



**Middle States Commission on Higher Education
Self-Study**

**Presented by: Kingsborough Community College
of the City University of New York - April, 2016**

**Chief Executive Officer:
Farley E. Herzek
President**



Middle States Commission on Higher Education

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Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)* Effective August 1, 2015]

Kingsborough Community College of the City University of New York
(Name of Institution)

is seeking (*Check one*):
 Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

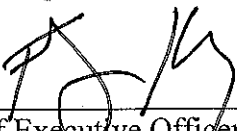
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.


Exceptions are noted in the attached memorandum (*Check if applicable*)



(Chief Executive Officer)
Farley Herzek, President

1/27/2016

(Date)



(Chair, Board of Trustees or Directors)
Benno Schmidt, Chairperson
Board of Trustees, City University of New York

1/28/2016

(Date)

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Executive Summary

About Kingsborough Community College

Founded in 1963, Kingsborough Community College offers a comprehensive range of credit and non-credit courses in the liberal arts and sciences and in career education. Kingsborough serves a highly diverse student population, representing more than 100 different countries. The students' academic skills are as varied as the cultures they represent. Over 17,000 students enroll in credit courses each semester and there are an additional 20,000 enrollments in continuing education courses each year. In 2014, Kingsborough awarded over 2,700 degrees, and it consistently ranks among the top two percent of community colleges in the country in associate degrees awarded to minority students, according to Community College Week (September 2015).

Located on a 70-acre campus in Manhattan Beach, Brooklyn, Kingsborough is one of 23 colleges and schools in the City University of New York (CUNY) and employs approximately 300 full-time faculty members and 500 adjuncts in credit courses with an additional 200 part-time teachers in continuing education. Although there are two other CUNY colleges in Brooklyn that offer associate degrees, Kingsborough is the only comprehensive community college in the borough.

The College's primary mission is to equip students with the information and skills they need to survive and thrive in today's world. KCC provides opportunities for academic, vocational, and lifelong learning—associate programs for transfer, career-oriented degree programs that move students directly into the workforce, and non-degree workforce development programs for those seeking to enter the labor market.

The College takes a holistic and integrative approach to serving its students. Support services, academic advisement, sound developmental education programs, learning experiences in the community, financial assistance, educational opportunities proven to be successful, and the chance to work with highly credentialed faculty in small classes promote student success.

Kingsborough strives to be transparent in its policies and reflective in its practice. Relevant materials are disseminated via multiple communication forms, such as email, faculty and student handbooks, and the College's website. In addition, the College has developed a commitment to assessing outcomes and identifying areas requiring improvements.

As a result of these efforts, Kingsborough was recognized by the Aspen Institute College Excellence Program as one of the top four community colleges in the nation. In 2013, the Institute chose Kingsborough as a Finalist with Distinction for the Aspen Prize, praising KCC for achieving outstanding outcomes in learning, completion, minority and low-income student success, and employment/earnings. In addition, Achieving the Dream, a national community college organization, selected Kingsborough as one of its Leader Colleges in September 2015, which will allow the College to share its successes with institutions around the nation and provide access to resources with which to implement new initiatives.

Preparing the Self-Study Report

To prepare for the self-study, faculty, staff, and administrators were appointed to nine working groups based on the Standards for Accreditation. The co-chairs of the working groups acted as the steering committee for the self-study. Two faculty members served as co-chairs of the self-study and served as members of the editing committee along with the College's Accreditation Liaison Officer (Interim Provost / Vice President for Institutional Effectiveness) and the Associate Director of Institutional Research and Academic Assessment. The editing committee reviewed and organized the committee reports, and identified supportive documents and appendices. The draft self-study report was shared with the steering committee and the college community. The following lists the membership of the Working Groups, Steering Committee, and Editing Committee:

Steering Committee

Prof.	Michael	Barnhart	History, Phil., Pol. Sci.
Prof.	Maria	Bartolomeo	Behavioral Sciences
Ms.	Linda	Biancorosso	Institutional Research
Prof.	Loretta	Brancaccio-Taras (Co-Chair)	Biological Sciences
Prof.	Audrey	Cohen	Business
VP	Peter	Cohen	Student Services
Ms.	Mickie	Driscoll	Human Resources
Prof.	Susan	Farrell	Behavioral Sciences
VP	Richard	Fox	Institutional Research
Prof.	Janine	Graziano (Co-Chair)	English
Prof.	Don	Hume	Health, Phys. Ed. & Rec.
Prof.	Laura	Kates	Behavioral Sciences
Prof.	Michael	Miranda	Behavioral Sciences
Dean	Brian	Mitra	Student Services
Prof.	Josephine	Murphy	Library
Prof.	Gloria	Nicosia	Comm. & Perf. Arts
Mr.	Peter	Pobat	Office of the President
Prof.	Kristin	Polizzotto	Biological Sciences
Prof.	Maria	Scordaras	English
Prof.	Cheryl	Smith	English
Prof.	Michael	Sokolow	History, Phil., Pol. Sci.
Prof.	Gordon	Young	Comm. & Perf. Arts

Editing Committee

Prof.	Loretta	Brancaccio-Taras	Biological Sciences
Mr.	Chris	Calienes	Institutional Research
Dean	Richard	Fox	Institutional Research
Prof.	Janine	Graziano	English

Standard 1: Mission & Goals

Standard 2: Planning, Resource Allocation & Institutional Renewal

Standard 3: Institutional Resources

Dr.	Elizabeth	Basile	College Advancement
Prof.	Audrey	Cohen (Co-Chair)	Business
Mr.	William	Correnti	Budget & Finan.Planning
Prof.	Mary	Ortiz	Biological Sciences
Mr.	Peter	Pobat (Co-Chair)	Office of the President
Ms.	Marissa	Schlesinger	Academic Affairs
Prof.	Jacob	Segal	History, Phil., Pol. Sci.

Standard 4: Leadership & Governance

Standard 5: Administration

Prof.	Tamara	Bellomo	Nursing
Ms.	Judith	Cohen	Comm. & Perf. Arts
VP	Peter	Cohen (Co-Chair)	Student Services
Prof.	Frantz	Leconte	Foreign Languages
Prof.	Dawn	Levy	Business
Prof.	Michael	Sokolow (Co-Chair)	History, Phil., Pol. Sci.
Prof.	Petra	Symister	Behavioral Sciences

Standard 6: Integrity

Prof.	Michael	Barnhart (Co-Chair)	History, Phil., Pol.Sci.
Ms.	Julie	Block	Office of the President
Ms.	Mickie	Driscoll (Co-Chair)	Human Resources
Prof.	Gregory	Fletcher	Comm. & Perf. Arts
Mr.	Michael	Klein	Registrar
Ms.	Colleen	Maeder	Student Services
Prof.	Hope	Parisi	English

Standard 8: Student Admissions & Retention

Standard 9: Student Support Services

Prof.	Maria	Bartolomeo (Co-Chair)	Behavioral Science
Prof.	John	Descarfino	Art
Prof.	Kevicha	Echols	Health, Phys. Ed. & Rec.
Dr.	Wayne	Harewood	Financial Aid
Ms.	Cindy	Liu	Student Services
Dean	Brian	Mitra (Co-Chair)	Student Services
Prof.	Frank	Percaccio	English

Standard 10: Faculty

Prof.	Janice	Farley	Art
Prof.	Cindy	Greenberg	Comm. & Perf. Arts
Prof.	Kieren	Howard	Physical Sciences
Prof.	Don	Hume (Co-Chair)	Health, Phys. Ed. & Rec.
Prof.	Theresa	Mastrianni	Business
Prof.	Rick	Repetti	History, Phil., Pol. Sci.
Prof.	Maria	Scordaras (Co-Chair)	English

Standard 11: Educational Offerings

Prof.	Carlos	Arguelles	Library
Dean	Stanley	Bazile	Academic Affairs
Ms.	Lavita	McMath	Office of the President
Prof.	Michael	Miranda (Co-Chair)	Behavioral Sciences
Prof.	Tziporah	Stern	Math & Comp. Science
Prof.	Bridget	Weeks	Nursing
Prof.	Gordon	Young (Co-Chair)	Comm. & Perf. Arts

Standard 12: General Education

Prof.	Mary	Dawson	Biological Sciences
Prof.	Susan	Farrell (Co-Chair)	Behavioral Sciences
Ms.	Amanda	Kalin	Academic Affairs
Prof.	Gloria	Nicosia (Co-Chair)	Comm. & Perf. Arts
Prof.	Caterina	Pierre	Art
Prof.	Angela	Toscano	Foreign Languages

Standard 13: Related Educational Activities

Prof.	Babette	Audant	Tourism & Hospitality
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Ms.	Christine	Beckner	Continuing Education
Dr.	Reza	Fakhari	Associate Provost
Prof.	Gabrielle	Kahn	English
Mr.	Igor	Melamed	Math & Comp. Science
Prof.	Josephine	Murphy (Co-Chair)	Library
Prof.	Cheryl	Smith (Co-Chair)	English

Standard 7: Institutional Assessment

Standard 14: Assessment of Student Learning

Prof.	John	Acosta	Comm. & Perf. Arts
Prof.	Homar	Barcena	Physical Sciences
Prof.	Rachel	Ihara	English
Prof.	Laura	Kates (Co-Chair)	Behavioral Sciences
Prof.	Kristin	Polizzotto (Co-Chair)	Biological Sciences
Prof.	Thom	Smyth	Tourism & Hospitality
Prof.	Margaret	Vanderbeek	Nursing

In composing this Self-Study, every effort was made to ensure that the College conducted it in an open, honest, and inclusive manner. There are issues on every campus and in every University that may not have been resolved to everyone's satisfaction, and the working groups were welcomed, to the extent that those issues are relevant to the *Characteristics of Excellence*, to address those issues in a complete, unbiased, and balanced manner. In all cases, the leadership and membership of the working groups have been arranged to maximize faculty voice and input, while including the appropriate representatives of student services and administration, who can provide background information and support. As a result, 44 of the 63 working group members were faculty, as were both Co-Chairs and 15 of the 21 members of the Steering Committee.

Self-Study Highlights

Kingsborough has a record of fostering student success. The six-year graduation rate of 35.9% surpasses the national average of 26.5% for the 2008 class, and is the highest across other CUNY community colleges. Nonetheless, the College continually strives to improve the rate at which it retains students. Part of this success is due to creative and effective developmental education programs in reading, writing, and math that allow students to address any educational limitations and excel in college-level courses. In addition, Kingsborough has attained a national reputation for its learning communities programs, and has presented at conferences and offered workshops at Kingsborough and across the country to help other colleges build and strengthen similar programs.

Student learning is a foremost concern at Kingsborough. As such, the process of assessing student learning outcomes has evolved over the past several years from a course level assessment to assessment of degree program outcomes. This streamlined process aligns program outcomes to the various courses

where specific outcomes are addressed, and allows faculty to reflect on their teaching and change their approaches based on the evidence of student learning they have collected.

Dealing with an extraordinarily diverse student body, Kingsborough is also known for its comprehensive pre-enrollment process and the vast array of supportive services it offers to students whose lives may present academic, financial, and other challenges to their ability to succeed.

Standard 1: Mission and Goals

Kingsborough has a [Mission Statement](#) that focuses on meeting the needs of the students in the community it serves and is articulated through clearly defined goals. This mission guides the College as it develops programs and curricula, and serves as the criteria by which the success of program and curricular outcomes are assessed. Further, the mission and goals are continually reviewed and revised by the Strategic Planning Committee, which bases decisions on the input of a wide-range of College constituencies.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

As a constituent college of the City University of New York, Kingsborough engages in a complex, multilevel series of strategic planning processes. It balances CUNY's overarching objectives and the need to be accountable at that level with local processes that feed into day-to-day plans and allocation of resources. Both levels of planning take into account broad input, especially from faculty, and are fully integrated into the College's governance structure. Additionally, several major streams of funding such as the CUNY Compact, Coordinated Undergraduate Education, and the Student Technology Fee are funneled by CUNY into specific categories that restrict the ways these funds can be expended, and require specific planning processes as well as institutional accountability for the outcomes achieved.

Standard 3: Institutional Resources

Kingsborough is funded via tuition revenues and appropriations from New York City and New York State. It allocates this funding through systematic, rational processes, and has a record of managing its finances capably. KCC obtains external funding to support research and initiatives that enhance student success. Capital funding, human resources, technology resources, and maintenance of the physical plant and instructional facilities are all managed via processes that take into account the strategic priorities of the College.

Standard 4: Leadership and Governance

Kingsborough is governed by CUNY and also has its own campus governing body, the College Council. The Council is structured so that it represents all of KCC, and its work is divided among a series of committees that sets goals and priorities for the College and is responsible for assessing them. Additionally, each academic department elects a chairperson and a Personnel and Budget Committee that are empowered to recommend appointments and other critical decisions about departmental functioning and the educational programs.

Standard 5: Administration

The President of Kingsborough is appointed by the CUNY Board of Trustees and reports to the system Chancellor. Along with the President, five Vice Presidents and two Assistant Vice Presidents are responsible for the oversight and management of the College's major offices. In addition to ensuring the day-to-day operations of their areas, these administrators are responsible for establishing goals and assessing the degree to which they are achieved.

Standard 6: Integrity

Kingsborough strives to represent itself fully and accurately to those inside and outside the institution, and to follow policies and engage in practices designed to ensure that students, faculty, and staff are ethical in carrying out their responsibilities and are treated with fairness and respect. In addition, Kingsborough has implemented measures to regularly review policies and to keep College practices in compliance with them.

Standard 7: Institutional Assessment

Kingsborough engages in continuous institutional improvement using evidence obtained from many academic and institutional assessment activities.

In institutional effectiveness, these include:

- CUNY's Performance Management Process (institutional outcomes),
- CUNY's Coordinated Undergraduate Education program (pedagogical support),
- The Voluntary Framework for Assessment (national benchmarking),
- Unit goals developed by all academic departments and significant administrative and student service units,
- The Noel-Levitz Student Satisfaction Inventory, the Community College Survey of Student Engagement (CCSSE), and the Collaborative on Academic Careers in Higher Education (COACHE) faculty survey. (nationally normed assessments)
- Achieving the Dream (institutional innovations)

In academic effectiveness and assessment of student learning, these include:

- Cyclical internal and external reviews of degree programs
- Assessment of institutional (general education) and programmatic (degree) student learning via the process known as Course Embedded Assessment of Program Outcomes.

Standard 8: Student Admissions and Retention

KCC works to recruit and admit students whose interests, goals, and abilities are congruent with the mission and to retain these students by offering them the support they need to stay in college. These efforts are collaborative in nature, involving the Offices of Academic Affairs, Student

Affairs, and Enrollment Management, among others. Success is evident in the diversity of Kingsborough's student population and the College's six-year graduation rate. Nonetheless, the College continually strives to improve the rate at which it retains and graduates students.

Standard 9: Student Support Services

Kingsborough has established a number of services, as well as policies and procedures, designed to support student success, respect student diversity, and protect student rights. Prominent among the services offered are advisement, many forms of academic support, general social support, and support for targeted populations. These reflect the College's holistic and integrative approach to serving its students. On the Kingsborough campus, students are offered tutoring in most academic subjects, help with transportation, access to textbooks, tax preparation assistance, and even a food pantry.

Standard 10: Faculty

The College hires qualified faculty who are appropriately prepared to develop and refine programs congruent with the College's mission, and who possess credentials that meet University criteria. Once hired, KCC, as well as CUNY, offers professional development opportunities to foster faculty engagement in scholarly research and excellence in teaching so that tenure and advancement are possible. Through collaborative initiatives, such as learning communities and faculty interest groups, Kingsborough seeks to create and sustain a sense of community and collegiality among faculty across academic departments. Faculty, supported by the administration, are responsible for curriculum and the promotion, assurance, and evaluation of student learning.

Standard 11: Educational Offerings

Kingsborough's educational offerings aim to provide degree programs and coursework that align with its mission and the changing needs of its students. Programs have clearly articulated student learning goals which are regularly assessed, and the College offers a number of academic and technological supports that are designed to foster students' achievement of these goals. KCC features a program of learning communities that includes offerings for incoming students, continuing students, and English language learners. It also has programs in writing across the curriculum and civic engagement.

Standard 12: General Education

General education at Kingsborough has evolved to reflect the needs for students to complete their degrees with credit restrictions and have greater success with transfer of courses. To address these concerns as a university system, CUNY has mandated the Pathways Initiative. Although Pathways specifies a core of degree requirements, Kingsborough has the freedom to institute additional requirements, such as civic engagement experiences and writing intensive courses, and to develop program assessment strategies. Assessment of general education is carried out using the same strategy as for degree program outcomes, that is, learning outcomes are mapped to courses and those outcomes are assessed in the pertinent courses on a rotating basis.

Standard 13: Related Activities

The College is dedicated to promoting learning for a diverse group of students from across the metropolitan area, many of whom who can benefit from alternative educational opportunities. This is part of its mission, and to fulfill this mission, Kingsborough engages in a number of targeted educational activities. We approach each of these in the same way we approach the degree and certificate programs themselves—putting students' needs at the center of design and planning, making information transparent and accessible, and building in assessment and reflection, so that decision making can be data-driven.

Obviously, students differ with respect to their overall goals as well as the pace with which they achieve their goals. Kingsborough addresses these differences by offering students opportunities and support at various stages in their academic careers; helping them earn a high school equivalency diploma, becoming college-ready, becoming workforce-ready, and remaining life-long learners.

Standard 14: Assessment of Student Learning

The faculty has put in place an approach to assessment of student learning that is informative, comprehensive, and cohesive. The centerpiece of this effort is the course-embedded assessment of program outcomes. In this model, all degree program outcomes are mapped to the courses where they are addressed, and assessment of those outcomes is carried out at the course level on a rotating basis. That is, faculty choose one outcome in each program per cycle, assess it in the varied courses in which it is addressed, consider possible improvements based on the evidence, and reassess to observe the effects of the implemented improvements.

The descriptions, analyses, and findings documented in this Self-Study reflect Kingsborough Community College's commitment to its mission, to the success of its students, and to continuous improvement and excellence in policies, processes, programs, and services.

Standard 1

Mission and Goals

Kingsborough has a [Mission Statement](#) that focuses on meeting the needs of the students in the community it serves and is articulated through clearly defined goals. This Mission guides the College as it develops programs and curricula, and serves as the criteria by which the success of program and curricular outcomes are assessed. Further, the Mission and goals are continually reviewed and revised by the Strategic Planning Committee, which bases decisions on the input of a wide-range of College constituencies.

Developing the Kingsborough Mission

For over 40 years following its founding in 1963, Kingsborough Community College relied on the language of [Article 126 of New York State Education Law](#) as a sufficient definition of its mission. That law, which provided for the establishment of community colleges in New York, outlined in broad terms the major purposes of community colleges in the state. It focused on post-secondary two-year courses of study, general and technical education, and the occupational needs of the community. Prior to its decennial reaccreditation review by the Middle States Commission on Higher Education in 2006, Kingsborough realized the necessity of developing a more organic and specific articulation of its mission and goals. Although the College's mission had been identified in a variety of documents, there had been no one statement of its mission and goals that was readily accessible to all constituencies. In practice, the efforts of every constituency of the College had been directed towards achieving the same goals, yet the college community as a whole did not readily identify these goals in the same context and with the same language. In 2005 a College-wide committee drafted a mission statement that was submitted to and approved by the College's governing body, the College Council. While incorporating all of the original tenets for community colleges expressed in New York State law, the Kingsborough mission statement more specifically and more concisely defined the distinctive characteristics of the College. That 2005 statement, which has since been reexamined and revised, formed the basis for the statement of mission and goals that is in effect today, which reads:

Kingsborough Community College of The City University of New York (CUNY) is a comprehensive community college providing both liberal arts and career education. It is dedicated to promoting student learning and development as well as strengthening and serving its diverse community. To these ends, we strive to fulfill the following goals:

- To offer a superior general education to all degree students
- To provide programs of study for those intending to transfer and those seeking immediate employment
- To promote critical reading, writing, and thinking
- To develop student competence in information literacy, oral communication, quantitative skills, and technological literacy
- To promote civic engagement, global awareness, civility, and respect for diversity

- To provide life-long learning opportunities in credit and non-credit programs for the non-traditional as well as the traditional student
- To provide comprehensive services that address student needs in order to support academic success
- To respond to the educational, social, cultural, and economic needs of the communities we serve

Using the Mission to Guide Future Directions of the College

Clarity is an essential element of the Kingsborough Mission Statement. From it, is clear that:

- Kingsborough is an institution providing the traditional community college dual (or “comprehensive”) purpose of both general and career-oriented education.
- Kingsborough serves students who are attending the College for a variety of purposes from a community that is highly diverse.
- Kingsborough’s ultimate purpose is promoting student learning and development and, by doing so, striving to accomplish goals that are critical to both individual fulfillment and community responsibility.

Kingsborough’s mission statement and its accompanying goals are almost exclusively student-centered. Even in those aspects that address the institution’s wider responsibilities to the community, there is the implication that many of those goals are addressed through the accomplishments of student learning and development.

More than being a clearly expressed ideal, Kingsborough’s statement of mission and goals is a practical set of guiding principles. For example, the eight major goals of the Mission (after the initial opening statement) are illustrative of how the Mission guides planning, program and curriculum development, and evaluations of institutional effectiveness:

General Education

With this major college goal in mind, the Faculty Committee on General Education was formed in 2005 to develop a rationale for the College’s existing program, which consisted of both College and group distribution requirements in all degree programs, and to suggest revisions. After making some adjustments to that existing program, the Kingsborough Assessment Committee operationalized the general education features of the curriculum by establishing student learning outcomes and by mapping general education courses to each of the specific academic student competencies mentioned in the mission statement (critical reading and writing, critical thinking, information literacy, oral communication, quantitative skills, and technological literacy).

Within the context of a multi-unit university, however, local college planning is sometimes superseded by University planning. In Fall 2013, the CUNY Common Core, the product of a University-wide initiative entitled “[Pathways](#),” became the new general education requirement at all CUNY colleges. It consists of the Required Core (12 credits, or 13 to 14 for STEM majors) and the Flexible Core (18 credits for A.A.

and A.S. degrees, and 9 credits for A.A.S. degrees). The CUNY Common Core is described in greater detail in Standard 12. Once fulfilled at one CUNY college, these general education credits will fulfill the same Core category at every other CUNY college.

Although it is too early to determine the effects of the Common Core, it is designed to foster improvements in transfer rates of Kingsborough graduates to CUNY senior colleges. In addition, graduates who transfer to a CUNY senior college should lose fewer (if any) credits in the transfer process. Kingsborough will be tracking these possible outcomes.

Transfer and Career Programs

Because of a variety of factors both external (labor market) and internal (mission differentiation within the university), Kingsborough has become predominantly a transfer institution. Two-thirds of its graduates earn degrees that prepare them for transfer to a baccalaureate institution. Nevertheless, in consideration of its comprehensive mission and of workforce needs in the community, Kingsborough offers a number of career-oriented programs. The Nursing program, whose graduates qualify to take the New York State Registered Nursing (RN) licensing exam, has been long established and admission is highly competitive. Because the health care field has become the largest source of employment in Brooklyn, Kingsborough has augmented its offerings in allied health. In addition to programs such as Physical Therapist Assistant, Community Health, and Mental Health and Human Services, the College has more recently added Surgical Technology in 2005, Chemical Dependency Counseling in 2010, Emergency Medical Technician - Paramedic in 2013, and Polysomnographic Technology in 2015.

The hospitality industry has remained strong in New York City despite the recent recession. In response to that favorable employment condition, the Kingsborough Department of Tourism and Hospitality has expanded its offerings in Culinary Arts, a program that now enrolls over 100 students.

Development of Critical Reading, Writing, and Thinking

Though addressed throughout the curriculum in numerous ways (for example in programs such as “Writing Across the Curriculum”), critical reading and writing are addressed most specifically in English courses. When careful review of data revealed that many students who failed the English placement test were delaying their enrollment in the required developmental sequence, and that their performance lagged behind those who immediately enrolled in English, the College mandated that all students take English in their first semester.

Having participated in a [random assignment study](#) of the effectiveness of learning communities in the first semester and seeing positive results which were additionally validated after six years, the College reshaped its budget to expand this opportunity to as many freshmen as possible. The College now has almost 50 learning communities for entering freshmen. This methodology of linking three courses—developmental English, an appropriate credit course and a student development course taught by an individual who becomes the group’s case manager—has led to more students exiting remediation faster, more credit accumulation, and higher graduation rates.

Development of Information Literacy, Oral Communication, Quantitative Skills, and Technological Literacy

Of the competencies mentioned in this goal, the College has most recently focused on quantitative skills. Mathematics proficiency, which is tested upon a student's admission, has become an academic roadblock for far too many. Despite success in certain areas, especially through learning communities, overall outcomes in developmental courses have remained stubbornly disappointing. Outcomes in mathematics courses (both developmental and gateway) have been assessed annually through CUNY's Performance Management Process (PMP). Responding to the concern for students stuck in the swamp of remediation, Kingsborough has been experimenting with a variety of pilot projects, especially for students who were close to passing assessment tests or those who have repeated courses more than once. "Express" workshops have shown some success in helping students pass the exam upon retest without expending a whole semester of time and financial aid on a semester-length developmental course.

In the Fall of 2015 Kingsborough began to phase in a requirement for all students who place into developmental math upon initial assessment. These students must enroll in a math course in their first semester and must continue in math in subsequent semesters until the developmental sequence has been completed. The College will assess the effects of this policy after the 2015-10'6 academic year.

Civic Engagement

The mission and goals statement on civic engagement is a recent example of how the College responded to a changing need through the mission statement review process. Civic engagement was not a part of the original 2005 document. Although any change in a document as important as a mission statement must run through a formal approval process beginning with the submission of a proposal to the College Council Strategic Planning Committee and culminating in final approval of the whole council, the genesis of any change begins well before the formal process commences. Discussion of civic engagement and community responsibility as an essential element of a Kingsborough education began in earnest in April 2008 with an event entitled, *Kingsborough Symposium: The Role of the Community College in Civic Engagement and Community Transformation*. Kingsborough's President charged a college-wide task force with formulating a practical method of infusing the College's curriculum with the principles of social awareness and responsibility. The College Council passed a resolution in 2011 and effective 2013, Kingsborough became one of the first community colleges in the nation to initiate a civic engagement graduation requirement for all degree programs.

Life-long Learning

From College For Kids (an academic and recreational experience for children ages five to thirteen), to the Kingsborough Early College School (an early college initiative – grades six through twelve – in cooperation with the New York City Department of Education), to College Now (a college prep project in the New York City high schools) to My Turn (a tuition-free program for seniors to take college courses), Kingsborough continues to demonstrate its commitment to providing both credit and non-credit educational opportunities for students of all ages.

The most recently developed of these programs is the Kingsborough Early College Secondary School (KECSS), established in 2007. By completing a rigorous course of study that includes taking college courses in addition to their normal high school classes, KECSS students have the opportunity to earn both a high school diploma and an associate's degree at the same time. In the first KECSS graduating class in 2013, 45 students out of the original cohort of 65 completed this goal. At the KCC commencement exercises in June 2015, 53 KECSS students received associate's degrees.

Comprehensive Student Services

More and more, Kingsborough has learned that effective student support services have a positive impact on student academic success. Throughout the period of this study (2006-2015), presidential leadership has been consistent in advocating increased student services and in allocating the funding necessary for its support.

In recent years, the College has made significant investments in academic advisement and personal and financial counseling. Recognizing the importance of early engagement with entering students, Kingsborough begins academic advisement at the placement testing sessions for freshmen and transfers. Students are also assigned advisors specific to their academic disciplines. For example, four part-time STEM advisors were hired in Fall 2014 and four full-time STEM advisors housed in academic departments were hired in Spring 2015.

Kingsborough recognizes that many challenges in students' lives reach far beyond the bounds of the classroom and campus. These roadblocks can thwart even the most ardent educational aspirations. To address them, the College partnered with [Single Stop USA](#), an organization that assists individuals in obtaining benefits to which they are entitled. Over the past four years the total value of benefits received by Kingsborough students amounted to approximately \$13.4 million. In addition, 82% of students who utilized Single Stop services during the year continued to be enrolled at the College in the following year.

In 2015, the College investigated a number of possibilities as part of its effort to develop an effective early alert system that can identify students who are facing critical barriers to their success. Although early alert systems have been instituted by many colleges, most rely on institutional or classroom data, or referrals from faculty, which may not be sufficiently sensitive or timely to meet the immediate challenges students face. After considering the alternatives, KCC developed "Assist Me," an application that can be accessed via a smartphone or the College website. Using "Assist Me," students can explore the support services that are offered, receive targeted information, or directly request help with a range of issues including acquiring or borrowing textbooks; obtaining assistance with housing, food, or transportation; and receiving academic support. The College is pilot testing this application with Fall 2015 freshmen, who will be given access from their first contact with the College to when they enroll for their third semester in Fall 2016.

Responding to the Needs of the Community

As noted above, Kingsborough has been responsive to the needs of its community by developing or expanding credit and non-credit programs. In addition, the Kingsborough Center for Economic and Workforce Development has responded to the demand for "stackable" credits and multiple pathways to college by becoming the leader at CUNY in building training programs that integrate credit and non-

credit offerings. Participants in the Kingsborough Center for Economic and Workforce Development's federally-funded CUNY CareerPATH can earn credits towards degrees in Culinary Arts, Hospitality, or Community Health. In "Project Welcome," a federally funded non-credit workforce program serving the unemployed or under-employed, students can be awarded academic credits if they later enroll at Kingsborough. This model is currently being expanded to all CUNY community colleges through a workforce program funded by a US Department of Labor grant.

Kingsborough has recently resurrected its long-dormant cultural affairs programs to serve the needs of the South Brooklyn community. The College has sponsored a best-selling author lecture program and, beginning in 2011, a performing arts series was re-established. Because some of that series is specifically targeted to the local immigrant community, the College has received funding from the New York City Council as part of the Cultural Immigrant Initiative.

Review of the Mission

In examining all of the aspects of its mission and goals statement, Kingsborough engages in a continuous process of improvement which consists of setting goals, implementing plans to achieve them, assessing achievement of those goals, and making adjustments as needed. Targets are set at the institutional, department, and program levels and assessments are carefully aligned to show how well the goals are achieved. Additionally, the Strategic Planning Committee continually seeks to improve the connections between the strategic plan, assessment results, and budget priorities.

Although it expresses a set of core principles, the Kingsborough mission and goals statement is by no means a static document. Based on a recommendation of the College's 2005-2006 Self-Study, Kingsborough's College Council created a Strategic Planning Committee, which periodically reviews and renews the College's mission and goals. The College Council passed a resolution that such a re-examination would take place every five years. The first such review, which resulted in a proposal to the full College Council to add the goal of civic engagement to the mission, was conducted in 2010-2011. The next mission statement review is scheduled for the 2015-2016 academic year. In preparation for that review, the Self-Study Steering Committee has determined that a statement regarding support for scholarly and creative activity (a Fundamental Element of Standard One of the Characteristics of Excellence), while implicit in the mission, is not included in the Mission Statement, and the Strategic Planning Committee will be proposing a revision to that effect for consideration by the College Council in Fall 2015.

Kingsborough's Mission Statement is published prominently on the College's website in two places: "[About](#)" and "Academics" on the [title page of the College Catalog](#). It also appears with commentary in the Faculty Handbook, which is available to all on the website and is provided in hardcopy to all new faculty at "New Faculty Orientation" each year. Because it is periodically reviewed and amended, the statement also appears in the minutes of the College's governance body. The latest such publication in the College Council minutes appears in the [minutes of May 24, 2011](#). However, there is no other vehicle through which to communicate the Mission Statement to a broad campus audience.

Suggestion

- While there is broad understanding of the College's mission, the Mission Statement itself should be familiar to a greater proportion of the College community. The College should consider ways to circulate the Mission Statement more broadly.

Standard 2

Planning, Resource Allocation, and Institutional Renewal

As a constituent college of the City University of New York, Kingsborough engages in a complex, multilevel series of strategic planning processes. It balances CUNY's overarching objectives and the need to be accountable at that level with local processes that feed into day-to-day plans and allocation of resources. Both levels of planning take into account input from a broad range of college constituencies, especially faculty, and are fully integrated into the College's governance structure.

The University Master Plan and College Strategic Planning

Kingsborough Community College is one of the 24 colleges and schools of the City University of New York (CUNY) and one of its seven community colleges. As part of this larger entity, it is essential that Kingsborough's strategic plan, based on its mission and goals, and the annual planning necessary for their accomplishment align with those of CUNY. The University redefines its major goals every four years in its Master Plan. CUNY's Master Plan 2012-2016 identifies four major ongoing goals:

- Maintaining and expanding its commitment to academic excellence.
- Maintaining the university as an integrated system and facilitating articulation between units.
- Expanding access.
- Remaining responsive to the needs of its urban setting.

In defining these priorities, CUNY elicited input from its constituent colleges by asking them to project future enrollment and their possible needs for new curricula and facilities. In addition, colleges were asked to identify their top three priorities in the coming years. Kingsborough relied on its own strategic plan and various annual plans to formulate its response to the CUNY inquiry. The CUNY Master Plan drives all planning throughout the University and finds practical expression in the requirements it places on the individual colleges in its Performance Management Process (PMP) and in the CUNY Compact ("Compact"). Both the PMP and Compact are annual planning processes that serve as a basis for college resource allocation, but the foundation for those annual plans is the Kingsborough Strategic Plan.

Strategic Planning Process

The strategic planning process at Kingsborough Community College is designed to incorporate input from a wide range of college constituents as a basis for setting long-term priorities.

Each planning cycle generally follows the same process:

1. A broadly inclusive strategic planning dinner is held, where the college community identifies and reaches a consensus on core priorities. These dinners have been attended by 130-175 individuals, many of them faculty. At the dinners, information gleaned from environmental scans has been shared with the participants, along with, beginning with the second dinner, the goals that were

achieved during the previous planning cycle. To oversee the ongoing strategic planning process, in 2009-2010 the College Council created a Strategic Planning and Budget Committee, and since its inception, College priorities that arise from the dinners are submitted via this committee to the full Council for approval. The Strategic Planning and Budget Committee has also held college-wide events midstream within planning cycles to review and update existing priorities and identify any new priorities that may have arisen in the years since the initial plan was adopted.

2. The President appoints faculty and administrators to committees corresponding to each approved priority, to recommend clearly defined and measurable objectives for each. The strategic priorities are made much more specific with the development of these accompanying objectives. The College Council then adopts a new resolution to reinforce consensus on the original strategic priorities and the plans to make them a reality.
3. The President holds meetings or retreats with senior administrators and department chairpersons where the steps and resources needed for implementation of the plans are identified, responsibilities assigned, and timelines established. The Vice President for Institutional Effectiveness is responsible for monitoring the progress carrying out the plans and achieving the goals, and regularly reports to the senior staff or the department chairpersons, as appropriate.

Following the Strategic Planning dinner held in April 2011, the College developed a comprehensive strategic plan, covering the period 2012-2016 (See Appendix – Strategic Plan 2011). Progress on the implementation of the 2012-2016 plan was continually documented and discussed (See Appendix – Strategic Plan 2011 Progress). The most recent dinner was held in April, 2015 and a resolution (See Appendix - Strategic Plan Resolution 2015) was adopted by the College Council in May 2015, stating that the College's priorities for 2016-2020 are:

- Develop and strengthen new and existing programs in allied health and STE(A)M
- Develop additional degree options and workforce initiatives that respond to labor market needs
- Improve student learning and progress through the developmental education sequence
- Make a focused push to achieve equity and address achievement gaps between groups of students
- Improve services for freshmen and expand opportunities for enrollment in learning communities
- Develop transportation and scheduling alternatives for students, and consider varying the current class schedule grid
- Enhance and maintain instructional and other facilities

These broad priorities will be, as in the past, referred to committees for the development of more specific objectives. These activities will take place during the Spring 2016 semester.

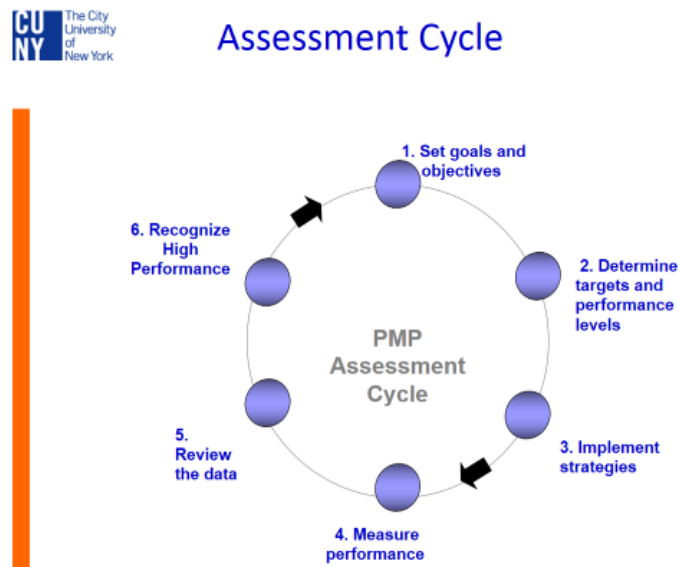
The College's strategic priorities and their associated objectives are connected to the University's Master Plan. For example, Kingsborough's priorities related to increasing student success and to supporting faculty mesh seamlessly with CUNY's commitment to academic excellence. Previous priorities connected to improvements in advisement and supporting technology initiatives strengthened the University's goal of maintaining an integrated system. Past and current priorities pertaining to improving developmental programs, expanding the use of technology, and improving student support services reinforce CUNY's commitment to expanding access. Those of increasing student civic engagement, creating new programs, initiating workforce development programs, and contributing to a sustainable local environment contribute to CUNY's need to remain responsive to its urban setting.

College-Wide Annual Planning and Resource Allocation

Within the overall construct of the College’s Strategic Plan, there remains the necessity to formulate, fund, execute, evaluate, and revise (if necessary) short term objectives to accomplish long range plans. The major mechanism that Kingsborough employs for this phase of planning – and for accountability both to itself and to the university – is the [CUNY Performance Management Process \(PMP\)](#).

As described by the University:

“The City University of New York follows a performance management process (PMP) that links planning and goal setting by the University and its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance. Each spring, the Chancellor states the University's performance targets for the upcoming academic year, guided by the University's Master Plan. CUNY presidents, working with their executive teams and college communities, then map out performance goals and targets for their institution for the coming year in alignment with those of the University. The college targets reflect differences in campus missions, resources and circumstances, and recognize that the colleges all start from different performance baselines. At the end of each academic year, progress towards each college's performance targets is assessed....”



At the College level, the PMP and the budget preparation and allocation process develop as follows:

1. Early in the calendar year (usually January or February) the University distributes a chart or list of its objectives and targets, based on its overall goals. In addition, the indicators (most often

data indicators) on which the College will be measured are specified for the targets. [Note: Since 2014-15, the University goals have become more streamlined and the colleges have been given more latitude in developing college-specific targets. Compare CUNY PMP Goals.2013-14 (See Appendix - PMP goals 2013-14) with CUNY PMP Goals 2015-16 (See Appendix - PMP goals 2014_15).

2. In May, the College receives a “Year-End University Report” from the University’s Office of Institutional Research and Assessment (See Appendix - Year End University Report 2013_14). This report contains data on all of the target indicators for the previous academic year. These data are used by the College both to prepare its own year-end report for submission to the University tracking the accomplishment of each target, and also to inform the preparation of College targets for the coming year.
3. In June, the President and senior administrators (vice presidents and deans) prepare and submit both the year-end PMP report for the previous year (as an example, see Appendix - Year End University Report 2013_14) and the targets for the year ahead (See Appendix - PMP goals 2013-14 and Appendix - PMP goals 2014_15.) Both documents take into consideration not only the data provided by CUNY but also the information and feedback provided by faculty and staff to the senior administrators.
4. Meanwhile, in the late spring and early summer and concurrently with the preparation of PMP reports, college departments prepare preliminary budget proposals for the upcoming year. These are only preliminary, however, because the New York State and New York City budget timetable delay the distribution of definitive CUNY budget information until mid- to late-summer. Nevertheless, the budget process continues until such time that actual final allocations are made. Keeping in mind the specific targets that they have established in the PMP report, senior administrators formulate operational plans for their areas and determine the funding needed to implement these plans. For administrative and student services areas, vice presidents and deans receive input from their directors; for academic affairs, the Provost considers input from chairpersons regarding departmental needs. In addition to the many opportunities for informal input, chairpersons submit annual reports summarizing their department’s achievements for the year, proposing goals for the upcoming year, and requesting resources to support the achievement of these goals. The Provost then meets and discusses these reports with the chairs, so the needs are fully explained and possible alternative ways to achieve the goals can be explored, if necessary.

To allocate funding, the College employs a project/activity driven approach that assesses budget needs based on established priorities and intended outcomes. To that end, the following broad parameters for budget allocation are followed:

- All units begin with a true zero balance.
- Before any budget requests are made, all units conduct a thorough analysis of spending patterns over the past three years.
- Budget requests must be built on the following:

- All fixed costs (including full time personnel, vacancies, contractual obligations, maintenance costs, etc.) and specialized initiatives are accounted for.
 - All discretionary costs are tied to specific tasks, projects, or priorities, and are referenced to strategic priorities, PMP, or other institutional goals.
 - All budgets are accompanied by spending plans that specify the projected expenditures by date and a monitoring process to address and track needed modifications.
6. Monitoring of both the PMP and the budget continue throughout the year. At least quarterly, progress on PMP College targets is reviewed at meetings of senior administrators. At the conclusion of each quarter of the fiscal year, division heads report any changes that require budget adjustments.
 7. In addition, PMP data and budget information have been reported by the President individually to the academic departments at the beginning of the academic year and to the faculty and staff collectively at College-wide convocations at the beginning of the fall and spring semesters.

Supplementary Planning and Budgeting Cycles: CUNY Compact, Student Technology Fee, and Coordinated Undergraduate Education

Linkages between planning, resource allocation, and assessment are evident in several other funding streams to the College that are supplementary to the College’s main budget allocation from CUNY. These funding sources, while not as significant in total dollars, still provide important support for college initiatives. They include the CUNY Compact, the Student Technology Fee, and the Coordinated Undergraduate Education program (CUE).

CUNY Compact

The CUNY Compact is a state-authorized mechanism for funding the University based on a “maintenance of effort” commitment from New York State not to reduce financial support from prior year levels and authorization for modest, predictable tuition increases (up to \$300 per year for fiscal years 2012 through 2016). In exchange, CUNY committed to increased philanthropy and greater productivity. The CUNY Compact had been proposed and, in fact, was implemented during the previous CUNY Master Plan, but it was not linked to tuition increases until 2012. CUNY also agreed that it would use the planned tuition increases (approximately \$65 million University-wide per year for the duration of the plan) to increase—not merely maintain—support to academic priorities and student services.

CUNY Compact funding has provided Kingsborough with approximately \$4 million to \$6 million per year. Each year the College is required to submit a narrative for how this revenue plus the increased philanthropic support raised by the College will be used for new initiatives tied to CUNY’s Master Plan (academic excellence, maintaining an integrated system, expanding access, remaining responsive to the urban environment). At the conclusion of the fiscal year, the College is required to submit a report to demonstrate specifically how funds were expended on the plan (See Appendix - COMPACT Plan vs. Actuals).

Student Technology Fee

Information technology is funded via two streams: the College operating budget and dedicated funds available via the Student Technology Fee (which is explained below). To help formulate priorities for spending these funds, in Spring 2014, the Office of Information Technology Services (OITS) conducted a strategic planning process that invited input from all segments of the college community and identified priorities to pursue in instruction, administration, and technology infrastructure (See Appendix - OITS Strategic Plan). The resulting plan has been used effectively as a guide by OITS when planning its annual activities and preparing its annual requests for College operating funds. It also provides a context for further plans involving the use of Student Technology Fee, which follows a formally structured process.

Since 2002, all CUNY students have been required to pay a technology fee (“tech fee”) as part of their registration. This fee, the cost of which per semester is currently \$125 for full-time students, amounted to \$2.7 million at KCC in fiscal year 2015. These funds are intended to improve or enhance computer services for students, including the acquisition, installation, and maintenance of computer systems/networks, wireless networks, internet support, printers, scanners, and library services. Given the importance of improving information technology resources for students, it is essential that a plan be developed with student input. To that end, every year the President appoints a Student Technology Advisory Committee. The committee is generally chaired by a Vice President (currently the Vice President for Institutional Effectiveness) and consists of the College’s Chief Information Officer, several members of the faculty, and student representatives (usually one from each of the five student government councils). The committee develops a plan that is submitted in late April. The committee takes care to align the Tech Fee Plan with the priorities identified in the College’s Strategic Plan and the Information Technology Services Strategic Plan. This plan is reviewed by a CUNY Technology Fee Review Committee and is either approved or returned with questions or suggested revisions. Upon approval, OITS is responsible for the execution of the Tech Fee Plan according to a project plan that it has developed. A progress report on the current year’s plan is submitted concurrently with the Tech Fee Plan for the following year. (As an example of both the year-end report and the plan Appendix - Tech Fee Plan 2014_15.)

Coordinated Undergraduate Experience Program (CUE)

The Coordinated Undergraduate Experience program (CUE) is a CUNY-wide initiative that aims to strengthen undergraduate education and improve student outcomes. Priorities for CUE funding focus on supporting programs that, directly or indirectly, effectively enhance student success. (For example, see [Kingsborough CUE projects for the 2014-15 academic year](#).)

CUNY’s Office of Undergraduate Studies, which supervises CUE, provides a separate source of funding consisting of a base amount that is calculated through an FTE-based funding formula, approximately 75% of the total, plus a performance-based funding portion for the remaining 25%, which has been determined by the degree to which the College has met its specified goals in CUE priority areas. Each year in June/July the College submits a CUE year-end report which presents evidence on outcomes for each CUE supported program for that year. At the same time, the College proposes CUE goals for the year ahead. These CUE goals are aligned with College PMP targets as much as possible. For 2014-15, the base CUE

allocation for KCC was \$673,728 and the performance -based allocation was \$212,899, for a total allocation of \$888,627.

Assessment of Supplementary Planning and Budgeting Cycles

Planning at the College ensures that major University and College strategic priorities are addressed; that these priorities are translated into annual plans with practical, measurable goals; that funding is allocated appropriately for the execution of the plans; that reviews are conducted at the end of budget cycles; and that subsequent planning incorporates input from assessment results. Year-end assessments have also demonstrated that Kingsborough has aligned its budget priorities with its strategic institutional priorities – most of which focus appropriately on factors with a direct impact on student success (Appendix - Expenditures 2014_15). University PMP reports consistently show Kingsborough among the highest CUNY community colleges in “spending on instruction and departmental research as a percentage of tax levy budget” (standing second at 52.4% in FY 2013 and 54.5% in FY2014) and in “spending on student services as a percentage of tax-levy budget” (standing first at 12% in both FY2013 and 2014).

Achieving the Dream (AtD)

Kingsborough has been a member of Achieving the Dream since 2012. This national network of community colleges focused on institutional reform employs as its guiding principles the development of committed leadership, use of evidence to improve policies and services, broad campus engagement, systematic institutional improvement, and increasing institutional equity.

The on-campus AtD team is led by the Director of Academic Affairs and the Vice President for Institutional Effectiveness. Additional representation is drawn from Academic Affairs, Student Affairs, and Institutional Research, as well as from the faculty. This group reviews relevant data from a variety of perspectives, plans initiatives in response to the results, and provides leadership for their implementation.

Each year the team chooses several projects for emphasis in accordance with the AtD principles that dovetail with its strategic priorities and annual plans. Kingsborough’s AtD projects in 2014-2015 focused on reorganizing several administrative functions, developing a new STEM summer Boot Camp, implementing initiatives in developmental education, continuing and expanding our Learning Communities programs, and transforming our Center for Academic Writing Success.

KCC’s AtD goals for 2015-2016 include increasing Opening Doors Learning Communities offerings for Black and Latino Male students, increasing the percentage of students with one or no developmental need/s by the end of their first year, and increasing the number of students who enroll in a mathematics course during their first semester.

At the conclusion of each year, the College submits a final report to AtD assessing its progress on the stated goals, including quantitative results, self-reflection on its accomplishments and continuing challenges, and proposing new goals and initiatives for the coming year. The College has been very successful in meeting AtD goals. As a result, the organization has selected Kingsborough as a Leader College in September 2015, which will allow the College to share its successes with institutions around the nation and provide access to resources with which to implement new initiatives.

Suggestion and Recommendation

Suggestion:

- The College does an outstanding job of connecting plans to budgeting within specific CUNY initiatives such as the Compact, Coordinated Undergraduate Education, and the Performance Management Plan. Although most other resources can be correlated with the strategic plan, the connections between those plans and resource allocation should be made more explicit.

Recommendation:

- Finish specifying the strategic objectives and implement the 2016-2020 plan.

Standard 3

Institutional Resources

Kingsborough is funded via tuition revenues and appropriations from New York City and New York State. It allocates this funding through systematic, rational processes, and has a record of managing its finances capably. KCC obtains external funding to support research and initiatives that enhance student success. Capital funding, human resources, technology resources, and maintenance of the physical plant and instructional facilities are all managed via processes that take into account the strategic priorities of the College.

Human Resources (HR)

The College determines its human resource (HR) needs through various means. Some positions are mandated by law (e.g., Environmental Health and Safety Officer) or by CUNY (e.g., Chief Diversity Officer). The majority of HR needs, however, are determined by an assessment of office and department requests, measured against the CUNY Performance Management Process (PMP), which, in turn, is aligned with the Strategic Plan, and the College budget. When an area requests or seems to require an additional position, the need is assessed. The area director evaluates the volume and nature of the work required, verifies the need for the position, and determines the appropriate functional title, pay scale, hours, etc.

The necessity for many positions (both faculty and staff) is also determined by an analysis of enrollment trends and student needs, including popular curricula, placement levels, and professional certifications sought. Faculty lines are allotted on that basis in order to "provide programs of study for those intending to transfer and those seeking immediate employment" as stated in the College's mission. Working with the Office of Institutional Research, the College regularly evaluates its demographics, including investigating the socio-economic distribution of the student body and looking for achievement gaps on student success markers. This facilitates a determination of the appropriate distribution of student support staff, which, as stated in the mission, bolsters our efforts "to provide comprehensive services that address student needs in order to support academic success." Kingsborough uses periodic economic scans of Brooklyn to identify the need for new curricula in order to meet the workforce needs of the community. In these ways, Kingsborough is striving to meet its mission of responding "to the educational, social, cultural, and economic needs of the communities we serve."

Once a position is approved, a job description is written and posted on both the Kingsborough and CUNY websites. College recruiters work with the Chief Diversity Officer (CDO) on all aspects of recruitment. As an Equal Opportunity Employer, the College seeks to attract a diverse applicant pool by advertising available positions widely in traditional and non-traditional media outlets, including those targeting populations that are under-represented in higher education or are under-represented at Kingsborough. All search committees are charged by a College recruiter and the CDO and are guided by the [CUNY Search Committee Guide](#).

Once employees are hired, training for staff is available to ensure that they are able to perform optimally. Classes are offered both at the College (e.g., Connections, Supervision Basics, software training, and certain legally mandated courses) and through the CUNY Central Office (e.g., Fundamentals of Supervision or Dealing with Difficult People, etc.). In addition, some College areas hold regular training sessions (e.g. Student Affairs). New faculty are invited to an orientation, junior faculty are mentored in their departments, and the Kingsborough Center for Teaching and Learning (KCTL) offers a broad range of professional development opportunities across departments. The Kingsborough Center for eLearning (KCeL) collaborates with KCTL on these endeavors.

Assessments used to ensure that personnel adequately contribute to meeting the College's mission and goals include both standardized tools and less-formalized evaluative methods. Annual evaluations of HR's PMP targets provide quantitative measures of the attainment of institutional goals. Assessments of individuals occur as follows:

- New support staff are hired provisionally and evaluated every three months for the first year.
- Staff members in the Higher Education Officer (administrative) series are evaluated annually.
- Full time faculty members must be observed every semester until the attainment of tenure and, after achieving tenure, faculty are observed if applying for promotion.
- Adjunct faculty members are observed for ten semesters.

It is important to note that Kingsborough, as one of the CUNY colleges, is a fully unionized institution. [Evaluation](#) and [observation](#) guidelines for faculty are established by collective bargaining through PSC-CUNY. The two primary unions at CUNY are the Professional Staff Congress (PSC-CUNY) and District Council 37 of the American Federation of State, County, and Municipal Employees (DC-37). Both unions had contracts that expired in 2010. In September 2014, DC-37 ratified a new contract with the City. The PSC-CUNY members remain without a contract, and negotiations with CUNY continue.

In addition to annual performance reviews, exit interviews are conducted with separating employees. The exit interview questionnaire is designed to evaluate the causes of employee turnover, and include asking employees about the reasons for leaving. The respondent also is asked to rate, on a scale from "poor to excellent," specific items within the areas of orientation and training, job content, supervision, and job benefits to help the College evaluate organizational strengths and weaknesses from an employee point of view. In addition to the scalable items, employees' open-ended responses also provide valuable feedback.

Financial Resources

Internal Funds

CUNY allocates Kingsborough's revenues annually according to a model that determines the proportion of available resources each college in the system should receive, based upon an average of three consecutive years of full-time equivalents (FTEs); number of positions by major function; average salaries of full-time personnel, physical size of the campus; and monies received from tuition, the City, and the State. The College's ability to sustain three-year budgetary planning cycles is limited by the political and economic conditions of the city, state, and federal governments from year to year. Although

recent conditions have resulted in a modest annual growth in revenue, upward or downward trends in revenue cannot be predicted reliably from year to year.

While the fiscal year begins July 1st, the College does not usually receive notice of its budget allocation until August. Payroll and other expenditures needed to operate the College during this time are processed based on a conservative estimate of anticipated resources. Once CUNY notifies the College of its budget allocation, projected annual costs based on annual priorities and other planned expenditures are determined according to the following categories:

- Full time faculty and staff
- Adjunct faculty
- Fixed recurring costs for anything other than salaried personnel
- Non-teaching part-time personnel (college assistants and work study students)
- All other supplies, equipment, and contracted services

At this time, the Executive Director of Finance drafts a preliminary budget based on the previous year's expenditures for each of these major categories. Vice presidents and deans prepare for discussions with the President and the Executive Director of Finance by compiling budgetary information from each of the departments within their area of responsibility, and then projecting the needs for the current year. The President and vice presidents discuss the current year's needs based on CUNY's annual goals and targets and the College's goals, objectives, and annual priorities, and the final budget is prepared. Each vice president then allocates monies according to more specific categories of expenditures, such as supplies, equipment, contractual services, maintenance contracts, etc. The Budget Office monitors the expenditures of each major administrative area of the College and provides reports of expenditures, encumbrances, and budget balances to each vice president, usually monthly. With the implementation of CUNY's new data system, CUNYfirst, each area can run budget queries as needed.

Early in the Fall semester, the Vice President for Finance and Administration and the Executive Director of Finance meet with the CUNY Vice Chancellor for Budget and Finance to evaluate the College's financial plan for the year. In addition to a plan for the current fiscal year, the financial plan (See Appendix - College Financial Plan 2015) includes a multi-year spending plan that contains projections of annual FTE's, resources, and expenditures for two fiscal years into the future. CUNY monitors the College's monthly expenditures against the approved plan and, when indicated, asks for a revised plan mid-year. An independent auditor employed by CUNY audits the College's finances annually. The audit consists of a sampling of various financial transactions to ensure compliance with the various state, city and CUNY policies.

In order to develop, revise, and update its long-term financial projections to reflect changes in curriculum and enrollment, Kingsborough monitors changes in enrollment patterns and also considers the workforce needs of the community. Based on these assessed needs, the Office of Academic Affairs works with the appropriate departments to create new curricula. The two most recent programs developed as a result of such an analysis were the Emergency Medical Technician and Polysomnographic (Sleep Study) Technology programs. In deciding on which programs to pursue, space and cost are always considered.

External Funds

Grants provide significant enhancements to the financial resources of the College. The Office for College Advancement is the College’s centralized entity for coordinating the submission, processing, and reporting of all College grants and contracts. College Advancement provides technical assistance to members of the faculty and administration in obtaining grant funding for projects that further the mission and goals of the College and/or support faculty research agendas. Providing services to the College community on a pre- and post-award basis, College Advancement serves as the ombudsman for both grant applicants and as grant project directors (and their department chairs or supervisors when applicable), helping to resolve administrative issues within the College as well as with funding sources.

The process of identifying funding sources and proposal development functions as a “two-way street” at Kingsborough. In some cases, proposal submissions originate from faculty and/or staff with an interest and an identified supporter. In other cases, College Advancement staff approach faculty and/or staff members with identified prospects based on College priorities and areas of faculty/staff expertise.

Through the years, Kingsborough has successfully secured grants that spur institutional change. From Learning Communities to childcare to services for students with disabilities, grant funding has expanded the reach of the College. A sampling of how innovation and change in the areas of student success, civic engagement, high school outreach, faculty research, and workforce development is supported by grant funding can be found in Appendix - Grant Funded Programs. Funding from the State and the City provides for the core operations of the College, but the opportunity to test out new approaches can be found with the support of external funders. Kingsborough has a successful track record of identifying and testing new approaches, and grant funding makes this possible. (See table below.)

Fiscal Year	Total Amount of Grants Received
FY2007	\$6,997,304
FY2008	\$7,072,173
FY2009	\$6,485,713
FY2010	\$6,828,396
FY2011	\$6,557,562
FY2012	\$11,219,092
FY2013	\$6,285,597
FY2014	\$8,372,941

An indirect financial support of the College is provided by the KCC Foundation. The Foundation is an independently incorporated 501c.3 organization, whose primary purpose is to raise funds for student

scholarships. Through a combination of targeted appeals, donor/funder stewardship, and gala events, the Foundation engages corporate partners, and individual donors to help students overcome the financial challenges of remaining enrolled in college. (See table below.)

Year	Scholarships Awarded	Amount Awarded	Amount Raised
FY 07	423	\$142,109	\$295,315
FY 08	463	\$153,282	\$361,887
FY 09	475	\$194,752	\$354,776
FY 10	721	\$219,153	\$250,102
FY 11	637	\$224,265	\$518,135
FY 12	921	\$303,611	\$369,802
FY 13	996	\$415,133	\$583,340
FY 14	1,304	\$453,910	\$460,632

Technology Resources

Kingsborough Community College possesses a robust information infrastructure as well as numerous training programs. The College has a well-developed feedback system to constantly revise its information technology infrastructure based on academic need on a year-to-year basis. Kingsborough has also developed a strategic plan on information technology that will supplement the College’s overall strategic plan.

Priorities for investments in information technology are determined by the Chief Information Officer, in consultation with the Vice President of Institutional Effectiveness. Their decisions are informed by a number of sources: there is an Academic Technology Committee representing the departments and programs that most use specialized technology. Further input is routed via the Provost, who receives recommendations on an annual basis from reports by all academic department chairpersons. Individual professors also make requests for new hardware and software through the academic department chairpersons and the Provost. Finally, there is the Student Technology Fee Committee—composed of students, faculty, and administrators—that makes recommendations based on what sort of technology can and should be purchased with the student fee (\$125 per student per semester).

Kingsborough follows a technology equipment recycle program of four years for faculty and administrators and five years for support staff. Maintenance is done both in-house and through vendor contracts (e.g. Konica). Kingsborough operates on a PC platform. The only exceptions are found in the academic programs in Graphic Design and Theatre Technology and the graphic designers in the

administration's Communications office, who use Apple computers, as Apple is the industry standard in those particular fields. Because of the frequent changes in Apple technology, Apple equipment is replaced every three years.

Kingsborough is continually developing and improving its infrastructure. For the past several years, 200 wireless computers have been added annually to classrooms to enhance instruction. Kingsborough identification cards have been updated to be used as access cards for labs. In the last five years the demand by academic departments for computer labs has increased. In addition to converting standard classrooms into computer equipped classrooms, new "smart-carts" equipped with 24 or 30 laptops are being distributed to other classrooms. Kingsborough has implemented a technology disaster recovery plan, which includes a disaster recovery center and off-site backup so that our computer-based systems can access the University's major database systems as well as deliver networked instructional technology with minimal interruption. Additionally, the University's database operates on the Peoplesoft platform, and is remotely hosted by the Oracle Corporation, which provides state-of-the-art backup and recovery capabilities. Kingsborough is also working on expanding its WiFi network.

Although the Kingsborough Community College strategic plan includes plans for instructional technology, a much more comprehensive and detailed technology plan has been developed. The Office of Information Technology Services (OITS) initiated a technology strategic planning process in January 2014. The strategic planning process has had three stages:

1. The process kicked off with a campus-wide data collection effort. The purpose of this information gathering was to determine strengths, weaknesses, and opportunities of information technology services and to understand how campus initiatives are sustained. Two data collection mechanisms were used – interviews and surveys. Ten campus leaders were interviewed. Survey responses were collected from 292 students and 212 faculty. The survey results revealed challenges to address, such as student customer service, the website, and IT support for instruction and administrative processes (See Appendix - OITS Strategic Plan).
2. A Strategic Planning working group was convened to respond to these findings. The full-day work session resulted in a technology plan that included goals and initiatives that align with the College's strategic priorities.
3. The final step is assessment and monitoring of the technology plan to ensure that the technology plan serves as a roadmap for investment in technology and continued alignment with Kingsborough's strategic priorities and annual plans. This is done primarily by the Chief Information Officer, in consultation with the Vice President for Institutional Effectiveness and the senior staff of the College.

Kingsborough has initiated a number of computer technology training programs through the OITS and what was formerly called the Kingsborough Center for Advanced Technology Training (KCATT). The College offers Blackboard and CUNYFirst database system training on a regular basis, training for faculty for hybrid and online courses, and digital design and software training. All Kingsborough faculty members, administrators, and staff are invited to request any training necessary to improve their job

performance. Two Information Technology Services staff members, who are experienced in training, are always available in the IT Office for instructional purposes.

Until Summer 2015, Kingsborough supported training in computer technology through both OITS and KCATT, which would provide training on administrative applications and instructional support to faculty. As of September 2015, the administrative support functions previously shared by OITS and KCATT have been shifted to the Help Desk area of OITS. Support for instruction that utilizes technology, regardless of whether it is delivered in face-to-face, hybrid, or entirely online courses, is being supported by a new entity, the Kingsborough Center for eLearning (KCeL), which occupies the space in the Kibbee Library formerly occupied by the KCATT. This center incorporates the use of technology but focuses primarily on pedagogy, and is directed by a senior faculty member with extensive experience in digital instructional design, accompanied by technical support. KCeL is closely allied and shares programming with the Kingsborough Center for Teaching and Learning (KCTL), and together they form a nexus of activity regarding professional development. Additionally, KCeL provides leadership in policy development and quality assurance for online and hybrid courses.

Physical Facilities Resources

Through construction of new facilities and through the repurposing and renovation of existing facilities, Kingsborough has created a campus where its mission can be implemented and changing conditions can be addressed. The original Master Plan for the campus was adopted in 1969. It assumed a maximum student population of 6,000 full-time equivalent students. The current number of annual FTE's (2013-14) is 13,286. Fortunately, the size of the campus (70 acres) and the first two phases of the Master Plan allowed for buildings that could accommodate increased enrollment. The first phase of new construction based on the Master Plan (completed in the late 1970's) and the second phase (completed in the early 1980's) provided 571,620 net assignable square feet (NASF). In addition to these permanent structures, eight temporary buildings (in existence prior to any of the permanent structures) added 127,631 NASF. In 1995, the CUNY Board of Trustees adopted a Master Plan Amendment for Kingsborough Community College that recommended the removal of the temporary buildings, which had outlived their anticipated life-span, and their replacement with more appropriate permanent facilities. Since that time, only one portion of the four components of the revised Master Plan has been built—the Academic Village (recently renamed the “Regina S. Peruggi Academic Center”).

It is apparent that academic programs established after the 1995 Master Plan Amendment and new academic programs on the planning horizon—not to mention the “temporary” buildings that are now almost 50 years old—will require a new Facilities Master Plan. Preliminary discussions have been held with CUNY's Office of Facilities Planning, Construction, and Management to determine first steps in a new Master Plan process. In the meantime, although they present particular challenges, the College has been able to maintain and upgrade the “temporary” buildings sufficiently to keep them habitable and functional.

Five-year capital budget proposals are updated and submitted annually to CUNY. CUNY uses these proposals to establish system-wide priorities and to lobby for funding from the New York State Legislature and from the New York City Council. Using these funds, Kingsborough has enjoyed a good deal of latitude for remodeling, renovations, repairs, and enhancements to the campus. The College has

its own architectural and interior design staff (Office of Campus Planning and Design) and tradespeople (electricians, plumbers, and carpenters) to undertake projects on a limited scale. These in-house resources have been highly effective.

The management of physical facilities resources on campus also involves considerations of maintenance and the availability of funding.

Maintenance

The College has a financial plan to address preventative maintenance based on available funding during each fiscal year. At the beginning of each fiscal year with input from the major administrative divisions of the College, the Office of Campus Planning and Design identifies projects to be considered for funding. The list of projects is then prioritized, with health and safety projects given top priority, and presented to the President's senior staff for discussion and decision by consensus. Additional projects are considered as needs develop during the course of a given fiscal year, if funding continues to be available.

Funding availability

Large-scale improvements to the College's infrastructure are incorporated into CUNY's Five Year Capital Plan. The list of proposed projects is prioritized by the President. As noted above, CUNY sets the major capital projects priorities system-wide, but the College also advocates for additional City and State government funding for major expenditures. Most recently, capital funds were used to provide state-of-the-art facilities to expand Kingsborough's Emergency Medical Services program in the T2 Building, to redesign the Bursar's Office into a more efficient space, to update the Goldstein Performing Arts Center, and to renovate a large multi-purpose room for student events in the College Center. A large capital project, estimated to total approximately \$5 million, is currently in design to replace the Maritime Technology program's marina, which was destroyed by Superstorm Sandy. Capital funding requests are influenced by the needs of academic programs, the desire of administrative units for greater efficiency, and the necessity of maintaining and improving the College's infrastructure.

Standard 4

Leadership and Governance

As part of the City University of New York (CUNY), Kingsborough is governed by CUNY and also has its own campus governing body, the College Council. The Council is structured so that it represents all constituencies of KCC, and its work is divided among a series of committees that sets goals and priorities for the College and is responsible for assessing them.

The City University of New York (CUNY) is a system of higher education institutions that were joined together as a single university in 1961. As described in the [CUNY Master Plan](#), it is the largest urban university in the United States with 24 institutions throughout the city and an annual enrollment of more than more than 270,000 students in credit-bearing programs, and more than 200,000 additional continuing and professional education students. As part of CUNY, Kingsborough's governance structure is determined by the University's Bylaws. However, the individual units of CUNY are able to make decisions about the operations and organization of the campus' governance structure. At Kingsborough, this includes a College-wide governing body, the College Council, in which all members of the College community have representation and whose activities are inclusive and transparent. Academic departments also play a role in the governance of the college.

Governance as Part of CUNY

The New York State Board of Regents and CUNY's Board of Trustees set policies for the governance of the individual colleges within the CUNY system. The CUNY Board is composed of seventeen members and reflects the constituents involved in making decisions that affect CUNY: ten trustees appointed by the Governor (who represent the state, which funds all CUNY colleges); five trustees appointed by the Mayor (representing the city, which funds CUNY community colleges); one trustee who is the Chair of the University Student Senate (as CUNY is also funded by student tuition), and one trustee, ex-officio, who is the Chair of the University Faculty Senate. Both the city and state are involved in setting CUNY's budget. The trustees, though appointed, are charged to act independently and serve a seven-year renewable term. The [CUNY Board of Trustees' Policy Manual](#) contains information to orient new members. It also contains specific guidelines regarding the conduct of the Board members with respect to conflict of interest, financial remuneration, and the consequences for violations.

The Board appoints CUNY'S Chancellor who serves as the chief educational and administrative officer. Each CUNY unit has a college president; the chancellor recommends college presidents to the Board for appointment. Once appointed, the CUNY college presidents report to the Chancellor.

CUNY sets policies that are required to be carried out at all CUNY units. For example, recently, the Board mandated the implementation of the Pathways Initiative, which will be described in detail in Standard 12. Pathways establishes CUNY-wide general education requirements and transfer guidelines. As a result, Kingsborough has to formulate its general education and other academic decisions within the framework of CUNY requirements.

Campus Governance

Kingsborough's governing body is known as the College Council. The College Council acts within the guidelines of the Board of Regents, as well as CUNY's Board and Chancellor. [KCC's governance plan \(College Council Constitution\)](#) specifies the responsibilities of College Council, including developing policies for student admission and retention, creating by-laws, conducting the educational affairs cared for by the College faculty, and making recommendations on policies regarding facilities, budget, and faculty personnel.

The College Governance Plan also includes policies and procedures for the formation of review committees. These committees include: Review Committees for Reappointment and Tenure; Fellowship Leave; Equivalencies and Waivers; Reclassifications and College Laboratory Technician Series; Advancement to Associate Professor; Advancement to Professor; and Committee on Appeals. These committees consider applications reviewed by the departmental Personnel and Budget (P&B) committees. The College P&B Committee considers the recommendations of the departmental P&B and the review committees and makes recommendations to the College President who then makes the final decision.

The President of the College serves as the Chairperson of College Council. Other members of College Council include the Chief Academic Officer of the College, the Chief Administrative Officer of the College, the Registrar, the academic department Chairpersons, a delegate from each academic department, full-time instructional staff, delegates-at-large equal to the number of departments, one part-time instructional staff delegate-at-large, one emeritus full-time instructional staff delegate, twenty student delegates, one alumni delegate, and two delegates elected by the full-time regularly appointed non-probationary support staff. This structure strives to represent all campus constituents. In an effort to promote inclusion and transparency, all meetings of the College Council are open to all members of the campus community and the [agenda and minutes of the College Council](#) dating back to the 2007-2008 academic year are posted on the College's website.

College Council Structure

Based on a review of the College Council structure and operations, the Council has revised its structure and processes since our last self-study. First, the College Council reduced the number of standing committees by reconfiguring the Personnel, Budget, and Facilities committees, whose functions had become superseded by other College bodies, into a Strategic Planning Committee. The revised College Council structure now consists of seven committees, two special committees and five standing committees. The committees and duties are listed in the table below.

College Council Structure	
Committee	Duties
Committees	<ul style="list-style-type: none">Appoints the membership of other standing committees excluding the Steering Committee

Steering	<ul style="list-style-type: none"> • Prepares agenda for Council meetings • Refers items to other standing committees • Receives and submits all committee recommendations to the Council • Calls the Council into session • Reports on the Council’s activities to all constituencies of the campus community
Curriculum	<ul style="list-style-type: none"> • Receives and approves proposals for the development, evaluation, and modification of curricula
Instruction	<ul style="list-style-type: none"> • Develops, reviews, and revises instruments and procedures for the evaluation of instruction.
Legislative	<ul style="list-style-type: none"> • Proposes amendments to the constitution, monitors election procedures, and proposes amendments to the bylaws of the Council • Reviews legislation concerning the College
Strategic Planning	<ul style="list-style-type: none"> • Recommends and reviews the strategic plans for the College for the purpose of ensuring that assessment results affect planning • Ensures that planning is evidence-based • Ensures that plans support academic programs, student services, staff and organizational development, facilities, and other institutional priorities
Students	<ul style="list-style-type: none"> • Proposes policies pertaining to student recruitment, admission, attendance, discharge, discipline, counseling, academic standards, granting of degrees, ceremonies, health, extra-curricular activities, and other services

Council members are assigned to committees taking into account their preferences. Students participate in all Council activities, votes, and general elections, and can serve as Committee officers if elected to those positions. At the first meeting of each academic year, the Committee on Committees, whose members include both instructional/support staff and students, finalizes the membership of each of the other standing committees. Each standing committee elects a chairperson annually.

The Steering Committee is comprised of the elected chairpersons of each of the five committees, the Secretary of the College Council, and the President of the College or a designated dean who serves as chairperson. With the exception of the Steering Committee chairperson and the College Council secretary (who does not need to be a Council member), all Council positions may be filled by any Council member, whether student, faculty, or staff.

Issues can be brought to the Council by any member of the College community; these issues are then referred to the appropriate committee for review and discussion before they are placed on the Council meeting agenda for a vote by the full Council membership. The Curriculum Committee submits the majority of agenda items in its capacity of monitoring and updating the College’s academic curricula. Since its creation, the Strategic Planning Committee has been very active as well, rewriting the College’s Mission Statement and setting the College’s priorities. The Legislative Committee has done significant work updating the Council’s Constitution and administering campus elections, many of which are now held online. This change has resulted in increased participation in elections.

Departmental Governance

The governance of each department is guided by [Sections 9.1-9.3 of the CUNY Bylaws](#) and the terms and provisions of the Collective Bargaining Agreement between CUNY and the Professional Staff Congress-CUNY.

There are twelve academic departments whose chairpersons and P&B members are elected for three-year terms by department faculty. Faculty eligibility to hold office as either chairperson or as members of the P&B is defined in the CUNY Bylaws, Article 9.1. These definitions, eligibility to vote, and all election procedures are communicated to the College community each year by the Committee on Elections, which consists of College Council Legislative Committee members. Elections of departmental chairpersons and their P&B Committees are facilitated by a member of this committee. Two non-teaching departments, the Library and Department of Student Development, have chairpersons appointed by the President.

Each department's governance consists of the chairperson and the P&B Committee. It is the responsibility of the department's chairperson to assign teaching schedules. The department P&B is responsible for personnel actions such as recommendations for appointment, reappointment, or non-reappointment; tenure; and advancement. Budgetary decisions made by departmental P&Bs include disbursement of travel funds, overload assignments, and approval of non-college employment.

Assessment of Leadership and Governance

The annual Performance Management Plan (PMP), described in Standards 2 and 7, is CUNY's tool to assess of the performance and goal setting for each college. At the end of each academic year the College reports its achievements according to its annual plan and is assessed on its performance relative to its own goals, as well as on performance measures set by CUNY. Once the final report is submitted, each College president meets with the Chancellor for a performance review. Each President in turn evaluates the performance of every vice president and dean.

To assess its governance, every three years the College Council requires its committees to submit a report on their activities over the previous three years and to consider any proposed changes to their missions. The first assessment cycle, completed in April 2012, resulted in the restructuring of the committees described above. The next [College Council self-assessment](#), as reflected in the minutes for 5/21/15, took place in the Spring of 2015.

The Council also plays a key role in determining and assessing the overall mission, goals, and objectives (MGOs) of the College. Every five years, the Council Committee on Strategic Planning presents a draft of updated MGOs. After discussion, the Council votes on a resolution to accept a finalized version. This ongoing assessment and approval process ensures that the MGOs remain appropriate at all times.

Standard 5

Administration

Along with Kingsborough's President, five Vice Presidents, and two Assistant Vice Presidents are responsible for the oversight and management of the College's major offices. In addition to ensuring the day-to-day operations of their areas, these administrators are responsible for establishing goals and assessing the degree to which they were achieved.

Kingsborough's Chief Executive, Farley Herzek, began as President on September 1, 2014. He has taken over an institution that enjoyed extraordinary success under the leadership of President Regina S. Peruggi, who led the College for nine years. During that time, President Peruggi made adjustments in administrative structures focused particularly on strengthening planning and assessment, enrollment management, academic programs and services, financial management, fund-raising, and institutional technology. These efforts culminated in [Kingsborough's selection by the Aspen Institute's College Excellence Program](#) as one of the top four community colleges in the nation in 2013.

President Herzek earned his California Professional Clear Administrative Services Credential from the University of LaVerne and completed his Master of Arts degree and Teaching Credential in Technology Education at California State University Long Beach. Prior to coming to Kingsborough he served as Interim President of Los Angeles Harbor College and as Interim President of East Los Angeles College in the Los Angeles Community College District; and as Vice President of Academic Affairs for the Desert Community College District. During that time he provided leadership for the facilities design and instructional planning for two brand new campuses in the Coachella Valley. He also served as the Dean of the School of Trades and Industrial Technologies and Interim Provost for the Long Beach Community College District.

President Herzek has begun the process of making new administrative appointments and assessing the current administrative structure of the College. The College's senior administrators have strong experience and credentials in areas relevant to their current responsibilities. There is no requirement in the CUNY Bylaws to hire senior administrative staff with advanced degrees. However, those hired or promoted to these positions at Kingsborough generally have advanced degrees, as well as the skills and training needed for the position. Currently, 11 of the 15 administrative officers of the College, at the associate dean level or higher, have degrees beyond the baccalaureate.

Administrative Structure

[Kingsborough's Organizational Chart](#) may be found on the College website and provides a visual of the College's administrative structure. Critical positions within that structure are described below.

As the Chief Executive Officer, the President is empowered to carry out the Bylaws, resolutions, and policies of the Board of Trustees and the Chancellor. The President is Chair of the College Personnel and Budget Committee (P&B), the College Council, the College Council Steering Committee, the KCC Association, Inc., and the KCC Foundation, Inc.

The President is responsible for the College's annual budget, recommendations with respect to personnel (e.g. appointment, promotion, tenure), program development, governance, campus construction, and college advancement. The President holds weekly meetings with senior administrators, where initiatives and matters of policy are presented, discussed, and typically decided by consensus. President Herzek has opened up these senior staff meetings to include members of various campus constituencies including staff, faculty, and students, who are invited to offer feedback and express any concerns or questions they may have. This is intended to make the decision-making process more transparent and inclusive.

The vice presidents and deans include:

- The **Vice President for Academic Affairs and Provost** is the Chief Academic Officer. Working closely with the academic department chairpersons, the Vice President/Provost oversees the entire academic program, as well as program and curriculum development; the instructional budget; and recruitment, evaluation, and development of faculty. In addition to the broad areas described above, specific offices, programs, and units reporting to Academic Affairs include the CUNY ASAP initiative, the English and Math Labs, Tutorial Services, the Honors Program, the My Turn Program, College Now, and Learning Communities. Professional development activities including KCTL, KCeL, and WAC also report to Academic Affairs. The **Dean of Continuing Education** reports to the Provost. The Dean creates and coordinates programs and courses designed to meet the workforce needs of the borough and community; improve students' academic preparation and English skills; and address the many diverse, lifelong learning needs of the community we serve.
- The **Vice President for Finance and Administration** is responsible for business affairs, human resources, college facilities, and all services related to the physical plant, including space utilization, furniture, equipment, maintenance, public safety, and environmental health and safety. Among the offices reporting to the Vice President for Finance and Administration are Buildings and Grounds, the Business Manager, Campus Planning and Design, Concert and Theatre Administration, Central Receiving, Environmental Health and Safety, Food Services, Human Resources, Mail and Messenger Services, and the Print Shop. This Vice President is assisted by senior-level administrators in Business Affairs, Human Resources, and Campus Facilities.
- The **Vice President for Student Affairs** oversees a variety of services related to students and student life, including advisement, career services, counseling, the freshman experience, health services, judicial affairs and student conduct, and student learning resources. He serves as Chair of the Department of Student Development, an academic department offering courses and counseling services, and sits on the College P&B Committee. This Vice President is assisted by the Associate Dean of Student Affairs, and also supervises many offices including Access-Ability Services, Advisement, Athletics, Career Services, College Discovery, COPE, Counseling, the Office of Student Life, the Student Success Center, Transfer Services, and Veterans and Military Services.
- The **Vice President for Enrollment Management** is responsible for the recruitment and smooth enrollment of prospective students into the College. The Vice President coordinates and directs the many services necessary to enroll students in KCC, including admissions information and processing, financial aid, the registrar and registration, scholarships, services for international

students, and new student orientation. He also works closely with CUNY's Office of Admissions Services and the University Applications Processing Center, which offer centralized recruitment and application processing services that accommodate many entering students. This Vice President supervises the offices of Enrollment Services, Financial Aid, and the Registrar.

- The **Vice President for College Advancement** is responsible for grant development and administration, fundraising, public relations, publications, alumni relations, advertising and marketing. The Vice President also serves as Executive Director of the KCC Foundation.
- The **Vice President for Institutional Effectiveness** addresses the multifaceted elements that have become the strategic planning processes of the College. The Vice President works collaboratively with committees, administrative offices, and academic departments to improve institutional effectiveness and student learning outcomes. The Office provides descriptive and analytic information, advises on informational resources, coordinates college assessment and planning, and documents outcomes and effectiveness. The Office also ensures that KCC and CUNY research, assessment, and planning processes are complementary. This Vice President serves as accreditation liaison officer, coordinating activities supporting institutional as well as specialized program accreditation, and also serves as the Chair of the Student Technology Fee Committee, which prioritizes spending of funds collected under a mandatory student technology fee, and serves as a vehicle to provide accountability for the expenditure of those funds. The **Chief Information Officer** reports to this Vice President and coordinates all aspects of Information Technology, encompassing academic computing, computer center operations, and telecommunications.

Assessment of Administrative Effectiveness

The College administration regularly examines its effectiveness and considers its outcomes, in the context of the College's mission, goals and objectives. On an annual basis, each senior administrator submits an assessment of their department's achievements for the previous year, along with new goals for the upcoming year. Progress towards achieving these goals is reviewed with the President semi-annually, at which time they may be modified. As part of the process, senior administrators require directors and coordinators of subordinate areas to engage in a similar process of proposing goals and assessing achievement of those goals. In this way, each administrative entity is continually operating in the context of stated goals and is aware of the process by which it will be held accountable for achieving those goals.

In preparation for the Self-Study, individual offices, programs, and units responded to a questionnaire about their particular procedures, outcomes, and assessment practices in January-February 2015. The results of this survey provide a snapshot of current assessment structures that provide useful data for the individual offices, their larger administrative divisions or areas, and the College as a whole.

Academic Departments

While the operations and assessment activities of Kingsborough's academic departments are examined at length in other sections of this report, they also serve an important function as administrative units at the College. According to CUNY Bylaws, the Chief Executive of each department is an elected department

chair, who is a tenured department member with faculty rank chosen by the members of the department. Each chair is responsible for departmental policies, records, budget, personnel, schedules, and a variety of other administrative operations.

In January-February 2015 a questionnaire was distributed to the academic department chairs regarding assessment procedures and practices as they related to their departments' administrative operations (but not academic activities or priorities, student learning outcomes, or any other non-administrative functions of the department). The responses, discussed below, reveal that operational assessment is constantly ongoing and crucial to departmental effectiveness.

Departments responsible for academic degree programs or concentrations regularly check that program standards, licensing requirements, curricula, etc. meet the necessary levels to remain in good standing. Data relating to student progress, staffing needs, and specific areas crucial to program success are monitored and shared on a regular and ongoing basis. All respondents reported that frequent meetings are conducted to ensure that departmental priorities, strategies, and outcomes are communicated effectively and clearly to all personnel. Several department chairs also indicated that they further improve departmental effectiveness through continuous communication with personnel and offices outside the academic departments such as Information Technology, Human Resources, Student Services, and, particularly the Office of Academic Affairs.

The primary areas of administrative concern indicated by several department chairs are College-wide procedures that could be adjusted, communication, and budgeting for support staff. Chairs mentioned final exam scheduling/proctoring, grade change forms, and the dissemination of planned College-wide initiatives as administrative procedures that would benefit from updating or modification. Several chairs suggested that the current levels of support staffing (both within academic departments and administrative offices) may be inadequate to meet the needs of our large student population and the bureaucratic challenges they face. Most respondents indicated they feel that the College is doing its best to provide appropriate support for departments to carry out their mission and goals, within the constraints of budgetary and physical resources.

Standard 6

Integrity

Kingsborough strives to represent itself fully and accurately to those inside and outside the institution, and to follow policies and engage in practices designed to ensure that students, faculty, and staff are ethical in carrying out their responsibilities and are treated with fairness and respect. In addition, Kingsborough has implemented measures to regularly review policies and to keep College practices in compliance with them.

Transparency

Kingsborough is transparent with respect to its mission and goals as well as with respect to the policies and practices it follows to ensure ethics and equity. The College accomplishes this by utilizing a combination of the Kingsborough website, print, face-to-face dissemination, and email. In order to ensure the consistency and accuracy of all public relations materials and communications, Kingsborough established an Office of Public Relations as of January 1, 2015. Both the Directors of External Relations and Government Relations report to the Assistant Vice President for Communications and Government Relations.

Transparency of Mission and Goals

Kingsborough's [mission and goals](#) are readily accessible. As with any institution with a substantial history, Kingsborough has made changes to its goals, mission, and programs. Because all such revisions need to be approved by College Council, the [College Council Minutes](#) function as the repository of that information. Further, the most recent [Middle States reports](#) are also available.

Transparency of Policies

Most policies implemented by Kingsborough are accessible through the website (see hyperlinks below). Policies and practices specific to students are discussed at New Student Orientations and can be found in the [College Catalog](#) and [Student Handbook](#). Policies and practices targeted toward faculty are discussed at New Faculty Orientations and are included in the [Faculty Handbook](#), which is given to new faculty in hardcopy at New Faculty Orientations.

The College strives to keep all materials current. The website is continually updated by designated departmental liaisons trained by the Office of Information Technology Services. Although a series of reviews of documents and webpages have been undertaken, some information does not get updated in a timely manner and the College recognizes the need to increase its efforts to ensure that the website does not contain any outdated information.

A new edition of the [College Catalog](#) is published each fall. Each academic department chair or administrative director reviews a draft version of the new Catalog's pages. As it is Kingsborough's practice to ensure that the catalog under which a student is enrolled is available for purposes of advisement and evaluating progress towards the degree under applicable standards, every version back to 2002-2003 is available. To ensure that handbooks are up-to-date, portions of each are sent to the appropriate individuals to review and revise as needed.

Email is also an important vehicle for communicating College policies and procedures. For example, the Office of Human Resources (HR) and the Office of Academic Affairs (AA) regularly disseminate important information regarding policies and practices, alerting faculty and staff when policy changes have occurred or when deadlines for compliance with a policy are imminent, and the Office of Student Services reminds students of policies regarding academic integrity and student conduct.

Transparency of Mandated Disclosures

To comply with Federal requirements, Kingsborough makes available [consumer information](#) for current and prospective students including [graduation and retention rates](#), as well as the [Annual Campus Safety Report](#), which describes public safety activities, among others.

The College's efforts to be transparent in its priorities and practices have been successful. In Spring 2015, 117 KCC faculty responded to the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey—a study conducted nationally by the Harvard Graduate School of Education. This survey uses 5-point agreement (where 1 represents “strongly disagree” and 5 represents “strongly agree”) and satisfaction (where 1 represents “very dissatisfied” and 5 represents “very satisfied”) scales, and COACHE compared results for KCC to those of other community colleges in the CUNY system. The mean rating KCC faculty gave to “the institution's consistent statement of priorities across all levels of leadership” was 3.47, while average of all participating community colleges was 3.00. KCC faculty satisfaction with “communication of priorities to faculty” was 3.60 for the President, 3.55 for the Provost, and 3.85 for department chairs, while the mean average rating for all CUNY community colleges on these three measures was 3.01, 3.22, and 3.57, respectively.

Guiding Policies

In addition to Kingsborough policies, the College is subject to Federal, State, and CUNY regulations to ensure that practices are ethical and fair. These policies are both administrative and academic.

Among others, major administrative policies include: college governance (e.g., [College Council](#) and [CUNY Bylaws](#)) public safety (e.g., [sexual assault and violence](#) and [workplace violence](#)); and workplace ethics (e.g., [conflict of interest](#), [financial disclosure required of policy makers](#), [submission of fraudulent documents](#), and [information technology](#)).

Kingsborough’s commitment to [academic freedom](#) is expressly conveyed on its website and ensured by CUNY’s [Policy 1.02 of the CUNY Manual of General Policy](#). Academic freedom is also expressly protected under the [Collective Bargaining Agreement](#) (CBA) between CUNY and the Professional Staff Congress (PSC-CUNY) ([Preamble](#) and [Article 8.1](#)). Academic freedom is understood, under [CUNY policy](#), as per the 1940 AAUP Statement of Principles: specifically, the freedom to conduct research and publish, to discuss relevant but possibly controversial matters in the classroom, and to express opinions and engage in extramural activities without institutional censorship. Faculty and Student handbooks also contain statements of the College’s and University’s commitment to and understanding of academic freedom.

Both the PSC-CUNY and the University Faculty Senate (UFS) actively monitor and encourage faculty to come forward should infringements of academic freedom arise. The UFS maintains a standing Academic Freedom Committee that, among its charges, investigates alleged violations of academic freedom. The [PSC-CUNY website](#), which is linked to Kingsborough’s own on the [Faculty Resources](#) page, also publicizes various avenues of redress.

Intellectual property rights are specifically addressed in CUNY’s [Intellectual Property Policy](#). CUNY’s Chancellor and Vice Chancellor for Legal Affairs are responsible for the administration of this policy through a Technology Commercialization Office to which each college designates a liaison. The General Counsel and Labor Designee serves as Kingsborough’s liaison.

Kingsborough maintains CUNY’s academic integrity policy, [Policy 1.03 in the CUNY Manual of General Policy](#). The policy includes definitions and examples of academic dishonesty, methods for promoting academic integrity, and procedures for the reporting and sanctioning of violations. It can be found in the [College Catalog](#), the [Student Handbook](#), and the [Faculty Handbook](#), and faculty are encouraged to communicate this policy on their course syllabi, with appropriate wording suggested in Appendix G of the Faculty Handbook. Kingsborough is also subject to policies governing the integrity of research, discussed in the [Grants Procedures Manual](#).

COACHE results reveal that Kingsborough faculty report a high level of satisfaction with academic freedom. Satisfaction with “the discretion faculty have over the content of courses taught” was rated 4.42 (4.04 for all CUNY community colleges), while “influence over the focus of research/scholarly/creative work” was rated 4.21 (3.9 for all CUNY community colleges).

Fairness in Treatment of Constituents

The College strives to ensure the fair treatment of faculty, staff, and students.

Faculty and Staff

The College engages in practices that ensure fairness in the recruitment and hiring as well as advancement of faculty and staff and additionally allows for recourse in the case of grievances.

Recruitment and Hiring

Kingsborough follows a number of [Equal Opportunity Compliance and Diversity Policies](#). The Chief Diversity Officer (CDO) consults with departments in the recruitment and hiring of faculty and staff to ensure that the College complies with all applicable laws and policies. The CDO and the Office of Academic Affairs also coordinate closely with and support the efforts of departments to increase diversity within the applicant pool. Kingsborough sets forth its hiring and recruitment practices in the [Recruitment and Selection Handbook](#).

Kingsborough's efforts to recruit more minority full-time faculty have resulted in gradual increases. In 2009, the percentage of minority faculty was 22.6%, growing to 26.3% by 2013. Particularly in the recruitment of African American faculty, Kingsborough went from only 9% of full-time faculty to 12.3% over this period. The College will continue to increase efforts to recruit minority faculty. Current Kingsborough faculty report that they recognize the College's recruitment efforts. They agreed that both the College's leadership (4.04 vs. 3.91 for all CUNY community colleges) and their departmental colleagues (4.14 vs. 4.01 for all CUNY community colleges) were committed to supporting and promoting diversity and inclusion on campus.

Kingsborough follows all applicable laws and CUNY policies covering affirmative action, non-discrimination, and fairness in all areas of faculty and staff employment. Applicable policies can be found through the following online documents: [Labor Relations](#), [CUNY Policy on Equal Employment Opportunity and Non-Discrimination](#), and the [President's Statement Reaffirming Principles of Nondiscrimination and Affirmative Action](#).

Professional Advancement

All faculty and staff are subject to CUNY Bylaws with respect to advancement. Faculty and non-teaching instructional staff are additionally covered by the Collective Bargaining Agreement (CBA) between CUNY and PSC-CUNY. However, each campus interprets and applies these criteria differently. In an effort to make KCC's interpretation of these criteria transparent, the College created a task force that produced a set of guidelines ([Task Force for Review of Tenure & Advancement](#)). In addition to the CUNY Bylaws, support staff are covered by collective bargaining agreements with a variety of unions.

COACHE results show that faculty give a relatively high rating to "the clarity of the tenure process" (3.77 vs. 3.28 for all CUNY community colleges) and "clarity of expectations for tenure" (3.83 vs. 3.52 for all CUNY community colleges). Meanwhile, satisfaction with the fairness in evaluating work was rated 4.14 by Kingsborough faculty and 3.77 for all CUNY community colleges.

Recourse for Grievances

A PSC-CUNY grievance counselor is available on campus and represents faculty in all matters of employment covered by the CBA. The other unions that represent campus staff also supply similar assistance.

Students

The College makes all efforts to provide fair and equal consideration in regard to student recruitment and admissions, financial aid, and student services; to ensure that student grievance, disciplinary, and appeals policies and procedures are designed to be effective, consistent, impartial, and fair; and that college course offerings are sufficiently available to allow students to progress toward degree completion.

Recruitment and Admissions

The College uses its website, advertising, outreach sessions, and one-to-one contacts in its recruitment efforts. The website publicizes essential information and is regularly updated in regard to campus tours, dates and deadlines, information sessions, applications and instructions, FAQ's, and inquiry contact pages.

Financial Aid and Student Services

Kingsborough is governed by CUNY's overall [Policy of Financial Aid and Support](#) that mandates that the University pursue all financial aid resources available in order to ensure the maximal affordability of its programs of study. This goal is ensured through the [CUNY Student Aid Policies and Procedures](#), which govern all aspects of financial aid policy at Kingsborough as well as student eligibility requirements.

In order to facilitate financial aid applications, the website of the [Financial Aid Office](#) contains information on a variety of resources, enabling students or parents to apply directly for aid. This page also supplies access to downloadable forms as well as links to Federal and New York State financial aid. Besides the web resources, the Office of Enrollment Management offers in-person assistance for students with staff who speak a variety of languages spoken by our students. Additionally, the College developed the AssistMe program, which can be accessed via the Kingsborough website or the mobile app, and connects students with these resources.

Finally, in an effort to address the wide variety of obstacles, financial and otherwise, facing students, the College partners with [Single Stop USA](#) which offers a comprehensive and free service such as benefits screening, tax preparation, financial counseling, and legal aid.

Student Conduct

Kingsborough abides by [CUNY's Article XV Student Bylaws](#). This policy includes the definition of conduct standards, rights of student organizations and University Student Senate, student disciplinary procedures (complaint procedures, mediation conferences, notice of hearing and charges, and faculty-student disciplinary committee procedures), appeals, committee structure, suspension or dismissal, and information on both the University Student Senate and college governance plans.

Expectations with respect to student behavior are set by CUNY, and all students are required to abide by the [Henderson Rules for the Maintenance of Public Order](#) pursuant to Article 129A of the Education Law. This serves as the Code of Student Conduct for Kingsborough and CUNY.

Student disciplinary rules and procedures are published in the [Student Handbook](#), and on the webpage of the [Office of Student Conduct](#). Many issues are resolved informally or through discussion with the Student Conduct Officer or mediation involving the Office of the Dean of Student Affairs. Formal disciplinary charges, however, come before a Faculty-Student Disciplinary Committee that operates according to published [procedural standards](#), and affords appeal to the President or the CUNY Board of Trustees Committee on Student Affairs.

Student Progress

The College, as a part of CUNY, is subject to a variety of policies covering graduation and retention (See [Manual of General Policy](#), policies 1.26 Retention and Progress and 7.12 Retention and Graduation) that stipulate the expectations of credits earned based on credits attempted as well as a minimum grade point average. To facilitate student compliance with these policies, required and elective courses are scheduled to enable timely completion of degree program requirements. Academic departments coordinate closely with the Office of Academic Scheduling to ensure classes in sufficient quantity and at times that meet student demand. In an effort to provide sufficient availability of courses, Kingsborough offers multiple sections of popular required and elective courses. Nearly every available classroom on the campus is occupied during prime time (9:00 AM - 2:00 PM) hours, and over the last decade offerings have expanded greatly during the early mornings and later afternoons. Kingsborough's unique 12-6 calendar also provides opportunities for students to accelerate their progress or repeat developmental courses as necessary. As described in Standard 13, the College offers summer and winter immersion courses in basic skill areas. Additionally, it offers supplemental instruction to enable students to complete developmental requirements before initial enrollment, and in the event they have not passed a developmental Math class after two attempts. For example, in the past 2.5 years, 482 students who were unable to pass developmental Math classes in two attempts passed developmental Math requirements via supplemental instruction. This included 211 in 2013-14, 221 in 2014-2015, and 50 in Fall 2015.

A review of waivers of degree requirements revealed that 48 students were granted waivers to receive degrees in June 2015. There were also 157 students who received course substitutions. Many of these were due to the College permitting students who changed majors to substitute similar courses for one another. Since there were 1394 degrees awarded in June 2015, this suggests that students are able to register for the classes they need to graduate and most do not need to seek waivers of requirements.

Policies and Practices: Review and Compliance

Review

Kingsborough continually reviews and revises both policies and practices so that policies are up-to-date and are aligned with practices. CUNY's Office of Legal Affairs is charged with developing and reviewing all policies for approval by the CUNY Board of Trustees. The Office of Legal Affairs consults with the A (UFS) to review and assess policies on a regular basis. The Collective Bargaining Agreement (CBA) with the faculty and instructional staff union, the Professional Staff Congress (PSC-CUNY), also requires (as per [Article 2.4](#)) that when CUNY's Board of Trustees moves to alter or waive policies and Bylaws, it does so in formal consultation with the Union. Furthermore, at least once a semester, as per the CBA, the

President, together with various senior staff members, meets with the PSC-CUNY Executive Committee (Kingsborough Chapter) to review various issues that arise each semester concerning policies that bear on terms and conditions of employment for covered faculty and staff.

Compliance

In order to ensure that practices are in compliance with certain key policies, the following committees were created: the Faculty-Student Disciplinary Committee, the Workplace Violence Advisory Team, the Sexual Harassment Awareness and Intake Committee, and the Public Safety Task Force. These committees review cases and make decisions or provide recommendations to administrative officers, who additionally check for compliance regarding policies not covered by the above-listed committees.

Suggestion

- Although the College has undertaken a series of reviews of documents and webpages, some information does not get updated in a timely manner and the College should increase its efforts to approach the goal that the website does not contain any outdated information.

Standard 7

Institutional Assessment

Kingsborough Community College engages in a range of academic and institutional assessment activities that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards. These include:

Institutional Effectiveness

- CUNY's Performance Management Process (PMP) allows the College to set targets and assess progress in regard to University, community college sector, and College focus goals. KCC is evaluated within the context of their own performance from year to year and in comparison to the six other CUNY community colleges.
- Kingsborough receives significant funding for programs and initiatives under CUNY's Coordinated Undergraduate Education (CUE) program. As part of the CUE annual proposal and reporting process, the College sets targets and reports achievements in curricular and pedagogical support for student success.
- The Voluntary Framework for Assessment (VFA) permits the College to benchmark its performance in comparison to peer colleges from across the nation.
- Unit goals are developed by all academic departments and significant administrative and student service units, and progress towards those goals is evaluated annually.
- CUNY and Kingsborough participate in a variety of nationally normed assessments such as the Noel-Levitz Student Satisfaction Inventory, the Community College Survey of Student Engagement (CCSSE), and the Collaborative on Academic Careers in Higher Education (COACHE) faculty survey.
- As a member of Achieving the Dream (AtD), the College reviews its performance annually in relation to strategic goals and in relation to the other AtD colleges.
- Kingsborough twice participated in the selection process for the Aspen Prize for Community College Excellence (See Appendices 7a and 7b). In 2013, after extensive evaluation of institutional processes and outcomes including a team visit to the campus, the College was selected as a Finalist with Distinction, putting it in the top four among more than 1200 community colleges nationally.

Academic Effectiveness and Assessment of Student Learning

- All degree programs undergo an Academic Program Review every six years, which consists of a self-study, an outside reviewer, and an action plan for implementing the recommendations that emerge from the review.
- Institutional (general education) and programmatic student learning outcomes are assessed annually according to a rotation of outcomes via the process known as Course Embedded Assessment of Program Outcomes.

These processes effectively measure Kingsborough's goals as outlined in its [Mission Statement](#).

The table below displays Kingsborough’s goals, as articulated in its Mission Statement, and the means by which these different goals are assessed.

Mission and Goals	Assessed by the CUNY-wide PMP	Assessed via Internal Methods
To offer a superior general education to all degree students	<ul style="list-style-type: none"> • University Goals 1, 2 • Community College Sector Goal 1 • College Focus Area Goal 1 	<ul style="list-style-type: none"> • Academic Program Review • Program-level Assessments of SLOs • Annual Reports by Academic Depts.
To provide programs of study for those intending to transfer and those seeking immediate employment	<ul style="list-style-type: none"> • University Goals 3,4 • Community College Sector Goals 1, 2, 3 	
To promote critical reading, writing, and thinking		<ul style="list-style-type: none"> • Academic Program Review • Program-level Assessments of SLOs • Annual Reports by Academic Depts.
To develop student competence in information literacy, oral communication, quantitative skills, and technological literacy	<ul style="list-style-type: none"> • Community College Sector Goal 1 	<ul style="list-style-type: none"> • Academic Program Review • Program-level Assessments of SLOs • Annual Reports by Academic Depts. • General Education Assessment
To promote civic engagement, global awareness, civility, and respect for diversity		<ul style="list-style-type: none"> • General Education Assessment

To provide life-long learning opportunities in credit and non-credit programs for the non-traditional as well as the traditional student		<ul style="list-style-type: none"> • Continuing Education Assessment
To provide comprehensive services that address student needs in order to support academic success	<ul style="list-style-type: none"> • University Goals 3, 5, 6, 8 • Community College Sector Goal 1 • College Focus Area Goal 3 	
To respond to the educational, social, cultural, and economic needs of the communities we serve	<ul style="list-style-type: none"> • University Goal 9 	

Performance Management Process (PMP)

CUNY conducts the PMP annually, and has recently re-examined the process and revised it significantly. From 2003 to 2013, data were collected on three broad goals: Raising academic quality, improving student success, and enhancing financial and management effectiveness. These goals were further broken down into 40 sub-goal with operationalized objectives.

Since 2013, the PMP has been undergoing incremental revisions intended to simplify the process, clarify assessment of the educational effectiveness of each campus, and give the campuses more flexibility to identify and report the achievement of strategic goals that they deem important. For the 2014-2015 year, the PMP outline was as follows:

- University Goals
 - Increase opportunities for students to be taught by full-time faculty
 - Increase faculty scholarship and research impact
 - Ensure that students make timely progress toward degree completion
 - Increase graduation rates
 - Improve satisfaction with academic support and student support services
 - Improve satisfaction with administrative services
 - Increase revenues
 - Use financial resources efficiently and prioritize spending on direct student services
 - Increase the proportion of full-time faculty from under-represented groups
- Community College Sector Goals
 - Create more efficient remediation pathways
 - Prepare students for transfer to baccalaureate programs
 - Increase or maintain high pass rates on professional licensure exams

- College Focus Area Goals: Each college identifies three to five goals. For 2014-2015 Kingsborough proposed the following goals:
 - Make significant progress in addressing its College accreditation by the Middle States Commission on Higher Education and program accreditations in Nursing and Physical Therapy Assistant
 - Fully implement its system of course embedded assessment of degree program outcomes
 - Implement KCC's Strategic Plan for Information Technology

The Coordinated Undergraduate Education (CUE) is a CUNY-wide initiative that aims to support the College's annual PMP goals and targets, and fulfills the CUNY Office of Academic Affairs' priority areas through funding and supporting essential and innovative academic programs and initiatives. Individual CUNY campuses provide specific data relevant to CUE and PMP accountability, and most of these statistics are compiled in a "Year-End University Report."

Kingsborough has used the PMP data to determine areas where the College excels and areas that represent opportunities for improvement through CUE and other initiatives. Performance can be tracked over time and compared to that of similar institutions within the CUNY system as well as to the University average. The College's success at achieving University-identified goals can also be assessed.

The following sections present a delineation of the most recent University, community college, and College focus area goals, an analysis of how well Kingsborough is meeting those goals, and an explanation of the steps the College has undertaken in response to the results.

University Goals

University Goal 1: Increase opportunities for students to be taught by full-time faculty

Full-time faculty taught classes that produced 59.3% of undergraduate FTEs during the 2013-2014 academic year. This represented a steady improvement, from 54.6% in 2010-2011, to 54.8% in 2011-2012, and 57.1% in 2012-2013. The percentage of students taught by full-time faculty at Kingsborough was above the CUNY community college average, which is 53.4%, and is also significantly higher than the average for the senior and comprehensive colleges (46.5% and 40.8% respectively).

University Goal 2: Increase faculty scholarship and research impact

Although faculty teach a 27 credit course load per year, there is a requirement that they publish in order to earn tenure and promotion. There has been a steady increase in the average number of pieces of scholarship/creative activity produced by faculty members. Faculty are supported in their scholarship by their departments, the library, and by the Kingsborough Center for Teaching and Learning (KCTL). KCTL offers a Scholarship of Teaching and Learning Program, a Writing Group (where faculty meet to support each other in their writing), and workshops on navigating the IRB.

The number of [funded research grants](#) has increased slightly over the past few years, though the total dollars awarded has decreased from \$459,841 in 2011 to \$392,402 in 2014. This last figure represents a large increase in research grant dollars awarded from the \$218,372 in 2013. Both the overall downward trend in research dollars awarded from 2011 to 2013 and the partial recovery from 2013 to 2014 reflect grant awards trends for CUNY community colleges and the University as a whole. To increase the number of research grants, KCC's Grants Office has provided a series of grant writing workshops for faculty and staff focused on identifying funding opportunities, developing a proposal narrative, preparing budgets, and measuring outcomes. Additionally, the Grants Office has met with each academic department to make all faculty members aware of support provided in this area.

University Goal 3: Ensure that students make timely progress toward degree completion

To increase the number of credits students earn in one year, KCC has made greater use of the 12-6 calendar and Learning Communities. The 12-6 calendar potentially offers students the opportunity to earn more credits in a semester in two different ways. First, students can take a full load in the 12-week semester and earn up to 9 additional credits during the 6-week module at no additional cost. Second, students who cannot manage a full load in the 12-week semester have the opportunity to accumulate the equivalent of a full load during the module, thereby protecting their financial aid.

Participation in [Learning Communities](#) also encourages students to make timely progress towards degree completion by helping them better connect to the College—to faculty, to fellow students, and, in Learning Communities that include a first-year seminar, to on-campus support services. Further, if students in Learning Communities want to drop a course they must drop all of the courses in the Learning Community, a requirement that encourages students not to drop at all.

The average number of equated credits earned in one year by full-time first-time freshmen has steadily increased from 22.9 for Fall 2010 entrants to 24.0 for Fall 2013 entrants. The percentage of students who earn 30 equated credits in their freshman year has similarly increased from 25.5% in Fall 2010 to 27.8% in Fall 2013.

To increase the one-year retention rate, students will continue to be encouraged to participate in Learning Communities. Recent longitudinal studies (2008-2013) based on institutional data reveal a steady increase in fall-to-fall retention for Learning Community participants (the 2013 rate was 76.8% compared to 63.3% for non-LC freshmen). Through CUE funding, 23 Learning Community faculty and staff created and revised joint curricula, projects and assignments in 2013-14. Participating faculty reported that this opportunity helped them tailor interdisciplinary instruction and work towards meeting students' diverse needs.

Based on indications that black male and Latino students respond particularly well to combinations of high impact practices, the College has leveraged its learning communities experiences to establish specially planned learning communities designed for that population. Preliminary data suggest that these students were more successful than their peers traditionally have been. The College will be scaling up this intervention over the course of the next year.

Kingsborough has also placed additional emphasis on its successful (over 75% pass rate) math initiatives for students who have failed developmental courses multiple times. Prior to the Fall 2013 semester, the College adopted a policy that students who failed developmental math classes two or more times would not be allowed to re-enroll in a traditional developmental math class. Instead, these students would enroll in experiences designed for multiple repeaters (Math Supplemental Instruction Intervention) in which they would work with expert instructors in small group settings. In addition, each student is assigned to a case manager. Over the past two years, the program has enrolled 452 students, of which 374 (83%) have, to date, passed their respective Math Supplemental Instruction Intervention allowing them to progress through the developmental math sequence or enroll in college-level math.

These multiple efforts have led to sustained increases in one-year retention rates, from 66.5% in Fall 2010 to 67.2% in Fall 2013. Though small, these increases have contradicted the overall CUNY community college trend, where one-year retention rates have decreased from 65.7% in Fall 2010 to 64.9% in Fall 2013.

University Goal 4: Increase graduation rates

To improve its graduation rate, in addition to initiatives outlined in *University Goal 3* above and *Community College Goal 1* below, KCC has focused on developmental and gateway courses with a special emphasis on mathematics. Efforts to help prospective Nursing, Biology, Business Administration, Mathematics, and Computer Science majors meet the academic challenges they were encountering in mandated gateway courses have continued. To meet the needs of these students, the College established a Supplemental Instruction Center to help students master the content of the required gateway courses.

Four-year graduation rates were higher for Fall 2010 entrants (27.0%) than for Fall 2006 entrants (26.5%). Six-year graduation rates have also increased from 32.7% for Fall 2004 entrants to 34.1% for Fall 2008 entrants. While these fall below the all-time highs achieved by cohorts that entered just before the 2009 economic crisis when freshman enrollments increased by 30%, Kingsborough's four-year graduation rate in Fall 2014 remains the highest of all CUNY community colleges. Moreover, the difference between the actual and the predicted four-year graduation rate (based on student characteristics) is also the highest among all CUNY community colleges.

University Goal 5: Improve student satisfaction with academic support and student support services

Kingsborough has continued to enhance student support services through initiatives in the Men's Resource Center (MRC), Student Success Center, Academic Advisement Center, Student Life, Military and Veteran Services, and other Student Affairs areas. These are tailored to the individual student and address the needs of our diverse student population. CUE funds the New Start Program to assist students who have enrolled in Kingsborough after experiencing academic difficulty at a CUNY senior or comprehensive college. This support has included tutoring, mentoring, and one-on-one advisement. In 2013-14, 105 New Start students were referred to tutoring and 1272 individual advisement appointments were scheduled.

In 2013 and 2015, the College participated in the Noel-Levitz Student Satisfaction Inventory, in which a sample of students rated their satisfaction with student services from 1 (“not satisfied at all”) to 7 (“very satisfied”). Student satisfaction has remained stable in most areas surveyed, including academic advising (4.9 for both years) and campus support services (4.8 in 2013 and 4.7 in 2015).

Although measures related to external accountability have provided considerable insight, the College continues to develop unit-level assessments of academic and student support services. Each area within Academic Affairs, Student Services, and Enrollment Management has developed annual goals, and has begun to conduct assessments of how well they have been achieved. However, these goals tend to focus on processes rather than outcomes. Therefore, the assessments may consist of reflections in lieu of evidence. The College should work to make unit-level academic and student support service goals more measurable, and it should continue to develop its assessments of those goals. It should also expand goals and assessments to additional areas, including administrative services.

University Goal 6: Improve student satisfaction with administrative services

CUE-sponsored initiatives have encouraged a collaborative relationship between the Transfer Office and the Admissions Information Center which has led to contact with 90% of all entering transfer students and over 2,000 pre-enrollment advisement appointments in 2013-14. The Noel-Levitz results show that student satisfaction is also stable in the areas of admissions and financial aid effectiveness (4.9 in 2013 and 4.8 in 2015), registration effectiveness (5.1 in 2013 and 5.0 in 2015), and service excellence (5.0 in 2013 and 4.9 in 2015).

University Goal 7: Increase revenues

Kingsborough has implemented a comprehensive fundraising plan that includes Planned Giving Protocol, Annual Fund; Corporate and Foundation Proposals and Stewardship, Fundraising Events, Cultivation of Alumni, and Individual Giving.

Annual voluntary support decreased from \$3,829,656 in 2011 to \$1,934,335 in 2014. The 50th Anniversary Campaign for Support is expected to at least partially reverse this trend. Grants and contracts awarded increased from \$5,097,785 in 2011 to \$9,052,532 in 2014. This growth comes partially from increased revenues from the College’s food service, from television and film location fees, and from *On Stage at Kingsborough*.

University Goal 8: Use financial resources efficiently and prioritize spending on direct student services

Kingsborough has monitored CUNYFirst reports and adjusted spending priorities to increase the percentage of expenditures in instruction and student services. The percentage of the tax-levy budget spent on student services has increased from 12.8% in 2011 to 13.1% in 2014. Though the percentage of tax-levy budget spent on instruction and departmental research decreased from 57.1% in 2011 to 56.0% in 2014, this change mirrored overall CUNY community college trends. Moreover, the percentage of tax-levy budget spent on student services has consistently been the highest among all CUNY community

colleges, while the percentage spent on instructional and departmental research has been second highest of all CUNY community colleges every year since 2011.

University Goal 9: Increase the proportion of full-time faculty from under-represented groups

The percentage of minority full-time faculty has increased from 23.9% in Fall 2010 to 26.0% in Fall 2014. The percentage of women full-time faculty has also increased from 53.7% in 2010 to 55.8% in Fall 2014.

Community College Sector Goals

Community College Goal 1: Create more efficient remediation pathways

Freshman Services has worked with incoming students to prepare them for placement tests. In 2013-14, 281 incoming students enrolled in one-day, four-hour pre-testing workshops where they review pre-algebra, algebra, mathematical terminology and formulas, and reading and writing concepts.

CUE funding allowed for the expansion of Accelerated College ESL (ACESL) Learning Communities. In 2013-14, nearly half of ACESL participants exceeded pace through their developmental coursework. Participants' ACT reading exam scores increased by 35.4%, while writing scores increased by 35.5%.

Through CUE-funded University Immersion Programs, intensive six-week reading interventions are offered during winter and summer modules. Ten-hour faculty-led workshops emphasizing the integration between reading and writing are also offered. CUNY ACT Reading passing rates increased from 57% in Spring 2012 to 61.6% in Fall 2013, while CUNY Writing Exam passing rates increased from 52.9% in Fall 2012 to 65.3% in Fall 2013.

Additionally, in the last few years, the College has been running 15-hour summer developmental math interventions for students whose scores are close to the passing standard. Some of the students who successfully complete the 15-hour intervention in pre-algebra are able to move on to the six-week immersion in algebra during the same summer, thus satisfying their need for developmental math before the fall semester.

The percentage of students who are college-ready in both math and English by the end of the first year increased steadily from 23.1% in Fall 2010 to 33.8% in Fall 2013. This is the lowest percentage of all CUNY community colleges, which may seem paradoxical since KCC has the highest graduation rate among them. Kingsborough's strategy has been to require students to address any needs for developmental English immediately, while also earning college credits in general education courses. Since developmental English courses run 6 or 8 hours each, their programs would be full and math has often been deferred. As a result, the College has ranked low on the metric that reflects completing developmental needs within 30 credits, while ranking high in the metric (graduation) that reflects completing developmental needs within 60 credits. Even so, in Fall 2015, KCC began working towards a goal of requiring all students with developmental needs in Mathematics to begin addressing them immediately as well.

Community College Goal 2: Prepare students for transfer to baccalaureate programs

Kingsborough is in the process of revising its transfer articulation agreements with CUNY senior colleges to reflect new [Pathways](#) (general education) requirements. Careful attention has been and will be paid to aligning equivalent courses, tracking transfer students, and identifying and addressing transfer students' performance issues through enhanced communications between KCC and receiving institutions. These articulation agreements and other initiatives have resulted in an increase in the transfer rate of AA/AS graduates to a baccalaureate program from 63.1% in 2008-2009 to 67.0% in 2012-2013. Though the percentage of first-time freshmen transferring to any baccalaureate program within 6 years has fallen to 34.1% for those entering in Fall 2008 from a high of 37.6% for those entering in the Fall of 2007, this percentage continues to be the second highest of all CUNY community colleges.

Community College Goal 3: Increase (or maintain high) pass rates on professional licensure exams

The Nursing program has aligned its curriculum to more closely reflect the areas that comprise the NCLEX Test Plan and has provided ATI Live NCLEX Review to all graduates. The NCLEX (RN licensure) pass rate has increased from 60.2% in 2013 to 69.5% in 2014. In the first quarter of 2015, this positive trend accelerated, and the passing rate for January 2015 graduates was 89.5%. For the same test period, the national average was 82.7%.

The Physical Therapist Assistant program regularly reviews item analyses of licensing exam results to identify any patterns of weakness in student performance. The weighted average ultimate passing rate for 2011-2013 on the Physical Therapist Assistant licensing exam was 82%, which exceeded the 80% level required by its national accreditor.

College Focus Area Goals

College Focus Area Goal 1: Make significant progress in addressing its College accreditation by the Middle States Commission on Higher Education and program accreditations in Nursing and Physical Therapy Assistant

Middle States

The nine working groups conducting the self-study completed drafts of each section. The editing committee reviewed and revised all the drafts, and incorporated additional information about those areas, obtained in part from the working groups and from other sources.

Nursing

1. The A.A.S. program in Nursing was awarded Candidacy for Accreditation by the Accreditation Commission for Education in Nursing (ACEN). The faculty has completed a draft of the self-study and was permitted to submit one Standard for informal staff review at ACEN. This draft

was received positively, and almost all the revisions they suggested were relatively trivial matters of document formatting. Although the report has been completed, in order to enable the faculty to compile a library of data collected according to its Systematic Evaluation Plan, the program has requested that ACEN conduct a site visit in Spring 2016, for purposes of awarding full accreditation.

2. As noted above, in 2014, the NCLEX passing rate rose from 60.2% to 69.5%. In the first quarter of 2015, this positive trend accelerated, and the passing rate for January 2015 graduates was 89.5%. For the same test period, the national average was 82.7%.

Physical Therapist Assistant

1. The Physical Therapist Assistant program completed their self-study and submitted it via the Commission on Accreditation in Physical Therapy Education (CAPTE) Portal. The site visit was held on July 27-29, 2015.

2. As stated above, the weighted average ultimate PTA licensing exam passing rate for 2011-2013 was 82.1%, which meets the required criterion for accreditation.

3. The PTA average graduation rate for 2011-2013 was 52.4%, which was below the required criterion of 60%. As a result, in April 2015 CAPTE placed the program on Probationary Accreditation. As of November 2015 CAPTE rules were changed to allow the exclusion of students who left for non-academic reasons. The graduation rate for 2011-2013 was subsequently recalculated to 67%, probation was removed, and accreditation was reaffirmed. We are taking a number of steps to ensure that the retention and graduation rates reach and remain at the highest levels possible by:

- raising the admissions cap, allowing a larger pool of students to compete for the same number of seats the program currently offers, resulting in more selective admissions to the clinical phase of the program;
- assigning all students in the clinical program to a STEM case manager/advisor and require them to meet with the advisor regularly;
- providing tutoring or supplemental instruction for courses that have been identified as posing the greatest difficulties for students.

College Focus Area Goal 2: Fully implement its system of course embedded assessment of degree program outcomes

1. During the past year, course-embedded assessment of degree program outcomes was carried out in 25 of 30 degree programs, which represents a substantial proportion, and we will continue to work towards full participation. This is explained more fully in Standard 14.

2. The [Pathways](#) Flexible Core common outcome, “Produce well-reasoned written or oral arguments using evidence to support conclusions,” was assessed in eight disciplines. To accomplish this, faculty mapped all general education outcomes to the courses in which they are covered, administered assessments, considered the results, and used the findings as a basis to formulate plans to improve student learning.
3. The College has fully implemented WEAVE assessment management software to map general education and degree program outcomes to the courses where they are taught and to track outcome measures, results, and actions taken to improve student learning. At present, most of the data input is done by the Office of Institutional Research, based on reports submitted by academic department chairpersons and program directors. The College is in the process of providing training and access to WEAVE so assessment information can be shared more easily across the campus.

College Focus Area 3: Implement KCC’s Strategic Plan for Information Technology

In 2014, the College initiated a strategic planning process for information technology. This College-wide collaborative activity involved the leadership of Information Technology, Academic Affairs, Student Affairs, Institutional Effectiveness, College Advancement, Continuing Education, Enrollment Management, and Finance and Administration. The resulting plan takes into account each division’s planned needs and sets priorities for the future. It also identified critical success factors for implementation and provides targets that can be monitored to ensure progress according to the plan.

Effects of the PMP Cycle

The reporting cycle consists of setting annual targets and assessing their achievement at the end of the academic year. The findings are then used to determine goals and targets for the coming year, as well as actions to meet those goals.

The Office of Institutional Research posts student outcome data extracted from the PMP annually on its website. Other methods by which such information is disseminated are through the President’s semiannual Convocation address, the President’s reports to the College Council, and through reports that have been shared by the President at departmental meetings.

Because the level of specificity or generality of College Focus Area goals differs from that of the College’s strategic priorities, they are formulated by the President’s senior staff and are aligned with, while not necessarily identical to, the strategic priorities.

Recent improvements made as a result of institutional assessments include the requirement that all entering freshmen enroll in the English course into which they have been placed; an expansion of advanced learning communities in the Integrative Studies Program; the hiring of Quantitative Reasoning

Fellows; updating technology resources in all classrooms, including network/Internet access, Smart Boards, and projection systems; the establishment of a task force addressing issues with online/hybrid instruction; the development and expansion of Single Stop services; and the creation of a Committee on Equity and Inclusion.

In addition to being accountable to CUNY, most of these initiatives have embedded assessment procedures that are oriented towards program improvement and therefore are primarily reported to parties implementing them, rather than to a general College committee or constituency. This locus of reporting is also followed for assessment of student learning. We found that creation of assessment committees external to direct program or departmental functioning resulted in a lack of integration of the findings into practices and procedures. By eliminating these external bodies (for example, abolishing the College Assessment Committee and basing academic assessments at the department/degree program level), we feel we have created a much more effective system for turning results into action plans for improvements.

Voluntary Framework for Accountability (VFA)

Beginning in 2015, all CUNY community colleges are participating in the VFA, which benchmarks key institutional performance indicators such as credit accumulation, retention, graduation and transfer rates against a selection of similar colleges nationwide. The first set of results, which only addressed a portion of the VPA taxonomy of outcomes, showed that Kingsborough far exceeded the other 139 benchmark colleges to which it was compared in second semester retention, credit hours completed in the first term and in year two, and in six-year graduation rate. For the coming year, the comparison group has been refined to include only the colleges that more closely resemble KCC and comparisons will be posted reflecting a wider range of data.

Academic Program Review

As described in Standard 14, the College conducts formal academic program reviews that include a self-study report and a site visit by an external evaluator. Each program is evaluated according to a six-year cycle (See Appendix - Academic Program Review Schedule). The self-study reports address curriculum, students, assessment of outcomes, faculty, facilities, and instructional support. Following preparation of the report, an external evaluator visits the program, considers the report, and submits a review including suggestions and recommendations for improvement. In response to the review, the chair and/or program director prepares an action plan for the future. Although these plans are routinely created, processes that allow for discussions and follow-up with the Provost have not always been consistently followed. The College needs to be more consistent about adhering to these procedures.

While the reports are generally of good quality and examine important aspects of program functioning, they have not typically included extensive data on assessment of student learning outcomes. This was due in part to the College's previous reliance on assessment based on course outcomes. Since the switch to assessments based on program outcomes, much more useful data have been produced at the program

level, and gradually they are being included in the formal program reviews. We expect this trend to continue as more program outcome data are generated and discussed by faculty.

We are also phasing in a mid-cycle program review for chairs and program directors to report briefly on the implementation of the recommendations in their action plan, assessment of the impact of those changes, and to report on any other significant modifications or actions that have been undertaken since the formal review.

Achieving the Dream (AtD)

In 2012, Kingsborough became a member of Achieving the Dream (AtD), a national organization dedicated to improving student success in community colleges. AtD encourages member colleges to use evidence to improve policies, programs, and services; engage a wide range of college constituencies; commit to systemic institutional improvements; and promote equity. As a result, the College has expanded Learning Communities and developmental Math workshops, and implemented STEM initiatives and equity programs. AtD's philosophy of thoughtful assessment and evidence-based decision-making is congruent with Kingsborough's practices and priorities. The College's successful development of these programs has led to the designation of Kingsborough as an AtD Leader College in September 2015.

The Aspen Prize for Community College Excellence

In 2011 and 2013 the College was invited by the Aspen Institute to participate in a competition to identify leading community colleges. Kingsborough submitted a comprehensive application, with both narrative and statistical components, which reflected careful self-evaluation; (See Appendix - Aspen Application and Appendix - Aspen Data Templates) answered follow-up questions; participated in numerous interviews; and hosted a team visit to the campus. The criteria emphasized innovative programming and student support, completion outcomes, labor market outcomes, learning outcomes, and equitable outcomes. As a result, KCC was named a 2013 Finalist with Distinction, which placed it in the top four of more than 1200 community colleges in the nation.

Program-Level Assessment of Student Learning Outcomes

Student learning goals included in Kingsborough's Mission Statement are addressed by Kingsborough's program assessment process, which has evolved over the years from individual course outcome assessment to course embedded program learning outcomes assessment. Assessment activities at the program and course level are conducted within academic departments and degree programs, and coordinated by a team led by the Vice President for Institutional Effectiveness. The development of the current assessment process is described in detail in Standard 14 and summarized here.

The College employs a process known as Course-Embedded Assessment of Degree Program Outcomes. Essentially, this requires a three-step process. First, faculty align degree program learning outcomes with individual courses to develop curriculum maps. The faculty in each degree program then select one or

more program outcomes to assess each semester. This outcome is assessed in each course that addresses the chosen program learning outcome(s). After the semester, program faculty meet again to discuss assessment results, compile an assessment report, and develop an action plan for future teaching and learning in that program. Outcome maps ensure that all students that successfully complete the required courses of their program of study will have achieved the program outcomes. These outcome maps, assessment reports, and action plans are uploaded to a web-based assessment repository, WEAVE. The College is in the process of providing training and rolling out access to WEAVE for faculty and other interested parties.

Annual Reports by Academic Departments

At the conclusion of each spring semester, every academic department submits an Annual Report to the Office of Academic Affairs. These review departmental goals for the preceding year, evaluate accomplishment of those goals, set goals for the upcoming year, and communicate the needs of the department for budgetary and other support. These reports generally are very thoughtful and detailed, and are considered as important inputs to the process of allocating resources to departments. Each summer the Provost and the Associate Dean of Academic Affairs meet with each Chair to review his or her report, compile all of the requests for resources into a college-wide list, and set priorities judged to be most beneficial for students, faculty, and programs.

Suggestions and Recommendations

Suggestions:

- Academic program reviews are thorough and serve as the basis for improvement plans. The College has begun collecting student learning outcome data at the program level, and the program reviews can be further strengthened by continuing to incorporate these results.
- Efforts should be made to disaggregate Noel-Levitz results in order to identify those services where further interventions are necessary.

Recommendations:

- In response to the academic program reviews, action plans are routinely created, but processes that allow for discussions and follow-up with the Provost have not always been consistently followed. The College needs to be more consistent about adhering to these procedures. (See also Standard 14)
- The College should work to make unit-level academic and student support service goals more measureable, and it should continue to develop its assessments of those goals. It should also expand goals and assessments to additional areas, including administrative services.

Standard 8

Student Admissions and Retention

Kingsborough works to recruit and admit students whose interests, goals, and abilities are congruent with the mission of the College and to retain these students by offering them the support they need to stay in college. These efforts are collaborative in nature, involving the Offices of Academic Affairs, Student Affairs, and Enrollment Management, among others. Success is evident in the diversity of Kingsborough's student population and the College's six-year graduation rate, which is 35.9%—above the national average of 26.5% for the class that entered in 2008, and highest across other CUNY community colleges. Nonetheless, the College continually strives to improve the rate at which it retains students.

Admissions & Assessment of Admissions Services

The breadth of Kingsborough's [Mission Statement](#) reflects the diverse needs of the community we serve. Kingsborough's requirements for incoming students reflect its Mission and, as a result, the College has an open-admissions policy—a policy that makes a college education a possibility for students who might otherwise not have that opportunity.

Recruitment is done by the Admissions Information Center (AIC), which coordinates outreach efforts to public and parochial high school principals as well as New York City Department of Education superintendents and administrators. AIC recruiters visit high school classes and attend college fairs.

To help students decide if Kingsborough is the right choice for them, the AIC disseminates information about the College, such as degree program offerings, educational costs, financial aid, and tuition payment plans. All admissions policies, as well as links to all related admissions areas—including information about [placement testing](#)—are accessible on the [AIC webpage](#). Program-level student learning outcomes (SLO) are posted on the website along with the degree requirements.

AIC recruiters and advisors are available to meet with prospective students one-on-one, and the AIC has staff members available who speak Polish, Chinese, Russian, and Spanish, to accommodate prospective students who speak those languages and have limited English proficiency. In addition, the [Village Center](#) offers a place for students to get one-on-one information about all aspects of the admissions process. Through the webpage of the [Bursar](#), prospective students can find the cost of attending Kingsborough, information regarding tuition payment options, and the refund schedule.

Many Kingsborough students experience challenges in financing their education. According to the results of the 2014 CUNY Student Experience Survey, 39% of students reported that their families earn less than \$20,000 per year; currently, 70% of KCC students receive some or full financial aid, and according to the 2010 CUNY Student Experience Survey 78% of students report that grants, scholarships, student loans, or private loans are their sources of financial support (this question was discontinued after the 2010 survey).

Through the Office of Financial Aid, assistance is available—in person and on the website (updated annually)—for prospective and admitted students. Financial aid workshops are offered at high schools for prospective students, and admitted students are sent an e-mail detailing the financial aid process. Entering freshmen receive an early financial aid award letter so that they can make a knowledgeable decision about whether to attend KCC. The Financial Aid Lab offers individualized assistance to students in completing their Free Application for Federal Student Aid (FAFSA).

For students that do not receive financial aid and have difficulty paying their tuition and buying books, the Office of Financial Aid offers information—again, on its website as well as through one-on-one advisement—about other types of aid that may be available including loans, grants, and scholarships.

Many of the offices noted above which provide services for students seeking admission are overseen by the office of Enrollment Management, and tracking of student satisfaction is done in all of these offices. Assessment information is gathered by surveys conducted by individual Kingsborough offices as well as CUNY's Central Office. In-house tracking data are analyzed and reviewed by staff on a regular basis and adjustment of services is made when needed; results gathered by CUNY are conveyed to Kingsborough's President, who reviews the information with the Cabinet so that improvements can be implemented.

According to the 2012 CUNY Student Experience Survey, 67% of students were satisfied with registration procedures, 62% with Financial Aid Services, 63% with the Testing Office, 66% with billing and payment procedures, and 65% with the admissions process. The 2014 CUNY Student Experience Survey indicated that 72% of students reported being able to register for every course that they wanted and according to the 2015 Noel-Levitz Student Satisfaction survey, which asks students to rate various college experiences on a scale from 1 to 7 (1 = not satisfied at all and 7 = very satisfied), mean scores for the effectiveness of registration and admissions/financial aid were 5.92 and 5.82, respectively.

The College has an Enrollment Management Committee that reviews data and related services on a weekly basis; each service area represented on the committee has a liaison to its respective Central Office Council, which meets monthly. This committee consists of the following individuals: The VP for Enrollment Management (chair), Registrar, Bursar, Provost, VP for Student Affairs, the Associate Dean of Student Affairs, and representatives from Admissions, Financial Aid, Freshmen Services, Transfer Services, Academic Affairs, ASAP, Information Technology, Testing, and Institutional Research.

Retention

Kingsborough's diverse student population requires retention strategies that address a wide range of obstacles—academic, financial, group-specific, and other—yet the College recognizes that many of these impact each other, so our approach to support for student retention is both collaborative and holistic. Below we identify a number of specific obstacles, and the strategies the College has implemented to address these, though many strategies address multiple obstacles.

Obstacle 1: Lack of Persistence/Attendance

A number of factors keep students from “showing up.” First, while it may be obvious to faculty and staff that attending classes matters, students do not always see this to be the case. Further, Kingsborough’s location makes it difficult to get to, and students often have family responsibilities and personal issues that keep them from getting to the campus. To address this obstacle, Kingsborough encourages accountability through its attendance policy; is increasing its online and hybrid course offerings and flexible scheduling options; and provides counseling, child care, and shuttle bus services.

Strategies

Attendance Policy and Tracking

Kingsborough’s attendance policy, according to the College catalog, states that a student who has been absent more than the 15% of the total number of instructional hours during a session or term may be considered excessively absent by the instructor. Excessive absences may then be considered by the instructor as a factor in the assignment of a student’s final grade, with the instructor potentially giving the student an unofficial withdrawal grade (WU).

Students have until approximately the eighth week of the semester to withdraw from a course, and withdrawals affect their progression towards degree completion as well as their financial aid status. In order to officially withdraw from a course, students are required to obtain a signature from an academic advisor. This gives the advisor the opportunity to try to help the student stay in school by explaining the possible consequences of withdrawing and reminding students of available academic supports such as tutoring; at this meeting, students who do choose to withdraw are offered general strategies to avoid withdrawals in the future.

Online and Hybrid Courses

Both CUNY and Kingsborough have made it a priority to increase the number of online and hybrid courses offered so that students can “attend” classes from home. In Fall 2014, Kingsborough offered 35 online and 49 hybrid courses. Refer to Standard 13 for more information on online and hybrid instruction.

Flexible Scheduling

In addition to online and hybrid courses, Kingsborough offers numerous courses in the evenings and weekends, allowing flexibility in scheduling for those students who might be struggling to balance daytime work demands and family responsibilities with their academic classes. In addition, KCC’s fall and spring semesters are each divided into a 12-week session (“fall” and “spring”) and a 6-week module (“winter” and “summer”). Modules help students in two possible ways. First, they could take up to nine credits in the module for no extra tuition. Alternatively, they can spread the required 12 credits across the module giving them a lighter load to accommodate work and family responsibilities.

Student Wellness

The Student Wellness Center brings together under one umbrella Counseling Services, Health Services, Access-Ability Services (which supports students with disabilities), the Women’s Center, and the Lighthouse Alcohol and Substance Abuse Program, and aims to encourage resiliency and empowerment—factors that have been shown to positively impact retention rates and graduation from college.

Child Care Center

Many students miss classes because they lack childcare. To address this need, Kingsborough offers on-campus childcare, via The Child Development Center, for children of Kingsborough students, ages 18 months to nine years. The Center also operates in the evenings and on Saturdays, provides a nurturing environment with trained professionals, and offers children programs such as music and art. The Center also provides support and education to the parents so that any stress related to childcare that could interfere with their academic progress can be minimized.

Transportation

Kingsborough is not easily accessible via public transportation. Previous surveys showed that 35% of Kingsborough students travel more than an hour to reach the campus. Bus service is generally slow and terribly overcrowded. Kingsborough has reached out to the Metropolitan Transportation Authority to ameliorate this situation. Further, since the two train stations closest to the College are each at least a 20-30 minute walk away, the College provides free shuttle service to both stations to supplement the MTA buses that cover the route.

In the 2016-2020 Strategic Priorities, the College recognized the need to offer more flexible scheduling options for students. To address this, it has begun to explore the possibility of creating different class scheduling grids that might require students to be on campus fewer days per week.

Obstacle 2: Lack of Direction

Many students know they want to go to college and are motivated by a long-term goal. However, they often lack an understanding of the smaller steps required to achieve these goals. Further, they are often unaware of and so, don’t take advantage of, the services the College provides to help them stay the course. To address these obstacles, the College offers advisement opportunities that begin the moment students are accepted. These include pre-enrollment services, New Student Orientation, and in-person freshman registration. Ongoing advisement is offered through the Advisement Center, and mentoring is available through a variety of programs. In addition, the College has created a Road Map to serve as a guide for students, which steers them through the steps needed to complete their degrees.

Strategies

Pre-Enrollment

Pre-Enrollment services are provided once a student is accepted to the College and tested for reading, writing, and math placement. Immediately after taking the placement exams, both incoming freshmen and transfer students are encouraged to meet with advisors to be updated on what they need to register for the upcoming semester, to schedule advisement/registration appointments, and to answer any brief questions they may have. Entering students connect with an advisor right from the beginning and this person will remain a contact for any other questions that may arise until they officially register. Students are then invited to attend New Student Orientation, which will not only provide them with another opportunity to meet advisors, but also to meet other incoming students as well as other staff and faculty.

New Student Orientation

New Student Orientation (NSO) is held at the beginning of each semester and all incoming freshmen and transfer students are invited so that they may continue to make meaningful connections to Kingsborough and to each other. When students leave NSO they should be familiar with many aspects of academic and college life at Kingsborough. NSO is repeated on three different days as the beginning of the semester approaches (two during the day and one in the evening), and begins with an overview of Title IX and Student Conduct Policy. Groups of students are then led by advisors who conduct a modified SD 10, our First-Year Seminar, where advisors outline the variety of student support services available and answer questions. Students are then walked through tabling of various academic programs and student support services where students can ask specific questions. Orientation ends with lunch/dinner and an activity designed to allow them free time to socialize with one another in a small group setting.

Approximately 500 students attend orientations in fall and 300 in spring semesters. As an extension of NSO, in recent years, the Office of Student Life has created Welcome Week—a week-long series of activities, workshops, and programs at the start of each semester to continue acclimating students to the College. In particular, there is a Dinner and Dialogue program entitled “I Wish I Knew,” through which various departments inform students of important policies and deadlines to assist them through their first semester.

In-Person Freshman Registration

Incoming freshmen can have a one-on-one early registration appointment with an advisor in Freshman Services. The advisor will go over the student’s degree requirements and create a schedule for the first semester. The student will also have the opportunity to ask any questions, address any concerns, learn about the services the College has to offer, and formulate an Academic Advisement Plan with the assistance of their advisor.

Each semester, Student Services conducts a survey after in-person registration. The vast majority of students report that upon completion of their advisement/ registration appointment with their advisor, they understand which classes are required for their degree (99.4%), that their advisor discussed an Academic

Advisement Plan with them (91.6%), that they learned how to search for classes in CUNYFirst (95.4%), and how to register for classes using CUNYFirst (94.2%).

Ongoing Academic Advisement

Students are encouraged to develop a strong relationship with their academic advisors, or special program counselors (i.e., ASAP or College Discovery counselor) to receive information and guidance on their choice of major, selected courses, and academic progress throughout the year. Students are also encouraged to meet with the academic advisor early in the semester to identify courses for the following semester. During this meeting, students will update their Academic Advisement Plan, which will help them register once they receive a date for online registration.

Road Map

Recognizing that students need additional support in understanding what they need to do in order to progress through their academic majors and programs, the College created a Road Map that students could use independently. The Road Map serves as a framework or check-off list for students, including benchmarks and milestones that they should strive to meet each semester. The VP of Student Affairs is currently working with staff to enhance the Road Map to make it more interactive and comprehensive.

Faculty-Student Mentoring Program/ Other Mentoring Programs

Initially a faculty research project funded by a President's Faculty Innovation Award, the Faculty Student Mentoring Program recruits and offers workshops and ongoing support by matching faculty to students seeking mentors. Now housed under the Kingsborough Center for Teaching and Learning (KCTL), the program has trained approximately 30 faculty and staff mentors and has served approximately 45 mentees. Other mentoring programs on campus include those established under the Men's Resource Center and the Women's Center.

Obstacle 3: Lack of Connection to College

For a variety of reasons—including being the first in their family to attend college or feeling like an outsider—students often have a difficult time connecting to college. To address this issue, Kingsborough offers students the opportunity to study in learning communities as well as in the Accelerated Study in Associate Programs (ASAP), and to engage in a number of extra-curricular activities.

Strategies

Learning Communities

In learning communities (LCs) student cohorts are enrolled in two or more courses which are linked around a common theme or issue. This gives students the chance to engage in integrative learning as part of a cohort. Since freshman registration is done in-person (which itself is a proactive retention strategy), freshmen are encouraged to take developmental English courses (as well as Freshman English) as part of a learning community program called Opening Doors. Opening Doors LCs link English, a general

education course, and SD 10—a first-year seminar (FYS) taught by an academic advisor who serves the dual role of instructor/advisor. A parallel, but more intense, LC experience is offered for ESL students in their first semester in our Accelerated College English LC Program (ACESL), which links five courses including the FYS, SD10. These freshmen LCs represent a collaboration between Academic Affairs and Student Affairs, not only at the administrative level, but at the instructional level as well. In these LCs, faculty and advisors collaborate so that content in each of the courses is reinforced in the others, providing more support for student learning and success in all of the courses. Instruction also focuses on integrative learning – identified as an essential student outcome by AAC&U’s Liberal Education and America’s Promise (LEAP) initiative.

Apart from addressing developmental needs through Opening Doors and ACESL LCs, LCs in general, represent a retention strategy, as do FYSs – and both have been identified as High Impact Practices (Kuh, 2008). It is believed that the social bonds and collegiate support system offered in LCs, along with the opportunity to earn credits and build momentum toward completion, contribute to student success. Based on 2013-2014 fall-to-fall retention rate data, students in LCs were retained at a higher rate; 76.8% for LC students and 63.3% for all other students.

Furthermore, as performance in each course in a LC depends upon content and/or skills from the others, Kingsborough’s policy is that if students want to drop one course, they must drop them all. This policy, itself, serves as strategy for retention as students will often choose to try to succeed in the course they wish to drop instead of losing what is often the bulk of their credits for the semester. In addition, LCs give students the additional support they need to do so. As a result, there is a slightly lower rate of withdrawal for freshmen enrolled in Opening Doors (9.8%) than for the general population of college freshmen (14%).

In addition to the two freshman LC programs, Kingsborough also offers an additional LC experience, the Integrative Studies Program (ISP). While this program does not include a FYS as it is not targeted toward freshmen, it has dedicated advisors who recruit and advise students, building personal relationships with them in the process. General outcome data show that LC students who enroll in ISP in their second semester have higher retention rates than those who enter the general population. Data from a [2011 impact study by MDRC](#) (one of the funding sources for the LC programs) show that transfer-in students enrolled in the ISP attempted and earned more credits during the program semester and were retained at a higher rate the following semester than the control group, demonstrating support for this program.

Accelerated Study in Associate Programs (ASAP)

The Accelerated Study in Associate Programs (ASAP) is a CUNY program designed to help motivated students earn their Associate degree as quickly as possible. It is a structured program that provides a comprehensive array of supports and services that help students successfully graduate and transfer into a Bachelor degree program or pursue a career. Students benefit from advantageous block schedules, low student-counselor ratios, and a variety of economic supports. Because of its success, CUNY has been expanding the ASAP program to ever-larger cohorts of entering and continuing students over the last few years.

Student Life

The Office of Student Life provides a host of opportunities and experiences for students with the goal of fostering learning and personal growth. Faculty and staff often encourage students to take advantage of the many programs that stem from Student Life in an effort to gain friendships, enhance interests, work with others to form a sense of community, and get support from peers. Among the programs offered through Student Life are the Student Ambassador Program, Student Government, and a variety of student clubs and organizations. Student Life also works diligently to create year-round activities for students to congregate and also de-stress. These activities include dinner and dialogue, off-campus events, movie night, dances and karaoke, poetry contests, and spring festivals.

Obstacle 4: Lack of College Readiness

Once accepted to the College, students must display college readiness in reading, writing, and math by achieving passing scores on the CUNY Assessment Test of Reading (CAT-R), the CUNY Assessment Test of Writing (CAT-W), and CUNY Assessment Test of Math (CAT-M), respectively. Depending on their scores on these exams, students are either placed somewhere in the sequence of developmental courses in whichever area(s) they did not demonstrate college readiness, or are cleared for college-level English and math courses.

Many Kingsborough students, as indicated by their performance on these exams, do not display college readiness. For example, in Fall 2013, 79% of incoming freshmen needed developmental instruction in at least one skills area.

It is worth noting that with the exception of a few particular programs and upper level STEM and English courses, Kingsborough students do not have to demonstrate college readiness in reading, writing, or math to take most courses. This policy offers both a benefit and a challenge. The benefit is that students in developmental courses can still earn real college credits beginning in their first semester. The opportunity to advance toward a degree while still taking developmental courses is empowering and highly motivating for students who have, no doubt, continually been faced with evidence that they are not “college material.” However, this policy challenges the College to help these students succeed—both in the developmental courses as well as in the general education courses they take concurrently and subsequently. To meet this challenge, Kingsborough has taken a number of steps, in the form of academic programs and requirements designed to promote college-readiness, all of which are discussed more fully in Standard 13, but are noted briefly below.

Strategies

Programs

Prior to their first semester at Kingsborough, students who have demonstrated a lack of college readiness can participate in a number of academic programs to help them get up to speed. These include the Immersion Program, CUNY Start, and the Summer Math Initiative. Once in their first semester, they can participate in the Accelerated Learning Program, and learning communities that include developmental courses. Support for ESL students is available prior to acceptance into Kingsborough (through Continuing

Education programs and offerings); post-acceptance, but prior to first semester (through the Immersion Program); and in their first semester (in fall, ACESL or in spring, Immersion ESL learning communities).

Requirements

First Semester English Requirement

Kingsborough requires that students register for an English course in their first semester. By taking English in their first semester, to support their other coursework and, especially if they need developmental courses, to move them along so they can meet their degree requirements in English (Composition I and II) in a timely manner.

First Semester Math Requirement

Far too often, students wait until late into their progression at the College to enroll in a math course; if they then fail, graduation can be delayed. As a result, beginning in Fall 2015, the College began working towards the goal that incoming freshmen who place into developmental math will be required to take math in their first semester. They will also be simultaneously registered for the next level of math for Spring 2016.

Writing Across the Curriculum Requirement

Finally, to strengthen student writing skills, students are required to take at least two courses designated as Writing Intensive (WI), or one WI course and one LC that includes a Developmental English or Composition course, in order to graduate. Writing Intensive courses require students to complete formal and informal writing assignments and emphasize writing as a tool for thinking. Students are generally active in their learning and practice writing across different genres and through the use of scaffolds and drafts.

Obstacle 5: Poor Academic Performance

Even after demonstrating college readiness, students often perform poorly. As a result, Kingsborough offers academic and psycho-social support.

Strategies

Academic Support

Kingsborough offers a number of places for struggling students to get academic support. These include Tutorial Services, the Media Center Learning Lab, the Math Workshop, the Library, and the Center for Academic Writing Support, all of which are described briefly below and in more detail in Standard 9.

The Math Workshop, which is open almost 50 hours per week, is organized into four components designed to provide students with additional assistance in math and computer science classes. These services include the math workshop, the math skills lab, the computer lab, and online tutoring. Depending on the area, students may get individual or small group tutoring on a walk-in basis, online instruction

through computer programs which begins with a diagnostic assessment test, or an intensive 10 week program aimed more specifically at students who have already repeated a remedial math course.

The Library works with faculty to ensure that students acquire the literacy skills necessary to navigate in their academic careers and society. Librarians offer support through library instruction sessions and orientations, as well as providing tutorials and resources for accessing information in KCC and CUNY libraries.

The Center for Academic Writing Support offers one-on-one tutoring as well as a variety of other services related to strengthening writing and reading skills. Among the services provided, staff members help students organize their essays, review comments from instructors, analyze error patterns, and discuss reading assignments.

Kingsborough offers free tutoring to enrolled students in almost all subject areas. Sessions are in either one-to-one or small-group format. Tutorial Services informs faculty of the topics covered during each session and the progress made by students. This service helps faculty and students discuss efforts made to succeed in the class and identify where help may still be needed.

In addition to these services, the Integrative Studies Learning Communities Program has paired certain courses with an Integrative Seminar (BEH 82) designed to address critical thinking and reasoning bottlenecks related to the course; for example, a section of TAH 71 (Introduction to Professional Food Service) is paired with BEH 82 with the goal of this link being to help students develop integral skills of working with food, working in the industrial setting, and understanding basic concepts that lead to success in the classroom and in the workplace. The Integrative Seminar enhances the students' experiences by reinforcing and developing quantitative reasoning skills as they relate to successful operations within the Culinary Arts industry, i.e. portion control, costing control, and yields.

Satisfactory Academic Progress Counseling

The Financial Aid office in particular provides both financial aid and academic counseling to students who are not making academic progress. There are four advisors located in the Financial Aid Office who are trained through the Academic Advisement Center to assist students with their Satisfactory Academic Progress appeals to help with retention and advisement is provided to both federal and state aid recipients.

New Start Program

This is a program designed to assist students who have faced academic difficulty at another cooperating CUNY college. By entering the College under the New Start program, they are accepted in good academic standing and get another opportunity toward academic success.

Challenges for Stronger Students

Students may perform poorly not only because they are struggling, but because they are not challenged. To address the needs of the many academically capable students at Kingsborough, special programs are in place to enhance intellectual growth. The KCC Honors Program, one such program, challenges motivated and high performing students through critical inquiry and integrative learning opportunities. Honors

students are supported by smaller class sizes, student clubs and organizations, off-campus study opportunities, and access to scholarships. These students work closely with faculty to further their communication and writing skills whereby they could publish essays or research projects in Distinctions, the College's Honors journal or write for the program's newsletter. Students in this program can also be inducted into Phi Theta Kappa, an international honor society for two-year colleges. Further, they receive support in transferring to four-year colleges. Another program, the Vassar Program, is designed to engage honors students from underrepresented backgrounds and who are first generation college students in intensive study that explores the span of possibilities for transferring to a four-year college. The program is a collaborative teaching effort between KCC and Vassar College professors. Students reside at the Vassar College campus where they are able to engage intellectually with other students, while also receiving academic support.

Obstacle 6: Financial Need

As noted earlier, students at Kingsborough largely come from low-income households and first generation families, where students often have to work full-time jobs to help provide for their families. According to data from the 2014 CUNY Student Experience Survey, 39% of students reported that their families earn less than \$20,000 per year. Though this percentage decreased from 48% of students based on 2004 data, these numbers still indicate that a significant number of our students face severe financial obstacles to completing their education.

Strategies

Single Stop

Single Stop provides four crucial services, free of charge, to help overcome obstacles to higher education: tax preparation, benefits screening, legal services, and financial counseling. Whenever a student encounters financial difficulties, student support areas and faculty know to refer students to Single Stop. From 2010 through June 2014, Single Stop and its partners served 10,518 individuals and families at KCC.

Financial Aid

All students admitted to the College are sent an email detailing the financial aid process. Students who apply in person are sent to the Financial Aid Lab to get individualized assistance in completing their FAFSAs. Financial aid workshops are also offered at high schools and on campus for both current and prospective students. Further, the Financial Aid office works in conjunction with special programs on campus such as ASAP, College Discovery and TRiO during workshops and orientations to send representatives to inform students about financial aid. Financial Aid staff members have been trained to work with students in a one on one setting to provide advisement about the types of aid available to them. The office maintains extended hours in the evening to assist evening students as well. The Financial Aid website has a major update every academic year, and minor updates as needed to verify that the information students are reading is accurate.

Alternatives to Financial Aid (Scholarships and Grants/ College Work Study)

If students do not receive financial aid and have difficulty paying their tuition and books, some will seek out scholarships or grants. KCC funds that are raised through the Office of College Advancement can be used to assist students with financial obstacles or emergencies and are integral in the retention process.

Kingsborough also tries to employ students through College Work Study. These students can be hired as college assistants in a number of offices on campus and may work up to 20 hours per week. Working on campus, versus off-campus, is often less stressful for students as it prevents additional commutes and allows for greater connection to the college.

Textbooks

Cognizant of the financial obstacles that may interfere with students' ability to purchase textbooks for their courses, some faculty place textbooks on E-Reserve through the library or are flexible in allowing students to use a less recent edition. The College Bookstore also recently began a rental program whereby students can rent a book for the semester at half the amount it would cost to rent it.

Support for At-Risk Populations

Lack of attendance, lack of direction, lack of college readiness, poor academic performance, and financial troubles are only a few of the reasons why students do not remain in college. The diversity of Kingsborough's student population is reflected in the variety of programs, centers, and services targeted to the needs of particular at-risk populations and students with specific needs. These are described in detail in Standard 9, and some have already been described in this standard, but include the Women's Center, the Men's Resource Center, Access-Ability Services (including TRIO), New Start, The Veterans Affairs Office, the Office of International Student Affairs and New Americans Center, Health Education and Lifestyle Management (H.E.L.M.) Center, Counseling & Health Services, College Discovery (for financially challenged students), College Opportunity to Prepare for Employment program (COPE), the My Turn Program (for senior citizens), Single Stop, Safe Zone, and the Lighthouse (for substance abuse issues). The College has created an "Assist Me" app to help students connect to resources available to them.

Standard 9

Student Support Services

Kingsborough has established a number of services, as well as policies and procedures, designed to support student success, respect student diversity, and protect student rights.

Support Services

Student services offered by the College support students from admission to graduation and/or transfer and beyond. As is evident in our report for Standard 8, Kingsborough takes a holistic approach to supporting student success. As a result, while many student support services are housed within the division of Student Affairs, they are often the product of collaborations among Academic Affairs, Enrollment Management, various departments, and Student Affairs.

Information on available services can be found through the webpage of the Office of [Student Affairs](#) and through the [Student Handbook](#) and [College Catalog](#). Services are promoted not only to students, but to faculty and staff via all staff emails, presentations at department meetings, workshops geared towards faculty and staff, and collaborations among faculty and staff. Appendix C of the [Faculty Handbook](#) organizes many services by function, so that faculty can refer students easily.

Kingsborough is committed to the effective delivery of outcomes-based student support, so services are regularly assessed and tracked. Assessment data relevant to student services are collected through the [CUNY Student Experience Survey \(CSES\)](#), the [Noel-Levitz Student Satisfaction Inventory \(SSI\)](#), the [Community College Study of Student Engagement \(CCSSE\)](#), and a number of internal assessments.

Kingsborough students are diverse with respect to age, ethnicity, country of origin, home languages, college preparedness, and economic status. Almost two-thirds of our students are students of color, almost one-third are 25 or older and almost 80% place into one or more developmental course. Statistics supporting this diversity can be found on the webpage of [Institutional Research, Assessment and Planning](#) as well as on the page highlighting our [International Hall of Flags](#). Because of this diversity, in addition to services available and relevant to all students, Kingsborough offers services targeted to particular at-risk student populations and student needs.

Advisement

Ongoing Academic Advisement

The Academic Advisement Center supports and promotes campus-wide advising while recognizing the autonomous nature of advising within the academic departments. The center strives to maintain a supportive environment where academic advising is a holistic process through which students receive guidance, assistance, and clarification about their academic, career and life goals. Academic advisors serve as facilitators to encourage students to become more knowledgeable and responsible for planning

their academic careers. Academic advisors also assist students in setting their goals, and encourage them to pursue and reach them.

All students are encouraged to meet with an academic advisor to review their degree audits and ensure they are taking courses needed for graduation. All incoming freshmen and transfer students meet with an academic advisor to develop an academic plan for their major. Academic advisement is an ongoing process and students are notified, via email and advertising, to meet with their academic advisors regularly. During these meetings, advisors also provide referrals and information on various departments, programs, services, and events that may be pertinent for students.

Career and Transfer

The Office of Career Development, Transfer/New Start, Scholarship Opportunities and Experiential Learning provides services, programs and events to enhance student learning and development in the areas of career exploration, service-learning, transfer services, scholarship opportunities, and academic advisement.

The Office of Career Development provides career services to students and alumni through career exploration, professional resources and programming. Career advisors are available to give students individualized assistance to develop career goals including help with choosing a major, workshops, internships, and job search assistance. The office also provides programs and events that allow students to explore various career opportunities, such as job fairs, on-campus recruitment and information sessions.

Transfer counselors meet with students who are transferring into Kingsborough, as well as those who are looking to transfer out after graduation. Services include educating students on KCC degree requirements and college policies, providing course equivalency information for students transferring into KCC, and assisting students in researching senior colleges, exploring transfer options, and completing the transfer application process.

General Advisement Outcomes

The CUNY Student Experience Survey assesses student attitudes regarding various aspects of their experience at Kingsborough. In 2014, 58% of surveyed Kingsborough students agreed that the College provides adequate advisement in choosing a major (compared to 55% of CUNY community college students and 49% of all CUNY students) and 62% were satisfied with academic advising (compared to 62% for CUNY community college students and 56% of all CUNY students).

Academic Support

Library

The Robert J. Kibbee Library serves the College by providing materials and services to support curricula, assist students and instructional staff with study and research, and stimulate cultural development. The Library also conducts sessions to improve students' information literacy skills. The Library has an extensive, well-balanced, and carefully selected collection, which includes books, full-text electronic databases, periodicals, indexes, online government documents, maps, and microfilms. The library's

homepage provides details on special services offered, such as interlibrary loans, courtesy cards for use at non-CUNY libraries, and class orientation lectures and tours. Policies and procedures governing circulation and reference services, faculty book recommendations, and placing materials on reserve. Information on Library hours, whom to see for specific services, and an outline and explanation of the Library of Congress Classification System can also be found on this website.

Tutoring

Kingsborough offers free tutoring to enrolled students in almost all subject areas. Sessions are in either one-to-one or small-group format. Tutorial Services informs faculty of the topics covered during each session and the progress made by students. This service helps faculty and students discuss efforts made to succeed in the class and identify where help may still be needed.

Center for Academic Writing Success (CAWS)

The Center offers walk-in tutoring, one-on-one tutoring, English class labs mandated by the ESL/ENG sequence, and special lab hours for students in the ACESL Opening Doors programs.

Math Workshops

The Math Workshop is a resource available to students to support any challenges they are experiencing with Math. The workshop is organized into several components:

Workshop

In the Workshop, free tutoring is available on a walk-in basis to any student enrolled in a math class. Tutoring may be done individually or in a small group. A variety of resources, including textbooks, are available to participants.

Online Tutoring

Students enrolled in MAT M100, M200, R300, 700, or 900 may sign up for online tutoring using computer software. Online tutoring provides students with tutorials that can be accessed anywhere there is an Internet connection. A diagnostic test may be administered to determine areas that may need improvement.

The Math Computer Lab (MCL)

Computers are available for Math classes, Computer Science classes and individual math and computer science students who need to work on their computer program or use the computer to do their homework. These students can utilize both the Workshop and the MCL.

The Math Skills Lab (MSL)

In the MSL specialized programs are offered to help students become proficient in their course work. One such program is The Math Intensive Program (MIP): It is a 10 week program for

currently enrolled KCC students who have taken Math M200 and received a grade of “R” two (2) or more times. It is designed to prepare them to retake the exit exam.

Honors

The Kingsborough Honors Program is designed to provide a challenging, enriching, and rewarding educational experience for highly motivated students. The program provides a platform for students to exercise their drive in rigorous courses open only to Honors students. These courses emphasize critical thinking, independent research, analytical writing, oral debate, and public speaking. The Honors program strives to nurture excellence in leadership and service, in addition to academics. "Thinking Globally, Acting Locally" is the guiding principle of the engaging roster of co-curricular enrichment activities that are open to Honors students.

Technology Support

As technology becomes more and more infused in our student learning, a variety of technology supports are available through the Office of Information Technology [website](#). These services include CUNY Portal account activation, Blackboard, student email, wireless access, and CUNYfirst. KCC has an organized system to track help desk calls, follow up, and update status as the response to the call proceeds. In addition, the College offers a small Cyber Lounge equipped with computers and a laptop loan program.

General Tech Support Outcomes

Students reported high levels of satisfaction with campus technology support in the 2014 CUNY Student Experience Survey. Of Kingsborough students surveyed, 71% were satisfied with wireless internet access availability (compared to 71% for CUNY community colleges and 65% for all CUNY colleges), and 73% were satisfied with access to lab software on campus (compared to 77% for CUNY community colleges and 73% for all CUNY colleges).

Social Support

Health

Kingsborough provides resources to support students’ physical and mental health. The Student Wellness Center provides health, mental health education, and supportive services to students in integrated and holistic ways. It promotes self-care that considers the needs and backgrounds of our students.

The Office of Health Services provides for emergency health care, medical record review, storage and retrieval, medical consultations, health related referrals, health education, and advisory and preventative health services. The Office is open whenever classes are in session and the College is open. With professional staff consisting of registered nurses, a medical doctor, and a clinical psychologist, the Office provides acute health care, health education, psychological support, follow-up medical assessments, and free immunization clinics for measles, mumps, rubella, influenza, and hepatitis.

Child Care

The Kingsborough Community College Child Development Center offers early care and education opportunities for children of KCC students, ages 18 months to nine years, as well as parent education and academic support for student-parents. The Center's primary goal is to provide a rich educational experience with the objective of stimulating the intellectual, social, and emotional growth of each child.

Counseling

Counseling Services provides emotional and psychological support to students as they pursue their academic and personal goals, and strives toward enhancing the quality of each student's experience at Kingsborough. Counseling sessions are confidential and free for all currently enrolled students. In addition to individual counseling, Counseling Services offers groups and ESL support services. Individual counseling sessions are offered by appointment along with walk-in, crisis intervention, and emergency services for students who feel they need to be seen immediately.

Single Stop

Single Stop connects students with resources and benefits for which they may be eligible. It also provides information about Kingsborough programs and services, referral to local services, free financial counseling, free legal services, and free tax preparation.

General Social Support Outcomes

The CUNY Student Experience Service provides clear evidence of student satisfaction with social support services at Kingsborough. Of students surveyed, 53% were satisfied with personal counseling services (compared to 45% for CUNY community colleges and 44% for all CUNY colleges); 53% were satisfied with student health services (compared to 48% for CUNY community colleges and 45% for all CUNY colleges); and 38% were satisfied with child care services (compared to 37% for all community colleges and 31% for all CUNY colleges).

Support for Targeted Populations

Access-Ability

The Office of Access-Ability Services assists students with documented disabilities by determining their eligibility for services and then working to determine reasonable accommodations and services, which will give them equal access to the College. Students must self-identify as students with disabilities and request disability services. The office also provides support through counseling, tutoring, and academic advisement.

College Discovery Program

The College Discovery program was created at CUNY to assist students who have the potential to succeed, but lack the educational foundation and economic resources to achieve their goals. As a higher

education opportunity program, College Discovery provides assistance to students entering college for the first time who might otherwise be excluded due to academic or economic circumstances. College Discovery offers students a variety of support services such as counseling, new student orientation, leadership skills development through various clubs, supplemental instruction, and financial aid.

COPE

The College Opportunity to Prepare for Employment (COPE) program provides support and employment services to current or former CUNY students or applicants who receive public assistance benefits (Temporary Assistance to Needy Families, Safety Net, or Food Stamps) as they transition into self-reliance and financial independence.

International Students

The Office of International Student Affairs coordinates administrative services, and addresses immigration, and visa matters. The office aims to support international students in becoming active participants in classes and extracurricular activities. International Student Affairs provides support services, comprehensive advising services, as well as cultural, social and co-curricular programming.

Men's Resource Center

The Men's Resource Center at Kingsborough Community College gives academic and peer support to self-identified men of color. The program is designed to empower men and improve their college experience through one-on-one mentoring, goal-setting, and academic assistance. Students are exposed, encouraged, and trained in leadership development through a series of weekly workshops.

Military and Veteran Affairs

The Office of Military and Veteran Affairs (OMVA) serves the needs of prospective and enrolled active military personnel, veterans, and their dependents and survivors who are eligible to receive education benefits under various Department of Veteran Affairs (DVA) programs. In this role, the OMVA team facilitates smooth transition and integration onto the college community. The office provides counseling and advisement services, academic program information, and certifies eligible students to receive DVA education benefits.

New Start Program

The New Start Program was developed to assist students who had experienced academic difficulty at the senior college level. Students transferring from participating CUNY colleges are admitted to Kingsborough without regard to their previous academic records. They are offered specialized counseling and targeted academic advisement designed to assist them in overcoming previous difficulties and working towards academic success. New Start advisors are available to give students individualized assistance during their time at KCC and provide transfer counseling after graduation.

TRiO Student Support Services

TRiO Student Support Services is a federally funded program to develop student academic competencies that addresses the academic and vocational needs of matriculated post-secondary students with special needs. TRiO is mandated to serve a minimum of 250 students each academic year. Additionally, the US DOE requires five required services which include advisement, tutorials/workshops, financial literacy education, assistance with transfers to senior colleges, and support for financial aid. TRiO also offers services such as counseling, career selection, and the development of soft skills including asserting and negotiating appropriately. TRiO provides students with a solid foundation of academic and interpersonal proficiencies for entry-level professional employment or transfer to four year colleges.

Women's Center

The Women's Center offers support and services to students who are encountering life transitions. It encourages retention and academic success for women and non-traditional students by providing specialized support programs and referrals to community resources for identifiable populations including re-entry, low-income, and special services. The Center helps students identify and build an awareness of the possibilities for academic success and positive personal development.

General Support for Targeted Populations Outcomes

Students reported relatively high levels of satisfaction with support for targeted populations in the CUNY Student Experience Survey: 45% were satisfied with services for international students (compared to 42% for all CUNY community colleges and 34% for all CUNY colleges); 43% were satisfied with services for veteran students (compared to 38% for all CUNY community colleges and 31% for all CUNY colleges); and 54% were satisfied with services for students with disabilities (compared to 47% for all CUNY community colleges and 39% for all CUNY colleges).

Extracurricular Programs and Support

Athletics

The Athletics Program is committed to the promotion of excellence in athletics as part of a larger commitment to personal growth and education. It also places an emphasis on creating a sense of community within the student-athlete population. The guiding principle behind participation in Division III Athletics is our belief in its educational value for our students. Kingsborough requires that student athletes be students first, that they be committed to their academic goals and motivations, that they benefit from the educational program and make satisfactory progress toward a degree, and that their attrition and graduation rates be comparable or superior to those of other students.

Office of Student Life

The Office of Student Life offers opportunities and experiences for student learning and personal growth that complement Kingsborough's academic programs. Its programs encourage personal growth, teach

practical life and leadership skills, and are designed to develop a broader understanding of, and respect for, differing points of view among students and the greater community.

There are currently over 85 clubs and organizations reflecting the vast interests of Kingsborough students. There are also five student government constituencies which represent the variety of majors at the College. Student Life supports co-curricular learning through programs, leadership opportunities, discussions, and a variety of other events throughout the academic year.

Student Support Policies and Procedures

Kingsborough Community College adheres to a variety of policies and procedures developed internally and by the federal government and CUNY. These policies and procedures are accessible through the [Kingsborough website](#), the [College Catalog](#), the [Student Handbook](#), and literature distributed by the various academic departments and administrative offices within the College.

Student Grievances and Complaints

Kingsborough, within the context of CUNY, communicates policies and expectations, addresses student complaints and grievances, tracks and reports issues and incidents, and proactively prevents student conduct issues from occurring. [KCC procedures](#) adhere to CUNY policies for student complaints. These can include [complaints about other students](#), about faculty in academic settings, sexual misconduct, and discrimination. The Student Handbook and the Student Conduct website provide information on submitting complaints and explain the process. Student complaints are tracked by the Office of Academic Affairs, the Office of Student Conduct, the Chief Diversity Office, and by CUNY. To proactively prevent student conduct issues, KCC provides a full range of student support services, including Campaign for Civility, counseling services and Single Stop.

Policy of Nondiscrimination

Kingsborough Community College adheres to the policy established by the CUNY Board of Trustees to recruit, admit, and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, disability, genetic predisposition or carrier status, alienage or citizenship, military or veteran status, marital status, or status as a victim of domestic violence. Prompt investigation of allegations of discrimination will be made on a confidential basis to ascertain the veracity of complaints and appropriate corrective action will be taken through the Chief Diversity Officer.

Title IX

In accordance with the requirement to provide a grievance procedure for students who believe they have been aggrieved under Title IX, sex discrimination, which includes sexual harassment, and Section 504, discrimination based on a disability, the college has adopted a policy which affords students an opportunity to pursue, through grieving, any alleged violation of the regulations. Complaints and allegations can be filed, confidentially, with the College's Title IX coordinator. Entering students are provided with access to Haven software, which presents a tutorial outlining students' rights under Title IX

and procedures to address complaints. Members of student government organizations and athletic teams are required to complete the tutorial.

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students' personally identifiable information. Kingsborough recognizes the importance of adhering to the federal legislation and staff within the areas of enrollment management and student support services have been trained to be knowledgeable about FERPA. FERPA release forms are housed within the Office of Student Affairs, Office of Enrollment Management, and various offices within these divisions. Information on FERPA is readily accessible on the [Kingsborough website](#) and [Student Handbook](#).

Recommendation

- Though there has been progress, the College should continue to work to systematically assess student support outcomes, and to use those results as a basis for continuous improvement. (See Standard 7).

Standard 10

Faculty

Kingsborough hires qualified faculty who are appropriately prepared to develop and refine programs congruent with the College's mission. Once hired, the College, as well as CUNY, offers professional development opportunities to foster faculty engagement in scholarly research and excellence in teaching so that tenure and advancement are possible. Through collaborative initiatives, such as learning communities and faculty interest groups, Kingsborough seeks to create and sustain a sense of community and collegiality among faculty across academic departments. Faculty, supported by the administration, are responsible for curriculum and the promotion, assurance, and evaluation of student learning.

Efforts to Hire Qualified and Diverse Faculty

As described in Standard 6, search committees work with KCC's Chief Diversity Officer throughout the hiring process, which includes: the approval of a position, creation of a job posting, meeting with the search committee to verify the diversity of the applicant pool, development of interview questions, and the identification of finalists. In addition, policies and procedures are published in The CUNY Search Committee Guide. All ads specify the required academic qualifications. To be hired in professorial ranks, candidates must possess a terminal degree. In most cases, this is a doctorate. Exceptions to this policy are the areas of Nursing, Emergency Medical Services-Paramedic, Physical Therapist Assistant, Culinary Arts, and Surgical Technology. For such exceptions, colleges consult a list of credentials established by the Office of the Executive Vice Chancellor and University Provost. This list is updated regularly and distributed to the Chief Academic Officer at each college. Additionally the College may apply for equivalencies for disciplines in which doctorates are not offered.

Over the past decade, KCC has made strides to increase the diversity of our faculty hires to reflect the 142 backgrounds and 73 languages of our students. To recruit minority faculty advertisements have been placed on many job websites specifically attract minority candidates. The total number of female faculty members has increased from 152 (50.5%) in 2005 to 204 (55.9%) in 2013. During the same time period, the total number of minority faculty has increased from 55 (18.3%) to 96 (26.3%), with the greatest increases among the percentage of Blacks (8.3% to 12.3%) and Asian/Pacific Islanders (4% to 5.2%).

COACHE Survey

The Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey is a study conducted nationally by the Harvard Graduate School of Education where faculty attitudes are benchmarked against the other community colleges in the CUNY system. The survey includes a series of questions regarding faculty recruitment, development and retention. In the spring of 2015, 117 Kingsborough faculty responded using 5-point agreement (where 1 represents "strongly disagree" and 5 represents "strongly agree") and satisfaction (where 1 represents "very dissatisfied" and 5 represents "very satisfied") scales. Results of this study are reported below where appropriate.

The COACHE survey shows that our faculty feels that their department colleagues are committed to supporting and promoting diversity and inclusion at the department level (4.14 agreement rating vs. 4.01 for all CUNY community colleges), while they also feel there is visible leadership for the support and promotion of diversity at KCC (4.04 agreement rating vs. 3.91 for all CUNY community colleges).

Reappointment and Advancement

Criteria

Faculty are reviewed annually and if they meet the criteria described below, they are reappointed. Tenure is granted with their seventh reappointment; there is no separate process for applying for tenure.

Criteria for reappointment and advancement include successful progress in the areas of scholarship, teaching, and service. The evaluation of faculty is described in detail in [Article 18](#) of the Collective Bargaining Agreement (CBA), the agreement between the faculty union—Professional Staff Congress (PSC-CUNY) and the University. However, different CUNY units interpret these criteria in different ways, giving greater significance to some elements than to others. Of note is the requirement for scholarship—unusual for a community college—but applicable to Kingsborough as part of CUNY.

The College has attempted to make Kingsborough's criteria for reappointment and advancement more transparent and consistent. A KCC Task Force for Review of Tenure and Advancement was formed in 2007 and their work resulted in a set of recommendations in 2008 to serve as guidelines for the minimum criteria faculty must meet for reappointment and advancement. These recommendations appear on the Faculty Website and also in the Faculty Handbook, which also includes information about annual evaluations, peer evaluations of teaching, and student evaluations of teaching.

The COACHE survey shows that our faculty feels that their departments have a culture where associate professors are encouraged to work towards promotion to full professorship (3.71 agreement rating vs. 3.49 for all CUNY community colleges) and that the expectations for promotion from associate to full professor are reasonable (3.67 agreement rating vs. 3.29 for all CUNY community colleges).

Although these guidelines were meant to provide transparency and consistency, some uncertainty still remains, as the guidelines do not sufficiently address the tension between teaching and research that is uniquely experienced by community college faculty teaching in CUNY. As a community college, Kingsborough articulates its mission in terms of teaching, yet faculty are hired with the expectation that they continue to engage in scholarly research. To emphasize the importance of teaching to the mission of the College, as well as to alleviate this tension, the guidelines specifically allow publications in the Scholarship of Teaching and Learning (SoTL) to count toward meeting scholarship requirements. However, recognizing SoTL does not speak to the problems faced by some faculty in the sciences who, because they are at a community college, often struggle without sufficient seed money, lab space and equipment, and in-kind financial support. The collective bargaining agreement does provide tenure-track faculty with 24 hours of reassigned time in the first five years for scholarly pursuits.

As we worked the new guidelines a number of questions arose regarding their interpretation and application. Therefore, in 2013, a committee of faculty was formed to review the criteria for reappointment and advancement, and to update the 2008 document to clarify these issues. This committee made recommendations which continue to be under discussion.

Documenting Academic and Professional Accomplishments: Personnel File

All Kingsborough faculty have a personnel file, described in [Article 19](#) of the CBA. The personnel file represents a mechanism by which faculty make visible the work they would like recognized in the reappointment and advancement processes. This file, housed in the Office of Academic Affairs (AA), contains hard copies of all materials that demonstrate progress in the area of teaching, service, and scholarship. Only the faculty member themselves, their chairperson, and AA can place documents in this personnel file: The faculty member is responsible for placing materials such as reprints of publications, letters recognizing service, and professional awards; the department chairperson adds annual evaluations and peer observations of teaching, described below; and AA adds results of the Student Evaluation of Teaching, also described below. AA staff time stamp the documents before placing them in the file, and faculty are encouraged to review their files to make sure they are up-to-date and accurate.

Annual Evaluations

The department chairperson meets annually with faculty to discuss their strengths; weaknesses; and progress in scholarship, teaching, and service; and to provide guidance. Based on this discussion, the chairperson writes an annual evaluation. Annual evaluations are discussed in [Article 18.3 of the CBA](#).

Peer Observations of Teaching

As part of the reappointment and advancement process, faculty undergo a scheduled classroom evaluation of their teaching, described in [Article 18.2 of the CBA](#). The evaluation form is available to all faculty on a [webpage](#) of AA. The purpose of this evaluation is to help faculty improve their teaching. The observer and the faculty member meet after the observation to review the report and have constructive dialogue on ways the class could be improved and identify sources of support on campus to improve teaching.

Student Evaluation of Teaching

Traditionally, students completed an in-class evaluation form that allowed them to rate faculty on a number of criteria regarding teaching effectiveness. On average, the response rate was adequate. However, because of migration of the CUNY student data system in Fall 2012, we moved to an online version of this evaluation, requiring students to complete this outside of class. Unfortunately, the response rate dropped to unacceptable levels. This has presented a problem for evaluation of faculty teaching and for faculty to get feedback they can use to improve. In Spring 2015, the College tested an application through the student intranet system by which students can give feedback using their phones in the classroom. As a result, more than 4,000 students completed evaluations. As we take advantage of more opportunities to publicize this method, we expect the response rate to continue to rise in the future.

Reviewing Personnel Files

Personnel files are reviewed and reappointment is voted upon each year by three committees in the following order, with each committee taking into consideration the decision of the previous committee: (1) the Departmental Personnel and Budget Committee, (2) the College Reappointment or Advancement Committee, and the (3) College-wide Personnel and Budget Committee, so that a recommendation can be made to the CUNY Board of Trustees. The review of materials by three committees is designed to prevent any biases that may exist within departments.

Mid-Tenure Review, and the Reappointment Process

A formal review of the personnel file is conducted through the mid-tenure review process. This review, instituted by the Board of Trustees in 2011, is conducted in the spring of a faculty member's third year of employment at the College. The chairperson and the candidate meet to review the faculty member's personnel file. They discuss the candidates' progress and a summary of this discussion is sent to the Provost, who then meets with the candidate to give additional guidance.

If a faculty member is not reappointed or dismissed for misconduct the faculty member may appeal such decision through the grievance process as outlined in the contract (Article 20: Complaint, Grievance and Arbitration Procedure). The faculty member has 30 workdays in which to file a grievance and has the right to representation by PSC Grievance Counselors through steps one and two of the grievance process, as well as when a case is unresolved at either step one or two and goes to a professional arbitrator for a binding decision.

Support for Faculty

The College offers support to both full- and part-time faculty as soon as they become members of the Kingsborough community through New Faculty Orientation. At this event, faculty are welcomed by the President and meet key administrators. They receive information from the directors of the Kingsborough Center for Teaching and Learning (KCTL) and the Kingsborough Center for eLearning (KCeL) about teaching at KCC. They are given a hardcopy of the [Faculty Handbook](#), and are walked through the [Faculty Resources](#) web page, which organizes pertinent information in a faculty-friendly way. Finally, they are invited to join the [New Faculty Group](#), which reads and discusses *How Learning Works*, applying strategies and sharing experiences. In addition, they are given information from Human Resources and Public Safety staff about working at KCC.

Kingsborough continues to support faculty in meeting the criteria for scholarship, teaching, and service required for reappointment and advancement. Some of these supports are offered by CUNY, through a variety of policies and programs; others are offered by Kingsborough—through KCTL and KCeL, academic departments, and programs and initiatives coordinated by the Office of Academic Affairs.

Scholarship

As noted above, CUNY faculty, even those teaching at the community college, are expected to engage in scholarship. KCC supports faculty scholarship by providing time, access to funding, and a collegial network to help faculty conduct research, write, and publish.

Time

As part of the collective bargaining agreement, new hires of professorial rank receive 24 hours of reassigned time for their scholarly work to be used over their first five years—the time when they are adjusting to the demands of being faculty. This reassigned time is especially important at the community colleges, where faculty teach a 27-hour course load—a course load higher than that of their colleagues at the senior colleges.

Faculty who have been teaching full time at Kingsborough for at least seven years are eligible to apply for fellowship leave as specified in the contract under Article 25: Research Fellowship and Scholar Incentive Award. Applications for fellowship leave may be made for the following purposes: Research (including study and related travel), improvement of teaching, or creative work in literature or the arts.

Funding

CUNY funds competitive proposals through a number of [internal grants](#). Likewise, PSC-CUNY offers the [PSC-CUNY Research Award Program](#), which gives preference to junior faculty. These grants are offered not only to fund particular research projects, but also to leverage external grants. In the last five academic years, 109 CUNY grants were awarded to Kingsborough faculty.

Faculty can submit proposals to support their disciplinary research through Kingsborough's Scholarly and Applied Research Award, offered by the Office of Academic Affairs. This awards funds three hours of reassigned time, the equivalent of one course, for recipients. On average, three to five such awards are given each year.

Since 2008, Kingsborough has also funded research projects through the [President's Faculty Innovation Award](#). Each year, specific types of proposals are solicited, such as collaborative efforts between faculty, mentoring students, faculty working with external partners, technology in the classroom, and civic engagement. Proposers can request up to \$5,000. In addition, awardees are encouraged to participate in the College's Faculty Forum. This event allows faculty to share what they have learned, their best practices and any results of their projects, with the college community. Through 2014, 69 projects have been funded.

The [CUNY Research Foundation](#) and the [Office of College Advancement](#) regularly update websites that keep faculty informed about various grant opportunities, and our grants officer meets with faculty one-on-one to help them identify appropriate external funding sources, and write and create budgets for successful grants. The grants officer also collaborates with KCTL to offer a [Grant Writing Workshop Series](#). Through 2014, 149 faculty and staff have participated in this series.

The Office of College Advancement provide post-award support for faculty who receive grants. The Associate Director for Funds Management acts as the college liaison to the Research Foundation of CUNY, providing orientation to grants administration and on-going guidance related to human resources, financial reporting, and account management.

Conducting Research, Writing, and Publishing

KCTL also offers support for faculty's scholarly endeavors through the [Scholarship of Teaching and Learning \(SoTL\) Seminar Series](#), which helps faculty formulate research questions and design, conduct, and publish research focused on teaching and learning. This kind of scholarship not only counts toward reappointment and advancement, but supports a scholarly and reflective teaching practice which improves instruction as well as knowledge about assessment of student learning outcomes. Through 2014, 76 faculty have participated in the SoTL Series.

Individual academic departments also support faculty research. Department chairs and, in many cases, more experienced faculty peers, advise faculty on research within their particular discipline. Many department chairs assign these mentors to help untenured faculty navigate the reappointment, tenure and promotion process particularly as it relates to scholarly activity.

Faculty whose research involves human subjects can participate in KCTL's [Navigating the IRB](#) faculty interest group, led by Kingsborough's Human Protections Program Coordinator. Through this group, faculty are updated on the CUNY Institutional Review Board's (IRB) ever-changing process for submitting proposals, as well as on its requirements so faculty projects are in compliance. The Human Protections Program Coordinator also meets with faculty one-on-one to provide additional support.

[CUNY offers a Faculty Fellowship Publication Program \(FFPP\)](#) is intended as a diversity initiative. The FFPP gives recipients one course release (3 credit hours) to attend biweekly meetings where small teams of tenure track junior faculty read two-page critical responses they've prepared after reading two team members' draft research papers prior to the meeting.

Many faculty find support for their writing through department peers; others join KCTL's [Faculty Writing Group](#), where faculty across departments support each other in staying on track with writing projects and finding appropriate outlets for publication. Through 2014, 41 faculty have participated.

Finally, KCTL has twice offered a panel discussion called [Getting Published](#) where seasoned faculty offer advice on the best strategies for getting their research published; between these two offerings, 33 faculty have participated.

COACHE results show that faculty are relatively satisfied with the expectations and support for research at Kingsborough. The average rating of their research experience (3.25) while lower than the satisfaction level for teaching (see below) was clearly higher than the average for all CUNY community colleges (2.94).

Teaching

Faculty development opportunities have been offered for full-time and part-time faculty through Kingsborough's Center for Teaching and Learning (KCTL) and Kingsborough's Center for Advanced

Technology Training (KCATT). In addition specific programs, such as Learning Communities and Writing Across the Curriculum, and various academic departments also offer faculty opportunities to learn about and reflect on their teaching in a collegial way. Finally, Kingsborough encourages innovative teaching practices by offering a competitive President’s Faculty Innovation Award. Faculty ratings of satisfaction with teaching were quite high in the COACHE survey. The average rating for teaching experience was 3.72 vs. 3.46 nationally. While satisfaction with the discretion over the content of courses taught (4.42 vs. 4.04 for all CUNY community colleges) and with addressing diverse learning styles in the classroom (4.00 vs. 3.69 nationally) was quite high, there are concerns about satisfaction with developing online or hybrid courses (3.42 vs. 3.54 for all CUNY community colleges) and teaching online or hybrid courses (3.442 vs. 3.52 for all CUNY community colleges). To address this, we have transitioned KCATT into the Kingsborough Center for eLearning (KCeL), described below.

Kingsborough Center for Teaching and Learning (KCTL)

[KCTL’s mission](#) focuses on supporting teaching, scholarship, and community; all academic departments are represented on its [advisory board](#). KCTL began in Fall of 2005 and, by 2007 moved from a workshop-based model to one whose primary vehicle for faculty development was the “faculty interest group” or [FIG](#). The shift in programming was made in response to the recognition that what was most attractive to faculty was community and sustained conversation. In FIGS, faculty bond over important educational issues and share best practices. KCTL is “faculty-owned” in that it follows a “distributed authority” model of organization. FIGs are created by faculty facilitators, who are supported by the KCTL director and assistant. For example, faculty designed the Civic Engagement (CE) FIG to support the implementation of the CE graduation requirement, and they have continually adjusted it to address changing teaching practices.

The number of FIGs offered each semester ranges from roughly 10 to 16, and FIGs have been focused on issues such as diversity, teaching with technology, women’s and gender studies, contemplative practices, civic engagement, and team-based learning, among others. Since it moved to the FIG model, KCTL has offered 833 faculty development opportunities in which 835 individuals have participated an average of seven times each, for a total of 5,949 interactions.

KCTL also organizes stand-alone workshops in a [Winter Workshop Series](#) that focuses on a particular pedagogical strategy and invites an external expert to share their knowledge with KCC faculty. Approximately 30-40 KCC faculty members attend this annual event.

Finally, KCTL recognizes that scheduling issues prevent many faculty from attending KCTL events, and this is especially true for adjuncts. For this reason, KCTL has explored other ways to reach out to faculty and to help faculty connect with each other. One way has been to create a Faculty Group page on Facebook, which is restricted to KCC faculty and to which they request access. On this group page, faculty post and comment on questions and links to resources on pedagogy posted by other faculty; to date, 84 faculty members participate in this group. This page is also one repository for a KCTL’s Teaching Tips. Teaching Tips are emailed to faculty regularly and are archived on the Facebook group page, as well as on the KCTL [website](#).

Kingsborough Center for eLearning (KCeL)

In order to provide students with excellent learning experiences using technology as well as to expand hybrid and online offerings, there needs to be sufficient support for faculty that includes appropriate technical facilities and ongoing faculty development opportunities in the area of e-learning. This led to the transitioning of KCATT into the Kingsborough Center for eLearning (KCeL), to explicitly complement the role in professional development already occupied by the Kingsborough Center for Teaching and Learning (KCTL). The appointment of a faculty member to serve as Director of e-Learning beginning in September 2015 increased support for faculty who are considering developing or already teaching a hybrid or online course, as well as faculty interested in using technology more creatively and effectively in their face-to-face courses, which will in turn address the concerns identified in the COACHE survey results.

Learning Communities

Kingsborough's nationally recognized [Learning Communities \(LC\)](#), programs discussed in Standard 11, serve as an additional source of professional development opportunities. Three LC programs, *Opening Doors*, *ACE*, and *Integrative Studies*, have allowed faculty from varied disciplines to collaborate to link their courses to create a coherent, integrative learning experience for students. Through this collaboration, faculty create a shared curriculum and shared assignments—activities which naturally promote an exchange of pedagogical ideas, approaches, and strategies. LC teams meet regularly throughout the semester and attend program meetings to share best practices, explore active and collaborative learning strategies, and assess integrative learning.

Writing Across the Curriculum

CUNY's [Writing Across the Curriculum \(WAC\)](#) program works with faculty of all disciplines who wish to employ “writing to learn” strategies in their classrooms. Faculty members interested in teaching writing intensive (WI) course sections participate in WAC training so that they become WAC certified. Typically the WAC Program certifies approximately 15 faculty members every year, for which they receive three hours of reassigned time. Certification involves a series of faculty development activities that are offered either online or in person. As a result of these training sessions, faculty members develop a WI version of their syllabus, pilot their WI course, and then submit a portfolio that includes a reflective piece and samples of students' writing. Currently 145 full and part-time faculty members across all disciplines and departments are certified to teach WI sections of their courses. The College offers approximately 400 WI sections every year.

Service

Service can be offered in a number of contexts: University-wide, College-wide, and within academic departments. Some typical instances include serving on committees and task forces; developing programs and curricula; teaching linked, writing intensive, and civic engagement courses; facilitating professional development activities; and participating in special programs and initiatives.

While some opportunities—such as teaching linked, writing intensive, and civic engagement courses—are not restricted by number and can be freely initiated by faculty, others—such as serving on committees—are less accessible. However, department chairpersons strive to fairly distribute these opportunities so that faculty the chance to serve in this way. Faculty report a high level of satisfaction with service opportunities and support on the COACHE survey (3.41 vs. 3.21 for all CUNY community colleges).

Academic Freedom

Standard 6 describes how Kingsborough and CUNY protect the faculty’s right to academic freedom.

The results from the COACHE survey show that KCC’s faculty feels satisfied with the influence they have over the focus of their research, scholarly and creative work (4.21 satisfaction rating vs. 3.9 for all CUNY community colleges).

Curriculum

Faculty are responsible for developing, reviewing, and revising the College’s curricula with the support of the Office of Academic Affairs. All curricular modifications originate at the department level, each of which has a curriculum committee. Items approved by the departments are forwarded to the Office of Academic Affairs and are ultimately approved by the College Council.

Suggestions

- All faculty members in professorial titles hold terminal degrees, and those titles require scholarly productivity for reappointment, advancement, and tenure. This imperative is difficult to balance with the heavy teaching load of community college faculty. Further, Kingsborough often does not have funding resources to fully support faculty research, especially in the sciences. The College should advocate more forcefully with CUNY for faculty research funding, and consider other ways that support can be increased.
- Although progress has been made, the College should continuously evaluate and improve the activities it undertakes to recruit and retain more minority faculty.

Standard 11

Educational Offerings

Kingsborough's educational offerings aim to provide degree programs and coursework that align with its Mission and the changing needs of its students. Programs have clearly articulated student learning goals which are regularly assessed, and the College offers a number of academic and technological supports that are designed to foster students' achievement of these goals.

Mission

Kingsborough offers degree programs, both credit and non-credit bearing certificate programs, and adult education courses. This array of offerings supports our mission to provide educational opportunities for traditional and non-traditional students who wish to graduate and/or transfer, seek immediate employment, or simply remain lifelong learners. The mission also includes providing students with a superior general education which is addressed through CUNY's Pathways initiative and discussed in Standard 12. The College complies with New York State Department of Education to ensure that all courses follow and meet the State's standards. In this standard we discuss our degree programs. Other offerings, such as non-credit courses and collaborative programs, are discussed in Standard 13.

Degree Programs

Currently, KCC offers two Associate in Arts (A.A.) degree programs, Liberal Arts and Criminal Justice. These two degrees are the College's most popular with 5,278 students declaring Liberal Arts and 1,005 students declaring Criminal Justice as their curriculum in 2014. In addition, high school students attending the Kingsborough Early College Secondary School (KECSS) can earn an A.A. degree in Liberal Arts through the Early College Initiative, discussed below. There are also 22 Associate in Science (A.S.) programs and 14 Associate in Applied Science (A.A.S.) degrees. The A.S. programs with the highest enrollments are Business and Biology with 971 and 891 students enrolled, respectively, for the same time period. The most popular A.A.S. degrees are Graphic Design (290 students) and Nursing (264 students).

In order to develop programs that prepare students for careers that meet community and workforce needs, KCC examines regional, state and national employment projections. Through this process, it was determined that the leading industry employers of Brooklyn are the allied health professions. As such, Kingsborough developed an A.A.S. program in Surgical Technology in 2008 and an Emergency Medical Service/Paramedic A.A.S. degree program in 2013 (Brooklyn's first college-based *paramedic program*). Shortly thereafter, the College started the Polysomnographic Technology A.A.S. degree program.

Rethinking the A.A.S. Degree

Over the years, there has been a shift in the population of students enrolled in A.A.S. programs from students interested in entering the workforce immediately after graduating to students wishing to pursue baccalaureate degrees. Concurrent with these modifications was the New York State Executive Budget Office's change in their approach regarding funding community college workforce and vocational

programs. Previous funding for A.A.S. programs was tied to enrollment, but, in the future, a portion of the funding will be related to job placement. One major advantage for students transferring with an A.S. degree over an A.A.S. degree is that full credit is given to general education (Pathways) courses; A.A.S. graduates generally are required to take many more general education courses at CUNY upper division institutions than are A.S. graduates. To date, four programs—Accounting, Business Administration, Media Technology and Management, and Graphic Design and Illustration—have gone through the governance process to change their degree requirements from A.A.S. to A.S. degrees.

Developing New Degree Programs to Meet Student Needs

A significant part of developing new degree programs in response to potential student needs is charged to the members of KCC's Curriculum Committee. Under the leadership of the Office of Academic Affairs, the Curriculum Committee guides the academic departments and its faculty through a collaborative process to ensure there is a systematic and thoughtful plan when developing new and existing courses and programs. To ensure rigor and quality in its educational offerings, KCC has an intensive review process where curriculum proposals are reviewed by the department faculty, the Department Chairperson, and the Provost's Review committee, prior to appearing on the Curriculum Committee meeting agenda. Once proposals for courses and programs are approved through our governance process, they are forwarded to CUNY and the New York State Education Department for final approval and official registration.

Program Goals: Student Learning Outcomes

Faculty have developed and circulated program-level student learning outcomes for all degree programs as well as for Pathways, the CUNY General Education program. These outcomes are made available to students, are regularly assessed, and assessment results are used to improve student outcomes.

Availability of Information

Degree program and general education outcomes are accessible to students on the [Degree Requirements](#) and [General Education](#) web pages.

Course-Embedded Assessment of Degree Program Outcomes

Kingsborough has adopted an assessment model that cycles through all outcomes on a sustainable rotation. This is done by having each degree program use the curriculum maps to determine the courses in which that outcome is addressed, and assessed in various ways. Pathways outcomes are assessed in the same way. By assessing one outcome per cycle in every course in which it is addressed, degree program faculty are able to understand and discuss the progression of students from introductory through upper-level courses. It also allows for the richness inherent in the diversity of the methods and tasks used to assess the outcome. This permits the examination of context and long-term development of students' knowledge and skills. After each fall semester, faculty convene to consider the assessment data and plan any needed changes for the spring. The outcome is then reassessed, revealing the effects of the implemented changes. Faculty can decide to continue to assess a particular outcome if warranted, or move on to another outcome for the upcoming cycle.

Using Assessment Data to Improve Student Outcomes

Assessment data allow KCC to determine if students are acquiring necessary skills and provide information upon which to base improvements to curricula and pedagogy. For example, the English Department examined their foundational courses ENG 12 and ENG 24 which are required for Pathways Required Core A: English Composition and must be taken by all degree students. All of the students who took the course were assessed for writing proficiency at the end of these courses using a standardized writing exam called a Capstone Essay. For ENG 12, 69.5% of 393 students passed the criterion set by faculty and for ENG 24 90% of 247 students passed. In response to these outcomes, a Capstone Review Committee of twenty English instructors was formed to review the process. One suggestion resulting from the Capstone Review Committee discussions was to create smaller class cohorts to allow for more personalized attention to students' writing. The reviewers are continuing to collect data and study this issue and will offer additional modifications as they become apparent. Additional examples of faculty-led improvements based on assessment data are presented in the discussion of Standard 14.

Educational Effectiveness across Location and Delivery Mode

Kingsborough offers courses and programs at different locations, and instruction is delivered through different modes, such as hybrid and online, to support learners. The College strives to provide instruction of equal quality regardless of whether the learning environment is on-campus or off and regardless of mode of delivery.

The two programs that Kingsborough offers at other instructional sites both focus on high school students. Kingsborough Early College Secondary School offers courses at Lafayette High School and on the Kingsborough campus and College Now partners with 32 high schools to offer developmental and college-level courses. These programs are discussed in greater detail in Standard 13.

While a detailed discussion of our hybrid/online offerings appears in Standard 13, in this section the quality of the instruction, regardless of the delivery mode, is considered.

Kingsborough offered 116 course sections in fully online or hybrid instruction in most departments, in comparison to 2727 being offered face-to-face as of Fall 2014. Therefore, course evaluation has focused on those delivered in a face-to-face format. In 2009, the Committee on Academic Technology and Hybrid/Online Instruction was formed. The work of the Committee led to a document of guidelines and protocols for teaching hybrid/online courses as well as a process to certify faculty wanting to teach hybrid/online courses. However, because no one was tasked with overseeing the implementation of the certification process, some faculty who have not been certified have been assigned to teach hybrid/online courses. Although data from the Office of Institutional Research show that students enrolled in online and hybrid courses perform similarly to their counterparts in traditional face-to-face courses, the College recognizes the importance of guaranteeing that faculty teaching hybrid and online courses have been certified to do so and an individual was appointed in Fall 2015 to implement the policies and procedures being developed by the Committee on Academic Technology and Hybrid/Online Instruction.

Supporting Educational Effectiveness: Programs, Educational Support Facilities, and Technology

Programs

Learning Communities (LCs)

While there are a number of programs that offer supports for student success, many of which are discussed in Standard 9, KCC's learning communities do so by intentionally structuring students' course loads and learning activities in order to offer students integrative learning experiences and to increase their opportunities to connect to the College by fostering relationships with each other and with their instructors. For that reason, we discuss these programs in depth here. In LCs, teams of faculty integrate disciplinary content to create cohesive curricula through which learning is integrated and deepened. LCs contribute greatly to student success and have been designated as a High Impact Practice (HIP).

In the past few years, Kingsborough has offered three LC programs, each targeted to different student populations; these are discussed below. However, in conducting this self-study we recognized the need to focus on common goals and streamline program administration. As a result, coordinators of all three programs collaborated to draw these under the single umbrella of KCC Learning Communities and form the KCC LC Team. Since the [Accelerated Studies in Associate Program \(ASAP\)](#) offers support through LCs, the ASAP coordinator is part of this new team, which meets regularly to identify common goals, assess desired outcomes, coordinate faculty development, develop a coherent identity, and make LC information more accessible to students.

Opening Doors Learning Communities (ODLC) Program

ODLC began in 2003 and serves incoming students. For the most part, ODLCs link an English course (Freshmen Composition I or Developmental English) and a general education course along with a First-Year Seminar (FYS)—our SD 10). FYSs have also been identified as a HIP, and so, LCs that include a FYS respond to the call to offer students opportunities to participate in multiple HIPS (Finley, A. and McNair, T. (2013). *Assessing Underserved Students' Engagement High-Impact Practices*. Washington DC: AAC&U).

The College offers between 20-30 ODLCs each semester. Students' learning and their transition to college are promoted through the collaboration of faculty; case managers, who serve as instructors for the Freshman Seminar; and library faculty, who offer support in information literacy as well as in the creation of shared, integrative research assignments. Some freshman cohorts in links with Developmental English are further supported by tutors, who attend classes and facilitate student work in the Center for Academic Writing Success. Some of the ODLCs additionally serve as the vehicle for CUNY's Accelerated Studies in Associate (ASAP) Program.

This holistic approach to learning has had documented success here at Kingsborough. In 2003, the social policy research group, MDRC, randomly assigned 1500 students to one of our Opening Doors FYS/LCs

or to a control group. Six years of follow-up data showed a 4.6 percentage point impact on graduation rates (35.9% of the program group vs. 31.3% for control group), representing a 15% increase in degrees earned. The Program also had a positive impact on total credits earned, student enrollment, and credit accumulation ([Weiss, Mayer, Cullinan, Ratledge, Sommo, & Diamond, 2014](#)); additional information on the study can be found in [Sommo, Mayer, Rudd, & Cullinan, 2012](#).

The Accelerated College ESL (ACESL) Program

ACESL began in 2012 and represents a modification of our Intensive ESL Learning Communities Program, which had begun in 1995 to serve full-time incoming freshmen who have not passed the CUNY assessments in reading and writing, and who have been designated as ESL students.

While both ESL LC programs were five-course links allowing students to earn eight degree credits in their first semester, these programs differ in a number of ways. Both programs included ESL, a Student Development course, a Speech course, and a general education course, but ACESL replaced the Student Development course with an Integrated Language Seminar. Further, ESL courses in ACE are not leveled, the program is a year-long and not single-semester, and students have the opportunity to retake CUNY reading and writing assessments at the end of the program. For the years 2012-2013 and 2013-2014 combined, 51.7% of ACESL students exceeded pace through their developmental coursework. Students' scores on the CUNY reading examination increased by 45.2%. Their scores on the CUNY writing exam increased by 38%.

Integrative Studies Program (ISP)

ISP is the only LC program designed for continuing students, although some of the links may be appropriate for freshmen. ISP offers students the opportunity to study in LCs targeted toward specific majors; these LCs vary in structure with respect to the number of courses linked and whether or not links include an integrative seminar—a two-hour, one-credit course which provides a place for targeted integration, scaffolding activities to support and help students apply content from the other courses, and, if applicable, career focus. Some ISP learning communities also offer students the opportunity to practice quantitative skills in the context of the major; in those LCs, the integrative seminar serves as the site for this contextualized quantitative reasoning practice. Each semester we offer 10-15 ISP LCs. MDRC found that the program "had a modest but positive impact on credits earned during the program semester for students who had recently transferred from another college and were therefore new to Kingsborough." ([Mary G. Visser, Jedediah Teres, *Breaking New Ground: An Impact Study of Career-Focused Learning Communities at Kingsborough College*. MDRC, July 2011](#)).

Writing Across the Curriculum (WAC)

CUNY established the WAC program in 1999 to make developing writing proficiency a focus of the undergraduate curriculum. There are three parts to Kingsborough's WAC program including offering writing intensive courses (e.g., approximately 400 each year) and requiring students to complete a Writing Intensive (WI) course to graduate, certifying WI faculty through both an online and face-to-face certification program and the employment of CUNY PhD candidates as Writing Fellows whose work

supports WAC faculty and the WAC program. WAC is discussed in greater detail in Standard 12: General Education Writing Intensive and General Education.

Civic Engagement (CE)

All graduating Kingsborough students are now required to have two CE experiences. Courses that offer CE opportunities are designated on CUNYfirst and also listed on Kingsborough's website. Students can also satisfy their CE requirements with a non-course-related experience (i.e., independent of a KCC course). Civic Engagement is discussed in greater detail in Standard 12: General Education under Section IV Civic Engagement and General Education.

KCC Reads

KCC Reads, Kingsborough's common reading program, was inaugurated in Spring 2001. The program is intended to foster a reading culture and community through reading, discussion, teaching, and research on a single book. The program has drawn participation of members from every part of Kingsborough. Program organizers develop events such as film screenings, field trips, faculty, student and/or guest talks/panel discussions, teaching workshops, student roundtables and multimedia presentations all culminating in the KCC Reads Student Conference. Through the conference the KCC Reads Social Justice Award is given to students who present the best paper, project or art piece on a social justice theme. *Paideia: The Journal of KCC Reads* showcases outstanding scholarly and creative work focused on material presented at the conference.

Educational Support Facilities

The Library, Center for Academic Writing Success, Tutorial Services, and the Math Workshop are all academic centers that support student success.

Robert J. Kibbee Library

KCC's library services and library faculty and staff foster student use of a variety of information and learning resources and has a circulating collection of print and electronic books and serials, electronic databases, and multimedia resources, reflecting a dedication to preserving the benefits of traditional library resources while implementing new technologies. Interlibrary loan services, reference support, library sessions on information literacy, laptop loans, media equipment lending, face-to-face instruction, citation clinics (where students learn to cite sources for their papers), and research consultations are available. Further, librarians collaborate with faculty to embed information literacy into course curriculum.

During the 2013-2014 academic year, librarians from Kingsborough's library offered 300 one-hour information literacy sessions delivered to 8,400 students at the College. Pre- and post-session student survey results for a sample of students in SD10, our first-year seminar, in 2013/2014 show clear success in achieving student outcomes:

2013/2014 Pre/Post Survey Results							
	Number of Students	I am not familiar with this area		I am somewhat familiar with this area		I am very familiar with this area	
		PRE	POST	PRE	POST	PRE	POST
Able to use library resources	408	29.9%	6.1%	50.2%	32.8%	19.9%	61.1%
Locate and critically evaluate information	405	33.6%	11.9%	50.1%	39.7%	16.3%	48.4%
How to locate a book using the CUNY+ Online Catalog	405	69.9%	11.5%	20.5%	33.7%	9.6%	54.8%
How to use a call number to locate a book	407	75.4%	27.3%	17.9%	37.8%	6.6%	34.9%
How to search an online database such as Academic Search Complete or LexisNexis	406	75.4%	18.7%	19.2%	36.9%	5.4%	44.5%

The Center for Academic Writing Success (CAWS- formerly the Reading and Writing Center)

CAWS serves as a resource for all students in English courses as well as any student requiring assistance with a writing assignment. The primary goal of CAWS is to help students develop their own academic skills—in essay writing, rethinking and revising papers, or identifying and correcting their own writing errors. The Center’s philosophy and approach to tutoring is based on an understanding of language development as an activity of critical reading, writing, and thinking. Professional development is a regular part of tutors’ work at CAWS and follows a handbook that clearly sets out policies and provides supplemental material on preferred pedagogies and tutoring approaches.

The Center offers a variety of free services open to all students in the College, from developmental English and ESL through freshman English and all subject area courses. These services include walk-in tutoring, one-on-one tutoring contracted with an individual tutor for the entire semester, English class labs mandated by the ESL/ENG sequence, special lab hours for students in the LC program, workshops for students preparing to retake the CUNY assessment exams in reading or writing, and special subject workshops such as grammar practice, oral presentation for classes, and book club discussions. Tutors write session summaries, which they and the students sign, and these summaries are sent to the students’ instructor if the students wish. In the 2014 calendar year, 2,514 students were served (for a total of 5,744 tutoring sessions), the majority of whom were from non-developmental English courses.

The Center also provides support for and is the meeting place for the [Writing Fellows’](#) Program, part of the College’s [Writing Across the Curriculum \(WAC\)](#) and [Honors Program](#). Students in these programs may schedule one or more sessions with a Writing Fellow as needed or as recommended by their

instructors. As well, CAWS houses a Reading Lab library of fiction and non-fiction texts for ESL students in the LC program to help them gain experience in reading, with the support of a tutor.

Tutorial Services

The Institute of Tutorial Services is a highly structured program providing free tutoring to all KCC students in almost all subject areas. The tutorial sessions are either one-to-one or small groups. The concepts covered during these sessions are under the guidance of the students' instructors, and progress reports are sent to the instructor.

The Math Workshop (MW)

The Math Workshop offers support for students looking to enhance their math skills, and is organized into three components, which are described in Standard 13.

The Office for Information Technology Services (ITS)

The Office for Information Technology Services oversees the technological tools available in over two hundred classrooms on campus. Faculty members can enter a smart classroom and expect to find computers, projectors lecterns and specialized display surfaces. Faculty can request specialized software to support instructional needs.

Awarding Transfer Credit

A maximum of 30 credits are accepted toward degree completion, provided that each course was completed with a satisfactory grade, the course content is equivalent to a Kingsborough course and the course is appropriate to the student's graduation requirements. If a student believes that an error in evaluation of coursework or prior learning has occurred, they can contact the Office of the Registrar to discuss the evaluation results with a transfer evaluator and provide any additional documentation needed to assist with the review (e.g., an updated transcript or college catalog, syllabus, or other documentation from the sending institution). If this issue has not been resolved, then the student can appeal to the Chair of the individual department to which the course belongs.

Suggestion

- Continue to develop the infrastructure needed to support the teaching of online and hybrid courses, including certifying and providing professional development for faculty.

Standard 12

General Education

General education at Kingsborough has evolved to reflect the needs for students to complete their degrees with credit restrictions and have greater success with transfer of courses. To address these concerns as a university system, CUNY has mandated the Pathways Initiative. Although Pathways specifies a core of degree requirements, Kingsborough has the freedom to institute additional requirements, such as civic engagement experiences and writing intensive courses, and develop program assessment strategies.

General Education Goals

As part of its Mission Kingsborough strives to offer a superior general education to all degree students. As a community college in the CUNY system, KCC faced two challenges in meeting this goal: being able to do so given the limited number of credits needed to complete an Associate's degree, particularly the A.A.S. degree; and ensuring that courses taken to meet Kingsborough's general education requirement satisfy general education requirements at the senior colleges to which students transfer. Both of these challenges have been addressed through the Pathways Initiative, mandated by the CUNY Board of Trustees in June 2011, as an attempt to provide a seamless transfer across CUNY campuses by standardizing general education curricula throughout CUNY.

Gen Ed Requirements at CUNY: The Pathways Initiative

One strength of the [Pathways Initiative](#) is its emphasis—in both a [required core and a flexible core](#)—on students achieving a standard group of learning outcomes rather than passing courses within specific disciplines.

Pathways' 12-credit required core addresses three areas—English Composition (6 credits), Life and Physical Sciences (3 credits), and Mathematics and Quantitative Reasoning (3 credits) — each of which has its own set of [outcomes](#) that must be met. This required core helps students develop skills in written communication, critical thinking, information literacy skills, and quantitative and scientific reasoning. As a result, Pathways is compatible with Kingsborough's stated mission, as it applies to general education, and its articulated learning outcomes.

Courses which satisfy the 18-credit flexible core must each address the following three outcomes, embedding the skills fostered through the required core in the flexible core:

1. Gathering, interpreting, and assessing information from a variety of sources and points of view
2. Evaluating evidence and arguments critically or analytically
3. Producing well-reasoned written or oral arguments using evidence to support conclusions

In addition, the flexible core is distributed among five groups, which are not described in terms of circumscribed disciplines, but instead in terms desired student learning outcomes within five integrative

themes—World Cultures and Global Issues, U.S. Experience in Its Diversity, Creative Expression, Individual and Society, and Scientific World. Students must take one course from each group, one additional course from one of the groups, and no more than two courses in the same discipline.

To satisfy flexible core requirements for a particular group, in addition to addressing the three student learning outcomes noted above, courses must address at least three additional outcomes articulated for that group. For example, courses that satisfy the World Cultures and Global Issues theme must address at least three of the following student learning outcomes:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
2. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
3. Analyze the historical development of one or more non-U.S. societies.
4. Analyze the significance of one or more major movements that have shaped the world's societies.
5. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
6. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

The [full list of outcomes](#) for each group is available on the CUNY website.

Another strength of Pathways is that it provides “seamless” articulation with CUNY senior colleges. Pathways-approved community college courses satisfy general education requirements at the senior colleges, as students receive credit for achieving a set of thematic student learning outcomes rather than for receiving credit for a specific course within a specific discipline. However, it should be noted that students who transfer with an A.A. or A.S. to the senior colleges may be required to take an additional six general education credits once they have transferred.

When Pathways was initiated and mandated by CUNY, faculty on the various campuses approved courses that they believed satisfied the various group requirements. Then representatives from each campus formed CUNY-wide committees to vet the courses that had been approved by the individual campuses. This curriculum became effective in Fall 2013.

Due to credits limitations, students seeking A.A.S. degrees do not have sufficient credits outside of their major requirements to complete the 30 credits required by Pathways. Therefore each A.A.S. program recommends that students take courses that satisfy the Pathways groups that are most applicable to their field. The difficulty A.A.S. students have in satisfying Pathways has prompted the College to reexamine programs that culminate in A.A.S. degree and transition them to the A.S. degree if appropriate.

General Education at Kingsborough: Additional Requirements

The College has two additional general education requirements: One Writing Intensive (WI) course and two Civic Engagement experiences. To ensure that students can meet the WI requirement, approximately 400 WI course sections are offered every year in most academic departments. Students' work on writing, informal and formal, comprises at least 30% of the final grade for these courses. In addition to the designated stand-alone WI courses, students can fulfill this requirement by enrolling in a learning community where a content course is linked with an English composition course (ENG 12 or 24).

Students will be able to meet the CE graduation requirement in the following ways:

1. **CE Approved Courses:** According to the Kingsborough Community College Course Catalog 2014/15, CE courses meet two important general education outcomes: to increase students' knowledge of self and their physical, social, and cultural environment and to give students the opportunity to demonstrate their problem-solving skills through their ability to analyze, compare, and evaluate ideas. To be designated a CE course, a course had to satisfy two of five outcomes identified on a CE [rubric](#): civic knowledge, advocacy, social responsibility, service, and leadership. To date at least 125 courses have been [approved as CE courses](#). While the choice of which courses would meet civic engagement requirements is approved by the Curriculum Committee, and this will continue, the College is in the midst of reconsidering the process by which these courses are recommended and validated. Decisions in this regard are temporarily on hold as CUNY considers its response to the governor's recent call for all students to be given opportunities in experiential learning, in which civic engagement may play a major role.
2. **Non-Course CE Experiences:** The College currently allows a students' participation in EcoFest to count toward the Civic Engagement requirement and is in the process of approving other such non-course CE experiences.
3. **Course Components:** The College is in the process of developing an option where a portion of some courses' content—particular topics, chapters, activities, field trips—will meet the civic engagement requirement. These components will offer students an opportunity to link academic concepts and a commitment to the community.

Values, Ethics, and Diversity in the General Education Curriculum

Values, ethics, and diversity are integrated into the general education curriculum through the student learning outcomes identified in the [flexible core](#), as well as through many courses, course components, and experiences that satisfy the CE requirement. For example, Flexible core D: Individual and Society has the following learning outcome: "Articulate and assess ethical views and their underlying premises."

Communicating General Education Goals to Students

The goal of general education are communicated to students through a number of ways. Entering freshmen and transfer students are required to meet with an academic advisor their first semester at the College, where the importance of general education and meeting general education requirements are

emphasized. Many entering freshmen also take SD10, a student development course, where the goals of general education are part of the curriculum.

To ensure that all students, faculty, and advisors were aware of all of the general education requirements, the College updated the catalog and the website, and offered information and advisement training sessions. Additionally, Access-Ability Services, ASAP, College Discovery, Freshman Services, Opening Doors Learning Communities, and Transfer, have a director or coordinator that serves as the "go to person" for advisement questions.

In the past ten years, there have been three different sets of general education requirements and one challenge has been how to advise students who entered under the various requirement sets. To meet this challenge, academic advisors under the Office of Student Affairs participate in extensive training regarding general education. In addition Student Affairs, Academic Affairs, Department Chairs, and Program Coordinators collaborate to address individual problems students may encounter in meeting general education requirements. Additionally, the college website and materials emphasize the requirements but not the rationale for general education.

Assessment of General Education

The Pathways Initiative identifies learning outcomes that serve as a common thread across all of the courses that have been identified as Pathways courses within various required or flexible core categories. Prior to assessment of general education through Pathways student learning outcomes, our assessment plan was course-based as there was no simple way to directly assess general education outcomes across disparate courses and disciplines. Currently, we assess student learning outcomes across courses and disciplines for each Pathways category. The process by which we do this is explained in detail in Standard 14.

Since all Pathways courses are Liberal arts courses and since all Pathways courses are based on student learning outcomes (competencies,) assessment has begun within the Liberal Arts Program. One course from each of the nine Liberal Arts Program requirements is being assessed for a selected Pathways outcome. In future cycles, the College intends to further develop this process by separating General Education assessment from Liberal Arts assessment. Faculty coordinators will be identified for each of the seven Pathways areas. These coordinators will collaborate with degree program directors, including Liberal Arts, to select outcomes for assessment while minimizing overlap. As in all of Kingsborough's assessments of student learning outcomes, faculty choose the outcomes that will be assessed in a given cycle. Rather than adhering to a predetermined schedule, faculty are free to allow the continuing inquiry to steer the selection of further outcomes to investigate in the subsequent cycle.

Suggestions and Recommendation

Suggestions:

- The general education assessment plan has undergone one cycle. Continue to expand assessments to additional critical outcomes in upcoming cycles.
- Evaluate whether the newly implemented model for assessment of general education outcomes is productively leading to improvements in curriculum and pedagogy.
- Re-visit procedures for implementing the CE requirement.

Recommendation:

- Further develop the assessment process by separating General Education from Liberal Arts. To facilitate this, identify faculty coordinators for each of the seven Pathways areas to collaborate with degree program directors, including Liberal Arts, to select outcomes for assessment while minimizing overlap.

Standard 13

Related Educational Activities

The College is dedicated to promoting learning for a diverse group of students from across the metropolitan area, many of whom who can benefit from alternative educational opportunities. This is part of its mission, and to fulfill this mission, Kingsborough engages in a number of targeted educational activities, approaching each of these activities in the same way we approach the degree and certificate programs themselves—putting students' needs at the center of design and planning, making information transparent and accessible, and building in assessment and reflection, so that decision making can be data-driven.

Obviously, students differ with respect to their overall goals as well as the pace with which they achieve their goals. Here we discuss chronologically how the College addresses students' needs from helping them earn a high school equivalency diploma to becoming college-ready to becoming workforce-ready and to remaining life-long learners.

High School Collaborative Programs (Other Instructional Sites)

Kingsborough participates in three collaborative programs focused helping students prepare for college and earn college credits while in high school: College Now, the Kingsborough Early College Initiative, and Liberty Partnerships.

College Now (CN)

CN helps high school juniors and seniors make a smooth transition to college by offering them the opportunity to take a variety of Kingsborough courses during high school. Depending on their academic skills level, students are offered developmental instruction or college-level courses. The majority of the CN courses are credit bearing in areas such as in business, communication, political science, student development, English, math, tourism and hospitality, marine technology, and science; they are taught by high school teachers who become adjunct KCC faculty and are supervised by a CN course coordinator in their subject area. Each coordinator is a KCC full-time faculty member who is responsible for selecting CN teachers, offering professional development, observing the teachers at the high schools, and ensuring that course syllabi and content are consistent with courses offered in academic departments at Kingsborough. CN coordinators gather and analyze assessment data as a way of determining if and ensuring that courses offered at the high school are of the same quality as the courses offered on the campus.

For the 2012-2013 academic year, 6,064 students accounted for 9,618 enrollments in CN courses with 85% of the students enrolled in credit-bearing classes and 15% in developmental classes. For CN credit-bearing courses, 92.4% of students earned grades of A, B, or C. For CN developmental courses, 86% earned grades of A, B, C. In Fall 2013, 428 of the 1747 (25%) students who entered KCC directly out of high school had some CN experience. Overall, the CN courses are preparing students for college-level work. CN students consistently report that they exit the program with increased motivation to attend

college. Participants also report an increased level of awareness of the academic requirements and study skills needed to be successful in college.

Kingsborough Early College Secondary School (KECSS)

KECSS students have the opportunity to simultaneously earn a high school diploma and a tuition-free A.A. degree from KCC. KECSS offers courses at Lafayette High School and on the Kingsborough campus. KECSS provides instructional supports, small class size, and access to the KCC campus for students starting in the 6th grade. All courses are taught by Kingsborough faculty as part of their teaching load. Therefore, regardless of location, the course content and level of instruction in this program are identical to that of comparable Kingsborough courses. In addition, there is a KECSS liaison at Kingsborough who coordinates communication and activities among department chairpersons, faculty, and the principal of KECSS.

In Spring 2013, there were 360 students enrolled in KECSS. In Fall 2013, of these, 277 (77%) were still enrolled in KCC, and 44 (12.2%) had graduated with an Associate's degree or transferred to another CUNY college. Only 39 (10.8%) left KCC without enrolling in another CUNY college or graduating. The NYC Department of Education's [2013-2014 KECSS High School Quality Snapshot](#), provides additional information about the functioning and outcomes of this high school.

Liberty Partnerships

The Liberty Partnerships Program was established in 1989 with the goal of retaining and graduating at-risk high school students. This is a voluntary program, in which students participate every Saturday. Currently, seven Brooklyn high schools encourage academic, personal, and career growth by providing tutoring, counseling, mentoring, career planning, referrals, college visits, and culturally enhancing trips.

Pre-College Test Prep (Continuing Education)

Continuing Education offers a number of pre-college test preparation programs and courses.

TASC Test Prep: High School Equivalency (HSE) Programs

In January 2014, New York State replaced the General Educational Development (GED) exam with the Test Assessing Secondary Completion (TASC) as the principal pathway to a High School Equivalency (HSE) diploma. Continuing Education at Kingsborough offers four HSE programs that prepare students to take the TASC: The part-time HSE program, The Alternative High School Equivalency Preparation (ASHEP) program, the Comprehensive High School Equivalency program (HSE-70), and Project Rise. All four programs offer test-taking practice, with mini-exams based on the official TASC exam; writing workshops to prepare for the essay portion of the exam; strategies to improve test-taking skills and reduce anxiety; and assistance with scheduling to take the official exam. KCC is also an official TASC testing center for the New York State Education Department.

Part-Time HSE

Students who are 18 years and older must take a placement test before they are admitted to the part-time HSE program and are placed in classes based on their reading level. They have the option of attending two nights a week or one weekend day for a total of 72 hours of instruction per semester. Enrollment for this program ranges between 1000 and 1200 annually. The passing rate for these students is 58%.

The Alternative High School Equivalency Preparation (ASHEP)

ASHEP enrolls students who are 17.5 to 20 years old and who have promising academic skills, but have fallen behind in their progress toward high school graduation and have dropped out of high school. Students must be legally signed out of high school to participate in the ASHEP program. The passing rate for these students is 80%.

Comprehensive High School Equivalency (HSE-70)

HSE-70 is a full-time, 25-hour-per-week program designed to provide intensive content-based instruction in academic reading, writing, social studies, science, and mathematics to students 18 years of age and older who do not have a high school diploma and prepare them for the TASC. The instructors teach students how to use technology to write research papers and how to study independently. Time management and a college success component are also provided. Career developers and college admissions counselors provide workshops and have individual counseling sessions with students. One-on-one and group tutoring are also available. The passing rate for these students is 78.5%.

Project Rise

Project Rise is a year-long TASC-HSE program designed to improve the educational and employment prospects of disconnected young adults and serves approximately 50 students annually. It offers paid work experience that provides the participants with needed income, increases participants' academic and work skills and positive attitudes towards education and employment, and either enables participants to obtain a TASC diploma after six months, or, for those who enter at too low a reading and numeracy level, demonstrate literacy and numeracy gains to be on track for earning a TASC diploma after one year. Project Rise also offers participants the opportunity to earn up to five college credits and a Microsoft Suite Certificate of Completion.

Many students enrolled in KCC HSE programs go on to register for college classes. For example from January 2013 to June 2014, 76 students who earned their High School Equivalency Diploma enrolled in KCC's degree programs during 2013 to Fall 2014.

College Test Prep: SAT CUNY Assessment Tests

The Office of Continuing Education offers an SAT test preparation course for high school students. This course provides review and practice under simulated test conditions to improve students' verbal reasoning, writing, and problem-solving skills.

The Office of Continuing Education also offers a CUNY Assessment Test preparation program to help prepare students for CUNY placement exams in reading, writing, and math. Students taking the CUNY Assessment test prep program must have a High School or High School Equivalency diploma.

Developmental Education and Support: English and Math (Basic Skills)

This section addresses all aspects of basic skills education provided by the College. Some of this instruction is delivered via non-credit courses within the degree credit program, some through CUNY initiatives, and some through Kingsborough Continuing Education programs.

All Kingsborough degree-seeking students undergo mandatory basic skills assessment when they begin their education at KCC. These assessments—CUNY exams in reading, writing, and math—are designed to certify that students have attained the literacy and mathematical skills required to engage in college-level work. As an open admissions institution, Kingsborough accepts many students who do not demonstrate college-readiness—some of whom are additionally identified as non-native speakers of English and are classified as ESL students. In 2014, only 75.4% of first-time freshmen demonstrated college-readiness in reading, 70.4 % in writing, and 27.1% in math. Note that these numbers not only reflect students who sat for and passed placement tests, but also those who were exempt, for example, because of scores on high school Regents exams. (Given changes in the high school curriculum and revisions to the Regents, it is anticipated that fewer exemptions will be granted.) Further, 14.7 % of these students passed none of the three assessments, 18.7% passed only one, 45.7% passed two, and 20.8% passed all three, so the vast majority of entering students need support in at least one area.

Pre-Enrollment Programs

Three pre-enrollment programs are available for students who have not passed the CUNY assessments: The Immersion Program, CUNY Start, and the Summer Math Initiative.

Immersion Program

Since 1986, incoming freshmen have the option of registering for the [Immersion Program](#), offered in the summer module for students entering in the fall. The Immersion Program is a CUNY program designed to offer tuition-free developmental courses in English and ESL (both of which integrate reading and writing) as well as math. With the exception of ESL and those at the lowest level of developmental English, students who take intensive developmental education courses through the Immersion Program retest on the corresponding CUNY assessments. This program is not only open to incoming freshmen, but to continuing students (who can additionally study in the winter module), as well. Included in the program are services provided by tutors, counselors, and advisors.

In Spring 2015, the Immersion Program piloted a 12-hour per week ESL Program. At the end of this 12-week program, students were re-tested on both the CUNY Reading and Writing Exams. If their post-test scores continue to indicate ESL placement they were placed in the Accelerated College ESL (ACESL)

learning community program (see below) for the following fall semester. The Immersion ESL Program is free for students and does not use up their financial aid.

The College as well as CUNY assesses the Immersion Program. Data are collected on CUNY assessment pass/fail rates, successful completion and progression to the next course (in courses where a standardized test is not an exit criterion), and retention rates. In addition, qualitative data are collected via surveys completed by the incoming freshmen in the summer session. The Immersion Program has served 6,084 students between Winter 2011 and Summer 2014. For incoming students, the pass rate for English has varied across semesters from 43% to 100%, while the pass rate for math has varied from 41% to 89%. For continuing students, the pass rate for English has varied from 20% to 67%, while the pass rate for math has varied from 40% to 80%. These data suggest that the Immersion Program is somewhat more successful with incoming students than with continuing students, but overall the program is helping a large population of students pass through the developmental sequences.

CUNY Start

Offered through Continuing Education, [CUNY Start](#) provides preparation in academic reading/writing, math, and college success. It is open to college-bound high school graduates and high school equivalency diploma recipients who have been admitted to CUNY and who have taken the CUNY Assessment Tests (but have not yet registered for classes). CUNY Start students have all demonstrated need for extensive skills development in reading/writing and/or in math. Students can then enroll in KCC for the following semester. The fee for this program is \$75, so students do not yet use their financial aid for classes. CUNY Start students do, however, use the resources of the campus such as classrooms, library privileges, career counseling services, and athletic facilities.

In Fall 2013, 199 students completed one or more CUNY Start courses. Passing rates were 64% in reading, 69% in writing, and 68% in math, and 170 of these students (85%) enrolled in KCC for Spring 2014. As of Spring 2014, 59% of full-time CUNY Start students completed all developmental requirements; 84% of full-time and part-time students completed developmental education in math, 74% of full-time students and 54% of part-time students completed developmental writing, and 71% of full-time and 75% of part-time students completed developmental reading.

Summer Math Initiative

The developmental Math sequence consists of three courses, Pre-Algebra (MAT M1), Introductory Algebra (MAT M2), and Algebra (MAT R3). Students who fail the pre-algebra component of the CUNY exam are required to take Math M1, generally followed by Math M2. Students who fail only the algebra component take Math M2. Between Fall 2011 and Fall 2013, the pass rate for the developmental math courses averaged 43%. In order to address the specific academic needs of developmental Math students, the College offers the following interventions: A pre-freshman summer program for entering students who fail the pre-algebra section of the CUNY Math Exam with a score range of 30-44, with passing being 45. Since these students are close to passing the exam, they probably have the best chance of successfully passing KCC's pre-algebra exit exam after a short-term math intervention. Rather than participating in a semester-long course, they receive 15 hours of instruction over four days by a faculty member from the

Math Department. Students also receive support from an advisor from Freshman Services throughout this intervention. After the required instruction period, students take an exit exam. A benefit for successful students is that they can move more quickly into Introductory (developmental) Algebra, a pre-requisite for college-level math courses, rather than spending an entire semester in a developmental pre-algebra course, followed by another semester in Introductory Algebra.

In Fall 2012, of the 113 students who attended the four-day initiative, 68 (60.2%) passed. In Spring 2013, of the 36 students who attended, 20 (55.6%) passed. During the 2013-2014 year, of the 45 students who were recruited and attended, 28 (62.2%) passed. The program expanded to serve more students in Summer 2015, and 235 students successfully completed Pre-Algebra. In Summer 2015, the initiative was articulated with the long-existing six-week Summer Immersion Program, and 112 students who successfully completed the pre-algebra intervention were also able to complete Introductory Algebra in the summer, thus satisfying their need for developmental education in Math before starting their first semester. This is a strategy the College plans to continue to develop and expand.

Developmental Courses and Supports (Basic Skills)

Students who have not passed the reading or writing or math assessments by the start of their first semester are placed—depending on test scores—into one of the developmental English or math courses.

It is important to note the developmental sequences for English and math are housed in the relevant departments—not in a separate department devoted to “basic skills.” In this way, students in need of developmental support are not segregated from other students and developmental courses reflect the pedagogical philosophies that guide the Departments of English and Mathematics. This approach helps students to acquire the specific skill sets deemed necessary by department faculty to succeed in college-level courses while meeting the criteria for completing the developmental sequences.

English

Developmental education in reading and writing, including ESL, consists of a sequence of equated-credit courses. This sequence reflects a philosophy where reading and writing are integrated and student learning outcomes across all levels—including Freshman English I and II—differ not in terms of how much (i.e., paragraph vs. essay) students write about texts, but instead with respect to the degree of sophistication with which they write. This approach allows students to more smoothly move through the sequence and transition to Freshman English. In addition, the curriculum is content-based; instruction is designed to build upon students’ existing competencies; and the pedagogy stresses active learning, self-assessment, and self-improvement. Course placement further reflects the integration of reading and writing, as scores on both exams are factors. With the dual goal of facilitating student progress and cultivating critical thinking, the English Department continually assesses its offerings and reconsiders when students can retest. In addition, the Department pilots new programs, and collaborates with existing programs, based on a review of assessment data provided by the Office of Institutional Research as well as on discussions among the faculty at yearly summer retreats. It also works closely with the Center for Academic Writing Success (CAWS), integrating work with tutors into the curricula of developmental

courses. The Department's focus on student needs is further evident as adjustments are made if they feel students have been misplaced.

Non-ESL Students

The developmental sequence for non-ESL students consists of two courses that focus on reading and writing—Developing Fluency (ENG 91) and Developing Competency (ENG 92)—as well as ENG 93, focused on text-based writing, and another, ENG 04, on analytic reading. The Department continually reviews the developmental sequence—including the criteria for placement and exit—with an eye to facilitating students' movement through it as quickly as possible while remaining committed to a focus on developing the critical thinking skills needed to successfully complete college work. That is, the Department does not treat developmental education as “test prep.” While it does offer two “test prep” courses—one in reading and one in writing—these are only offered to students who have completed the sequence, but have yet to pass the relevant exam(s).

As noted above, the English Department pilots and collaborates with programs to further its developmental education goals. Some current examples appear below:

Accelerated Learning Program (ALP)

In Spring 2013, the department introduced ALP—an innovative approach to teaching and learning. Through ALP, students who have passed the CUNY Reading Exam and have high failing scores on the CUNY Writing Exam are given the opportunity to take Freshman English I (ENG 12) along with an additional one-hour-per-week, one-equated-credit supplemental course.

In Fall 2013, of the 41 students who were enrolled in the ALP Program, 31 (76%) passed English Composition I and the CUNY Writing exam by the end of the semester. Based on the ALP students' success in the Spring 2013 semester, the number of ALP sections of English Composition I was expanded from five to ten in Fall 2014.

Learning Communities

Courses in Developmental English can be found in two of Kingsborough's Learning Communities (LC) programs, Opening Doors (ODLC) and the Integrative Studies Program (ISP). ODLCs, for incoming freshmen, usually link English (developmental or college-level) with a general education course and a First-Year Seminar. ISP LCs that include Developmental English usually link with Introduction to Psychology and an Integrative Seminar. Courses in LCs are thematically linked, offering students multiple opportunities to engage with content. As a result, the work of Developmental English students is facilitated, as literacy skills are embedded in the content of the general education course. At the same time, repeated engagement with content gives these students support in the general education course. Both of these programs are described in greater detail in Standard 11.

ESL Students

The College offers a number of programs that serve our ESL population. These include programs to support degree-seeking students who have been accepted to the College, who have not passed CUNY placement exams in reading and writing, and who, through the writing exam, have been identified as ESL students. It also has offerings for non-native speakers of English who have not yet been accepted to the College, but plan to apply, as well as for those who simply wish to improve their language skills.

Degree- and Credit-Seeking Students

Full-time degree-seeking ESL students who have been accepted to the College but who have not passed the CUNY assessments in reading and writing are placed, depending on test scores, into the CUNY Language Immersion Program (CLIP) or the Accelerated College ESL (ACESL) Learning Community Program. CLIP is a non-credit intensive program offered through Continuing Education, while ACESL offers students both equated and real credits, and is offered through the English Department.

Part-time degree-seeking students who score within the range for ESL placement in the English Department are placed in one of three levels of coursework offered in the evening: Level 1: *Basic Reading and Writing for Students Learning English as a Second Language* (ESL 07); Level 2: *Intermediate Reading and Writing for Students Learning English as a Second Language* (ESL 09); or Level 3: *Developing Fluency in Reading and Writing for ESL Students* (ESL 91). Special daytime sections of ESL 91 are also offered to students who continue to score within the range for ESL placement upon completion of the two-semester ACESL Program.

CUNY language Immersion Program (CLIP)

The CUNY Language Immersion Program (CLIP) is an intensive, 25-hour-per-week program that meets five hours a day, five days a week. Through day and evening sessions, there are approximately 800 registrations annually. The classes are structured like college classes and include content in history, literature, sociology, health, and hospitality.

For placement purposes and internal assessment, CLIP students take the Michigan CAMLA test and a writing test modeled after the CUNY Writing Assessment test. After any term during their year in CLIP, students can decide they are ready to begin college classes and retake the CUNY Writing Assessment and ACT Reading exams. Approximately 60% of the students who retake these exams test out of ESL and may require only one or two developmental classes after their CLIP intervention. A few complete developmental English entirely. This is noteworthy since many of their initial CUNY placement test scores were below the lowest level of ESL at KCC.

Accelerated College ESL (ACESL)

ESL students who score between 21 and 47 on the CUNY Writing Exam are placed in ACESL, an LC program that was piloted in Fall 2012 and expanded to encompass all ESL learning community offerings in Fall 2014. The program promotes an accelerated college experience through opportunities for students to take credit-bearing courses in addition to the equated-credit ESL courses and to pass CUNY reading

and writing assessments after two 12-week semesters of study. KCC offers five ACESL sections every semester. This program is described in greater detail in Standard 11.

Continuing Education Students

Continuing Education offers full-time and part-time non-credit ESL options:

Full-Time ESL Program: Kingsborough English Language Institute (KELI/ESL-70)

The full-time ESL-70 program provides intensive instruction in academic reading and writing skills to immigrants and international students who are 18-years and older and who have not yet been accepted to college. The goal of this program is to help international F-1 visa students who are applying to college pass the Test of English as a Foreign Language (TOEFL), as well as to significantly reduce the number of developmental classes these students would need once they enroll in college. Modeled after CLIP, ESL-70 provides 25 hours per week of sustained content-based instruction. Like the CLIP students, ESL-70 students take the same internal pre-post assessment tests, namely the standardized Michigan CAMLA test and a 90-minute writing exam modeled after the CUNY Assessment Test in Writing. Students who are accepted to college while in ESL-70 may transfer to the CLIP program after this intervention.

Part-Time ESL Program

This program is open to adult learners and consists of 60 to 72 hours of instruction per semester. Students are placed, via a test and an oral interview, at one of nine proficiency levels, and develop their listening, speaking, reading, and writing skills.

Math

Developmental Math Courses

In addition to the immersion courses and workshops described above, during the 2014-2015 academic year, 6484 students registered for full-length developmental mathematics courses; 2690 at the pre-algebra level and 3794 at the level of elementary algebra. In addition, the Mathematics Department provided developmental coursework to an additional 558 students who had exited the CUNY developmental sequence but had not achieved the level deemed necessary for success in College Algebra.

The Math Workshop

[The Math Workshop](#) serves KCC students at all levels of math. Staff and tutors provide support for students enrolled in courses ranging from Pre-Algebra to Calculus, with the majority in developmental math classes. It provides the following services:

- Tutoring: Small group or individual tutoring sessions
- Intensive Study Program: Designed to help students prepare for exit from developmental math the intensive study program uses a diagnostic exam (myskillstutor.com) and worksheets so students can enhance their math competency

- Math Computer Lab: A learning support available to all students in Math and Computer Science classes.

In addition, the Math Workshop hosts the Multiple Repeaters Program. In Fall 2013, the College Council passed a policy that students who fail Pre-Algebra or Introductory Algebra two times would not be allowed to re-enroll in the same class. Instead, the College established an intervention which offers diagnosis of students' strengths and weaknesses, and intensive supplemental instruction and tutoring in small groups to assist them in mastering the skills needed to pass the exit exams. In 2013-2014, a total of 233 students enrolled in the Pre-Algebra/Introductory Algebra initiative for multiple repeaters. Of the 119 students enrolled in Pre-Algebra, 98 (83%) passed the exit exam. In Introductory Algebra, 85 (75%) of the 114 students enrolled passed.

Distance Education

While no complete degree programs are offered through distance education, the College recognizes both the difficulty students have getting to campus and the limitations imposed by the shortage of classroom space, and has been carefully expanding its online and hybrid course offerings. In Fall 2010, there were 28 online courses and 15 hybrid courses, while in Spring 2015, 31 online and 96 hybrid courses were offered. As part of this expansion, Kingsborough has addressed the following:

Assurance of Educational Quality

The Committee on Academic Technology and Hybrid/Online Instruction has clarified policies and procedures involving faculty teaching online. First, the committee revised and updated the hybrid/online courses guidelines and protocols document. Included in this document are descriptions of the process by which faculty qualify to teach hybrid/online courses (including the procedure for development and submission of a hybrid/online course portfolio) and the support available to maintain these courses. In addition, the peer observation form for hybrid/online courses was reviewed to ensure its appropriateness.

Student evaluation of teaching is one of the indicators of teaching excellence used for reappointment, tenure, and advancement. The survey instrument that students use to evaluate faculty teaching in face-to-face classes was modified slightly by the College Council for use in online classes, so that it would reflect the difference in modality. All student evaluations of teaching, regardless of the class delivery mode, are completed online or via the Kingsborough mobile application.

Hybrid and online courses meet the same outcomes as face-to face courses, and can contribute to assessment in the same way as other course sections, that is, via assessment of degree program outcomes. Implementation of this process in online courses is still in the developmental stages. To date, there has not been widespread participation in these assessments among fully online courses, and steps have been taken for additional development in this area.

Faculty Development and Support

The College has long had the Kingsborough Center for Advanced Technology Training (KCATT) to support faculty interested in exploring various ways to use technology in their teaching and in developing materials for hybrid/online courses. KCATT had one full-time manager with expertise in digital design. The College has recognized that in order to provide students with excellent learning experiences using technology as well as to expand hybrid and online offerings, there needs to be sufficient support for faculty that includes appropriate technical facilities and ongoing faculty development opportunities in the area of e-learning. This led to the transitioning of KCATT into the Kingsborough Center for e-Learning (KCeL), to explicitly complement the role in professional development already occupied by the Kingsborough Center for Teaching and Learning (KCTL). The appointment of a faculty member to serve as Director of e-Learning beginning in September 2015 increased support for faculty who are considering developing or already teaching a hybrid or online course, as well as faculty interested in using technology more creatively and effectively in their face-to-face courses. The Committee on Academic Technology and Hybrid/Online Instruction is being transitioned into an advisory board for the KCeL, and working with the Director, will continue to recommend policies and activities to the Provost for approval.

Verification of Student Identity

All colleges offering online courses are facing the issue of authenticating and validating that the students registered for the course are actually completing the coursework. The Committee on Academic Technology and Hybrid/Online Instruction is addressing this issue by invoking the authentication methods inherent in the Blackboard system, which are standard throughout the field of higher education. This is discussed at additional length in the College's report for Verification of Compliance with Accreditation-Relevant Federal Regulations.

Workforce Readiness

Certificate Programs and Their Related Credit-Bearing Programs

Kingsborough offers three credit-bearing certificate programs. As described in Standard 11, certificate programs are consistent with the mission of the College and offer professional certification for non-degree seeking students. However, as courses are credit-bearing, all credit certificates are fully embedded within degree programs and credits can be applied towards a degree if students decide to continue their education. KCC currently offers three credit-bearing certificate programs: Alcoholism & Substance Abuse Counseling, Culinary Arts, and Maritime Technology Marine Mechanic.

Certificate in Alcoholism & Substance Abuse Counseling (CASAC)

The CASAC, offered through the Department of Behavioral Sciences and Human Services, prepares students for a specialized area of counseling. Students earn the CASAC-Trainee (CASAC-T) credential so they can become entry-level counselors in any licensed treatment facility.

The CASAC's design and content are informed by the Substance Abuse and Mental Health Administration, as well as the New York State Office of Alcohol and Substance Abuse Services which set requirements for education in substance abuse counseling. CASAC courses follow the mandated guidelines set by the National Addiction Studies Accreditation Commission. In addition, the program was approved by the New York State Alcoholism and Substance Abuser Services Credentialing Unit as an education provider for new counselors and counselors renewing their credentials. The program must also renew its accreditation with the National Addiction Educators Accreditation Commission every five years and with the New York State Office of Alcoholism and Substance Abuse Services every three years.

Culinary Arts and Food Management Certificate (CAFM)

The CAFM program provides an opportunity for individuals who are looking to immerse themselves in the Culinary Arts discipline as a route to gain skills needed for a career in food service. The Certificate provides a sequence of courses designed to build a foundation of core skills and competencies which prepare students for entry-level work as food preparers, pastry cooks, line cooks, and kitchen support staff. In addition to core skills in cooking and pastry, the sequence of courses is designed to prepare students for the National Restaurant Association Education Foundation ServSafe Food Safety and Safe Alcohol certifications as well as the New York City Department of Health Food Handlers License Exam. Course work emphasizes hands-on experience and provides the possibility of internships.

Courses taken for a certificate can be applied toward an A.A.S. degree in Culinary Arts. For students who would like to continue their education beyond an A.A.S., Kingsborough has an articulation agreement with the baccalaureate program at CUNY's New York City College of Technology.

Maritime Technology Marine Mechanic (MTMM)

The MTMM program prepares students for entry-level marina jobs and allows them to earn the employment hours required for further education in the field. These students can then take the United States Coast Guard (USCG) Qualified Member of the Engine Department exam. The MTMM courses satisfy requirements for the A.A.S. in Maritime Technology. Every five years, all Maritime Technology courses are subject to review from the USCG. The program reports that 80% of the students who completed the degree and chose not to go to a four-year school became employed.

Vocational Programs (Continuing Education)

The Office of Continuing Education offers vocational programs designed for students seeking employment. There is a growing demand for occupational retraining and updating skills to ensure a proper match between workforce skills and business and industry needs. Vocational programs are often certified by the relevant industry/professional organizations, and serve short- and long-term unemployed students, and students looking for a job upgrade or career change. The College consults with employers to design customized programs.

KCC's vocational programs include EMT, Certified Nurse's Aide, Taxi and Limousine (Hack) License Preparation, Certified Clinical Medical Assistant, Phlebotomy Technician, EKG/ECG Technician, Pharmacy Technician, Paralegal, Event and Meeting Planning, Electronic Health Records, Accounting

Certificate, Veterinary Assistant Certificate, Administrative Assistant, Business Administration, and Real Estate Salesperson Certificate. For calendar year 2013, vocational enrollments made up 20% of a total seat count of 27,942 in Continuing Education.

Northeast Resiliency Consortium (NRC) and CUNY CareerPATH (CCP)

These programs are federally funded and serve under- and unemployed workers by providing occupational training and job development assistance, among other supportive services. Training has generally focused on Culinary Arts and Community Health and is credit banking (a model that allows students to bank credits and apply those credits when they apply to KCC as transfer students). CCP served over 500 students; NRC will serve approximately 800. In addition to the credit-banking model, CCP and NRC are distinguished by their integrated academic instruction that supports reading, writing, and math/quantitative reasoning skills (based on the Carnegie Foundation's Quantway).

Additional Continuing Education Offerings

In addition to the programs focused on college- and workforce-readiness discussed above, the College, through Continuing Education, offers programs and courses designed for recreation and personal enrichment, including music and dance, arts and crafts, sports, languages, computers, and health and fitness, among others. Some of these are targeted toward members of the community of specific ages, such as the 50+ Wellness Programs, and the Early Kiddie College and College for Kids, which offer weekend and summer programming for children 5-6 and 7-14, respectively.

Recommendation

- Analyze assessment data to ensure widespread participation and confirm that learning outcomes are achieved regardless of online, hybrid, or in-person delivery mode.

Standard 14

Assessment of Student Learning

Since the last on-site visit of the Middle States Evaluation Team in 2006, the College has striven to put in place an approach to assessment of student learning that is informative, comprehensive, and cohesive. This chapter gives a brief overview of how that approach has evolved since its initial implementation, a description of the assessment process as it currently exists across the campus, an analysis of how that process is being used and understood, some examples of successful implementation, and some suggestions for improvement.

Assessment of Student Learning in Degree-Granting Programs

The cornerstone of the College's efforts since the 2006 visit has been to design and implement a college-wide process for assessment of student learning that has come to be called Course-Embedded Assessment of Degree Program Outcomes (for purposes of this self-study, CADPO). This process was developed to meet the need to put in place an approach that would make assessment of student learning more systematic, consistent, and meaningfully connected to decisions about teaching and learning. Since that time, an assessment team organized by the Vice President for Institutional Effectiveness composed of representatives from the Kingsborough Center for Teaching and Learning (KCTL); the Office of Institutional Research, Assessment and Planning; and previous Middle States working groups has worked diligently to create a college-wide process that ensures that these goals are met. In its current form, CADPO sets an expectation that all those teaching in degree-granting programs will be continuously engaged in a process of assessing student learning, analyzing findings from assessments, and drawing on analysis to make improvements to curriculum and instruction.

Evolution of the Outcomes Assessment Process

At the start of the Fall 2011 semester, the assessment team introduced an initiative that required that faculty teaching courses in degree-granting programs select courses for assessment and select one course-level student learning outcome (SLO) to assess for each course. Assessment data were recorded on a Course Assessment Template, which they submitted to their chairpersons. On the template, faculty, either individually or collectively, recorded the teaching strategies being used to teach the outcome, the evaluative tools being used to assess student learning in relation to that outcome, evidence of whether or not learning in relation to the outcome had been achieved, and a plan for "closing the loop," i.e. selecting teaching strategies to improve student learning, when a need for improvement was identified.

This initial attempt to put in place a campus-wide process for collecting, evaluating, and utilizing assessment data had some meaningful impact on teaching and learning. Faculty familiarity with the purposes and benefits of SLOs and the assessment cycle became much more widespread, and much more influential on teaching practices. After a year of implementing this approach, however, the assessment team recognized some disadvantages, too. Most specifically, they recognized that assessing so many individual outcomes each semester was unwieldy and did not always capitalize on the opportunity an assessment initiative can offer to foster greater cohesion and conversation about curriculum and

instruction amongst colleagues. As a result, an informal committee was convened in Fall 2012 to consider refinements to the process. The most significant change coming out of this committee was a shift from a focus on course-based SLOs to a focus on program-based program learning outcomes (PLOs).

During the Spring 2013 semester, each program was asked to submit to the Office of Institutional Research, Assessment and Planning a map which depicted the program's most essential PLOs and the courses in the program that addressed them. With the maps submitted, the new CADPO process began in the Fall of 2013 and has been ongoing. Each program now chooses one or more PLOs to assess each semester or academic year. Faculty teaching the courses that address those PLOs decide how the outcome will be assessed. At the end of the semester, they analyze the data, draw implications for instruction, and create an action plan for the next semester. They then create an assessment report that indicates the process by which data were gathered, analyzed, and discussed, as well as the key findings and implications for instruction. The outcome maps, assessment reports, and action plans are submitted to the Office of Institutional Research, Assessment and Planning, where they are uploaded to the Web-based Analysis and Visualization Environment (WEAVE). Generally, faculty will assess the same outcome in the following semester, so they can evaluate the impact of any changes they have implemented. They are then free to assess the same outcome for an additional cycle if warranted, or to move on to a different outcome.

This process has proven to be both more manageable and more productive than the original. There is much less paperwork and much more collaborative, collegial consideration of what a program's most essential outcomes are, what constitutes evidence of learning in relation to those outcomes, and what instructional strategies will best support students in achieving them. Further, the multiplicity of methods employed to assess outcomes in different courses or sections, often at different stages of student progression through a program, has promoted robust discussions, as well as the ability to examine the contextual development of knowledge and skills, and consideration of programs as coherent entities.

Support for College Assessment Efforts

There are various forms of institutional support for this ongoing assessment process. Since assessment is primarily program based, there is no college-wide assessment committee. Rather, accountability for assessment lies with, and front-line support is provided by, the chairs of academic departments and the program directors. Additionally, the members of the assessment team spearheading the process are from KCTL, the Kingsborough Center for eLearning (KCeL), and the Office of Institutional Research, Assessment and Planning. The team members frequently visit departments, meet with chairs, program directors, and interested faculty and are readily available to anyone needing further guidance and support with CADPO. In addition, in January 2014, KCTL sponsored a workshop titled "*Mapping*" Program Learning Outcomes to Course Learning Outcomes, which was attended by more than 40 faculty and which guided participants through the process by which departments and programs determined the relationship between their program outcomes and the learning outcomes of individual required courses. Additionally, several departments have internal structures and procedures to facilitate assessment.

In addition, Kingsborough awards a number of Faculty Innovation Awards to support innovative teaching practices, and all proposals must include an assessment component. Initially this program supported

projects explicitly devoted to assessment, but as assessment has become integrated into the context of academic programs, has not needed to do so in the past few years.

Findings and Analysis

Multiple data sources were used to obtain an in depth picture of how CADPO is being used and understood across the campus. Following extensive review of the pertinent documents in WEAVE, a sampling of program faculty were interviewed about their assessment processes. The interviews provided further insight into how faculty think about CADPO purposes and procedures and how it influences their practices. Other sources of data that informed these findings include the Periodic Review Report (PRR) submitted to Middle States in 2011 and the Academic Program Review Self-Study Reports (APR's), prepared by each academic program as a part of their six-year cycle of external review.

Document review and analysis of interview data led to the following conclusions about the College's assessment of student learning in degree-granting programs:

- Campus-wide, most faculty are familiar with what SLOs are and why they are important for student learning. SLOs now appear consistently on syllabi and on proposals for courses and programs.
- Campus-wide, most faculty are familiar with what PLOs are and why they are important for student learning. With just a very few exceptions, all degree-granting programs have submitted their PLO maps to the Office of Institutional Research, Assessment and Planning. They appear on the web site pages following the posted course requirements for each degree. The maps are generally clear, well-organized, and pertinent to the mission of the programs.
- Assessments generally reflect a valuable impact on student outcomes at the course level. In most programs there are clear connections between course level assessments and degree programs.
- Commitment to ongoing engagement with the assessment cycle has been successfully introduced to the College community. The majority of faculty plan their coursework around well-articulated SLOs and PLOs, and revise their approaches when assessment indicates that there is a need to do so.
- On a program-by-program basis, there is varied understanding of implementation of CADPO. Some action plans demonstrate clearly how faculty have taken findings and systematically turned them toward improving achievement while others are still developing an understanding of how to utilize their results.
- In the case of a few departments, it is unclear from their reporting if the assessment information is utilized to effect maximum impact on student outcomes, curriculum, teaching strategies, and learning. While these departments are not at the stage we would like them to be, they have generally progressed beyond their previous levels of understanding, and the assessment team continues to foster their development.
- Where evidence of impact is not observed, it may be that the outcome assessed has not been articulated in such a way as to be effectively measured and/or the findings are not being acted upon in such a way as to be effective at achieving an improved result. In some cases, faculty have recognized this and have decided to assess the same outcome again using refined or improved measures.

- A few programs have not submitted any documentation related to assessment to the Office of Institutional Research, Assessment and Planning. A few others have submitted lists of SLOs but no other documentation. The number of these programs has been reduced to a minimum, but in these cases further development of capacity at the department level is necessary, either in conducting assessments or in communicating their results. In some of these cases the programs in question are either degrees that are jointly registered with a CUNY senior college, or have professional accreditation. Both of these circumstances complicate the conduct and/or reporting of assessment outcomes.

When the individual(s) responsible for facilitating the CADPO process in a program have a solid understanding of the assessment cycle, CADPOS' potential to improve teaching and learning, and the need to provide faculty with ample time to collaboratively consider findings and action plans, the process generally has a meaningful impact on curriculum and instruction. When these elements are absent, the impact has typically been less substantial. We are working to minimize those instances, and to provide the clarity and support faculty need to be as effective as possible.

Examples of Success

Below are three descriptive vignettes that offer a picture of the ways in which the CADPO process has successfully spurred the improvement of instruction in some programs.

Biology

The A.S. in Biology program has an especially well-articulated approach to the outcomes assessment process. At the start of the semester, faculty discuss program learning outcomes and assessment strategies at a department meeting; then approaches are discussed in more detail at course committee meetings. Throughout the semester, course committees and the department curriculum committee meet to discuss ongoing collection of assessment data and share feedback on various approaches to improve student learning. At the last department meeting of the semester, course committees meet to collect and discuss course data and develop plans to improve instruction the following semester based on key findings. Course coordinators then meet with the curriculum committee to compile program data, discuss findings, and write the assessment report.

In Spring 2014, the Biology program decided to assess three different PLOs. The first of these, "Identify and apply the methods and process of life science" was assessed in five courses and information was gathered by analyzing student work. Each course identified a fundamental life science process or skill to assess, such as using a compound microscope, graphing data, or interpreting data. These skills were then assessed with a variety of tools created by individual faculty, including oral quizzes, written quizzes, homework assignments, and observation of student technique in lab. Faculty determined in advance that at least 75% of students at this level should be able to pass with a score of 75% or better. Based on the assessments conducted in these five courses, the faculty determined that benchmark for this program learning outcome was met, with 296/383 students passing (77.3%). When faculty met to review the assessment data related to this PLO, they realized depending on whether the focus was on "identifying" or

“applying”, assessment results were strikingly different. For example, students could easily identify parts of a cell but could not answer questions requiring applying information such as what happens to cells when placed in different environments. Since the learning outcome requires both identification and application of the methods and process of life science, faculty agreed on the following action plan:

- Lessons targeting learning outcomes (such as graphing or microscope use) will be presented several times throughout the semester, and students will be assessed multiple times to provide early and ongoing feedback about fulfillment of learning outcomes.
- Assessment tools will be redesigned to emphasize active learning and assessment of concept application as well as information recall.

Education

During the Fall 2013 semester, the Education Program (which prepares students for entry level jobs in Early Childhood or Childhood Education and for transfer to teacher education programs at four-year colleges) chose the PLO, “Uses critical thinking and analysis when reading.” This choice was in made in part in response to the introduction in New York State of an academic literacy skills test for teacher candidates seeking certification. In order to construct an understanding of students’ use of critical thinking and analysis when reading, faculty reviewed students’ written responses to assigned readings, as well as any assignments that involved reading and writing about research. Faculty also observed students’ oral responses during small- and whole-group discussions of assigned readings. They found that students often needed assistance becoming familiar with the formats and conventions of various written genres and with unfamiliar terms and concepts, before they could read critically. Accountability mechanisms that ensured that students did the assigned readings were found to be helpful as was the opportunity to socially co-construct an understanding of readings in conversation with teachers and peers. Time was set aside during program and course section meetings to share the data collected and to consider the instructional implications. As a result of that collaboration, changes that were made to curriculum and instruction included:

- More assigning of articles from contemporary professional periodicals, instead of just textbook chapters
- More class time devoted to discussion and analysis of articles in pairs and in small- and whole-groups
- More homework assignments aimed at preparing students for class discussion of readings including taking notes, filling in graphic organizers, and preparing discussion questions

Graphic Design and Illustration

During the 2013-14 academic year, the Graphic Design and Illustration Program selected the PLO, “Concept: To be able to conceive a visual solution to a communications problem” to assess. When their fall data collection didn’t yield the level of detail about student learning in relation to this outcome that they had hoped for, they collaborated on the creation of a rubric to administer during the Spring 2014 semester. The rubric offered a more detailed explication of student learning in relation to the PLO. Faculty scored student projects in all pertinent courses using the rubric. Time was then provided during program meetings and course meetings to discuss the results and what had been learned from the process.

As they analyzed their results, a pattern emerged in which students were found to have scored particularly low on two items from the rubric: “Used appropriate background and enhancing features and question” and “Used appropriate design/illustration techniques or styling to support or emphasize critical messages.”

Together, the faculty came up with instructional approaches that would strengthen student learning in these needed areas, including:

- Provide additional samples of these techniques to illustrate how and why backgrounds, details, and styling reinforce the conceptual value of a piece
- Provide additional real world examples of these strategies being utilized in various contexts
- Create or locate samples where different backgrounds and details are used in the same situations, thus revealing their unique impact on the piece

In addition to spurring improvement of instruction in relation to the assessed PLO specifically, the faculty’s understanding of how to design and utilize rubrics generally has also been greatly enhanced as a result of their participation in the outcomes assessment process.

These vignettes highlight some of the vital ways in which CADPO is positively impacting teaching and learning at Kingsborough. They highlight, too, some of the structures and supports that are helpful to have in place if assessment data are to be used consistently and effectively. Such structures and supports include leadership with an understanding of and appreciation for the assessment cycle’s purposes and potential and the provision of time and space for faculty to engage in prolonged, substantive analysis of findings.

Academic Program Review

The College conducts formal academic program reviews that include a self-study report and a site visit by an external evaluator. Each program is evaluated according to a six-year cycle (See Appendix - Academic Program Review Schedule). The self-study reports address curriculum, students, assessment of outcomes, faculty, facilities, and instructional support. Following preparation of the report, an external evaluator visits the program, considers the report, and submits a review including suggestions and recommendations for improvement. In response to the review, the chair and/or program director prepares an action plan for the future. Although these plans are routinely created, processes that allow for discussions and follow-up with the Provost have not always been consistently followed. The College needs to be more consistent about adhering to these procedures.

While the reports are generally of good quality and examine important aspects of program functioning, they have not typically included extensive data on assessment of student learning outcomes. This was due in part to the College’s previous reliance on assessment based on course outcomes. Since the switch to assessments based on program outcomes, much more useful data has been produced at the program level, and gradually we are seeing them included in the formal program reviews. We expect this trend to continue as more program outcome data is generated and discussed by faculty.

We are also phasing in a mid-cycle program review for chairs and program directors to report briefly on the implementation of the recommendations in their action plan, assessment of the impact of those changes, and to report on any other significant modifications or actions that have been undertaken since the formal review.

Assessment of Student Learning in General Education, the A.A. in Liberal Arts, and Special Programs

Along with degree-granting programs, Kingsborough has several other programs geared towards student learning. Some of their assessment practices are described below. Others are addressed more fully in the standards pertaining directly to those programs.

General Education and the A.A. in Liberal Arts

General education at Kingsborough falls under the aegis of the CUNY Pathways program, implemented in the Fall of 2013. The common core, which fulfills the general education requirements at any CUNY campus no matter where the classes were taken, consists of 12 required core credits and 18 flexible core credits for A.A. and A.S. degrees (9 flexible core credits for A.A.S. degrees).

The common core consists of three required core areas and five flexible core areas. Courses are considered for inclusion in one of these areas if they meet a sufficient number of student learning outcomes specified for that area. Therefore, no additional work had to be done by faculty to map their SLOs to the Pathways areas, in the same manner that PLOs were mapped to the courses required for those programs. Currently, there is no centralized assessment of the common core. CUNY Central is allowing each college to define the model by which they will be assessing Pathways “program” outcomes.

There is general alignment between the Pathways common core outcomes and the outcomes for the A.A. degree in Liberal Arts, which includes many of the courses that are approved for common core. While the previous course-based assessment model was not conducive to a coherent approach to the A.A. in Liberal Arts, a seven-step process using program outcomes as defined by the Pathways common core outcomes was introduced during the 2014-2015 academic year semester. The process is:

1. The Director of the A.A. program in Liberal Arts chooses one learning outcome to assess for that academic year. For 2014-2015 the Pathways outcome, “Produce well-reasoned written or oral arguments using evidence to support conclusions” was selected.
2. One course from each of the nine areas in the Liberal Arts requirements, is selected for assessment for that academic year’s chosen learning outcome
3. A course leader is identified to assist the other faculty teaching sections of that course.
4. The leaders receive training from the Director of Liberal Arts on how to assess learning outcomes. Models of grading rubrics and data collection are presented. Each leader decides on a model applicable to his/her discipline. All leaders are given a calendar of deadlines for data collection.
5. Each leader meets with the other faculty teaching the course and discusses the assessment plan.

6. All faculty members submit to the leaders their syllabus, assignment(s) and grading rubric before the start of the semester.
7. All faculty assess their learning outcome at the end of the semester and submit a learning outcome report. Faculty use the information they have included in their learning outcome report to facilitate the next important phase of the assessment cycle, in which, for the next semester, modifications are made, for example, to the assignment or scaffolding of the assignment in order to improve results.
8. All data are stored in the Office of Liberal Arts and forwarded to the Office of Institutional Research, Assessment and Planning, where they are uploaded to WEAVE.

Because the outcomes of Pathways and the A.A. in Liberal Arts are aligned, these assessments, and the improvements resulting from them, apply to general education as well as to the degree requirements. This is additionally expedient since support for assessment across the College is program-based, and there is no formal department, office, or other structure to support Pathways. Instead, the Office of Liberal Arts is able to provide the guidance, leadership, and support to facilitate assessment of these common student learning outcomes for both important programs.

Learning Communities

Kingsborough is well known for its pioneering efforts in establishing effective learning communities (LCs), and assessment has been undertaken in each of the three LC programs from their inception. These programs are Opening Doors Learning Communities (ODLC) and the Accelerated College ESL (ACESL) programs—both targeted toward freshmen--and the Integrative Seminar Program (ISP). The assessment process is under the control of each program, although in some cases the responsibility is shared by a partner organization. For example, ODLC was developed in conjunction with MDRC, who evaluated the effectiveness of the program using data gathered by KCC faculty and staff (see [MDRC reports](#)).

ODLC evaluates the effectiveness of the program by evaluating success in each learning community. Assessment of individual LCs is conducted at a regular meeting of all ODLC faculty at the end of each semester. During this meeting, faculty discuss both student performance and the structure of the community, and make plans to revise the LC in accordance with their evaluation. Faculty also engage in a general discussion of the success of the LCs and propose improvements.

Kingsborough's inter-leveled, two-semester ACESL Program aims to promote foreign-born students' language acquisition, and their retention at the College, by providing a rigorous, supportive, and interdisciplinary curriculum with the opportunity to pass CUNY reading and writing assessments upon Program completion. Assessment measures are qualitative and quantitative. At the end of each fall and spring semester, students provide written responses about their learning experiences in the program, and faculty teaching teams evaluate how successfully they have integrated their coursework. Students' pre- and post-program results on CUNY standardized measures, the number of books they have read, and their next course placements, are evaluated on a semester and/or year-long basis. As a result of this ongoing assessment process, faculty development initiatives are created, and modifications are made to the program curriculum and its resources, to further enhance student success.

The ISP learning communities have a three-pronged approach to assessment. First, students take online [pre-semester](#)- and [post-semester](#) surveys, and faculty also complete an online [survey](#) at the end of each semester. Student survey results are distributed to faculty by the ISP director, who also reviews faculty surveys. Second, ISP maintains a [website](#) where faculty add to an ongoing narrative which focuses on the assessment of integrative learning and changes resulting from that assessment. On that site, they upload supporting documents, including syllabi, integrative assignment prompts, and samples of student work. All ISP faculty and staff can access this website and review the information. Finally, faculty meet each semester to discuss the results of the surveys and of course-embedded assessment. They discuss effectiveness of the ISP and implement necessary changes.

Other Programs

In addition to LCs, there are at least seven other programs at KCC that are designed to foster student learning and development. These are Accelerated Study in Associate Programs (ASAP), Kingsborough's Early College Secondary School (KECSS), College Now (CN), Writing Across the Curriculum (WAC), College Discovery (CD), New Start, and My Turn. In general, assessment of each of these programs is the responsibility of the program directors. Program leaders maintain archives of assessment results and distribute them to administrators and other relevant members of the college community upon request.

As a case in point, College Now does not offer degree programs and thus implements assessment protocols that are designed by each content area leader. Area leaders and participating faculty then discuss results and modify practices accordingly. Though specific assessment protocols differ in the various content areas, the following examples are representative of the consistent assessment practices throughout the College Now program: The Science area formed a committee that established assessment tools that participating faculty then implement in the classroom. The Humanities area also formed a committee which composed course objectives that focused on the integrative aspects of the course. For this Humanities course, at the end of each semester, a lesson plan that addresses one course objective is presented to the all participating faculty at a mandatory professional development workshop. All College Now content area leaders and participants discuss ways in which classroom practices can be improved or reinforced in light of assessment results.

In conclusion, Kingsborough has in place an approach to assessment of student learning that is organized, systematized, and sustainable. Assessment measures are well matched to goals and provide useful and accurate evidence about student learning. Engaging in collection and analysis of assessment data in order to continuously improve curriculum and instruction is an established feature of the College's professional culture. As outreach efforts, professional learning opportunities, and accountability mechanisms are further developed and refined, implementation is expected to become even more widespread and more meaningful.

Suggestions and Recommendation

Suggestions:

- Faculty participation has been good in the first several cycles of course-embedded assessment of degree program outcomes. The College needs to sustain the momentum of these first few years and continue to develop a culture where assessment is routine and accepted as part of faculty's professional obligations.
- Revise the Academic Program Review Self-study process so that it is more meaningfully linked to the CADPO process.
- Make information in the Weave repository more easily accessible to the college community.

Recommendation:

- In response to the academic program reviews, action plans are routinely created, but processes that allow for discussions and follow-up with the Provost have not always been consistently followed. The College needs to be more consistent about adhering to these procedures. (See also Standard 7)

Glossary

Accelerated Learning Program (ALP): An innovative program designed to advance students through Developmental English and Freshman Composition more quickly by inviting students whose placement is in the upper Developmental Writing course to register into Freshman Composition, and providing additional support via a companion course.

The Accelerated Study in Associate Programs (ASAP): A CUNY program designed to help motivated students earn their Associate degree as quickly as possible. It is a structured program that provides a comprehensive array of supports and services that help students successfully graduate and transfer into a Bachelor degree program or pursue a career. Students benefit from advantageous block schedules, low student-counselor ratios, and a variety of economic supports.

Access-Ability Services: Assists students with documented disabilities by determining their eligibility for services and then working to determine reasonable accommodations and services, which will give them equal access to the College.

Achieving the Dream (AtD): Kingsborough is a member of the Achieving the Dream, a national network of community colleges allied to promote institutional change and improve student outcomes.

ACEN (formerly NLNAC): Accreditation Commission for Education in Nursing

Aspen Prize for Community College Excellence: A competition to identify leading community colleges in the United States.

AssistMe: App to help students connect to resources available to them at the College.

CCCSE - Identifying and Promoting High-Impact Practices in Community Colleges: A program of the Center for Community College Student Engagement that colleges use as a catalyst for planning and instituting best practices.

Center for Academic Writing Success (CAWS): The Center offers walk-in tutoring, one-on-one tutoring, English class labs mandated by the ESL/ENG sequence, and special lab hours for students in the ACESL Opening Doors programs.

Center for Economic and Workforce Development (CEWD): An entity within CUNY that provides under- and unemployed residents with the training and skills necessary to advance their current careers or continue toward achieving a higher educational goal.

Collaborative on Academic Careers in Higher Education Faculty Job Satisfaction Survey (COACHE): A study conducted nationally by the Harvard Graduate School of Education where results for KCC are compared to those of other community colleges in the CUNY system.

College Council: The on-campus governing body of Kingsborough Community College. It is responsible, subject to the guidelines established by the Board of Trustees of the City University of New York, for the formulation of policy relating to the admission and retention of students, including health and scholarship

standards, student attendance, curricula, and the award of college credit. The faculty reserves the right to confer degrees. The Council makes its own by-laws, consistently with the policies and regulations of the Board of Trustees, and conducts the educational affairs customarily cared for by a college faculty. The College Council membership consists of chairs and faculty elected by the academic departments, delegates-at-large elected from the instructional and support staff, and officers of the student government.

College Discovery (CD): Program created at CUNY to assist students who have the potential to succeed, but lack the educational foundation and economic resources to achieve their goals. As a higher education opportunity program, College Discovery provides assistance to students entering college for the first time who might otherwise be excluded due to academic or economic circumstances. College Discovery offers students a variety of support services such as counseling, new student orientation, leadership skills development through various clubs, supplemental instruction, and financial aid.

College Now: A program enrolling high school juniors and seniors designed to smooth their transitions to college. Depending on their academic skills level, students are offered developmental instruction of college-level courses. Instruction takes place at the high schools, outside of regular school hours.

Community College Survey of Student Engagement (CCSSE): Survey that asks students questions about their college experiences in order to identify good educational practices related to retention and other desired student outcomes.

Coordinated Undergraduate Experience program (CUE): A CUNY-wide initiative that aims to strengthen undergraduate education and improve student outcomes. Priorities for CUE funding focus on supporting programs that, directly or indirectly, effectively enhance student success.

College Opportunity to Prepare for Employment (COPE): Program that provides support and employment services to current or former CUNY students or applicants who receive public assistance benefits (Temporary Assistance to Needy Families, Safety Net, or Food Stamps) as they transition into self-reliance and financial independence.

CUNY: The City University of New York is a system of 24 colleges and schools offering degrees at the Associate, Baccalaureate, and graduate levels.

CUNY Board of Trustees: The governing body of the City University of New York. It sets policies over the governance of the individual colleges within the CUNY system.

CUNY Compact: This funding mechanism for the university seeks to provide stable funding through a balance of public allocations, private philanthropy, operational efficiencies, revenues from increased enrollment and modest, predictable tuition increases.

CUNYFirst: CUNY's centralized data system, implemented at Kingsborough in 2012.

The CUNY Language Immersion Program (CLIP): An intensive, 25-hour-per-week ESL program that meets five hours a day, five days a week. Through day and evening sessions, there are approximately 800 registrations annually. The classes are structured like college classes and include content in history, literature, sociology, health, and hospitality.

CUNY Start: Program that provides preparation in academic reading/writing, math, and college success. It is open to college-bound high school graduates and high school equivalency diploma recipients who have been admitted to CUNY and who have taken the CUNY Assessment Tests (but have not yet registered for classes). CUNY Start students have all demonstrated need for extensive skills development in reading/writing and/or in math. Students can then enroll in KCC for the following semester.

CUNY Student Experience Survey (CSES): Survey administered by CUNY which asks students at each of the colleges to report on their experiences.

KCC Reads: Kingsborough's common reading program, it intends to foster a reading culture and community through reading, discussion, teaching, and research on a single book.

Kingsborough Center for Advanced Technology Training (KCATT): A professional development center offering workshops and assistance to faculty interested in improving the effectiveness of their teaching, supported and enhanced by the application of technology to learning. The Center serves as a laboratory for the design, production, and practice in the use of instructional materials for local and remote delivery.

Kingsborough Center for eLearning (KCeL): Center that incorporates the use of technology but focuses primarily on pedagogy, and is directed by a senior faculty member with extensive experience in digital instructional design, accompanied by technical support. KCeL is closely allied and shares programming with the Kingsborough Center for Teaching and Learning (KCTL), and together they form a nexus of activity regarding professional development. Additionally, KCeL provides leadership in policy development and quality assurance for online and hybrid courses.

Kingsborough Center for Teaching and Learning (KCTL): A faculty-owned center that supports and promotes faculty exploration and dialogue regarding professional development, including best practices, particularly those that incorporate innovative and integrative pedagogical methodologies.

Kingsborough Early College Secondary School (KECSS): A small school where students may have the opportunity to earn an Associate's Degree during their time in secondary school.

Kingsborough English Language Institute (KELI): ESL program that provides intensive instruction in academic reading and writing skills to immigrants and international students who are 18-years and older and who have not yet been accepted to college. The goal of this program is to help international F-1 visa students who are applying to college pass the Test of English as a Foreign Language (TOEFL), as well as to significantly reduce the number of developmental classes these students would need once they enroll in college.

Learning Communities: Programs in which faculty collaborate to thematically link two or more courses that enroll a common cohort of students. KCC has three learning community programs: *Opening Doors*, primarily for entering students, *ACESL Learning Communities*, and the *Integrative Studies Program*, for continuing students in selected majors.

MDRC: Research organization dedicated to designing new interventions, evaluating existing programs, and providing technical assistance to building better programs. Kingsborough participated in MDRC's random-assignment research project on Learning Communities.

New Start: Program funded by CUE to assist students who have enrolled in Kingsborough after experiencing academic difficulty at a CUNY senior or comprehensive college. This support has included tutoring, mentoring, and one-on-one advisement.

Noel Levitz Student Satisfaction Inventory: Survey that measures student satisfaction and priorities in colleges throughout the nation.

Pathways: A CUNY initiative that establishes new general education requirements and transfer guidelines across the University. The centerpiece of this system is a 30-credit general education Common Core. Once fulfilled at one CUNY college, these general education credits will carry over if a student transfers to another CUNY college. Pathways also aligns gateway courses for a number of popular majors.

Performance Management Process (PMP): A CUNY process to promote accountability and improvement, which requires Kingsborough to set performance targets for University goals, goals for community colleges, and college focus area goals. At the end of each academic year, the College reports its progress meeting those goals, and sets goals for improvement for the following year.

Personnel and Budget Committee (P&B): Department P&B committees are responsible for personnel actions such as recommendations for appointment, reappointment, or non-reappointment; tenure; and advancement. Budgetary decisions made by departmental P&Bs include disbursement of travel funds, overload assignments, and approval of non-college employment. The College P&B Committee considers the recommendations of the departmental P&B and the review committees and makes recommendations to the College President who then makes the final decision.

Single Stop USA: National organization, represented at Kingsborough, that connects people to the resources they need to attain higher education, obtain good jobs, and achieve financial self-sufficiency.

TRiO Student Support Services: A federally funded program to develop student academic competencies that addresses the academic and vocational needs of matriculated post-secondary students with special needs.

Voluntary Framework for Accountability (VFA): Survey that benchmarks key institutional performance indicators such as credit accumulation, retention, graduation and transfer rates against a selection of similar colleges nationwide.

Web-based Analysis and Visualization Environment (WEAVE): Assessment and planning software package that allows the College to collect, organize and publicize assessment practices throughout campus.

Writing Across the Curriculum (WAC): A program that certifies faculty to teach writing intensive sections of courses, emphasizing the development of writing skills in many disciplines. All degree-seeking students are required to complete one WAC class before graduating.