Rhode Island College
Holly Shadoian, AVP, Academic Affairs/Enrollment Management

Rhode Island’s first institution of public higher education, the college has grown from its origins in teacher preparation to a leading regional college with five academic schools and nearly 8500 undergraduate and graduate students. Washington Monthly ranked RIC as #1 for best college addressing access, affordability and success in New England. Nearly half of our undergraduates pursue majors in the liberal arts and business, and the other half pursue pre-professional programs in nursing, education and social work. We serve an increasingly diverse population over 30% racial/ethnic minorities, and nearly half our undergraduate are first generation students. Our new exploring majors replace an outdated undeclared major with a three-semester Rhode Map for each of five meta areas: Arts, Business, Humanities, Science/Math and Social & Behavioral Sciences. Semester checkpoints are included to keep students on track to graduation. There are currently 300 exploring majors, and the most popular exploring major is Science/Math.

Visit the Exploring majors webpage at http://www.ric.edu/exploringmajors/.

Source: RIC Office of Institutional Research

Fast Facts:
180-acre campus
Average class size: 20
Faculty/Student ratio: 1:14
66% female, 34% male
Tennessee Board of Regents  
Dr. Heidi Leming, Assistant Vice Chancellor for Student Affairs

The Tennessee Board of Regents is an 18 member board that governs 46 public institutions in the State of Tennessee: 27 colleges of applied technology, 13 community colleges, and 6 universities. The system enrollment is approximately 171,500 students who take classes on ground in 90 of Tennessee’s 95 counties and online through TNeCampus. The Board of Regents and University of Tennessee System are coordinated by the Tennessee Higher Education Commission. The TBR Office of Academic Affairs has implemented academic foci areas, degree pathways, and a co-requisite remediation plan.
About Guttman Community College:
Stella and Charles Guttman Community College is CUNY’s first new community college in over four decades. Inspired by CUNY Chancellor Emeritus Matthew Goldstein’s desire to drastically improve graduation rates for students with a diverse range of linguistic and cultural backgrounds who have often been underserved by higher education, the College officially opened its doors in midtown Manhattan, overlooking Bryant Park, on August 20, 2012.

Opening its doors in August 2012, Stella and Charles Guttman Community College offers associate degree programs as part of an innovative model with an emphasis on experiential education, the adoption of learning communities and instructional teams, and a strong value placed on being simultaneously “high tech” and “high touch.” The College provides a supportive environment that nurtures student success with the goal to increase the graduation rate for our students, many of whom are the first in their family to attend college. All students begin in the required Summer Bridge Program and engage fulltime in a city-centered first-year experience before starting their major coursework in one of five degree programs. Instructional teams comprising faculty members, student success advocates, graduate coordinators, peer mentors and library staff create a rich classroom environment complemented by an integrated advisement program to help students stay on the path to graduation.

What is innovative about Guttman Community College?
- A multi-step comprehensive admissions process with prospective students
- A mandatory Summer Bridge Program for incoming students before the start of the Fall semester
- All first-year students are required to attend on a full-time basis and are grouped in learning communities to foster collaboration, teamwork, and peer accountability.
- Structured core curriculum; no choice of courses in first year
- No remedial courses; developmental support is built into the curriculum
- Longer academic calendar; 18-week semesters keep students in school September through July to remain on track to complete their studies.
- Peer Mentors, Student Success Advocates, Career Strategists, and Graduate Coordinators support students academically, professionally, and personally.
- Limited number of “majors” with well-defined pathways to degree, transfer and/or careers: Business Administration (A.A.); Human Services (A.A.); Information Technology (A.A.S.); Liberal Arts & Sciences (A.A.); Urban Studies (A.A.)
- Partnership with a new Early College High School with tracks for Information Technology and Health Information Technology programs

Updated January 2017
Results so far:

- **Three-year graduation rate of 49% of inaugural class** exceeded the goal of 35% set when the College opened in 2012. This rate is significantly higher than the two-year national graduation rate at Large City two-year colleges (14%, IPEDS Graduation Rate Survey 2013). By January 2017, 52% of the inaugural class have graduated.

- **Two-year graduation rate of 30% for the 2013 entering cohort.** This rate is significantly higher than the two-year national graduation rate at Large City public two-year colleges (4%, IPEDS Graduation Rate Survey 2013). By January 2017, 45% of this cohort have graduate from Guttman.

College history (highlights):

- 2008: Planning for the College began with a CUNY-wide Steering Committee
- Chancellor Goldstein’s extraordinary charge to the Committee: re-imagine the Community College experience to improve student success rates
- January 2011: President Scott E. Evenbeck appointed as the Founding President
- May 2011: College planning team moved to Guttman’s present location at 50 West 40th St.
- September 2011: The New Community College at CUNY was established by CUNY Board of Trustees. College was CUNY’s first new community college in 40 years
- Fall 2012: 289 students enrolled in the College’s inaugural class
- April 2013: CUNY received $25 million gift from the Stella and Charles Guttman Foundation to support The New Community College and other community college initiatives. Largest gift ever given to a New York State community college
- April 29, 2013: CUNY Board of Trustees passed a resolution to rename The New Community College: the Stella and Charles Guttman Community College
- August 27, 2014: College’s inaugural commencement held
- June 23, 2016: College’s third commencement held
- Fall 2016: Total enrollment at 945

Updated January 2017
How Diverse are We?

**Students**

**Gender**
- Female: 45%
- Male: 55%

**Race / Ethnicity**
- Black: 60%
- Hispanic: 28%
- American Indian or Native Alaskan: 8%
- Asian or Pacific Islander: 4%
- White: 60%
FALL 2016 STUDENT DEMOGRAPHICS (N=945)
RESIDENCE

- Outside NYC: 4%
- Staten Island: <1%
- Queens: 15%
- Brooklyn: 23%
- Bronx: 32%
- Manhattan: 25%
Retention & Graduation Rates

- National Community Colleges
- National Peer Group
- Guttman

1-yr Retention Rate
- National Community Colleges: 58%
- National Peer Group: 56%
- Guttman: 69%

3-yr Graduation Rate
- National Community Colleges: 22%
- National Peer Group: 13%
- Guttman: 49%*

Source: IPEDS

1-yr Retention Rate for fall 2013 entering students
3-yr Graduation Rate for fall 2011 entrants compared to Guttman's fall 2012 entrants
2016 CCSSE Benchmarks

Figure 2

Benchmark Scores

<table>
<thead>
<tr>
<th></th>
<th>2016 CCSSE Cohort</th>
<th>2016 Top-Performing Colleges*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>50.0</td>
<td>59.6</td>
</tr>
<tr>
<td>Student Effort</td>
<td>50.0</td>
<td>57.3</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>56.9</td>
<td>60.2</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>59.0</td>
<td>67.8</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>50.0</td>
<td>74.3</td>
</tr>
</tbody>
</table>

*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.
Choosing a major is a thoughtful process and the College of Integrative Sciences and Arts offers resources to help you make a successful transition to declaring a major. At ASU you'll be exposed to exciting fields of inquiry you may never have considered (or even heard of!) before. How to choose the major that's the best fit for you?

**ASU Exploratory Tracks:** ([https://cisa.asu.edu/exploratory-tracks](https://cisa.asu.edu/exploratory-tracks))
- Engineering, Math, Technology and Physical Sciences
- Fine Arts, Humanities and Design
- Social and Behavioral Sciences
- Health and Life Sciences

**Residential Communities:** ([https://cisa.asu.edu/residential-communities](https://cisa.asu.edu/residential-communities))

All ASU freshmen who choose to live on campus live in a residential college setting housing students from similar majors from the same college. Each academic college at ASU works collaboratively with ASU Housing to provide programmatic resources that benefit the students living in each community.

**Academic Advising:** ([https://cisa.asu.edu/advising](https://cisa.asu.edu/advising))
- Specific team of academic advisors for exploratory students
- Exploratory advisors participate in UNI 150 Major and Career Exploration Course
- Exploratory advising team serves as primary “transition advising” unit for ASU
- Exploratory advising office is current located in Residential Community location

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**UNI 150: Major and Career Exploration Course**
- One-credit, 7.5 week student-development course.
- Classes are limited to 19 students, active learning.
- Take assessments and clarify your **interests, values, and personality**.
- **Meet with a working professional** in field of interest.

**UNI 250: Choosing a Major**
- Required, advanced one-credit, A or B session career-development course.
- **Advanced assessments** of interests.
- Write a professional résumé and focus on networking skills.
- Learn about and prepare for **internships**.
- Workbook: [https://he.kendallhunt.com/product/design-your-major-passion-inspiring-majors](https://he.kendallhunt.com/product/design-your-major-passion-inspiring-majors)

**UNI 270: Career Direction for a Successful Future**
- Assess personal strengths for educational and career goal setting.
- Demonstrate **leadership skills**.
- Identify the key **skills that employers seek**.
- Required for continuing exploratory students, 7.5 weeks, 1 credit.

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