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INTRODUCTION TO SECOND ROUND WORKING COMMITTEE REPORTS

During spring 2010 four working committees were convened to develop some of the important ideas introduced in a *New Community College Concept Paper*. Teams of CUNY faculty, staff, and students along with professionals from outside of the University were asked to explore and make recommendations for the college’s Organization and Governance, Center for College Effectiveness, Office of Partnerships, and Summer Bridge program. Like the stage one working committees before them, the committees worked as teams in a collaborative manner to address significant issues for the NCC. We are grateful to all 48 members and advisors for their commitment, dedication and creativity as they carried out this work.

What follows is the result of that work—four reports that introduce models and alternatives for considerations by the planning team, faculty and staff of the New Community College. Read them with the same sense of boldness and excitement about the possibilities for student success that first led to the concept paper. In reviewing the reports, readers should understand that as recommendations are developed and implemented, they will be evaluated in terms of our space, infrastructure, and resources. Postscripts following each report begin to address what the planning team views as open questions and next steps.

John Mogulescu

Senior University Dean for Academic Affairs &
Dean of the School of Professional Studies
CENTER FOR COLLEGE EFFECTIVENESS
WORKING COMMITTEE REPORT
Introduction
The committees of the community college initiative are established to realize the development of the educational model outlined in *A New Community College Concept Paper*. Taken as a whole, the ideas outlined in the paper are intended to dramatically improve the engagement, persistence and degree attainment of the University’s most vulnerable students within three years by creating an integrated approach to the study of a limited number of majors within a community focused on academic success. The new college will also serve to identify successful innovations that can inform educational practice throughout CUNY and higher education generally. The committee work is being done in stages, with particular emphasis in the first round on designing frameworks for the first-year educational model, the enrollment and persistence management model, and the library and technology models. Spring 2010 second round committees will develop models for a summer program, institutional effectiveness, an office of partnerships, and governance and organizational structure. Since the components of the college are interrelated, the work of each committee will be collaborative and coordinated with the work of other relevant committees.

Committee Charge
In a national landscape where few community colleges have personnel devoted to assessment,\(^1\) the proposed Center for College Effectiveness (CCE) represents a commitment to routinely use data to inform the work of the NCC. Beyond the basic reporting requirements and profiles, the CCE will work with the college community to examine all aspects of work on the campus and its contribution to student achievement and progress towards graduation. The role of the Center for College Effectiveness Committee will be to review, develop and add to the ideas presented in the concept paper and propose for the Center a set of goals, activities, structures and relationships to other parts of the institution. In doing so, the group will need to consider not only measures and methods, but how information is communicated with clarity, ease and purpose. This committee will build on the work of the First-Year Experience and Assessment & Portfolio Committees (in Stage 1) around student learning outcomes and assessment and will complement the work of the Library, Technology & Academic Support Committee.

The committee will include five to seven members and the associate director of the planning team will serve as the NCC staff liaison.

Key Questions

- How will the work of the Center reflect and support the educational model of the new community college?

• How can the Center provide audiences across the college meaningful access to information? How might it go about connecting that to the educational and operational work of the college?
• How might the Center engage and support members of the college community in using data of all types for assessment, planning and review?
• Given the use of ePortfolios as the primary assessment tool for student learning, what other assessment or performance measures should be employed?
• How might technology, including but not limited to CUNY First, be used to facilitate the work of the Center?
• What are the staffing and other resource implications for the proposed Center for College Effectiveness?
• To the extent possible, what advice would the Committee offer in prioritizing the Center’s work?
Introduction

The New Community College ("NCC") Concept Paper envisions a “whole college model of accountability” for the NCC in which faculty, students, staff, college administrators, and university officials share responsibility for steering the college toward realizing its ambitious goals for improving outcomes for community college students. The Concept Paper proposes that a Center for College Effectiveness ("Center") be formed to facilitate such collaboration by "continually disseminat[ing] information derived from data analyses" to all stakeholders. The Center for College Effectiveness Working Committee ("Committee") was convened to “review, develop and add to the ideas” presented in the Concept Paper and to “propose for the Center a set of goals, activities, structures, and relationships to other parts of the institution.” In what follows, the Committee recommends the establishment of a robust Center for Inquiry & Innovation ("CII") that joins the functions traditionally assigned to offices of Institutional Research, Assessment, and Teaching and Learning and that is expected to proactively influence teaching practice at the NCC. Through direct collaboration with faculty, the Center will function as a laboratory for improving student learning rather than as a watchdog or clearinghouse.

The Committee was comprised of a diverse group of professionals with considerable experience as information providers in the areas of institutional research, strategic planning, database management, data analysis, and software development. As such, it included several members who frequently use data for decision-making and institutional assessment at colleges, universities and other organizations (see Appendix A). The diversity of the group made for productive, and sometimes provocative, discussions about the proposed Center’s work in the context of the NCC model. The Committee began its work on January 15, 2010, and worked in a highly collaborative manner, sharing responsibility for raising design questions, suggesting alternatives, investigating best practices and making comparisons. The Committee met on a weekly basis, with some members periodically joining by phone, and used its forum on the CUNY Academic Commons to develop ideas, share information, and coordinate weekly assignments. Small teams met to synthesize materials and to structure the Committee’s report. The Committee Chair and staff liaisons then assembled the report working from detailed outlines prepared by the Committee’s members.

The Committee began its work by drafting a wide-ranging list of the possible goals and characteristics of the proposed Center which it then organized and developed under what it considered to be the Center’s four functional roles: 1) gathering and maintaining information; 2) analyzing, interpreting and reflecting; 3) planning and setting goals; and 4) consulting with faculty and staff and coordinating professional development opportunities to support best practices in teaching and learning. The committee recognizes that tensions might arise where the Center’s functions overlap; therefore, the Committee recommends that the Center should balance more formal activities (e.g., ensuring accountability) with

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2 A New Community College Concept Paper 53
The report that follows is organized in six sections, two that provide general recommendations and subsequent sections devoted to what the Committee considers the Center’s four functional roles. The first section explains the theories of action from which the Committee’s recommendations proceed. In the second section, the Committee offers a detailed description of the Center’s organization and structure, including specific recommendations as to physical, technological and staffing needs. Each of the sections on the Center’s functions frames the Center’s work in relation to the core mission of the NCC and considers how the Center will interact with other units/departments of the NCC in fulfilling its roles.

Theories of Action: Rationale and Assumptions

The committee recognized that its first order of business was to establish a shared understanding of the rationale for the New Community College. As a foundation for its work developing a clear mission and role for the CII, the committee assessed each of the strategies proposed in the Concept Paper (see below) and determined that many depend on assumptions about how students will learn and how faculty will teach at the NCC, and about how various college stakeholders will collaborate to ensure continual improvement. The core of the educational model proposed for the NCC is the simultaneous deployment of multiple strategies for improving student outcomes. Since no one strategy has proven sufficient in itself to improve graduation rates as dramatically as the Concept Paper proposes, the NCC will deploy many strategies in combination.

The CII should provide stakeholders with the means to assess each of these strategies and their corresponding assumptions individually and in combination. To establish the “comprehensive institutional assessment and accountability program” called for the in the Concept Paper, the Center should work to empower stakeholders to seek and utilize accurate and current data to measure the overall effectiveness of all aspects of the educational model. The committee identified the following as strategies and assumptions that the CII should measure and assess:

**Student Learning**
- Alternatives to traditional remediation will improve student progress.
- An intensive Summer Bridge program will be sufficient to gauge skill levels among entering students and to orient under-prepared students to the rigors of college work.
- Full-time enrollment in the first year will make progress along the pathway to graduation more regular and efficient.
- The case-study model for instruction during the first year will provide sufficient opportunity for students to develop competencies in basic skills.

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3 Ibid 9
• Tighter connections between academic work and occupational learning will increase student engagement and lead to improved outcomes.
• Highly structured associate degree pathways and fewer majors will promote greater interest and deeper engagement among students and faculty.

Faculty Development
• Faculty will be comfortable developing and teaching interdisciplinary curricula in a highly collaborative environment that requires nearly constant interaction, communication, and consensus building across a range of educational practices.
• Faculty and staff will thrive in roles that blur the boundaries of typical job descriptions in post-secondary settings.
• Faculty will take an active part in assessing student progress on the whole and not just as it relates to individual projects and courses (e.g., the e-portfolio model for assessment).

Institutional Intelligence
• The Summer Bridge program, mandatory group information session, follow-up intake interview, and innovative diagnostic assessments will provide sufficient baselines for assessing student readiness and tailoring support services to address gaps in preparation.
• The NCC will be able to collect and disperse actionable data on student performance in time to adapt to evolving student needs.
• The NCC will be agile enough to collectively and collaboratively adjust or create new policies and practices to accommodate unforeseen challenges, risks and problems in carrying out its educational model.

Since these strategies span all units of the NCC, the Committee strongly recommends that the CII be integrated into all of the NCC’s daily operations and that it operate as a collaborator with respect to all college stakeholders. The Center should produce actionable analyses of the various aspects of the college’s educational model so that small and large decisions made in implementing and refining it will have the effect of promoting the institution’s core mission. The Center’s purview must not be limited to collecting data and producing reports for external or managerial purposes. Rather, the Center should encourage collaboration and openness among stakeholders by offering a wide range of information, data analysis, research, and consulting services (see “Functions” below). The Center should operate in all cases as a neutral partner and should ensure that all individuals at the NCC remain mindful of the role they play in fulfilling the college’s overall mission.

While the NCC administration should actively support the Center’s work, the Center must not be seen as simply doing the administration’s work. The Center should operate independently—and should be seen as doing so—so that all stakeholders view it as a
neutral player.\textsuperscript{4} Substantial resources should be devoted to the Center as soon as is feasible so that baseline data sufficient to allow initial assessments of the validity of the assumptions underlying the NCC educational model can be collected before the college enrolls its first student cohort (see below under “Functions”). The Committee recommends that the Center’s initial leadership participate in program design work with the founding faculty and collaborate with faculty on planning and designing adequate data collection instruments and effective templates for assessment of all academic and non-academic programs.\textsuperscript{5} In particular, the CII Director should have a prominent role in facilitating deliberations about how institutional learning goals should be articulated, captured and reported. As the NCC faculty and staff begin this work, they should give special consideration to those tools that capture information for usage for both implementation as well as institutional outcomes.

To ensure that faculty members view the Center as an ally and partner in their work, the Committee strongly urges that the NCC adopt a model for faculty development that gears financial and other rewards, including progress along the tenure track, as much toward classroom practice as toward other considerations.\textsuperscript{6} At the same time, promotion should also recognize developing effective professional development programs and the scholarship of teaching and learning, conducted in collaboration with the CII. The Center should take the lead in establishing an environment at the NCC in which teaching and all other activities are viewed as purposeful and founded in the institution’s core mission of improving outcomes for students. Moreover, regular opportunities for faculty and the Center to engage in developing a shared research agenda will help to create interdependence which will contribute to a culture driven by information.\textsuperscript{7}

\textbf{Organization, Structures and Relationships}

The Committee proposes a Center that combines the functions of traditional offices of Institutional Research, Assessment, and Teaching and Learning under the leadership of a cabinet-level Dean.\textsuperscript{8} Current research indicates that combining functions of institutional

\textsuperscript{4} In their survey of the state of institutional research at 28 community colleges, Morest and Jenkins explain that research is more likely to inform teaching practice when it is conducted in collaboration with faculty rather than on request of college administrators (2007).

\textsuperscript{5} Bond recommends that the first step towards improving outcomes for underprepared community college students is ensuring that institutional research is focused more directly on “core issues of teaching and learning” (2009).

\textsuperscript{6} Drawing on work done by the Innovative Teaching and Technology Strategies program at the University of Minnesota-Twin Cities, Walker, Baepler and Cohen recommend offering a set of formal and informal rewards: offering research stipends and release time to faculty who participate, organizing forums where faculty can present findings, and providing access to external experts (2008).

\textsuperscript{7} Bashford and Slater explain how focused research activities improved collaboration between faculty and institutional research at Miami Dada Community College (2008).

\textsuperscript{8} The dean/director of the Center should be a senior administrator of the college with adequate authority and visibility to influence practice across all units/departments. In their survey of the current state of Institutional Research at community colleges, Morest and Jenkins warn that “IR directors (as opposed to senior administrators with IR responsibilities) fall very much into the middle management range of community college organizational structure” (2007).
research, planning, institutional effectiveness, and assessment in a single office is the most effective and efficient means for making evidence and analysis central to community college decision-making. In their October 2007 report “Building a Culture of Evidence in Community Colleges: Lessons from Exemplary Institutions,” Lili Allen and Richard Kazis identify four principles that shape the work of effective community colleges:9

- Insisting on a culture that elevates evidence and inquiry
- Putting data in the hands of users
- Conducting specific analyses that answer specific questions about how particular student groups are progressing
- Tying strategic planning and budgeting tightly to data analysis

A well-supported and respected Center for Inquiry & Innovation will be central to ensuring that all work at the NCC proceeds from these principles. Above all, the Center should build forums for collaboration among administrators, faculty and staff so that the data it collects and the analyses it performs serve to facilitate the development of a culture of continuous improvement. Because where and how the proposed Center fits within the NCC’s organizational model will largely determine the degree to which it will be able to promote these principles, the Committee recommends that the Center be a titled administrative office with permanent staff. By nature of its consultative approach, the Center should also depend on the expertise of specialists and partners in other units/departments of the college in fulfilling its responsibilities.

To fulfill the obligations of the proposed center demands a staff much larger than might traditionally be associated with a research office for an institution the size of the NCC, particularly prior to expansion to full enrollment capacity. However, given the expanded role and the NCC’s focus on using information, the proposed staffing seems necessary and appropriate. As a committee, we feel strongly that further development of the Center include hiring the director in the fall or winter of 2010 so that the incumbent can make decisions based on the contents of this report and those from other working committees, as well as work completed by the planning team.

In thinking about a structure for the Center, the committee envisions “a professional bureaucracy with overtones of elaborate profusion”.10 The CII will have a definite identity on campus as a titled administrative office; however, the consulting approach and intent to disperse analytical, evaluation and assessment skills across the campus means that over time valuable specialists and partners will emerge in other parts of the college (e.g., faculty, enrollment management). Within the Center itself, the structure should be flat with all staff reporting to the director. Staff would also need complementary skills with limited overlap so that the full range of services could be offered. Though each member of the staff will

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9 Adapted from Allen and Kazis (2007).
have defined responsibilities, in practice their work will often be conducted collaboratively with members making contributions to a range of ongoing and special projects.\textsuperscript{11}

\textit{Center Dean/Director.} Reporting to the president, the Center’s dean/director will have overall responsibility for the effective functioning of the unit and will actively participate in its work. The director must have a deep understanding of the educational model so that s/he can lead the development of appropriate efforts to document, evaluate and strengthen practices at the NCC. The dean/director should be someone with significant experience in research, policy, and organizational analysis. In addition, s/he should also possess experience in assessment, particularly alternative approaches using competencies and/or ePortfolios, and pedagogy so that s/he can engage in discussions with faculty as a colleague with equal stature. In addition to managing the work of the Center, the dean/director will have responsibility for facilitating the institution’s strategic planning and accreditation work. S/he will also coordinate and serve as the liaison to the Assessment and Professional Development Committees along with the two faculty members in residence at the Center.

\textit{Technical and Research Analysts.} The Center staff will include two analysts who will support the overall work of the Center and frequently work on projects with other members of the staff. Working closely with the Information Technology Office, the technical analyst (TA) will coordinate the database management functions of the CII and develop standardized reports produced for other members of the Center, the NCC and its units, the University and others. Much of their work will be done in coordination with the University’s Office of Institutional Research and Assessment (e.g., IPEDS reporting, scores

\textsuperscript{11} The committee’s vision for how the Center’s staff will collaborate in fulfilling its functions is included in Appendix B.
on standardized exams, etc.). The technical analyst will work closely with other members of the staff on projects to provide data for use in studies, assessment and professional development. The research analyst, in turn, will be a generalist conducting smaller studies as well as working with others on staff to support the primary functions of the CII.

**Research Coordinator.** The research coordinator will be responsible for coordinating ongoing assessments and studies that relate to the overall quality of the NCC’s programs. An important aspect of the work will be to create transparency in the process so all those involved understand the goals, process and implications for the work and see it as integral to their own efforts at the college. The coordinator will also work with the director to respond to requests that might emerge from within or beyond the college community. As such, the role requires someone with technical competence as well as an ability to work with a range of staff across the institution in a collaborative manner.

**Classroom Methods Consultant.** The classroom methods consultant will work with NCC faculty, advisors and other staff to improve teaching practices across the institution. S/he will work closely with the Center’s faculty residents to develop the Scholarship of Teaching and Learning at the NCC. S/he will provide teaching consultations and instructional design support and will coordinate professional development events. The consultant’s main task will be to build the institution’s capacity to access and interpret information by encouraging directed innovation and experimentation and by promoting open dialogue about classroom methods among faculty and instructional staff. Because his/her work will consist largely of consultations with faculty, the role requires someone with knowledge of current research in the field of teaching and learning and substantial classroom experience.

**Educational Technologist.** The educational technologist will develop training and support for faculty, staff and students who wish to use technology to enhance their work. That work will be facilitated through individual consulting; working with clusters of faculty (e.g., all faculty assigned to a cluster of first-year cohorts); or, by providing professional development programs. The technologist role could be extended if the NCC were to employ technology fellows, Graduate Center doctoral students from various disciplines who are adept at infusing technology in classroom practice. (Interviews with Joe Ugoretz (April 15, 2010) and Steve Brier (April 29, 2010).

12 The technologist role could be extended if the NCC were to employ technology fellows, Graduate Center doctoral students from various disciplines who are adept at infusing technology in classroom practice. (Interviews with Joe Ugoretz (April 15, 2010) and Steve Brier (April 29, 2010).
stakeholders as a vital partner in advancing the NCC’s core mission. The Committee urges that IT be staffed adequately to allow it to respond quickly to needs across all units/departments of the NCC and cautions that without adequate IT resources, the NCC model for continual improvement through self-assessment will be impossible to implement.

Functions

To promote the development of a culture of evidence at the NCC, the Center should endeavor to make accurate and current data and statistics available to all NCC units/departments in a timely fashion. The Center should take the lead in analyzing, interpreting and actively reflecting on the data and information it collects. As custodian of the college’s core mission, the Center should inform the strategic planning process and should actively monitor progress toward short-term and long-term goals. In addition to gathering data and information, providing well-informed reports and analyses, and consulting on strategic planning, the Center should offer training to administrators, faculty and staff on information gathering strategies and analytical methods so that all stakeholders at the college are empowered to produce and use data in continually assessing and improving practice.13

The Committee proposes the Center will carry out the specific functions below as part of its overarching mission to continually improve student learning. Individual functions will nearly always span at least two, if not more, of four functional areas:14

- Gathering and maintaining information;
- Analyzing, interpreting and reflecting;
- Planning and setting goals; and
- Consulting with faculty and staff and coordinating professional development opportunities.

To work in this way, the Center’s staff will need to possess broad sets of skills and substantial flexibility. Because the timeliness and accuracy of the information the Center provides will be critical to ensuring that evidence guides practice, the Center should work closely with the college’s IT department to ensure that appropriate systems and processes are in place to facilitate seamless collection and distribution of information and reports.

Gathering & Maintaining Information

The Center should compile and distribute statistics to support program reviews, grant applications, and recruiting. In addition, the Center should survey and report on the needs,  

13 Allen and Katzis emphasize that empowering college stakeholders to produce their own data is a key step in promoting an institution-wide “culture of evidence” (2007).
14 According to Morest and Jenkins, offices like the Center for Inquiry & Innovation proposed herein are most effective when they are charged with overlapping responsibilities for research, planning, institutional effectiveness and assessment (2007).
attitudes, and perceptions of faculty, staff and students. Further, the Center should conduct periodic environmental scans to inform NCC stakeholders of trends in enrollments and outcomes as well as of local demographics and job market characteristics.

Based on Committee discussions and a review of the Assessment and e-Portfolio Working Committee report, it is clear that another role for the Center for Inquiry & Innovation will be to serve as a focal point for gathering evidence on student achievement and program effectiveness. Such an approach requires focused attention on the uses of assessment data as evidence to improve teaching and learning. Achieving such a focus at the NCC will depend on the richness, reliability, and timeliness of the sources of evidence – evidence of classroom performance, evidence of student understanding of content, evidence of larger trends in student learning and achievement – which will inform faculty discussions, innovation, collaboration and accountability.15

To provide a foundation for this work, the Committee recommends that the Center create a centralized reporting database and a set of automated procedures for loading data from different CUNY and NCC systems. In addition, the Center should develop a comprehensive set of standardized reports to facilitate timely fulfillment of requests for data from CUNY Central, NYSED, Middle States, other accreditors, external funders, the federal government, and other institutions. Finally, the Committee recommends that the Center work with individual units/departments of the college to develop tools, such as a virtual dashboard program installed on faculty/staff computers, which will allow individual units/departments to directly access accurate and current statistics and reports. Reports prepared for internal use that display aggregate information (e.g., enrollment reports or scoring on rubrics) should include information for important subgroups so that the NCC can monitor whether programs serve all students with comparable success and how it might adjust particular services to ensure those results.

Compiling data from legacy and newly created systems and creating reports derived from data from many different systems will be a major challenge for the proposed Center. Before launching the Center, it is imperative that adequate time and resources be dedicated to fully mapping the paths along which data will flow at the NCC and thoroughly reviewing the systems by which the Center will access such data. The Center's founding staff should work directly with the NCC's IT department in assessing its systems needs. While many of the disparate systems currently in use at CUNY will have been replaced by CUNYfirst by the time the NCC begins operations, the Stage 1 Working Committees have recommended additional systems that will need to be integrated so that the Center can be effective in its work.16

15 Miami Dade College, the largest community college in the country, has implemented a systematic approach to using data to assess student performance. Among the strategies they have found effective is using “a variety of measures and methods” to assess student performance including cross-sectional analyses, longitudinal analyses and benchmark comparisons, as well as student focus groups, rather than relying on single sources. Bashford and Slater (2009).

16 A comprehensive list of the systems with which the Center may need to work is included in Appendix C.
In summary, the Center for Inquiry & Innovation should:

- Organize and maintain a structure to provide data to fulfill requests from internal and external constituencies and to ensure data integrity.
- Compile and distribute statistics to be used in program reviews, grant applications, and recruiting.
- Survey and report on faculty, staff and student needs, attitudes, and perceptions.
- Create and maintain a centralized database for assessment of student performance.
- Conduct periodic environmental scans to inform NCC stakeholders of trends in enrollments and outcomes as well as of local demographics and job market characteristics.

**Analyzing, Interpreting & Reflecting**

The Center for Inquiry & Innovation should work to build the capacity of all college stakeholders to understand and use information to guide practice by actively coordinating ongoing assessment of all units/departments and by advising academic and non-academic programs on aligning their efforts with the NCC’s short-term and long-term goals.

To be effective in supporting student learning and progress in this way, the Committee recommends that the Center develop systems and protocols for testing and assessment. The Center should work to ensure that systematic analyses of assessment data are performed with the explicit intent of using such data to inform students, faculty, program and school leadership about student learning and to suggest ways to improve learning and instruction in a rational, incremental and coherent manner.

To effectively inform teaching and learning at the college, the Center should design methods for gathering the following forms of evidence:

- Pre- and post-testing in English Language Arts, Reading and Mathematics to allow for comparative assessment of the NCC educational model\(^{17}\)
- Common examinations and assessments—including, but not limited to student ePortfolios, CUNY-wide assessments, and other placement test scores—to provide sound evidentiary bases for decision-making and evaluation
- Grades and other assessments of student success, including ePortfolios, to provide the means to assess individual courses and programs of study

\(^{17}\) Standardized assessments will not be used to assess preparedness or to measure student progress at the NCC. However, the committee urges that NCC should require skills tests for entering students that are also required at other CUNY community colleges so that there will be adequate baseline data with which to assess the comparative effectiveness of the NCC model. Bailey and Alfonso list “scores on entry assessment tests” and “information on the high school academic record” as the two most important sources of baseline data for longitudinal studies of program effectiveness (2005).
College-wide retention and persistence rates (i.e., the percentage of students who complete a given course or program of study in a given period) to assess institutional effectiveness

In addition to collecting and interpreting these forms of evidence, the Center should also assist in the work of the e-portfolio assessment committee. The Center should convene meetings of the committee and, in collaboration with the college’s IT department, should provide the technological infrastructure necessary to facilitate efficient and comprehensive reviews. Finally, the Center and its Director should manage the college’s participation in the CUNY Performance Management Program (PMP). The Center’s Director should take on the following responsibilities in serving as the college’s PMP Liaison: accumulating knowledge of PMP processes, documents and indicators; developing the college's PMP goals and monitoring its progress toward those goals; preparing annual reports; and advising NCC leadership on the CUNY-wide context of the college's priorities and strategies.

Effectively linking research, assessment, and teaching and learning will be critical to achieving the NCC's ambitious goals. The Center will promote such a linkage by performing the following functions related to analyzing, interpreting and reflecting on the data it gathers:

- Work with academic and non-academic programs to assess performance relative to stated goals and objectives.
- Advise academic and non-academic programs on aligning their efforts with the NCC’s short-term and long-term goals.
- Develop systems and protocols for institution-wide review of student work and progress.
- Facilitate the work of the e-portfolio assessment committee.
- Establish systems and protocols for testing and assessment.
- Coordinate NCC participation in CUNY PMP.

Planning & Setting Goals

The Center should coordinate the college’s strategic planning process by facilitating research and disseminating reports that connect assessment to strategic goals and student outcomes. In addition to serving in this capacity, the center should maintain the college’s strategic planning calendar and an archive of historical plans, assessments and accreditation documents and report regularly to all units/departments on progress toward achievement of college-wide and unit/department-specific strategic goals. The periodic environmental scans the Center conducts should inform the college’s Planning Council of trends in enrollments and outcomes as well as of local demographics, job market characteristics and best practices among similar colleges/institutions in the area. The Center should be proactive in this work and should ensure that the NCC’s academic plan governs all aspects of the strategic planning process by providing reports that connect academic assessment to strategic goals. The Center should be empowered to recommend to the Planning Council certain activities and procedures that it might use to best determine
its goals and priorities and to clarify its responsibilities for implementing and monitoring planned activities.

The Center should also coordinate NCC’s progress toward accreditation by the Middle States Commission on Higher Education (MSCHE). The Center’s Director should serve as the college’s Middle States Accreditation Liaison Officer and, in that role, should take the lead in preparing all accreditation-related documents, including (but not limited to): an annual Institutional Profile; a decennial Self-Study report; periodic Review Reports; and any requests for Substantive Changes. The Director must be afforded adequate time, resources, status, visibility, access to data, and administrative support to be effective in this role. The Director should be the NCC’s resident expert on MCSHE standards, policies, and procedures and should coordinate accreditation-related activities across all units/departments of the college.

As an active participant in college-wide strategic planning, the Center should:

- Assist in the review of academic and non-academic departmental strategic plans to ensure alignment with NCC goals.
- Maintain an archive of planning documents and progress reports.
- Communicate strategic plan, calendar, and progress to internal/external constituencies.
- Facilitate Middle States and program accreditation processes.

**Consulting & Professional Development**

In all its work, the Center for Inquiry & Innovation should remain independent and objective and should function as a consultative resource for all NCC stakeholders. Its primary mission should be to support the continual improvement of teaching and learning at the college. Working from the information it gathers and the analyses it produces and guided by the institutional strategic plan, the Center should serve to identify opportunities for improvement across the college, to recommend solutions to operational problems, and to collaborate with stakeholders on implementing strategic improvements. The Center should also take responsibility for identifying opportunities for collaboration among all NCC units and departments.

To foster the development of a Scholarship of Teaching and Learning at the NCC, the Center should aggregate knowledge and best practices from across the NCC and should actively research best practices in teaching and learning at peer institutions. In addition, it should organize opportunities for the collaborative development of innovative strategies for

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18 MSCHE (2009).
19 Researchers at the University of Minnesota-Twin Cities recently collaborated with faculty to address specific pedagogical challenges related to large enrollment courses in a program called Innovative Teaching and Technology Strategies. The program’s approach was to conceive “pedagogical issues as research questions” by creating small cohorts of faculty who worked directly with research technologists and specialists of teaching and learning. See Walker, Baepler, and Cohen (2008).
improving student progress and student outcomes. The Center should provide access to materials and resources that will allow faculty and staff to remain informed of new developments in teaching and learning.

In summary, to effectively support best practices in teaching and learning, the Center should:

- Provide resources and catalogs so that faculty and staff can access new information from the field.
- Research best practices in evidence-based outcomes management.
- Organize venues/opportunities for sharing best practices to achieve academic and non-academic goals.
- Publicize internal and external professional development courses for faculty and staff.
- Provide opportunities for faculty to present and assess innovative classroom practices.
- Provide support for IRB preparation and submission.
- Provide for the development of a Scholarship of Teaching and Learning at the NCC.

Conclusion

The culture of assessment and continual self-improvement suggested in the Concept Paper and elaborated in the first set of working committee reports is the main strength of the NCC model. For that reason, among others, building a Center for Inquiry and Innovation from scratch represents a unique opportunity for the NCC, in particular, and for the CUNY system as a whole. Effectively implemented, the robust Center proposed in this report could represent a new model for assessment for all CUNY community colleges and for community colleges across the country. Joining the functions traditionally assigned to offices of Institutional Research and Teaching and Learning in a single Center headed by a cabinet-level Dean/Director fully invested in both research and teaching practice will ensure that all work at the NCC proceeds with the shared aim of improving student outcomes. Given adequate resources, the Center could function as a laboratory as much as anything else, a place where all stakeholders can test the assumptions behind their portion of the NCC model for student success against a wealth of data with the active support of analytical experts.

Once launched, the Center should advocate for its own independence and should insist on remaining both neutral and proactive. It should do whatever it can to instill in all NCC stakeholders the principles that effective assessment almost always proceeds horizontally rather than from the top down (or the bottom up) and that the role of assessment at the NCC should be to improve student learning and student outcomes. In creating this report, the Committee has endeavored to offer specific recommendations with a strong point of view for how they might best be implemented. As a final recommendation, the Committee urges future planning and implementation teams to critically assess what it proposes here.
according to the principle that assessment should never be a burden for any unit/department at the NCC.
Center for College Effectiveness
Committee Members

Chair
Nancy Ritze, Associate Dean, Research, Planning & Assessment, Bronx Community College

Members
Chris Efthimiou, Director, Institutional Research and Testing, Bronx Community College
Howard T. Everson, Professor, Center for the Advanced Study of Education, Graduate School & University Center
Richard Fox, Dean, Institutional Effectiveness and Strategic Planning, Institutional Research, Kingsborough Community College
Kenneth Grover, Director, Principals Institute, Bank Street College
Michel A. Hodge, Acting Vice President, Enrollment Management, York College
Rosanne Proga, Data Manager, Office of Academic Affairs, CUNY Central Office
Sam Michalowski, Director, Institutional Research and Assessment, College of Staten Island

Advisor
David Crook, University Dean, Institutional Research and Assessment, CUNY Central Office

Liaisons
Toni Gifford, Associate Director
Nate Mickelson, Research Associate

---

20 At the time, Dr. Michalowski was a Senior Research Analyst at LaGuardia Community College.
Bibliography


# Appendix A. Staffing the Center’s Functions

<table>
<thead>
<tr>
<th>Gather &amp; Maintain Information</th>
<th>Director</th>
<th>Technical Analyst</th>
<th>Research Analyst</th>
<th>Research Coordinator</th>
<th>Curriculum Developer</th>
<th>Educational Technologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile and distribute statistics to be used in program reviews, grant applications, and recruiting</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Organize and maintain a structure to provide data to fulfill requests from internal and external constituencies and to ensure data integrity</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>Survey and report on faculty, staff, and student satisfaction</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Create and maintain a centralized database for assessment of student performance</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Conduct periodic environmental scans to inform NCC stakeholders of trends in enrollments and outcomes as well as of local demographics and job market characteristics</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<table>
<thead>
<tr>
<th>Analyze, Interpret &amp; Reflect</th>
<th>Director</th>
<th>Technical Analyst</th>
<th>Research Analyst</th>
<th>Research Coordinator</th>
<th>Curriculum Developer</th>
<th>Educational Technologist</th>
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</thead>
<tbody>
<tr>
<td>Work with academic and non-academic programs to assess performance relative to stated goals and objectives</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Advise academic and non-academic programs on aligning their efforts with the NCC’s short-term and long-term goals</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Develop templates for institution-wide review of student performance</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Establish systems and protocols for testing and assessment</td>
<td>X</td>
<td></td>
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<tr>
<td>Coordinate NCC participation in CUNY PMP</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Facilitate work of the e-portfolio assessment committee</td>
<td>X</td>
<td></td>
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<tr>
<td>Build capacity to understand and use information to guide practice</td>
<td>X</td>
<td>X</td>
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### Planning & Setting Goals

<table>
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<tr>
<th>Activity</th>
<th>Director</th>
<th>Technical Analyst</th>
<th>Research Analyst</th>
<th>Research Coordinator</th>
<th>Curriculum Developer</th>
<th>Educational Technologist</th>
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<tbody>
<tr>
<td>Maintain an archive of planning documents and progress reports</td>
<td>X</td>
<td></td>
<td>X</td>
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<td></td>
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<tr>
<td>Assist in review of academic and non-academic departmental strategic plans to ensure alignment with NCC goals</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Communicate strategic plan, calendar, and progress to internal/external constituencies</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Facilitate Middle States and program accreditation processes</td>
<td>X</td>
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### Professional Development & Consulting

<table>
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<tr>
<th>Activity</th>
<th>Director</th>
<th>Technical Analyst</th>
<th>Research Analyst</th>
<th>Research Coordinator</th>
<th>Curriculum Developer</th>
<th>Educational Technologist</th>
</tr>
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<tbody>
<tr>
<td>Support best practices in teaching and learning</td>
<td>X</td>
<td></td>
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<tr>
<td>Provide resources and catalogs so that faculty and staff can access new information from the field</td>
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<td></td>
<td></td>
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<td>Research best practices in evidence-based outcomes management</td>
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<td>Organize forums for the sharing of best practices to achieve academic and non-academic goals</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Publicize internal and external professional development courses for faculty and staff</td>
<td>X</td>
<td></td>
<td></td>
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<td>X</td>
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<tr>
<td>Provide opportunities for faculty to present and assess innovative classroom practices</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Provide for the development of a Scholarship of Teaching and Learning</td>
<td>X</td>
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Appendix B. Technology Needs

In addition to CUNYfirst, the Center of Inquiry & Innovation will use a variety of legacy systems to extract information needed for reporting. The Working Committee Reports on Enrollment & Persistence Management and Library, Technology, Student & Faculty Resources also described a number of additional systems. Given the size of the college, strategies need to be developed for using technology effectively. Given budget constraints, priority should be given to systems that are vital to the NCC mission.

Existing Administrative and Research Systems

Legacy Systems to be Replaced by CUNYfirst
- UAPC - University Application Processing Center
- CUPS - The City University Personnel System
- SIMS - Student Information Management System
- TIPPS - Transfer Information and Program Planning System
- Data Warehouse - for Legacy System Reporting

IRDB - Institutional Research Database
- Warehouse of CUNY’s official student data.
- Consolidates data from a variety of CUNY systems.
- Provides information used by colleges for the PMP.
- Other systems might be needed for data that is required before IRDB updates.

New Systems Proposed

Vital
Customer Relationship Management (CRM) Tool
- Captures student activity during the recruitment and admission process.
- Data will be uploaded to CUNYfirst once registration is completed.

e-Portfolio Software
- Contains student diagnostic assessment results.
- Services such as tutoring or library assistance will be presented in response to a specific need, such as a poor test result.
- Documents student achievement, serves as an assessment tool and academic planner with a degree audit function.
- Links to course materials in the Learning Management System.

FAFSA Tracking Tool
- Used to insure that students are progressing through the financial aid process.

Student ID Cards
• Each card should permit the collection of longitudinal student data for assessment purposes.
• CII staff may need to evaluate whether this is appropriate, and if so, who should have access to this data.

Nice to Have

**Virtual Community (VC)**
• A social network that students will enter from initial contact with the college and use to remain linked to the college and other alumni after they leave.
• Uses student profiles, ePortfolios and academic records to proactively offer students institutional information and support.
• An interim student service portal may need to be developed as the unified entry point until the CUNYfirst Student Center is available.
• The CII might consider using the VC to track further academic achievement and career advancement after students leave the college.

**Concierge System**
• Tracks registered student inquiries and views all activities for any student.
• Scheduling system for faculty office hours and support services.
• Ticketing system to enable tracking of requests for assistance.

**Student Retention Tool**
• Possible systems include Student Readiness Inventory, College Student Inventory, First Year Retention and Engagement, College Success Factors Index and Retain.
• These self-assessment programs help students identify their strengths and weaknesses.

**LifeMap Tool**
• Assists students and advisors in developing individual learning plans.
• A web-based system for student success focused on career and educational planning and student/faculty/staff engagement that has been developed by Valencia Community College.

**LibQual**
• Used by libraries to solicit, track and understand users’ opinions of service quality.
• Sponsored by CUNY Office of Library Services in 2005.

**Learning Management System**
• Provides access to course materials, supplemental readings, and opportunities for independent learning.
• Will support the ability of students and faculty to collaborate across courses.
• Blackboard will probably be used when the NCC opens.

**Career Support Systems**
• Used to interact with the Partnership Office and internship personnel.
• A blog and wiki based on past students’ experiences in internships and jobs will help students find appropriate placements and prepare for their careers.

**Application Software**
• Technology required by faculty and students specific to academic majors.
The Working Committee has offered a robust model for how the new college might go about creating a Center to support an evidence-based culture. As the development of the college continues a number of questions will need to be considered.

- The Center proposed has a strong focus on routine assessment for improving teaching and learning. Given that, should members of the Center’s staff be part of the faculty with some teaching responsibility?

- How will the NCC go about assessing other functions such as student support or administrative services?

- The Committee has presented some of the important assumptions underlying the NCC’s educational model. To what extent can the work of the Center examine the efficacy of particular interventions?

- Can the Center remain independent, as proposed, while still being effective in serving a diverse set of internal and external constituents?

- The proposed staffing may not be realistic for a small college. How might the NCC prioritize the functions and therefore the staffing?

- Responsibility for strategic planning typically belongs to the president or chief academic officer. Given that, how does the proposed role for the Center align with best practice?

- What components of the Center’s work would attract outside support? Further, will the Center have the capacity to provide information and analyses to the NCC’s external funders?

- Will the CCE be responsible for administering and reporting on placement exams?
GOVERNANCE AND ORGANIZATIONAL STRUCTURE
WORKING COMMITTEE REPORT
Introduction
The committees of the community college initiative are established to realize the development of the educational model outlined in *A New Community College Concept Paper*. Taken as a whole, the ideas outlined in the concept paper are intended to dramatically improve the engagement, persistence and degree attainment of the University’s most vulnerable students within three years by creating an integrated approach to the study of a limited number of majors within a community focused on academic success. The new college will also serve to identify successful innovations that can inform educational practice throughout CUNY and higher education generally. The committee work is being done in stages, with particular emphasis in the first round on designing frameworks for the first-year educational model, the enrollment and persistence management model, and the library and technology models. Spring 2010 second round committees will develop models for a summer program, institutional effectiveness, an office of partnerships, and governance and organizational structure. Since the components of the college are interrelated, the work of each committee will be collaborative and coordinated with the work of other relevant committees.

Committee Charge
This committee will propose sets of principles and models (one or more) of effective organizational structure and governance for the new CUNY community college. The work of developing principles and models for the college organization and governance begins with an understanding of the challenges faced by community colleges and their students and the ways the new community college concept paper proposes to address those challenges, especially the need to increase the likelihood that students will earn an associate degree within three years.

The committee will include six to eight participants, a staff liaison from the Planning Team, and a research fellow.

Key Questions
- The primary reason for establishing the new campus is to determine if a community college structured differently might better address the persistent challenges of improving academic success and thereby graduation rates for the University’s most vulnerable students. What types of organization and governance principles and models will help achieve this objective?

- The new community college is intended to be small in terms of total enrollment (around 3,000 students after 4 or more years) and number of majors (around 12 at 3,000 students.) What implications does size have for the design of an appropriate organizational structure and governance plan?
- Given the possibility of space and budget constraints during the next several years, the phased development of the new community college may be slower than originally
planned. What implications do smaller enrollments, fewer majors and reduced faculty and staff during the early years have for the roll out of an organizational structure and governance plan?

• The educational design of the college includes a fixed first year program for all entering students. This multidisciplinary curriculum will be taught by faculty from all disciplines and will generate approximately one-half the FTE’s of the college. What organizational and governance strategies will best support the first-year program?

• The educational model requires structures that support the development of interdisciplinary curricula. In discussions about and feedback on the concept paper, faculty throughout CUNY who are interested in interdisciplinary work have noted that traditional departmental structures can hinder faculty collaboration across the disciplines. Are there organizational structures other than the traditional departmental structure that will allow for excellent interdisciplinary work to take place? If the new college does not rely on traditional departments, which bodies will make decisions regarding faculty appointments and promotions?

• Extensive research on community college student success led the Planning Team to place considerable emphasis on the role and direct contributions of staff involved in student persistence and academic achievement. How can the organizational structure and governance integrate academic affairs, student development, and enrollment management (admissions, financial aid) at the new community college?

• In addition to transfer curricula, the new college will offer degree programs aligned with a changing New York economy. What organizational and governance elements, while supporting faculty control over the curriculum, will also support a dynamic approach to the creation and discontinuance of majors and programs of study offered at the college?

• The planned curricula depend upon strong relationships with senior colleges as well as a range of employers and other organizations. Is there an optimal organizational structure that will facilitate such relationships? Are there modes of organization that will foster effective and seamless transfer for students?

• It is expected that there will be a number of consortial faculty (faculty from other CUNY campuses) who will play a role in the academic program while they have some of their workload at the new campus for a defined period of time. How are the roles of such faculty to be reflected in organizational structure and governance?

• Institutions tend to become rigid over time. How can the new college support the development of new initiatives by its faculty, staff, and students and provide them with the tools to effectively manage ongoing innovation? How can the structure and
governance plans foster an organization with a consistent focus on both effective pedagogy and positive student learning outcomes?

- How can the new college ensure that its students have an effective voice in the governance system?
NEW COMMUNITY COLLEGE GOVERNANCE PLAN

A. Administrative Officers:

1. President. There shall be a President of the New Community College, who shall be the chief academic and administrative officer of the college and shall have the responsibilities and authorities set forth for Presidents in Article 11.4 of the Bylaws of the CUNY Board of Trustees.

2. Provost, Vice Presidents and Deans. The President may appoint a Provost and one or more Vice Presidents, Deans and other administrative officers as are necessary in accordance with the established policies of the CUNY Board of Trustees for such appointments and may assign to them such duties and responsibilities as may be appropriate.

3. Program Directors. The President shall appoint a faculty member assigned to each program to serve as Program Director after formal consultation with the faculty. In the case of a new program, such consultation shall be with the College Council. In the case of an existing program, such consultation shall be with the Program Committee. The Program Director shall serve as the chairperson of the Program Committee and shall generally supervise and administer the program, with the same duties and authorities granted to department chairpersons at other colleges or to program executive officers at the Graduate School. Program Directors shall serve for a three-year term and may be reappointed. Program Directors may be removed by the President after formal consultation with the Program Committee.

ALTERNATIVE: Once the New Community College has scaled up, the Program Directors shall be elected by the members of the Program Committee, but may be removed by the President in accordance with the provisions for the removal of department chairpersons set forth in Article 9.1.c of the Bylaws.

B. Governing Body:

1. The New Community College Council. The College Council shall be composed of the following members:

   a. the President, who shall serve as Chairperson and preside at meetings without vote except to break a tie;

   b. five persons appointed by the President from among the senior administrative staff (e.g., Provost, Vice Presidents, Deans, the Registrar, directors of the Office for Partnerships and the Center for College Effectiveness) who shall have no vote;

   c. all full-time faculty members appointed to the College;
d. all full-time faculty members from other campuses appointed as consortial faculty to the College;

e. two adjunct faculty members elected annually by their peers;

f. two students elected annually by the students; and

g. three members of the non-teaching staff, such as counselors or academic support staff, college laboratory technicians, or members of the information technology staff, elected annually by their peers among the non-teaching staff.

ALTERNATIVE: Once the full-time and consortial faculty exceeds a manageable size for a meeting (e.g. 50), there will need to be elections for faculty representatives including both the faculty appointed to the College and the consortial faculty.

The Council shall elect a Vice Chairperson, who shall preside over meetings in the absence of the President, and a Secretary, who shall keep the minutes.

1. Meetings:

   The Council shall meet at least two times each semester. The agenda for each meeting shall be prepared and distributed at least one week in advance by the Agenda Committee. A majority of the members of the College Council shall constitute a quorum. All members of the Council shall have one vote, except as provided above with respect to the President and his/her appointees and except for votes on the awarding of degrees for which only faculty members may vote.

2. Duties:

   The College Council shall be the governing body for the New Community College and shall have the following duties and powers:

   a. formulate the college's mission and goals and educational policy and develop standards for admission, academic performance and degree requirements for students and establish standards for the appointment and reappointment of faculty consistent with the Bylaws and policies of the CUNY Board of Trustees and other CUNY policies and procedures;

   b. approve academic programs and curricula;

   c. recommend the granting of associate degrees and program certificates to qualified candidates;
d. consider any other academic matters and make recommendations to the President and the CUNY Board of Trustees;

e. establish an academic appeals committee and a student government body in accordance with the Bylaws and policies of the CUNY Board of Trustees;

f. establish and abolish such standing or temporary committees (including at a minimum, an Agenda Committee and a Curriculum Committee) as it deems necessary, elect members to such committees for such terms (not to exceed three years) as it deems proper and consider the reports and recommendations of those committees; and

g. recommend revisions to this governance plan.

4. Standing Committees:

a. Curriculum Committee. The members of the Curriculum Committee shall be elected by the College Council for staggered three-year terms. The Curriculum Committee shall have such duties as the Council may assign to it regarding the academic aspects of each Program, including a review of the recommendations of each Program Committee regarding curriculum and a report of its recommendations to the College Council.

b. Agenda Committee. The agenda committee shall be elected by the College Council for staggered three-year terms and shall include the President or his/her designee. The Agenda Committee shall prepare the agenda for each meeting of the College Council and shall distribute the agenda to all members of the College Council at least one week in advance of each meeting.

c. Assessment Committee. The Assessment Committee shall recommend procedures for monitoring and evaluating academic and institutional assessment, including student progress in achieving the expected competencies and the quality of each program. It shall also work with the President’s designees to evaluate student achievement in and the quality of each program and to present annual data assessing performance against those measures.

C. Program Structure:

The College Council shall recommend the establishment or abolition of programs which shall function like departments without necessarily being based on the traditional definition of academic disciplines. For example, the College Council may choose to recommend programs based on each field of concentration, the first-year experience and/or required general education courses. The faculty shall be appointed to the New Community College as a whole and shall be assigned to a program as set forth below.
ALTERNATIVE: The College shall have a departmental structure, and faculty appointments shall be to a department.

D. Faculty:

1. The Faculty of the New Community College shall consist of all full-time, consortial and part-time faculty appointed to the College by the Board of Trustees. Decisions concerning the appointment, reappointment (including reappointment with tenure) and promotion of faculty at the New Community College shall originate with the Program Committees, whose recommendations shall be reviewed by the College Appointments Committee, and the recommendations of the Appointments Committee shall be reviewed by the President.

2. Each faculty member at the New Community College shall be assigned to one or more programs in which that faculty member primarily teaches. The assignment of faculty to a program shall be made by the President after considering the recommendations of the Program Committee and the Appointments Committee.

E. Appointments Committee:

The Appointments Committee shall consist of full-time faculty elected by the College Council and shall include at least one member assigned to each program. The members shall serve staggered three-year terms. The Appointments Committee shall review the recommendations of each Program Committee regarding the appointment, reappointment (including reappointment with tenure) and promotion of faculty and the assignment of faculty to programs and shall in turn make its recommendations on these matters to the President.

F. Program Committees:

Each program shall have a Program Committee consisting of all full-time and consortial faculty assigned to that program. The Program Committee shall make recommendations concerning the curriculum for that program, the assignment of faculty to that program and the appointment, reappointment (including reappointment with tenure) and promotion of faculty whose primary assignment is to that program. Program Committees may establish subcommittees for curriculum and appointments.

G. Amendments:

Amendments to this governance document relating to the operations of the New Community College may be proposed by a two-thirds affirmative vote of the members present if that number also constitutes a majority of the members of the College Council, which amendments shall then be subject to the approval of the CUNY Board of Trustees.
Governance and Organizational Structure
Committee Members

Chair
Julia Wrigley, Associate University Provost, CUNY Central Office

Members
David Barnet, Director of Educational Partnerships, Undergraduate Studies John Jay College

Ann Marcus, Professor and Director, The Steinhardt Institute for Higher Education Policy
New York University

Philip Pecorino, Professor, Department of Social Sciences, Queensborough Community College

Anthony Rini, University Executive Director of Academic Financial Affairs & Planning
CUNY Central Office

Dean B. Savage, Professor Department of Sociology, Queens College

Frederick P. Schaffer, Senior Vice Chancellor for Legal Affairs and General Counsel Legal Affairs CUNY Central Office

Petra Symister, Assistant Professor, Behavioral Sciences and Human Services
Kingsborough Community College

Arlene Torres, Director of Latino Faculty Initiative & Professor Africana and Puerto Rican Studies Hunter College

Gloriana Waters, Vice Chancellor for Human Resources, Human Resources CUNY Central Office

Liaisons
Laurence Mucciolo, NCCI Consultant

Julian Haynes, Project Associate
The Working Committee identified several principles it thought should inform governance at the New Community College and drafted a model plan for the college leadership and faculty to consider. The following are some key issues to be addressed in this area as the governance plan is developed. The first three of these were identified by the Committee itself.

- Should program directors be appointed or elected?
- Should the College Council switch to a representative body with elected faculty representatives once the Council passed a manageable size, or should it continue as a body with direct participation by all full-time and consortial faculty?
- Should the college be built on a departmental structure rather than on a program structure?
- What organizational structure will best ensure adherence to the mission of the new college with its focus on teaching and learning, especially in the start-up phase when total staffing for administration will be necessarily small?
- How might a governance plan grow more organically from the New Community College vision, if it did not start from existing CUNY templates?
- Does the structure of the plan assure the necessary role of the first year core curriculum?
- Does the plan sufficiently uphold principles of faculty authority over academic matters, while also providing for representation from other vital constituencies, including staff members and students?
- Does the ratio of faculty to non-faculty make the college council a faculty council rather than a college council? Does this ratio support the NCC goal of creating a culture of collaboration among all members of the college community?
- Will the plan assure the optimal balance of institutional and individual program goals?
OFFICE OF PARTNERSHIPS

WORKING COMMITTEE REPORT
Office of Partnerships Working Committee Report
Committee Charge

Introduction
The committees of the community college initiative are established to realize the development of the educational model outlined in *A New Community College Concept Paper*. Taken as a whole, the ideas outlined in the concept paper are intended to dramatically improve the engagement, persistence and degree attainment of the University’s most vulnerable students within three years by creating an integrated approach to the study of a limited number of majors within a community focused on academic success. The new college will also serve to identify successful innovations that can inform educational practice throughout CUNY and higher education generally. The committee work is being done in stages, with particular emphasis in the first round on designing frameworks for the first-year educational model, the enrollment and persistence management model, and the library and technology models. Spring 2010 second round committees will develop models for a summer program, institutional effectiveness, an office of partnerships, and governance and organizational structure. Since the components of the college are interrelated, the work of each committee will be collaborative and coordinated with the work of other relevant committees.

Committee Charge
The concept paper proposes the creation of an Office of Partnerships to develop and manage the College’s relationships with external partners including business, government agencies and not-for-profits. These relationships will extend far beyond providing work-based experiences for students and will include helping students plan transitions after degree completion. For the NCC itself, the concept paper proposes using partners to support faculty in creating and reviewing curriculum using New York City as a canvas. Neither sets of goals can be met if the Office cannot also understand and meet the needs of the organizations that will serve as partners. With the multiple possibilities suggested, the role of the working committee will be to identify the complementary arrangements and services required to meet the needs of students and faculty, but also the partners themselves.

The composition of the Partnerships Committee will include faculty, professionals in workforce development, and representatives from the public and private sectors, who may also serve as advisors and respondents. The work of the Partnerships Committee will be informed by the work of the City Seminar & Professional Studies and Enrollment Management & Persistence Committees. The associate director of the planning team will serve as the NCC staff liaison.

Key Questions
- What are the models for providing students with professional work experiences that support academic and career growth?
• How might the Office of Partnerships engage students in an informed planning process as it relates to school and career?

• How might the Office provide opportunities for faculty engagement with external partners?

• What are the models for engaging outside partners with colleges to inform and assist in curriculum development?

• How might the NCC go about identifying, recruiting, and maintaining relationships with sector partners? What are the practices, tools and other resources needed to support the partners?

• Given the mission and goals for the Office, what are the implications for structure and staffing?

• How might the Office of Partnerships effectively collaborate with other parts of the college?

• What measures should the Office use to gauge its success?

• How can available technologies support this work?
I. Introduction and Charge

The New Community College (NCC) concept paper proposes the creation of an Office of Partnerships to support the development of a "partnership paradigm" at the College that would actively and meaningfully engage a range of external partners, including business, government agencies and not-for-profits, in addressing the “persistent challenges of improving graduation rates and preparing students for further study and job readiness.”

These relationships will extend far beyond providing work-based experiences for students and will include helping students plan transitions after degree completion. The concept paper also proposes using partners to support faculty in creating and reviewing curriculum using New York City as a canvas. Understanding and meeting the needs of the organizations that will serve as partners are critical to this paradigm and therefore a core function of the office as well.

To address the intended goals and formulate a framework for the Office of Partnerships, a working committee was convened in February 2010. The group itself was diverse and represented many stakeholders related to the Office’s proposed work including current CUNY students, faculty members in field-based academic programs, adult and continuing education professionals, student supervisors, and career and workforce development professionals. The diversity of expertise and experience contributed to the group’s thinking and idea formation. (See Appendix I for a list of committee members). Members brought to bear their professional experiences and expertise as well as their own personal history of navigating the world of work. What follows is a description of the group’s process and recommendations, including open questions to be addressed by the planning team and faculty and staff at the college and suggestions for immediate next steps to implement the partnership paradigm.

II. Committee Process

The group used the concept paper as a starting point to begin brainstorming priorities and characteristics of the proposed office. The priorities continued to be developed and refined as the committee work progressed. In addition, the Round One working committee reports, particularly the City Seminar and Professional Studies report, informed the committee’s work. To complement the work done in meetings, the group held regular phone calls organized by the types of relationships and work anticipated through the office priorities (see below). The working committee also used the CUNY Academic Commons to share ideas and materials, post drafts and build and evaluate the intermediate products of the committee and its subgroups. Given the complexity and multiple roles for the office, there were inevitable differences in opinion amongst committee members. In some instances,

these reflected differences in language used to convey similar ideas; in other cases they represented authentic differences in viewpoints.

Generating priorities quickly revealed the multiple connections for the office. Given that functioning as the “bridge” between the NCC and New York City will require effective work with different audiences, we organized the committee into three subgroups representing these audiences: students, external partners, and faculty which later expanded to focus on all “internal” partners such as academic advisors and student support. Some of our work was divided amongst these three groups and later integrated as the committee worked as a whole.

III. Establishing Priorities for the Office of Partnerships

The work of the committee initially focused on developing general priorities for the Office of Partnerships, emerging from our reading of the concept paper as well as the group’s collective experience in education and the fields of workforce and career development. The fundamental focus of the New Community College itself is on student success in college as well as in the workplace. Drawing from this, the committee sees the Office of Partnerships' overarching goal as helping students make a planned, informed and effective transition from successful learner to emerging professional. Members felt that the office would best be able to meet this goal by doing the following for students:

- Providing every student the knowledge and skills required for long-term success in their lives and chosen professions through a sequence of guided field-based experiences linked back to the classroom.
- Ensuring that all students create and maintain an individualized “roadmap” that connects their career and educational planning.

Priorities set for supporting internal partners, including both faculty and staff, were as follows:

- Ensure that faculty members have access to up-to-date developments in industries and can use this information to build their own knowledge and shape curricula.
- Provide the necessary resources so that the workplace is interwoven into the curriculum and student experience at the NCC.
- Provide opportunities for collaboration between internal and external partners.

Group members felt that the office would most effectively meet the needs of external partners by doing the following:

- Establishing high-quality collaborations with public and private organizations in New York City where partners are valued and see their association with the college as beneficial.
• Helping the College to develop an educational model that acknowledges and integrates the need for skilled professionals among the employer community.

Finally, the Office of Partnerships would serve an important function for the institution as a whole by doing the following:

• Demonstrating a replicable model for effective partnerships between colleges and external partners.
• Facilitating and cultivating outside relationships with employers and other partners that translate into opportunities and resources that support the college, its students and faculty.

These priorities guided the committee’s work. We recommend that they continue to be a focus as the “partnership paradigm” is implemented in the emerging college and the Office itself is created.

IV. Integrating Academic and Professional Success: The Keys to Success and the Partnerships Model

Planning for the New Community College has identified four possible areas that might be further developed to create the core competencies for the institution -- that is, the skills, knowledge and abilities that all students will be able to demonstrate upon graduation. These areas are: 1) oral and written communication, 2) quantitative reasoning, 3) inquiry, critical thinking, analysis, and evaluation within and across disciplines, and 4) civic and social responsibility. The competencies outlined should provide students with a solid foundation that will help ensure successful completion of their degrees. The opportunity for students to practice and refine these skills in professional settings as well as in their coursework will reinforce and support their academic success, advantage students when they seek rewarding professional opportunities and also help empower them as active and contributing members of society.

As the ongoing development of the curriculum continues to give meaningful definition to these competencies, we strongly urge that professionals from the field be included in that process. In doing so, faculty and staff working on curricula will learn how these competencies translate into professional practice, so that students can effectively bridge the divide between academic and professional success. Too often, employers report a gap in students’ abilities to translate academic knowledge into practical contexts. For example, in a recent survey of 302 employers conducted on behalf of the Association of American Colleges and Universities (AACU), the vast majority of respondents felt that two- and four-year colleges need to make improvements in how they prepare students for various employment opportunities.22

These findings were comparable to another study sponsored

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22 “Raising the Bar.” Washington, DC: Hart Research Associates, 2010. Employers in this study felt that institutions could make such improvements by promoting learning outcomes that blend both liberal and applied learning. Examples given on behalf of employers surveyed included making sure that students’ education is grounded in knowledge of global issues, science and technology, cultural diversity, teamwork, critical thinking, civic engagement and the ability to apply knowledge to real-world issues.
by York College’s Center for Professional Excellence where employers asserted that recent college graduates lacked the ability to think independently, take responsibility, or manage multiple projects.23 Similarly, in Are They Really Ready to Work?, a report produced by The Conference Board et al., a survey of over 400 employers identified the skills most important for persons entering the workforce including: professionalism/work ethic, oral and written communications, teamwork/collaboration and critical thinking/problem solving.24 The York College and Conference Board studies highlight the fact that, in addition to academic skills and technical knowledge, there are other important workplace skills – sometimes referred to as social skills, cultural competencies or professional habits – that students should develop as part of their college experience. These include teamwork, a sense of professionalism and a strong work ethic, professional judgment and problem-solving, and demonstrating respect for colleagues.25 Just as the studies cited earlier noted that students lacked advanced academic skills, they also highlighted that many employers suggest a lack of these social skills is an even greater liability.

In “To Teach or Not to Teach ‘Social’ Skills,” Regina Deil-Amen studied proprietary colleges that integrate professional skills into the curriculum, and community colleges that do not. She argued that community colleges that did not provide institutional support for imparting this knowledge of the workplace were possibly “actively contributing to the social reproduction of inequality by avoiding instruction in the cultural competencies and social skills required in today’s workplace.”26 Our committee was struck by the examples in Deil-Amen’s study and felt strongly that the New Community College must create a culture in which students absorb and demonstrate such skills, which we consider to be “keys to success,” and crucial not just to success at work, but also in school and in society in general.

With all of these considerations in mind, the committee began to develop the partnerships model, designing a program of services for students that would allow them to make a series of informed choices about their college major and professional pathway, take the necessary actions in order to start on that pathway, and have meaningful opportunities to practice and develop their talents. While some of the activities designed to offer students the keys to success include direct services offered by the Office of Partnerships itself, much of the work will instead require the office to support external and internal partners both in and out of classrooms.


25 Ibid.

Successful implementation of this partnership paradigm to support student success will also require that the Office of Partnerships, faculty, and college staff allow sufficient time for students to fully engage in and understand the value of the process of making decisions about academic and career goals and plans to meet those goals. Merely providing relevant tools and resources for student academic and career development is often not enough, especially considering that an estimated 40% of students who enter community colleges directly from high school have difficulty making complex inferences and piecing together relevant information to inform their decision making.\(^{27}\) The literature also shows how critical it is for faculty and staff in higher education settings to proactively reach out to and support students early in the process of making decisions concerning academic and career options. For example, students who repeatedly postpone critical decisions such as declaring a major and determining a career plan have a higher likelihood of being less academically motivated, resulting in fewer course credits, lower grade point averages and a decreased chance of graduating.\(^{28}\)


V. Student Engagement with the Worlds of Work

As the committee contemplated how the Office of Partnerships should work with both internal and external partners, a spectrum of relationships and offerings began to unfold that would span students’ careers at the New Community College. Like the learning activities at the college, these partnerships-related activities create a progression for students, from introduction and early engagement to richer and deeper involvement in a supported field experience, paralleling students’ progression through their academic programs. These will begin with brief, typically one-time interactions with external partners and workplaces during the admissions process and first year, building up to longer and more frequent experiences, particularly an intensive work experience placement during the students’ second and/or third years.

The shorter interactions with the workplace and with professionals – such as case studies, career panels, job shadowing and site visits – make sense during the first year, when students are to be deeply absorbed in fundamental academic work. Such interactions will also expose students to a range of industries, potential career paths, and types of work environments. Once more grounded in their studies, students will benefit from deeper engagements such as field-based projects for their coursework, paired mentorships with external partners, and sector-based research. While such work is valuable, the committee felt that the most valuable learning experiences for students would come from deeper, more intensive engagement through full semester or summer field experiences. Those going to work after graduation will also get help with finding a job and with longer-term workplace support and follow-up.

In this section, we describe the primary offerings and services proposed for students. Other services offered to internal and external partners – which benefit students indirectly – are described in later sections.

Prior to Enrollment

To help students make good choices from the onset, the Office of Partnerships should work with the college Admissions Office to ensure that applicants are aware of the role of external partners, experiential learning and workplace preparation in the NCC curriculum. Prospective students will understand that, as part of their college experience, they will be expected to develop knowledge, skills and habits that contribute equally to academic and professional success. A variety of approaches could be used to communicate this information, including student testimonials and project samples shared in print or electronic formats.

As students begin the summer bridge, they should continue to have opportunities to learn about future offerings related to the partnership experience. The purpose of these interactions is two-fold; first, early exposure should help to demystify the decision-making process for students. More importantly, it will help students to understand how their activities during the first-year experience will help prepare them to fully benefit from later opportunities in the field.
During the summer bridge, students should be asked to develop a biographical statement – this could be their first entry in their NCC ePortfolios. This statement should include descriptions of interests, activities and other information that might not be immediately connected to school or profession at face value. Part of the work of engaging with students will be to help them begin the kind of self-reflection helpful to the development of the student academic and career “roadmap” during the first year (described below). Since one of the goals of the summer bridge is to build camaraderie among entering students, students might even be asked to read essays from peers and find others that share common interests and backgrounds.

First-Year Experience

As presented in the concept paper and round one working committee reports, the first-year experience provides students with opportunities to develop their academic skills and habits. It will also serve as an interactive introduction to many of the most dynamic sectors of New York City’s economy. Case studies rooted in the study of urban and organizational issues provide students with an introduction to possible career options, and to the process they will undergo to match their interests, values and passions with planning for their careers. The Office of Partnerships can support this process through access to professionals in the fields examined as part of the curriculum. For example, external partners could serve as experts speaking on panels or hosting site visits to provide a greater understanding of the systems being examined in the City Seminar modules. Such panels, in addition to site visits and opportunities for students to shadow professionals in their daily jobs, will allow students to hear from professionals about their own work experiences, sources of job satisfaction, and career trajectories, further expanding students’ senses of possibilities and opportunities in their own careers. Students will also see that careers do not necessarily unfold in a linear, predictable fashion, and that work and other experiences can have a meaningful cumulative effect resulting in a satisfying and successful career.

We also saw the first year as the starting point for students to actively begin to craft their own plans to achieve both short- and long-term career goals. While there are many terms that colleges use to describe students’ planning efforts, the working committee chose the metaphor of a “roadmap.” In doing so, we envision students, supported by members of the NCC community, becoming the actors or “drivers” who can fulfill their own aspirations. This metaphor also conveys a sense of flexibility, because as students modify their plans and change direction they will have a valuable tool in charting a new course as well as a means to evaluate options. Their sense of agency in academic and career planning will be reinforced through interactions with individuals representing partner organizations. Given the importance of planning, activities related to the roadmap should be a component of the Professional Studies course or Group Workspace, with faculty, student support specialists, and partnerships staff working with small groups or individual students.
Like Valencia Community College’s LifeMap,\textsuperscript{29} students construct and refine their roadmap throughout their college enrollment as they make critical decisions including: choosing a major, selecting courses, planning their integrative field experience, and deciding on future studies and a prospective career path. Again, as students refine or change plans, they will have a mechanism for adjusting and adding new intermediate steps towards their goals.

Placing the many choices that students typically make together in one vehicle should help students in many important ways. First, the roadmap will empower students to see long-term career goals as a series of actions and meeting smaller, attainable goals. Joining academic and career planning could also become a tool for helping students to reflect and begin to understand that the competencies developed through college, such as communications and critical thinking, can later translate to personal and professional success. This last point might be particularly salient for those students who feel in some way disconnected from school, reinforcing the idea that degree attainment is important for their long-term success and satisfaction.

In the first year, early development of student roadmaps should focus on the exploration of options and possibilities. By the end of a student’s first year, his or her roadmap should include selection of a major, preferences for second-year field placement and early impressions about prospective career choices. It is important that this work does not occur in isolation but draws from other components of the first-year experience.

This process and planning has important potential academic, career, and even psychological benefits for students. A study by Virginia Gordon and George Steele, “Undecided First-Year Students: A 25-Year Longitudinal Study”, found that initial choices made by undecided (with regard to picking a major) first-year students were based on inadequate knowledge of the academic requirements of the major and with little understanding of their studies’ relevance to the job market.\textsuperscript{30} The compounding effects of indecision can be debilitating for young adults, often provoking feelings of anxiety and low self-esteem, both factors that work against academic and professional success.

After meeting with members of the planning team working on the first-year experience, we assembled possible topics or themes for inclusion in the second semester Professional Studies curriculum. Alternately, these topics could be presented as planned activities in the Group Workspace. Either way, the committee felt it was important that such activities be part of class time and mandatory for all students. Offered outside of the regular academic program, students would be less likely to fully engage with the material, including those least certain about their aspirations who have the most to gain from it.


Committee members identified the following topics as aids for structuring the process of developing the roadmap, choosing a major, and planning for a guided field experience and eventual career pathway.

**Gaining Self Knowledge**
- Using tools such as the Meyers Briggs inventory to develop a better understanding of one’s strengths
- Using past experiences as a lens through which to gain insight into personal interests and priorities
- Assessing potential sources of career satisfaction that could align with personal values and preferences

**Understanding & Evaluating Options**
- Reflecting on City Seminar case studies as a preview to particular careers and work environments
- Conducting informational interviews and research to better understand different career pathways
- Exploring a range of professions related to initial interests, in order to understand options
- Evaluating prospects and becoming familiar with requirements for specific jobs and careers
- Researching companies/organizations and sectors as a tool for making informed choices
- Understanding the benefits of persistence and full-time attendance beyond the first year

**Taking Action**
- Using resumes, cover letters and ePortfolios as tools for effective self-presentation
- Conducting mock interviews to practice answering and asking questions
- Practicing other forms of communication that develop listening and interpretation skills
- Mapping career preferences to the selection of a major
- Develop a course plan for the second and third year
- Begin reviewing NCC placement options associated with the major
- Exploring out of school experiences that support progress towards goals (e.g. summer programs, professional associations and groups, mentorships, etc.)
The Office of Partnerships should also provide students with access to web-based activities that allow students to independently explore their interests and related career pathways. There is a wealth of resources readily available, so the Office would be tasked with organizing, rather than creating, tools for students.  

As discussed earlier, the norms and culture of the workplace should be integrated throughout the college academic program, as appropriate. The first-year coursework, with its focus on fundamental academic knowledge and skills, should reinforce values reflecting professionalism and personal work ethic, such as learning to work in groups, taking responsibility for making good on commitments one has made, and punctuality and attendance. The NCC’s strong academic culture will translate well into the workplace, both when students begin their second- or third-year field experience and throughout their careers more generally.

Conversely, activities that take place outside of classes can reinforce the long-term value of college success. One model we suggest the NCC explore is a comprehensive mentoring program in place at the Rochester Institute of Technology (RIT). That institution offers mentoring to match students with alumni and other community partners to further provide real world exposure to various work environments. An “executive-in-residence” program gives students direct access to business professionals who present in the classroom as well as recruit new employees. In addition, a “student ambassador” program offers student leaders an opportunity to play an active role in developing the college’s relationships with external partners.

**Second Year and Beyond**

Having agreed upon the importance of an intensive field experience program for second and third year students at the NCC, committee members struggled somewhat with how to define the primary functions of such an experience. Would its purpose be to give students deep exposure to the workplace and an opportunity for further developing and using those “habits of mind” necessary to college and workplace success? If so, any individual student could benefit from a wide range of placements—showing up on time, problem-solving skills and the ability to work with others are skills needed in almost every job. Or is it also important, particularly for students planning on terminal degrees, that students have an opportunity to log time at workplaces and on projects relevant to their future aspirations for work, thereby increasing the degree to which they would be competitive for positions in their chosen fields? Should their guided work experience serve as a place to test their interests and decide if they made a good choice or need to change direction? The group concluded that all of these functions are important, depending on a student’s individual needs, and that academic advisors, student support staff, and partnerships staff would be responsible for assisting students in identifying their priorities for placement.

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**Pre-placement preparation**

Having spent their first year honing self-discipline, critical thinking, and study skills as well as learning about the workplace, it is expected that NCC students will be ready for placement in intensive work experiences at the beginning of their second year. They will have completed a roadmap and chosen a major, so that they will have a good sense of what kinds of placements interest them and will help them progress along the path they've set for themselves. And they will be “workplace-ready,” meaning that they will have a set of fundamental skills and habits of mind equally applicable to the classroom and to a placement. They will be excited about this impending experience and ready for the challenges it poses for them.

The Office of Partnerships will need a mechanism that on some level “certifies” a student's readiness for a placement. This may be in the form of a “workplace readiness contract” that reviews the requirements and obligations of students in their placement (responsibility to their employer or project supervisor and for completing related coursework and assignments) and requires signatures of the student and her/his student and faculty advisors. A signed contract will be on file with the office before the student starts the process of matching with a placement.

The placement process itself will also be structured. The office should have a range of opportunities available and counsel students on which options make the most sense for them. Some placements will be quite competitive, whether because of demand from students or because of requirements placed on the position by the partner. Written applications, essays and interviews should be part of the matching process.

As stated previously, this placement will serve different purposes for different students. Those with limited work experience will need different placements than those who've held one or more jobs. Some outside partners and supervisors will offer greater support and encouragement to students who need it. There will likely be placements on campus, some of them having the express purpose of serving students who need bolstering before taking on a placement that offers less structured support. At times, a student will not get the placement he or she most desires. Coming to terms with this and finding a suitable alternative will be part of the learning process and the job of partnerships staff to manage, in cooperation with faculty and staff in student services.

**Fundamental components of the student workplace or service experience**

In developing arrangements with external partners there will need to be a clear set of criteria for defining a quality experience. In large part, desirable placements should provide opportunities for students to practice the skills and competencies identified in the introduction of this report. That should also entail providing experiences with the kinds of interactions and situations common to the workplace and allowing students an opportunity to respond to and reflect on those situations. Examples of such situations include: managing competing deadlines; working with others different from themselves; responding effectively to supervisory feedback; and even just the fundamental experience
of having to show up consistently at a single job, including at times when one feels unmotivated or has conflicting responsibilities.

The college should attempt to provide students with placements that are paid or carry stipends wherever possible. However, the committee expects that some positions will be unpaid, as there are organizations that could offer excellent experiences but be unable to pay students. Whether or not a position is paid will be one of the factors students weigh when making decisions about which placements to pursue. The impact of paid internships on financial aid packages and public benefits may also be a factor in student decisions. The office must work to identify independent sources of funds for student stipends and also leverage federal work-study funding for placements where possible.

The partnerships staff will have flexibility in working with students and faculty advisors to identify the specific experiences most likely to benefit an individual. Therefore, there should be some alternatives to compensated internships. In some instances, an NCC student may want to substitute another project or position for the intensive field experience. It might be that the student already has a significant work history and doesn’t need to experience being immersed in a specific workplace. Such a student could take on a major project with a partner, with the consent of the Office of Partnerships and under the supervision of a faculty member, while participating in the Professional Studies II seminar (described below) along with her or his peers.

Other students may have pre-existing employment that they want to continue in lieu of participating in any of the work experience opportunities offered through the college. As such, the office will need to develop criteria under which students’ current jobs can qualify as the intensive work experience. These might include that the employer is willing to become a formal “partner” of the college and to provide structured feedback on the student’s performance in the same way as other partners, and that the position will support the student’s progress as described in her or his roadmap.

Existing internship and pre-professional programs, and programs that specifically employ college students such as the City’s 311 system or the Public Service Corps, should also serve as placement opportunities. There are a number of such programs in place, some targeting specific populations of students to encourage them to enter certain industries. For example, the network of local Area Health Education Centers provides formal internships for students that would be worthwhile to those interested in public health. Some large corporations, such as Merrill Lynch, offer summer internships for promising students interested in business careers. Organized service learning experiences might also fulfill the requirements of the intensive field experience. The American Association of Community Colleges defines service learning as “combining community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility.”

Some research has shown a correlation between service learning and success in college.

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34 Ibid.
Committee members found it a challenge to identify a specific number of hours required for the intensive work experience placement. Most members agreed that 12 hours a week is the minimum amount of time needed in the field for students to gain the benefits of being immersed in a workplace. A placement should also extend over several weeks in order to be “immersive.” The committee’s recommendation is that students spend at least 140 hours in a single placement. There are a number of reasons why such experience is important for students, including:

- Many “typical” situations and challenges of the workplace only occur (or must be addressed) once one spends a substantial amount of time in a place. For example, how does one cope with a difficult or overly demanding supervisor, an unfriendly colleague, and challenging interpersonal circumstances? How can a student work over time to become integrated into an established group of colleagues? As well, how can he or she best use a placement to develop a longer-term professional network that can be called upon in future years?

- Providing meaningful value to the partner organization in most instances requires that a student spend a substantial amount of time in a placement. There is an initial period during which the student learns about the placement and becomes acclimated – his or her value to the partner increases greatly after that is done. Time spent in the workplace also deepens relationships with colleagues and supervisors; ideally, a placement supervisor will know the student well enough to be able to serve as a future employment reference.

- A placement of some length, such as 140 hours, will hold greater value for students when they seek future employment because of the potential depth and intensity of the student’s projects and products in the placement, as well as because of the potential for a supervisor to serve as a reference.

- Finally, the level of self-reflection potentially generated from a placement increases with the amount of time spent in it.

The exact configuration of hours for individual students will vary based on school schedules and other priorities. Some students may work in an internship for two days a week during the school year. A student who takes a large load of coursework in order to progress quickly through a degree program might complete an internship during the shorter semesters or the summer, working three, four or five days a week.

Partnerships staff will actively monitor students engaged in these workplace experiences. Partnerships staff will periodically contact partner organizations in order to assess their satisfaction with the program. Both students and supervisors will be asked to evaluate their experiences with one another. And the office staff will be responsible for managing and resolving instances of conflict or other difficulties between students and on-site supervisors.
Reflecting on the workplace

Student experiences within their placements should formally connect back to the classroom as part of a required “Professional Studies II” seminar and its associated assignments. Students will take this three-credit course during either their second or third year in school. In order to gain full benefit from both the placement and the course, students will need to be concurrently enrolled in both, though it is possible that a student’s placement may extend beyond the time frame of the course.

The seminar will provide students with a necessary opportunity to reflect on their experiences in a structured, iterative fashion that pushes them to become progressively more sophisticated in how they interact with and perceive the workplace. Journals, project-related research projects, and classroom presentations will directly connect the content and experiences of their placements to what they are learning in school. They will be able to reflect on how classroom content buttresses and conflicts with their workplace experiences, and to receive feedback from faculty and fellow students regarding how to constructively manage the challenges they face. Last but not least, the classroom will give them an opportunity to hear the details of other students’ placements and experiences, so that they gain at least vicarious exposure to more than one workplace.

Depending on the individual, the objectives of the placement may differ between students pursuing transfer degrees and those planning to work full time after graduation. All students will benefit from the opportunity to develop and exercise those crucially important keys to success. However, those going to work after finishing an associate degree will likely be more in need of a placement in a field and position directly related to their major and to the kind of career they plan to pursue over the long term. Examples could include: placement with the utility company National Grid for an energy services management student, at a neighborhood group medical practice for a health information technology student, and with a social services agency such as the AHRC for a human services major.

Continued development of the roadmap

During the second year of their academic careers students should have formal opportunities to revisit and refine their roadmaps. Initially, these reviews will allow students to revise their college plans by, for example, changing majors or going part-time. Students also should be encouraged to use the ongoing roadmap process to identify tasks and activities that can help them reach graduation and their eventual career goals. For example, students might be challenged to find a mentor or attend a professional association meeting. For those planning to transfer to four-year colleges, the roadmap would include mapping specific details and requirements of the transfer process such as deadlines and coursework.

Preparing for life after the NCC: Job placement and transfer to 4-Year Colleges

Finding a good job after graduation will be an important objective for students pursuing terminal degrees. While offering robust job placement services to students and graduates
requires significant commitment and resources, committee members agreed that it would be a crucial component of the college’s partnerships function. The office must offer a combination of direct placement in positions at partner organizations and strong relationships with organizations in the business of job placement, such as the City’s Workforce1 Career Centers.

The NCC can assist students looking for full-time employment with translating valuable content and experiences gained in the experiential learning components of the college curriculum and in the guided work experience itself for prospective employers. The student roadmap and the contents of a student’s e-portfolio are potentially two valuable tools through which this can be done, in that they will provide important information about the student’s coursework, field and work experience, and career goals.

The Partnerships staff will also support students and graduates in evaluating prospective employment opportunities based on the content of their roadmaps and ePortfolios. One form this support may take is work with students to conduct a thorough re-capitulation or evaluation of a student’s experiential learning opportunities, external partner evaluations of the student, and reflection pieces and relevant reports and presentations developed for coursework.

The office will also manage practical mechanisms for promoting job placement including: organizing career fairs (both at the NCC and at other locations through collaborative efforts); offering workshops on resume development, cover letter writing and interview preparation; and developing materials and communications vehicles that promote NCC graduates.

In addition to work with individual students and efforts such as career fairs and workshops, the office will also work to create an environment that empowers students to take ownership of their job search process as one more aspect of the sense of agency that students have gained throughout their experience at the college. This means, for example, promoting student access to extensive electronic resources including both the college’s own partner information database and external career search and job search web sites.

Finally, the college’s strong, productive partner relationships and good experiences with students placed by the college should translate into partners offering job leads to the college whenever they have appropriate open positions. The partnerships staff charged with developing and maintaining partner relationships will need to foster such opportunities.

In addition to facilitating and supporting the students’ job search process both leading up to and at the point of graduation, the office will also provide valuable support to students intending to transfer to a four-year college. This will be done primarily through partnerships staff work with other internal partners to ensure that students receive academic and career advisement that is consistent with the requirements for transfer into baccalaureate programs. The office staff must always have accurate and up-to-date information on the process and specific steps students must take to initiate and complete a
transfer as well as the college’s current articulation and transfer agreements with other institutions. At some institutions, such as Cascadia Community College, career services and transfer services reside in a single office.\textsuperscript{35} The committee considered suggesting that the NCC take a similar approach, partly out of awareness that accurate communications about and planning for transfer falls through the cracks at some institutions. However, members concluded that the scope of the partnerships function was such that this office should not also be primarily accountable for managing academic articulation and transfers.

*Post-graduation support*

Committee members felt it important that the Office of Partnerships have long-term relationships with NCC graduates. We recommend that the office formally track student employment for a year after graduation and provide support to individuals where needed. After that first year of engagement, the office may let students take the initiative to prolong the relationship with the OP as long as it is useful to them. Alumni may come back for job placements after losing a position, or may participate in other interactions with college partners, such as networking events and job fairs.

Amongst the many potential roles played by college alumni is that of external partner and even as employer of NCC graduates. As the college develops a network of graduates, it is expected that some number of them will go on to positions of influence where they can then return for employer panels, and offer site visits, guided work experience placements and full-time jobs to students and more recent college alumni. Clearly, the office will need to coordinate such alumni cultivation efforts closely with the college’s fund development office.

Because the office will initially have limited staff, technologies such as a robust partnership database and use of good career development web sites will be crucial to allowing the office to effectively carry out the job placement and post-graduation support functions envisioned in this report.

**VI. Supports for faculty and classrooms**

One of the distinctive elements in the design of the NCC is the intentional effort to bring the worlds of work into the classroom and crossing many sectors in doing so. In our own readings about colleges, most alliances were rooted in relationships with one sector or a dominant business and involved a limited number of activities developed \textit{a priori}. In the NCC, we envision more dynamic relationships where faculty call upon external partners to help develop curriculum materials such as case studies, serve as the focal point for experiential education, teach as adjunct instructors, and help the college assess the overall strength of programs.

In our own deliberations, we began to imagine different relationships that NCC faculty and staff might establish with external partners to draw on New York’s vibrant economy. As the college develops, other opportunities will likely arise. One such relationship will be the use of partners as active participants in classrooms. For example, a faculty member in Urban Studies could work with community-based organizations, creating opportunities for students to learn about needs assessment by conducting one as a group project. Another potential set of relationships might emerge as faculty engage in research related to an industry. Student support specialists might draw on external partners to build co-curricular activities of interest to students, such as mentoring relationships offered to students who are at risk of dropping out.

With all of these possibilities both in and outside of classrooms, NCC faculty and staff will need a mechanism for drawing on resources to create curriculum and programs. The extensive partnership database system maintained by the Office of Partnerships will allow it to develop an online catalog where faculty and staff can review potential external partners. Once potential partners have been identified, an initial contact to propose a specific project or new relationship would be made by the Office, which would continue to act as broker while arrangements are being made. In addition, the Office will need its system to record and track incoming requests, whether or not they can be fulfilled through existing relationships.

Fulfilling this important function of linking faculty and various parts of the college with external partner opportunities will require that the Office of Partnerships staff have a deep understanding of the institution and its needs. They can then proactively match college needs with external resources, and thereby play a role in improving the curriculum and the quality of the education students receive at the college.

Curricular and institutional advice and guidance

The NCC should convene a number of different advisory groups from amongst its partners. First should be a single college-wide board that provides support and advice to the college president and chief academic officer. Each area of study will also benefit from convening a group of industry experts who can give general guidance on the direction of the academic program.

Outside partners should be consulted during the initial development of curricula and degree programs and then again periodically in order to make sure that curricula stay current. The partnerships staff will help facilitate faculty connections to industry experts, where helpful, both to support curriculum development and to integrate into classroom activities as described above.

A sophisticated partner information management system that captures detailed information about possible partners and tracks the range of interactions will be required to oversee all of the possibilities above (and others described in this report). Equipped with this tool, staff in the Office of Partnerships will be responsible for managing partner relationships and providing a level of traffic control so that partners are well-utilized.
without becoming overburdened. In addition, the Office of Partnerships should be aware of and track relationships independently developed by faculty and staff, so as not to interfere with them.

Following is a chart describing some of the basic functions of this proposed data system.

<table>
<thead>
<tr>
<th>Partner Records</th>
<th>Partner History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Information (name, address, phone, website, contact, email)</td>
<td>Initial Client Source (Partnerships office or other NCC contact)</td>
</tr>
<tr>
<td>Organizational Information (sector, size, services and products)</td>
<td>Contact history (including occasions when the partner has denied a request)</td>
</tr>
<tr>
<td>NCC Interest Profile (activities of interest such as mentoring, placements, teaching, sites visits, classroom panels, etc.)</td>
<td>Development-related flags and notations</td>
</tr>
<tr>
<td>Links to website page(s)</td>
<td>Partner feedback on interactions</td>
</tr>
</tbody>
</table>

Finally, to effectively engage in this kind of collaboration with external partners, the NCC will need to consider both expectations of and supports provided to faculty and staff at the college. Collaboration, particularly when it involves innovative practices, can be time-consuming and may compete with the pressing demands of the day-to-day work of the college. As the work of building the NCC continues, sufficient time for partnership work should be considered as part of faculty and staff workloads.

VII. Supporting and recruiting external partners

As envisioned in this report, there will be a tremendous range of external partner activities taking place at the NCC including: giving pre-admissions and first-year students an initial sense of specific career opportunities and workplaces; supporting classroom learning through sites visits, case studies and other activities; advising the college and faculty on curriculum development and strategic questions, and; providing guided work experience opportunities and jobs for graduates.

The Partnerships Office should develop a “toolkit” of information about the NCC and its partnership paradigm that clearly outlines for prospective external partners what it means to serve in that capacity. This information would include a thorough breakdown of the expectations NCC has for external partners, expectations external partners should have of NCC and its students, the variety of ways in which external partners will benefit from working with NCC students, and the necessary paperwork that should be used to track and record student progress, among other things. Alverno College is one institution offering such an information toolkit to its external partners.36

The Partnerships Office will also need to develop a set of protocols and structures for interacting with partners and for addressing and resolving conflicts that arise during the course of partnership activities.

**How will the OP and NCC benefit external partners?**

Work with and support for the College will have many different potential benefits for partners. Partners will receive assistance with doing their work and with finding qualified employees. Students will perform discrete projects and tasks during placements and independent study projects. The college will screen and refer students and alumni for part-time and full-time employment. And partners’ interactions with students and administrators at the college will help them to build a pipeline of talented workers who understand and are committed to their mission and goals.

Such participation may also have benefits in terms of organizational development, by giving partners an opportunity to foster leadership or other types of professional development among staff. Sending staff to speak to classes and allowing them to supervise students on-site will help meet these objectives as well as potentially build departmental or organizational cohesiveness and foster the development of organizational values around civic engagement and contributing to the local community.

Partners will also gain from opportunities to network with peer organizations and with potential customers or clients at events that bring together multiple partners. Their public profile will be enhanced through NCC activities in the sense that they will be part of a high profile, important new educational institution in the City, making a visible and quantifiable contribution to its success and the successes of its students. And to the extent that it is valuable, partners will also gain from the fact that NCC graduates will go on to contribute to the fields in which partners operate, knowing of the partners’ values, assets and contributions to the college. Partners will also have the satisfaction of being able to turn their direct knowledge of the field into a contribution to the field’s knowledge base in academia.

**Who will be the external partners?**

The Office of Partnerships will work with a range of different types of institutions so that the college is able to offer students opportunities related to the college’s academic programs and to the kinds of field experiences that will most benefit students. (See Appendix C for chart with greater detail on types of potential partners by NCC major.) Having a wide range of partners available for the guided work experience is crucial to meeting the wide range of student needs, both those with limited and those with extensive work experience, students in terminal majors, those in transfer majors and studying the liberal arts and sciences.

The NCC will benefit from CUNY’s longstanding programs and relationships with City and State government agencies that do work in areas related to NCC majors. The City Department of Health and Mental Hygiene could send staff to speak to health information technology majors about the implementation of electronic health records in doctors’
offices. Students in Urban Studies might take on projects for the Departments of City Planning or Cultural Affairs. Likewise, information technology students may complete assignments for the City Department of Information Technology and Telecommunications.

Nonprofit organizations in many different fields will also become partners, potentially including settlement houses and other community-based groups, cultural institutions, organizations that manage low-income housing, libraries, hospitals and other healthcare organizations, and human services agencies. Liberal arts students might find interesting and valuable projects to complete during placements at cultural institutions such as the Museum of Modern Art or the Theatre Development Fund.

And the Partnerships Office will develop opportunities for students to learn from and work at a range of private sector companies. Consulting companies provide information services management and training to hospitals to set up and manage their electronic health records systems. Various types of companies work in energy services management, such as property management companies and companies that manage building heating and ventilation systems remotely. And a wide range of companies in different industries can potentially partner with NCC to provide opportunities for business administration students.

Finally, there are many different types of organizations in different fields that are not themselves employers but could serve as strong partner organizations. Unions in New York City, many of which CUNY works with closely, will take on various partner roles. Industry associations exist in most fields, representing and organizing contact with their member organizations—they will also be good partners, in addition to helping the NCC gain access to their members.

The office will work to find a balance between having a large number of partners that represent a diverse range of industries and a focus on enlisting larger organizations that can work with the NCC to support scale and efficiency, since the college will require large numbers of placement opportunities. In that sense, working with Montefiore Medical Center or Time Warner, for example, which have the capacity to host ten or twenty students in work placements, might be preferable to a start-up health information technology firm or a small magazine that can take just one student. On the other hand, students’ understanding of the workplace and of career opportunities will be enhanced by offering them different options and interactions with partners.

There will be a range of participation in the NCC by different partners. Some partners will be highly engaged, enthusiastically participating in several different aspects of the college’s work—sitting on an industry advisory board, speaking on career exploration program panels, providing supervision for students placed on-site. Others will be more opportunistic, looking to fill a specific need, such as finding interns to help on a project, or hiring for a particular position.
Recruiting partners – strategies and approach

Staff members who are focused on partner relations will work hard to both develop and maintain those relationships. Staff will specialize in work with particular fields and industries relevant to NCC majors, becoming known in the field and helping to build the college’s good reputation.

It will take time for partnerships staff to build these relationships. While they are doing so, the college will need to prioritize developing certain kinds of relationships as needed. Partners and feedback needed for curriculum development and faculty support, for example, will be an early need. Partner activities that take place during the students’ first year will come next, and so forth. The NCC will start by leveraging existing connections and relationships of CUNY and the faculty and administrators at the college, with, for example, industry intermediaries and unions in healthcare, and with City government agencies. Over time, these networks and relationships will expand organically as the NCC develops a track record and reputation for working effectively with external partners.

VIII. Proposed Structure, Staffing and Relationships

Given the scope suggested in this report, the Office of Partnerships will require a team of staff who are highly organized and skilled at managing multiple (and sometimes conflicting) relationships with a range of both internal and external partners. Because integration with the academic programs at the New Community College is essential to the Office’s success, our committee recommendation is that the office report to the Chief Academic Officer.

Within the Office of Partnerships, we identified two groups of staff needed, one focused on services to students and working with the internal partners (faculty and advisors) related to that work, the other team would primarily serve the external partners and be responsible for recruitment and relationship management. Though these represent two functional groups, in practice their work is interconnected and coordinated.

The Partnerships director will have overall responsibility for the function of the office working to ensure that the expectations and needs of students, internal, and external partners are addressed. The director will also be responsible for coordinating the Advisory Board, a group of professionals that consults with the college and helps the college stay abreast of changes in the many sectors related to the fields of study. As part of this work, the director will coordinate the participation of external partners in institutional planning and academic program reviews and identify partners who might be asked to serve as adjunct instructors. The director should also be expected to work with others in defining professional development opportunities for faculty and staff working with external partners. In addition, the director will be expected to develop external resources to support students in unpaid field placements.

Student Liaisons will have responsibility for direct services to students and working collaboratively with internal partners to provide those services. Student Liaisons will work
on the development of the student roadmaps, provide workshops and other activities for students, guide students in selecting an immersive field experience and assist with career advising as students prepare to graduate. In addition, they will develop the print and electronic materials related to students’ needs.

The structure of the first-year experience calls for students to be organized into three classes of 20 to 25 students linked by the same team of faculty and staff assigned to work with that cluster. As a committee, we recommend that a person from the Office of Partnerships work collaboratively with the teams to plan activities and assignments. While the person would not participate in all collaborative planning anticipated for these teams, they would be the recognized resource for the team and the students they serve. After the first year, liaisons would continue to serve as the primary contact for those students.

Partnership Managers will have primary responsibility for recruiting external partners and managing established relationships. In doing so, they will also be expected to work with individual and organizational partners to secure commitments for mentoring, internships and classroom engagement. As such, they also serve as the primary contact for faculty who want to plan activities. As guardians of the NCC’s external relationships, they will ensure that external partner needs are being met and will be responsible for addressing and mitigating any partner issues that may arise. As part of this work, the partnership managers will maintain the web-based catalog of partnership opportunities. The team should also regularly communicate with internal and external partners regarding successful programs in order to recognize the contributions made by partners and model possibilities for future activities.

IX. Defining Success for the Office of Partnerships

The success of the Office of Partnerships can be judged on a multitude of fronts. The NCC will assess the degree to which interactions with external partners are integrated into the college curriculum at all stages of a student’s experience, as described in this report. Success will also be measured by the extent to which faculty are able to incorporate external feedback into development and revisions of curricula. Partners will be asked periodically to evaluate their interactions with the office. Students will provide feedback on their interactions with the office. The NCC should develop a structure and rubric for defining and measuring the effectiveness of the Office of Partnerships that attempts to measure all of these different dimensions of the office’s functions and activities.

The initial concept paper for the NCC describes a vision of a college that prepares students both for academic success and for the workplace. This committee described the overarching goal of the Office of Partnerships as helping students make a planned, informed and effective transition from successful learner to emerging professional. This raises the question of how the college should define workplace or emerging professional “success” for its students and graduates? For some students, success will mean workplace opportunities and a desirable job after graduation. The office will also need to assess the success of its work with students transferring into baccalaureate programs.
The office could assess whether or not students enjoy and learn from their guided work experience placements, as measured through student evaluations of the experience, partner evaluations of individual students, and by looking at student grades and performance in the Professional Studies II seminar.

In addition to maintaining extensive data on partner organizations, the office’s data system must allow it to keep track of all of the college’s work with partners, student placements with partners, and all of the office’s other interactions with students and graduates. This database will be akin to the “case management” data systems used to track participation in grant-funded workforce development programs. The database will ideally also mesh seamlessly with the college’s registration system.

Such a database will allow the office to measure a range of important and revealing metrics with regard to student success in partnerships-related activities. Examples of such metrics include the following:

- Numbers and percentages of students in placements and successfully completing placements
- How many students continue in paid part-time positions with the partners with whom they are initially placed, as well as how many students are hired for full-time jobs after graduation.

Assessing the value of the student roadmap will also be important in order to know the degree to which it is useful for students in planning for education, jobs and a career.

As will be the case with the college’s academic program, use of e-portfolio represents a valuable tool for documenting student engagement with the workplace. Evaluating student success through the use of e-portfolio for OP activities will require answering these questions: Does the e-portfolio system become integrated with the structures and practices of the student workplace experience? Is it a place where students are able to keep documents and products that represent and describe their time and the value of their placements?

The Office of Partnerships will also be responsible for ensuring that student experiences are consistent with accreditation standards for the NCC.

**X. Long Term-Goals for the Office of Partnerships**

The Office will become a tremendous repository of relationships, resources and expertise. Its staff will have deep and meaningful connections with organizations and industries related to the majors, and will be able to bring those connections to bear in ways that benefit the college’s students, faculty and administrators, and enrich and improve the curriculum. In addition to direct contact with the workplace, students will be able to develop incipient professional networks with long-term benefits. Faculty members will have a reliable source of connection to industry experts who can provide them with valuable intelligence and feedback. And college administrators will benefit from the Office’s
deep networks of partner relationships by developing formal and informal advisors on strategic concerns of the College.

The Office will also become a valued resource for external partners. Its concrete benefits to partners have already been discussed (in Section VII). Involvement with the NCC will also serve as a conduit for networking and connections amongst the partners themselves, a medium through which partners can meet and collaborate, and a forum for thinking about and responding to challenges of their fields.

**XI. Unresolved Issues and Open Questions**

One of the important themes woven into the committee’s work was how the office should serve a socially, economically, culturally and linguistically diverse student body. In many ways, we sought to address this concern by including mechanisms for students to engage in the types of career exploration and access to professional mentoring and networking often available to students with privilege. Having done so we are also aware that students who might benefit the most from services provided by the Office of Partnerships might be the most reluctant to avail themselves.37 As the NCC planning team, faculty and staff seek alternatives to address this particular concern those strategies should be applied to the student support functions of the Office of Partnerships.

The college’s relationships and interactions with other offices of the college must also be addressed at some point. A related question is what role the office will have in managing relationships with outside agencies that provide social services to NCC students.

In thinking about the full scope of work presented here, one of the important recurring themes is how the NCC will support the faculty who are central to the effort. As the New Community College continues to be developed, thoughtful attention should go into how the systems of review contribute and recognize teaching innovations and practices that incorporate partners from the field.

**XII. Next Steps for Partnership Planning**

In addition to efforts to address these open questions, committee members also recommend that the College immediately begin to implement the Partnerships model as it proceeds with curriculum development and other planning. Founding faculty members will benefit from the expertise and perspectives of external partners as they develop the college’s curricula including, for example, the Professional Studies courses and the case studies to be integrated into the first-year coursework and coursework in the majors.

The college will soon be ready to convene its first college-wide advisory board and to start to seek input from external partners who will join industry-focused advisory boards that advise specific areas of study. Since the Office is not yet set up, nor has the College’s Chief

Academic Officer been appointed, these functions should be taken on as assigned by staff engaged in the College planning process under the direction of its founding president.

Not least among the immediate needs for a partner role in college planning is that of vetting this committee’s recommendations with partners themselves. For this reason, and in order to address near-term curriculum development and pre-admissions and first-year program needs, the committee recommends that the NCC identify a group of “founding partners” over the next few months and begin this work.
Partnerships Committee Members

Chair

Nathalis Wamba, Associate Professor, Education & Community Programs, Queens College

Members

Suri Duitch, University Director for Adult & Continuing Education, CUNY Central Office

Deborah Douglass, Executive Director for Education and Training Opportunity Programs
CUNY Central Office

Holly Kallman, Sustainability Coordinator, Office of Facilities & Campus Planning,
The City College of New York

Melinda Mack, Project Director, CUNY/DOE Working Group & Communities Learning in Partnership, CUNY Central Office

Ronald P. Mitchell, CEO and Co-Founder, Career Core

Manuel Molina, Student, Lehman College

Timothy Reeser, Project Director, CUNY 311 Project

Shayne Spaulding, Director of Workforce Initiatives, Adult & Continuing Education, CUNY Central Office

Stephanie Toledo, Student, Queens College

Advisors

Lauren Brust, Assistant Director, Commercial Building Services, Steven Winter Associates, Inc.

Dale Grant, President, Grant Associates
Bibliography


“The Ill-Prepared U.S. Workforce: Exploring the Challenges of Employer-Provided


## Appendix A: Thematic Questions for the Student Roadmap

<table>
<thead>
<tr>
<th>Key Questions</th>
<th>Summer Bridge</th>
<th>1st Year - Semester I</th>
<th>1st Year - Semester II</th>
<th>Summer between</th>
<th>2nd year and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who am I?</td>
<td>Who am I?</td>
<td>Who do I like?</td>
<td>Who do I want to be?</td>
<td>Who can assist?</td>
<td></td>
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<tr>
<td>What are my:</td>
<td>What have I in common with my peer group?</td>
<td>What am I discovering in my research?</td>
<td>What are the skills I must acquire?</td>
<td>How can I grow?</td>
<td></td>
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<tr>
<td>Passions?</td>
<td></td>
<td>What resources does NCC have to assist me?</td>
<td>What are the steps I might take?</td>
<td>Who do I know that can answer my questions?</td>
<td></td>
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<tr>
<td>My Intellect?</td>
<td></td>
<td></td>
<td></td>
<td>Who can I meet to answer my question?</td>
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<td>My skills?</td>
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<tr>
<td>What are my potential sources of job and career satisfaction?</td>
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</table>

### Resources

<table>
<thead>
<tr>
<th>Library</th>
<th>Group Workspace</th>
<th>Understanding the culture of different fields workplaces</th>
<th>Workshops for Interview skills</th>
<th>Trade publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web research</td>
<td>City wide events hosted by OP and XPs</td>
<td></td>
<td>Computer Workshop</td>
<td>External Partners</td>
</tr>
<tr>
<td>Computer Workshop</td>
<td></td>
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<td></td>
<td>Office of Partnerships</td>
</tr>
</tbody>
</table>

### Activities

<table>
<thead>
<tr>
<th>Write about yourself: Include assignment where students have to discover and introduce their non-academic selves and comment on their peers-find out what interests are shared.</th>
<th>Write about events attended</th>
<th>Time Management</th>
<th>Alumni Panels-Seeing yourself in others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write about events attended</td>
<td>My resume in 5 years...</td>
<td>Data organization</td>
<td>Matrix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphical communication techniques</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix B: Possible Keys to Student Success

<table>
<thead>
<tr>
<th>Key to Success</th>
<th>Definition</th>
</tr>
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</table>
| **Critical Thinking/Problem Solving Ability** | Can succinctly summarize information from a variety of sources, both in writing and verbally, and can apply math and science concepts to problem-solving. Understands global issues and implications for the future.  
  
  Demonstrates self-awareness and is capable of self-reflection and self-improvement.  
  Is able to identify a problem, analyze its causes, develop one or more strategies to effect a solution, and select and implement a strategy to address it.  
  Demonstrates creativity and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines. |
| **Written Communication Skills** | Demonstrates well-developed note-taking and outlining skills, and can synthesize and integrate information in writing.  
  Is able to consistently produce written materials that are conceptually well-developed, grammatically correct, free of spelling errors, and visually attractive. |
| **Interpersonal Skills**        | Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles and viewpoints.  
  Understands interpersonal dynamics and the various factors that shape those dynamics, including those between supervisors and employees.  
  Demonstrates adaptability and flexibility when confronted with unexpected situations.  
  Can work with others, and demonstrates cooperation and effort when needed to accomplish a group goal.  
  Shows leadership; is able to organize a group project, delegate responsibility, coach and motivate team members, and work to build consensus.  
  Is able to accept criticism and learn from others, give constructive criticism without being antagonistic, and use civility to deflect antagonism from others.  
  Takes responsibility for fulfilling commitments; attends classes and appointments, is punctual, is prepared with assignments, and seeks assistance if needed.  
  Demonstrates good social skills; gets along well with others, and initiates interactions. |
| Verbal Communication Skills | Communicates effectively; can present an argument in a persuasive, engaging manner, and advocate for a position.  
Can promote oneself in a positive manner, and speak clearly and confidently about one’s accomplishments.  
Understands and is able to communicate appropriately using both professional jargon and standard English.  
Is able to express oneself in a non-emotional, non-confrontational, respectful manner.  
Demonstrates effective listening and conversational skills; responds empathetically and is friendly but not overly familiar.  
Has good public speaking skills. |
| Demonstrates Professionalism, Good Self-Presentation and a Strong Work Ethic | Shows perseverance; demonstrates commitment to staying with an assignment or job until it is finished.  
Demonstrates personal accountability and effective work habits, e.g., punctuality, self-discipline, working productively with others, goal-setting, and time and workload management.  
Is able to understand the rationale behind, create and follow directions/regulations.  
Understands how and demonstrates ability to dress appropriately for the classroom and for the workplace; also has good personal hygiene.  
Demonstrates self-confidence, makes eye contact and is comfortable meeting new people.  
Demonstrates integrity and ethical behavior; acts responsibly with the interests of the larger community in mind. |
| Demonstrates Personal and Social Responsibility | Is self-directed and committed to lifelong learning, able to continuously acquire new knowledge and skills, self-monitor one’s own learning needs, and able to learn from mistakes.  
Has a strong sense of ethics and social responsibility; demonstrates integrity and ethical behavior; acts responsibly with the interests of the larger community in mind.  
Can connect choices and actions to ethical decisions.  
Demonstrates civic knowledge, civic participation, and community engagement. |
### Appendix C: Potential Partnerships by Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Prospective Employment Sectors</th>
<th>Types of organizations</th>
<th>Potential available internship positions</th>
<th>Specific partner names</th>
<th>Sample industry intermediary groups</th>
<th>Sample Existing Intern/Student Work Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>Nonprofit community development, education and cultural institutions; private sector communications and media</td>
<td>Media companies, public school system, community organizations, cultural institutions, private foundations</td>
<td>Planning assistant, development assistant, teacher's aide, community organizer</td>
<td>The New York Times, Lincoln Center for the Performing Arts, Time Warner</td>
<td>New York Foundation for the Arts, New York City Cultural Institutions Group, New Visions for Public Schools</td>
<td></td>
</tr>
<tr>
<td>Human Services</td>
<td>Government agencies, nonprofit human services organizations, for-profit human services organizations</td>
<td>Nonprofit, government, and other organizations providing direct services to individuals in fields such as: elder care, healthcare, youth development, education, mental health, childcare facilities, substance abuse, workforce development, and multiservice agencies such as settlement houses</td>
<td>Social work assistant, case management aide, community support worker, community outreach worker, youth worker, services aide, gerontology aide</td>
<td>Jewish Community Council of Greater Coney Island, Young Adult Institute (YAI), Catholic Charities, Self Help Community Services, Federation Employment Guidance Services (FEGS), YMCA, YWCA, NYC Human Resources Administration, NYC Department for the Aging</td>
<td>United Neighborhood Houses, Federation of Protestant Welfare Agencies, Human Services Council of NYC, UJA-Federation of New York</td>
<td>NYC Public Service Corps</td>
</tr>
<tr>
<td>Major</td>
<td>Prospective Employment Sectors</td>
<td>Types of organizations</td>
<td>Potential available internship positions</td>
<td>Specific partner names</td>
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<td>Sample Existing Intern/Student Work Programs</td>
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<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>Government agencies; quasi-government agencies; offices of elected and appointed officials; lobbyist firms and advocacy organizations; political campaigns; real estate and property management companies; organizations supporting human services and community development such as research organizations, private foundations, non-profits, ethnic and other associations; cultural and community development organizations</td>
<td>Government agencies; planning, architecture and engineering firms; nonprofit planning and advocacy organizations</td>
<td>Planning assistant, research assistant, fundraising assistant</td>
<td>Metropolitan Transit Authority, NYC Dept. of City Planning, NYC Economic Development Corp., The Durst Organization, Community Service Society, Ford Foundation, Arab American Association, United Cerebral Palsy Association, Museum of Natural History</td>
<td>Partnership for New York City, Real Estate Board of New York, New York Foundation for the Arts</td>
<td>NYC Summer Internships (govt. agencies); NYC Public Service Corps</td>
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<td>Major</td>
<td>Prospective Employment Sectors</td>
<td>Types of organizations</td>
<td>Potential available internship positions</td>
<td>Specific partner names</td>
<td>Sample industry intermediary groups</td>
<td>Sample Existing Intern/Student Work Programs</td>
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<td>Bus. Administration</td>
<td>Accounting, insurance, finance, and real estate companies, nonprofit organizations, government agencies, and small businesses</td>
<td>Accounting firms, private corporations, government agencies, financial service companies, banks, real estate companies</td>
<td>Accounting clerk, bookkeeping assistant, data analyst</td>
<td>Bank of America, Citigroup, JPMorgan, American Express, NYC Department of Finance, NYC Office of Management &amp; Budget</td>
<td>American Bankers Association, National Association of Black Accountants, New York City Workforce Investment Board, Career Services Association of CUNY</td>
<td>INROADS, Ladders for Leaders, NYC Summer Internships (government agencies); NYC Public Service Corps</td>
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<td>Information Technology</td>
<td>All sectors have IT needs, including: education, entertainment, healthcare, professional and technical services, retail, and government</td>
<td>New York City and New York State government agencies, nonprofit agencies, telecommunications firms, financial firms, publishing houses</td>
<td>Computer Programmers, Systems Administrator, IT Data Services Coordinator, Computer Software Engineers, Computer Support Specialists, Computer Systems Analysts, Database</td>
<td>Cablevision, Citigroup, Federated Department Stores, McGraw-Hill, Verizon, NYC Dept. of Information Technology &amp; Telecom.</td>
<td>New York City Workforce Investment Board, Career Services Association of CUNY</td>
<td>Private companies with formal programs - American Express, Bank of New York Mellon, McGraw-Hill, Time Warner, Verizon, and Viacom; CUNY Institute for Software Design</td>
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<td>Major Employment Technology</td>
<td>Prospective Employment Sectors</td>
<td>Types of Organizations</td>
<td>Potential available internship positions</td>
<td>Specific partner names</td>
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<td>Health Information Technology</td>
<td>Health care, information technology, business services, consultant firms</td>
<td>Ambulatory and community health care clinics; doctor’s offices; hospitals, nursing and residential care facilities; consultant firms supporting planning and implementation; IT companies, government agencies</td>
<td>Technology support aide, research assistant, records technician aide, patient information aide, patient advocate</td>
<td>NYC Health &amp; Hospitals Corporation, Continuum Care Partners, NY Presbyterian, NYU Medical Center, Price Waterhouse Coopers, E-Clinical Works, Emerging Health IT, NYC Department of Health and Mental Hygiene</td>
<td>NYC Department of Health and Mental Hygiene, New York e-Health Collaborative, 1199 SEIU Training and Upgrading Fund, Greater New York Hospital Association</td>
<td>and Development City Internship program, CUNY 311 Project</td>
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<td>Major</td>
<td>Prospective Employment Sectors</td>
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<td>Energy Services Mgmt.</td>
<td>Energy services and utilities companies, real estate and construction, government oversight &amp; enforcement, property management, nonprofit housing organizations</td>
<td>Energy Services Management companies, utilities, property management companies, engineering/consultant firms, architecture firms, government agencies, nonprofit housing developers/managers, nonprofit and government institutions such as colleges and universities</td>
<td>Auditing technician, customer services/customer support specialist, sales associate</td>
<td>NYC Dept of Citywide Administration Services, Mayor's Office of Long-Term Planning &amp; Sustainability, Department of Buildings, New York Power Authority, NYS Energy Research and Development Authority; National Grid, Con Edison, SL Green, Johnson Controls, CUNY colleges</td>
<td>Urban Green Council; American Institute of Architects, Association for Energy Affordability, SEIU 32BJ</td>
<td>CUNY Building Performance Lab Internship Program</td>
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</table>
The following are issues the Planning Team has identified that need to be addressed as we move forward with the development of the program.

- The report has proposed a wide array of functions for the Office of Partnerships, all of which will be important to the College's work with students, faculty/staff and external partners. What is the best way to parse this work and create stronger links between the office and other parts of the college that would maximize efficiency and effectiveness at a small institution (e.g., assign supervision of the construction of roadmaps to student advisors)?

- The internship model proposed by the committee is intensive in its expectations for students and the staffing required for the NCC. Will it be feasible for the Office of Partnerships to recruit, maintain, and support a sufficient number of external partners to provide those opportunities as well as the other proposed activities?

- What process will the New Community College use to reconcile the internship program proposed here and the models developed by the curriculum groups for the majors?

- How will the New Community College go about providing all students with opportunities to benefit from experiential education while allowing for differences across the majors?

- College internships have come under criticism as unpaid or inexpensive labor for employers. How should the Office of Partnerships and the NCC more broadly ensure that placements have academic value for students while providing a benefit to placement sites?

- How can the placement process and support be inclusive to all students including English language learners and students with disabilities?

- What kinds of professional development will be needed for college faculty and staff to develop and support the types of field based experiences suggested by the working committee?
SUMMER BRIDGE PROGRAM
WORKING COMMITTEE REPORT
SUMMER BRIDGE PROGRAM WORKING COMMITTEE REPORT
COMMITTEE CHARGE

The committees of the community college initiative are established to realize the development of the educational model outlined in A New Community College Concept Paper. Taken as a whole, the ideas outlined in the paper are intended to dramatically improve the engagement, persistence and degree attainment of the University’s most vulnerable students within three years by creating an integrated approach to the study of a limited number of majors within a community focused on academic success. The new college will also serve to identify successful innovations that can inform educational practice throughout CUNY and higher education generally. The committee work is being done in stages, with particular emphasis in the first round on designing frameworks for the first-year educational model, the enrollment and persistence management model, and the library and technology models. Spring 2010 second round committees will develop models for a summer program, institutional effectiveness, an office of partnerships, and governance and organizational structure. Since the components of the college are interrelated, the work of each committee will be collaborative and coordinated with the work of other relevant committees.

Committee Charge
The Summer Bridge Program (SBP) has been conceived as a time for both students and faculty/staff to learn about each other. Faculty and staff will get to know the students and their particular academic skills and abilities, while students get to know their faculty and what it takes to make a successful transition to a college learning environment. Through the process the SBP will create opportunities for students to form relationships with their peers, faculty and staff and to be introduced to the culture and expectations of the NCC.

The work of this Committee will begin with a review of documents produced by Stage 1 committees, which created design principles for the three foundational courses, as well as models for assessment, enrollment management and persistence, and library and technology. The Committee will define the purpose, goals, scope, and duration for the Summer Bridge Program, and whether it is a mandatory precollege program or formally connected to registration for the first-year core curriculum. In light of the purpose and goals for the Summer Program, the committee will design principles to develop content, pedagogy and assessment, and will provide examples of the kinds of community-building activities that foster involvement with college work and life. The final deliverable will be a report that defines the SBP and recommends its design principles.

The Committee will include six to eight participants, a Chair or co-Chairs, NCC planning team staff liaisons, and advisors with specific expertise to consult with the committee and/or review and respond to written materials.

Key Questions

- What are the purpose and objectives of the NCC Summer Bridge Program (SBP)?
• Is the SBP a mandatory pre-college program or formally connected to registration for the first-year core curriculum? What are the implications of these alternative arrangements?

• What are the key issues for students making a successful transition to college, and how can the SBP foster and support successful transitions to the NCC?

• What kinds of learning experiences can give students a taste of success and build their confidence in becoming college students? How can these kinds of experiences inform the design of the SBP?

• How can the SBP involve students in college-level work and in the NCC theme of building a viable and sustainable NYC?

• How can the SBP have students participate in college life and build a sense of community?

• Should students be expected to demonstrate competencies by the end of the SBP? If so, what should they be? What are the options for students who do not meet the expectations of the SBP?

• Is the SBP credit-bearing? If so, what is the recommended credit award, what are the implications for financial aid, and can those credits be transferable?

• If the SBP is credit-bearing, how will all students be able to participate in and benefit from the program with differing levels of proficiency (reading, writing, math, ESL)?

• What are the logistics of the Summer Bridge Program? What is the length of time for the program? When should it be held?

• Since a mandatory summer program is not typical in a community college, how will the NCC communicate the added value of the summer program to its students, college advisors and CBO’s?
SUMMER BRIDGE PROGRAM WORKING COMMITTEE REPORT

Introduction

The Summer Bridge Program (SBP) is conceived as a special time and space for students, faculty and staff to get to know each other academically and socially. It is a time for laying the important groundwork for building community and for developing a culture of collaboration, achievement and appreciation for diversity. The experience should be transformative; students will make a psychological and behavioral transition from high school or GED student to college student and embrace the expectations, responsibilities, behaviors and relationships important for success at the New Community College (NCC).

The design of the Summer Bridge Program will combine self-exploration and awareness about learning new knowledge, behaviors and habits of mind with an understanding of the expectations for being a successful college student. Students will learn about their strengths and challenges as learners and examine their motivational mindset and acquire tools and strategies for a new beginning. They will receive information and strategies to foster collaborative learning and effective teamwork. In conjunction with this foundation, students will be introduced to critical inquiry and the expectations of college work. The SBP will provide research and information that will challenge what students think they know and begin a process of empowering them to question claims, beliefs and data. Through deliberate teamwork, students will actively participate in shaping a community of learners. Experiencing the kinds of expectations that college students face, they will understand that they are accountable for the work of a team, as well as their individual work.

The Summer Bridge Program is a unique opportunity for faculty and staff to work together to blend the academic program and student support services in ways that often are not possible during the academic year. Working in tandem, they will devise formal and informal ways to get to know students and for students to get to know them. Some of the boundaries created by organizational structures can be minimized in the SBP. Subsequently, staff and faculty will have an opportunity to learn from each other and demonstrate collaborative learning and team work.

The Summer Bridge Program sets in motion the motivation for learning and introduces strategies and habits of mind that will continue to be developed and consolidated during the first year program. This report provides the rationale, design principles and recommendations for the program. It is the product of the SBP Committee's work over a three-month period.
Committee Charge and Process

The Committee was charged with making operational the vision for the Summer Bridge Program as described in A New Community College Concept Paper. Specifically, the Committee was charged with the following.

- Understanding the transition to college and its connection to the first year curriculum
- Defining the goals, outcomes and design principles of the Summer Bridge Program

Whereas A New Community College Concept Paper argued that the Summer Bridge Program should be mandatory, the Committee weighed the pros and cons of this requirement as well as incentives for student participation. In addition, the Committee addressed the organization and logistical considerations of the program.

The Committee included fourteen participants: co-chairs who facilitated meetings, an advisor who participated in several meetings and a staff liaison who oversaw the work with support from a research associate. A list of participants is included at the end of the report. The Committee met weekly for two hours beginning in early March and concluding in early May. Thereafter, members worked individually or in small groups on particular topics and drafted sections of the final report. A final committee meeting was convened in early June to discuss the draft report. The co-chairs and NCC staff put together the final document, which was reviewed by the Committee prior to submission.

Throughout the duration of the Committee’s work, members used the CUNY Academic Commons as an electronic forum for sharing work, readings and other materials. The initial work of the committee addressed the purpose and need for a summer bridge program and investigated examples of existing college bridge programs that have demonstrated positive outcomes. The Committee had conversations with directors from two of the programs investigated: Martha Bell, Director of the SEEK Program at Brooklyn College and Diego Navarro, founder and director of the Academy for Academic Excellence at Cabrillo Community College in California. The Concept Paper, the Round 1 Committee Reports, especially the reports on the first-year core courses and research on established bridge programs informed the Committee’s thinking and recommendations. In addition, members of the Summer Bridge Program Committee worked with the English as a Second Language (ESL) Working Group to develop recommendations to address the needs of ESL students.

The Committee endorsed the idea of the Summer Bridge Program as a transition program that would ease students’ entry into the New Community College and serve as a vehicle for building a community. Yet, the question of how the program would be both distinctive from the first-year program, and at the same time prepare students, was challenging. While the Committee initially expected to design a cohesive program, they came to recognize it was not feasible without having more specific information on the content of the first-year curriculum, especially the case study methodology. The Committee explored a number of different ideas for the core content that would be threaded through the program. However, it became clear that the future NCC faculty should shape the specific content and design the
interaction of the multiple components so that all the parts fit together to create an integrated experience. Within this context, the Committee has identified program components and design principles to guide the development of an integrated, cohesive program. In some instances, the Committee recommends specific resources.

**Organization of the Report**

The remaining sections of the report provide important background for the purpose, goals and programmatic recommendations. It includes a discussion of precedents for bridge programs and the way in which specific programs influenced our thinking. The program goals, design principles and logistical recommendations make up the core of the report. Also included are the implications for staffing and professional development and issues that require further exploration.

**Background**

Higher education institutions have developed bridge programs to ease students’ transition to college and increase student retention. There are data that indicate that students who participate in bridge programs have higher GPAs and/or retention than non-participants, at least in the first semester (see for example, Hansen, 2009). Recognition of the significance of transition challenges, as well as precedents for bridge programs informed the Committee’s thinking on the purpose of the NCC Summer Bridge Program.

**Transition**

The Summer Bridge Program presents an opportunity for the New Community College to support students through their transition from high school to college. These students are often academically and socially underprepared to adjust to the rigors of college. David T. Conley points out, for example, that high school students are unaccustomed to the pace at which college instructors cover their material and assign reading and writing coursework, as well as the expectation for students to be able to work in small groups (Conley, 2007). Hillary Gerdes adds that first time college students are expected to behave as adults while attempting to negotiate crucial developmental issues that impact their ability to adjust socially (1994).

Overall, we will best serve our students in the Summer Bridge Program by providing a unique opportunity for students to embark on a “new beginning”, as opposed to the continuation of a possibly negative educational experience (Navarro, 2008). The program should not be a continuation of the high school experience; rather a new commitment will be made to self-discovery and academic excellence. Students will have the opportunity to define or redefine what academic and personal success means to them and determine how their definitions, goals, and expectations align with the NCC experience.
Retention

A primary component in retaining students is the congruence between the students' characteristics and the campus environment (Patti, 1993). The New Community College seeks to address many of these challenges through the freshman year program and required Summer Bridge Program. A review of the literature on college attrition and retention reveals a number of factors that contribute to a student successfully matriculating through degree-attainment.

Factors that affect retention and attrition include:

- academic preparation
- effectiveness of advising and counseling
- a student’s degree of support from faculty, staff and peers
- how a student perceives the classes, programming and services

(Adelman, 1999; Patti et al, 1993; Tinto, 1987; Gerdes, 1994; Cox, 2009).

Adelman’s studies in 1999 and 2006 indicate that students who have taken rigorous and intense courses in high school fare better in college and are at lower risk for remedial classes. In fact, the highest level of mathematics taken is the most important indicator of college success. A student who has completed a mathematics course beyond Algebra II in high school is twice as likely to complete a bachelor’s degree than a student who has not completed such coursework. It is expected that the NCC’s student population will be reflective of the existing CUNY community colleges. Therefore, we expect that most of our incoming students will enter the new college with weak math preparation. Most will have passed only one Math Regents exam – likely Integrated Algebra. Of these students, few will earn a score of 75 which is the score required by CUNY to be eligible for credit bearing math courses.

Vincent Tinto’s early research on college attrition in 1987 still applies nearly two decades later. Tinto’s work highlights the need for students to establish meaningful relationships among their peers, with faculty, and other significant people on campus, and puts the onus on the institution to foster these relationships. Patti et al (1993) describes this component as the ability of the institution to express concern for the student as an individual and confirms the need for college counselors, career services personnel, student services personnel, and faculty to work together to provide this culture of support. If the student becomes isolated from the academic and social college culture, the likelihood of retaining the student is greatly reduced. It is important to note that the college services may be comprehensive, but if a student does not perceive that the institution is supportive of their individual needs, retention is low (1987).

The goal of the NCC’s education model is to enable students to successfully complete an Associate’s degree in three years or less. Central to this model is collaborative learning and creating a community of active and engaged learners. The Summer Bridge Program will
begin to create this culture by giving priority to community building. An emphasis will be placed on team work, getting to know faculty, staff and peers, and learning about how to access available resources and services.

**Precedents**

Many institutions of higher education have adopted summer bridge or summer transition programs for incoming freshmen. As Velasquez (2002) states “summer bridge programs represent an intervention designed to provide an extensive socialization to the institutional expectations and protocols of higher education” (Tinto, 1993:2). Many students entering higher education lack the essential skills and institutional cultural capital to make a successful transition to college level work and persist to graduation. In response, summer bridge programs have been created to provide students with the necessary academic and social skills, and institutional familiarity to be successful.

The NCC Summer Bridge Program (SBP) Committee examined four established summer bridge programs as a way of informing the development of an SBP model. These programs were selected based on their model of working with diverse, urban populations and providing students with strategies to be successful learners. The four programs are the CUNY Brooklyn College SEEK summer bridge program, the Academy for College Excellence (ACE) at Cabrillo College, the Academic Youth Development (AYD) summer bridge program and the Summer Bridge Academy at Indiana University-Purdue University Indianapolis (IUPUI).

**CUNY Brooklyn College SEEK.** SEEK (Search for Education Elevation & Knowledge), established in 1966, is the NYS legislatively mandated higher education opportunity program at each of the eleven senior (four-year) colleges of the City University of New York. SEEK provides academic, financial, and counseling assistance to educationally and economically disadvantaged students entering college for the first time. The Brooklyn College SEEK summer bridge program is an academically rigorous program designed to help students transition into Brooklyn College’s academic and social life.

The academic thrust of the program is to prepare students for the core curriculum that they will encounter in the first year of college. To that end, students are exposed to similar texts, college writing skills, math and a unique reading methodology known as Critical Inquiry. Critical Inquiry is the use of active reading strategies. Using annotation, students make personal connections, as well as formulate questions that deepen understanding and engagement with the text. Through this methodology, “readers become more independent learners and more competent readers and writers” (Bell et al. 2009:143). This Critical Inquiry methodology continues to be incorporated into instruction and reinforced by SEEK faculty in first-year courses.

SEEK students are placed in learning communities or cohort groups of no more than twenty-three individuals of similar academic ability, as determined by high school transcripts and the CUNY writing assessment. Support services are provided by tutors and CUNY CAP (Counseling Assistantship Program) students. The cohorts promote a sense of
community, teamwork and a “can-do” attitude. Every effort is made to retain students in the same learning communities as they move into the fall semester.

Students are required to attend a four-week program, which meets full-time for four days per week. Daily schedules include coursework and tutoring. Throughout the program, students are introduced to resources through Lunch and Learn Sessions, the library, technology, and counseling. A Community Service Week and visits to New York City cultural institutions help to engender a familiarization with, and appreciation of, New York City as a living classroom. Students are introduced to ePortfolios for assessing their progress in achieving first year benchmarks. These benchmarks are practical and relevant and address the different aspects of being a successful college student: academic, college life and personal.

Faculty professional development is critical to the success of the program. Thus, a process has been established that combines professional development with curriculum development. The majority of summer bridge program faculty possesses doctoral degrees and has three to five years of teaching experience. All faculty members receive three to twelve months of training.

**Academic Youth Development.** The Academic Youth Development Program (AYD) is a fourteen-day summer bridge program that provides support and follow-up services during the academic year. It was developed by the Charles A. Dana Center at the University of Texas and Agile Mind, a web-based Algebra I course, in collaboration with a network of schools, educators and psychologists. Designed primarily for students in the eighth grade moving on to ninth grade, the program builds academic confidence and mathematical competence in students using a theory of action known as the “infection model”. This model views students as agents of change. Essentially, students are developed into allies who in turn help create positive classroom cultures for teaching and learning. The goal of the AYD summer bridge program is to alter the academic identities of students from passive recipients to active creators of their own learning environments. As a result, the culture of the math classroom is transformed into one of respectful engagement where learning is valued, challenge is sought and participation is the norm (Good 2010).

The structure of the AYD summer bridge program includes a math component and a youth development component. The Committee focused on the youth development content, which is based on psychological and neurological research. Students are introduced to and begin to explore a new perspective on intelligence - that it is malleable - and its implications for learning. They learn strategies and tools for effective effort and the value of interpersonal skills for learning academic content.

Through active learning, students apply these strategies to challenging problem solving. “During the summer bridge, students build relationships with other students and with their future Algebra I teacher, and they learn and apply strategies for effective effort. Along with a sense of belonging, they also gain a sense of competence and expertise in key problem solving strategies they will need for Algebra I” (Fong and Asera 2010:14).
Academy for College Excellence. The Academy for College Excellence (ACE) at Cabrillo College in California is an intensive program that seeks to promote success and accelerate progress in higher education among high-risk community college students. ACE has two main components: a foundation course, which takes place over the summer and precedes the second component, and a thirteen-week bridge semester. Though both components were viewed as meaningful, the Committee examined the foundation course in more detail.

Described as “lighting the fire within” (Navarro 2008) the foundation course takes place over a two-week period with six to eight hour days. The emphasis is on students’ development – opening them up to personal discovery, exploration and taking charge of their education. The course utilizes a behavior system that explicitly describes and teaches the strategies and practices of successful students, as well as the expectations of the Academy College for Excellence. Throughout the course, ACE incorporates team self-management strategies to teach students how to identify and compensate for different work styles. Students also learn to work collaboratively in teams and develop communication skills to be effective with different work styles. Both the behavior and team self-management components are informed by research in the fields of business, psychology and education. Reading, writing and mathematics are integrated into the fabric of the course.

Faculty at ACE create “safe spaces” in their classrooms where students’ cultural and personal backgrounds can be affirmed without judgment. In doing so, they use challenging and engaging experiential exercises to build self discipline and trust. Furthermore, the cohort model is used to develop a sense of community at ACE.

The Summer Bridge Academy at Indiana University - Purdue University Indianapolis (IUPUI). The summer program at IUPUI was established ten years ago. It serves approximately 450 incoming freshman out of a class of 2600. Some of the students are 21st Century Scholars, low income recipients of scholarship support, who are required to attend the Summer Bridge Program. Others are voluntary participants. Acceptance to the program is determined on a first come-first serve basis. The intensive program is designed to introduce freshmen to college level expectations for writing, mathematics, communication, critical inquiry, campus resources and study skills. Over time, the program length has varied from seven to fourteen days. The curriculum emphasizes the specific skills that prepare students to succeed in college level work, thus giving students a head start in their first year studies. For example, the writing component focuses on areas with which incoming students often struggle (i.e. understanding writing assignments, how to develop a thesis, and the structure of writing courses and the e-portfolio system).

Students are organized into cohorts of twenty-five, which are supported by an instructional team comprised of a faculty member, academic advisor, student mentor, and a librarian. The cohorts are determined by major. The overall goal of the program is to build a community of learners. Creating a sense of belonging, forging friendships and social bonds, and getting to know faculty and the campus are important outcomes of the program. Students report that participation in the program builds their confidence and faculty report that they find Summer Bridge participants to be better prepared for college work. The most
recent data (2009) on the impact of the Summer Bridge Program indicates that participants have a higher fall GPA (2.93) than non-participants (2.75) and these differences are statistically significant. Very few students drop out of the Summer Bridge Academy. Appendix A is a program schedule for 2009.

Goals and Outcomes

The summer bridge programs presented in the preceding section influenced the development of NCC’s model. At the same time, the context, educational model and student population of the new college were also important in shaping the program. The SBP goals are presented below along with program outcomes. The program outcomes are offered as examples since, as noted above, the specific content and the integration of content, skills and resources will be developed by faculty once the first year curriculum is defined.

1. Integrate the academic and social dimensions of learning with faculty and student support staff working in teams.
   
   *Examples of outcomes*
   
   - Faculty and staff will learn strategies for academic and student support from each other
   - Faculty and staff will become familiar with the strengths and challenges of students in their cohort

2. Engage students in self-awareness about themselves as learners and introduce information and strategies that provide new insights about learning how to learn.
   
   *Examples of outcomes:*
   
   - Students will understand that intelligence is malleable
   - Students will understand and learn strategies that reduce vulnerability to recognized barriers to learning (i.e. stereotype threat)
   - Students will learn how to monitor data about themselves and incorporate it into their views as learners (i.e. grades, professor feedback, career and learning assessment results).

3. Inculcate students in behaviors, practices and habits of mind integral to mastering the first year curriculum and case study methodology.
   
   *Examples of outcomes*
   
   - Students will recognize different points of view
   - Students will be able to annotate a text
   - Students will practice communication skills appropriate to an academic setting
   - Students will be familiar with group work

4. Provide students with opportunities to learn and practice effective team work, collaborate on a project and be accountable for their work.
   
   *Examples of outcomes*
   
   - Students will be able to recognize and appreciate different work styles
   - Students will complete and present a team project
   - Students will create an e-portfolio of work
5. Cultivate an environment in which students can start to build a network of relationships with peers, faculty and staff.

*Examples of outcomes*
- Students will know their advisor and how to access him/her
- Students will know how to access academic support and counseling
- Students will know how to contact three to five members of their cohort

**Design Principles**

The following program components make up NCC’s Summer Bridge Program:

- learning how to learn,
- building effective teams,
- team project, accountability and presentation
- math, reading, writing, and reflection
- building community through knowledge of resources and of members, and
- success for all students.

For purposes of elucidating the thinking about each program component, they are addressed separately. However, it is envisioned that the program components will be woven together to create a cohesive experience. The elements of student self-awareness, collaborative learning, preparation for the first-year curriculum, and embedded assessment are threaded through each program component. Design principles and accompanying rationale frame the discussion for each component.

While the faculty who develops the curriculum will decide on how students will be organized, the report assumes that students will be organized in cohorts of twenty-five for most activities. In addition, the presentation of the program components has an implicit sequence which is noted in the discussion.

**Program Components**

**Learning How to Learn**

*Design Principle:*
- Kick-off the Summer Bridge Program with content and activities that will actively engage students in the question “Why am I here?” and introduce them to information that creates both cognitive dissonance and is relevant to their lived experiences.

*Rationale*

Students’ first experience at the New Community College, specifically in the Summer Bridge Program, needs to generate excitement by engaging them with unfamiliar, yet relevant, information (knowledge). One purpose is surprise – there are things they do not know that
could be useful, exciting, and may stimulate questioning. Another purpose of this initial encounter is to address what is on their mind, why am I at college? How do I succeed in college? Why NCC?

Recommended content

An important area of psychological research is aimed at understanding the motivational factors that prevent students from attaining high achievement and fulfilling their potential. Engaging students in research findings on motivational mindsets will open a dialogue about their past learning experiences and their views on their ability to learn. The goal of presenting this research, which includes strategies for overcoming recognized barriers to learning, is to give voice to students’ learning experiences and help them to develop awareness that the ability to learn is not predetermined. Moreover, research suggests that “to influence students’ approach to learning, it is important to address students’ conceptions of learning directly” (Malnarich et al. 2003: 12).

Recent research in social psychology has dramatically demonstrated the pernicious effects that negative stereotypes about one’s abilities can have on motivation and achievement. This research suggests that stereotyped individuals often suffer from lower motivation and performance. This is not necessarily because they lack ability, but because of their vulnerability to the effects of negative stereotypes. Indeed, the research shows that when stereotypes are not activated, these individuals are able to maintain motivation and perform as well on an intellectual task as do non-stereotyped individuals. However, when negative stereotypes are activated, they appear to trigger psychological processes that undermine the motivation and performance of individuals from a wide range of stereotyped groups.

To better understand how to help students overcome stereotype threat, researchers have turned to the achievement motivation literature. This content can teach us a great deal about the effects of messages that imply fixed ability—as stereotypes do—on students’ motivation, and ultimately, performance. This research shows that students’ mindset about the nature of intelligence matters—students who think of intellectual ability as a fixed trait rather than as a potential that can be developed are at greater risk of impaired motivation, reduced effort, and negative academic outcomes, especially when faced with difficulties or setbacks.

More detailed information about the research studies on stereotype threat and conceptions of intelligence can be found in Appendix B.

Programmatic considerations

Students’ initial experience should be about learning something new – the ways in which environment and beliefs affect achievement – and situating their lived experience into a larger body of knowledge through guided discussions. Students will discover they share common experiences, which will help both to form bonds and subtly introduce them to an important principle of teamwork, learning from their peers. At the same time, they will
need to be introduced to expectations of them as learners, which may well challenge their prior experience. For example, an expectation of active participation in class and working in groups, learning from their peers as well as teachers, and formulating questions is more important than knowing the “right answer”.

Building Effective Teams

Design Principles
- Faculty/staff model teamwork and collaborative learning.
- Effective teamwork is learned.

Rationale

A cornerstone of the first-year core curriculum is group work and collaborative learning. Many of the incoming freshmen will have had either limited or negative experiences working collaboratively in groups. Effective group work requires a fundamental shift in the culture of learning – one that embraces a variety of active learning approaches and that values the voice and contributions of all participants (Matthews and Lynch 1997:110). It will be important for faculty and staff to model teamwork and make it transparent. Equally important, students will need to learn the fundamentals of teamwork and have the opportunity to practice.

Recommended Content

The foundation course developed by the Academy for Academic Excellence (ACE) draws on corporate management tools that teach students how to work effectively in teams. Initially, students become aware of differences in work and learning styles and become skilled at communicating effectively with different styles. The second part of the course focuses on team management and practicing teamwork. According to founder and director of ACE, Diego Navarro, developmental students do not enter college with the habits of mind they need to be successful students. As such, the foundation course helps students to reconceptualize themselves as both individual learners and as part of a team, and adopt successful behaviors. The foundation course is an intensive experience grounded in active and experiential learning. Appendix C is a syllabus for the Foundation Course as implemented at Cabrillo Community College.

Programmatic Considerations

The Committee recommends that the NCC faculty and staff work with Diego Navarro in integrating the foundation course into the Summer Bridge Program. This idea was discussed with Diego Navarro when he visited with the Committee and Planning Team in April and in follow-up conversations. He recommended that he conduct a workshop for faculty and staff to engage them in the content and experience of the foundation course. Following, the faculty and staff would observe the experience with students. This will
provide the planners with a better understanding of the content and the transformative experience.

**Team Project, Accountability and Presentation**

*Design Principles:*
- Practice is essential for reinforcing behaviors and habits of mind important for success.
- Public presentation of work introduces students to being accountable for their work.

*Rationale*

Exposing students to distinctive features of the NCC curriculum in a low stakes environment will build confidence and familiarity. The case study methodology is a hallmark of the first year core curriculum. Through team projects students can be introduced to aspects of the case study methodology while using the opportunity to practice their skills in team management. The team project serves multiple purposes, allowing students to: practice teamwork, preview aspects of the case study methodology, present their work publicly and reflect on the learning experience.

*Recommended Content*

It is recommended that the content for the team project be connected to material introduced in the learning how to learn component or from the foundation course. The time is too short for students to engage with new information. Given the importance of understanding different perspectives to the case study methodology, it is suggested that the team project give students the opportunity to investigate a real world issue, engaging with data and information that illuminate different points of view. Additionally, math, reading and writing can be a part of the project work and include embedded assessments.

*Programmatic Considerations*

It is also recommended that the project be structured and designed for successful completion. The Collegiate Learning Assessment (2008) offers a model, which is compatible with the case study methodology, for how to organize and scaffold a performance task that requires students to demonstrate higher order thinking skills. Students are presented with a scenario and a set of documents, which provide information, data and different perspectives on the situation. Students are given the task of producing a real world product working with the documents. The culmination of the work could be a gallery and celebration of student work.

During the SBP students should be introduced to ePortfolios and electronic journals, both important features of the NCC program. In addition to the public project presentation by
teams, each student will produce work that will be amassed into their e-portfolio. This work will include a final reflection on their experience in the Summer Bridge Program.

**Math, Reading, Writing and Self Reflection**

**Design principles**
- Focus on readiness rather than teaching specific content.
- Provide strategies that will be built on in the first year program.
- Embed assessment in learning experiences.
- Have students write daily reflections in electronic journal.
- Students select work for e-portfolio.

**Rationale**

Math, reading and writing will be embedded in the foundation course and team project. Thus, students will have an opportunity to practice the type of coursework that will be encountered in the first-year curriculum. The purpose is to both introduce ways of working (i.e. in groups, questioning, discussion, etc.) and provide exposure to content and learning strategies. For example, the math component could ask students to work in groups to solve problems that could be interpreted or answered in multiple ways. In reading and writing, the focus might be on reading non-fiction, questioning the text, developing skills in annotation, paraphrasing, note taking and increasing academic vocabulary. Through this work, students will be introduced to expectations of college level work and practice behaviors and habits of mind that will continue to be developed over the first year. Embedded assessments will provide faculty with information about students' skills in reading and writing, approach to problem solving and prior knowledge. Furthermore, embedded assessments will be important for better understanding the language proficiency of ESL students, as well as the supports they will need during the academic year.

**Recommended content**

The recommendation is to use materials from the psychology research on motivational mindsets and/or relevant to the work in the foundation course. This will allow students to interact with ideas in multiple ways and from different points of view. The specific materials and how to embed them into the program will be determined by the faculty who develop the curriculum.

**Programmatic considerations**

The SBP will be introducing students to practices that will be integral to the curriculum. It should also include tools such as electronic journaling and ePortfolios. Many of the specifics of ePortfolios are unknown at this time, however, if practical, it would be desirable to introduce students to organizing and selecting work for their e-portfolio.
Community Building

Design principles

• Rituals instill a sense of belonging.
• Create formal and informal activities for peers and for students, faculty and staff to get to know each other.
• Orient students to the facility, resources, services and the surrounding neighborhood.

Rationale

An important function of the Summer Bridge Program is to socialize and acculturate students to the people and resources that make up the New Community College. Through creative programming, activities will be developed to familiarize students to human and material resources, as well as how to access them. The power and effectiveness of rituals should not be underestimated. The inaugural class has the very special opportunity to share in developing rituals that will become ongoing features of the SBP.

Recommended content

As noted earlier in the report, formal and informal activities between students and between students, faculty and staff are crucial for getting to know each other and for creating social bonds and shared experiences. For students and instructors, formal ways of getting to know each other as learners and teachers will be through structured group work and instruction, embedded assessments and journaling. Equally important, are informal contexts, such as cultural excursions, designing a class t-shirt or acting in a talent show.

Students should become aware of the instructional resources and services the college has to offer and ways to access them. Resources and services include: computer lab, e-portfolio, college library, public libraries, financial aid, tutoring, counseling, advisement, career services, and the Office of Partnerships.

Programmatic Considerations

Social activities and learning about resources and services should take place along with the other program components, rather than be treated as a traditional orientation. Students will have a more immediate need to know some resources than others, so strategies should be developed accordingly. One idea is to create a “Fair” where students visit different resources and do an activity that exposes them to the resources and how to access them. It would be ideal to include “meet the professors.” Another idea is to have staff that provides services conduct brief presentations to cohort groups. Given the proximity of the New York Public Library and the midtown branch library, students should get a library card. Getting acquainted with the college library can be a part of the students’ team project.
Success for All Students

In conceiving the Summer Bridge Program as a time to get to know students as learners and for students to form relationships with peers, the recommendation is to organize students into cohorts. These cohorts will be heterogeneous and maintained into the fall semester for City Seminar and Professional Studies. Formative assessment will be embedded in learning. A range of assessments could be used to identify students’ incoming math abilities, perhaps including a standardized assessment, a review of students’ high school or GED transcripts, and/or brief individual “math interviews” for some or all students. Math assessment would be conducted to determine which students could be ready for an “un-stretched” statistics course that would be taken over one semester, rather than two.

The ESL Working Group has recommended that all students take the CUNY reading and writing tests and participate in an oral interview and formative assessments during the Summer Bridge Program. This will allow faculty and staff to identify ESL students and understand their language skills and motivation. The SBP presents an opportunity for better understanding students’ language skills and identifying their language needs and the kinds of supports to be put in place for the fall.

It is assumed that students who enroll in the New Community College will have diverse learning needs and come from diverse backgrounds. There will need to be professional development for faculty and staff, as well as staff expertise to help identify students’ learning strengths and needs and appropriate instructional supports. The SBP is also an opportunity for students to learn about resources and tools that can support their particular learning needs. Appendix D discusses principles of universal design that faculty and students should know and practice and should be included in faculty professional development. In addition, faculty and staff will be expected to engage in an ongoing process of challenging their own values and beliefs as a component of creating a comfortable environment for student success.

Staffing and Structures

Staffing

The proposed staffing model for the NCC’s Summer Bridge Program draws on the model that has proven to be effective at Indiana University-Purdue University Indianapolis. For each cohort of twenty-five students, a team would provide instruction and facilitation. The team would include a faculty member, a student support staff member and a peer mentor. Additionally, a technology fellow could support two cohorts. The team model combines the expertise that would provide a full range of support to students. Furthermore, it serves as a model for collaboration. Ideally, team members would continue to work with their cohort throughout the fall semester.

While the team members would work together closely, the faculty member would take the lead role and be responsible for the development and implementation of curriculum. It is
envisioned that there will be a shared curriculum and that development will be the responsibility of faculty with input from student support staff. Each component of the curriculum, including math, reading and writing, will be taught by appropriate faculty. A high degree of faculty collaboration in developing and sharing the same pedagogy will be essential. Faculty will be responsible for evaluating student work.

Student support staff will co-facilitate the foundation course with faculty and lead the facilitation of activities that connect students to resources and services. Together, the student support staff and faculty member will monitor students’ progress and needs. If feasible, the student support staff will continue to work with the faculty member throughout the fall semester to provide further support to students in the first year.

The City Seminar and Professional Studies report (round one committee report) proposed a technology fellow from the CUNY Graduate Center be a part of the instructional team for each cohort. A potential benefit to having a technology fellow as part of the team would be the provision of assistance with access to and use of various technologies (i.e. e-portfolio and electronic journals). Depending on the needs, it may be feasible to have one tech fellow shared by two cohorts of twenty-five students. This idea needs further exploration.

Peer mentors should be an integral part of each team. The peer mentors would be upper classmen; therefore they would need to be recruited from other community colleges in the first year. By their proximity in age and experience to incoming students, peer mentors could provide students with the reality of college life as well as the expectations of college work. They could have a role in affirming and reinforcing behaviors and habits of mind that will be introduced. They might be given responsibility for developing and/or leading daily activities for team building. At IUPUI, peer mentors serve the role of “watch dogs.” Because of their unique interactions with students, mentors are in a good position to see problems as they arise and before they become more significant. Appendix E describes the potential role for student or peer mentors and their training.

The Summer Bridge Program is a significant endeavor requiring substantial leadership and coordination. Therefore, a professional who provides leadership and oversight for the planning, professional development, implementation and evaluation will be critical. This person should have the authority to make staffing and other essential decisions. Coordination will include the development of the student cohorts, hiring and training of staff, designing a program schedule, and all other logistics of running a three-week program for 400 students with 50 or more staff. These roles and responsibilities for leadership and coordination need to be given thoughtful consideration in developing the organizational structure for the New Community College.

**Student Participation and Incentives**

The NCC Concept Paper envisioned the Summer Bridge Program to be required of all students entering the New Community College. Similarly, leaders of other Bridge Programs who were consulted by the Committee confirmed this recommendation as important to insure that students who need the support most will participate. Moreover, given the goals
of community building and getting to know students as learners, it is critical to have all students participate in the program. Nevertheless, the Committee recognized this requirement may be challenging for students who will likely desire to work during the summer or who view a summer bridge program as being like summer school, making up for what they have not learned.

**Student Population**

It is anticipated that the student population of the New Community College will share many of the academic and socio-economic characteristics of the undergraduate student population at the existing CUNY community colleges. A number of those characteristics are reflected in the 2008 Student Experience Survey (http://oira.cuny.edu) as follows:

- 62% of students reported annual household incomes of less than $30,000, with 37% earning less than $15,000
- 83% live with family members
- 49% represent the first generation attending college
- 52% reported as being employed

While many students may be eligible for New York State and Federal financial aid programs, the Committee recognized that financial need would most likely remain an ever present consideration, especially for students who may have to contribute to their household income. Mandatory attendance may be economically challenging for students and it is recommend that NCC provide some type of financial support during the program, e.g., a stipend for public transportation and lunch. Through State funding and other support SEEK provides students with a $75 weekly stipend.

Another incentive discussed was students earning credit for completion of the SBP. Some members of the Committee feel that students will place more value on their time and participation if they can earn credit, as many students will not readily see the intrinsic value of participating in the program. Thus, credit is a tangible benefit. Committee members familiar with the CUNY College Now program, the University’s largest partnership with the New York City schools, asserted that college credit is a powerful incentive, and is more often than not the determining factor in program participation. IUPUI addresses this issue by having assignments in the SBP be part of students’ work for the Freshman Seminar, which is a required class for all students in the fall semester. Students do not actually earn the credit until the end of the fall semester. The Committee recommends further exploration into mirroring the same approach with the NCC’s Summer Bridge Program and the first-year City Seminar course.

**Issues for Further Consideration**

The Committee addressed the many questions that accompanied the committee charge. However, there are four areas that the Committee either did not resolve or felt the decision should be made by faculty and staff: 1) when to hold the Summer Bridge Program, 2) if and
how students could earn credit for participation, 3) assessment of students and 4) a pilot program and evaluation.

There are pros and cons to the different times suggested for conducting the Summer Bridge Program. Initially, the Committee was influenced by the Brooklyn College SEEK program which offers its program in July. The primary reason is to allow students, faculty and staff a break before commencement of the school year. They have found without a break between the summer and fall semesters, burn out is more likely to occur before the end of the first semester. Conversely, both the Academy for Excellence and IUPUI Summer Program has at most one week between the bridge program and the fall semester. They argue that students are excited and ready to go and having a long break would dissipate the momentum.

The Concept Paper states that the CUNY Placement tests will not be given to incoming students. Thus, there was not much discussion of this issue. Moreover, in light of the cohort model and first year curriculum, the Committee placed more value in embedded and formative assessment as a means for getting to know students as learners. The recommendation by the ESL Working Group for all students to take the CUNY reading and writing tests is for the purpose of identifying ESL students. There was discussion about the merits of tests that assess aptitudes, career interests and the like. However, as the Program unfolded, it was decided that these kinds of assessments may be part of the Professional Studies course and/or Career Services.

At the outset of the Committee’s work, members recognized the importance of obtaining student feedback about the structure and content of the Summer Bridge Program. While it would have been valuable to obtain this perspective, time constraints prevented this from occurring. Recognizing the value of student voice, the Committee recommends piloting the Summer Bridge Program through CUNY College Now in summer 2011.

Finally, evaluation of the Summer Bridge Program was not addressed by the Committee. However, it seems appropriate that the developers address this issue and develop a plan for evaluation of the program, which, in turn, will inform subsequent Summer Bridge Programs.
Co-Chairs
Pedro Baez, Director, Center for School/College Collaboratives, Herbert H, Lehman College

Ljubica Depovic, Senior Program Coordinator, College Now, CUNY Central Office

Members
Mariette Bates, Academic Director, Disability Studies Programs, School of Professional Studies

Alejandro Carrion, Adjunct Professor, Coordinator CUNY Access & Success Program, College Now
Hostos Community College

Erika Ewing, Program Director, Creative Arts Team, CUNY Central Office

Ciji Gardner, Director, Middle Grades Initiative/GEAR UP, CUNY Central Office

Catherine Good, Assistant Professor, Psychology, Baruch College

Jennifer Lee, Director of Communications and, School Partnerships, NCC

Marie Elena Ortiz, College Assistant, Seek Department, Brooklyn College

Marilyn Riley-Hodge, Dean of Students, Norwalk Community College

Sonnet Takahisa, Teaching & Learning Consultant, Museums, Arts & Cultural Institutions and Schools

Advisors
Steve Hinds, Mathematics Education Specialist, CUNY Central Office

NCC Staff and Liaisons
Dolores Root, Senior Director for Education Program

Darren Barany, Project Associate
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# Appendix A: 2009 IUPUI Summer Bridge Academy Schedule

<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>9:00-9:15</th>
<th>9:25-10:25</th>
<th>10:35-11:35</th>
<th>11:45-12:30</th>
<th>12:40-1:40</th>
<th>1:50-2:50</th>
<th>3:00-4:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 8/17/2009</td>
<td>All Group Introduction</td>
<td>Team Intro</td>
<td>Technology</td>
<td>Lunch</td>
<td>College Part 1</td>
<td>Personal Development Plan (PDP)</td>
<td>&quot;Working&quot; Toward Your Goals</td>
</tr>
<tr>
<td>Tuesday 8/18/2009</td>
<td>Team Building</td>
<td>Math 1</td>
<td>Writing 1</td>
<td>Lunch</td>
<td>Library 1</td>
<td>Study Skills</td>
<td>Presentation Skills</td>
</tr>
<tr>
<td>Wednesday 8/19/2009</td>
<td>Team Building</td>
<td>College Part 2</td>
<td>Time Management</td>
<td>Lunch</td>
<td>Meet the professors</td>
<td>Math 2</td>
<td>Reading Discussion</td>
</tr>
<tr>
<td>Thursday 8/20/2009</td>
<td>Team Building</td>
<td>College Part 3</td>
<td>Balancing Your Life</td>
<td>Lunch</td>
<td>Writing 2</td>
<td>Library 2</td>
<td>Multiculturalism</td>
</tr>
<tr>
<td>Friday 8/21/2009</td>
<td>Team Building</td>
<td>Fall Tour</td>
<td>Critical Inquiry</td>
<td>Lunch</td>
<td>Scavenger Hunt</td>
<td>I Scav I ← I I</td>
<td>Career Development</td>
</tr>
<tr>
<td>Monday 8/24/2009</td>
<td>Team Building</td>
<td>Writing 3</td>
<td>Math 3</td>
<td>Lunch</td>
<td>Oral Presentations</td>
<td>Oral Presentations</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>Tuesday 8/25/2009</td>
<td>Team Building</td>
<td>Math 4</td>
<td>Show Me the Money!</td>
<td>Lunch</td>
<td>Reflection &amp; Survey</td>
<td>Convocation</td>
<td>Convocation</td>
</tr>
</tbody>
</table>
Appendix B: Research on Stereotype Threat and Conceptions of Intelligence

Stereotype Threat
Research on “stereotype threat” suggests that simply the existence of negative stereotypes is sufficient to undermine the academic performance of individuals coming from stereotyped groups (Steele and Aronson 1995). Stereotype threat—the apprehension people feel when they are at risk of confirming a negative stereotype about their group—can impair the performance of African American and Latino students taking a verbal test (Steele and Aronson 1995; Aronson and Salinas, 1997), women taking math tests (Good, Aronson, and Harder 2008; Inzlicht and Ben-Zeev 2000; Shih, and Pittinsky, and Ambady 1999; Spencer, Steele, and Quinn 1999), students from low socio-economic backgrounds (Croizet and Claire 1998), and even white men when faced with the stereotype of Asian superiority in math (Aronson, Lustina, Good, Keough, Steele, and Brown 1999). Even elementary school children can experience vulnerability to stereotype threat (Ambady, Shih, and Pittinsky 2001; Good and Aronson 2001). Although the particular details of each study may vary slightly, one thing remains constant—the situation: all subjects had their ability evaluated. Thus, stereotype threat is not a phenomenon that resides within the individual. Rather, it is a situational phenomenon, and as such, can be triggered by the learning and performance environment in which students find themselves.

Implicit Theories of Ability
For many years, literature on achievement motivation has been dealing with the very same issue as the stereotype threat literature—the motivation and performance predicament created when students focus on proving their ability and that ability is questioned. The achievement motivation literature has defined the mindsets created as a result and has monitored the processes that accompany impaired motivation and performance when students focus on proving rather than improving their abilities (Diener and Dweck 1978; 1980; Elliott and Dweck 1988; Elliott, McGregor, and Gable 1999; Grant 2000; Pintrich and Garcia 1991; Utman 1997). Thus, research on achievement motivation can help us understand the processes through which messages of fixed, limited ability—including those conveyed by negative stereotypes—affect academic motivation and achievement. In particular, Dweck and her colleagues have shown that people’s theories about the nature of intelligence or ability influence a host of academic variables including sustained motivation, effort, and achievement in the face of challenge or difficulty (e.g., Dweck and Sorich 1999; Hong, et al. 1999; see Dweck 1999 for a review).

As Dweck has shown, people may believe their intelligence is a fixed trait (an “entity theory”) or a more malleable quality that can be developed (an “incremental theory”). Because of their belief that intelligence is a fixed trait, entity theorists are highly concerned with messages and outcomes that might define their “true” abilities (Dweck and Leggett 1988; Dweck and Sorich 1999). Research has shown that, in the face of academic setbacks, students with this view see their setbacks as reflection of their deficiencies (Dweck and Sorich 1999; Henderson and Dweck 1990; cf. Mueller and Dweck 1998). Furthermore, in the wake of these negative assumptions regarding their capability, entity theorists often exhibit a “helpless response” to challenge. This response is characterized by decreasing meta-cognitive processes (such as planning and strategy generation), effective effort
strategies, and by an increase in distracting thoughts (such as off-task thoughts and ability-related worries), accompanied by a decline in performance (Diener and Dweck 1978; 1980). In other words, entity theorists’ concern with their ability interferes with their capability to maintain motivation and to perform well.

Incremental theorists, in contrast, believe that intellectual skills are largely expandable. Because this belief system implies that one can influence her level of intellectual skill, incremental theorists focus on improving rather than proving their intellectual ability (Dweck and Leggett 1988; Dweck and Sorich 1999). In the face of challenge, they show a “mastery” oriented pattern characterized by increasing meta-cognitive activity, enhanced task focus and more effective effort strategies, and an absence of off-task thoughts, accompanied by maintained or improved performance (Diener and Dweck 1978.) Relative to entity theorists, who focus on their ability, incremental theorists focus on effort—as a way to further learning and as a way to overcome obstacles (Hong, et al. 1999; Dweck and Sorich 1999; cf. Mueller and Dweck 1998).

These differences have been consistently found in laboratory studies—in which students’ theories of intelligence have been measured as a chronic individual difference variables (e.g. Dweck and Leggett 1988) and in which students’ theories of intelligence have been manipulated experimentally (e.g., Hong, et al. 1999)—as well as in real-world academic settings (e.g., Dweck and Sorich 1999). As an example of the latter, Dweck and Sorich (1999) followed four waves of seventh-grade students across their transition to junior high school, a time when school becomes considerably more challenging and grades tend to drop appreciably. Students’ incoming theories of intelligence were assessed, as were a variety of other motivational variables, and their ensuing grades were monitored. Although entity and incremental theorists entered junior high with equivalent grades, their theories of intelligence predicted dramatically different strategic and motivational responses to the challenge and significantly different math grades across the seventh and eight grades. In summary, much research shows that students’ implicit theories of intelligence can have important effects on academic achievement, and that incremental theorists generally fare better than entity theorists in the face of ability-threatening academic challenges.

The Relation Between Implicit Theories and Stereotype Threat
Encouraging evidence has begun to support the relationship between theories of intelligence and stereotype threat. Specifically, a series of studies, in which the idea of expandable ability was explicitly invoked, has shown sharply reduced vulnerability to stereotype threat (Aronson 1998; Aronson, Fried, and Good 2002; Good, Aronson, and Inzlicht 2003). In a recent field study, Aronson, et al., (2003) sought to determine whether teaching an incremental theory of intelligence would affect college students’ academic engagement and achievement outside the laboratory. Three groups of African American and Caucasian undergraduates participated in the study. One group participated in an intervention that used various attitude-change techniques designed to teach them, help them internalize, and make cognitively available the notion that intelligence is expandable (malleable condition). Participants in this group watched a video describing the neuro-physiological changes that are possible in the brain through hard work—dendrite growth, in particular. In addition, they wrote letters to middle school students within a supposed
pen-pal study. The topic of the pen-pal letter was to advocate the malleability of intelligence and to discuss the evidence from the video in support of brain plasticity. The attitudes and achievement outcomes for this group were compared to those of two control groups, one that participated in a comparable intervention with a different intelligence orientation (i.e., the idea that there are many kinds of intelligence), and a third group that did not participate in any intervention. The results showed that teaching African American students that intelligence is malleable resulted in greater enjoyment and valuing of academics. Even more striking was the fact that the students in that group received significantly higher grades that semester than those in the other conditions. Moreover, the gap in GPA between Caucasian and African American students was smallest in the malleable condition. Interestingly, African Americans in the malleable condition reported no fewer stereotypes in their environment. That is, the intervention did not change their perception of their stereotyped environment; rather it appeared to reduce their vulnerability to the stereotype when they later encountered it.

Finally, Good, Aronson, and Inzlicht (2003) designed an intervention that they hypothesized would reduce children’s vulnerability to stereotype threat by encouraging them to view intelligence as something that could increase and expand with effort rather than something that was a fixed trait. In this program, college students mentored Latino and Caucasian junior high students over the course of a year and endorsed one of the following educational messages: the expandability of intelligence or the perils of drug use. The middle-school students also explored a "mini web" space that the researchers designed, which contained web pages that supported the malleable view, brain plasticity, and other biological support for brain plasticity. Finally, the middle school students, with the help of their college-student mentors, created their own web page--as a public service announcement--that contained the most compelling evidence for the idea that intelligence is malleable. This gave them an opportunity to put into their own words the ideas of malleability, while at the same time requiring them to cognitively process and select from the various web pages and information provided through the "mini-web." Participants in the control condition participated in similar activities geared toward the anti-drug message.

At the year's end, results showed that compared to students in the anti-drug condition, girls mentored in the malleability of intelligence performed better on the state-wide standardized math achievement test and Latinos in this condition performed better on the state-wide standardized reading test. Not only did girls' math performance increase in the malleability condition, but they even outperformed the boys in this condition. These studies provide encouraging evidence of the potential benefit to holding an incremental theory of intelligence—especially when faced with a stereotype suggesting limited ability. As shown in the Aronson, et al. study, the group taught the incremental theory reported no less stereotype threat after participating in the study—it did not make them see the world through rose-colored glasses. Rather, learning the incremental theory appeared to reduce their vulnerability to the debilitating aspects of the stereotype.
Appendix C: Syllabus for the Academy for Academic Excellence
Foundation Course

ACADEMY FOR COLLEGE EXCELLENCE

110FC: FOUNDATION COURSE

“Success in the knowledge economy comes to those who know themselves – their strengths, their values and how they best perform.”
Peter Drucker

Course Description:
The Digital Bridge Academy Foundation Course develops professional behaviors that lead to academic and knowledge work career success such as building self-managed teams, and identifying/leading teams represented by individuals with different working and learning styles. The course is based on curricula used to train executives in large companies to develop professional behaviors.

This course is about understanding you: your working and learning style strengths, how you learn best, your authentic voice, and how to work effectively in teams. It is also about learning how to create community and developing management skills managing self-directed teams. But most importantly, you will begin exploring the future of your community and what you can do to help support your vision of its future.

This class is organized in two parts:
1. The First Week – the focus is on the diversity of working and learning styles and its importance for teams
2. The Second Week – the focus is on how to build community, how to communicate and how to become an effective manager and leader

Learning Outcomes
The learning outcomes for this course are to:
1. Create the conditions for team self-management and demonstrate leadership on a self-managing work team.
2. Demonstrate the identification of teammate’s styles and to effectively lead others in a self-managing team through self-knowledge and authentic communication.

Objectives
The objectives for this course are:
1. Create the conditions for team self-management and demonstrate leadership on a self-managing work team.
   a. Create the conditions for team self-management
   b. Use graphs to analyze and formulate effective team membership.
   c. Listen and communicate effectively within a team and as an individual.
   d. Apply the higher level abilities of Dynamic Leadership.
e. Lead effective team meetings by both facilitating team meetings and recording the progress of the team on flip charts.

2. Demonstrate the identification of teammate's styles and effectively lead others in a self-managing team through self-knowledge and authentic communication.
   a. Interview others and identify their working styles.
   b. Identify and compare their own working styles with other classmates.
   c. Demonstrate the key characteristics of each working style.
   d. Exhibit how to adapt one's leadership style to effectively work with other persons with a different working style.

**Evaluation:**
Students are assessed through:
1. demonstrations of their ability to identify working styles of various characters in two movies and three invited speakers,
2. writing two papers,
3. homework assignments,
4. class performances,
5. Likert scale self assessment at the beginning and end of the course

**Passing the Foundation Course and Progressing to the Bridge Semester Program:**
1. You must pass (receive credit for) the Foundation Course to progress to the Academy's Bridge Semester. In addition, you must complete a Bridge Semester application, sign the Bridge Semester Agreement to enroll.
2. If you don't pass the Foundation Course in these next two weeks, you can enroll for the Digital Bridge Academy Foundation Course next semester.

**Class Rules and Regulations**
- Show up on time
- Develop and follow the Traits for Successful Students (see below).
- Show respect for yourself and others.
- Hang in there! Developing yourself as a professional can sometimes be challenging inner work.

**Digital Bridge Academy - Traits of Successful Students**
One of the major goals of the Academy is to help you become a successful student. We've found that if students develop the traits listed below, they will achieve success in school. These traits will also bring success in your work, your long-term career, and your daily life. In order to help you develop these traits, we've created Academy policies that re-enforce them. All Academy faculty follow these policies in their classes. You will receive feedback on the following traits during the semester because these behaviors are as important to your career success as your academic and life skills abilities.

**Trait #1: Successful students attend every class.**
Successful students are dependable. College work is much more intense than high school. In the past, students who have missed class have found that it's very difficult to catch up. The Academy is special because all of the classes are linked and worked together.
But we also know that illness occurs and emergencies happen. If you have to be absent because of an illness, a death in the family, an ill child, childcare problems, official government appointments, or an accident on the freeway, please phone your instructor at least 30 minutes before class begins and explain why you won’t be in class. Also, please call someone in your study group to find out what you missed. You’ll be expected to have all your missing work completed and to be caught up by the next class.

If you leave class early without discussing this with the faculty and receiving approval before the class begins this will be counted as an absence.

Students are allowed one unexcused absence in this two-week class. If you are to miss any part of Foundation Course class over the two weeks because of a previous appointment or engagement, e.g. a doctor’s appointment, then you must talk to the instructor by 12 noon on the first day about this commitment. Otherwise it will be considered an absence.

Trait #2: Successful students come to class on time.
Successful students are ready to learn when class begins. As a matter of fact, they usually get to class early. The Academy considers being tardy arriving 3 or more minutes after the class has started. After being late three or more times, in any class, students must talk to their instructor about why they are coming late and come up with a strategy to avoid it. Three tardies equal one absence.

Trait #3: Successful students take exams.
Sometimes an unavoidable absence may prevent you from taking a scheduled exam. You are responsible for making up the exam if the instructor considers that possible.

Trait #4: Successful students are prepared for class and complete their homework on time.
Successful students are ready to learn, care about school, are prepared and organized, and make and keep agreements. Please do not bring food to class. Finish your snacks or meals before class begins. You’ll succeed in the Academy if you focus on completing all of your assignments on time. Unlike other classes at Cabrillo, Academy faculty coordinates the scheduling of your homework and the due dates for big projects. We have given you a college-level workload, one that we know you can handle.

Any late assignment will lose points and thus will lower the grade you will receive on the assignment.
Successful students do their own work. Using someone else’s words, work, or ideas is considered plagiarism, and it is against the rules of both the DBA and at Cabrillo College.

The plagiarism policy, from the Cabrillo College Catalog, is as follows:

“Plagiarism is the conscious or inadvertent failure to identify the contributions of others. It occurs when someone borrows any part of another’s work and submits it, uncredited, as his or her own work. A failure to credit others may result in one or more of the following: a student receiving a failing grade on the assignment, a failing grade for the course, or suspension from
college enrollment. Students are expected to know how to credit sources, how to quote and paraphrase, and how to avoid plagiarizing the work of others. If you are unsure, ask your instructor for assistance before you submit your work for credit.”

For example, if you have taken an exam in a class and your answers are very similar to another student then this may be considered plagiarism and may result in the consequences listed in the previous paragraph.

Cabrillo has a website on recognizing and avoiding plagiarism:  
http://www.cabrillo.edu/services/writingcenter/Plagiarism.html. San Jose State University has another one: 
http://www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm

Trait #5: Successful students pay attention in class, stay focused and do not distract others from doing their work.

You’ll get the most out of your classes if you concentrate and keep engaged, if you share in class, if you respect others in the class, and if you openly acknowledge the help others give to you. When you engage in distracting behavior, you prevent yourself from learning and can cause problems for other students too. **Disruptive behavior is anything that disturbs other students so they can’t learn or disturbs the faculty so we can’t teach.**

Here are some examples:

- Not listening or participating in side conversations while someone else is talking
- Interrupting others, swearing in class or walking out of class
- Talking out loud during quiet time or reading magazines during class
- Putting down, making fun of classmates or the teacher, or name calling
- Making sexual innuendos about classmates
- Leaving in the middle of class to feed the parking meter or move your car

Remember, these are only examples and we haven’t thought of everything. The instructor will determine whether a behavior is a distraction to students or teacher. **We have zero tolerance for physical violence or threats, and any form of sexual harassment and can lead to immediate expulsion from the Academy.**

Handling Disruptive Behavior:
The following are the steps taken in the Academy to deal with disruptive behaviors. Faculty may skip steps if they feel a situation warrants it.

1. When you do something that is disruptive Academy faculty will take you aside and talk to you about it. If it’s for something minor, the instructor will give you a verbal warning about the consequences of continuing that behavior.
2. If the disruptive behavior occurs again you’ll be given another verbal warning and a reminder of the consequences of continuing that behavior.
3. The third time the disruptive behavior occurs, you’ll be asked to leave class that day. This will be counted as absence. You’ll also need to come to the Academy faculty’s weekly meeting to discuss your written answers to questions about what can be done to help you improve your behavior.
4. **If disruptive behavior continues you may be asked to leave the Academy.**
Cell phones should be turned off during class. If you have a sick child or some other emergency that requires that your phone stay on, tell your instructor in advance, before class begins and set the phone to vibrate. Remind the instructor quietly why you have to take the call and leave the room to talk. Return as soon as the call is complete. If you answer your cell phone or let it ring when it’s not an emergency and you have not told your teacher in advance, the same four steps as listed above will apply.

If you find that you are having trouble paying attention in class and staying engaged, don’t hesitate to talk to Academy faculty about it. We have lots of tricks to share with you about how to get the most out of your classes. We also have sympathetic ears and want to know about whatever may be going on that’s preventing you from focusing. Successful students get enough sleep and eat a balanced diet.

Be Prepared for Class – Tools Needed:
• Patience. Kindness. Hard work.
• Notebook, lined paper, and writing tools (pen & pencil)
• This syllabus and reader, with its assignments and readings for all courses.
• All handouts needed to complete assignments.
Appendix D: Principles of Universal Design

Introduction
Students who will enroll in the New Community College will be from diverse backgrounds and have diverse learning needs. In our discussions, we spoke of the assumption that all students will be in need of some remediation. As students prepare for their fall classes, it would be ideal if they understand what tools are available to help them.

A significant number of students may have undiagnosed learning disabilities. As we design a summer program to begin to provide a learning community for these students, faculty need to be aware of the principles of universal design and to be attentive to how to identify and best accommodate students who may have learning challenges.

The Principles of Universal Design
Faculty should be aware of the principles of universal design in education (Imke, Richardson, Smith, Shulman, and Steele 2008). Just as curb cuts allow wheelchair users to cross the street safely and also benefit people with small children in strollers or those who use walkers, universal design in education means designing courses and curricula that benefit all learners. Advocates of Universal Design in Education believe that if curricula are prepared and delivered in a thoughtful way, accommodations required by students with disabilities should be vastly minimized. Based on the feedback of students with a variety of disabilities (mobility, hearing, vision, learning and attention) in education, the most helpful features of universal design in education are described below.

Practices Which Reflect High Values with Respect to Diversity and Inclusiveness
Instructors should make sure that students know that they are interested in making sure the course content is accessible to them, beginning with a thorough review of the syllabus so that students understand the course’s purpose and what they will be expected to accomplish. Next, all syllabi should have accommodation statements, i.e., “If you need accommodation based on a documented disability, please contact the Disability Service Office...” Finally, instructors should be flexible about instructional design and willing to make adjustments to the syllabus without compromising learning objectives.

Regular and Effective Interactions
Regular and effective interactions between students and the instructor should be encouraged. She or he should ensure that communication methods are accessible to all participants. The instructor should be sure to make her or himself available to review student work and give specific feedback about expectations for students and about student achievement.
Physical Accessibility of Facilities, Activities, Materials and Equipment
It should be ensured that facilities, activities, materials and equipment are physically accessible to and usable by all students and that all potential student characteristics are addressed in safety considerations. This includes ensuring that:

- All students can see the instructor.
- Deaf students have an unobstructed view of a sign language interpreter.
- Seats for students who use wheelchairs are scattered around the room, not clumped together.

Use of Multiple Instructional Methods that are Accessible to All Learners
Faculty should use multiple instructional methods that are accessible to all learners. This includes giving students choices about how to demonstrate what they have learned. For example, in a world history course, one student might provide a summary of textbook chapters while others may provide a selection of music from countries being studied with a commentary about how the selection related to that country’s culture. This also includes using team activities which allow all students to make a meaningful contribution and demonstrate what they have learned. Some students are not comfortable speaking in front of large groups but can provide summaries, research questions for the group, or review drafts of students’ work for the group presentation.

Use of Engaging, Flexible, and Accessible Course Materials
Course materials, such as syllabi, notes and other information resources, should be engaging, flexible, and accessible for all students. Materials should be selected early so that they may be made available in advance so students can get started early. Appropriate time should be given for materials to be scanned or translated into alternative formats if necessary – for example, Braille or e-formats. This feature of universal design could be additionally facilitated by:

- Making use of web-based access to knowledge which allows students to re-visit information at their own pace.
- Posting copies of PowerPoint slides on a web-based platform such as Blackboard in Portable Document Format (.pdf) which allows students to familiarize themselves with content in advance and eliminates the need for students to have PowerPoint on their computers.
- Posting teaching notes on Blackboard or other similar platforms which allows students to review anything they might have missed and get a sense of class context, as well as to check for their own notes’ completeness and to correct terminology they may have misheard or misspelled. Posting notes also allows for their translation to alternative formats.
Provide Specific Feedback on a Regular Basis
Students should be apprised of how they are doing periodically during the semester, not just at midterm and end-of-term.

Regular Assessment of Student Progress with Multiple and Accessible Methods/Tools
Student progress should be regularly assessed using multiple and accessible methods and tools, and instruction should be adjusted accordingly. A clear syllabus with clear standards helps students understand what is expected of them. Grading rubrics can help students understand what the instructor’s standards are. Also, students with disabilities may not do well on traditional tests (i.e. timed multiple choice/essay tests), but they may be able to demonstrate what they know and how they have met course objectives by creating a video, performing a role play or developing a PowerPoint presentation or project. Multiple ways of assessing work – group work, papers, tests, demonstrations, or ePortfolios – help all students demonstrate what they have learned.

Plan for Accommodations for Students with Special Needs
Faculty should plan accordingly for accommodations for students whose needs are not met by the instructional design. Instructors should know how/ be prepared to do the following:
- Arrange for accommodations.
- Be flexible in accommodating students’ needs. For example a blind student may not be able to complete a model or draw a map, but they may be able to describe what the model or map should contain.
- Be aware that there may be a need to be creative in adjusting syllabi and course designs based on student needs.

Identifying and Accommodating Students with Learning Challenges
Faculty should be attentive to identifying students who may have learning challenges. Students need to have a thorough orientation to available student services so that the faculty and the student services office are comfortable working together with students to achieve desired outcomes. Faculty members do not need to be clinical experts in learning or other disabilities, but they should be able to recognize when students may benefit from student services and feel comfortable referring students to the student service office for assistance early in the semester.

A robust office of student supports is key to enabling students to utilize the services they may need, which may include educational evaluations or referrals to evaluations. There are good examples at CUNY of exemplary services for students with disabilities, (for example, Hunter College, Baruch, the College of Staten Island) so this knowledge already exists in the CUNY system. Library services also can be key to assisting students with disabilities, by providing e-reserve services, video tutorials, and other accessible tools to assist students.
Students enrolled in NCC may be identified as having learning disabilities for the first time. In order that they not lose more time, ideally, the student services office should have access to referral sources for evaluations, and these evaluations should be promptly completed. The student services office needs to work closely with faculty to ensure that materials, syllabi, case studies, and any audiovisual materials are provided well in advance so that students who need them in alternative format or need films captioned will be able to access them. The array of assistive technology tools is growing and becoming less expensive. Some students only need more time to complete tests, while others may need note takers, materials provided in alternative formats, loaned laptops equipped with specialized computer programs such as Read/Write Gold, Kurzweil or Dragonspeak, assistance in locating classrooms, special classroom seating, interpretation services, captioning for audiovisual materials and loaned assistive technology, such as LiveScribe pens, e-books or specialized tutoring. The most important features of a good student services office are that it is welcoming, well organized, has clear and transparent procedures in place and is flexible in attending to students’ needs.
Appendix E: Peer Mentors and Training

The New Community College strives to create a supportive environment that will foster students’ progress toward timely degree completion. As such, we recommend that peer mentors be used to support students entering the New Community College in the Summer Bridge Program. As someone who has the ability to identify with students, through his or her own experiences, a peer mentor could

- provide guidance and support as students are introduced to the New Community College,
- assist students in their transition,
- help students to become familiar with the resources and services that are available, and
- encourage strategies to enhance students’ ability to master college level material.

The role of the peer mentor should be filled by New Community College students who demonstrate strong leadership qualities. A peer mentor should not be presented as part of the administrative hierarchy, but rather as someone who is close in age and able to relate to the growing pains of transitioning to college. We recommend assigning one peer mentor to each cohort of twenty-five students or sixteen peer mentors to the initial class of four hundred students. In the inaugural year of the Summer Bridge Program, student leaders from the existing CUNY community colleges could be recruited to serve as peer mentors. At the end of the fall semester, faculty members and fellow students could nominate students to be trained as peer mentors in the spring semester.

A peer mentor training program should emphasize a deep familiarity with the New Community College and its services and resources, as well as communication skills and a demonstrated commitment and sense of responsibility to supporting fellow students. In addition to providing guidance in an academic environment, peer mentors can complete training to provide academic peer support. The College Reading and Learning Association’s (CRLA) International Tutor Program Certification and International Mentor Program Certification provide an example of training components for both a peer mentor and a peer tutor training program.

Locally, the Student Academic Consulting Center (SACC) at Baruch College presents an example of a comprehensive training program for peer tutoring services. The program offers three levels of training and certifies students to provide individual and group tutoring, workshops, and supplemental instruction. Tutor training follows the guidelines set forth by the CRLA. An example of the Level I training components is below. For both a peer mentoring and academic support program, an infrastructure that encourages coordination and communication with fellow student support units should be encouraged. While the opportunity to serve as a peer mentor presents a positive learning experience, we recommend paying peer mentors, possibly through federal work study funding, to recognize the importance of the role. Additionally, the position could fulfill internship- or
service-related curricular requirements, especially for students in the Human Services and Liberal Arts majors.
CRLA Certification: Level 1

To be certified at this level SACC tutors have completed a total of at least ten hours of tutor training and at least ten hours of tutoring in SACC this semester. Below is a complete list of the topics covered in their training sessions:

Beginnings, Middles, and Ends
(how to open, conduct, and conclude a tutoring session)

Time Management and Note-taking
(lessons in study skills)

Cultural Differences
(tutors learn to be sensitive to students from all cultures)

Effective Communication/Listening Skills
(tutors practice the art of effective communication and listening skills)

Learning Styles
(tutors complete a questionnaire to show them their preferred method of study, i.e. visual, aural, read/write, kinesthetic)

Sexual Harassment
(tutors learn the boundaries of appropriate physical behavior)

Plagiarism
(a fellow from the Bernard Schwartz Institute leads an interactive dialogue with tutors on the meaning of plagiarism)

Tutor Talk: Role Play
(tutors role-play common tutoring scenarios with each other to help each other manage challenging tutoring situations)

Self-assessment
(tutors write their responses to a series of prompts by which they examine their strengths and weaknesses as tutors)

Practical Matters
(tutors learn the nuts and bolts of SACC so that they can understand all aspects of the SACC community)

Tutor Observation
(each new tutor must observe an experienced tutor for four hours before he/she begins tutoring)

Blackboard
(SACC utilizes Blackboard as a forum to communicate information, discuss questions/ideas, post standard documents, and assign subject-specific tutorials)
The following are issues the Planning Team has identified that need to be addressed as we move forward with the development of the program.

- What criteria will define successful completion of this mandatory program? If attendance is required, will exceptions be made for extenuating life circumstances? How will exceptions be evaluated?

- Considering the proximity of the Summer Bridge Program to the start of the fall semester, what are the implications for a student who does not successfully complete the program or, having attended the program, decides the NCC model is not the right fit?

- Mandatory attendance may be economically challenging for students. Will it be possible to provide financial support to students while they attend the program or award college credit upon completion?

- The report recommends the formation of heterogeneous cohorts which will be maintained into the fall semester for City Seminar and Professional Studies. What criteria will the NCC use to develop student cohorts?

- The Summer Bridge Program will include the use of embedded and formative assessments as a means for getting to know students as learners. If students haven’t already taken the CUNY assessment tests or demonstrated proficiency for college-level work, will they be required to do so?

- How will the NCC address students’ developmental reading and writing needs aside from the recommendations put forth to address the needs of ESL students?

- How will the ideas presented in the report be prioritized? Are the expectations feasible for a three-week program or should the planners consider a four-week program? What are the advantages and disadvantages of conducting the program in early July vs. mid August?

- College Discovery is the University’s higher education opportunity program that has been established at the two-year colleges. What is the relationship of College Discovery to the NCC Summer Bridge Program?

- The report acknowledges the important role that peer mentors can play in supporting incoming students. The NCC will not have a student body to draw upon in the first year; therefore, the planners must explore alternative sources of peer mentors.