GUTTMAN
COMMUNITY COLLEGE

STRATEGIC PLAN

2018-2022
Dear Friends

Guttman Community College celebrates its sixth commencement in June 2019, and how interesting and wonderful the years since we opened in 2012 have been! We welcomed our inaugural cohort of 289 students that year, and as of fall 2018, 945 students call Guttman home.

We have made news and marked milestones along the way. The summer of 2018 was the tenth anniversary of the Concept Paper that inspired and envisioned a new community college—CUNY’s first in more than four decades. I’m pleased to report that Guttman’s success continues to have the support of our Advisory Council and attracts a steady stream of higher education and foundation visitors who seek to understand how we can more effectively help historically underserved students earn their associate degrees and go on to baccalaureate studies and gainful employment.

Since we opened, our academic programs have built solid foundations, with our three-year graduation rates more than doubling the national average for public colleges. Our students are engaged in meaningful experiential learning opportunities, including studying abroad as part of our signature Global Guttman program. The College continues to be of interest to educators around the country for how a community college can enhance student success through guided pathways to graduation and beyond. As we celebrate our success, however, it must be said that all of us at the College also feel the urgent need to improve our outcomes across all demographic groups and to grow with a new campus to serve even more—3,000+—deserving students.

Now Guttman Community College is embarking on its second Strategic Plan 2018 – 2022—a plan for the second half of our first decade, which strives to improve our practice so that we achieve even greater things to come. We have a clear vision, mission, and strong values. The collaborative work of many faculty, staff, students, and administrators, provides a roadmap to our second decade in the form of our major goals and sub goals or objectives. Overarching our four major goals are two institutional goals: 1) to create an equitable community in which all students, faculty, and staff from diverse backgrounds can work and learn to the best of their ability; and 2) to engage in continuous assessment and rigorous and sustained research of our model to improve overall effectiveness in pursuit of our mission. The plan will only be as good and useful as those who focus on the actions that will realize our goals. Given the passion and intelligence our colleagues bring to this work, I’m grateful for all their efforts and confident in the outcomes we will achieve to improve our model (major goal 1), to become the exemplary work environment we aspire to be (major goal 2), to be an adroit learning organization that effectively communicates our mission and accomplishments (major goal 3), and to maximize the use of our short term space and collaboratively plan our long term space in order to grow to full capacity (major goal 4).

I invite you to celebrate our milestones with us, to acknowledge our successes and challenges, and to strive with the Guttman community as we together renew our vision, our mission, and our goals.

Sincerely,

Scott E. Evenbeck
President
Stella and Charles Guttman Community College
A FEW GUTTMAN MILESTONES

- New York State accreditation site visit begins (Summer 2012)
- Summer Bridge Program launches with first 289 students (Summer 2012)
- Ribbon-cutting opening of New Community College (Summer 2012)
- College celebrates its first Convocation (Summer 2012)
- Inaugural meeting of the College Council (Fall 2012)
- Re-naming of the College with a gift from the Guttman Foundation (2013)
- College holds first All-College Faculty & Staff retreat (2014)
- Guttman Community College approves its first strategic plan (2014)
- College celebrates its first commencement (2014)
- Launch of Global Guttman with trip to Berlin (2014)
- Middle States accreditation readiness visit (2014)
- College’s self-study design gets go ahead from Middle States (2015)
- Guttman hosts CUNY-wide conference on experiential learning (2016)
- College holds its first annual Faculty Awards ceremony (2016)
- Middle States votes to accredit (2017)
- New governance plan implemented effective February 1, 2018
- Robin Hood honors Guttman and alumnus with Heroes Award (December 2018)

For more highlights, see History
At the center of New York City on West 40th Street between Fifth and Sixth Avenues, Stella and Charles Guttman Community College is the first new community college in the City University of New York in more than four decades. The second CUNY community college in Manhattan was inspired by former Chancellor Matthew Goldstein’s interest in improving graduation rates for CUNY’s racially and ethnically diverse urban students with a wide range of linguistic and cultural backgrounds. “There is no more urgent task in higher education than to find ways to help more community college students succeed,” the Chancellor said.

The New Community College at CUNY (as Guttman was originally known) officially opened its doors with its first 289 students on August 20, 2012, after four years of planning in consultation with experts from around the country and hundreds of faculty and staff across the University. It was approved by the CUNY Board of Trustees on February 28, 2011, by the New York State Board of Regents on June 21, 2011, and by New York State Governor Andrew M. Cuomo’s approval of a master plan amendment on September 20, 2011—the final act in the establishment of the new college. Guttman was initially accredited by the New York State Board of Regents in December 2012 for a five year period and then accredited in June 2017 by action of the Middle States Commission (Middle States Commission of Higher Education). Guttman is one of twenty-five CUNY schools and colleges that comprise the nation’s leading public urban system. The University serves more than 275,000 degree-seeking students and almost as many adult continuing education and professional education students.

In April 2013, The City University of New York received a $25 million gift from the Stella and Charles Guttman Foundation to support student retention and help increase graduation rates. In honor of the $15 million endowment gift ear-marked to the new college—the Foundation’s largest and the largest ever given to a New York State community college—the CUNY Board of Trustees passed a resolution in June 2013 to rename The New Community College “Stella and Charles Guttman Community College.” The gift provides support in perpetuity for activities such as paid internships, community service and experiential learning opportunities, and student emergency funds.

Guttman enrolled 455 first-time freshman in fall 2018, with a total headcount enrollment that term of 944. The target first-time freshman enrollment for fall 2019 is 525. With our space constraints at West 40th St., we will not be able to increase our incoming students each fall unless we acquire additional rental space nearby or until we relocate to a permanent home somewhere in Manhattan. Our present lease runs to December 31, 2023. Eventually, we expect enrollments to grow to approximately 3,000 or more students.
Guttman was created and developed with the mission “to increase the number of students, especially those not effectively served in higher education, who persist in their programs of study and attain a degree in a timely manner.”

Guttman's notable features include the following:

- A multi-step admissions process designed to help students determine if Guttman is the right fit to address their educational needs and career aspirations;
- A mandatory summer bridge program that introduces students to the curricular model, the demands of college-level work, and the skills necessary to be successful students;
- Full-time attendance in the first year;
- A first-year core curriculum that is centered on New York City and provides skills development in co-requisite workshops and contextualized, embedded skills development in credit-bearing coursework;
- Learning communities led by instructional teams that include faculty from each first year course and the advisors for those students;
- Structured advisement from professional staff scheduled each week; integrated academic and student services that build on strengths, have high expectations, and support student progress and timely degree attainment;
- A limited number of programs of study with well-defined pathways to degree, transfer and/or careers: Business Administration (A.A.); Information Technology (A.A.S.); Liberal Arts & Sciences (A.A.)—Humanities track and a Science track; Human Services (A.A.); and Urban Studies (A.A.);
- A Center for College Effectiveness that fosters a culture of collaboration among faculty and staff and maintains a focus on continual improvement through the use of evidence and a Systematic Approach to Guttman Effectiveness—the SAGE framework;
- A study abroad program with little or no cost to students.

The following table provides details about Guttman's first four classes and their outcomes.

<table>
<thead>
<tr>
<th>Year Entered</th>
<th>First-Time Students</th>
<th>One-Year Retention</th>
<th>Two-Year Graduation Rate</th>
<th>Three-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>289</td>
<td>74%</td>
<td>28%</td>
<td>49%</td>
</tr>
<tr>
<td>2013</td>
<td>278</td>
<td>69%</td>
<td>30%</td>
<td>44%</td>
</tr>
<tr>
<td>2014</td>
<td>410</td>
<td>73%</td>
<td>28%</td>
<td>46%</td>
</tr>
<tr>
<td>2015</td>
<td>444</td>
<td>70%</td>
<td>31%</td>
<td>43%</td>
</tr>
<tr>
<td>2016</td>
<td>430</td>
<td>67%</td>
<td>29%</td>
<td>N/A</td>
</tr>
<tr>
<td>2017</td>
<td>460</td>
<td>63%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

See Fast Facts for additional information.
Guttman exceeded its initial graduation rate targets set forth in the 2008 Concept Paper. Nevertheless, of some concern now is the downward trend in fall-to-fall retention rates from 2014 (73%) to 2017 (63%). We are examining the model in light of our data to see where it might be imposing barriers that impede our students’ success, and we are exploring changes to ensure our students are better prepared to complete both their associate's and bachelor’s degrees. Data show our men of color are the least successful constituent student group, which reflects the national trend but is unacceptable to us. The following is a list of actions we are pursuing to address discrepancies in equity outcomes.

- **Refining the first-year curriculum:** We are in the process of making changes in our first-year curriculum to facilitate more efficient credit attainment and render re-take classes less onerous.
- **Improving the Programs of Study:** Each program of study is working to follow up on recommendations for strengthening their programs including improved assessment processes, more intentional course sequencing, increased articulation agreements, and training in use of real-time program data for informed decision-making.
- **Focusing on Diversity, Equity, and Inclusion:** In connection with our first overarching goal, we have launched an equity, diversity and inclusion initiative, which has developed an equity mission statement to further our commitment to innovating and reducing the gap in student outcomes:

  
  **Guttman Community College strives to create an equitable community in which all students, faculty and staff regardless of their identity can work, learn and grow to their maximum potential. While we are a Minority Serving Institution, we recognize that building an equitable, diverse, and inclusive campus is not just about demographics.**

  **Equity is different from equality, requiring that Guttman create and sustain an atmosphere in which all members feel valued and appreciated; where meaningful interaction among groups is commonplace; and where individual barriers to success, whether through institutional policy, or practice, are identified and dismantled.**

  **Guttman is committed to becoming a model in which all community members are considered in the curriculum, in leadership, and in the issues we interrogate. In a truly evolving community like Guttman, the work of equity, diversity and inclusion is an on-going process that encourages individuals to bring their full authentic selves to the academic space, thereby enriching the educational environment.**

We have also charged a working group to examine policies, practices and procedures that will move from us merely enrolling Hispanic students to truly serving Hispanic students. As part of this work, we have launched a comprehensive professional development program for faculty and staff that focuses on (1) cultural responsive pedagogy; (2) students with declared disabilities; (3) and implicit bias. Guttman is dedicated to reversing the downward retention trend in a proactive and aggressive fashion.
From the earliest conceptualization and establishment of what was then the New Community College, Guttman has been driven by strategic planning. In January 2011, the CUNY Board of Trustees and New York State Education Department (NYSED) required submission of the “Application for Opening a New College” and “Proposal to Establish Initial Programs of Study.” Those documents were extensive (767 pages) and in effect constituted the College’s initial five-year strategic plan. Guttman articulated its mission statement and institutional goals and values in 2011, and in June 2012—the summer it welcomed its first students—it submitted its first Performance Management Process (PMP).

The PMP is a goal-setting and evaluation system which sets institutional targets that align with the University’s major goals. Guttman also submitted its first accreditation self-study to the New York State Education Department (NYSED) that summer and hosted an accreditation site visit in August. In spring 2014, the Guttman College Council endorsed the Guttman 2014 – 2017 Strategic Plan, which established four major institutional goals (on refining the model, student support, the working environment, and communication) and a total of 30 sub goals in furtherance of the College’s mission. In May 2018, A Report on the Goals of the 2014 – 2017 Strategic Plan was issued.

Planning in the CUNY ecosystem requires alignment with the University’s Strategic Framework and its five pillars: Access & Completion, College Readiness, Career Success, Knowledge Creation & Innovative Research, and the Funding Model. The Strategic Framework for CUNY is operationalized through Performance Management Process (PMP), targets for which the College reports to the Central Office. As part of CUNY’s Complete College America initiative, Academic Momentum Two-Year Goals and Targets are also worked up in consultation with the Central Office and with its support.
Guttman also coordinates strategic planning activity with budget activity and institutional assessment activity through regularly recurring annual cycles.

In the 2017 – 2018 academic year, Guttman unfolded two major parallel processes: development of its next strategic plan for the period from 2018 – 2022; and the implementation of a new governance plan. Guttman’s strategic goals emerge from and inform the divisional goals and the unit-level SAGE goals. The SAGE effectiveness framework provides a foundation for aligning work at the unit and divisional levels with the College’s institutional priorities and Middle States standards and monitoring progress towards its goals.

The development of strategic goals and sub goals emerged from a series of planning meetings, consultation with stakeholders at a town hall, at all-college meetings, and at the Academic Senate. The Strategic Planning Committee met six times in FY2018, not including outreach to the community. With input from the community and its own SWOT analysis, the committee deliberated and developed two overarching goals—on striving to achieve equity and effectiveness—and four major goals. These goals consolidated and carried forward the foci from the 2014 – 2017 plan by subsuming student support under improving the educational model as the first major goal. The second major goal recommits the College to creation of an exemplary environment at Guttman in which to work. Being a model learning organization is the third goal; and modifying space use at 50 West 40th Street and planning for a long-term campus as the fourth goal. Under the four major goals there are thirteen sub goals or objectives and key performance indicators.

After a full year of discussion and consideration by the Strategic Planning Committee and then the new Strategic Planning & Budget Committee instituted through the new governance plan, the Council endorsed the Strategic Planning Goals and Sub Goals for the 2018 – 2022 Strategic Plan at its May 22, 2018 meeting. Moving forward, the Strategic Planning Committee will review the implementation of the plan through the SAGE alignment and effectiveness framework, and it will be the key forum to discuss and address the challenges of scaling the model as enrollments grow.
The Center for College Effectiveness leads Guttman’s institutional effectiveness work through the SAGE process, a crucial part of the College’s planning and alignment. SAGE (or Systematic Approach for Guttman’s Effectiveness) provides a framework for units to identify their purposes, practices, goals and targets, highlight accomplishments and challenges, and determine ways to improve. This process also promotes evidence-based decision-making through the linkage of planning, budget and assessment.

The SAGE Plan, which is comprehensive in aligning unit goals, the college’s strategic plan goals, budget, HR staff evaluations, and accreditation standards, is a three-part process: 1) Identify Goals and Practices: Describe what the unit plans to accomplish and how it aligns with college goals; 2) Support with Evidence: Describe what information the unit will collect to demonstrate its performance; 3) Reflect and Improve: Describe accomplishments, challenges, and ideas for improvements.
Guttman Community College has two overarching goals that are reflected throughout the strategic plan:

**A. To create an equitable community in which all students, faculty, and staff from diverse backgrounds can work and learn to the best of their ability.**

**B. To engage in continuous assessment and rigorous and sustained research of its model to improve overall effectiveness in pursuit of its mission.**
1. Improve the Educational Model

GCC will deliver, assess, improve, and plan to scale its integrative educational model to serve all students with equity—especially those traditionally underserved in higher education—by engaging them through curricular, co-curricular and extra-curricular opportunities to learn, serve, and grow academically and socially.

### Strategic Goal 1 Objectives

1.1 **Conduct an equity environmental scan with recommendations and report to the GCC community.**

   - Improved student success and reduced differential achievement by gender, race/ethnicity, gender by race/ethnicity.
   - Delivery of sustained professional development on cultural competency & curriculum.

1.2 **Improve the First Year Experience (FYE)**

   - Wide participation in and effective use of results from assessment of FYE Guttman Learning Outcomes (GLOs).
   - Launch and ongoing support for CUNY Math Start
   - Scaled-up alternatives to elementary algebra for students who plan a non-STEM major and co-requisite course enrollments for reading /writing support.
   - Expanded student engagement with the arts through co- and extracurricular opportunities.
   - Increased number and quality of OPCE-assisted EoW field placements.
   - More effective use of academic technology inside and outside the classroom.
   - Increased offerings of robust zero-cost OER courses.
Strategic Goal 1 Objectives

1.3 Strengthen the Programs of Study

- Increased student use of degree maps across Programs of Study.
- Increased access and use of data dashboard by Program Coordinators.
- Increased hybrid course offerings in Programs of Study courses.
- Improved success, especially of women, in STEM disciplines (Information Technology; LAS Science track).
- Establishment of an Experiential Learning Opportunities (ELO) Pathway, including expanded Global Guttman opportunities through the Global Learning Fellows program, which highlights Civic Engagement and Career/Occupational Development at Guttman; continue to build and sustain quality PoS internship experiences; use the ELO Pathway to develop and begin implementing an assessment plan for ongoing improvement.
- Increased career opportunities for students through partnerships.
- New and updated articulation agreements.
- Improved outcomes by Guttman students at transfer colleges.
- Effective assessment of programs of study in accordance with the updated PPR guidelines.

1.4 Improve Student Development / Academic Support

- Improved tutorial support for FYE ELL students; sustained professional development for FYE Instructional Teams.
- Implemented framework based on NASPA undergraduate learning outcomes to better support student development through intentional leadership opportunities.
- Increased opportunities for student life extracurricular activities.

1.5 Continue Planning to Scale the Model

- Planning and program development that engages stakeholders in scaling decisions.
- Engaged stakeholders involved with enrollment and employee growth in projections for scaling up.
- Refined admissions’ intensive, high touch processes for recruitment and messaging in anticipation of increasing enrollments to be sustainable at scale.
- Plans to scale the peer mentor program to be a model for CUNY and nationally.
### 2. Be an Exemplary Environment in which to Work

GCC will be an exemplary environment in which to work, one that affords our diverse faculty, administration and staff ample opportunities to grow, to learn, to collaborate, and to practice their professions at the highest standards.

<table>
<thead>
<tr>
<th>Strategic Goal 2 Objectives</th>
<th>Key Performance Indicators</th>
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</table>
| **2.1 Improve Campus Climate and Shared Governance** | • Planning and delivery of professional development to foster a positive campus climate with a culture of diversity and inclusion.  
 • Increased diversity of faculty, staff, and administration.  
 • Improved coordination and cohesion of campus shared governance through the implementation and assessment of the new governance plan.  
 • Increased involvement of students in campus culture aligned with the Guttman mission.  
 • Improved institutional effectiveness and outcomes assessment.  
 • Better use of data at the unit level. |
| **2.2 Support Faculty and Staff Development** | • Development and delivery of a more effective and cohesive professional development blueprint for faculty and staff based on a comprehensive review of current systems and practices, student needs, the Guttman model, and recent relevant research.  
 • Increased professional development opportunities for student engagement staff to improve professional competencies based on NASPA/ACPA standards.  
 • Delivery of initial onboarding for faculty and staff with respect to Guttman’s mission, emerging model, and students.  
 • Delivery of sustained professional development and support for faculty and staff working with students with documented needs.  
 • Increased employee learning and career development opportunities by coordinating professional development offerings and schedules across college areas in advance of the start of each semester/academic year.  
 • Secure grant funds to institutionalize a professional development entity.  
 • Complete collaborative IT and Library project for a new Library website.  
 • Increased % of faculty making contributions to CUNY’s Academic Works. |
### Strategic Goal 2 Objectives

<table>
<thead>
<tr>
<th>2.3 Increase Efficacy in Work Processes</th>
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<tbody>
<tr>
<td><strong>Key Performance Indicators</strong></td>
</tr>
<tr>
<td>• Better integration of technology into work processes to systematize and streamline procedures by transitioning from paper to electronic means.</td>
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<tr>
<td>• Improved operations through documented workflow processes, timelines, and employees’ functional responsibilities for each area.</td>
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<tr>
<td>• Streamlined grant proposal and reporting processes.</td>
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<tr>
<td>• More efficient and effective inter-unit initiatives and events by planning in advance and strengthening coordination of scheduling, communication, and staffing with stakeholders.</td>
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<tr>
<td>• Improved intra divisional and cross divisional administrative business unit-processes, coordination, and problem-solving.</td>
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</tbody>
</table>

### Strategic Goal 3 Objectives

<table>
<thead>
<tr>
<th>3.1 Develop an Equity, Diversity and Inclusion Strategic Plan, as the basis for initiatives with the community.</th>
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<tbody>
<tr>
<td><strong>Key Performance Indicators</strong></td>
</tr>
<tr>
<td>• Development of Guttman’s equity mission as a Hispanic and minority serving Institution.</td>
</tr>
<tr>
<td>• Series of ongoing speakers and work with consultants to refine and strengthen the equity mission.</td>
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<table>
<thead>
<tr>
<th>3.2 Improve Communications</th>
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<tbody>
<tr>
<td><strong>Key Performance Indicators</strong></td>
</tr>
<tr>
<td>• Revised key milestone communications (during admissions process, orientation, Bridge, etc.)</td>
</tr>
<tr>
<td>• An implemented student engagement and support services framework, including a student-centered communication framework that is intentional, purposeful, and coordinated across college in advance of the start of each semester/academic year so that students are consistently apprised of college policies, practice, and events.</td>
</tr>
<tr>
<td>• Guttman’s identity and mission is better known within CUNY.</td>
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<tr>
<td>• Improved name recognition and reputation through public relations and communication at conferences.</td>
</tr>
<tr>
<td>• Stronger relationships with external partners and better communication between between Guttman and EoW workplaces.</td>
</tr>
</tbody>
</table>

### 3. Be A Model Learning Organization

GCC will be a model learning organization by effectively communicating its mission and philosophy, being transparent in its operations, and sharing its knowledge widely with both internal and external stakeholders.
### Strategic Goal 3 Objectives

3.3 Upgrade Website

**Key Performance Indicators**
- A transformed Guttman website and portal.
- Development and web publication of an online inventory of college committees with their purposes and progress updates, so the community is aware of what groups are working on which issues.

### 4. Modify Space Use and Plan for Long-term Campus

GCC will review and appropriately modify uses of existing space at 50 West 40th Street, secure additional short-term space, and work with the Central Office to identify, plan, and develop a permanent campus that will allow for growth in student enrollments, faculty and staff to serve 3,000 - 5,000 students.

### Strategic Goal 4 Objectives

4.1 Maximize Use of Currently Available Space

**Key Performance Indicators**
- More efficient use of classroom space before 9 am, after 5 pm, and on weekends.
- Enhanced use of SPS space (use of 6 SPS classrooms and add support space for meetups/tutoring and laptop technology).
- Improved productivity of workspaces in a clean and environmentally friendly environment.
- Additional, appropriate off site space.

4.2 Plan for Permanent Campus

**Key Performance Indicators**
- Capital funding for new facility secured in the budget.
- Effective collaboration among Guttman stakeholders and Central Office of Space Planning on identifying and planning a new facility to accommodate target growth.
- If timely, plans to manage the transition from West 40th Street to the new facility.
Thank you to the following individuals for their many contributions in the development of the Strategic Plan.

- Kristina Baines, Assistant Professor, Anthropology
- Amy Beth, Chief Librarian
- Nila Bhaumik, Executive Director of Human Resources
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- Mary Coleman, Vice President for Finance and Administration
- Scott Evenbeck, President
- Elisa Hertz, Director of the Center for College Effectiveness
- Mickey Matos, Finance Budget Director
- Linda Merians, Chief of Staff
- Sophea Sainsurin, Director of Admissions
- Charles Pryor, Dean of Student Engagement
- Marissa Schlesinger, Associate Dean of Curriculum & FYE
- John Stroud, Assistant Vice President for Tech and Info Services / CIO
- Donovan Thompson, Assistant Vice President for Financial and Business Services
- Lavita McMath Turner, Academic Executive Officer
- Howard Wach, Vice President of Academic Affairs and Provost
- Rebecca Walker, Professor, Mathematics
- Niesha Ziehmke, Associate Dean of Academic Programs & Planning
Hyperlinks

Strategic Plan 2018-2022:

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Guttman Advisory Council (p. 1): https://guttman.cuny.edu/about/advisory-council/

Guttman Milestones and History (p. 2): https://guttman.cuny.edu/about/history/

Guttman Mission Statement (p. 4): https://guttman.cuny.edu/about/mission-vision-goals-outcomes/

Guttman Fast-Facts (p. 4): https://guttman.cuny.edu/about/fast-facts/

CUNY Performance Management Process (p. 6):
https://www.cuny.edu/about/administration/chancellor/office/performance-management/

Guttman PMP Goals (p. 6):
https://guttman.cuny.edu/about/strategic-planning-and-accreditation/#1440606192458-cb966ef5-bcd6

Guttman 2014-2017 Strategic Plan (p. 6):

A Report on the Goals of the 2014-2017 Strategic Plan (p. 6):

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Guttman Academic Momentum Two-Year Goals and Targets (p. 6):

Planning, Budget Assessment Annual Cycles (p. 7):