

#NISTS2019 CONFERENCE

WORKING TOGETHER TO SIMPLIFY TRANSFER

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Defining Long-Term Student Outcomes: The Guttman Community College Model and Its Impact on Transfer Students

Diversity & Inclusion, Special Populations - Research Spotlight

This presentation will discuss issues related to the experimental Guttman Community College, CUNY educational model as students transfer to four-year institutions. While many of the celebrated best practices have served to increase graduation rates, there is still a gap between what Guttman offers and the academic requirements at many baccalaureate institutions. Results from a recent study will be discussed to offer solutions for enhancing experimental community college reforms with transfer in mind.

Charles Jordan, Assistant Professor of Interdisciplinary Studies
Guttman Community College, CUNY

Defining Long-Term Student Outcomes: The Guttman Community College Model and Its Impact on Transfer Students

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CITY UNIVERSITY OF NEW YORK

CHET JORDAN, PH.D.

**ASSISTANT PROFESSOR OF INTERDISCIPLINARY STUDIES
GUTTMAN COMMUNITY COLLEGE**

The City University of New York

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- Largest urban public university in the United States
- 24 campuses spanning all five boroughs of New York including community, senior, and graduate schools
- Enrolls over 270,00 degree-seeking students
- Students enroll at CUNY from across the globe but serves as the center of higher education for graduates of the New York City public school system

Guttman Community College in Context

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- Opened in 2012 as newest community college in the system in over forty years
- Integrative developmental model for all students rather than zero-credit remediation
- Designed with a Guided Pathways approach:
 - Five programs of study (Liberal Arts, Business, IT, Human Services, Urban Studies)
 - Prescribed curriculum with few electives
- Embedded advising
- Currently serves approximately 1,000 students

Guttman Demographics

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Gender	Race/Ethnicity	Pell Status	High School Average
Male: 44%	Hispanic: 59%	Yes: 64%	>90: 2%
Female: 56%	Black: 28%	No: 27%	80-89: 22%
	White: 8%		70-79: 51%
	Asian: 5%		60-69: 22%

What the Model Promises

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- **Promise: Raise community college graduation rates**
 - Outcome: 53% three-year graduation rate
- **Promise: Deliver high-quality instruction without zero-credit remediation**
 - Solution: Offer an integrative/embedded developmental skills model that requires additional time-on-task in the first year for all students regardless of proficiency status
- **Promise: Prepare students for transfer or the workforce**
 - Challenge: Maintaining high completion rates while simultaneously nurturing a rigorous academic climate

Proficiency Data

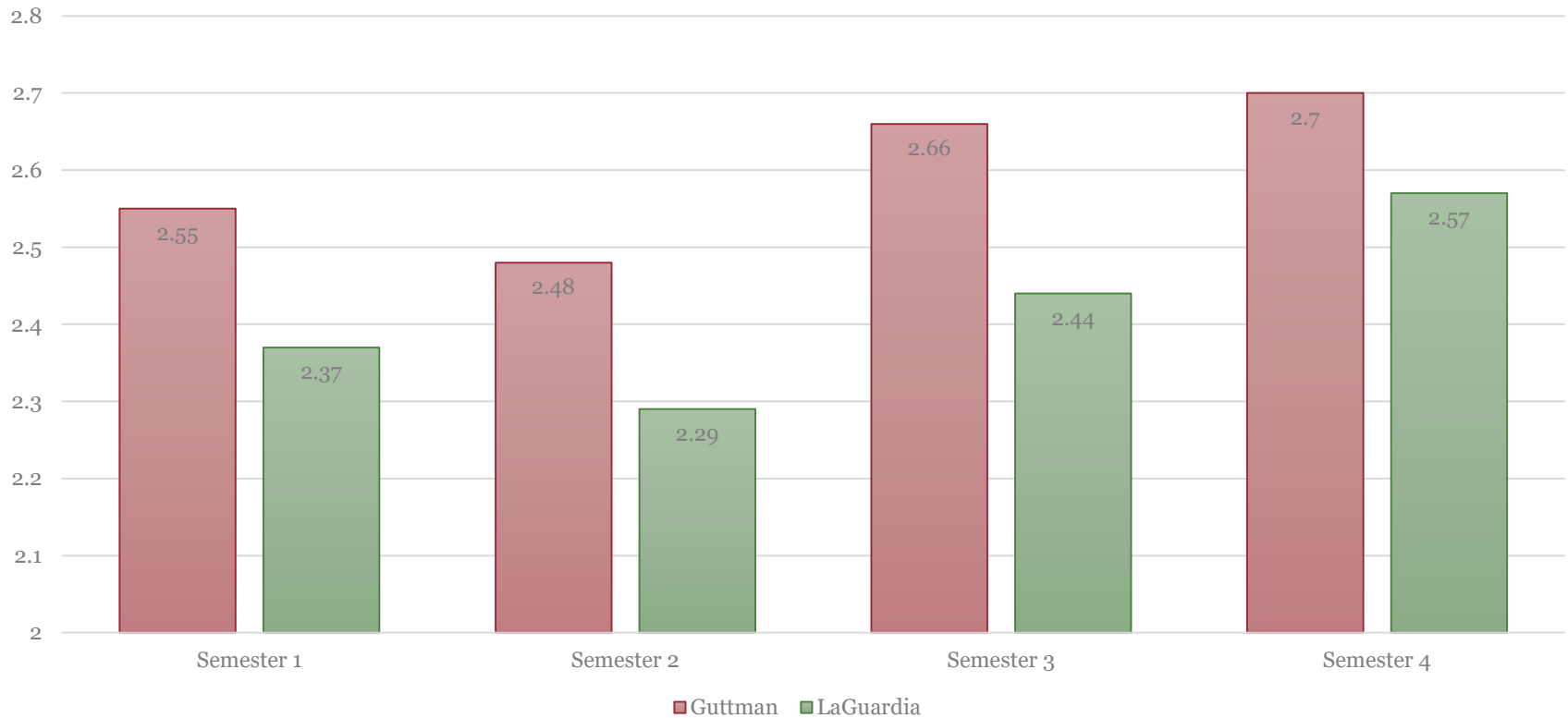
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Guttman Student Outcomes

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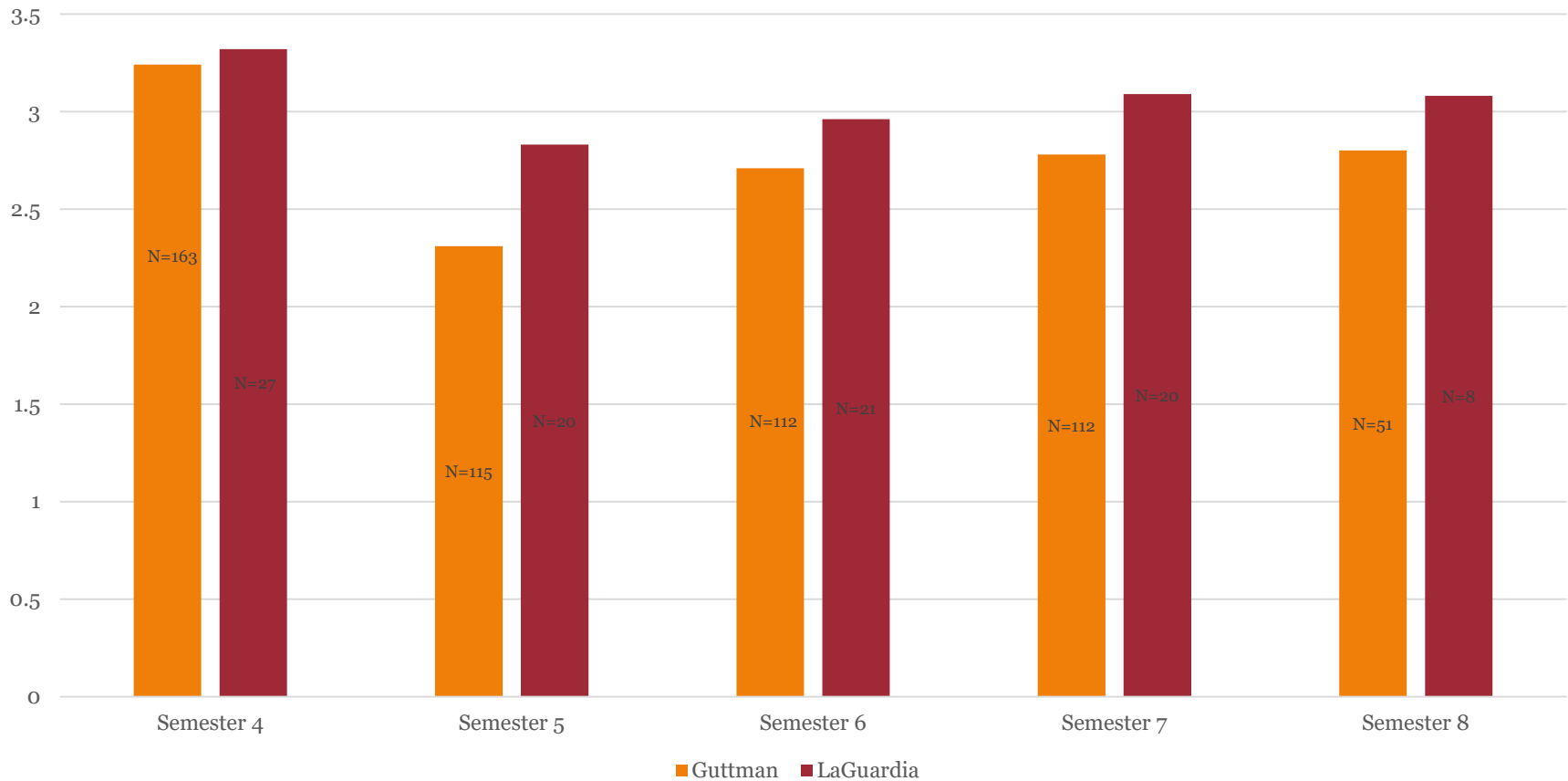
Mean Cumulative GPA of Guttman Students Compared to LaGuardia Students, Semesters One Through Four



Guttman Transfer Outcomes

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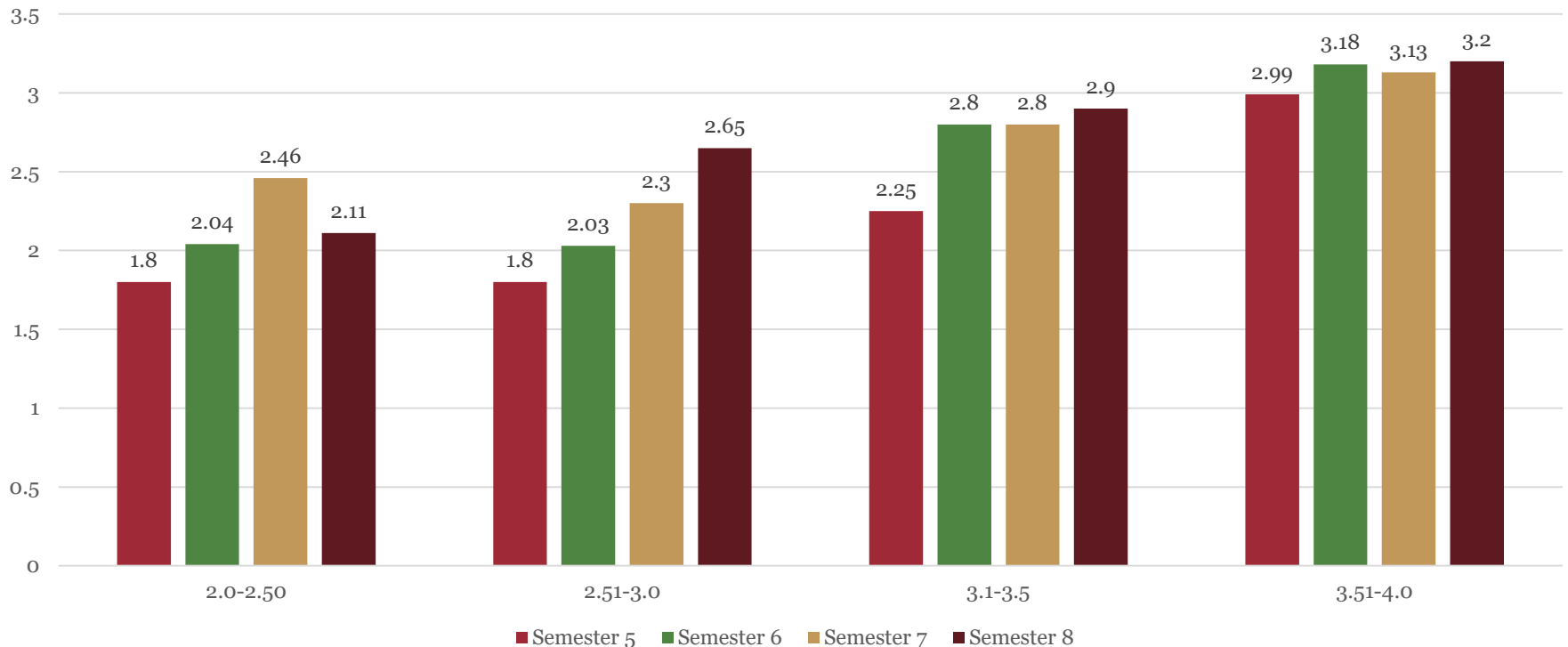
Mean GPA of Transfer Students Who Graduate in Two-Years, Guttman and LaGuardia



Guttman Transfer Outcomes

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Mean GPA Upon Transfer For Guttman Two-Year Graduates by Final Semester Community College Cumulative GPA



Analysis

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- Guttman students graduate in higher numbers than peer colleges but experience greater “transfer shock” in the first semester at the receiving college
- The remedial needs of Guttman students are not being addressed in the first year
 - Additionally, there are many more students who do not require remediation at all who are required to enroll in the same number of developmental hours as their remedial peers
- The highly supportive, small-school model is not replicated on four-year campuses

Policy Recommendations

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- **Revise the First-Year Experience to diversify the educational model so that:**
 - Non-remedial students are not required to enroll in developmental skills contact hours
 - Remedial students are offered a co-requisite option for writing and math to gain proficiency
 - Reevaluate the embedded/integrative approach to pedagogy to ensure that students are exposed to rich and rigorous college-level content

Policy Recommendations

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- **Develop Sound Articulation Agreements With Four-Year Institutions**
 - Continue work with Bronx Transfer Affinity Group (BTAG) and Transfer Opportunity Project (TOP) initiatives to ensure that transfer students are receiving academic and social supports at Guttman and the transfer campus; and

Thank You!

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QUESTIONS & COMMENTS