Middle States Commission on Higher Education Self-Study Design

Presented by:

**Kingsborough Community College
of the City University of New York
April 10, 2023
Chief Executive Officer:
Dr. Claudia Schrader
President**

I.   Institutional Overview

About KCC

Kingsborough Community College (KCC) is the only community college in Brooklyn, New York, the largest and most populous borough of New York City. As one of the 25 units of the City University of New York (CUNY), KCC offers learners the opportunity to earn Associate in Arts, Associate in Science, and Associate in Applied Science credentials in over 35 programs and four certificate programs. Most students (over 60%) receiving a degree transfer to a four-year institution within CUNY. Founded in 1963, KCC is dedicated to serving the educational needs of its diverse student population, representing over 140 different countries, and speaking over 70 languages. The diversity of the 2.5 million residents of Brooklyn is reflected in our student body with 52.7% of students from underrepresented groups. Throughout the College, there is a strong commitment to ensuring students are successful in their academic endeavors and developing well-rounded, informed individuals that contribute to the communities they interact with. As a result of this commitment, Kingsborough has one of the highest CUNY community college graduation rates (the Fall 2017 cohort had a 35.0% three-year graduation rate and a 39.5% four-year graduation rate) and has been recognized as one of the top ten community colleges by the Aspen Institute.

KCC's Mission, Vision and Values

Since our last self-study, KCC's Mission has been updated and a Vision and college Values have been developed. Several college-wide open sessions were held to gather input on revisions of the Mission and Vision. In addition, the college governing body, known as the College Council, developed the Values. In May 2019, the following revised version of the Mission, Vision, and Values was approved by college governance:

Mission

Kingsborough Community College responds to the needs of its diverse community by offering high quality, affordable, innovative, student-centered programs of study that prepare graduates for transfer and the workforce. The college strives for equity and seeks to provide each student with the appropriate resources and supports to foster success.

Vision

Kingsborough Community College encourages students to take an active role in their own learning. The College strives for high quality and continuous improvement in all areas related to student learning, including academic programs, teaching, student services, administration and support, and the campus environment.

Values

Respect - Civility, acceptance, appreciation, and support of individual differences
Diversity - The proactive fostering of greater inclusion and ultimately equity at every level of college life
Integrity - Fair and ethical standards in all policies, procedures, and practices
Excellence - High quality teaching, student services, administration, and community engagement; and high standards for student achievement
Accountability - Taking responsibility for our actions and outcomes
Innovation - Creative thinking and approaches that enhance learning and support continuous improvement

In addition, KCC has articulated clearly-stated student learning outcomes that have been approved by college governance. The outcomes are:

- Gather, interpret, and assess information from a variety of sources and points of view
- Evaluate evidence and arguments critically or analytically
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- Apply quantitative reasoning skills to solve problems
- Demonstrate knowledge of human cultures and the physical and natural world through the study of:
  - World Cultures and Global Issues
  - U.S. Experience in its Diversity
  - Creative Expression
  - Individual and Society
  - Scientific World
- Describe civic engagement and its importance in a global society

Context for Changes and New Developments at KCC

Many higher education institutions, particularly community colleges, have experienced an enrollment decline. For CUNY Community Colleges, enrollment peaked in 2014 with a total of 99,958 students, which has decreased to 67,479 students (degree and non-degree) in 2022. KCC's enrollment numbers reflect these trends. Kingsborough's enrollment was at its peak in Fall 2011 with 19,261 students (including non-degree students). As of the Fall of 2022, enrollment has declined to 15,042.

The enrollment decline has had a correlating effect on resources. During the annual budget process, budgets are adjusted to ensure that the college is financially stable.

During the pandemic, KCC received over $71 million in Federal Stimulus funding. The funding was used to provide Emergency Grants to our students and to cover pandemic related expenses such as equipment and software enabling distance learning and remote work, testing, PPE, facility upgrades to contain the spread of COVID, as well as covering revenue losses due to enrollment decreases.

Community College primary funding is appropriated to CUNY from the City of New York. KCC's portion of the model allocation (appropriation) is 17.4%. In FY23, New York City projects revenue shortfalls which impacts the appropriation amounts to all agencies, including CUNY. The preliminary budget for FY24 includes PEGs (Program to Eliminate the Gap), totaling $49 million for the CUNY Community Colleges. This equates to a potential budget reduction for Kingsborough of over $8.5 million. In anticipation of the reduction, CUNY mandated KCC a savings target of $1.684 million for FY23 and an additional mandated savings target of $4.210 million in FY24, beginning 7/1/23. Most of the savings are coming from personnel and right-sizing of staff; the College performed a review of existing vacancies and a projection of upcoming retirements to identify areas for cost savings from organic staffing changes.

Based on the projected NYC reduction, the college faces resource challenges for FY24.

On a positive note, Spring 2023 enrollment increased 3% over Spring 2022, the first time there has been an enrollment increase in the last 5 years. We are optimistic that this trend will continue in Fall 23. The increase in enrollment will have a correlating effect on resources.

Because enrollment serves as a major revenue stream, the College is looking for ways to make Kingsborough a place that students want to attend and see the value in attending. As a nationally-recognized engine of economic mobility, Kingsborough Community College understands the importance of expanding our reach to those who may not be able to easily access the many benefits of a college education.

In addition to seeking out ways to increase enrollment, the College also focuses on ensuring that students are successful once they arrive. Kingsborough Community College, and CUNY in general, focus their attention not just on graduation rates, but on leading markers of success such as retention, credit accumulation and Gateway Math and English course pass rates. Though Kingsborough Community College boasts the highest one-year retention rate of the CUNY Community Colleges (60% one-year retention rate in Fall 2020, compared to the Community College average of 56.7%), there are indicators that the College can improve support of its students. Analysis of overall credit accumulation indicates that credit accumulation rates have fallen, from 14.1% of first-time, full-time freshmen earning 30 credits or more in Fall 2017 to only 9.8% earning 30 credits or more in Fall 2021. The percentage of full-time, first-time freshmen who pass Gateway English was only 56% for students enrolled in Fall 2021, which was down from 66.1% for students enrolled in Fall 2017. For Gateway Math those numbers are even lower, with only 24.2% of students first enrolled in Fall 2021 passing Gateway Math in Fall 2021 (though this is not a marked decrease from previous years). Looking at pass rates disaggregated by gender and ethnicity we find that the pass rates are especially low for Black and Hispanic students.

Because over 60% of Kingsborough students transfer to another College within one year of leaving KCC, the College is also very interested in how students perform when they transfer to another College. Kingsborough students who graduate with an Associate's degree and transfer to another CUNY school have a 48.7% three-year and 55.5% four-year graduation rate, which is slightly lower than the CUNY Community College average.

With this in mind, the College has implemented changes to improve campus structures and spaces, processes, and programs to serve its constituents. These are described in the following sections.

Change in College Leadership

Since the last self-study, the College has undergone several leadership changes. Dr. Claudia Schrader became KCC's president in 2018. In addition, the majority of senior staff members have changed over the past five years, leading to opportunities for the implementation of new ideas, innovations, and movement of the College in new directions. The College is also dedicated to supporting efforts related to Diversity, Equity, and Inclusion (DEI), and has been involved in a search for an addition to senior staff to provide leadership for campus efforts related to DEI.

Improvements to our Facilities

Over the past ten years, the campus plant has undergone several major changes. One major area of development has been in developing common spaces for students, faculty, and staff. In October 2022, the Student Union & Intercultural Center (SU&IC) was completed. The space has been designed as a place for our mostly commuter student body to gather and interact, and supports the SU&IC's mission of fostering intercultural understanding, student/faculty collaboration, leadership, civic engagement, and a sense of belonging. The SU&IC is one of the first spaces students enter as they arrive on campus and has an interactive electronic directory screen, signage offering welcome greetings in different languages spoken by KCC students, a lounge area, and an outdoor patio. Work will continue to include a multi-purpose student meeting room, a student game room, and an interfaith room.

Additionally, over the past few years the College has made efforts to upgrade and modernize the campus. COVID campus closure provided an opportunity to address concerns raised through means including KCC's Faculty and Staff Satisfaction Survey and make repairs and improvements to our facilities. Bathrooms were upgraded with touchless faucets and hand dryers were installed; hallways and classrooms were painted; new furniture was added to the cafeteria seating area; and the faculty and staff dining room was upgraded. In addition, a number of classrooms were upgraded to accommodate HyFlex course delivery.

Beyond improvements to the Manhattan Beach campus, KCC opened its first satellite campus in 2022. Located in Cypress Hills, Brooklyn, this location has two classrooms and an office space and will offer credit and non-credit courses, including KCC's credit-bearing Student Development course, Career and Life Planning.

Support for Faculty & Staff

To further support our minoritized faculty and staff, the Historically Underrepresented Faculty and Staff Resource Center (HURFS-RC) was created in 2019. The purpose of HURFS-RC is to address barriers to retention and advancement of underrepresented faculty and staff groups at Kingsborough Community College. Mentoring, particularly from faculty and staff of the same gender or race, has been found to be a powerful method to attract and retain talented individuals from underrepresented groups.

Planning and Governance

In Spring 2019, KCC began its 2021-2025 strategic planning process. The collaborative process included the College Council's Standing Strategic Planning Committee, the Dean of Faculty, and representatives from academic departments and several administrative offices, for a total of over 30 members. The Committee identified five areas of concern: Student Success, Operational Excellence, Community and Communication, Governance and Planning, and Workforce Development and Strategic Partnership.

The Strategic Plan was approved by the College Council in Spring 2022, and an implementation plan was drafted to develop key strategies and objectives for achieving each area of concern of the Strategic Plan. The Strategic Plan complements the Academic Plan, which was finalized in October 2019 and consists of four themes: Engaging Learners Where They Are, Resourcing Teaching and Learning, Investing in Faculty Agency and Growth, and Renewing and Developing Programs for Evolving Needs. Woven throughout these themes is KCC's commitment to equity as articulated in KCC's formal Equity Statement.

As a result of the regularly-conducted Faculty and Staff Satisfaction Survey and the external COACHE survey, the College's Shared Governance underwent an extensive review and subsequent restructuring starting in 2018. An external consultant, Dr. Allison Buskirk-Cohen, was selected to conduct a review of KCC's shared governance and a Governance Review Task Force was formed, consisting of 12 members of the college community. Dr. Buskirk-Cohen conducted 15 focus groups and 12 individual interviews with KCC constituents to design a survey which was administered to the entire college community. Based on Dr. Buskirk-Cohen's work, a report of findings was shared in December 2021. The report provided recommendations for modifications to the College Council and additions to our governance structure. In response to the recommendations, President Schrader has initiated seven Governance Review Ad Hoc Committees, which will be drafting and sharing their recommendations through Spring 2023.

Data and Assessment

To promote a culture of assessment and data informed decision making, KCC has devoted greater energy to its assessment processes since our last self-study. The Office of Institutional Research and Planning was renamed to the Office of Institutional Effectiveness, and similarly increased its scope of work to support regular, systematic assessment of all areas of the College. Assessment of student learning at the programmatic level and General Education assessment have become more standardized so that data can be collated and shared in a more uniform way. All Administrative, Educational, and Student Support (AES) areas have developed measurable outcomes and are collecting data as well to evaluate the unit's operational effectiveness as well as student outcomes related to their unit. College governance also undergoes regular assessment, with the College Council requiring its standing committees to conduct a self-assessment every three years, which involves writing a report of their activities and proposing changes to the committee's mission.

The College has also focused on increasing the sharing of assessment strategies and data, through the adoption of new platforms and creation of new opportunities to share them. KCC's Office of Institutional Effectiveness has worked to increase its ability to share institutional data with the College through the adoption of Tableau, a data visualization platform. The Office has developed several dashboards and is working to train the College community to use the dashboards. The Office of Institutional Effectiveness and Academic Affairs also adopted the Anthology Assessment Management System to assist with the conducting, management, and analysis of assessment projects in academic and non-academic areas.

The College also conducts regular assessments, such as the annual Faculty and Staff Satisfaction Survey, to evaluate areas for improvement across the College. In addition to these regular surveys, more targeted surveys are also conducted to collect data on other topics of interest. For example, during COVID-19 the *Using Data to Support Teaching and Learning Faculty Interest Group* began conducting surveys with students and faculty to better understand their experiences with online instruction; and in Fall 2022 the President's Office conducted a survey with department heads to identify the professional development needs of their teams.

Communication

KCC has worked to expand its internal and external communication. Internally, Senior staff (President, VPs/Cabinet) meet regularly to discuss and plan college operations. These meetings have expanded to include "Senior Staff II", consisting of Assistant Vice Presidents, Deans, and other individuals reporting to Vice Presidents, to ensure that information can be distributed to the College's different units. President Schrader and every division head send a monthly update about the work in their respective areas to all college constituents. Once registration begins, enrollment reports are provided weekly. Email is also used widely to share information about campus events, new procedures, changes to existing procedures, and opportunities for professional development. Beyond these electronic communications, monitors are located throughout the campus to bring information and announcements to the College community.

A major initiative to improve our external communication is upgrading the College's website. The Office of Communication and Marketing is leading the College's website refresh to improve its design, navigation, and organization for external users so that it can better serve as a student recruitment tool. Beyond the website, KCC has increased its social media presence and digital advertising on Facebook, Instagram, Linked In, Twitter, Google and YouTube. Print ads can also be found on local news media and public transportation. Collaborating with Niche.com, KCC has enhanced its ability to gather data about prospective students and send them communications about the College.

New Programs and Articulations

To maximize students' return on investment in their education, Kingsborough Community College continually updates and expands its transfer articulation agreements with senior colleges. Currently, KCC has 27 articulation agreements that assure students who successfully complete courses of specific academic programs can apply credits towards a baccalaureate degree. KCC has also added one new degree program, A.S. in Health Science.

Expansion of Online Degrees

In 2016, conversations began about ways KCC could better support stop-out students and adult learners as well as determine ways to increase students access to higher education. A Provost Advisory Committee was initiated to explore the expansion of online course offerings and KCC's potential to offer online degree programs. The A.A. in Liberal Arts was the first online degree program developed. Since the offering of the A.A. in Liberal Arts, the following 10 online programs have been created: A.S. in Accounting, Mental Health and Human Services, Business Administration, Chemical Dependency Counseling, Community Health, Health Science, and Speech Communication; A.A. in Criminal Justice; A.A.S. in Business of Fashion and Tourism and Hospitality; and a certificate in Alcoholism and Substance Counseling.

While committee members were supportive of the expansion of online course offerings, there was agreement that support services also needed to be part of any expansion efforts. To ensure online degree students have the necessary supports to be successful, KCC FLEX was formed. Supported by a grant from ECMC, KCC FLEX was launched in 2019 to provide flexible programming, enrollment coaching, and academic supports for adult learners. Students who respond to an interest intake form are contacted by an enrollment coach who works with them individually to guide them through all aspects of the enrollment process, including evaluation of transfer credit, and enrollment in flexible-format programs.

KCC also coordinated with CUNY's School of Professional Studies (SPS) on a Graduate NYC grant to assist students with the transfer process from KCC's online degrees programs to those at SPS. Students can seamlessly transfer between the two CUNY units and begin the credit for prior learning assessment process at SPS. Grant funds were used to hire a transfer coach to support students through the transfer process and ensure a successful transition to SPS.

Redesign of Workforce Development

In 2019, Kingsborough restructured the College's employment training- and career-related offices to create the Division of Workforce Development, Continuing Education, and Strategic Partnerships. The mission of the Division is to foster student success and transform lives by providing our diverse community with affordable, high-quality educational, vocational, and developmental experiences. The Division prepares students to thrive in the workforce by delivering accessible programs that respond to employer demand and labor market information and provide students with individualized advisement, counseling, and support that reflects the needs of our community.

Prior to the restructuring, the Office of Career Services was housed under the College's Office of Academic Affairs, primarily serving matriculated students. Non-credit students were provided access to career services, but only through grant-funded programs. The Office of Career Services was renamed the Center for Career Development and Experiential Learning and now offers its career-related services, resources, and experiential learning opportunities to both non-credit and credit students and shares employer contacts within the Division. The formation of the Division also centralized the College's external partnerships with local and

regional elected officials, employers, and community-based organizations (CBOs) through the newly-created Community Partnership database. This database contains data about external partners, including the primary point of contact and information about past and current programs, reducing confusion and repetition. In 2022, the Kingsborough Bridges to Opportunity Network (K-BON) was created to formalize partnerships with local CBOs with the mission prioritizing the health, educational, and employment needs of local residents by identifying needs, proposing solutions, and implementing new or refining existing programs.

Developmental Education

In Spring 2022, developmental education ended at CUNY. Under CUNY's prior developmental education program, students were placed into zero credit, developmental education courses based on placement exam scores. The previous placement process led to disproportionate numbers of minoritized students being placed in developmental courses, so CUNY shifted from a system of placement via locally-designed and scored tests to a "Proficiency Index" that relies heavily on high school GPA, an approach that has been linked to higher placement rates into First Year Composition for Black, Hispanic, and Pell eligible students. In order to move away from developmental courses, Kingsborough initiated a corequisite model where students enroll in a credit bearing course with additional hours, enabling students to build their skills with the support of their peers and professors. Kingsborough has also expanded its immersion program, providing students with opportunities to receive support on their math and English skills over the Summer and Winter terms in order to prepare them for credit-bearing math and English courses.

Civic Engagement (CE)

KCC considers civic engagement to be a crucial part of our student's education as it ensures that they can experience being part of their communities and the body politic in a meaningful way. Knowing the pedagogical benefits of CE as an essential form of active learning, KCC's governance approved a civic engagement (CE) graduation requirement in 2012. Students were required to complete two CE experiences, which could include (1) completing a certified CE course, (2) completing a CE component course (courses where a significant activity or module of the course is dedicated to CE) or (3) completing a non-course related CE experience, for which the student provides documentation through a written essay on the experience.

During the previous self-study, it was noted students were having difficulty satisfying the CE graduation requirement and there was not a clear process to assess the non-course related experience. Therefore, the entire requirement and its associated processes were reviewed. Working with academic departments, the Office of Academic Affairs has requested CE certified and CE component courses be recertified. In addition, learning outcomes for civic engagement were articulated, a common assessment of a reflective assignment was developed, and a rubric to score these assignments was created. In Spring 2023, four faculty are serving as CE fellows, and a preliminary round of Civic Engagement assessment was conducted, with a group of faculty using a common rubric to score the written assignments and discuss the results with the community.

Student Support Programs

To aid in their success, several programs were developed or re-designed to support students from vulnerable populations both inside and outside the classroom. Some of the major revisions to student support areas include:

- Academic Advisement was restructured to provide integrated academic and career advisement using a guided pathways model. Previously, advisement consisted of five distinct academic units providing academic advisement support based on their status as either freshmen, transfer, or continuing

students. The current model consists of four Advisement Academies, each focused on disciplinary clusters or meta-majors: Liberal Arts & Humanities, Business, Health Sciences & STEM, and Education & Justice. Students are assigned to an Advisement Academy and stay with that academy for as long as their discipline remains within the same cluster. The Dean of Student Success Programs now supervises all advisement areas as well as special programs such as Accelerated Study in Associate Programs (ASAP) and College Discovery (CD).

- Tutoring consolidated the previous math, writing, and tutoring centers to form the Kingsborough Learning Center (KLC), which offers comprehensive services tailored to support students' academic success. In addition, KLC has expanded to offer online tutoring sessions as well as support using Tutor.com.

- The Access Resource Center, formerly Single Stop, provides services such as screening for government benefits, legal and financial consultations, tax preparation, and access to food resources, including our food pantry and the distribution of vegetables grown at the KCC Urban Farm.

- The Student Success and Academic Probation Initiative has been launched to support students on probation and/or at risk for dismissal. Effective Summer 2022, all students on probation, as well as currently enrolled students who re-enrolled through the Forgiveness Policy or entered KCC through the New Start Program (for students dismissed at participating four-year colleges) are coded in the student information system and receive more intensive support from their advisors and the Academic Support team.

- CUNY EDGE, formerly known as COPE, helps CUNY students who are receiving public assistance achieve academic excellence, graduate on time, and find employment. CUNY EDGE has expanded its student services to provide advisement on classes and careers, college and work success seminars, cafeteria or bookstore vouchers, internship and job opportunities, and tutoring.

- The CUNY Fatherhood Academy is available to KCC students and non-students, and promotes responsible parenting and economic stability for unemployed and underemployed young fathers through education, employment, and personal development. Fathers receive preparation for the high school equivalency exam, assistance with college applications, and job placement.

- The Treasure Project was a three-year national project which worked to identify and support single mother students on campus through providing emergency funding and other financial support, connecting students to resources, and developing professional development to faculty to best know how to support single mothers in the classroom.

Outside of direct academic support, KCC also adopted software to connect, track, and engage students with relevant stakeholders in their academic journey. Systems we have implemented include Starfish, which streamlines communication between faculty and student support offices allowing for intentional, proactive, and timely intervention for students who are in distress or at risk of failure; Symplicity – Accommodate, which helps students with disabilities obtain their needed accommodations; and Symplicity – Advocate, which assists with managing cases related to student conduct.

II.   Institutional Priorities to be Addressed in the Self-Study

In a series of meetings, the Steering Committee discussed the institutional priorities that would guide the self-study. During these discussions, we took into consideration the priorities identified in our 2021-2025 Strategic Plan as well as the criteria in each Middle States Standard. Through multiple activities geared toward identifying priorities for the self-study through a variety of lenses, the Steering Committee converged on these four Institutional Priorities:

1. **Student Success:** Focus on providing high-quality innovative instruction that has demonstrated success among our student population; offer an extensive array of opportunities and learning experiences to build skills needed to succeed in the workforce or transfer to a four-year college; emphasize the development of individualized and holistic supports to meet the unique needs of our urban community college student population.
2. **Collaborative environment:** Achieve a collaborative environment that includes all members of the community in order to break down silos between divisions through clear and consistent communication across the College; create opportunities for communication across divisions to ensure a seamless, holistic, supportive experience for students, faculty, and staff.
3. **Data-informed processes and decision making:** Strive for resilient and stable functioning in the face of COVID-19 and other enrollment- and funding-related challenges through collecting, sharing, and using data and assessment results to focus efforts on key strategic initiatives and ensure that they are effective; use our successes as a model to other community colleges in demonstrating how pedagogical and student support practices translate into student success.
4. **Diversity, equity, and inclusion:** Engage in enrollment and pedagogical practices designed to increase access and continued success in populations traditionally underrepresented in colleges (e.g., adults, minoritized groups); cultivate a campus community that not only strives to remove barriers but also actively seeks to include diverse voices, perspectives, and opportunities for current and prospective faculty, staff, and students.

The Steering Committee also mapped the Institutional Priorities to the Areas of Emphasis in the Strategic Plan, to verify that the final list of priorities encapsulated and supported the Strategic Plan.

Priority	Student Success	Operational Excellence	Governance & Planning	Community & Communications	Workforce Development & Strategic Partnerships
Student Success	X	X			**X**
Collaborative environment	X	X	X	X	**X**
Data-informed processes and decision making	X	X	X	X	**X**
Diversity, Equity, and Inclusion	**X**		**X**	**X**	**X**

III. Intended Outcomes of the Self-study

The Steering Committee identified the following outcomes for our self-study. These outcomes were shared with Senior Staff for feedback and final approval.

- Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation
- Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities
- Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community
- Utilize the findings from our self-study process to create an action plan for 2026-2030 that aligns with our strategic plan and CUNY's master plan

IV.   Self-Study Approach

KCC has selected a standards-based approach for our self-study. This approach will enable KCC to conduct a thorough examination of how the College complies with expectations and requirements of MSCHE. In addition, a standards-based approach will allow KCC to better address the institutional priorities we have identified. Working Groups have been organized around by standard as well as the additional MSCHE requirements (evidence inventory, compliance report).

V.   Organizational Structure of Steering Committee and Working Groups

In preparation for our self-study, KCC has developed a structure for our Steering Committee and Working Groups, shown below:
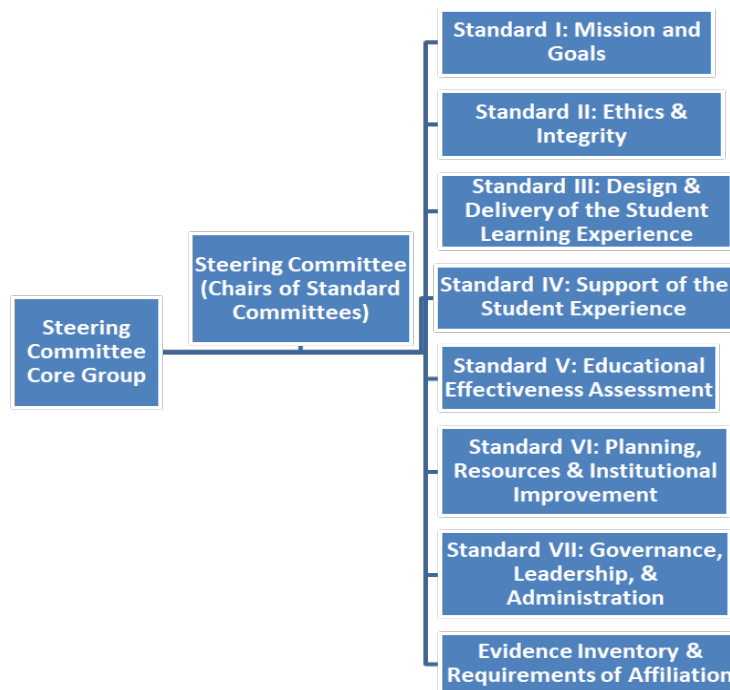
The Steering Committee will consist of a Core Group consisting of the College's Accreditation Liaison Officer, a staff co-chair, two faculty co-chairs; and the co-chairs of each Working Group. A faculty member and a staff member were selected to be co-chairs to ensure an inclusive process, representing multiple perspectives across the College. Steering Committee members were selected in consultation with the College's President, Provost, and Dean of Faculty. The Working Groups similarly were selected in consultation with the Steering Committee members, the College's President, Provost, and Dean of Faculty and consist of both faculty and staff members from across the College.

Steering Committee

The Core Group of the Steering Committee will serve as thought leaders to the self-study process and ensure that the self-study is a coordinated, cohesive process. Their charges include:

- Manage flow of information between Steering Committee, Working Groups, Board, Senior Staff, and College President.
- Develop strong relationships with self-study stakeholders and participants
- Cultivate an environment of transparency, honesty, and collaboration
- Develop a timeline, together with the Steering Committee, and ensure that it is implemented as planned
- Determine Steering Committee meeting schedule and facilitate meetings
- Review Standard interim reports and provide feedback to the Steering Committee co-chairs and Working Groups
- Ensure that the final Self Study Report is written in one cohesive voice
- Oversee arrangements to host the Evaluation Team visit

The Steering Committee is responsible for providing leadership and direction to the self-study process as well as guidance and support to the Standard Working Groups. Their charges include:

- Work with institutional leadership to identify 3-5 institutional priorities to be addressed in the self-study
- Develop, review, and approve the self-study design
- Establish, charge, and oversee the Standards Working Groups, ensuring that the Working Groups are meeting the agreed-upon timeline
- Ensure notes/minutes from group's meetings are documented and shared with the Steering Committee
- Develop lines of inquiry and related research questions based on the criteria of the Standard
- Coordinate the collection and sharing of data and evidence related to the work of the Standards in Teams and Anthology
- Produce outlines, preliminary drafts, and final drafts of Working Group's report by deadlines established
- Provide guidance and feedback to the Working Groups to ensure that their work adheres to the lines of inquiry and will be useful when developing the final self-study report.
- Identify the most important opportunities for improvement and innovation that will be included in the final Self-Study Report
- Develop a Communications Plan to effectively communicate with the Institution the importance of accreditation and the progress of the self-study process

Committee Membership

Standard/Role	Name	Title/Department
Steering Committee Core Group	Loretta Brancaccio-Taras (Co-chair)	Professor, Department of Biological Sciences
	Sarah Dillon (Co-chair)	Associate Professor, Department of Art
	Colleen Davy	Dean of Institutional Research, Assessment, and Effectiveness/ALO
	Johana Rivera	Vice President of Enrollment Management
Standard 1: Mission & Goals	Jessica Cinelli	Grants and Program Development Specialist, Office of Workforce Development
	Joan Zaloom	Assistant Professor, Department of Nursing
Standard 2: Ethics and Integrity	Cynthia Olvina	Administrative Specialist, Office of the Senior Vice President for Academic Affairs and Provost
	Michael Sokolow	Associate Professor, Department of History, Philosophy, and Political Science
Standard 3: Design and Delivery of the Student Learning Experience	Susan Lambert	Instructional Designer, KCeL
	Annie Del Principe	Professor, Department of English
Standard 4: Support of the Student Experience	Althea Maduramente	Director of Student Wellness Services
	Daniel Kane	Assistant Professor, Department of Tourism & Hospitality
Standard 5: Educational Effectiveness Assessment	Dorina Tila	Associate Professor, Department of Business
	Tziporah Stern	Associate Professor, Department of Mathematics
Standard 6: Planning, Resources, and Institutional Improvement	Andres Escobar	Executive Director of Finance and Business Operations
	Mary Ortiz	Professor, Department of Biological Sciences
Standard 7: Governance, Leadership, and Administration	Carey Manifold	Assistant Dean of Advisement
	Scott Cally	Professor, Department of Communications and Performing Arts
Evidence Inventory	Jonathan Cavalieri	Institutional Effectiveness Manager
	Linda McKernan	Special Projects Assistant

Working Groups (Confirmed As of 5/31/2023)

Standard 1: Mission & Goals
Co-chairs: Jessica Cinelli, Grants and Program Development Specialist, Office of Workforce Development and Joan Zaloom Assistant Professor, Department of Nursing

Name	Title/Department
Mabel Chee	Director of Development
Shoshana Friedman	Associate Professor, Mathematics
Dawn Levy	Associate Professor, Business
Gavin Ireland	Student Life International Student Director, Enrollment Management
Tracy Steffy	Assistant Professor, History, Philosophy, and Political Science

Standard 2: Ethics and Integrity
Co-chairs: Cynthia Olvina, Administrative Specialist, Office of the Senior Vice President for Academic Affairs and Provost and Michael Sokolow Associate Professor, Department of History, Philosophy, and Political Science

Name	Title/Department
John Acosta	Professor, Communications and Performing Arts
Carlos Arguelles	Associate Professor and Chairperson, Library
Mary Dawson	Professor, Biological Sciences
Asif Hussain	Assistant Vice President for Information Technology
Avery Mullen	Enrollment Registrar Director, Registrar
Gila Rohr	Deputy Director of Human Resources
Tisha Ulmer	Assistant Professor, English
Shaune Wallace-Bostic	Diversity Specialist, Office of Equal Opportunity & Diversity Management

Standard 3: Design and Delivery of the Student Learning Experience
Co-chairs: Annie Del Principe Professor, Department of English and Susan Lambert Instructional Designer, KCeL

Name	Title/Department
Karolina Bizik	Director of Continuing Education
Tanichea Blackstock	Office of Information Technology Services
Shawna Brandle	Professor, History, Philosophy, and Political Science
Evan Caccioppoli	Adjunct Assistant Professor, Communications and Performing Arts
Tyronne Johnson	Assistant Professor, Allied Health, Mental Health and Human Services
Alyse Keller	Associate Professor, Communications and Performing Arts
Helen Margaret Nasser	Director of Student Union & Intercutural Center
Vanda Seward	Assistant Professor, Behavioral Sciences
Dawn Taitt	Adjunct Lecturer, Music

Standard 4: Support of the Student Experience
Co-chairs: Daniel Kane, Assistant Professor, Department of Tourism & Hospitality and Althea Maduramente, Director of Student Wellness Services

Name	Title/Department
Laura Armour	Administrative Specialist, Access-Ability Services
Nefer Bovea	Associate Director, ASAP
Seanna Carter	Enrollment Registrar Coordinator, Academic Scheduling
Ruben Landaverde	Financial Aid Specialist
Melissa Merced	Director of Student Life
Kamili Posey	Associate Professor, History, Philosophy and Political Science
Paula Risolo	Senior Academic Advisor, Health Sciences & STEM Academy
Mary Shannon	Assistant Professor, Nursing

Standard 5: Educational Effectiveness Assessment
Dorina Tila, Associate Professor, Department of Business and Tziporah Stern, Associate Professor, Department of Mathematics and Computer Science

Name	Title/Department
Sarah Bradwisch	Professor, Nursing
Richard Fruscione	Associate Professor, Allied Health, Mental Health and Human Services
Amanda Kalin	Director of Curriculum Development & Program Planning
Lauren Levesque	Director of Institutional Research
Ryan McKinney	Professor, Communications and Performing Arts
Kristin Polizzotto	Professor, Biological Sciences
Karimah Ellis	Director, Liberal Arts Academy

Standard 6: Planning, Resources, and Institutional Improvement
Andres Escobar, Executive Director of Finance and Business Operations and Mary Ortiz Professor, Department of Biological Sciences

Name	Title/Department
Wendy Chu	Assistant Professor, Library
Tom Eaton	Assistant Professor, Art
Erica Levy	Director of Enrollment Management
Paul Ricciardi	Professor, Communications and Performing Arts
Peter Santiago	Student Psychological Counselor, Access-Ability Services
Jacob Segal	Professor and Chairperson, History, Philosophy, and Political Science
Joseph Velez	Academic Affairs Budget Manager

Standard 7: Governance, Leadership, and Administration
Scott Cally, Professor, Department of communications and Performing Arts and Carey Manifold, Assistant Dean of Advisement

Name	Title/Department
Aba Agolli	Interim Director of Advancement and Alumni Relations
Jennifer Corby	Assistant Professor, History, Philosophy, and Political Science

Celeste Creegan	Higher Education Officer, Environmental Health and Safety Director
Carlos de Cuba	Associate Professor, Communications & Performing Arts
Mark Eaton	Associate Professor, Library
Barbara Fairweather	Higher Education Associate, Academic Affairs, Administrative Manager
Matthew Gartner	Professor, English
Jason Leggett	Assistant Professor, Behavioral Sciences
John Mikalopas	Professor and Chairperson, Physical Sciences
Evidence Inventory Linda McKernan, Special Projects Assistant Jonathan Cavalieri, Institutional Effectiveness Manager	
Name	**Title/Department**
Michael Rosson	Professor, Library

Lines of Inquiry

During the Fall 2022 and Winter 2023 semesters, the co-chairs of the seven working groups met. During the six meetings, lines of inquiry for each standard were developed. The co-chairs developed a series of overarching questions for each standard. They also developed sub-questions to assist their working groups in gathering the evidence required to prepare drafts of their section of the self-study. In addition, the co-chairs indicated the evidence they would need to be part of our evidence inventory so they can support their answers to the lines of inquiry.

The overarching questions for each standard are:

Standard I- Mission and Goals
- How are mission/goals developed, assessed, approved, and publicized?
- How often are the mission/goals reevaluated and revised? Who is invited to process of establishing /revising the mission/goals?
- Are the mission/goals reflective of the College's Strategic Plan and Institutional Priorities?
- Are the mission/goals aligned with CUNY's mission and Strategic Plan?
- How does the College assess its alignment with CUNY's mission and Strategic Plan?
- What is the process by which KCC assesses its meeting of its stated mission and goals across all areas of the College and what data/evidence is generated from these processes? How are these results used to inform decision-making, campus planning, resource allocation and institutional improvement?

Opportunities for Connections with Students: Conduct surveys and focus groups with student population. Invite SGA and other student leadership to attend Working Group meetings.

Standard II- Ethics and Integrity
- How effective is the College at demonstrating its commitment to freedom of inquiry and respect for academic freedom? What are the CUNY and KCC policies that address academic freedom?
- What are the ways Kingsborough Community College fosters collaboration, respect, and diversity of perspectives throughout all campus constituencies?
- What evidence demonstrates the College's commitment to practices and policies related to hiring, evaluation, promotion, grievances, discipline and separation of employees, and personnel practices are

fair, impartial, avoid conflicts of interest or its appearance, and allow for prompt and equitable action? How are these policies reviewed and assessed?

- How does the College provide evidence to show how its publications and communications with internal and external constituents reflect its mission with honesty and transparency?
- What is the evidence that the College promotes affordability and empower students to understand and evaluate their financial options?
- How does Kingsborough Community College demonstrate compliance with applicable federal, state and commission policies, regulations, and requirements?
- How does the College assess its polices and processes and the implementation of these policies and processes?

Opportunities for Connections with Students: Invite students from SGA and student leadership to attend meetings to discuss appeals process and other policies and procedures.

Standard III- Design & Delivery of the Student Learning Experience

- What practices do we currently implement to ensure that faculty members are qualified and provided with professional development experiences to design, maintain, and assess high-quality learning environments?
- How are student educational opportunities provided by third party providers approved, reviewed and assessed?
- What evidence is there that all academic programs are designed for coherence and synthesis of learning?
- Where and how are programs of study described, and what processes ensure the descriptions are clear, comprehensible, accessible, and usable for all students?
- What systems are in place to ensure that courses are offered when students need them to move smoothly through their academic programs without delay?
- What assurances are present to ensure (confirm/certify) students make sufficient academic progress?
- What evidence is there that our required core general education courses are designed to be expansive in scope and meet the College's general outcomes?
- What is the process for periodic review and assessment practices for all programs providing learning opportunities?

Opportunities for Connections with Students: Invite representatives from student clubs and groups; Conduct focus groups on satisfaction with courses.

Standard IV- Support of the Student Experience

- What are the student support services and programs offered? How are the programs assessed and results reported?
- What third-party platforms are used in supporting the student experience? How do they impact student success and how is their effectiveness assessed?
- Where is data about the student experience stored? What is the process by the data is secured and which access to this data is garnered?

- How does the College use assessment data to consistently strengthen student support services and enhance the student experience? Based on a review of the College's current evidence, what are the data gaps and what are the opportunities for improvement?
- How effective are the policies, procedures, and processes of KCC and CUNY in supporting student success?
- How are policies and practices integrated through the entire student experience, (including recruitment, admission, academic success, completion, and post-completion placement for all educational offerings and modalities)?
- What opportunities exist for continuous improvement and enhancement of student support efforts?

Opportunities for Connections with Students: Invite representatives from student clubs and groups (e.g., NYC Men Teach, Military & Veterans Affairs, etc.) to meetings; recruit student workers to assist with collecting and interpreting input from students; conduct focus groups on satisfaction with student services

Standard V- Educational Effectiveness Assessment
- How does the College implement an effective assessment process that demonstrates accomplishments of educational goals consistent with the College's mission and goals?
- How successful is the College at fostering a culture of assessment and faculty support for continuous improvement?
- How does the College implement its systemic assessment process and measure student learning outcome across levels (course, program, pathway, and institution) as well as implement data-informed changes?
- How are assessment results and their impact on policy documented and clearly and timely communicated to the college community, as well as appropriate external stakeholders?
- Assessment of assessment: How does the College review assessment practices to determine how effective they are and areas for improvement?
- Based on a review of the College's current evidence, what are the data gaps and what are the opportunities for improvement?

Opportunities for Connections with Students: Invite representatives from student clubs to meetings for their input and review

Standard VI- Planning, Resources, and Institutional Improvement
- How does KCC demonstrate and practice a culture of data-informed decision making that is linked to the mission, strategic priorities and CUNY system-wide expectations?
- How does KCC ensure the financial planning and budgeting processes at the College are aligned with both the institution's missions/goals and to the College's strategic plan/objectives?
- What strategies and data does KCC use to assess the appropriateness and efficiency of institutional resource utilization to support the College's mission and goals?
- How does KCC develop, document, and communicate the resource allocation process (fiscal, technology, personnel, infrastructure) and how does it ensure sustainable institutional improvement?
- What are the decision-making processes, who is responsible and accountable for them, and what are the findings from assessment of these processes?

- What are the processes used to determine the resources (staff, facilities, tech, infrastructure) for new initiatives (programs, courses, and services) and how are the resources aligned with college's mission and strategic priorities?
- What is the audit follow up process at the college, how does it address the management letter and what are the findings from assessment of this process?
- What strategies measure and assess the adequacy and efficient utilization of institutional resources required to support KCC's mission and goals?
- How does KCC identify and address potential opportunities and challenges with personnel, financial, technological and physical plant resources?

Opportunities for Connections with Students: Inviting SGA chairs for planning and facilities to meetings for their input and review

Standard VII- Governance, Leadership, and Administration
- How does the governance structure of the College ensure transparency and accountability as well as invite engagement from all stakeholders in shared governance decisions, including CUNY system-wide governance?
- How does the College evaluate the effectiveness of institutional governance, leadership, and administration?
- To what extent does the College have a clearly established administrative structure that defines areas of responsibility and reporting relationships? How does the College assess this administrative structure?
- How effective are current administrative structures in maximizing and distributing resources in a manner aligned with its mission and goals?
- What systematic procedures are in place for evaluating leadership, shared governance, and administrative units to support the Mission and Strategic Priorities of the College and to continuously evaluate their performance. How effective are these procedures in assessing performance? or Based on a review of the College's current evidence, what are the data gaps and what are the opportunities for improvement?

Opportunities for Connections with Students: Invite SGA chairs to meeting(s) for their input and review

VI.   Guidelines for Reporting
Over the Fall 2022 and Spring 2023 semester, the Steering Committee met biweekly to develop the Self-Study Design, including the Institutional Overview, Institutional Priorities, and Lines of Inquiry for each Standard.

Starting in Fall 2023, the co-chairs will familiarize their Working Group members with the charges and timeline for the self-study and begin their work in reviewing the evidence and writing their chapters. Working Groups will be expected to meet on a regular basis to be determined by the co-chairs, and the meeting agendas/notes will be stored in the Middle States Self Study Steering Committee Teams site for future reference. The Teams site will also serve as a repository for preliminary evidence reviews and rough drafts of the chapters.

When developing their chapters, Working Groups should adhere to the following guidelines. The chapters should be

- Written in active voice
- Defining abbreviations at first use in the chapter (even if they may have been used in previous chapters)
- No longer than 10 pages in length (assuming Calibri 11, one-inch margins, left justified, single-spaced)

They should be organized as follows:

1. Begin with a one to two sentence phrase to connect the Standard to the KCC context. Although each standard has specific lines of inquiry, phrased as questions, the chapter should not be a series of answers to all of the questions. Rather, the evidence and analysis should tell the "Kingsborough story" and help guide the future directions of the College.
2. An Introduction providing background information about KCC related to the Standard, including
   a. Major initiatives or changes that have taken place since the last Middle States review
   b. Any additional context that impacts the College's ability to meet the Standard
3. An evidence-based analysis of how the College meets/does not meet the Standard, citing specific items that are part of the Evidence Inventory, so that:
   a. Each assertion or conclusion is backed up by a piece of evidence
   b. That piece of evidence is linked to an Appendix. During the draft development committees can use the placeholder "Appendix XX" which will be updated during the final report compilation
      i. E.g., "General Education is assessed on a five-year schedule, with each department that has Pathways-approved courses evaluating one course per year (See Appendix XX for the five-year assessment plan)"
4. Opportunities/recommendations for ongoing institutional improvement and innovation, so that the chapter:
   a. identifies the College's strengths in meeting the standard
   b. Highlights opportunities for improvement and recommendations for next steps, if applicable
5. Summary: a paragraph stating the major highlights of the chapter in the areas of meeting/not meeting the standard, supporting evidences and future improvements

Once the rough drafts are ready for review, the Working Group co-chairs will be responsible for uploading the text and inputting their sources for their final Evidence Inventory into the Anthology site for review. To upload the text, co-chairs will copy and paste the text into the Narrative text box in their Standard's site, and then review the text and ensure that it is formatted and linked properly. Co-chairs will use the following guidelines:

- Report should be divided into sections using the Headings 1 (for Sections) and Headings 2 (for Sub-sections) styles in Anthology
- Each piece of Evidence should be uploaded into the Standard's Sources. URLs can be uploaded into the URL Sources section; other pieces of Evidence should be converted to .pdf and uploaded to the Document Directory Sources section.
- The Evidence placeholder ("Appendix XX") should be linked to the Source once it is uploaded into the Standard's Source repository.

From Fall 2023 to Spring 2024, there will be three main deliverables for the Working Groups:
1. A presentation on their preliminary findings, observations, and next steps (October 2023)
2. A first draft of their chapter, to follow the outline given in Section VII: Organization of the Self-Study Report, which contains an analysis of how the Standard criteria are or are not met as well as observations of the strengths and weaknesses of the College in meeting that Standard, and recommendations for Institutional Improvement (January 2024)
3. A second draft of their chapter, which incorporates the feedback and recommendations given by the Core Group (April 2024)

VII.   Organization of Final Self-study Report

The self-study report will be organized as follows:

  I.   Executive Summary
 II.   Institutional Overview
III.   Overview of Self-Study Process
      a.   Institutional Priorities
      b.   Intended Outcomes
      c.   Organization of the Steering Committee and Working Groups
      d.   Communication with Stakeholders
IV.   Standard X: Title X (format repeated for each of the seven standards)
      a.   How Standards and Requirements are Met
      b.   Analysis of Evidence of Meeting Standard and Requirements of Affiliation
      c.   Response to Standard Research Questions
      d.   Summary of Findings Including Strengths and Weaknesses
      e.   Assessment of Findings Using Lens of Institutional Priorities
      f.   Recommendations for Institutional Improvement
 V.   Recommendations and Conclusions

VIII.   Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

The Verification of Compliance (VoC) will be a centralized process coordinated by the Office of Institutional Effectiveness. In March 2024, the co-chairs will present a preliminary draft of the VoC to the Steering Committee co-chairs and Provost. A revised draft will be shared with the Steering Committee for additional feedback in October 2024.

IX. Self-Study Timetable

Semester	Activities
Summer 2022	
August 2022	• Self-study co-chairs (Steering Committee) selected
Fall 2022- Winter 2023	
October 2022- November 2022	• A co-chair from each standard and the self-study core group attend the Middle States Institute (MSI) • MSI attendees meet to review institute information and begin to formulate self-study work
December 2022- February 2023	• Steering committee meets to develop institutional priorities and charges for working groups • President Schrader hosts a kick-off breakfast for co-chairs to meet and receive input on self-study design work from Senior staff 1 and 2 • MSCHE VP liaison scheduled for spring 2023 • Co-chairs of each standard develop lines of inquiry and begin to identify evidence
Spring 2023	
April 2023	• Visit by MSCHE VP Liaison
May 2023	• Approval of self-study design • Self-study design communication plan is launched, including a self-study website • Initial meeting of Working Groups to discuss charges and plan
Summer 2023	
July-August 2023	• Co-chairs work with Evidence Inventory Committee to compile evidence and prepare for review
Fall 2023	
September 2023	• College-wide kick off for self-study • Working groups begin to meet regularly
October 2023	• Meeting of steering committee and members of working groups, if available. Each group will be asked to report on their progress, any gaps in evidence they have identified and questions they might have.
Winter 2024	
January 2024- February 2024	• Co-chairs of working groups submit first draft of their self-study chapter by **January 15** • Core group reviews drafts • Feedback is provided to the co-chairs

March 2024	• Co-chairs meet with their working group to incorporate feedback
April 2024- May 2024	• Co-chairs of working groups submit second draft of their self-study chapter by **May 1**.
Summer 2024	
July- August 2024	• Core group and steering committee compile, edit and prepare full self-study report
Fall 2024	
September 2024- November 2024	• College-wide town halls for input on the self-study
December 2024	• Self-study report revised based on input received
Winter 2025	
January 2025	• President approves self-study report
February 2025	• Self-study report submitted to MSCHE

X. Communication Plan

In preparation for college-wide communications about the Self Study, the Steering Committee will collaborate with the Office of Communications and Marketing to develop a branding strategy for the self-study, including the development of a logo, templates for emails and other communications, and branding guidelines. To develop and maintain a cohesive communications strategy, the Steering Committee will develop a communications plan consisting of the following components:

- A page on the KCC website, which will share information about the self-study process and the College's progress
- The College's Anthology page, which will be used to share drafts of the seven chapters, compile the self-study report, and distribute final versions of the report with the campus community
- Regular (monthly) emails to faculty, staff, and students introducing them to MSCHE, the seven standards, and the self-study process, as well as providing updates on the process and providing information about events
- Meetings with academic departments and campus divisions to share progress updates and explain their role in the self-study
- A student-focused social media campaign to raise students' awareness of the self-study and encourage their engagement in the process
- A series of college-wide Town Halls (one for each Standard) to review the findings and gather input from the College community once the draft reports are completed

Below is a rough timeline for developing and implementing the Communications plan:

Semester	Activities
Spring 2023	- Develop logo - Build 2024-205 Self Study page on KCC website - Set up Anthology page for use in communicating key information to campus Begin communications campaign for Self-Study Preparation Visit
Fall 2023-Winter 2023	- Host official self-study kick-off event - Launch self-study email campaign - Begin division/department visits - Launch social media campaign for students
Spring 2024	- Continue monthly email campaign - Begin to share draft chapters/main findings in Anthology
Fall 2024	Host Town Hall events with faculty, staff, and students to review draft chapters' major findings and recommendations

XI. Evaluation Team Profile

For a productive self-study process, KCC would benefit from an evaluation team with members that have experience in higher education so that they understand the following:

- the challenges and affordances of an urban community college that is part of a large university system
- the implementation and assessment of pedagogical practices that have been demonstrated to improve the outcomes of students with a wide range of skills
- The issues associated with a faculty that are predominantly educated at the doctoral level and balance a heavy teaching load with the requirement for scholarship for reappointment, tenure and advancement
- a complex budgetary system, financial management, and short- and long-term planning process that involve local, city and state funding sources
- Issues associated with the role of staff in a union setting
- recent national placement reforms, and policies for credit for prior learning and microcredentials in two-year colleges and their effects on different student groups

One member of the team should have expertise in distance education since KCC has several online degree programs.

The team chair should be a current or former community college president or chief academic officer with experience implementing strategies related to the institutional priorities we have identified.

Peer Institutions
Nassau Community College
Suffolk Community College

Passaic County Community College
Community College of Philadelphia
Community College of Baltimore County
Union County Community College
Baltimore City Community College
Delaware County Community College

Top Programs by Enrollment

Based on KCC Fall 2022 enrollment data, the following degree programs have the highest enrollment, with over 300 students:

Degree Program	Enrollment
A.A. Liberal Arts	**1976**
A.S. Business Administration	**769**
A.A. Criminal Justice	**502**
A.S. Biology	**368**
A.A.S., Nursing Pre-clinical	**354**
A.S. Computer Science	**328**

XII.   Evidence Inventory Strategy

The Kingsborough Community College MSCHE Steering Committee has developed a Microsoft Teams channel to support the organization and evaluation of evidence. The Teams Channel includes a sub-channel for each Standard, where the Evidence Inventory related to that Standard will be stored. The Evidence Inventory co-chairs, with support from Michael Rosson will develop the inventory on Teams and separate the evidence by each Working Group's standard.

To begin compiling the Evidence Inventory, the co-chairs of the Evidence Inventory committee started with a list provided by CUNY's MSCHE Council, which contains potential CUNY- and College- specific sources that may be appropriate for each Standard. To supplement this list of potential evidence, the Co-chairs of each working group also provided a list of additional resources that they believe should be included in their Evidence Inventory as an important piece of evidence in evaluating their Standard. The preliminary list from CUNY, with additions from the Standard Co-Chairs, is given in Appendix A. The Evidence Inventory Co-chairs will meet with the Standard Co-chairs over Summer 2023 to ensure that the initial inventory is ready for the first steps of the self-study review and will continue to assist the Standard Working Groups in identifying additional sources of evidence: identifying appropriate sources of information, organizing meetings with college Subject Matter Experts (SMEs) and the working group Co-chairs, and so on.

As the Standard Working Groups conduct their review of the Standard, they can refer to the pool of data collected in the Evidence Inventory in the Teams site. As they prepare their drafts for review by the Steering Committee Co-Chairs, Standard Co-Chairs will be responsible for uploading their Chapters, as well as the final set of relevant evidence for the Evidence Inventory, into Anthology.

The Evidence Inventory Co-chairs will be responsible for ensuring that the uploaded evidence is appropriately uploaded and all the links between the text of the Chapter and the evidence in the Evidence Inventory are appropriately linked.

Appendix A: Preliminary Evidence Inventory

Standard	Documents, Processes, and Procedures – KCC	Documents, Processes, and Procedures – CUNY
I. Mission and Goals	Documents showing process of developing mission and goals (meeting documents, town halls, wide input, etc.) https://www.kbcc.cuny.edu/college_council/index1.html Strategic Plan Links to strategic planning process on your website Catalog Handbooks • Faculty Handbook • Student Handbook Academic program review guidelines Guidelines for specialized accreditation Budget planning/resource allocations Assessment of student learning website and/or where the institution lists program learning goals Links to offices of Communication, Research, Facilities • Communication • Facilities • HRPP	New York State Senate Legislature, Title 7, Article 125 • Section 6201 • Section 6203 • Section 6206 CUNY History CUNY Manual of General Policy, Article 1 Academic Policy, Programs and Research • Policy 1.05 Academic Program Planning • Policy 1.06 Academic Program Review • Policy 1.25 Research and Scholarship CUNY Manual of General Policy, Article V Faculty, Staff and Administration • Policy 5.01 Academic Personnel Practice (1 Faculty Responsibilities: *The faculty as the body chiefly responsible for the educational mission . . .*, 2 Presidential Responsibilities: . . . *accountable for seeing that the mission of the college fits into the broader mission of the University.*) CUNY Master Plan (most recent) CUNY 5 YEAR CAPITAL PLAN(?) CUNY Currently updating PMP/Strategic Framework – will add new version when available CUNY PMP, Office of the Chancellor: Performance Management Process

	General Education website/Outcomes CUNY Pathways CUNY Coordinated Undergraduate Education (CUE) college documents • https://www.kbcc.cuny.edu/faculty/cue/ • https://www.kbcc.cuny.edu/faculty/cue/cue_projects.html College student support programs: SEEK, ASAP, etc. Reports from analyzing data	CUNY Master Plan (most recent) CUNY 5 YEAR CAPITAL PLAN https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/fpcm/departments/capital-budget/2021-22_CIP-Compiled-Digital_FINAL.pdf Agendas and minutes of CUNY Board Committee on Academic Policy, Programs, and Research

II: Ethics and Integrity	Links from college websites to relevant CUNY policies
	
	College-specific policies (as aligned with CUNY policies)
	
	Student Rights policies, Bill of Rights
	• Student Rights Policies
	• CUNY Student Bill of Rights
	• Henderson Rules
	
	Recruitment materials (students, faculty, staff)
	Surveys (satisfaction), institutional reports specific to this Standard, such as NSSE or COACHE
	
	Affirmative Action statements
	
	College office of diversity, equity, and inclusion
	• Diversity, equity, and inclusion programming
	• Office of Equal Opportunity
	
	Student Handbook
		CUNY History
		
		CUNY Manual of General Policy
		    Article I Academic Policy, Programs and Research
		• Policy 1.02 Academic Freedom
		• Policy 1.03 Academic Integrity
		• Policy 1.24 Research Misconduct
		    Article VI Legal, Policy 6.04 Freedom of Information Law Compliance
		    Article VI Legal, Policy 6.05 Intellectual Property
		
		CUNY Legal Affairs
		• Intellectual Property
		• Copyright Materials
		• Academic Integrity Policy
		
		CUNY Research Compliance
		• Responsible Conduct of Research
		
		CUNY Student Affairs
		• Statement on the Freedom of Student Expression
		• CUNY Student Policies & Procedures

College grievance policies and/or links to where present CUNY policies	• Academic Integrity Notice to the CUNY Community Regarding File Sharing and Copyright Infringement
Links to office of Compliance, Student Appeals websites	CUNY UFS Academic Freedom
Verification of Compliance	PSC CUNY Academic Freedom
College COI policies and/or links to where present CUNY policies	CUNY Freedom of Information Law Requests
Relevant policies of affiliate organizations	New York State Joint Commission on Public Ethics (JCOPE)
Multiply Position Policy	Research Foundation CUNY Policy No. 519-C – Intellectual Property
Evaluation forms and procedures	Research Foundation CUNY Policy Regarding the Disposition of Allegations of Research Misconduct
Search committee guidelines	
Handbook, Catalog, Institutional Profile, Website, Facebook	CUNY HR Office of Recruitment & Diversity • CUNY Faculty Diversity Initiative • Innovative and Inclusive Programming • Diversity and Inclusion
Consumer Information Page	CUNY HR Policies and Procedures
Human Resources website	
Office of Communications	CUNY Labor Relations, Policies & Other Resources • Paid Parental Leave Policy
Financial aid site	CUNY Legal Affairs • CUNY Campus and Workplace Violence Policy • Equal Opportunity and non-Discrimination • Lactation Guidelines • Student Bill of Rights
College programs or links to CUNY programs	
FAFSA completion initiatives	
FAFSA completion rates	
HEDS (Higher Education Data System) reports	CUNY Admissions

AIU Substantive Changes Verification of Compliance SAS Links to list of accreditors, licensing, affiliations HR records tracking/showing compliance with/certifying trainings: JCOPE, workplace violence, etc. Clery Act documents for compliance HR assessment of trainings	CUNY Library Services Diversity Statement CUNY Faculty Affairs • Faculty Development @CUNY • Faculty Resources • COACHE CUNY Student Affairs • CUNY Student Policies & Procedures o Disability Accommodation IPEDS Human Resources (HR) reports OAREDA data • Current Student Data Books (Race/Ethnicity; Student Profile/Demographic Information) • HEOA Diversity Reports • Student Experience Surveys Research Foundation CUNY Policy No. 526 – Affirmative Action CUNY Financial Aid Mobility Report Cards: The Role of Colleges in Intergenerational Mobility • Economic Diversity and Student Outcomes, New York Times CUNY Open Educational Resources (OER) CUNY Policy Compliance with Textbook Requirements of HEOA

KINGSBOROUGH COMMUNITY COLLEGE
MIDDLE STATES
SELF STUDY 2024 – 2025

		CUNY Student Affairs Disability Services

III: Design and Delivery of the Student Experience	KCC Curriculum Committee Agendas, Minutes
	KCC Gen Ed Assessment Microsite or Pages on KCC Site
	KCC Gen Ed Requirements
	List of Accreditations -
	  • KCC Accreditations Web Page
	  • KCC Accreditations and Affiliations PDF
	KCC Pathways Pages
	Selected Departmental Websites
	Selected AA, AS, and AAS program Webpages
	KCC Mission and Goals / KCC MISSION, GOALS, Objectives
	KCC Institutional Profile
	KCC Enrollment, Retention, and Completion Reports and data
	Student Handbook
	
	Documents regarding peer/faculty observation; faculty evaluation process (often in faculty handbook)
	
	Faculty qualification summary data
	
	Pre-tenure review policy and guidelines
	
	ECP, HEO review processes
	
	P&B committee guidelines, minutes
	
	College governance policy outlining responsibility of faculty for teaching and learning
	
	Class size data; student/faculty ratios
		CUNY Manual of General Policy, Article 1 Academic Policy, Programs and Research
		CUNY Academic Program Resources
		CUNY Pathways
		Selected Chancellor's Reports
		
		New York State Senate Legislature, Title 7, Article 125
		  • Section 6208 Collective Negotiation
		  • Section 6210 Non-Instructional Positions
		  • Section 6212 Tenure
		  • Section 6220 Salary Schedules in Certain Public Institutions of Higher Learning
		
		CUNY Bylaws
		  • Article VI Instructional Staff
		  • Article VIII Organization and Duties of the Faculty
		  • Article IX Organization and Duties of the Faculty Departments
		  • Article XI Duties and Qualifications of Titles in the Instructional Staff
		  • Article XII Salary Schedule Conditions
		  • Article XIII Instructional Staff–Miscellaneous Provisions
		  • Article XIV The Non-Instructional Staff
		
		CUNY Manual of General Policy, Article V Faculty, Staff and Administration
		
		Agendas and minutes of CUNY Board Committee on Faculty, Staff and Administration
		CUNY Faculty Affairs

Facilities space for research faculty	• Faculty Development @CUNY
	• Faculty Resources *See full list*
IPEDS Human Resources (HR) reports	• COACHE
Professional development funding; travel funds; PSC funds	CUNY Centers for Teaching and Learning Council
Professional development, Centers for Teaching and Learning	CUNY Faculty Scholarship Report
Student experience of learning, Noel Levitz surveys	PSC CUNY Constitution
	• Faculty and Staff Rights
Degree Works reports/screens showing what students see	
	CUNY UFS Charter
Recruiting/advertising materials	
	CUNY University Registrar
Academic Advisement documents	• Policies & Procedures
Course availability (including online, evening, and weekend)	CUNY Pathways
Library and library resources, sharing policies	CUNY Manual of General Policy
	Article VII Student Affairs and Special Programs
Writing centers, help desks, learning resource centers	• Policy 7.12 Retention and Graduation
Career services, internships, experiential learning	CUNY Office of Undergraduate Studies, Academic Programs & Policy
	• Academic Advisement
Early alert data, supplemental instruction reports, computer lab user information, usage analytics (library, blackboard)	• Information for Students (Advising Modules)
	• Coordinated Undergraduate Education (CUE)
Space allocation policy, reports showing sufficient space	• Writing Across the Curriculum (WAC)
See your college data in Campus Statistics on the CUNY Capital Budget website	• Developmental Education and USIP
Advisement office, materials, reports	CUNY ASAP
Honors programs materials and resources	CUNY Office of Special Programs
	• College Discovery & SEEK

	Institutional Effectiveness Plan Institutional Effectiveness assessment/report Guidelines, calendars, results, and reports of APR reviews, unit reviews Reports from academic assessment committees, nonacademic assessment (AES) committees College's PMP targets and reports	• Single Stop College Initiative • Foster Youth College Success Initiative • CUNY TRIO Programs CUNY Open Educational Resources (OER) CUNY Policy Compliance with Textbook Requirements of HEOA
IV: Support of the Student Experience	Website, Registrar, Student Handbook (18-19), Faculty Handbook, Advisor Handbook College admissions and processing policies and procedures Orientation information Consumer Information page Remediation information and programs for community and comprehensive colleges Faculty handbook Department policies, faculty responsibilities for credit evaluation Credit evaluation policies, credit for prior learning, CLEP (College-Level Examination Program) policy Articulation agreements Links on college site to CUNY policies and procedures	CUNY Manual of General Policy Article I Academic Policy, Programs and Research CUNY Office of University Enrollment Management CUNY University Registrar • CUNY Remedial Courses: Guidance for Designing Co-requite Remediation at CUNY • University Definition and Configuration for Equated Credit for Non-Credit Instruction CUNY Programs • ASAP • CUNY Developmental Education and USIP • CUNY Reverse Transfer • CUNY Start • College Discovery and SEEK • School-College Partnerships (CUNY K16 Initiatives) CUNY Financial Aid University Resources

General Data Protection Regulation (GDRP)
 	
Student Affairs policies
 	
Compliance reports to NCAA
 	
Auxiliary organizations and programs
 	
AES (administrative, educational, and student support) Assessment Committee membership
 	
AES Assessment Reports
 	
Student Affairs assessment
	• Financial Literacy
	University Tuition & Fee Manual
	
	CUNY Career Success Initiatives
	
	Adult Learners at CUNY
	
	CUNY Experiential Learning
	
	CUNY University Registrar
	• ePermit
	
	CUNY Pathways
	• Board Resolution
	• Campus Guidelines
	• How Credits Transfer
	
	CUNY Reverse Transfer
	
	CUNY Academic Program Resources
	    2016 Faculty Handbook (use most recent)
	• II. Preparation of Articulation
	
	CUNY Legal Affairs
	    CUNY Policies & Forms
	• FERPA
	• FERPA Forms
	• Gramm-Leach-Bliley Information Security Program
	• Identity Theft Prevention Program
	• Records Retention and Disposition Schedule
	
	Computing & Information Services, Information Security (CIS), Security Policies & Procedures

		CUNY Records Retention Schedule
		CUNY Researcher Handbook
		• Chapter 6: Research Agreements (Data Use Agreements, Data Transfer Agreements)
		CUNY Research and Sponsored Projects Compliance
		• CITI Training
		• Human Research Protection Program (HRPP)
		• Research and Sponsored Projects Agreements (Data Transfer Agreements, Data Use Agreements)
		CUNY Office of Institutional Research & Assessment (OIRA)
		• Data Warehouse Use & Access Agreement
		• Agreement state-wide data repository
		• University data exchange with NYC Dept of Ed
		CUNY Student Affairs
		• Student Life
		○ Residence Life
		○ Student Activities Fees
		○ CUNY Bylaws and Policies
		○ Activities, Clubs and Organizations
		○ Ernesto Malave Leadership Academy
		○ CUNY LGBTQI Student Leadership Program
		• Athletics
		CUNY Student Activity Fees
		CUNY Bylaws and Policies
		• CUNY Bylaws—Articles XV and XVI
		• City University Fiscal Handbook for the Control & Accountability of Student Activity Fees
		• Financial Management Guidelines–College Associations

		CUNY University Student Senate (USS) CUNY PMP (including Data Book) ASAP Evaluation

V: Educational Effectiveness Assessment	Institutional and program learning outcomes, Gen Ed
	
	Assessment website
	
	Department and General Education assessment reports
	
	Degree maps/Curriculum maps
	
	Links to what parents and students see about learning outcomes, Gen Ed
	
	Data on success outcomes and how shared
	
	Consumer information page
	
	APRs
	
	Center for Teaching and Learning
	
	CUNY Coordinated Undergraduate Education (CUE) college documents
	
	Uses and assessments of Student Technology Fees
	
	Assessment reports describing improvements made as a result of assessment
	
	PMP cycle: annual realignment of college goals
		Manual of General Policy, Article 1 Academic Policy, Programs and Research, Policy 1.06 Academic Program Review
		
		CUNY Academic Program Resources
		
		CUNY General Education Assessment
		
		CUNY Assessment Council
		
		CUNY Centers for Teaching and Learning Council
		
		CUNY-wide Remediation Reform (TBD)
		• Strong Start to Finish Grant
		• Mathematics Remediation
		• CUNY Office of Undergraduate Studies
		   o Developmental Education
		   o CUNY Immersion Program Evaluation
		
		CUNY Office of Career Success Initiatives
		
		Adult Learners at CUNY
		
		CUNY Experiential Learning
		
		CUNY HR Learn and Development

	Examples of sharing assessment reports for peer review/faculty review and feedback outside of your college, working with assessment networks and associations	CUNY Faculty Affairs • COACHE CUNY Manual of General Policy, Article 1 Academic Policy, Programs and Research • Policy 1.06 Academic Program Review *See 3.7 External Review* Assessments of CUNY Programs • Pathways (See *Pathways Updates)* • USIP Fact Book
VI: Planning, Resources, and Institutional Improvement	College documents showing links from mission and goals to decision-making and resources (e.g., Key Performance Indicators; for faculty diversity, show HR lines). *Note it's the <u>linkages</u> that are important.* E.g., PMP College Focus Goal reports, operating budget, fundraising plan, College foundation documents Strategic Plan implementation and assessment update reports Description of strategic planning, implementation and assessment process Enrollment projections Financial projections Supplemental educational services College analyses of available city funding, if applicable Faculty/Staff Survey used as a resource planning tool	State Enacted/City Executive Budget University Budget Request CUNY Master Plan (most recent) CUNY 5 YEAR CAPITAL PLAN CUNY PMP, Office of the Chancellor: Performance Management Process (Page 2 of 2016-17 PMP Data Book: "The University PMP Data Book is designed to track progress on goals articulated in the CUNY Strategic Framework") CUNY University Faculty Senate Committees *See planning documents, reports* CUNY University Student Senate Committees CUNY Office of Budget & Finance Academic Technology at CUNY CUNY Administrative Excellence Initiative • CUNY Administrative Excellence Strategic Vision

	Capital Improvement Email Updates KCC Budget Intranet Page IPEDS Human Resources (HR) reports Fundraising/College Foundation documents College auxiliary enterprises Space allocation policy, reports showing sufficient space *See your college data in Campus Statistics on the Capital Budget website* Space/facilities master plan Libraries master plan Space/facilities master plan Fundraising/College Foundation documents College auxiliary enterprises Space allocation policy, reports showing sufficient space Audited financial statements of college foundation, student associations, auxiliary enterprises Mapping of resources onto initiatives (why they are funded) College budget requests	New York State Senate Legislature, Title 7, Article 125 • Section 6201 • Section 6206 • Section 6221 • Section 6229 (community) • Section 6230 (senior) • Section 6231 • Section 6233-A CUNY Bylaws • Article VIII Organization and Duties of the Faculty • Article XI Duties and Qualifications of Titles in the Instructional Staff • Article XVI Student Activity Fees and Auxiliary Enterprises New York State Senate Legislature, Title 7, Article 125 • Section 6233-A Master Capital Plan CUNY Facilities Planning, Construction and Management Agendas and minutes of CUNY Board Committee on Facilities, Planning and Management Agendas and minutes of CUNY Board Committee on Long-Range Planning CUNY Computing & Information Services CUNY Manual of General Policy, Article V Faculty, Staff and Administration Agendas and minutes of CUNY Board Committee on Faculty, Staff and Administration

	Comparisons of projections to actuals (e.g., enrollment, budget)	CUNY Workforce Statistics
		CUNY Facilities Planning, Construction and Management
		PSC-CUNY Contract Article 15: Workload
		PSC CUNY Contract Article 30: Facilities and Services
		CUNY Audited Financial Statements
		CUNY Research Foundation Annual Reports and Financial Statements
		Academic Technology at CUNY
		Research Foundation Annual Reports
		University Advancement
		CUNY Budget & Finance Leadership
		CUNY Budget Administration
VII: Governance, Leadership, and Administration	College council	New York State Senate Legislature, Title 7, Article 125
	College governance plan, bylaws	CUNY Bylaws
	Academic/ Senate charter, bylaws, policies	CUNY Manual of General Policy
	Organizational charts	CUNY Administration
	Link to President's Office, CV, cabinet, organizational charts	CUNY University Faculty Senate • CUNY Committees

	Agendas, schedules, and minutes from faculty, student, and administrative councils Documents showing councils and their relationships to CUNY and Central Administration, e.g., COPs, CAO meetings, Council of Librarians, CIS Documents showing appropriate size, such as comparative analysis with other CUNY colleges	CUNY University Student Senate PSC CUNY Constitution CUNY Legal Affairs • Governance Plans Research Foundation Governance CUNY History Minutes of CUNY Board of Trustees Meetings New York State Joint Commission on Public Ethics (JCOPE) • JCOPE Ethics Laws CUNY PMP CUNY Budget Proposals to the City and State Agendas and minutes of CUNY Board Committee on Academic Policy, Programs, and Research Agendas and minutes of CUNY Board Committee on Long-Range Planning Agendas and minutes of CUNY Board Committee on Fiscal Affairs CUNY Administration CUNY Faculty Affairs • COACHE