RETHINKING COMMUNITY COLLEGE FOR THE 21ST CENTURY
We want to thank all the people within and outside of CUNY—too numerous to name here—who were involved in conceptualizing the NCC; fleshing out ideas; raising funds; developing the curriculum, support services, and external partnerships. We interviewed many of them, read their work, observed meetings, and tried, in this brief document, to reflect the complex work of planning a college dedicated to improving the educational outcomes of low-income and first-generation students. We thank them for their vision, hard work, persistence, and generosity in giving of their time and ideas to the documentation of the planning of the New Community College.

Special acknowledgment goes to John Mogulescu, Chair of NCC Planning and Senior University Dean for Academic Affairs at CUNY, and to Tracy Meade, NCC Project Director and principal author of The New Community College Concept Paper, for their vision and persistence in guiding the NCC from idea to reality.
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NCC AT A GLANCE

NAME: The New Community College (NCC) at CUNY
LOCATION: 50 West 40th Street, New York, New York 10018
TELEPHONE: 646 313-8000
WEBSITE: www.ncc.cuny.edu

LEADERSHIP:
Scott E. Evenbeck, President of The New Community College at CUNY
José Luis Morin, Vice President of Academic Affairs and Provost
Larian Angelo, Vice President of Administration and Finance

PLANNING PERIOD: 2008–2012
PLANNING TEAM AS OF 2010:

John Mogulescu, NCC Chair
Senior University Dean for Academic Affairs and Dean of the School of Professional Studies, CUNY

Tracy Meade, NCC Project Director
Current: Director of Strategic Planning and Program Development, CUNY

Stuart Cochran, NCC Deputy to the Project Director
Current: NCC Dean of Strategic Planning and Institutional Research

Toni Gifford, NCC Associate Director

Eric Hofmann, University Director of Collaborative Programs, CUNY

Steve Hinds, Mathematics Education Specialist, CUNY

Stephanie Benjamin, NCC Consultant

Laurence Mucciolo, NCC Consultant

Joseph Capobianco, NCC Registrar Director

Jennifer Lee, NCC Director of Communications and School Partnerships
Current: NCC Director of College Admissions and Access

Angie Sadhu, NCC Program Assistant

MISSION:
The New Community College at CUNY is an urban public institution that offers associate degree programs in an environment that nurtures student success. Based on extensive research, NCC integrates excellence in teaching, proactive and responsive student supports, and external partnerships. Our primary objective is to increase the number of students, especially those not effectively served in higher education, to persist in their programs of study and attain a degree in a timely manner.
EDUCATIONAL MODEL:
All first-year students are full-time and attend a summer bridge program. They are placed in cohorts with instructional teams comprised of faculty, student support staff and librarians. The common core curriculum is organized in learning communities (The City Seminars and Ethnography of Work courses) in which students earn college credit and have opportunities to practice academic skills as well.

PLANNED MAJORS:
- A.A. in Business Administration
- A.A. in Human Services
- A.A.S. in Information Technology
- A.A. in Liberal Arts & Sciences
- A.A. in Urban Studies
- A.A.S. in Health Information Technology
- A.A.S. in Energy Services Management
- A.S. in Environmental Science

ADMISSIONS:
A three-step process that includes 1) an online CUNY application designating NCC as one of the choices; 2) a group information session during which applicants become familiar with the NCC’s educational model; and 3) an individual information session where applicants meet with faculty, staff, or peer mentors to discuss their plans for achieving their educational goals. Students are accepted on a first-come, first-served basis.

FIRST CLASS:
300 students on August 2012. Enrollment will grow to approximately 5,000 when the college moves to its permanent home at 59th Street and 10th Avenue. Current demographics are similar to those of all CUNY community college students: 36 % Latino, 25 % African American, 21 % Caucasian, 11 % Asian, 2 % Native Hawaiian or Pacific Islander, 4 % data not provided. Fifty-four percent are female demonstrating an almost even gender distribution.
In a “grand experiment” in 1847, the Free Academy of the City of New York was founded as the nation’s first free urban higher education institution. The school took the unprecedented step of accepting students solely on merit, providing male children of immigrants and the poor with the newfound opportunity to learn in a rigorous academic environment. The Free Academy would be only the first in what would become a series of successful, city-supported colleges. Today, the “grand experiment” continues but in a vastly different context.

Traditionally, community colleges have been more affordable than four-year colleges. They offer a broad array of degrees and short-term certificates directly linked to a vocation or as a step in pursuit of a four-year degree to students of all ages. Although this description continues to be true, community colleges today function primarily as the entry point into higher education for low-income and first-generation students, many from schools that have prepared them inadequately for college. Part of the reason is that four-year public institutions have raised the bar for admission in response to pressure from state legislators who cut education resources while demanding improved student outcomes. Consequently, community colleges have become the new “frontier”—the entry point to higher education for first-generation and low-income students who aspire to become educated citizens and workers.

A postsecondary credential is now considered essential in a job market that is increasingly composed of service and white collar jobs requiring more than a high school education. Studies show that individuals with a two-year degree fare better economically over their lifetimes than those with only a high school diploma. However, the attainment of a two-year degree remains elusive for the majority of community college students. Most enter unprepared for college level work. Sixty percent of students are referred to at least one developmental course, for which credits are generally not offered. Many of these students struggle through several years of these non-credit bearing courses with no degree in sight and eventually drop out. At City University of New York (CUNY), the rate of associate degree program students who had graduated after six years was 24.4 percent for those with one remedial placement, 21.1 percent for those with two, and 15.7 percent for those with three. Nationally, 24 percent of public community college students complete a credential at their “starting institutions” within six years. Many, if not most, of these students have their progress hindered by non-credit bearing remedial courses. This problem has been addressed in various ways at community colleges around the country. Some have launched successful pilot programs with groups of students. But the vast majority of students entering community colleges continue to face multiple barriers that delay and restrict their future options.
THE NEW COMMUNITY COLLEGE

The New Community College (NCC) is the realization of Chancellor Matthew Goldstein’s charge in 2007 to develop an innovative educational model for a community college that would enhance students’ academic achievement and the timely attainment of degrees. The founding planners of the NCC were challenged by the dismal, persistent statistics to ask: “What if we take everything we know from research into best practices in supporting student success in learning and design a college using these practices? What would it look like and what kind of outcomes could be expected?”

In 2008, this vision was translated into a Concept Paper that laid the foundation for The New Community College. The goal of the authors was to design a college that would increase the graduation rate after three years to 35 percent with students either transferring to four-year colleges or entering careers for which they had been prepared. The NCC Planning Team was formed, solicited and received support from the Chancellor to go forward, and garnered resources from foundations’ and the Mayor’s Office for planning and implementation.

In 2011, The New Community College at the City University of New York became the seventh community college in the CUNY system. The NCC is currently the smallest institution—and perhaps the most ambitious in recent memory—designed by a dedicated group within the largest urban university in the nation. Its central goal is to improve the educational outcomes of a diverse population of first-generation and low-income students historically underserved by primary, secondary, and postsecondary educational systems.

“The important thing about the New Community College is not any one thing they’re doing, but that they’re doing all of them together. All the research shows that if you do them alone, for a modest amount of time, they have a modest positive effect, but it doesn’t last. This will be a chance to see what happens if you do them together, consistently, over a longer period of time.”

THOMAS BAILEY
Quoted in “The New Community College Try”
The New York Times
July 20, 2012
FOUNDATIONAL WORK—THE CONCEPT PAPER

The Concept Paper was a touchstone for planners. Current research and proven practices from within and outside of CUNY informed the development of a comprehensive model in the Concept Paper. Key components of the NCC model include:

| FIRST-YEAR PROGRAM | Full-time attendance is required in the first year in a program of study that integrates credit-bearing and developmental course work; participation in a mandatory Summer Bridge Program prepares students for the expectations and culture of the NCC. |
| CITY SEMINAR | A two-semester City Seminar in the first year provides an interdisciplinary approach to understanding and addressing critical issues in New York City and other urban centers; it includes reading and writing linked to these areas of inquiry as well as a course in quantitative reasoning that covers interpreting, analyzing, and using data. |
| ACADEMIC AND SOCIAL SUPPORTS | Innovative and integrated academic and socio-emotional supports are proactive, guided by inquiry, and supported by research. Instructional Teams in each of the four Learning Communities composed of faculty and Student Success Advocates meet weekly to plan, address problems, and discuss how to support students’ learning. |
| PARTNERSHIPS | Connections between college and workplaces are supported by engaging partners from businesses, community-based organizations, non-profits, and government agencies in supporting experiential learning, internships, and career exploration. |
| CALENDAR Aligned WITH LEARNING NEEDS | A calendar with two 18-week semesters, each divided into a 12-week and a 6-week session, allows for further work in areas where students have not reached a college level of proficiency and for students to accelerate their progress in their course work. |
| LEARNING OUTCOMES | Rubrics are used to assess individual student progress in achieving learning outcomes, and the learning outcomes drive institutional assessments. Signature assignments throughout a student’s career are stored in an e-Portfolio and provide a record of academic development that follows the student into further education and employment. |
| TECHNOLOGY AND INFORMATION LITERACY | Students use technology in every part of their learning—in classrooms, in their presentations, and in e-Portfolios, which all students use to post drafts and final assignments, and to access course materials and assignments. Students develop information literacy skills with the support of the faculty and library staff so that they will leave the NCC knowing how to access, assess, analyze, and use information critically. |
| A HIGHLY SKILLED FACULTY AND STAFF | Recruitment of faculty and staff emphasizes the ability to collaborate and participate in the creation and continuous improvement of an innovative institution. Faculty and staff need to understand and support the NCC’s mission and, in turn, are supported by having access to multiple avenues for growth, service, leadership, and research that includes the “scholarship of teaching and learning.” |
This document summarizes four years of intensive planning to launch a comprehensive model of community college education. What follows is the three-part story of the NCC’s conceptualization, planning and design period:

I. PLANNING THE NCC
   • Building the model
   • Infrastructure
   • Outreach and accreditation

II. THE NCC MODEL
   • How the college supports the whole student: Taking retention seriously
   • Overcoming binaries: How NCC plans to address the traditional binary of ‘academic and vocational’ education

III. THE NCC EXPERIENCE: FUTURE CONSIDERATIONS FOR PLANNING INNOVATIONS
   • Issues for consideration in outreach and accreditation
   • Issues for consideration in infrastructure alignment
   • Issues for consideration in designing the model
   • Concluding thoughts on planning innovation
The planning period focused on three inter-related areas: designing the educational model as envisaged in the Concept Paper; developing and aligning the infrastructure with CUNY’s requirements; and outreach and accreditation of the NCC through communicating with external and internal audiences regarding the progress of the planning and soliciting their inputs and through addressing CUNY’s Board of Trustees requirements and state outreach and accreditation.

A small planning team undertook these activities, adding members as faculty and staff were hired. The following section provides two charts of milestones and a brief description of each area of planning. The last chapter, Issues for Consideration, returns to these planning efforts and presents ideas for rethinking how such a planning process might be implemented and adapted in other settings.
BUILDING THE MODEL

The planning phases were led by a continuously expanding group of planners—from an original small group of “founding” planners (See Appendix I), including several of the authors of the Concept Paper, to a group that included faculty and staff, reaching more than thirty members by the summer of 2012. Staff included people who were involved in the development of the NCC’s infrastructure—facilities, information systems and technology, the library, admissions, and financial aid—as well as those hired to lead, organize, and support staff who advise students and peer mentors. Such a large expansion of the planning body required the induction of new members into existing work and the central ideas in the Concept Paper. A core principle of this document is that every position in the college, whether held by faculty or staff, must assume responsibility for student persistence and success through collaborative efforts with those inside and outside the college. At times this led to strains in leadership related to the need to balance traditional leadership roles such as developing resources and institutional support by the university and the very demanding needs of an innovative institution, especially the nurturing and sustaining of a culture of collaboration among staff and faculty.
## NCC ACTIONS AND MILESTONES

### 2007 Milestone — Chancellor initiates process for a new CUNY community college

### 2008 Milestone — Concept Paper developed by a team from Collaborative Programs

**2007–2008**

Research is conducted on employment opportunities in NYC and programs of study are proposed that lead to transfer and/or jobs in areas of growth in NYC.

Concept Paper is vetted on all CUNY campuses and through a survey of faculty and staff; 156 responded.

An Advisory Group of 11 experts provides feedback on the model.

### 2009–2010

11 Working Committees composed of 119 members of CUNY colleges, other higher education institutions, high schools, and community-based organizations meet to develop proposals to flesh out the Concept Paper including the first-year curriculum, assessment, and the role of the Partnership Office, among others.

The Bill & Melinda Gates Foundation and the Carnegie Corporation awarded planning grants.

Faculty and staff recruitment process for the college begins.

### 2010 Milestone — Working Committee reports vetted and completed.

### 2010 Milestone — Eight faculty are hired to four of CUNY’s community colleges; they teach one course and spend the rest of time planning NCC curriculum and participating in other aspects of institution-building.

### 2010 Milestone — Founding President of the proposed new college appointed.

### 2009–2010

Teams of faculty from across CUNY meet to outline the seven programs of study—the eighth is developed by an expert in health informatics.

Faculty participate in a week-long training/planning program in learning communities at Evergreen College and in assessment at AAC&U.

Second round of faculty and staff recruitment begins.

### 2011 Milestone — Board of Trustees approves a new community college.

### 2011 Milestone — Application to the New York State Education Department submitted.

### 2011 Milestone — The New York State Governor approves the founding of the New Community College.
### NCC ACTIONS AND MILESTONES (CONTINUED)

<table>
<thead>
<tr>
<th>2011 Milestone</th>
<th>The Provost and Vice President for Academic Affairs appointed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Milestone</td>
<td>Eight additional faculty are temporarily hired out to other community colleges and join in the planning of the model.</td>
</tr>
<tr>
<td>2011 Milestone</td>
<td>Peer Mentors are hired to assist with admissions and Summer Bridge.</td>
</tr>
<tr>
<td>2011 Milestone</td>
<td>General information sessions for prospective students and their families are organized that include participatory demonstrations and an explanation of financial aid processes.</td>
</tr>
<tr>
<td><strong>2011–2012</strong></td>
<td>Twelve task forces are formed to finalize all aspects of the model including the first-year curriculum, assessment of students and institutional outcomes, experiential learning, the Summer Bridge Program, and governance.</td>
</tr>
<tr>
<td><strong>2011–2012</strong></td>
<td>Third round of faculty and staff recruitment begins.</td>
</tr>
<tr>
<td><strong>2012 Milestone</strong></td>
<td>Students who choose the NCC come to the college for group and individual information sessions with a college staff or faculty to ensure their understanding of the model, its requirements (Summer Bridge program, full-time attendance in the first year), and its majors.</td>
</tr>
<tr>
<td><strong>2012 Milestone</strong></td>
<td>Student Success Advocates are hired to work directly with faculty in Instructional Teams on supporting student success.</td>
</tr>
<tr>
<td><strong>2012 Milestone</strong></td>
<td>Inaugural faculty and staff are appointed directly to The NCC.</td>
</tr>
<tr>
<td><strong>2012 Milestone</strong></td>
<td>NCC Opens with the launch of Summer Bridge program.</td>
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The clock was ticking in September 2011 with only nine months before the birth of the college by May 2012. Work on finalizing the first-year curriculum and other aspects of the college intensified. Task forces were formed composed of staff and faculty that continued to plan the college and faculty were relieved of their teaching responsibilities at other community colleges during the 2012 spring semester. The task forces focused on the first-year curriculum, assessment, student support services, partnerships, and experiential learning, Summer Bridge, outreach admissions, governance, RPT (reappointment, promotion and tenure), academic policies, institutional assessment, and strategic planning. Because of the accelerated pace of work, an efficient model for reporting work to the planning team was developed. Following the review, the task forces incorporated feedback and brought final drafts back to the planning team. The high quality of work produced in this tight timeframe suggests that the combination of urgency as well as sufficient time for planning and review produced the best results.
INFRASTRUCTURE

Making decisions happen in the largest urban university in the United States was a challenge to those concerned with planning the college’s infrastructure on a very tight timeline. On the one hand, the amount of support provided by CUNY’s central administration was essential to the successful and timely implementation of its infrastructure. On the other hand, procedures that evolved over years, offices that had many regulations to address, and 26 different institutions to provide services to, were not always equipped to support an institution as innovative in all aspects as the NCC. Starting from scratch and within an exceedingly tight timeframe, what became known as the BARFIT group (a term referring to a targeted collaboration centered on the Bursar, Admissions, Registrar, Financial Aid and Information Technology functions) worked tirelessly parallel to, and in engagement with, faculty teams building the academic model to develop the infrastructure for the college. This relationship was greatly helped by the original Planning Team members and their supervisor—the Senior University Dean for Academic Affairs—maintaining cordial and close collaborative relationships with staff from CUNY’s central administration.

INFRASTRUCTURE: ACTIONS AND MILESTONES

FACILITIES

2010 Milestone — An interim head of facilities is hired. Position later converts to a permanent Director of Campus Operations position. Facilities director works with support from the CUNY Office of Facilities, Construction and Planning, and the Office of the Budget.

2010 Milestone — Building for NCC is leased in downtown Manhattan.

2011–2012

Building standards assessed and design proposed and reviewed; blueprint reflects the need for proximity of the Instructional Teams with support staff. Renovation begins.

Decorative features added to signal a culture and philosophy of the NCC. NCC community recommends inspirational quotes, bright colors and iconic photos of NYC to reflect the “connection” of curriculum and partnerships with the city.

An Information Commons (IC) is developed as largely digital with connections to all other CUNY libraries and with the staff of the NY Public Library only half a block away. IC design includes space to promote student collaborative work.

2012 Milestone — NCC facility meets code standards and successfully opens.
### INFORMATION TECHNOLOGY

2010 Milestone — Chief Information Officer is hired and engages the support from Computing and Information Services (CIS).

2011 Milestone — Additional staff hired to assist in all aspects support for information technology systems.

2012 Milestone — E-Portfolio system is selected.

2012 Milestone — Computer systems, white boards, and related classroom hardware installed.

### REGISTRAR

2010 Milestone — Registrar is hired. Coordinates with Council of Registrars in the implementation of new CUNY First management information system.

- Intensive work in ensuring that NCC will be part of a new university-wide information system for students and colleges scheduled for launch in Spring 2012.
- NCC Registrar works with data-systems at sister community college campuses to gain in-depth feel for management system's opportunities and constraints in relation to NCC model.
- Detailed development of course descriptions and numbering system, academic policies and grading systems in coordination with a select group of faculty and staff and aligned with NYSED proposal, emerging application of the model, and CUNY practices.
- Adapts CUNY First system to NCC and prepares for the registration of students.

2012 Milestone — Student and Faculty Handbooks are developed containing approved policies.

2012 Milestone — NCC’s CUNY First goes live.

### ADMISSIONS

2009 Milestone — Outreach and communications person hired and is later appointed as the NCC Admissions Director. Works in coordination with Collaborative Programs, Admissions Office, and other CUNY offices in determining the parameters of the NCC admissions process.

2010 Milestone — Three-step admissions process developed and approved.

2011 Milestone — Designs and develops website and recruitment materials.
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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</table>
| 2011 | Develops relationships with high school counselors that might have interested students and begins outreach to high schools with peer mentors.  
Organizes general information sessions for all students and parents that chose NCC as one of their six choices of colleges.  
Networks student applicants through social media. |
| 2012 Milestone — | Completes round of general information sessions with support from NCC faculty, staff, peer mentors, and student success advocates. |
| 2012 | From the group that expressed interest in the NCC following this session, an additional one-on-one information session was held to be sure students understood the first-year requirement of full-time attendance.  
Students who chose NCC are networked through Facebook and invited to “ice cream socials” to get to know their peers.  
Interface with Hunter College to provide mandatory CUNY testing of students in reading, writing, and math whose prior academic record did not demonstrate college-ready proficiency based on CUNY standards. |
| 2012 Milestone — | Completes round of one-on-one prospective student sessions with NCC faculty and staff. |

**FINANCIAL AID**

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<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2011 Milestone — | Financial Aid Officer is hired to address student financial aid and to develop a financial literacy program. Works in close collaboration with CUNY Financial Aid Officers.  
Financial aid planning for how students will be informed about FAFSA and for making the access to information seamless.  
A Hub is planned with a “one-stop” desk in the Atrium to address all queries and direct students to the correct person to help them. |
| 2012 Milestone — | CUNY provides financial aid for all students who qualify through a FAFSA application, pending accreditation and receipt of Title IV funds. |
| 2012 Milestone — | The Robin Hood Foundation provides grant support in the form of free lunches, MetroCards and stipends for students attending and completing Summer Bridge. |
| 2012 | At information sessions for students and families, Financial Aid officer is available to discuss financial aid and assist students in completing the forms.  
Students in the entering class pay commitment deposits by May 1. |
| 2012 Milestone — | One-stop student support services up and running. |
OUTREACH AND ACCREDITATION

OUTREACH: Once the Concept Paper was written, it was vetted in meetings with more than 150 staff and faculty from across the university. In addition, a survey was distributed requesting feedback on the design of the college. More than a hundred responses were returned with many comments reinforcing the proposed innovations. The effort to communicate across the university was reinforced by convening a Steering Committee composed of: the Vice Chancellors of key departments in CUNY’s central administration, the presidents of Kingsborough and LaGuardia Community Colleges, designated faculty from each of the other community colleges—some of whom were active in the union, and the leaders of the Faculty Senate. This Steering Committee met quarterly and was kept abreast of the planning process and results. In addition, the NCC planners were in close communication with New York State Department of Education regarding the approval process. These efforts at communication have been important in gaining a critical mass of supporters within the administration and across the university as well as at the state level.

From the onset, the leaders and some members of the PSC and Faculty Senate were critical of the NCC, its approach to curriculum—which was viewed as “vocational”—and, more importantly, in the lack of plans for a traditional governance structure including departments and elected chairs. Planning Team leaders met with the leaders of both the Faculty Senate and PSC to discuss their criticisms and to assure them of their intent to support the contract in all respects. CUNY and NCC leadership have held firmly to this position of complying with the contract while remaining committed to an innovative model. An example of this is the governance structure the NCC faculty and staff developed, which meets the legal and contractual requirements. The governance structure was approved by the Board of Trustees in 2012.

ACCREDITATION: The state’s preliminary approval process began in the second phase of planning in 2009 and culminated in actions by CUNY’s Board of Trustees and the New York State Education Department, in February and June 2011, respectively, and by the Governor Andrew M. Cuomo in September 2011. The accreditation process by the NYSED, following a site visit in August 2012, culminated in a vote by the NYS Board of Regents at its meeting on December 11, 2012 awarding the NCC accreditation for five years with an interim report after three years.

PATHWAYS REQUIREMENTS: An additional hurdle in the planning process occurred in 2011 when CUNY’s Board of Trustees approved a plan to require that all general education courses be consistent in the scope of learning outcomes and credit across the University. The purpose of Pathways was to make transfer, including transfer with degrees from two-year institutions to four-year institutions, easier by having a set of consistent credit and course requirements across the university system. Because the NCC’s interdisciplinary programs of study had already been approved both by the state and Board of Trustees, this mandate appeared inconsistent with its philosophy. However, the college, supported by strenuous efforts on the part of the faculty and staff, made the
necessary revisions to align the course content and learning outcomes with Pathways, and still retained the original curricular approach with core courses within a learning community structure. The NCC was among the first colleges to submit its proposed changes. This second round of work on curriculum for the first year was carefully planned with the Provost leading the work. He provided templates for curriculum design as well as timelines and protocols for review by the Curriculum Committee and the NEW Committee—the entity that had grown to supplant the original, smaller Planning Team. This carefully sequenced process with review and revision is certainly a model worth replicating in future curriculum planning.

Ultimately, intensive planning on all levels preserved a student-centered program for the first year. Outlined is the schema from the perspective of the pioneering NCC professional community and freshman class.

### Admissions
- A three stage process to help students understand the level of commitment

### Summer Bridge
- A mandatory transition period to support college-level work

### Full-Time Freshman Year
- A mandatory level of college engagement

### Learning Communities
- Students assigned to Houses the first year to foster engagement and collaboration

### Required First-Year Core Curriculum
- City Seminar, Ethnographies of Work, Statistics, and Composition
- Interdisciplinary focus
- Experiential learning opportunities

### Developmental and Disciplinary Courses Merged
- Students can earn credits immediately
- Required Group Work Space
- Opportunities for recuperation

### Combined Academic and Student Support Services
- Instructional Teams include faculty and Student Success Advocates
- One stop services
- Peer Mentors and Graduate Student Coordinators support student learning

### Limited Number of Degree Programs
- Structured pathways to a four-year degree or career

### Institutional Learning
- e-Portfolios
- Instructional Team Meetings
- Professional Learning and Development
- Center for College Effectiveness
HOW THE COLLEGE SUPPORTS THE WHOLE STUDENT:
TAKING RETENTION SERIOUSLY

The First-Year Experience is the most innovative and signature aspect of the NCC. The ideas for this first year, articulated originally in the Concept Paper, were drawn from national educational research into effective strategies and their implementation in CUNY’s Collaborative Programs. The foundational ideas of the Concept Paper were a blueprint that were then developed and revised by a succession of working groups. This labor-intensive collaborative process continues even now that the college has opened and is serving students.

THE FIRST-YEAR CORE CURRICULUM AND THE ELIMINATION OF NONCREDIT DEVELOPMENTAL CLASSES

To really understand the conception of the first year in its complexity, it is necessary to pull it apart and examine its content, structure, pedagogical principles, and personnel/support system. This section will look at: the first-year core curriculum, the elimination of noncredit developmental classes, and learning communities and instructional teams.

“Among other things, institutions should stop tinkering at the margins of institutional life and make enhancing student retention the linchpin about which they organize their activities. They would move beyond the provision of add-on services and establish those educational conditions that promote the retention of all, not just some, students. To be serious about student retention, institutions would recognize that the roots of attrition lie not only in their students and the situations they face, but also in the very character of the educational settings, now assumed to be natural to higher education, in which they ask students to learn.”

VINCENT TINTO
“Rethinking the First Year of College: Taking Student Retention Seriously”
Syracuse University
1999
NEW COMMUNITY COLLEGE FIRST-YEAR CORE

A learning community comprised of:

FALL
City Seminar I
Ethnographies of Work I
Statistics

SPRING
City Seminar II & Composition I
Ethnographies of Work II
Statistics

CITY SEMINAR

Content
Critical Issues
Quantitative Reasoning
Reading/Writing (CS1)
Learning Outcomes
Assess Assignments
Group Work Space
Student Engagement & Support
Statistics
Ethnographies of Work
LABSS*
Office of Partnerships

* Learning about Being a Successful Student

THE FIRST-YEAR CORE CURRICULUM

As pictured in the diagram, the First-Year Core Curriculum is an integrated, interdisciplinary approach to a general education curriculum. Students do not choose courses from a menu but are involved in a full-time curriculum that includes the following components:

CITY SEMINAR I & II are extended learning communities anchored in problem-based learning focused on Critical Issues facing New York City and other global urban centers that include sessions devoted to Quantitative Reasoning and Reading & Writing Skills.

ETHNOGRAPHIES OF WORK I & II form a two-course sequence that connects academic and professional learning through exploration of work and workplaces using the tools of ethnography and sociology.

STATISTICS provides a foundation in fundamental concepts and computational techniques of statistical analysis and has been developed with the expectation that the majority of students will require more sustained time on task than is customarily available for practicing skills of quantitative reasoning. Statistics is the only course where students are grouped by skill level; students will either take a one semester stats course or the same course “stretched” over two semesters.

COMPOSITION I is linked thematically to City Seminar II and provides a thorough introduction to the writing process and the principles of academic research.

“We are learning that structured (and often limited) choice works best for most students. Honors programs in elite colleges and professional education in business, law, and medicine embody structured choice. If this works for the best-prepared students, we should provide it to those who need it the most.”

HILARY PENNINGTON
“For Student Success, Stop Debating and Start Improving”
Chronicle of Higher Education
April 8, 2012
The linking of the three courses in City Seminar is not a casual one as is often the case in linked courses. Critical Issues, Reading & Writing and Quantitative Reasoning are integrated by the semester’s topic (Fall I’s topic, “From Transaction to Trash: The Life Cycle of Stuff,” focuses on consumption, waste, recycling and sustainability), by the readings, and by the assignments. The academic calendar is organized on an 18-week “simulated” semester comprising twelve-week terms in the fall and spring (Fall I and Spring I) followed by six-week terms (Fall II and Spring II): a semester model that is also in use at Kingsborough and LaGuardia Community Colleges. This structure will provide the best opportunity for all students—including the less well-prepared—to succeed as Fall II and Spring II can be used for recuperation if necessary. A student will either have a morning or afternoon schedule. See Appendix II for a sample schedule.

Students are required to attend full-time at least during the first year. This requirement is shaped by the belief that underprepared students require more sustained time to develop skills and knowledge that they need for associate degree completion, baccalaureate transfer, and/or workplace readiness. The admissions process is a multi-step process to introduce the student to NCC so that students’ decisions are informed by knowing the full-time first year requirement. Except for students who are referred to CLIP (CUNY Language Immersion Program), students are accepted on a first come, first served basis. Most English Language Learners who apply are, like the rest of the students, assigned randomly to cohorts within Houses.

THE ELIMINATION OF NONCREDIT DEVELOPMENTAL CLASSES

The move away from the traditional remediation/credit divide is one of the guiding principles of the New Community College. The consequences of traditional remediation policies can be devastating: the National Center for Education Statistics reports that only about 20 percent of U.S. students who take remedial reading or a combination of two non-reading remedial courses earn a baccalaureate degree. At the same time, while developmental coursework is intended for those who test into remediation, professors consistently report that many students who were not required to take developmental classes are nevertheless unprepared for college work. Moreover, recent studies comparing students just below and just above placement cut-offs suggest little or no positive effects of remediation.

Thus, the design of the first-year curriculum for The New Community College is shaped by a belief that an alternative model of required credit-based coursework for all first-year students—those who traditionally would be assigned to remediation and those assigned to introductory level work—will significantly improve community college student academic performance.

“Research indicates that community college developmental education is of questionable effectiveness in achieving even the narrower goal of preparing students to pass college-level courses in math and English. As a result, developmental education becomes a dead end for many students.”

DAVIS JENKINS AND SUNG-WOO CHO

“Get with the Program: Accelerating Community College Students’ Entry into and Completion of Programs of Study”

Community College Research Center at Teachers College, Columbia University

January 2012
In Fall I, all students take Reading & Writing as part of City Seminar to develop their writing and literacy skills. Graduate Coordinators and Peer Mentors work with students who need extra help. Upon completion of the Fall I session, it is hoped most students will be able to demonstrate proficiency in reading and writing if they have not already done so on entry. In anticipation of students who will need targeted, individualized assistance to succeed, The New Community College has designed the Fall II schedule so that students are able to participate in structured sessions to finish incomplete work without falling behind in their regular coursework. Although students have to take the CUNY reading and writing exams required of all entering students, these are not used for placement. This decision is based on an asset-based approach which builds on student strengths rather than a deficit perspective which defines students as lacking. They will, however, have to pass these exams by the end of Fall II. The CUNY reading and writing exam is offered in November, and if the students do not pass, in Fall II they will be provided a skills workshop or practicum consisting of at least 20 hours of instruction. Demonstration of math proficiency for those taking the stretched two-semester Statistics course will be tested near the end of the Spring I semester.
LEARNING COMMUNITIES AND INSTRUCTIONAL TEAMS

Learning Communities are often used in colleges for a small portion of the student body. The level of academic integration of the linked courses (usually two courses) varies and is often superficial with the faculty only infrequently talking to each other. At NCC the Learning Community is the structure of learning and support for the student and the structure of teaching for the faculty member. It is a deep, integrative, and inclusive structure.

All students, starting with Summer Bridge and continuing in City Seminar I and II, are in Learning Communities called Houses for the entire first year. The inaugural class of 300 students was organized into four Houses of three cohorts each (a cohort consists of approximately 25 students). Faculty members are assigned to Houses in which they teach Critical Issues, Reading & Writing, Quantitative Reasoning, and Ethnographies of Work. The only course that is not attended by the entire heterogeneous cohort at one time is Statistics, in which students are grouped by math proficiency as determined by Regents or the standard CUNY Compass exam in mathematics. Besides its use as an academic structure, Learning Communities are the vehicle for social connections among students. Also, it is from Houses that students elect representatives to Student Government.

An innovative feature of the Houses is the Instructional Teams, consisting of faculty and support staff who meet once a week for an hour and a half to discuss students, pedagogy, and curriculum. Whenever possible, a librarian will also attend Instructional Team meetings or consult with the team. These meetings count as part of the faculty workload. There are no disciplinary departments at NCC; rather faculty are appointed to the college as a whole and form one body, who are assigned to Houses for teaching purposes. Student Success Advocates (SSA), Graduate Student Coordinators, and Peer Mentors are also assigned to each House. With limited space for offices, workstations have been arranged to foster faculty and SSA interactions and collaboration. Since both sit in the same area, this arrangement makes it easy for students to find their teachers and support staff. As noted above librarians and staff from the Office of Partnerships also participate in the Instructional Teams. This structure asks faculty and staff to take on new, multiple, and collaborative roles.

NCC has a layered structure of academic and personal support, one which will hopefully catch students who might otherwise drop out unnoticed for academic reasons or for life circumstances. Each cohort of students meets with an SSA in LABSS (Learning About Being a Successful Student) for 90 minutes a week. In addition to LABSS, Group Work Space, staffed by two Peer Mentors and a Graduate Coordinator, is a mandatory 90-minute collaborative study environment that every cohort of students attends once a week.
OVERCOMING BINARIES: HOW NCC PLANS TO ADDRESS THE TRADITIONAL BINARY OF ‘ACADEMIC AND VOCATIONAL’ EDUCATION

From the outset, the Planning Team decided that the goal of preparing students to be both educated citizens and professional workers was not an either/or proposition. The two-semester course Ethnographies of Work (EoW) brings together academic and occupational knowledge (sometimes referred to reductively and pejoratively as vocational education). As one consortial faculty member (from another branch of CUNY on part time loan to NCC) put it: “Colleges that want to expose students to work tend to offer professionally-oriented ‘Career Exploration’ courses or wholly academic ‘Sociology of Work’ courses. Bringing together academic and professional learning will surely put EoW on the national map as a model for an undergraduate introduction to work.”

The aim of EoW is to introduce students to the basic concepts and approaches of sociology and anthropology, train students in critical observation and analysis through the use of ethnographic methods, provide professional skill training, and help students think in depth about their future pursuits both academic and career-related.

Building on the weekly topics of Ethnographies of Work, LABSS integrates the skills necessary for success in college and careers and encourages students to reflect on the relationships between academic, personal, and professional goals. Given an introduction to the programs of study (education/transfer requirements and possible careers) and various workplaces, the hope is that students choose among majors wisely. The small number of majors (initially five majors will be offered, with a sixth added in the second year) and limited choice in courses are not meant to preclude students’ options or narrow their horizons. Rather, the well-defined pathways to the degree are responsive to research that shows too many students get caught not only in sequences of remedial coursework but also in confusing menus of general education choices and possible courses for majors, impeding their progress to a degree.

The programs of study to be offered at The New Community College were identified through extensive research on labor market projections and trends, and through consultation with experts within and outside CUNY. The goals of research were to identify fields of study that would be attractive to students, would be relevant to the College’s mission of sustaining a thriving New York City, and would provide the greatest possible range of academic transfer and career development opportunities. Twelve programs were identified as good fits for the College through two rounds of research, and it was subsequently decided to move ahead with eight, phasing them in over time, beginning with five programs of study: A.A. in Business Administration; A.A. in Human Services; A.A.S. in Information Technology; A.A. in Liberal Arts & Sciences; and A.A. in Urban Studies. An additional program in Health Information Technology (A.A.S.) will be offered in fall 2013, with the other two programs

“Despite all that John Dewey tried to teach us, we often underestimates the rich conceptual content of occupations. A powerful feature of contextualized learning is that it forces us to articulate the conceptual dimensions of the vocational course of study. Likewise, occupations have a history and sociology and politics that can be examined. And they give rise to ethical, aesthetic, and philosophical questions.”

MIKE ROSE
“Heal the Academic-Vocational Schism”
Chronicle of Higher Education
September 10, 2012
in Energy Services Management (A.A.S) and Environmental Science (A.S.) offered when student FTE can support eight majors. See Appendix III for a sample two-year sequence in Business Administration.

Connecting both the academic and the vocational, an Office of Partnerships will develop and manage connections with New York City businesses, non-profit organizations, governmental agencies, and professional associations to inform curricula and support academic work with experiential and service learning in EoW and the majors. The Office of Partnership will also work on employment opportunities for students. To affirm the NCC principle that preparing for work and a liberal arts education are not mutually exclusive, the director of the Office of Partnership sits on the Curriculum Committee.

“Accept that preparing for work and pursuing a liberal-arts education are not mutually exclusive. This is a pernicious debate, because it stereotypes institutions (liberal-arts colleges versus community colleges) and by extension, their students. Such stereotypes are at best ill-informed and at worst profoundly condescending.”

HILARY PENNINGTON
“For Student Success, Stop Debating and Start Improving”
Chronicle of Higher Education
April 8, 2012
THE NCC EXPERIENCE:
Future considerations for planning innovations
An innovation is a work in progress. Clearly it is messy, has fits and starts, and is filled with uncertainties. It is the implementation of a creative idea that is to be tried, assessed, and realigned according to what is learned. The authors of this report have identified the themes and issues discussed below as being important considerations in the planning of similarly innovative approaches to community college education. We have not identified any themes and issues for consideration in terms of the First-Year design and implementation as that, as of the writing of this article, is in its first semester of implementation.

**ISSUES FOR CONSIDERATION IN OUTREACH AND ACCREDITATION**

**HAVING A WELL-RESEARCHED CONCEPT PAPER PROVIDES AN IMPORTANT ANCHOR TO ELABORATE ON A FRAMEWORK FOR ACTION.**

Starting with the Concept Paper as a base and using experts from across the university system and other institutions in the city, organized into 11 Working Committees to elaborate key aspects of the college, supported the difficult work of moving innovative ideas to curricula and implementation plans. The Concept Paper provided an important map to guide future activities. The discussions elaborated on the ideas, and flagged opportunities and challenges. Such a map is essential, and inputs from critical friends outside a proposed college should be continued throughout any planning period.

**THE ROLE OF LEADERSHIP WITHIN AN INNOVATION IS TWOFOLD: 1) TO PROTECT, ADVOCATE, AND MEDIATE FOR THE MODEL AND 2) TO NURTURE AND SUSTAIN A CULTURE OF COLLABORATION FOCUSED ON STUDENT SUCCESS.**

The dual role of leadership was often exercised by NCC executives and directors in engaging CUNY Central and working with faculty and staff. However, creating and supporting the internal culture of collaboration between faculty and staff was often overwhelmed by the press of external demands and sometimes by delays in executive decision-making. This created uncertainty among highly competent staff. Everyone entered the process believing in the model, but the complexity of the work ahead could not be anticipated. Now that the college has opened, the pressure is on. Leadership must continue to advocate for the NCC externally while at the same time attend to the needs and concerns of faculty and staff which are even greater than in the planning phase.

**CONTINUOUS COMMUNICATION WITH THE UNIVERSITY SYSTEM AND BEYOND TO DEVELOP SUPPORTERS, SOLICIT EXPERT ADVICE AND ENGAGE IN DISCUSSION WITH CRITICS, INCLUDING THE LEADERS OF THE UNION AND THE FACULTY SENATE, ARE CRITICAL TO SUSTAINING THE MOMENTUM FOR INNOVATION.**

Discussions of the Concept Paper by diverse groups of faculty, staff, community leaders, and students strengthened and elaborated on the original vision.

“There is not a lack of interest in change but the large number of stakeholders and multiple initiatives that are constantly being introduced into higher education destroy the capacity to implement meaningful change.”

**ADRIANNA KEZAR**

“Change in Higher Education: Not Enough or Too Much?”

*Change: The Magazine of Higher Learning*

November–December 2009
Opportunities to present the proposed model to a wider higher education community promoted networks of interest and support. In the case of the Letter of Intent for the CUNY Board of Trustees (BOT) and the NYSED application, which required curriculum, syllabi, and course descriptions for the eight proposed programs of study, the groundwork laid by working committees composed of faculty from other CUNY colleges provided a solid framework for moving forward.

Unions play an important role in postsecondary education not only in protecting the rights of its members but also in enhancing members’ capacity to strengthen student learning. The NCC model affirmed the importance of the first year and the critical role to be played by having the first year taught primarily by full-time faculty. In addition, the NCC model embedded scheduled time for the collaborative work of the Instructional Teams. Both features are not common to most community colleges. However, the Professional Staff Congress (PSC) challenged the NCC’s model in related areas—faculty workload, the perceived “vocational” nature of the curriculum and the proposed organization of interdisciplinary work without the traditional department structure. NCC planners viewed the latter as not conducive to supporting the interdisciplinary nature of the college’s first-year curriculum. Union and Faculty Senate objections were heard in a number of settings and reverberated in a number of ways throughout the planning period.

Certainly a continuing dialogue is essential with internal critics of innovation, and the NCC continually engaged in those dialogues. Future planners should continue this approach and hold such dialogues early in the planning process to ensure that the nuances in philosophy and proposed structure and curriculum are more clearly understood. While internal dissent and criticism is to be encouraged, it should be based on clear understanding of the proposed innovation.
INNOVATIONS IN LARGE TRADITIONAL SETTINGS BENEFIT FROM A PERIOD OF INSULATION TO EFFECTIVELY LAUNCH THE EFFORT.

To a certain degree, this is recognized in the BOT resolution allowing for an interim governance structure for five years. The policy tacitly acknowledges that innovations need interim shields from existing and new policies that might challenge a nascent model before it has been implemented. An example of not shielding the new institution from traditional ways of doing things was in hiring when the use of traditional job descriptions was mandated by CUNY's human resources department. These descriptions fit existing institutions but not the NCC. They needed to be rewritten and vetted, which became a time-consuming endeavor that significantly delayed the hiring process.

ISSUES FOR CONSIDERATION IN INFRASTRUCTURE ALIGNMENT

THERE IS A NEED FOR AN APPOINTED GROUP WITHIN THE UNIVERSITY ADMINISTRATION TO SERVE AS A “BRIDGE” TO PERSONS RESPONSIBLE FOR IMPLEMENTING AN INNOVATIVE COLLEGE.

Leader-supported innovations in large institutions have access to a broad spectrum of expertise, assistance and support. At the same time, innovations in large institutions are constrained by prevailing practices. Executives at CUNY Central were undoubtedly informed and enlisted to help the innovation succeed and did give it their time and expertise. However, given the timeframe and volume of work to launch the college, the support they provided had to include their direct staff, who were, at times, gatekeepers rather than facilitators of the process. The scope and complexity of launching the NCC might have benefited from a rapid response team consisting of experienced and trusted surrogates for these executives in budget, human resources, academic affairs, information technology, and others working alongside NCC consultants, executives, and directors. Creating a bridge group acknowledges that innovations bring inevitable incompatibilities between the new and the established policies and practices. In addition, such a group provides space to consciously mediate the complexities of these inconsistencies while not undermining the intent of the innovation.

PLANNING AN INNOVATIVE INSTITUTION IS BEST ORGANIZED AROUND CLEARLY DEFINED DELIVERABLES, RESPONSIBILITIES, AND DEADLINES.

The planning that occurred with clear guidelines and protocols for deliverables worked well. When guidelines or protocols were absent or ignored, results were lost in prolonged discussions and frustration levels rose. In addition to the heavy workload, the time demands of planning meetings involving all staff and faculty on top of the many task forces placed an enormous strain on the small NCC community. Alternatives to how meetings can be streamlined and effectively implemented should be considered.
HIRING EXPERIENCED ADMINISTRATORS WHO UNDERSTAND AND BELIEVE IN THE MODEL HELPS RECONCILE THE INNOVATION WITH A MORE TRADITIONAL STRUCTURE.

For an extended period of time, key NCC administrators had to work alone—without the benefit of additional staff—leveraging support outside of the nascent college. The effectiveness of BARFIT (bursar, admissions, registrar, financial aid and IT functions) was due in no small measure to their experience, initiative, and to their careful cultivation of relationships at all levels of the university—across colleges, with the Central CUNY administration and among the professional councils organized for each aspect of administration.

ISSUES FOR CONSIDERATION IN DESIGNING THE MODEL

STARTING A COLLEGE IS A HEAVY LIFT FOR ALL PERSONNEL: FACULTY AND STAFF. RECRUITMENT PROCESSES NEED TO CONVEY THE COMPLEXITY AND AMOUNT OF WORK ENTALED IN LAUNCHING SUCH AN INITIATIVE.

The small NCC team in place shouldered a substantial up-front investment in the building of the innovative model. The result was that a considerable amount of time was spent with NCC personnel assuming multiple roles and responsibilities as well as looking for ways to leverage additional support in building an institution from scratch. As a consequence, other essential components needed in planning an innovative institution were curtailed or postponed—professional development in areas critical to curriculum development and external partnerships to support the curriculum—are two examples.
Given the “heavy lift” in a start-up phase, prevailing formulas for determining student-staff ratios should be revisited to allow for sufficient number of staff for planning.

NCC recruitment attracted a sizable pool of talented individuals interested in the model. While interest in the model was strong, experience in participating in an innovation varied—especially one that involved alternative thinking about students and reflection on one’s own prior training and practice. An understanding of the challenges and an experience with implementing an innovative model should be explored in depth with prospective candidates. Intellectually committing to an innovation is not the same as having the experience in generating an innovation.

**UNDERSTANDING AND STAYING ABREAST OF THE TREMENDOUS DIVERSITY OF STUDENTS’ BACKGROUNDS, CULTURES/LANGUAGES, AND EDUCATION PREPARATION IN COMMUNITY COLLEGES NEEDS TO BE CENTRAL TO ALL DISCUSSIONS OF CURRICULUM, STUDENT SUPPORT, AND PEDAGOGY.**

The focus needs to be on linking curriculum with appropriate pedagogy that is responsive to students’ assets and challenges. This requires an intentional allocation of time for Instructional Teams to drill down on each dimension of curriculum and be prepared to adapt the content accordingly while still addressing institutional and curriculum outcomes. Both professional development and professional learning are needed. Professional development draws on internal and external expertise in supporting Instructional Teams. Professional learning results when Instructional Teams’ collaborative work and assessments inform both the evolving curriculum design and pedagogical practices.

**THE START-UP OF A NEW INSTITUTION THAT IS NOT YET FULLY IMPLEMENTED OR ACCREDITED IS A PARTICULARLY VULNERABLE TIME FOR ALL—FACULTY AND STAFF—AND THEREFORE DEMANDS GREAT ATTENTION ON THE PART OF LEADERSHIP TO THE IMPACT UNCERTAINTY MAY HAVE ON INDIVIDUALS.**

On a personal level, all change raises questions about what it may mean for one’s identity and role. The opportunity to join the NCC community attracted individuals interested in creating something new and more meaningful for student success than traditional community colleges are able to implement. However, the stage they were at in their careers, the experiences they brought and are currently undergoing, and the position they hold or are transitioning into all affected, and continue to affect, how change was managed on both an individual and group level.
Career trajectories are neither stable nor necessarily linear but rather are characterized by a high level of uncertainty and mobility. Faculty and staff willing to try a new or expanded definition of their role and position must also take into account that in the larger academic world the traditional view of their role still prevails. For beginning faculty, the NCC emphasis on pursuing the scholarship of teaching and learning must also be reconciled with the university’s emphasis on scholarship and research within their discipline and its networks. Addressing ways to reconcile the two emphases up front could diminish some of the anxieties related to promotion and tenure. In addition, staff—particularly those who are motivated to participate in planning aspects of the college that go beyond the technical, administrative, or managerial functions listed in their job descriptions—should be encouraged and supported.

**THE INDUCTION OF SUCCESSIVE WAVES OF FACULTY AND STAFF REQUIRES A PLAN THAT IS EXPLICIT IN ADDRESSING INDIVIDUAL AND GROUP ASSETS AND NEEDS.**

This includes dedicating time for a full discussion of the model and a continuous professional development and professional learning program that draws on the existing assets of the faculty/staff and helps them develop the resources they will need. The orientation of new faculty/staff is a critical period for reinforcing a positive culture of innovation while acknowledging the challenges that will be faced; this helps build ownership. Opportunities to showcase NCC staff/faculty expertise should be integrated and discussed in an intentional way.

**INCENTIVES TO REINFORCE THE INNOVATION AND THE INNOVATIVE PRACTICES SHOULD BE SURFACED, ALIGNED, ARTICULATED, AND MADE TRANSPARENT.**

Incentives should take into account the short-term and long-term career paths of all members. Successful up-front efforts should be rewarded and factored into long-term plans for faculty and staff. Acknowledgement of individual contributions to the successful creation of a new college and its new culture in reappointment and tenure decisions should be strongly considered.
CONCLUDING THOUGHTS ON PLANNING INNOVATION

What is exciting about the efforts described in this case study is that a new college is being designed that is student-centered, works to bridge the traditional vocational/academic binary, and seeks to build an ongoing capacity to use quantitative and qualitative data to develop a rigorous program of study for a non-traditional but growing student population. This necessitates wholesale rethinking about the roles and relationships between the academic and service side of the academy as well as strengthening the bonds between the academy and the city in which it resides. There is risk involved but also a profound willingness to try and learn from new approaches and experiences.

Without a doubt innovation is difficult, and innovation within a large public institution such as CUNY is especially difficult. This case study has highlighted some of those difficulties and roadblocks and offered some suggestions for considering adaptations of this process in other settings. It has also highlighted the creative thinking and tremendous amount of work that has been done each step of the way to make The New Community College a reality.
APPENDIX I

Matthew Goldstein, Chancellor of The City University of New York

ORIGINAL PLANNING TEAM

Chair: John Mogulescu, Senior University Dean for Academic Affairs and Dean of the School Professional Studies

Team Leader: Tracy Meade, University Director for Collaborative Programs

Stephanie Benjamin, Consultant (Formerly Associate Dean, Office of Academic Affairs, CUNY)

Gregg B. Betheil, Senior Executive for Career and Technical Education, Office of Portfolio Development, New York City Department of Education

Claudia Colbert, Director CIS Project Management Office

Sherry M. Cleary, Executive Director, NYC Early Childhood Professional Development Institute, ACS/CUNY Informal Family Child Care Training Project

Gayle Cooper-Shpirt, Language and Literacy Staff Developer, CUNY Adult Literacy Program

Suri Duitch, University Director for Adult and Continuing Education

Derrick Griffith, Director/Principal, CUNY Preparatory Transitional High School

Steve Hinds, Mathematics Staff Developer, CUNY Adult Literacy/GED Program

Eric Hofmann, Associate Director, Collaborative Programs

Florence Jackson, Secretary to the Advisory Council for Career and Technical Education and Senior Director for Career & Technical Education, New York City Department of Education

Meghan Moore-Wilk, Director, University Space Planning and Capital Budget

Laurence Mucciolo, Consultant (Formerly Deputy Chancellor, CUNY)

Paul Russo, Director of Online Programs, CUNY School of Professional Studies

Miriam Sondheimer, Senior Director for Policy and Planning for Career and Technical Education, New York City Department of Education

Daniel Voloch, Director, College Now, Hostos Community College

Ex-Officio: John Garvey, Dean of the Teacher Academy and Collaborative Prog
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### BUSINESS ADMINISTRATION PROGRAM: LIST OF COURSES

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## APPENDIX III (CONTINUED)

### BUSINESS ADMINISTRATION: TWO YEAR SEQUENCE

#### FULL-TIME PROGRAM

#### YEAR 1

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<td>Ethnographies of Work II</td>
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* May include up to 5 equated credits

** May include 2 equated credits

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<td>Macroeconomics</td>
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DEGREE TOTAL 60
AUTHOR BIOGRAPHIES

ALEXANDRA WEINBAUM has extensive experience leading projects involving K-12 education reform and postsecondary access and success. She has worked at CUNY campuses as well as in the K-12 system on funded projects on equitable access and outcomes for students of color and women. For twenty years she served as project director and subsequently as co-director and vice president for School and Community Services at the Academy for Educational Development (now under the aegis of FHI360), and she continues to work as a consultant there on the Citi Foundation’s Postsecondary Success Program. Dr. Weinbaum has written numerous reports and articles and was the lead author of a study published in 2004 by Teachers College Press, Teaching as Inquiry: Asking Hard Questions to Improve Practice and Student Achievement. She received a bachelor’s degree from Smith College and a master’s from Harvard University, both in history, as well as a doctorate in Russian history from Columbia University.

CAMILLE RODRIGUEZ served as educator, administrator, and advocate for innovative programs serving first-generation immigrant and students of color in the public and nonprofit sector for close to three decades. She participated in the creation of new institutions and in the change efforts of established institutions. In her capacity as Administrator and Research Director of Higher Education at CUNY’s Center for Puerto Rican Studies (Centro de Estudios Puertorriqueños, 1974–1997), she co-authored publications on education, language policy, ethnic studies, and higher education focusing on the experiences of Latinos and other underserved communities. Additionally, Camille worked with local and national public schools, institutions of higher education, and nonprofit organizations including but not limited to the Puerto Rican Association for Community Affairs (PRACA), the National Association of Social Workers (NASW), the Internationals Network for Public Schools (INPS), and the Academy of Educational Development (AED). She was appointed to a number of local, state, and national forums addressing the educational and social needs of vulnerable populations and was part of a coordinating committee that organized a 1994 Conference on Public Policy and Higher Education in Puerto Rico, Cuba, the Dominican Republic and New York.

NAN BAUER-MAGLIN spent 27 years as an English professor at the Borough of Manhattan Community College and nine years as academic director of the CUNY Baccalaureate Program. She has written extensively about her experience at the community college, where she taught developmental writing, composition, and women’s literature. Nan received her bachelor’s from Sarah Lawrence College, her master’s in English and American literature from New York University, and her doctorate in literature and women’s studies from Union Institute & University. Prior to her current work documenting NCC, she was part-time director of special projects at John Jay College. Nan co-edited Final Acts: Death, Dying and the Choices We Make; Women Confronting Retirement: A Nontraditional Guide; “Bad Girls/Good Girls”: Women, Sex, and Power in the Nineties; and Women and Stepfamilies: Voices of Anger and Love. She edited Cut Loose: (Mostly) Older Women Talk about the End of (Mostly) Long-term Relationships. She is working on a book about women’s academic life stages.
ENDNOTES


3 According to the Community College Research Center, 70 percent of community college students (who constitute approximately one-half of the students in higher education) aspire to the B.A. but less than a quarter actually transfer to four-year institutions; less than one in ten complete the B.A. Basic Skills for Complex Lives: Designs for Learning in the Community College (2008). A Report from the Carnegie Foundation for the Advancement of Teaching.

4 Talk by former Dean John Garvey from CUNY’s Academic Programs given at CUNY, April 30 2012.

5 The graduation rate rose to 36 percent when counting students who completed their degrees at other institutions. Twenty percent of students were still enrolled at the six-year mark. Paul Fain. Getting More Complete. Inside Higher Ed, November 15, 2012. The article uses data from a study by the National Student Clearinghouse. It is considered more accurate data than prior estimates which were lower.

6 Turning the Tide: Five Years of Achieving the Dream in Community Colleges. Inside Higher Ed, February 10, 2011. While the program improved the participating colleges’ data use and led to innovative programs, overall trends in student outcomes “remained relatively unchanged.”

7 The Bill and Melinda Gates Foundation, the Carnegie Corporation of New York, and the Josiah Macy Jr. Foundation were invaluable contributors to the NCC planning process. The Robin Hood Foundation, the Lumina Foundation, and The Bill & Melinda Gates Foundation are all providing support to the NCC during its first two years.

8 Of special note were ASAP (Accelerated Study in Associate Programs) at Kingsborough Community College, learning communities and ePortfolios at LaGuardia Community College, and SEEK (Search for Education, Elevation and Knowledge) program at Brooklyn College, as well as the work at Valencia Community College, Academy for College Excellence at Cabrillo College, and the Washington Center at Evergreen State College. The research at the Community College Research Center at Columbia University and the VALUE project at the American Association of Colleges and Universities were also invaluable sources. In addition, throughout the planning period, many documents were generated by various groups which elaborated on the Concept Paper (CP) e.g., a survey of CUNY faculty and administrators regarding the CP; two research papers on the majors; focus group reports from students, parents, counselors and teachers; proposed syllabi for the programs of study from faculty throughout CUNY.

9 Seeking Grassroots Leadership. Inside Higher Ed. August 18, 2011. This article is based on interviews with Adriana J. Kezar and Jaime Lester, authors of Enhancing Campus Capacity for Leadership: An Examination of Grassroots Leaders in Higher Education. Stanford University Press. 2011.

10 An initial “PSC Statement on Proposed New Community College” (October 22, 2009) argued against approval of the NCC by the NYS Department of Education until the issues raised by the union were addressed. An article in the PSC’s newspaper, The Clarion, December 2009 provided a number of viewpoints on the NCC, including positive views from union members who participated in working committees to develop aspects of the college.

11 Collaborative Programs sponsors high school to college transition programs with the NYC Department of Education.


13 CLIP is a voluntary program designed primarily for first-time freshmen with English language needs who have not yet passed their ACT Reading and/or Writing Skills Tests. Students from all 17 campuses are eligible to attend one of the 9 CLIP program sites. Upon completion of a maximum of one year of study in CLIP, students return to their home campuses for placement into college level courses.


16 NCC, Proposal To Establish Initial Programs of Study, January 7, 2011, 13-16


18 All students must attend a 12-day Summer Bridge program, not for remediation in reading, writing and math as is often the case, but to introduce students to the NCC curricular model and the demands of college-level work, to foster a sense of community and to allow faculty to assess needs of the students.

19 Graduate Coordinators are selected from graduate fellows at the CUNY Graduate School. During the first year, Peer Mentors will come from the other CUNY colleges, but after that hopefully the PMs will be recruited from the second-year students.

20 The librarians play an activist role, creating “lib guides” to support student projects in City Seminar.

21 Faculty are given credit for Instructional Team meetings.

22 Ten articulations agreements with CUNY senior colleges have been established, including at least one agreement for the five A.A. or A.S. programs, and two for the A.A.S. in Information Technology.