



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

To: Higher Education Committee
From: Valerie Grey *Valerie Grey*
Subject: The City University of New York: New Community College,
Establishment and Initial Programs of Study
Date: June 16, 2011

Authorizations:

SUMMARY

Issue for Decision

Should the Board of Regents approve an amendment to the master plan of The City University of New York (CUNY) authorizing CUNY to establish a new institution, the "New Community College," in Manhattan (New York County), and to offer initially eight associate degree programs in the discipline areas of business, the health professions, the humanities, the physical sciences, engineering, and the social sciences?

Reason(s) for Consideration

Required by State Statute and State Regulation

Proposed Handling

The question will come before the Higher Education Committee at its June 2011 meeting, where it will be voted on and action taken. It will then come before the full Board at its June 2011 meeting for final action.

Background Information

CUNY proposes to establish its first new college in 43 years, a new community college to be located in Manhattan. According to Education Law, CUNY is "supported as an independent and integrated system of higher education on the assumption that the University will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups from both sexes." CUNY seeks to expand its

educational opportunities to “an ever-increasing, ever more diverse population of New Yorkers” with “an unwavering commitment to serving students from all backgrounds.”

In February 2011, the Department received CUNY’s petition for a master plan amendment for the New Community College and request to register eight programs leading to the: Associate in Arts (A.A.), Associate in Science (A.S.) or Associate in Applied Science (A.A.S.) degrees. The Department participated in CUNY’s own November 1-2, 2010 peer review visit to determine the institution’s readiness to operate as an associate degree granting institution and the Team’s report of its findings. The response to the Team’s findings addressed all issues of concern.

The New Community College’s basic justification is the needs of society. Its mission is to give students, especially those traditionally underserved in higher education, an academic foundation to persist and complete their programs of study and attain their degrees so that they can enter the workforce or a baccalaureate program. Its goal is a graduation rate that is triple the rate of the other CUNY community colleges while serving a student body very similar to theirs in terms of race and ethnicity, gender, income, and family circumstances.

On April 5, 2011, the Department canvassed all degree-granting institutions in New York City. Three institutions support the New Community College and three have no objections.

The Department has determined that the proposed CUNY New Community College’s programs would meet the standards for registration of curricula set forth in the Commissioner’s Regulations.

Recommendation

It is recommended that the Board of Regents approve an amendment to the master plan of The City University of New York authorizing the establishment of the CUNY New Community College, New York, and its proposed A.A., A.S. and A.A.S. programs in the disciplinary areas of business, the health professions, the humanities, the physical sciences, engineering, and the social sciences. This amendment will be effective until June 30, 2012, unless the Department registers the programs prior to that date, in which case master plan amendment shall be without term.

CUNY New Community College, Manhattan

- Business Administration; Associate in Arts (A.A.)
- Energy Services Management; Associate in Applied Science (A.A.S.)
- Environmental Science; Associate in Science (A.S.)
- Health Information Technology; Associate in Applied Science (A.A.S.)
- Human Services; Associate in Arts (A.A.)
- Information Technology; Associate in Applied Science (A.A.S.)
- Liberal Arts & Sciences; Associate in Arts (A.A.)
- Urban Studies; Associate in Arts (A.A.)

Academic Review

A. Institutional Information. Education Law states that “Community colleges shall provide two-year programs of post high school nature combining general education with technical education relating to the occupational needs of the community, area or community college region in which the college is located and those of the state and the nation generally.” It provides that “The curricula in community colleges shall be designed to serve the needs of students who seek two years of post-secondary education and whose needs would not ordinarily be met by the usual four-year curriculum.”

CUNY’s New Community College (NCC) has been designed to increase substantially the graduation rate of community college students, especially those who enter higher education underprepared for college-level work. Its mission is to give students the academic foundations for further education and professional opportunities. It is committed to serving students representative of the economic, racial, and ethnic composition of the people of New York by introducing a new educational model that addresses the specific academic needs of underprepared students. In the fall of 2009, almost 59 percent of CUNY’s 88,770 community college students were female; 16 percent were Asian, 29 percent Black, 35 percent Hispanic, and 19 percent White. More than 45 percent were born outside of the U.S. mainland; 45 percent had a household income of less than \$20,000; 49 percent were first generation in college. 17,222 students entered as first-time freshman; 68 percent of them came from New York City public high schools, and 88 percent attended full-time. Of those first-time freshmen, 76 percent needed remediation in reading, writing, or math.

CUNY’s three-year graduation rates for first-time, full-time students entering associate degree programs from fall 1999 through fall 2006 ranged from 10 percent to 11.4 percent. Disparity in retention and graduation by race/ethnicity has been distressingly persistent. Based on its distinctive program and service design, NCC’s target for its first cohort’s three-year graduation rate is 35 percent. The college would be based on a new synthesis of ideas and good practices of CUNY faculty and staff who work with pre-college and undergraduate students and of educators and researchers across the nation. NCC efforts would draw on and inform the six existing CUNY community colleges.

B. Curriculum Overview. Initially, NCC would offer eight associate degree programs in the discipline areas of business, the health professions, the humanities, the physical sciences, engineering, and the social sciences. Students who complete NCC degrees would have transfer opportunities to pursue baccalaureate degrees within CUNY at Brooklyn College, Hunter College, Lehman College, New York City College of Technology, and the CUNY School of Professional Studies. The proposal includes signed articulation agreements with these CUNY colleges, with more to be added as the programs grow and develop.

The NCC curriculum would consist of (1) a required three-week Summer Bridge program that helps students transition into college life; (2) a 22-credit General Education common core consisting of City Seminar I and II (8 cr.); Ethnographies of Work I and II (4 cr.); Composition I and II (6 cr.), and Statistics (4 cr.). The interdisciplinary General Education core builds a liberal arts foundation for subsequent introductory courses across the majors. (3) Seven of the eight proposed programs include 38-credit majors, for a total of 60 credits; however, the Health Information Technology program would require a 48-credit major and 70 credits for the degree.

Unique Characteristics: The first-year student support structure would integrate college preparatory skills and essential student services with college-level courses, which also introduces academic and practical learning about professions related to the program of study. The first-year curriculum design is shaped by the belief that an alternative model of required credit-based coursework for all first-year students – those who traditionally would be assigned to remediation and those assigned to introductory level work – will significantly improve student academic performance. The academic calendar would comprise 12-week terms in the fall I and spring I, each of which is followed by six week terms in fall II and spring II.

C. Students - Admissions and Enrollment. As at CUNY's six existing community colleges, accepted applicants must hold an earned high school diploma or a GED. In addition, they would complete a multi-step admissions process designed to help them determine if NCC is the right fit to address their educational and personal needs. Group information sessions for applicants would cover topics such as: student financial aid; the required Summer Bridge Program; year-one academic cohort; first-year full-time attendance requirements; the three-year program of study with a two-year accelerated option; pathways to careers or continued education; internships and other field-based opportunities. Admitted students would then develop an educational plan and create connections with faculty and staff.

NCC expects to attract 500 full-time students in the fall of 2012-13 (the first year). It projects enrollment growing to 1,103 FTE students by year 4 (2015-16) and remaining at that level in year 5 (2016-17).

CUNY's student enrollments are at historically high levels and its master plan affirms that it "serves an ever-increasing, ever more diverse population of New Yorkers" with "an unwavering commitment to serving students from all backgrounds."

D. Faculty. The NCC has seven full-time faculty members who have helped to design and develop the program. Searches are underway for an additional 11 faculty positions. The table below addresses faculty plans for each of the proposed programs:

Program Title	Current Full-Time	Faculty to be Hired	Total FT 5 th Yr
Business Administration (AA)	1 FT	1 FT Yr 2; 1 FT Yr 3	3 FT
Energy Services Management (AAS)	*	4 FT Yr 2; 3 FT Yr 5	7 FT
Environmental Science (AS)	1 FT *	2 FT Yr 2 – Life Science; 4 FT Yr 2 – Physical Science/Engineering; 3 FT Yr 5 – Physical Science/Engineering	10 FT
Health Information Technology (AAS)	1 FT (search)	1 FT Yr 2	2 FT
Human Services (AA)	1 FT	1 FT Yr 2; 1 FT Yr 5	3 FT
Information Technology (AAS)	1 FT	6 FT Yr 5 (includes faculty in Information Science & Environmental Science Programs)	7 FT
Liberal Arts & Science (AA)	3 FT**	15 FT Yr 1; 11 FT Yr 5	29 FT
Urban Studies (AA)	1 FT	6 FT Yr 1; 4 FT Yr 5	11 Yr. 5

*If the program is registered, core faculty will be hired when the number of student FTE enrollments is sufficient to proceed with program offerings.

**Some faculty members are assigned to teach in more than one program.

Full-time faculty members would be joined by another 12.4 FTE adjunct faculty for a total of 60.4 FTE faculty members in year five, resulting in a student-faculty ratio of 18.3:1. NCC may also arrange for faculty from other CUNY colleges to teach specific courses under consortial agreements. Faculty would collaborate on developing cases for the City Seminar course and teach the first-year core curriculum as well as courses in their assigned majors.

E. Resources

Financial Resources: CUNY estimates NCC's first-year expenses to be \$13.1 million increasing to \$22.6 million in the fifth year, including centrally administered costs and rent. It originally received \$8.9 million from the City of New York to begin implementing the vision of NCC. These funds, in combination with its own financial resources, allow for a solid base to begin operations and initially sustain the college. Once operational, NCC would share in State and City funding to CUNY for the operation of all community colleges, as well as tuition revenue and federal and private funds.

Initial operating cost is projected to be \$16,000 per FTE. Full-time tuition is projected at \$3,350 per year (the rate approved by the CUNY Trustees in November 2010), and State aid is projected at \$2,250 per FTE per year. CUNY projects that aid from the City will be sufficient to fund the balance (\$10,400 per FTE).

Facilities: CUNY has rented space for NCC at 50 West 40th Street, Manhattan, formerly the home of the Katharine Gibbs School. It provides 20 classrooms, two instructional computer labs, and space for faculty/staff offices or workstations, a library/Information Commons (a multi-faceted environment for students to study, work on course

assignments and projects), and lounge space. Plans include construction of one biology/multi-use lab, and one chemistry lab by the time the college opens. The building will be wireless; laptop workspaces will be available in classrooms and throughout the facility. Most classrooms will become Smart classrooms. The equipment and supplies budget would be \$900,000 in the first year and over \$2 million in the fourth and fifth.

Library and Other Resources: Three full-time library positions will be filled by the time NCC opens in the fall of 2012, including an Information Commons manager and two blended library and Information Technology positions, growing to six full-time positions by year five, and supplemented with part-time student workers. The NCC library would include print volumes and Internet resources and provide access to CUNY's 27 libraries, with over 8 million print volumes, and public libraries. The College would participate in the Metropolitan New York Library Resources Council (METRO). Digital reference materials, such as e-brary sources with a collection of over 45,000 books in the social sciences, humanities, and natural sciences, would be accessible to faculty and students.

F. Student Services. Student services include the Summer Bridge transition program for new students. The program addresses admissions, financial aid, registration, mentoring and support that continue throughout the course of study. Career placement services will be available, and a One-Stop Student Services Center will assess student needs and follow-up with appropriate individual support.

G. Program Registration. The Department's regular procedure to review an application to establish a new degree-granting institution includes academic, fiscal, and planning reviews to determine whether the institution and its proposed programs would meet the standards of quality for higher education institutions in Education Law, the Regents Rules, and the Commissioner's Regulations and whether adequate demand and need exists for the proposed college and its programs. The Department followed those protocols in reviewing CUNY's NCC application.

1. The petitioners submitted a self-study, including the required application documents for the associate degree programs in the discipline areas of business, the health professions, the humanities, the physical sciences, engineering, and the social sciences.
2. External experts in the field of study, approved by the Office of College and University Evaluation, reviewed the proposed programs. The institution's response to the external reviewers' reports clarified and addressed issues raised in the reports.
3. The Department participated in a peer review team to conduct a comprehensive readiness review of the institution's compliance with Education Law, Regents Rules, and the Commissioner's Regulations. The review team included an Office of College and University Evaluation staff member and four experts in the field:

- a Vice President with credentials and experiences in academic learning and support at the community college level, including publications in the Journal of The First-Year Experience & Students in Transition;
- a Vice President for Academic Learning and Support, with expertise in institutional assessment at the community college level;
- an Associate Vice Chancellor with broad experiences at the national and local urban community college levels, including expertise in educational technology and assessment of student learning; and
- a Vice President of the College Board with broad community college experiences and responsibilities, including strengthening the relationship between the College Board and community colleges nationally.

4. The review team made 18 recommendations in the areas of:

- student support and adequacy of resources;
- faculty development and evaluation, including support in meeting teaching and research responsibilities;
- leadership and administration; and
- the pursuit of grants and gifts to assure the achievement of the institution's mission and goals.

In its response, CUNY accepted all Readiness Review Team recommendations, including signed articulation agreements with CUNY four-year institutions to assure student transfer to baccalaureate programs and resources to support each element of concern.

On the basis of the review by external experts, staff, and a peer review team, the Department has determined that the proposed institution's programs would meet the standards for program registration set forth in the Regulations of the Commissioner of Education.

Planning Review

H. Need. NCC's basic justification is the needs of society. Its mission is to give students, especially those traditionally underserved in higher education, an academic foundation to persist and complete their programs of study and attain their degrees so that they can enter the workforce or a baccalaureate program. As noted above, its goal is a graduation rate that is triple the rate of the other CUNY community colleges while serving a student body very similar to theirs in terms of race and ethnicity, gender, income, and family circumstances.

I. Effect on Other Institutions. New York State has 270 institutions of higher education; 104 of them have main or branch campuses in New York City. The 104 institutions in the City include CUNY's 13 senior and six community colleges, three SUNY campuses and one SUNY-sponsored community college (Fashion Institute of Technology), 59 independent institutions, and 22 proprietary colleges. Of CUNY's six community colleges, only Borough of Manhattan Community College is located in Manhattan.

On April 5, 2011, the Department canvassed all 104 degree-granting institutions in New York City. Six institutions responded. Two institutions submitted letters of support, and one expressed appreciation for CUNY's effort to expand access to higher education, noting that it would have no impact on its programs. Two indicated they had no comment; and one indicated it would not have any effect on the institution. There were no negative responses. Attachment A lists all respondents to the canvass, with a summary of their comments.

Attachment A
New Community College Canvass and Petitioners' Responses

Institution's Response to Canvass

Fashion Institute of Technology

Response from President: Fashion Institute of Technology has no comments.

Metropolitan College of New York

Response from the President: The institution submitted a letter of support, noting that "New York is a very large venue for higher education, with room for many kinds of institutions."

New York Career Institute

Response from CEO: The Institute indicates that the New Community College would have no impact on their program offerings.

Pace University

Response from Interim Provost and Executive Vice President for Academic Affairs: The institution expressed its appreciation "for CUNY's effort to expand access to higher education as a public institution and believe it will be without effect on Pace University's programs. We look forward to providing its qualified students with opportunities to complete baccalaureate degrees via articulation agreements."

Teachers College – Columbia University

Response from Vice Provost: Notes that there is sufficient need and demand to warrant expansion of the community college system within New York City; and the programs would have no impact on the programs and services offered at Teachers College.

Wood Tobe-Coburn School

Response from the President – No comment.