



STELLA AND CHARLES
GUTTMAN
COMMUNITY COLLEGE

Academic Master Plan 2022-2028



Women of GRIT

SPRANT PARK





The Best is Still Yet to Come.

At the heart of an academic institution are the faculty, staff, and administrators that care deeply about ensuring that students receive knowledge that will equip them for future success in post-graduate programs or in their selected careers. This focus is not forgotten by the faculty at Guttman Community College. I would like to express my appreciation for faculty, staff, and institutional leaders for reimagining and rethinking how to better prepare students for success.

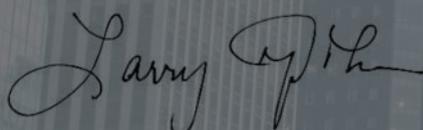
As a college designed to employ high impact practices (e.g., learning communities, appreciative advising, first-year experience programs, etc.), Guttman Community College (GCC) is poised to develop and sustain academically enriching and culturally relevant pathways that will serve its diverse student population.

The GCC Academic Master Plan (AMP) is meant to build upon the college-wide strategic plan: Guttman Forward 2028. With a clear focus on curriculum, enhancing teaching and learning, and a focus on globalization of the student experience, the AMP serves as a roadmap to guide the development of innovative programs, allocation of resources, and an intentional focus on strengthening the Guttman model to be inclusive of varied learners.

For more than ten years, the College has seen 2-year and 3-year graduates that were exemplars amongst the community and technical college ecosystems. As the College continues to grow, the commitment to research, experiential learning, and transfer and completion remain paramount.

As we usher in a new decade of excellence, entrepreneurialism in teaching and learning, and professional development for faculty and staff, we do so with a renewed mission and vision that gives us hope for the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry Johnson". The signature is fluid and cursive, written over a light blue background.

Dr. Larry Johnson



Stronger Together.

It is with high aspirations that we share with you Guttman Community College's 2023-2028 Academic Master Plan, which serves as a roadmap to guide us towards the ambitious vision set forth by our Strategic Plan, Guttman Forward 2028. Guttman's unwavering commitment to delivering innovative and high-impact educational practices will be further strengthened by implementing this plan.

This moment in Guttman's development is pivotal, and it demands that we sustain the momentum that has brought us this far. We shall remain steadfast in providing exceptional student experiences and stay true to our core values. We will embrace novel approaches to experiential education and continue to advance our expertise in connecting the classroom to the world around us.

I extend my heartfelt gratitude to everyone at Guttman for your enthusiastic participation in shaping this plan. Your thoughtful contributions have brought us to this exciting point, and your genuine belief in our growth and capabilities will ensure our collective success.

As we embark on this journey together, remember that the road ahead may not always be smooth. Challenges will arise, and we will need to engage our collective creativity and perseverance. But with the support and collaboration of our community, I am confident that we will overcome any obstacles and emerge stronger than ever before.

With immense hope and enthusiasm, I look forward to witnessing the transformation our 2023-2028 Academic Master Plan will bring to Guttman Community College and beyond.



Dr. Nicola Blake



Executive Summary

Goal 1

Create and launch academic programs that prepare students for success in a baccalaureate program and future professions.

Strategy 1: Strengthen Academic Pathways that Lead to Seamless Transfer to four-year institutions.

Strategy 2: Re-Imagine the First-Year Experience Program to Enhance Student Agency and Engagement.

Strategy 3: Re-imagine current programs of study to align with transfer and enrollment.

Strategy 4: Strengthen assessment practices used to demonstrate the achievement of student learning outcomes and ensure that program and course learning outcomes align with GLOs.

Strategy 5: Design and Implement an Honors Program for High-Achieving Students and Expand Global Study Opportunities.

Strategy 6: Maintain Teaching Excellence through FTE Student to FTE Faculty Ratio.



Goal 2

Expand access to our community and meet the needs and interests of a broader student population.

Strategy 1: Redesign Annual Course Schedules to Include Evening and Weekend Offerings.

Strategy 2: Expand Online Degree Programs.

Strategy 3: Enhance pre-college programs to enhance college readiness and close achievement gaps.

Strategy 4: Establish Robust Processes for Awarding Credit for Prior Learning.

Strategy 5: Embed Career Preparation within the Curriculum.

Strategy 6: Develop Credit-Bearing Certificate Programs that Align with In-Demand Careers.

Goal 3

Deepen our identity as a Minority Serving Institution (MSI) by fostering culturally responsive campus classrooms.

Strategy 1: Create a recruitment pipeline from HBCUs and MSIs.

Strategy 2: Implement diversity-specific cluster hiring.

Strategy 3: Improve the Classroom Climate by integrating Truth, Racial Healing & Transformation (TRHT), and Culturally Relevant Pedagogical (CRP) strategies.



Introduction

Stella and Charles Guttman Community College (Guttman) welcomed its inaugural class in August 2012 and has since become a high-profile hub of innovation and knowledge-creation in higher education. This Hispanic-Serving Institution serves a diverse student body across race, ethnicity, socioeconomic status, and neurodiversity. Over the next five years, the college plans to triple its enrollment from just under 1,000 to over 2,500 students, a bold goal set by President Larry Johnson, the College's second President, and one codified in the College's new strategic plan, Guttman Forward.

The college's educational model incorporates several high-impact practices throughout a student's academic career and is grounded in a First-Year Experience (FYE) program required of all entering first-year students. This program combines a learning community model with an integrated general education curriculum. The College offers a streamlined set of majors with clear pathways to degree completion.



Students encounter similar high-impact practices throughout the second year, including experiential learning opportunities and critical support structures. By remaining at the forefront of innovation and best practices in higher education, Guttman maintained 3-year completion rates of 40-49%, pre-COVID, around twice the national average of 22%.

At Guttman, we strive to improve the lives of students through innovative curriculum, pedagogy, and holistic supports. To do so, we must acknowledge the systemic racism and exclusion that forestalls social and economic equity for people of color, in general, and Black and Latinx communities. Extending from the College's new Strategic Plan and Strategic Enrollment Plan, the Guttman Academic Master Plan provides a roadmap for how our mission will be instantiated over the next five years, with careful consideration paid to celebrating our students' strengths and breaking down structural barriers to their success.



Mission

Guttman Community College works alongside our students in advancing our mission to:

Enact inclusive and equitable practices to advance social and racial justice inside and outside our classrooms.

Engage students in supportive communities and guided paths that lead to academic excellence and timely degree completion.

Empower students to make informed choices about their educational and professional journeys.

Institutional Values

At the heart of any Academic Master Plan is the goal of aligning academic programming with institutional identity. What do we value as a community, and how do we want to evolve while staying true to those principles? A college's mission and vision statements often serve as a point of departure for considering these questions. At Guttman, all college efforts are guided by Guttman Learning Outcomes (GLOs). These GLOs provide students with a framework for their entire educational experience, from the First-Year Experience (FYE) to the Programs of Study, connecting learning inside and outside the classroom.



+ Guttman Learning Outcomes (GLOs)

CORE LEARNING VALUES AT
GUTTMAN COMMUNITY COLLEGE

**Written, Oral, & Digital
Communication**

Argue and communicate ideas effectively through written, oral, and digital mediums.

**Quantitative
Reasoning & the Use of
Digital Technologies**

Use numbers and technology to analyze and solve problems.

**Critical Thinking &
Problem Solving**

Use information, research, and data to effectively identify and solve problems.

Integrative Knowledge

Make connections between ideas and experiences from different contexts to leverage knowledge in new ways.

**Global Learning & Civic
Engagement**

Evaluate and engage with global and civic issues in a complex, interdependent world.

GLOs were purposefully and intentionally developed by faculty partners and the Guttman Assessment and Learning Committee to align with and support the college's mission and represent its core learning values, which are directly informed by the career readiness competencies as defined by the National Association of Colleges and Employers (NACE):

- Career & Self Development
- Communication
- Critical Thinking
- Equity & Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

These core learning values describe our commitment to a rich academic experience in which students are challenged and supported in the classroom by engaging content and faculty dedicated to innovative pedagogy.



**“Education must not simply
teach work – it must teach
life.”**

– W. E. B. Du Bois



Goal 1: Create and launch academic programs that prepare students for success in a Baccalaureate program and future professions

Guttman has been a national leader in student success since graduating its first class in 2014. Graduation rates have consistently been among the highest within CUNY and community colleges nationwide. Our innovative educational model, which includes a robust First-Year Experience program, streamlined programs of study with clear pathways to degree completion, and extensive academic advising and support, ensures that our students are prepared for baccalaureate transfer and the labor market and thrive in these spaces. As with other higher education institutions, the COVID pandemic has significantly impacted the lives of our students and the ways they engage in their coursework. The Office of Academic Affairs prioritizes continually improving its Programs of Study to promote intellectual curiosity, student achievement, and global competitiveness within this new post-COVID landscape. As we emerge from the pandemic resilient and resourceful, we are committed to returning to and exceeding our highest student performance rates.

Strategy 1: Strengthen Academic Pathways that Lead to Seamless transfer to four-year institutions.

Enrollment growth necessitates the growth of academic offerings. As we prepare to welcome larger classes of incoming students, we must consider the number and type of new programs needed to accommodate these additional learners. These considerations include expanding current programs of study as well as identifying new areas that will set students on a path toward professional satisfaction and economic mobility. Thus, faculty have been deeply engaged in program planning for the past two years, drawing on their disciplinary expertise, industry knowledge, and a deep commitment to creating engaging opportunities aligned with students' interests and needs.

Faculty conversations were informed by data provided by the Labor Market Information Service (LMIS), a workforce development and educational opportunity-focused research, evaluation, and consulting organization. At the College's request, LMIS examined employment opportunities aligned with Guttman's current programs of study in the spring of 2021 and followed up with a review of specific skill areas in the spring of 2022. This data was presented to each of the six Program Coordinators. Program Coordinators then discussed the data and potential future programs with faculty in their respective areas. As a small college, these conversations happened organically and within the context of regular program reviews.

The first data set from LMIS examined high-alignment occupations for each of Guttman's current programs of study. This information provided extensive insight into high-growth industries and salary and advancement opportunities, suggesting potential directions for the expansion of current programs as well as new initiatives. The second round of data focused on specific skill areas, many of which were identified in the first-round reports. This report delves deeper into the opportunities and challenges of potential programs of study with particular attention to the New York City job market. The data pointed toward creating opportunities leading to occupations within the Health Care and Information Technology (IT) industries.

According to LMIS, the Health Care and IT industries are the fastest and largest growing industries within New York City. The pandemic has only intensified the demand for qualified professionals within this area. In addition, many programs of study could lead to a career within Health Care or IT, providing faculty with the ability to choose options that best reflect their interests and expertise.

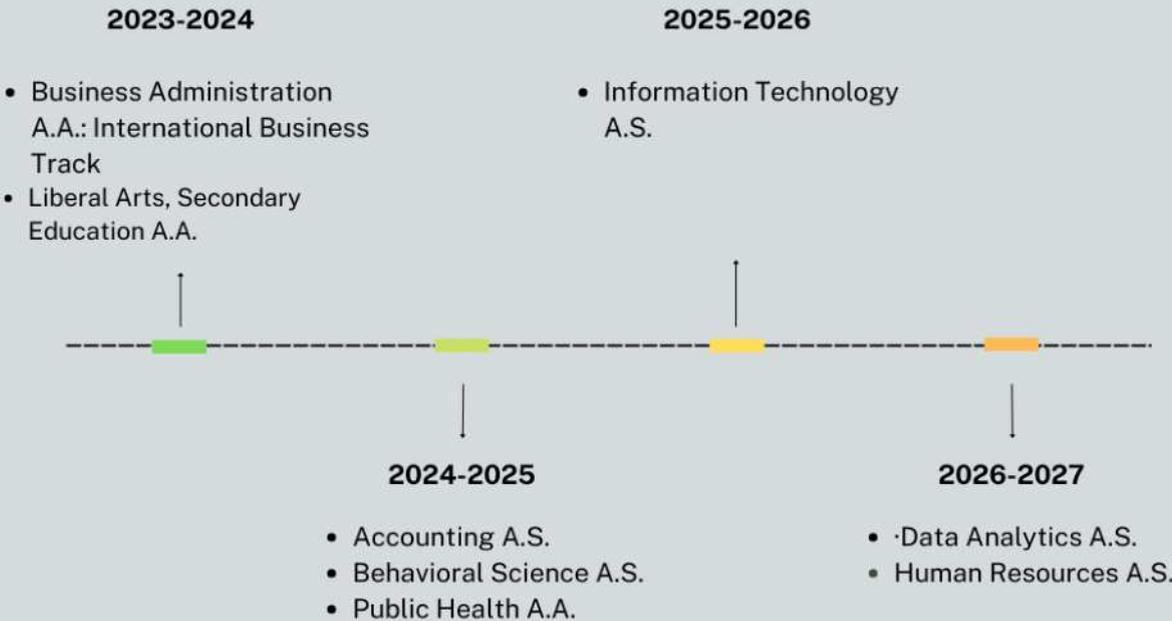
During the fall of 2022, CUNY engaged the services of the University Professional and Continuing Education Association (UPCEA) to identify strengths and areas of opportunity among the university's academic program offerings. This resulted in a research report shared with leadership at each CUNY campus to provide an overarching strategic vision for the university program expansion. This report confirmed the findings of the LMIS data and indicated robust growth opportunities in the Health Care Industry. The report also recommended expanding programming in STEM education and the Public Sector. In addition, UPCEA recommended the development of stackable pathways, expanding flexibility for students interested in pursuing a variety of degree programs throughout their educational careers.

Faculty conversations, LMIS data, and the UPCEA report informed the list of suggested new programs that meet the following criteria:

1. Capitalize on current faculty interest and expertise.
2. Respond to student interest.
3. Provide preparation for careers that offer a livable wage, opportunities for advancement, and a vibrant job market.
4. Adhere to space and resource constraints as well as future enrollment projections.

After careful review and consideration, based on these criteria, we will develop eight (8) new A.A./A.S. programs over the next six years.

NEW A.A./A.S. PROGRAMS OF STUDY BY ANTICIPATED LAUNCH YEARS



These new programs will be intentionally designed to support academic and professional success and will be developed in consultation with senior college partners to ensure a smooth transfer. For example, the Public Health degree will be part of the CUNY 4+1 initiative developed in consultation with partners at York, Queens, and Lehman. This initiative aims to create transfer pipelines into Master of Public Health programs at the School for Public Health. The College is currently working with senior college partners to design resources for program participants, including developing 2+2+1 degree maps, creating robust advising systems, and identifying meaningful experiential learning opportunities.

Additionally, we are developing the College’s Secondary Education program in consultation with Hunter College’s Department of Education. While at Guttman, students in this program will complete entry-level education and psychology courses required of Hunter’s Education major, ensuring the transferability of credits and advancing progress toward baccalaureate degree completion.

These bold new majors will significantly expand the sectors at Guttman. For the purposes of this document, we created sectors to organize the programs of study offered at the College that would be recognizable to students, families, and external audiences. We will move from five (5) A.A./A.S. programs of study to four (4) sectors, each housing its AA and AS degree programs.



Strategy 2: Re-Imagine the First-Year Experience Program to Enhance Student Agency and Engagement.

Since the College's inception, the First-Year Experience (FYE) program has been a cornerstone of a Guttman education. Extending from the philosophy that learning is social, collaborative, experiential, holistic, iterative, and lifelong, the FYE combines best practices in undergraduate education, including learning communities, integrated coursework, embedded advising, and scaffolded instruction to deliver general education.

As the College has evolved over the last ten years, this approach has emerged as an impactful way to support students' transition to college. Guttman is a leading college among CUNY campuses in 30 credit attainment Fall to Fall, credit attainment in Composition Fall to Fall, credit attainment in Mathematics Fall to Fall, and experiential learning, including service/community-based learning, research, and civic engagement.

In anticipation of the new Strategic Plan and Academic Master Plan, the FYE Director and Faculty Coordinator worked alongside the FYE Steering Committee to explore ways that the program could grow with enrollment, expand to serve various student populations (e.g., part-time, adult learners), and respond to student performance and engagement data. The Committee, led by the FYE Director and the FYE Faculty Coordinator, included the FYE Area Coordinators, Associate Director of Student Support & Academic Advising, Student Success Advocate, librarian, and registrar. The Committee met 1-2 times per month during the 2021-2022 and 2022-2023 academic years to conduct this research and engage the broader Guttman community in discussions centered around the question, "What do we as an institution value about the FYE?" This led to robust conversations about how the campus community views the FYE and how it contributes to the overall student experience. Informed by these discussions, the Committee embarked on the process of creating proposed frameworks for the future FYE, which addressed the following goals:

1. Accommodate a variety of students (part-time, transfer, adult)
2. Expand student choice
3. Incorporate program of study coursework in the first year to enable students to transfer with junior standing after graduation
4. Address fall student performance data and how it impacts the year-long learning community experience
5. Expand the number of full-time faculty teaching in the FYE
6. Accommodate upcoming changes in advising caseloads and LaBSS curriculum

In addition to the above criteria, the frameworks developed modeled the continuum of possibilities from deepening the College's commitment to a core curriculum to investing in specific learning experiences that would be universal among Guttman first-year students. The models served as a point of departure for critical campus-wide conversations regarding how the FYE should evolve during this time of institutional change. During February 2023, the FYE Steering Committee hosted several Town Halls to present the final FYE program to the campus community. The Committee will submit changes to campus governance bodies during Spring 2023. The re-imagined FYE program will launch in Fall 2023.

The revised FYE program is a collection of learning experiences in which students participate during their first year at Guttman. These experiences include the following:

Learning Communities

As defined by the Washington Institute, cohorts of students will enroll in two courses led by different faculty members who identify common student learning outcomes and intentionally integrate curriculum as demonstrated by students on scaffolded integrative assignments and assessments. This experience reinforces skill-building across multiple courses, deepens critical thinking and integrated learning, and promotes students' sense of belonging on campus. Informed by the COIL model, linked assignments (e.g., readings and discussion posts, papers/projects) will constitute 30% or more of course assignments, and faculty will be provided with one hour of compensated time each week for curriculum development.

Instructional Teams

In addition to the linked course faculty team, the learning communities will be bolstered by an instructional team that will develop curricular supports to address challenges students face within and outside the classroom that impact their performance (e.g., mental health and wellness, math anxiety). The existence of this team acknowledges how the entire campus community contributes to student academic success and involves representatives from across the College in important conversations regarding student behavior and performance. This team will meet for one compensated hour per week and will include linked course faculty, a Math Area Representative (Fall), SSAs, embedded tutors, a Wellness Representative, a Library Representative, and an Accessibility Representative.

Mathematics in the first semester and Math Across the Curriculum

As part of the First-Year Experience program, students will enroll in a math course aligned with their interests and educational goals during their first semester. Guttman is a leader in gateway math course completion in the first year, as per the CUNY PMP. Requiring students to enroll in a math course as part of the FYE program, which includes embedded advising and tutoring, will facilitate student success in gateway math courses while providing students with choice and flexibility.



The Office of Academic Affairs (OAA) also commits to supporting the workload hours for Math Area Representatives to address key math data from the last ten years and support student math success through their participation on the instructional teams. The Math Area Representative will advance the Math Across the Curriculum work within the FYE program.

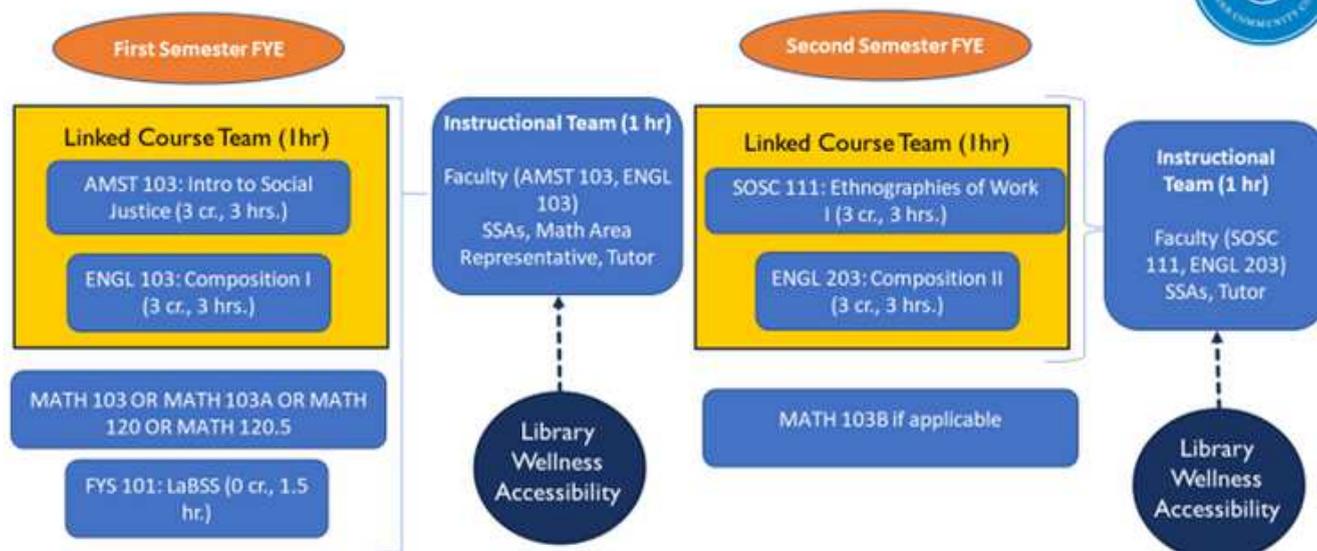
Experiential Learning

Students will engage in curricular and co-curricular experiential learning activities throughout their first year to reinforce course content and help them connect their learning and the world beyond the classroom. These activities will be planned during the weekly curriculum development time provided to faculty teaching linked courses.

Social Justice Curricular and Co-Curricular Opportunities

All incoming students will enroll in AMST 103: Introduction to Social Justice in the fall semester and participate in co-curricular activities aligned with the College's social justice mission.





Strategy 3: Re-Imagine Current Programs to Improve Transfer and Expand Enrollment.

To improve student performance and successful transfer, the College must create new academic opportunities and strengthen current offerings. The College has identified several strategies for re-imagining current programs to ensure students are holistically prepared for success at a four-year institution.

Reducing fall-through credits

Guttman leverages strategic partnerships with senior colleges and campus partners to provide students with dynamic, relevant, and rigorous academic experiences that enhance learning and transfer opportunities. With continuous improvement at the forefront of our work, we will engage in ongoing efforts to remove or mitigate structural barriers to transfer that impede academic momentum for our students.

Through direct involvement with university-wide projects and initiatives such as Articulation of Credit Transfer (ACT), Academic Momentum Campaign (AcMo/AcMo 2.0), and Associate's to Bachelor's Degree Transfer (A2B), our team at Guttman has been engaging in an extensive review of our programs to identify and address fall-through credits on senior college campuses.

Using the newly developed tool, Transfer Explorer (TRES), we have identified and will continue to identify fall-through credits within our First Year Experience coursework and programs of study coursework. To ensure students receive adequate credit for the courses they complete, we will also request periodic re-evaluation of courses based on suggested equivalency courses in TRES.

Additionally, we will identify the course equivalencies for all the programs of study at Guttman and address fall-through credits with senior college partners. An Equivalency Review Workflow and schedule will be created to determine the process and timeline of equivalency review within Departments. The workflow will outline relevant stakeholders, the steps in reviewing equivalencies, and a sustainable schedule for regular review.

Improving recruitment into programs of study

Over the past three years, the College has developed marketing plans and campaigns for programs of study with low enrollment. Marketing continues to be an area that needs greater attention to properly showcase our programs of study and faculty to prospective students. This is a particularly salient initiative for our Urban Studies program. Over the next six years, we will deepen our communications efforts to attract and recruit students, focusing on the Urban Studies program. In the next AMP, we will assess these efforts' efficacy and thoroughly analyze program viability to ensure the health of program offerings on campus. This analysis may result in programmatic realignment and the sunsetting of low-enrolled programs of study during that AMP period. We refrained from engaging in this work during the current AMP cycle, given the atypical circumstances presented by the COVID-19 pandemic.

Strategy 4: Strengthen Assessment Practices Used to Demonstrate the Achievement of Student Learning Outcomes and Ensure that Program and Course Learning Outcomes Align with GLOs.

Student learning and continuous improvement are fundamental to institutional effectiveness and at the forefront of the College's mission. As we continue to build out new academic programs and expand course offerings in different modalities, it is essential that we develop a robust assessment strategy to ensure student learning. An integral first step will be engaging our campus constituents in conversations to establish a shared mission and vision to directly assess student learning.

To ensure that our institutional growth is meaningful and evidence-based, we will continue to strengthen assessment practices and develop a recursive and systematic plan for measuring student learning that enables faculty to make informed decisions about improving academic programs, course design and delivery, and resource allocation. One area of opportunity for growth is incorporating assessment of online programs into the portfolio of work as we continue to expand online program offerings. Guttman is committed to prioritizing the practices and action steps that arise from assessing student learning to continue to propel our students toward success, both academically and as members of the college community.

Guttman's assessment priorities are directly aligned with Middle States Standards and the suggestions and recommendations that emerged from the 2021 Self-Study. This report indicated a need for the College to deepen its assessment practices in three key areas including:

- Provide further evidence of organized and systematic assessments that evaluate the extent of student achievement in general education learning outcomes.
- Provide further evidence of organized and systematic assessments that evaluate the extent of student achievement/student learning in program learning outcomes.
- Provide further evidence of demonstrated and documented use of assessment results to improve educational effectiveness (e.g., improving student learning, improving pedagogy and curriculum, revising academic programs).

As such, Guttman will facilitate a more efficient, consistent, and timely approach to measuring and reporting student learning using the SAGE framework. Together, faculty and the newly appointed Associate Director of Assessment and Academic Affairs will develop a comprehensive assessment plan and timeline, ensuring that course learning outcomes are specific and measurable, and align with Program Learning Outcomes (PLOs) and the updated Guttman Learning Objectives (GLOs). This new role will also champion the implementation of Watermark, our newly integrated assessment management software. Through this software, we aim to streamline assessment processes and provide Guttman constituents with more robust data to demonstrate and improve institutional effectiveness, program quality, and student achievement. Working with the Center for Practice Technology and Innovation (CPTI) and other OAA partners, we will ensure that the development and offering of professional development activities align with pedagogical needs, as highlighted by assessment activities.

Strategy 5: Design and Implement an Honors Program for High-Achieving Students and Expand Global Study Opportunities.

Guttman is committed to fostering a vibrant and dynamic community that provides exceptional academic opportunities that support engagement and retention while providing challenging intellectual experiences for students. As we build our academic experience over the next five years, we commit to launching our Honors Program and refreshing our Global Learning program, finding ways for students to engage abroad in this new and evolving post-pandemic environment.

Honors Program

The Honors Program at Guttman, launching in Fall 2023, is committed to providing academically motivated students with enhanced opportunities to pursue research suited to their interests at Guttman and support them through tailored transfer and scholarship opportunities. Students who excel in their FYE coursework and earn a 3.3 GPA or above will be eligible to participate in this unique program designed to promote retention and cultivate students' civic responsibility and engagement with the campus community through access to additional resources to support their academic success.

Global Learning

Experiential learning has always been a core tenet of Guttman's pedagogical model, and more recently, global experiential learning opportunities have become increasingly prioritized. Global learning at Guttman has included study abroad and campus-based programming. Grounded in an ethic of equity, Global Learning at Guttman aims to create opportunities for our students to foster a deeper understanding of themselves in a global context, their sense of personal/social responsibility and to engage with complex ideas about global interdependence while developing intercultural skills needed in a global workforce. The Provost has formed a committee to provide a mission-driven framework for Global collaborations at Guttman, with new programs and planning set to begin in Fall 2023. Guttman is committed to creating a global studies program with three credits rotating across 3-6 regions and alternative credit-bearing experiences for DACA students. The Committee is exploring offering these opportunities during the Fall 2 session to engage students and reward success in Fall 1.



At Guttman, we recognize the importance of creating accessible strategies that promote cross-cultural awareness and collaboration in a global context. Thus, in addition to reinstating and expanding our study abroad offerings through Global Guttman, the College aims to grow its Collaborative Online International Learning Program (COIL). COIL's objective is to connect classes from institutions in different countries to work virtually on a joint project that can extend across disciplines. We will also resume our Global Learning Summit, an event that encourages students to reflect on their transformative global experiences, enabling them to translate these experiences into marketable skills for the workforce through meaningful discourse.

Strategy 6: Maintain Teaching Excellence through FTE Student to FTE Faculty Ratio.

To build and implement a robust and relevant student-centered curriculum, the college must have a strong faculty that is well aligned with the size of the student body and is prepared to deliver the curriculum of both the FYE and the programs of study. We consulted internal and external data to decide on the appropriate student/faculty ratio goal. Internally, our most recent Middle States self-study indicated that we would maintain a student/faculty ratio of no more than 20 through the year 2029.

Maintaining this ratio is a commitment that the institution has already made to the college's faculty, staff, and students. Looking externally at the 2021 IPEDS data for community colleges within CUNY, we see that all the community colleges in CUNY have student/faculty ratios of 20 or less. The smaller institutions, Hostos and Bronx, have ratios of 15 and 16, respectively. Maintaining a 15 to 1 FTE student-to-FTE faculty ratio allows for class sizes that facilitate active engagement between students and faculty and should help increase the retention of faculty and students.

It will be important that the allocation of faculty to the departments happens collaboratively and deliberately based on expected student enrollment. Faculty hiring must include intentional staffing of the FYE courses and the courses in the majors. Having faculty committed to teaching in the FYE will ensure that incoming students have faculty who are excited about teaching them and accessible outside of scheduled class sessions. This level of commitment will help increase students' sense of belonging in and outside of the classroom.



WILLIAM CULLEN BRYANT
1794-1878

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Goal 2: Expand access to our community and meet the needs and interests of a broader student population.

Since its inception, one of Guttman's defining features has been required full-time attendance for all incoming first-year students. The College designed an educational model predicated on the assumption that all students would participate in an in-person, full-time First-Year Experience program upon matriculation. This program combines several high-impact practices, including learning communities, instructional teams, embedded advising, and experiential learning to create a rich and immersive academic experience. As a result, most Guttman students are ages 18-24 and can commit to enrolling in a full load of coursework.

While this approach increases credit accumulation during the first year of college and subsequent progress toward degree completion, it prohibits students who may need more flexibility from engaging in our campus community and our robust First-Year Experience program. This challenge became particularly apparent during the COVID pandemic when many of Guttman's students and their families were confronted with lost income requiring additional employment, family care responsibilities, and other external circumstances that impacted their ability to engage in their academic work. Like many higher education institutions, Guttman transitioned its academic programs to an online environment and expanded its support for students facing challenges outside the classroom. The percentage of students who chose to attend part-time increased as students needed to juggle competing priorities.

The College has brought these lessons into the academic planning process, acknowledging that students' lives have changed and there is significant value in expanding access to our community to a broader group of students. As stipulated in the Strategic Enrollment Management Plan, increasing the diversity of applicants to include adult learners, transfer applicants, and residents outside of our geographical region is a College priority. Thus, creating academic offerings that support the educational needs of these students is crucial to ensure student success. Over the next six years, the College plans to add new and bold academic offerings to reach a broader student population.

New A.A.S. Degrees, Certificates, and Online Programs by Anticipated Launch Year



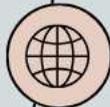
2023-2024

- IT AAS: Networking and Cybersecurity Tracks
- Cybersecurity Certificate Program
- Course Delivery Updates



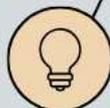
2024-2025

- HITE Online AAS Degree
- Liberal Arts and Sciences Online AA Degree



2025-2026

- Full expansion of CIH Programming (see pg. 39)



2026-2027

- Accounting Online Degree*
- Information Technology* Online Degree

Strategy 1: Redesign Annual Course Schedules to Include Evening and Weekend Offerings.

To meet the needs of a diverse student body, the College will add evening and weekend course options to the schedule. Expanding our course availability to include evenings and weekends will allow students to create schedules that work best for them while supporting the college's retention and enrollment goals. This flexibility within the schedule will be particularly impactful for students who must balance educational and employment responsibilities, encouraging enrollment among prospective students who may not have considered Guttman an option previously. A task force consisting of the interim Dean, CIO, Registrar, and faculty representatives completed Phase 1 of the new schedule.

Strategy 2: Expand Online Degree Programs.

To increase access to educational opportunities, Guttman will expand its virtual learning offerings beginning with a fully online Health Information Technology program and an online option for our Liberal Arts program in Fall 2024. The New York State Education Department is reviewing both programs, with anticipated approval in Spring 2023. Beyond these two programs, the expansion of online learning is a university-wide initiative supported by CUNY Central administration and data from the UPCEA report indicating substantial growth opportunities within this modality. That report recommends CUNY colleges consider online programs in Accounting, Business, Health Information Technology, Information Technology, and Digital Marketing. Guttman's Health Information Technology (HITE) program was selected as one of the inaugural programs to participate in the CUNY Online Initiative. As such, the HITE program will benefit from the expertise of instructional designers, learning technologists, and multimedia designers who will support online course development. The College aims to launch two additional online degree programs by Fall 2026.

Strategy 3. Enhance Pre-College Programming to Advance College Readiness and Close Achievement Gaps.

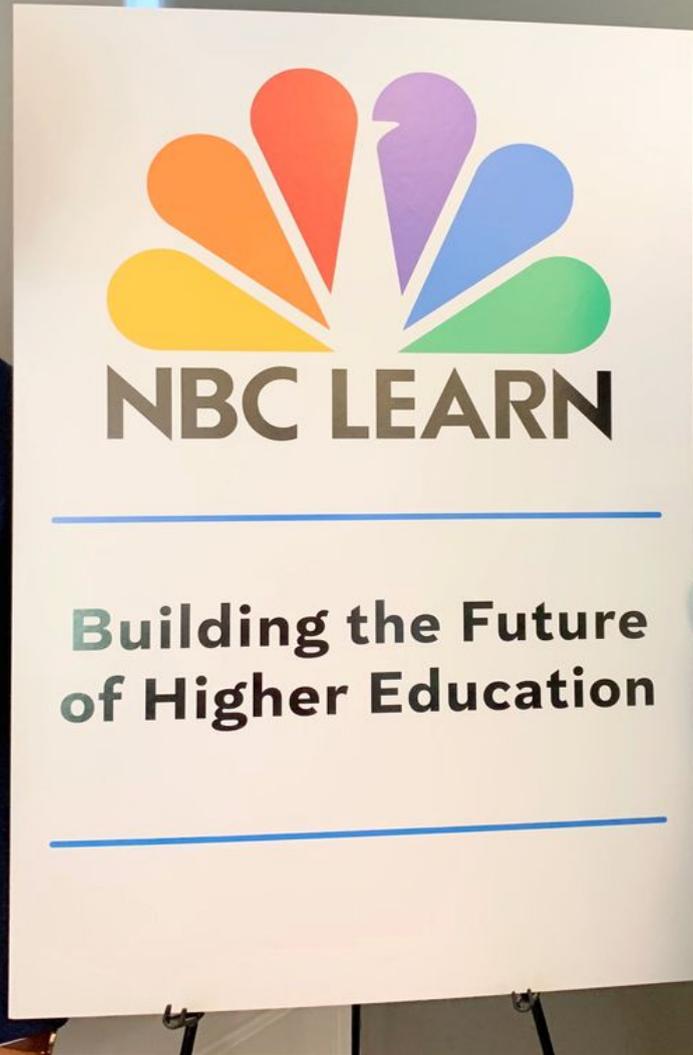
Guttman will expand access to pre-matriculation programs to address gaps in college readiness and achieve gateway course completion goals. This includes increasing Math Start enrollment in summer sessions and offering year-round programming. We will also add an English Start option to the program. The College also plans to offer year-round College Now courses across multiple disciplines and expand our high school partnerships. We will assemble an exploratory team in Fall 2025 to work over two years on a possible plan for a future early college dual enrollment program designed and managed by the campus. By creating more robust pre-matriculation programs, we eliminate the need for standalone developmental courses that often prohibit academic momentum.

Strategy 4: Establish Robust Processes for Awarding Credit for Prior Learning.

As Guttman begins to welcome transfer students and adult learners on a larger scale, the College must strengthen its credit for prior learning process. The College is already connected to university-wide initiatives focused on this goal, including ACT and CUNY's Credit for Prior Learning (CPL) Group. A revised credit for prior learning workflow has been created, and equivalencies for college-level exams (e.g., Advanced Placement, CLEP) have been completed. Over the next six years, the College will continue reviewing CUNY and non-CUNY coursework to establish course equivalencies that ensure students receive proper credit for previous learning experiences. In partnership with the CUNY School of Professional Studies, the College will also explore implementing a professional portfolio review for applicants with previous work or training experience.

Strategy 5: Embed Career Preparation within the Curriculum.

Guttman's approach to career preparation has focused on embedding experiential learning into a student's academic experience. To date, the College's programs of study are primarily designed for transfer (the Information Technology AAS degree being the exception) with the goal of students gaining economic mobility through additional education and the professional opportunities that result. In this approach, Guttman is a leader among other CUNY campuses.



Exposure to career preparation begins early in a student's Guttman experience with the Ethnographies of Work (EoW) course sequence within the First-Year Experience program. Garnering national attention, EoW is designed to engage students in a discussion and study of work from a social science perspective. Students unpack the meaning of work to the individual and society, examine workplace dynamics, and engage with foundational texts within the field of labor studies. In addition, students learn critical social science research methods within the courses, such as interviews and focus groups. Thus, students simultaneously develop academic and professional knowledge and skills within this coursework.

Faculty partner with the Center for Career Preparation and Partnerships to identify placement sites and support students as they apply the knowledge and skills learned within their program to the workplace. Due to these efforts, Guttman is also a leader in this regard. During the 2021-2022 academic year, 25% of Guttman students participated in an internship, the highest percentage among CUNY community colleges. In addition, NACE competencies are built into each of our programs and are highlighted in program descriptions and learning outcomes.

Research from the National Association of Colleges and Employers (NACE) cited paid internships as crucial in helping new college graduates obtain employment (2021). Yet first-generation and underrepresented students are much less likely to secure a paid internship while in college.

At CUNY, Chancellor Matos Rodriguez has advocated for all students to have a paid internship, citing data from the US Labor Department that unpaid internships perpetuate racial earnings gaps.

At Guttman, anecdotal information from students required to participate in internships embedded in their curriculum highlights the hardships of unpaid internships. While many students often work in part- or full-time jobs while in school, adding an unpaid internship adds a heavy burden. Some students have put off the required internship, delaying graduation, while others have been forced to stop working to complete the internship, resulting in financial hardships.

To help address these concerns, Provost Blake asked the Center for Career Preparation and Partnerships to convene a working group of key staff and faculty from the Business Office, Financial Aid, Human Services Program, Human Resources, Information Technology Program, and Office of Academic Affairs to create a plan for internship stipends. Under the plan, starting in Fall 2023, students who are enrolled in an internship course and participate in an internship as part of the course will receive a stipend of approximately \$1,800 per semester. The Internship Stipend working group is currently developing processes to use Guttman Endowment funds to provide these stipends and creating policies for how the funds will be distributed to students. Implementation of the pilot plan will begin in Fall 2023 with Human Services and Information Technology students.

While these efforts have been successful, there is more we can do over the next six years to prepare our students for careers that lead to economic mobility and personal satisfaction. We will continue to provide opportunities for all degree-seeking students to enhance their professional skills and demonstrate these competencies. To do so, Guttman will implement a curricular badging system. A digital badge is a validated indicator of an accomplishment, skill, quality, or interest that can be earned in many learning environments. Badges help students recognize and demonstrate skills they are building and have mastered in the Guttman Learning Outcomes (GLOs) and National Association of Colleges and Employers (NACE) Career Readiness Competencies, through experiential learning, in courses and co-curricular program activities. Guttman will offer badges to students based on a grade of C or above in courses where ELOs or GLOs are confirmed or upon completion of 70% of co-curricular activities. Students can showcase their abilities and educational achievements online by connecting badges to professional networking platforms like LinkedIn. This connection allows potential employers to see the students' acquired competencies.

In addition to providing all degree-seeking students with enhanced opportunities to demonstrate their professional knowledge and skills, specific programs at the College will deepen their relationship with industry partners and enhance the incorporation of industry knowledge and skills into the curriculum through accreditation efforts. For example, the Human Services program of study is currently seeking accreditation from The Council for Standards in Human Service Education (CSHSE). This professional association will assist with curriculum development, expand connections to human service organizations, and offer valuable networking opportunities to students, faculty, and staff. The College also intends to have the Health Information Technology program accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM is an accrediting body with an international reputation for excellence in overseeing and approving different higher education institutions and programs that adhere to its strict code of ethics and core competency areas. Accreditation assures both students and potential employers that a degree program provides its graduates with the necessary education to succeed in the field. CAHIM accreditation will enable Guttman graduates to seek professional accreditation from the American Health Information Management Association (AHIMA). Many employers prefer this credential, and having this credential on their resume will expand students' career opportunities.

Strategy 6: Develop Credit-Bearing Certificate Programs that Align with In-Demand Careers

The University Professional and Continuing Education Association (UPCEA) report recommends expanding stackable credits, which “allow for competencies to be translated into courses that build into credit or non-credit programs.” At the community college level, these stackable credits include training programs, non-credit certificate programs, credit-bearing certificate programs, and Associate degree programs. The College will begin its expansion of stackable credits with credit-bearing certificate programs, including a Certificate Program in Cybersecurity to commence in Fall 2023 and two additional certificate programs to be added during the AMP period.

Using credit-bearing and non-credit-bearing entry points developed in partnership with industry leaders, the Career Innovation Hub (CIH) will respond to student interests and industry needs, providing Guttman scholars educational pathways to enhanced job opportunities, higher earnings, degree completion, and promising career trajectories.

The Career Innovation Hub

The Career Innovation Hub (CIH) will create and implement tightly coordinated educational pathways that lead to satisfying and financially secure careers to support Guttman students as they navigate the complex intersection between their interests and aspirations, the labor market, and industry needs. Nicola Blake, Provost, and Errol Olton, Associate Director of Academic Innovation and Career Success, lead The Career Innovation Hub.

Participant Profile

We will reach a new audience, serving adults in the New York City community seeking to upskill their education. To meet the needs of our participants, we will offer programming during nights and weekends. Piloted programs will serve 10-15 students per cohort, with expanded offerings to be determined on institutional capacity and industry need.

Outcomes

Each program will range from 4 to 12 months in length. After completing the program, participants will earn professional certificates and/or micro-credentials. Additionally, we are partnering with industry employers to intentionally plan opportunities where employers can inform our curriculum, provide experiential learning opportunities, and possibly lead to employment

CIH Programming

Information Technology

- Cybersecurity Certificate
- Data Analytics Certificate
- Python
- Artificial Intelligence
- UX/UI
- Cyber Credentials Suite

Behavioral Health

- Behavioral Health Certificate
- Community Health Worker Certificate
- EMT

Business

- Project Management Certificate
- SHRM Certificate
- Entrepreneurship
- Business of Cannabis
- Real Estate
- Digital Marketing



Goal 3: Deepen our Identity as a Minority Serving Institution by fostering culturally responsive classrooms.

As a Minority Serving Institution (MSI), Guttman draws its greatest strength from its community of diverse voices and lived experiences. We experience the benefits of diversity in our classrooms, the vibrancy of our surrounding neighborhood in New York City, and through our faculty's scholarly achievements. Civic engagement, equity, diversity, access, and inclusion principles are integral to our college's history and future. We acknowledge the civic imperative to continue increasing cultural fluency across academic disciplines and within all intellectual spaces. As we build new academic programs and enhance those we currently offer, we must increase the capacity of all faculty on campus to contribute to, and support work focused on equity, diversity, inclusion, and belonging (EDIB). Equally as important, we must highlight the exceptional work our faculty, staff, and students are already doing in these areas.

Strategy 1: Create a Recruitment Pipeline from Historically Black Colleges and Universities (HBCUs) and MSIs.

Attracting a diverse faculty talent pool is integral to increasing diverse voices and perspectives on campus. Students benefit from increasing the number of faculty who look like them and reflect their experiences. As of 2022, Guttman's student population is 47% Hispanic and 40% Black or African American, while faculty representation among these races/ethnicities is only 7% and 17%, respectively.

At Guttman, we are committed to enhancing our recruitment efforts by employing best practices for diversifying the racial and ethnic representation of our faculty. The College will work diligently to create a recruitment pipeline for future faculty from HBCUs and other minority-serving institutions, ensuring that open positions reach websites that attract a diverse applicant pool. As part of our updated hiring process, we now require that future faculty hires submit a diversity statement demonstrating their commitment to EDIB and illustrating how it aligns with Guttman's values in these areas.

Strategy 2: Implement Diversity-Specific Cluster Hiring.

Diversity-specific cluster hiring practices will increase the presence of Black or African American and Hispanic faculty whose scholarly research and teaching experience focuses on the issues and needs of these student populations. Our Executive Officer of Equity, Diversity, and Compliance leads these efforts in collaboration with Academic Affairs and Human Resources.

The college will also establish a team of committed cross-divisional constituents to serve as inclusion representatives. These individuals will be trained in EDIB recruitment and hiring practices to assist search committees in navigating implicit biases underpinning decision-making and to help maintain the integrity of the search process.

Strategy 3: Improve the Classroom Climate by integrating Truth, Racial Healing & Transformation (TRHT), and Culturally Relevant Pedagogical (CRP) strategies.

Beginning in the Spring of 2022, Guttman joined the American Association of Colleges and University (AAC&U) TRHT Campus Climate Assessment Toolkit study, an initiative designed to help TRHT Campus Centers identify evidence-based strategies to address current inequities and biases influencing campus climate. Campus climate plays an integral role in student learning, engagement, and persistence and the overall success of our academic community. Guttman will continue to collaborate with a network of similarly committed campus partners to discuss strategies for broadly improving the climate on campus with a particular focus on the environment within our classrooms.

As part of its mission, Guttman endeavors to provide a holistic framework for improving professional development and dismantling systemic racism and other inequities that hinder racial equity within our community and beyond. Our campus toolkit will include professional development opportunities for faculty as part of our commitment to serving our diverse students and fulfilling the college's mission. To enhance student success, faculty professional development, and curriculum implementation support, we will continue to use CRP, building on the work accomplished through several Guttman initiatives. These initiatives include The Culturally Responsive Pedagogy Institute's CRP curriculum workshops housed within CPTI, the CUNY Curricular Excavation Project, and Bringing Theory to Practice- The Way Forward grant (BT2P), a summer faculty professional development institute aimed at exploring best practices for culturally responsive teaching and learning to improve the success of community college students, and the Black, Race, and Ethnic studies Initiative (BRESI) grant.

Strategy 4: Develop Enriching Social Justice Intensive Courses.

Faculty will have the opportunity to participate in a new initiative centered around developing and implementing Social Justice Intensive coursework at the College. The Acting Dean of Faculty and Academic Affairs, the First Year Experience Coordinator, and the American Studies Coordinator will lead this new initiative to engage campus and college partners in identifying best practices for developing and enriching Social Justice Intensive (SJI) courses at Guttman. These courses, which will have their own SJI designation, will be offered to students with a digital badge awarded to those who complete a series of this coursework throughout their scholarly endeavors at Guttman. Completing this badge will also be included on college transcripts, honoring students' commitment to social justice and the related knowledge and skills they have attained. Faculty interested in teaching an SJI course will be expected to participate in professional development activities designed specifically to prepare for this experience, deepening their knowledge and pedagogical toolkit for engaging students in critical conversations around social justice topics.





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