



National Center for Postsecondary Research

www.PostsecondaryResearch.org

The New Community College at CUNY

Stuart Cochran, Ph.D.

Deputy to the Director

Nicola Blake, Ph.D

Assistant Professor, English



Why a New Community College?

- The path to economic advancement for the majority of low-income, traditionally underserved students depends on community colleges.
- 60 percent of community college enrollees must first take remedial courses before they begin credit-bearing classes.
- Persistence & graduation rates of community college students are too low.



What's New about NCC?

- A multi-step informational admissions process helps students determine if NCC is the right fit to address their educational needs and career aspirations.
- A mandatory three-week summer bridge program will introduce students to the NCC curricular model and the demands of college-level work.
- A first-year core curriculum will contextualize skills development in credit-bearing coursework, with embedded advisement from professional staff and peer mentors built in each week.



What's New about NCC?

- Academic and student services are integrated
- A limited number of programs to start with well-defined pathways to degree, transfer and/or careers: Business Administration (A.A.); Information Technology (A.A.S.); Liberal Arts & Sciences (A.A.); Human Services (A.A.); and Urban Studies (A.A.).
- Beginning in fall 2013, Health Information Technology (A.A.S.); Energy Services Management (A.A.S) and Environmental Science (A.S) will also be offered.



What's New about NCC?

- A Center for College Effectiveness will foster a culture of collaboration among faculty and staff and maintain a focus on student learning outcomes and institutional assessment through continual evidence-based improvement.
- An Office of Partnerships will forge linkages between the school, its students and faculty, and internal and external partners, including businesses, non-profit organizations, and government entities.



Overview of First Year Curriculum

- Integrated first-year experience
 - Learning Communities
 - Interdisciplinary model
 - Curriculum built around experiential learning and problem-based inquiry
 - Embedded support system (Instructional Teams comprised of faculty, peer mentors, student success advocates, and librarians)
 - Ongoing assessment and professional development

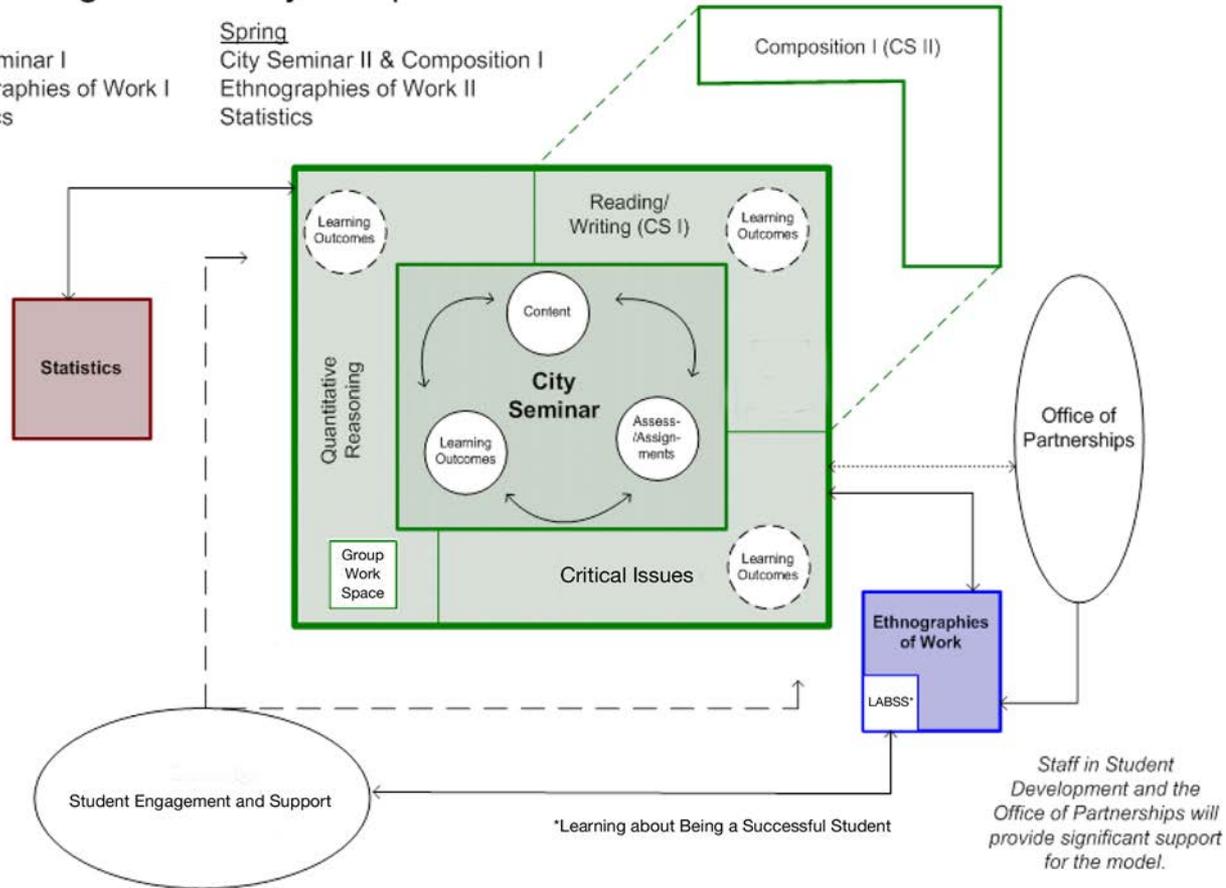


New Community College First-Year Core

A learning community comprised of:

Fall
 City Seminar I
 Ethnographies of Work I
 Statistics

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





CITY SEMINAR

- An interdisciplinary curriculum that integrates **Critical Issue** topics related to the broad issues with complementary **Quantitative Reasoning, Reading and Writing, and Group Workspace**
- *Scaffolded* Signature Assignments that assess learning across all three components
- Integrated developmental work with credit bearing work



ETHNOGRAPHIES OF WORK

- Two semester-long courses that introduce students to sociological and anthropological perspectives on work as they investigate a range of careers
- Opportunities for job shadowing, service learning, professional mentoring, internships & externships



EMBEDDED ADVISEMENT

- Students participate in a weekly 90-minute mandatory advisement session focused on Learning About Being a Successful Student
- LABSS integrates skills needed for success in college and careers and encourages students to reflect on their academic, personal, and professional goals



STATISTICS

- Curriculum design informed by Carnegie's Statway and Quantway projects
- Contextualized approach that integrates real life problems with mathematical concepts
- Incorporation of writing and listening competencies in core assignments
- Opportunities for more time on task through stretched curriculum that allows students to work on the course over two semesters



RECUPERATION/ SPRING AHEAD

The staged academic calendar allows students time to catch up and stay on track or earn additional credits.





ASSESSMENT

- Institutional commitment to assess student learning, and use what we learn to inform curriculum & professional development and improve institutional practice
- Use of e-Portfolios
- Instructional team meetings each week and two days of dedicated assessment time at mid- and end of semester



MORE INFORMATION

Download event materials and learn more at
www.PostsecondaryResearch.org

NCPR IS FUNDED BY THE INSTITUTE OF EDUCATION SCIENCES OF THE U.S. DEPARTMENT OF EDUCATION and is a partnership of the Community College Research Center, Teachers College, Columbia University; MDRC; the Curry School of Education at the University of Virginia; and faculty at Harvard University.

