaches; others derived from innovative practices at CUNY’s six community colleges and from suggestions for changes in policy that prevent community college educators from doing their best work. A meeting of the Advisory Board in September 2008 and a series of forums at the existing CUNY community colleges in fall 2008, attended by almost 500 people, provided comment on the ideas of the Concept Paper.

In 2009 and 2010, more than 100 faculty and staff from across the University participated in working groups that used the Concept Paper as a foundation to develop recommendations for an administrative and educational structure aligned with the new College’s mission. Another 200 worked on search committees for faculty and staff and participated in curriculum development. Since 2010, GCC faculty and staff have further refined the framework and educational model in ways that will enable the college to realize its mission and the aspirations of the Concept Paper: achieving a three year graduation rate of 35%; increasing degree attainment among those least likely to persist in higher education; enabling graduates to go on to earn baccalaureate degrees and/or become active participants in New York City’s workforce; and serving as a laboratory for research-based innovation in community college education. (The Concept Paper, other foundational planning documentation, and a case study report on the college’s planning—Rethinking Community College for the 21st Century—can all be accessed at: http://ncc.cuny.edu/about/strategicplanning/planning-documents.html.)

Four years of collaborative development culminated in a unique educational model that addresses the strengths and challenges of community college students. GCC’s notable features include:

- A multi-step admissions process designed to help students determine if GCC is the right fit to address their educational needs and career aspirations;
- A mandatory two-week summer bridge program that introduces students to the GCC curricular model and the demands of college-level work and full-time attendance in the first year;
- A first-year core curriculum that contextualizes skills development in credit-bearing coursework, with embedded advisement from professional staff built in each week;
- Integrated academic and student services to support student progress and timely degree attainment;
- A Center for College Effectiveness to foster a culture of collaboration among faculty and staff and maintain a focus on continual improvement through the use of evidence;
• An Office of Partnerships & Community Engagement to create opportunities for applied experience (intern and externships, job shadowing), career planning, and to keep curricula relevant through site visits, case studies, and advisory groups;

• A limited number of programs of study with well-defined pathways to degree, transfer and/or careers: Business Administration (A.A.); Information Technology (A.A.S.); Liberal Arts & Sciences (A.A.); Human Services (A.A.); and Urban Studies (A.A.). Programs in Health Information Technology (A.A.S.), Energy Services Management (A.A.S) and Environmental Science (A.S) have been approved by the CUNY Board of Trustees and the New York State Education Department. HIT will be offered once enrollments grow sufficiently, and Guttman will consider offering programs in Environmental Science and Energy Services Management or other new majors as the college grows.

On Feb. 28, 2011 the CUNY Board of Trustees approved the establishment of the New Community College, noting its charge to increase the retention and graduation rates of community college students through a new and imaginative model of delivering education. In September 2011, Gov. Andrew Cuomo approved the establishment of The New Community College at CUNY. Founding President Scott E. Evenbeck assumed leadership on January 3, 2011, and was joined later that year by José Luis Morín as Vice President for Academic Affairs and Provost. Larian Angelo became the Vice President for Administration and Finance in March 2012 and John Stroud the Chief Information Officer in spring 2012. Stuart Cochran became Dean of Strategic Planning and Institutional Effectiveness in March 2013, and Rebecca Hoda-Kearse was named Assistant Dean, Student Engagement and Success later that year. Beginning February 2014, Joan Lucariello became Interim Provost & Vice President for Academic Affairs. Since its first appointments in 2010, the college has continued to search for and appoint the finest faculty dedicated to a new educational model and doing things differently. Proportionally, this explosive growth will continue for some years as the college increases its incoming student class each year and grows its capacity to serve those students (see below Plans for Growth, p. 8).

With Title IV funds depending on our becoming accredited, Guttman was determined to move that process along as early and quickly as possible. It prepared and submitted a self-study to the New York State Education Department in the summer of 2012 and an external review team began a four day site visit literally the day the doors opened on August 20th. This team was glowing in its recommendation to the Regents Accreditation Committee in November and the full Board of Regents voted in December to accredit Guttman Community College for five years with an interim report after three years. Once accredited, Guttman’s Director, Office of Financial Aid and Student Financial Support applied for and Guttman was approved for Title IV funds.

With the Central Office, College of Staten Island, York College, and LaGuardia Community College, Guttman Community College took part in a CUNY Foundations of Excellence consortium for a self-study focused on its first year student experience. That year-long effort, which involved the entire college community, identified three areas (student experience, sustainable practice, communications) with recommendations for improving each. That self-study informs this strategic plan (see Appendix I, p. 18.) The college is also moving ahead with a multiyear accreditation process with the Middle States Commission on Higher Education (MSCHE), and to that end it submitted an application, known as an Accreditation Readiness Report, in March 2013 and will update it again in June 2014. The college hosted a visit on June 20, 2013 with its MSCHE liaison Vice President, Dr. Ellie Fogarty. That successful visit will, we hope, lead to the formation of a team of external reviewers who will visit in fall 2014 to determine Guttman’s readiness for advancement to candidacy and self-study.

There have been a number of other significant milestones in the first two years. With the Board of Trustees’ approval of the college’s Interim Governance Plan at its June 2012 meeting, Guttman proceeded to implement the plan in fall 2012 by convening the College Council for its
first meeting on October 2, 2012, with four more meetings during the 2013 academic year. In addition to electing the Secretary and members of various standing committees (Curriculum, Assessment and Professional Development, College Personnel, Agenda), the Council approved unanimously Reappointment, Promotion and Tenure Guidelines dated January 14, 2013. The Council also approved adjustments to Guttman’s degree programs to align them with Pathways—CUNY’s new general education framework—all of which were submitted for Board approval on Chancellor’s University Reports. With faculty and staff support, students held two rounds of elections for officers and representatives—the first slate of which served through the end of June 2013. Students have organized themselves into a Student Government Association, written and approved a constitution, and held a second round of elections for leaders to serve in the current academic year beginning July 1, 2013. The college also organized and convened meetings of its College Association.

Judged only by its FTE student enrollments, Guttman is the equivalent of a small richly resourced program. It is not, however, a program of course but a new college, with all the mandated services required of a college, and in many ways its small numbers present unique challenges with diseconomies of scale. Of the 289 students who entered in fall 2012, 215 students reenrolled in fall 2013 for a fall-to-fall retention rate of 74.4%. After completing the required Summer Bridge Program, 278 new first time freshman continued on in courses in fall I, 2013. Appendix IV provides a Data Snapshot comparing the first two entering classes and aggregated and disaggregated student retention data.

As of fall 2013, there were 493 students. Guttman plans on enrolling additional students in increments of 75 (which constitute an instructional house), in each of the next three academic years (375 new students in FY 2015, followed by 450 new students in FY 2016 and 600 new students in FY 2017). By spring 2014, there were 94 full-time employees, of whom 28 are faculty, 60 are staff and 6 are administration. In addition, the college has 109 part-time employees (not counting student aides), of whom 35 are adjunct teaching faculty, 69 are college assistants, graduate coordinators or other hourly staff, and 5 are non-teaching adjuncts. Of the 94 full time personnel, 60% have been hired or appointed since September 2012. This necessary but proportionally explosive growth will continue to be a significant challenge for a number of years for both hiring and space requirements. The college has already outgrown its small space on West 40th Street and needs to use additional classrooms at the Joseph S. Murphy Institute on West 43rd Street—about three blocks away—and at the new School of Professional Studies on West 31st Street.

The work of building the college and its capacity continues—both in areas of administrative and academic affairs—as the “first” second year approaches its conclusion. The success of so many students at Guttman with a real chance to graduate in two years (estimated at 28% midway through the spring I session) is a testament to the remarkable effort of so many staff and faculty and to the model itself. Special recognition should be given to the administrative staff in enrollment management, registrar, financial aid, and bursar who mapped onto the simulated semester calendar the complicated
task of working with academic affairs on assessment of student progress and course scheduling; and to the engagement staff who worked with students in advisement.

Guttman aspires to use the Performance Management Process or PMP as the foundation of its institutional effectiveness assessment and it has made a good start in that direction. Much of the first year PMP involved monitoring experience and outcomes and establishing data-driven baselines, as the report in Appendix II shows (see p.18). The college has outstanding accomplishments in the area of fundraising, in which it received a total of $935,023 from the Bill & Melinda Gates Foundation (a multiyear award prorated for this fiscal year), the Lumina Foundation, the Robin Hood Foundation, and a Salomon Family Foundation grant. It has also been endowed with an extraordinary gift from Stella and Charles Guttman Foundation that was recognized on June 18, 2013 with the renaming of the New Community College as Stella & Charles Guttman Community College. In addition to the $15 million naming gift, its students along with other CUNY students will also benefit from a transfer scholarship fund that was part of the generous Guttman package.

Another area in which the college made real progress is faculty-driven student learning outcomes assessment. When it established its institutional vision, mission and goals, the President, faculty and staff also established its institutional student learning outcomes, which were built on Lumina Foundation’s Degree Qualifications Profile and informed by AAC&U’s LEAP Essential Learning Outcomes. These learning outcomes encourage students to aim high and provide them with a framework for their entire educational experience, connecting school, college, work and life. 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. Students know from the time they enter the college that they are expected to demonstrate progress in achieving these outcomes, which are based on integrative learning in and beyond the classroom and are assessed via students’ coursework collected and presented in e-Portfolios.

A six member team attended an AAC&U Summer Institute on General Education and Assessment in Burlington, Vermont, in June 2013, and while there the team drafted a multiyear implementation plan for institutional student learning outcomes assessment and periodic program reviews. This work was informed by the Foundations of Excellence self-study, and so it includes both a communications plan and a cyclically phased-in multiyear plan that will result in sustainable practice (see Appendix III, p. 18). As part of both the FoE process and the PMP (Noel-Levitz), Guttman administered student, faculty/staff surveys that among other crucial areas, document its quality of student life and/or satisfaction with administrative services. It also administered a SENSE survey (Survey of Entering Student Engagement) for students who began at Guttman in fall 2013. These surveys give evidence of areas of strong success and ongoing challenge and need for improvement (see Appendix I, p. 18 and Appendix V, p. 18 for results of these surveys).

As Guttman Community College grows and establishes additional groups of advisors (a Foundation Board, an advisory board for the Office of Partnerships, etc.), it makes sense to consolidate the Advisory Council and the Research Advisory Group into a single entity. The reconstituted Advisory and Research Council at Guttman will be charged as the primary academic advisory group to the President and the senior leadership team, carefully monitoring the implementation and success of the new model. It will provide college leadership with guidance and support across the broad range of planning, implementation and operation of Stella & Charles Guttman Community College. It will help connect Guttman to like-minded initiatives across the United States that are striving to improve the success of students in associate degree programs and to the policymakers, researchers, and foundations concerned with these postsecondary initiatives. The Council will include administrators, faculty and staff at Guttman, experts both in CUNY and in the field of higher education research, and a representative of the Guttman Foundation and will meet in September 2014.
Vision, Mission, and Alignment of Goals

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.

That opening vision statement, along with Guttman’s mission, institutional goals and student learning outcomes (see Appendix VI, p. 18) were developed by the faculty, staff and administrators of the then New Community College in 2011, and they continue to be four foundational bases on which the college grows. These value statements and goals are not static documents merely for reference but are living aspirations to be revisited and more fully realized as guidelines for practice. The institutional student learning outcomes, for example—renamed the Guttman Learning Outcomes or GLOs this past June by a working team of faculty, staff and administrators at an AAC&U Summer Assessment Institute—and their associated rubrics—continue to be reviewed and mapped onto curricula and signature assignments by faculty and staff. Through the nine lenses of the Foundations of Excellence (FoE) dimensions, the college has aligned the FoE recommendations that emerged from that one year self-study with its institutional goals, the New York State and Middles States standards, and the CUNY Performance Management Process in order to focus on coherent and efficient development and to set out priorities. This strategic plan incorporates a number of the FoE recommendations into its reformulated institutional goals (see below, p. 12). It also puts forward as part of its basic statements of purpose and practice, a statement of philosophy that was developed through the FoE work (see Appendix VI, p. 18). Finally, the Strategic Plan aligns the reformulated major goals and objectives with its 2014 areas of focus from the PMP and the Middle States and New York State standards (see Appendix VII, p. 18).

Plans for Growth

The New York State Education Department Application for Opening a New College and Proposal to Establish Initial Programs of Study (January 7, 2011) together constituted the College’s founding plans. As Guttman embarked on its second year—a full three years after those planning documents were put together beginning with a Letter of Intent that was circulated in August 2010—the challenges of managing growth while implementing and
monitoring a new educational model, establishing evidentiary baselines, and building the college with all the many required protocols of practice became even more clear. By necessity we are learning from experience. Through formative assessment of the many moving parts of the model (e.g. instructional teams; the peer mentor program; Studio; use of ePortfolio across the college; search and hiring processes; plans for use of physical space); and extensive faculty/student/staff surveys through Foundations of Excellence (2012), Noel-Levitz (2013) Student Satisfaction Inventory, and SENSE (Survey of Entering Student Engagement), Guttman is poised to move ahead making adjustments as needed.

The Strategic Planning Task Force (see Appendix VIII, p. 18) has developed the most crucial growth projections the college needs to address in the coming years. For an institution at such an early stage of operation, a strategic plan must necessarily be flexible and provisional. With just two years of operating experience, many “firsts” are yet to come. How will students fare as they progress through their programs of study? Will the second class’s outcomes approximate the first class’s? Through strategic planning and rolling projections each year, the college will develop its best-informed projections with early baselines and modify those as experience and evidence dictate.

The first year core curriculum is organized around a “house” structure based on 3 cohorts or classes of 25 students each or 75 students per house. In turn, each house has a single instructional team comprised of faculty, student success advocates, a librarian, graduate coordinators and peer mentors that work with those same 75 students and form a kind of instructional team learning community. As detailed in Tables 1a-c, student enrollment headcount targets are actual for our first two years and projected over the next 3 years with the house structure in mind. It is also assumed that Guttman’s main campus at 50 West 40th Street will be supplemented during the coming years with additional off-campus classroom and office space. Once we are located in our permanent home at 59th Street and Amsterdam Avenue, we expect our building to accommodate from 3,000 to 5,000 students.

While FTE numbers are small, compared to other CUNY community colleges, even this growth represents significant challenges when faculty and staff searches and hiring are added to the work being done by existing faculty and staff still piloting a new educational model and curriculum and building a new college. Table 2 shows Projections of Course Sections based on actual sections for FY 2013 and FY2014 and an assumed improvement in class size of approximately 5 percent each year. With limited experience many of these assumptions are yet to be fully tested.

Table 3 lays out projections for full- and part-time faculty needed for 6 programs of study. As enrollments grow, the college will consider adding two additional programs in Environmental Science and Energy Services Management or other new programs, but additional programs will likely not be offered until the out years 2016-2017, when a critical mass of students distributed across six+ majors is sustainable.

The process of approving a hiring plan, designing and posting position descriptions, convening search committees, interviewing candidates, approving hires and securing Board of Trustee appointments takes a full year, and we are thus moving ahead now with our 2015 plans.
### Table 1a
**STUDENT HEADCOUNT & FTE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshmen</th>
<th>Fall*</th>
<th>Spring*</th>
<th>Annual Average FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 13 – Actual</td>
<td>289</td>
<td>289</td>
<td>267</td>
<td>350</td>
</tr>
<tr>
<td>FY 14 – Actual</td>
<td>278</td>
<td>493</td>
<td>436</td>
<td>580</td>
</tr>
<tr>
<td>FY 15 – Projected</td>
<td>375</td>
<td>685</td>
<td>555</td>
<td>727</td>
</tr>
<tr>
<td>FY 16 – Projected</td>
<td>450</td>
<td>870</td>
<td>727</td>
<td>927</td>
</tr>
<tr>
<td>FY 17 – Projected</td>
<td>600</td>
<td>1,135</td>
<td>944</td>
<td>1,211</td>
</tr>
</tbody>
</table>

* Based on Guttman’s simulated 18 week semester comprised of fall I (12 weeks) + fall II (6 weeks) and spring I (12 weeks) + spring II (6 weeks).

### Table 1b
**STUDENT PERSISTENCE ASSUMPTIONS FALL 2012 COHORT**

<table>
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<tr>
<th></th>
<th>Graduated</th>
<th>Still Enrolled</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>ONE - Year</td>
<td>-</td>
<td>74%</td>
<td>74</td>
</tr>
<tr>
<td>TWO - Years</td>
<td>25%</td>
<td>35</td>
<td>60</td>
</tr>
<tr>
<td>TWO ½ - Years</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>THREE - Years</td>
<td>45</td>
<td>5</td>
<td>50</td>
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</table>

### Table 1c
**STUDENT PERSISTENCE ASSUMPTIONS ALL COHORTS EXCEPT FALL 2012**

<table>
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<tr>
<th></th>
<th>Graduated</th>
<th>Still Enrolled</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE - Year</td>
<td>-</td>
<td>75%</td>
<td>75</td>
</tr>
<tr>
<td>TWO - Years</td>
<td>15%</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>TWO ½ - Years</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>THREE - Years</td>
<td>40</td>
<td>10</td>
<td>50</td>
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### Table 2
**Projections of Course Sections**

<table>
<thead>
<tr>
<th></th>
<th>General Education</th>
<th>Majors</th>
<th>Total Sections</th>
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<tbody>
<tr>
<td>FY 2012 - 2013</td>
<td>147</td>
<td>8</td>
<td>155</td>
</tr>
<tr>
<td>FY 2013 - 2014</td>
<td>258</td>
<td>88</td>
<td>346</td>
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<tr>
<td>FY 2014 - 2015</td>
<td>305</td>
<td>102</td>
<td>407</td>
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<tr>
<td>FY 2015 - 2016</td>
<td>352</td>
<td>130</td>
<td>482</td>
</tr>
<tr>
<td>FY 2016 - 2017</td>
<td>442</td>
<td>163</td>
<td>605</td>
</tr>
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Major Institutional Goals and Strategies for Implementation

Strategic Issues: Challenges and Opportunities

Guttman’s most important challenges in the next three years are:

- Manage the growth of students, faculty and staff from a small start-up to a fully realized community college with 3,000 to 5,000 students in a permanent home;
- Manage existing space, lease new space, and plan a permanent home for Guttman Community College;
- Continue to refine the educational model and roll out additional programs of study;
- Monitor student progress and engage in ongoing formative assessment across academic and administrative operations;
- Attain accreditation from the Middle States Commission on Higher Education;
- Build a true culture of collaboration and mutual respect; and
- Manage resources and raise outside funds crucial to developing the college and supporting its students.

Through a Foundations of Excellence self-study of the first year student experience 2012 – 2013 three overarching areas for improvement were identified in addition to recommendations for learning and improving the educational model. These strategic issues either fall within existing institutional goals or call for additional major institutional goals to assure that they are addressed. To manage them along with new growth, the major institutional goals for 2011 have been revisited and reformulated to move forward, as follows:

Refine a New Educational Model

The four and a half years of intensive planning prior to opening the doors with the first students in August 2012 is well documented (and can be accessed at the GCC Website: http://guttman.cuny.edu/about/strategicplanning/planning-documents.html). Guttman’s raison d’etre has been to bring to scale an academic experience that would increase the opportunities for success for community college students, many of whom enter higher education underprepared for college-level work. Guttman is the first new community college in CUNY in more than four decades, and its overarching mission is to give students the academic foundations for further education and professional opportunities. The centerpiece of Guttman’s educational model is an integrated first-year curriculum that builds the

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Faculty Projections</th>
<th>FTE Students</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Total FTE Faculty</th>
<th>S/F Ratio</th>
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</thead>
<tbody>
<tr>
<td>FY2013 Actual</td>
<td>350 19</td>
<td>6.4</td>
<td>25.4</td>
<td>13.8</td>
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<tr>
<td>FY2014 Actual</td>
<td>580 27</td>
<td>14.1</td>
<td>41.1</td>
<td>14.1</td>
<td></td>
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<tr>
<td>FY2015 Projected</td>
<td>727 41</td>
<td>14.3</td>
<td>55.3</td>
<td>13.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY2016 Projected</td>
<td>927 49</td>
<td>17.0</td>
<td>66.0</td>
<td>14.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY2017 Projected</td>
<td>1,211 62</td>
<td>21.3</td>
<td>83.3</td>
<td>14.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Projections are based on section projections (Table 2), adjusted for spring II session during academic leave. Full-time faculty are average annual headcounts. Full-time faculty average 20 teaching hours per year, which is based upon FY 13 actual teaching loads. Adjunct faculty equated to FTE faculty based on 27 teaching hours per FTE. 80 percent of sections of general education courses are staffed by full-time faculty, excluding spring II offerings. In FY 13, the actual number is 81 percent.

65 percent of sections of major courses are staffed by full-time faculty, excluding spring II offerings.
academic, linguistic and affective skills necessary for success in college and career. That first-year curriculum, which integrates developmental and credit-bearing coursework, offers instruction through high impact practices that research has shown to hold promise of better outcomes for urban students. A New Community College Concept Paper (2008) expressed the vision, rationale, and basic principles that underlay the new model, and multiple working groups that met from 2009 to 2010 created design roadmaps for that vision. As faculty and staff joined the college, the highly collaborative process of planning, designing and implementing the model continued. The first year was an opportunity for the college to get its bearings with actual outcomes for recruitment and admission, student course-taking and academic progress. The transitions from each of the four sessions to the next and from year one to year two were periods of intensive formative assessment linked to scheduling and advising.

The best interests of its students and the ongoing refinement of the model based on evidence have been Guttman’s most important priorities, and that work of building the new college will continue to be its central foci in the next four years and beyond. As the College grows, and the numbers of students and faculty increase, it will be necessary to add additional programs of study that address student interests and labor market needs. It will be critical to review Guttman’s high impact and high touch academic/student support model to ascertain and understand those elements that are most effective not only in moving students toward graduation but in facilitating the development of knowledge and skills necessary for success in baccalaureate studies and/or in employment. Finally, Guttman will continue to seek out and nurture new partnerships, such as the Inwood Early College for Health and Information Technologies, which will accept its first 9th grade students (approximately 80) this fall. This extraordinary opportunity to partner with the CUNY Early College Initiative, the New York City Department of Education, Microsoft and New York-Presbyterian Hospital to start a new 9-14 early college high school has great potential to bring well-prepared students to Guttman in a few years.

1. The Stella and Charles Guttman Community College will improve student learning, retention and graduation rates by implementing and refining a new educational model to serve our students.

To this end we will:

1.1 Continue to develop and refine a model of community college education that successfully integrates developmental and credit-bearing coursework;

1.2 Create and coordinate pre-college and immersion programs with the Guttman first year model;

1.3 Continue to develop effective academic support for all students;

1.4 Continue to develop advising and student support practices that are proactive, guided by inquiry and supported by research;

1.5 Continue to develop our peer mentor program to be a model for CUNY and nationally;

1.6 Continue to develop our use of ePortfolio and other innovative uses of academic technology in classroom instruction and institutional contexts;

1.7 Introduce additional programs of study as the college grows, compatible with our mission, student interests, and current societal and employment trends and provide students in
these majors with clearly defined pathways to degree completion, further education and entry to careers;

1.8 Promote connections between college and the workplace by engaging partners from New York City business, non-profit organizations and governmental agencies; arranging experiential learning opportunities; and making use of the city as an extension of the classroom;

1.9 Use ongoing assessment to inform decisions about student learning and professional development and to improve institutional practice.

Focus on Student Experience

At a Foundations of Excellence Winter meeting in February 2013, Joyce Romano and Kurt Ewen from Valencia Community College made a keynote presentation on “6 Big Ideas: Rubrics for Change and Measures of Excellence.” Their fourth “big idea” was simple and direct and crystallizes a belief that has deeply influenced both the vision and realization of Guttman Community College.

“The College Is How The Students Experience Us, Not How We Experience Them.”

Keeping this orientation in mind “encourages us to see students as persons who experience the college in powerfully personal ways. This is particularly true for the students who are most vulnerable and who find college a foreign and unwelcoming place.”

A deep understanding of the struggle so many students have in making a successful transition from high school or a GED program to postsecondary education framed and informed the Concept Paper. As we continue to develop our model, courses and programs of study to ensure structured pathways and additional articulation agreements to ensure students smooth transition into further education, our focus on students will remain Guttman’s primary concern.

2. The Stella and Charles Guttman Community College will provide students with opportunities to achieve academically, grow socially, and contribute to the college and the community.

To this end we will:

2.1 Maintain student learning as the primary driver for all decisions made throughout the institution;

2.2 Increase our capacity to serve all our students, including those with special needs and difficult life circumstances;

2.3 Support our commitment to high expectations for students’ academic and personal growth;

2.4 Equip students to use technology in their careers and throughout their lives;

2.5 Provide multiple opportunities for students to develop mentoring relationships with faculty and staff throughout the course of the year;

2.6 Continue to build on current extracurricular activities (clubs and activities that represent a diverse array of topics and interests), so students have more opportunities to become involved;

2.7 Engage students in planning and conducting professional development and assessment activities;

2.8 Spotlight student successes;

2.9 Include parents when appropriate as external stakeholders during admissions and following matriculation.

Create Sustainable Practice

It is not surprising, if you conduct a self-study in the very first year of a new college, that many participants will express concern about the intensity of start-ups and the dangers of burn-out. This recurring theme surfaces most often not out of
self-interest or complaint but in the context of real concern for colleagues and for the long-term success of the institution. The best people have the highest standards for themselves and without the wherewithal to meet those highest standards, they will move on to working environments that allow them to succeed. At this early stage of development and still contending with the diseconomies of scale, sustainable practice must be acknowledged as one of Guttman’s four major goals.

3. The Stella and Charles Guttman Community College will be an exemplary environment in which to work, one that affords faculty, administration and staff ample opportunities to grow, to learn and to practice their profession at the highest standards.

To this end we will:

3.1 Provide resources, including administrative and instructional technology, and sufficient staffing to both grow and sustain the college;

3.2 Continue to develop the structure and staff the college to meet the needs of an evolving organization;

3.3 Manage existing space, identify and lease new space, and with the Central Office and in consultation with the college community, plan a permanent home for Guttman Community College;

3.4 Raise outside funds and secure grants to supplement our existing resources;

3.5 Recruit and retain a diverse faculty and staff committed to the mission of the college and support and recognize their teaching, scholarship and professional accomplishments;

3.6 Develop a mentoring plan for new faculty onboarding;

3.7 Plan professional development activities over time on a schedule and calendar that allows for sustained attention to critical issues;

3.8 Create phased-in implementation and assessment plans across operating units to facilitate a proactive culture;

3.9 Create processes to preserve personal relationships possible at small scale as we grow larger and preserve the highly collaborative structure of our current instructional teams and assessment days.

Improve Communications

A key strategic issue that emerged from the Foundations of Excellence self-study is the need to communicate more effectively what is being done and why the college is striving to do things differently. This issue has a number of layers and in fact recommendations related to it came from a few different dimension areas. At the most foundational level, Guttman needs to be true to its founding vision and provide opportunities for new students, faculty and staff to understand the educational model and why it is different. The college also has to continue to generate extensive documentation about who it is, and make key archival planning documents available online (http://guttman.cuny.edu/about/strategicplanning/planning-documents.html). Through environmental scanning, Guttman also has a digital research library, and those resources need to be better catalogued and made accessible.

Archiving documents and establishing library digital resources, however, important as they may be are not the same as communicating meaning to varied audiences. As an example, the Guttman team that attended an AAC&U Summer Institute in June to develop an implementation plan for student learning outcomes assessment was influenced by the FoE self-study to include in their work a communications plan. The Institute work made clear
that coherent messages to students and faculty need to be developed and delivered around the use of ePortfolio and competency-based assessments or GLOs (Guttman Learning Outcomes). To do so, in turn, requires careful planning and professional development workshops for new faculty. We also need to find opportunities beginning in the Summer Bridge Program to communicate to students why we put such emphasis on GLOs. Intentional messaging must continue into and throughout the fall term, so that by its end, students have a solid understanding of these two important components of the Guttman model.

Another level to the strategic issue of communications is the need to let colleagues know what is happening in our day to day work. In an early stage start-up, this is particularly important and difficult. The work of building the college through implementing and refining the model is also the work of creating the organization and its organic culture. Guttman faculty and staff need to be thoughtful and intentional as well as efficient in the means they adopt to share accomplishments and challenges in order to facilitate clarity of roles, responsibilities and decision-making.

A third level to the communications challenge is how Guttman creates and sustains its identity in the various communities of external stakeholders—with its neighbors and partners in New York City, with its fellow colleges in CUNY and higher education generally, and with the press, funders, research experts and policymakers across the country. The college has been fortunate from the very beginning to have the attention of many of those in the forefront of educational change in the United States, and it will likely continue to be scrutinized and of interest to a wide audience.

4. The Stella and Charles Guttman Community College will be a model learning organization by effectively communicating its mission and philosophy, being transparent in its operations, and sharing its knowledge widely with both internal and external stakeholders.

To this end we will:

4.1 Incorporate the Guttman logo and rebrand into internal and external documents and marketing initiatives, including the GCC Website;

4.2 Create a knowledge-sharing system college-wide (including best practices in teaching; availability of resources for students, faculty, staff; instructional team decisions);

4.3 Clarify roles, purposes, and decision-making processes and outcomes.
Conclusion

By pursuing these goals, Stella and Charles Guttman Community College will make a tangible and enduring contribution to New York City by:

- increasing degree attainment among those least likely to persist in higher education;
- achieving a three-year graduation rate of 35%;
- offering pathways to further education from the associate to the baccalaureate degree;
- enabling graduates to become active participants in New York City’s workforce; and
- serving as a laboratory for research-based innovation in community college education.

The Stella and Charles Guttman Community College Strategic Plan has been in development since the college opened and is built on the extensive planning and documentation that went into proposing, approving and establishing the college. The plan was reviewed at an all-college retreat on September 13, 2013 and subsequently reviewed and refined by the Strategic Planning Task Force. It has been posted online with full appendices accessible from the Guttman homepage: About/Strategic Planning and Institutional Effectiveness (http://guttman.cuny.edu/about/strategicplanning/Strategicplan.html), and it will be considered by the Guttman College Council at its May 13, 2014 meeting.1

In this early stage of dynamic growth and development, actions to reach many of its goals and objectives are already underway, as the Strategic Action Plans for Goals and Objectives in Appendix IX details. Given our relatively early stage of development and the accreditation process we are undertaking with the Middle States Commission on Higher Education in FY 2015, the Strategic Planning Task Force will revisit and monitor the Strategic Plan and its implementation each year, and it will assess the college’s progress toward both interim and long term goals. It will coordinate those goals with the new framework for the PMP, which notably includes five areas of college focus and will make recommendations for resources and allocations based on progress. (Appendix II shows the college’s proposed targets and areas of focus for the next academic year FY2015.) The President, who is part of the Strategic Planning Task Force, will review those recommendations, assess the state of the college, and in consultation with the Guttman Council determine the course of action to best fulfill the College’s mission.

1 The Strategic Plan was approved at the College Council by a voice vote of acclamation on May 13, 2014.
Appendices

(ftp://www.guttman.cuny.edu/about/strategicplanning/Strategicplan.html)

Click on the links below:

Appendix I
Foundations of Excellence Final Report

Appendix II
Performance Management Process

Appendix III
Assessment Plan and Timeline, June 2013

Appendix IV
Data Snapshot

Appendix V
Noel-Levitz & SENSE, 2013 Surveys

Appendix VI
Mission, Philosophy, Institutional Goals and GLOs

Appendix VII
Alignment of Goals

Appendix VIII
Strategic Planning Task Force

Appendix IX
Strategic Action Plans