

Administrative, Educational, and Student Support (AES) Assessment

Progress Report Fall 2018 to Spring 2020

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## Administrative, Educational, and Student Support (AES) Assessment Plan

Administrative, educational, and student support (AES) assessment will give units and offices the opportunity to examine and improve their functioning by explicitly stating their goals and designing assessments that will bring evidence to bear. In order to encourage collaborations and to further promote a culture of assessment, AES areas are asked to assess their contributions to equity, a central component of the college mission statement. These activities will also allow each area to examine policies that facilitate or impede equitable outcomes.

We began with a first wave of participating units that are being closely supported in this process. In collaboration with the Office of Institutional Research, Assessment and Planning (IR), each unit identified goals, composed assessments, are carrying out those assessments, evaluating results, and planning subsequent activities aimed at improving student learning and other outcomes. The other inventoried units will follow in three succeeding cohorts.

These assessments took place in five stages:

1. Selection of Functional Areas (Summer 2018)
  - Each division of the college identified several offices or functions to participate in the first wave of assessment, with the remaining areas to follow in successive years.
2. Composition of Mission/Statement of Purpose, Goals, and Assessments (Fall 2018/Winter 2019)
  - Depending on size, each of these areas selected an assessment liaison or committee. IR, in conjunction with a small committee of faculty and staff with experience in assessment, worked with each of these areas to improve existing area goals or compose new ones.
  - Goals map to the emergent Mission and Institutional Priorities and to Middle States standards.
  - Equity is included in the goals, with the intention that we examine how policies and processes contribute to or impede equity.
  - Each unit chose three priority goals to assess over the next three years. For the fourth year of the rotation, units will reflect on the results of their assessments and interventions over the past three years and consider the overall effectiveness of their efforts. We will endeavor to implement a system of external evaluation in the fourth year, the form of which is still in the planning stages.
  - Designed assessment procedures and/or instruments.
3. Data Collection and Disaggregation (Spring 2019)
  - IR is supporting areas in collecting data and defining dimensions for disaggregation.
  - If inequities are found, we ask how policies contribute to inequities, or how policies can more effectively contribute to equity. If no significant inequities are found (on parameters chosen), we ask how our policies contribute to equity and how can we sustain/scale them.
4. Review of Results (Spring 2019/Fall 2019)
  - What did we learn from the assessment?
  - What did we learn from disaggregation?

- IR worked with the area assessment liaisons/committees throughout the year to implement assessments and report the actionable results.
5. Innovation (Fall 2019/Spring 2020)
- What will we do with what we learned? Plan and implement interventions.
  - Follow up to ascertain the effects of innovations and interventions.
  - Revisit Mission Statements and Goals for each area.

Inventory of AES Units and Four-Year Rotation of Assessments					
Annual Assessment Activity				Unit	Division
2018-19	2019-20	2020-21	2021-22		
G1	G2	G3	Reflection	Academic Scheduling	Academic Affairs
Ongoing				Advisement	Academic Affairs
Ongoing				ASAP	Academic Affairs
Ongoing				Tutorial - Combined	Academic Affairs
Ongoing				College Now	Academic Affairs
Ongoing				KCeL	Academic Affairs
Ongoing				KCTL	Academic Affairs
Ongoing				Learning Communities	Academic Affairs
G1	G2	G3	Reflection	Library	Academic Affairs
				College Advancement	College Advancement
...	G1	G2	G3	Admissions	Enrollment Management
G1	G2	G3	Reflection	Financial Aid	Enrollment Management
G1	G2	G3	Reflection	Registrar	Enrollment Management
'''		G1	G2	Single Stop / Access Resource Center	Enrollment Management
'''				Testing	Enrollment Management
G1	G2	G3	Reflection	Bursar	Finance and Admin
G1	G2	G3	Reflection	Facilities	Finance and Admin
'''		G1	G2	Human Resources	Finance and Admin
'''		G1	G2	Information Technology	Finance and Admin
'''	G1	G2	G3	Public Safety	Finance and Admin
G1	G2	G3	Reflection	Institutional Research	Institutional Effectiveness
		G1	G2	Equal Opportunity Office	President
				Communications and Marketing	Comm & Marketing
	G1	G2	G3	Access Ability	Student Affairs
				Athletics	Student Affairs
G1	G2	G3	Reflection	Men's Resource Center	Student Affairs
		G1	G2	Career Services	CEWD
		G1	G2	Child Care	Student Affairs
G1	G2	G3	Reflection	College Discovery	Student Affairs
		G1	G2	Counseling / Wellness	Student Affairs
	G1	G2	G3	Community Standards/Student Conduct	Student Affairs
G1	G2	G3	Reflection	Student Life	Student Affairs
Ongoing				New Student Orientation	Student Affairs
				Student Union and Intercultural Center	Student Affairs
	G1	G2	G3	TRiO	Student Affairs
	G1	G2	G3	Veteran Services	Student Affairs
		G1	G2	Women's Resource Center	Student Affairs
G1	G2	G3	Reflection	Continuing Education	Continuing Education

## **ACADEMIC AFFAIRS**

### **Academic Scheduling:**

#### Mission

To provide support to academic departments in the development of the schedule of classes, and to assign classroom space fairly and in a manner that accommodates the college's academic and instructional needs.

#### Goals

- To prepare and maintain the schedule of classes
- To equitably allocate all academic rooming assignments and process change requests
- To allocate academic room reservations

#### Additional Goals

- To register all grade changes
- To assist in student course registration
- To distribute, collect, retain, and retrieve class rosters
- To collect, retain, and retrieve final examinations

#### Overview of Responsibilities

Allocation of all academic rooming assignments

Academic room reservations

Grade change registration

In-person registration assistance

Maintenance of electronic course catalog

Post-enrollment requisite checking

Preparation and maintenance of the schedule of classes

Room change requests

Roster distribution, collection, retention, and retrieval

Final examination collection, retention, and retrieval

#### Assessment Plan

Goal Assessed: To allocate equitably all academic rooming assignments and process change requests

The Office of Academic Scheduling downloaded a file of Fall 2017 room usage from the room reservation system to study utilization patterns by room, day of the week, and time of day. This required a significant amount of manual post-processing so that the file yielded the information we were seeking. The final file included only credit and developmental classes and, for the purposes of this analysis, excluded continuing education, meetings, and other events.

A grid was constructed showing the percentage of classrooms that were in use for each day of the week and time of day. The time slots used largely conformed by KCC’s class schedules. Though not all classes run on that schedule, the slot was marked occupied if that classroom was occupied for the entire period, or for only a portion of it.

Percentage Classroom Occupancy by Day and Time Fall 2017							
Time Started	Day						
	M	T	W	TH	F	SA	SU
8 10	23	<b>27</b>	24	<b>28</b>	3	2	1
9 10	<b>59</b>	<b>66</b>	<b>57</b>	<b>65</b>	15	20	9
10 20	<b>75</b>	<b>87</b>	<b>85</b>	<b>80</b>	19	20	10
11 30	<b>76</b>	<b>81</b>	<b>77</b>	<b>71</b>	17	20	9
12 40	<b>76</b>	<b>81</b>	<b>80</b>	<b>76</b>	14	18	8
1 50	<b>60</b>	<b>63</b>	<b>63</b>	<b>61</b>	10	15	7
3 00	<b>36</b>	<b>30</b>	<b>39</b>	<b>38</b>	5	7	1
4 10	24	21	28	23	2	2	1
5 20	9	11	13	12	1		
6 00	<b>43</b>	<b>50</b>	<b>48</b>	<b>46</b>	4		
7 10	<b>45</b>	<b>45</b>	<b>44</b>	<b>45</b>	3		
8 10	<b>34</b>	<b>34</b>	<b>31</b>	<b>35</b>	3		
9 10	20	<b>29</b>	<b>26</b>	<b>29</b>	2		

Between 9:10 AM and 3:00 PM, Monday through Thursday, more than half of all classrooms were occupied. Every slot between 10:20 and 1:50 Monday through Thursday was more than 70% utilized. Since meetings and continuing education courses were not included in this analysis, it can be concluded that during these times Kingsborough is running close to capacity. No more than 20% of the available classrooms were utilized in any time period on Friday.

As a follow-up, we determined room utilization for each major building or cluster of buildings on campus. The results showed that the West Academic Cluster (C,D,E,F) is, by a wide margin, the most

heavily utilized area on campus. However, even during the peak hours between 9:10 AM and 3:00 PM, the MAC, S, T, and V buildings/complexes do not approach full utilization. This is probably even lower now, since enrollment has fallen since the Fall 2017 term our file reflected.

Percentage Classroom Occupancy by Building/Cluster Fall 2017 Peak Times (M-Th 9:10 AM - 3:00 PM)							
Buildings	Day						
	M	T	W	TH	F	SA	SU
C,D,E,F	<b>85</b>	<b>92</b>	<b>85</b>	<b>91</b>	...	...	...
M	<b>71</b>	<b>78</b>	<b>72</b>	<b>70</b>	...	...	...
S	<b>64</b>	<b>61</b>	<b>60</b>	<b>54</b>	...	...	...
T	<b>64</b>	<b>77</b>	<b>72</b>	<b>70</b>	...	...	...
V	<b>68</b>	<b>73</b>	<b>69</b>	<b>68</b>	...	...	...

## **Freshman Services:**

### Mission

The Office of Freshman Services assists freshman students in making a comfortable and successful transition to Kingsborough Community College. The office is dedicated to students' personal, social and academic growth. It aims to foster an environment that highlights student equity by encouraging student growth, promoting self-sufficiency, and academic responsibility of all students.

### Goals

- Facilitate the identification and achievement of freshmen students' educational, career, and life goals.
- Foster understanding of college requirements and awareness of campus resources.
- Identify at-risk students in our cohort in a timely fashion (e.g. Starfish) and collaborate with faculty to work with students to provide options that resolve their academic/personal issues.
- Increase persistence of freshman to their second and third semesters.
- Decrease late student registration and help increase recruitment by providing on-going freshman student registration.

### Assessment Plan

Goal Assessed: Foster understanding of college requirements and awareness of campus resources.

The team modified the survey of college resources and policies that is being used by the Men's Resource Center to reflect the items that are of the highest priority for entering freshman students. The survey was to be administered to select incoming populations during the Spring 2019 pre-enrollment period.

### UPDATE

The functions of the Office of Freshman Services are being redistributed and their goals will be embedded in advisement for the Academies. Assessment of those goals was deferred until after the reorganization.



## Library:

### Mission

The Robert J. Kibbee Library, through its physical space and virtual access, is a dynamic learning environment. It is dedicated to supporting Kingsborough Community College in fulfilling its educational goals. The library provides a collection of scholarly and up-to-date resources, varied modes of instruction, and innovative services. By rendering the tools necessary to achieve academic and vocational success, the library inspires lifelong learning and fosters the critical analysis of information sources essential in the twenty-first century.

### About the Library

The Robert J. Kibbee Library serves the college by providing materials and services to support the curricula, assist students and instructional staff with study and research, and stimulate cultural development. The Library is the catalyst in enabling the college to ensure that its graduates are information literate.

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. Additionally, the library offers interlibrary loans, courtesy cards for use at non-CUNY libraries, and class orientation lectures and tours.

### Accessibility Goals

- Demonstrate accountability with regard to the library's commitment to supporting inclusive learning.
- Further staff competencies through training and disseminating new information about tools and resources.
- Document and liaise with departments and stakeholders in the development of accessibility policies and documentation in cases of audits to ensure that new resources and services are fully accessible.
- Identify accessibility issues, barriers to resolving them, and issues resolved throughout the year(s).

### Assessment Plan

Goal Assessed: Identify accessibility issues and barriers to resolving them

- Determine how many databases funded by KCC have VPAT (accessibility compliance) in their contract agreements as they come up for renewal throughout the year.
- Conduct a walk-through audit of physical accessibility issues in the Kibbee Library.

### Results

Both the database and the physical accessibility reviews have been completed, and faculty are considering how to report results and advocate for beneficial actions.

## Transfer Services:

### Mission

The mission of the Transfer Center is to provide various resources and services that will assist students who are transferring into Kingsborough or are looking to transfer out.

To fulfill this mission, the center seeks to educate students about KCC degree requirements and college policies, as well as transfer options. Services include individual and group advisement, helping students transferring to KCC to understand course equivalency information, and programs and events such as transfer fairs and onsite admission days.

In addition to serving all students seeking to transfer into KCC, the center provides additional support for students who have been academically dismissed from partner institutions and are designated as New Start.

### Goals

Our goals are to help students:

- Make a successful transition to the college
- Clarify their educational goals and develop a plan to achieve them
- Understand their transfer credit evaluation, KCC degree requirements, and the Degree Works audit system
- Become aware of and utilize campus resources and support services
- Graduate and transfer to a four-year college

### Assessment Plan

Goal Assessed: Help students clarify their educational goals and develop a plan to achieve them

We created a survey asking transfer students to clarify their goals. This survey was to be implemented with New Start students who enrolled at KCC for the first time this Spring 2019 semester. It was also planned to administer the survey with incoming Fall 2019 New Start students in Spring 2019 and Summer 2019.

### UPDATE

The functions of the Office of Transfer Services are being redistributed and their goals will be embedded in advisement for the Academies. Assessment of those goals was deferred until after the reorganization.

## **ENROLLMENT MANAGEMENT**

### **Financial Aid:**

#### **Mission and Goals:**

The Office of Financial Aid at Kingsborough Community College aims to assist the current and prospective student and their families with obtaining the necessary financial resources to finance their education at Kingsborough Community College including:

- Providing adequate financial assistance and resources to eligible students
- Advising students and families on the availability of financial aid
- Assisting students and families with the completion of financial aid forms and other required documents
- Processing financial aid in compliance with federal and state regulations
- Providing information to students regarding budgeting, alternative aid sources and debt management
- Providing information and training to our students to enable them to become financially responsible

#### **Assessment Plan**

Goal Assessed: Providing adequate financial assistance and resources to eligible students.

Financial aid advisors visited SD 10 classes and explained policies and procedures. Subsequently, students completed quizzes showing the extent of their knowledge of the subjects covered. More than 300 quizzes were collected in Fall 2018 and more than 100 in Spring 2019.

Results from Fall 2018:

	Question	Total N	Percent Correct
1.	In order to receive Federal Financial Aid you must be a United States Citizen, a permanent resident, or an eligible noncitizen of the United States with a valid Social Security Number.	325	95.5
2.	The amount of full-time tuition is the same at CUNY community colleges as it is at CUNY senior colleges.	322	78.9
3.	What is the free website to use to complete the Free Application for Federal Financial Student Aid (FAFSA)?	325	93.1
4.	You must be registered for 15 credits to be considered full-time for financial aid purposes.	323	73.4
5.	If you transfer your income information from your IRS records to your online FAFSA application, and selected for Financial Aid verification, you will need to submit a copy of your tax return transcript to the financial aid office.	324	25.4

6.	In order to receive TAP (Tuition Assistance Program) from New York State, you must be a New York State resident, be admitted to a degree program, and be enrolled for at least 12 credits each semester.	325	91.4
7.	Your State (TAP) and Federal (Pell/Direct Loans/FSEOG) financial aid will not be impacted if you officially withdraw from classes.	324	76.1
8.	Federal Financial Aid (Pell) will pay only up to 30 remedial credits.	322	59.8
9.	If you take 12 credits in the Fall semester, you do not have to pay for the winter session.	321	68.3
10.	In order to maintain eligibility for the Excelsior Scholarship, you must take 24 credits per calendar year.	317	55.0
11.	You have to be full-time in order to receive Federal Financial Aid.	321	56.8
12.	I am considered independent on my FAFSA if I am 24 years old.	322	76.1

In general, students showed adequate mastery of the topics at hand, although they had lower percentages of correct answers on several items:

- Item 5 - documentation needed for verification (25.4%),
- Item 10 – eligibility for the Excelsior Scholarship (55.0%),
- Item 11 – relationship of full-time status to financial aid eligibility (56.8%), and
- Item 8 – limit of remedial credits supported by Pell (59.8%).

In Spring 2019, the SD 10 information sessions were modified to address the shortcomings found in the Fall. The survey was repeated in slightly modified form, with the results at follows:

	Question	Total N	Percent Correct
1.	In order to receive Federal Financial Aid you must be a United States Citizen, a permanent resident, or an eligible noncitizen of the United States with a valid Social Security Number.	140	93.6
2.	The amount of full-time tuition is the same at CUNY community colleges as it is at CUNY senior colleges.	139	72.1
3.	What is the free website to use to complete the Free Application for Federal Financial Student Aid (FAFSA)?	138	85.7
4.	You must be registered for 12 credits to be considered full-time for financial aid purposes.	140	90.0
5.	If you use the IRS Data Retrieval Tool the school does not have to request copies of your/your parent's tax return if you are selected for verification.	139	52.9
6.	In order to receive TAP (Tuition Assistance Program) from New York State, you must be a New York State resident, be admitted to a degree program, and be enrolled for at least 12 credits.	140	90.7
7.	Your State (TAP) and Federal (Pell/Direct Loans/FSEOG) financial aid will not be impacted if you officially withdraw from classes.	138	69.3

8.	Federal Financial Aid (Pell) will pay only up to 30 remedial credits.	139	67.1
9.	If you are a NYS resident and are charged in-state tuition you do not have to pay for the summer session if you take 12 credits during the spring semester.	139	70.0
10.	In order to continue receiving the Excelsior Scholarship, you must take 24 credits per calendar year.	139	47.9
11.	You have to be full-time in order to receive Federal Financial Aid.	139	60.7
12.	I am considered independent on my FAFSA if I am 24 years old.	138	81.4

The percentage of students answering correctly went up on three of the challenging items from the Fall:

- Item 5 (verification) – Increased from 25.4% to 52.9%,
- Item 8 (Pell for remedial credits) – Increased from 59.8% to 67.1%, and
- Item 11 (Full-time status) – Increased from 56.8% to 60.7%.

However, the percentage of students answering correctly on Item 10 (Excelsior Scholarship) decreased from 55.0% to 47.9%.

The Financial Aid staff continues to monitor these results and is planning additional modifications to the information sessions for Fall 2019. The surveys will be repeated in the coming year.

## Registrar:

2019-2020:

### Mission

The Office of the Registrar maintains academic records for all students and is responsible for the registration of students into classes after they have been admitted to the college.

The Office is responsible for:

Advanced standing evaluation of transfer credit

Change of address, curriculum, grades, matriculation status, session attended

Permit to attend other CUNY colleges

Readmission

Access to records

Transcripts

Withdrawals

Degree Audit

### Goals

- Maintain academic records for all students
- Register students into classes and special programs
- Guide each student through the steps of admission, registration, graduation, and post-graduate recordkeeping.

### Important Message to Students

You must be registered to attend classes. No student is considered registered until all appropriate forms are filed with the Registrar's Office and tuition and fees are paid. Registration instructions are emailed to continuing students prior to each registration period. If you do not receive these instructions before the start of the registration period, please contact us immediately. All students must have some form of photo identification the day they register for the first time at Kingsborough.

To use student self-service to check your enrollment status on the National Student Clearinghouse, log on to Inside KCC. Once logged in, click on the National Student Clearinghouse icon.

For college admissions information, contact the Admissions Information Center - [info@kbcc.cuny.edu](mailto:info@kbcc.cuny.edu)

### Assessment Plan

Goal Assessed: Maintain academic records for all students/guide students through the steps of post-graduate recordkeeping.

The initial assessment reviewed duplication in transcript requests. After preliminary review of the current transcript request system and interactions with the fulfillment vendor, it was determined that no serious issues exist.

To assess a more salient issue, the team set out to implement a customer service survey. The first round of data collection was accomplished via paper surveys students completed in the front lobby of the Registrar's Office. The results obtained this way were overwhelmingly positive (97% "Excellent" or "Good" on all items), and it could be concluded that the survey suffered from situational bias. It was then decided that the results would be more valid if we offered all students the opportunity to respond to the survey via the internet. This would capture students who had visited the Office recently as well as those who had not been there during the data collection period. In addition, by moving the point of data collection away from the Registrar's Office, it would minimize any situational bias.

The results of the online survey (N=317) were positive, yet not unrealistically so. Eighty-one percent of the responses across all items were "Excellent" or "Good." This gave us the chance to examine differences between responses to the different aspects of the customer service provided.

<b>Registrar's Office Customer Service Survey Results</b>			
What was the purpose of your visit (to the Registrar's Office)?			
	N	%	
Registration issues	48	14.2%	
Transcripts	45	13.4%	
Graduation question	60	17.8%	
Change of major	56	16.6%	
Enrollment verification	39	11.6%	
No recent interaction with office	115	34.1%	
Other	22	6.5%	
<b>Total N of Students Responding</b>	<b>337</b>		
Note: Students were able to check more than one response for this item.			
Please rate your satisfaction with the following:			
	<u>Excellent or Good</u>		
	N	%	Total
Greeting	251	84.5%	297
Quick resolution of issues	245	82.5%	297
Follow-up on issues	203	75.5%	269
Waiting time	216	73.0%	296
Clarity of forms	245	83.9%	292
Treatment with professionalism and respect	254	84.1%	302
Helpfulness of staff	254	84.1%	302
Courteousness of staff	245	81.7%	300
<b>Total for all items</b>	<b>1913</b>	<b>81.2%</b>	<b>2355</b>

These results highlight two potential areas for improvement: Waiting time and follow-up on issues. To investigate whether these are function-specific or concerns that span a range of registrar services, we disaggregated the responses by the reasons for interaction with the office. These results suggested that students were less satisfied with follow-up on issues if they were seeking a change of major or transcripts. In addition, they were less satisfied with waiting time if they were concerned with change of major or registration issues. This suggests that the process for changing majors might have to be reviewed.



Follow-up and Waiting Time by Purpose of Visit						
	Follow-up			Waiting Time		
	Excellent or Good		Total	Excellent or Good		Total
	N	%		N	%	
Registration issues	36	75.0%	48	32	66.7%	48
Transcripts	32	72.7%	44	34	75.6%	45
Graduation question	50	83.3%	60	45	75.0%	60
Change of major	34	61.8%	55	37	66.1%	56
Enrollment verification	29	74.4%	39	29	76.3%	38
No recent interaction with office	45	39.8%	113	55	49.1%	112

2020-2021:

Mission (Revised Jul 2020)

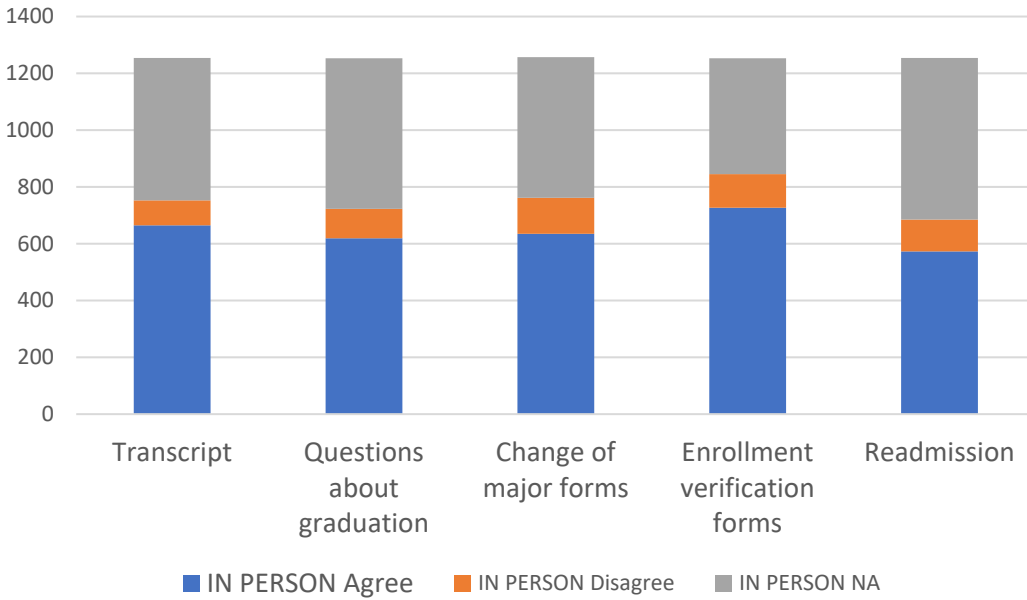
The Office of the Registrar’s mission is to enroll a diverse student population, and to provide exceptional information and advice to our students. We strive to maintain equity and seek to provide each student with the appropriate supports to foster success.

The Office is responsible for the maintenance of student records, such as grades, curriculum, and matriculation status; coordinating permits for students who wish to attend other CUNY colleges; assisting students who wish to readmit to KCC; providing official student transcripts; and helping students to withdraw from courses.

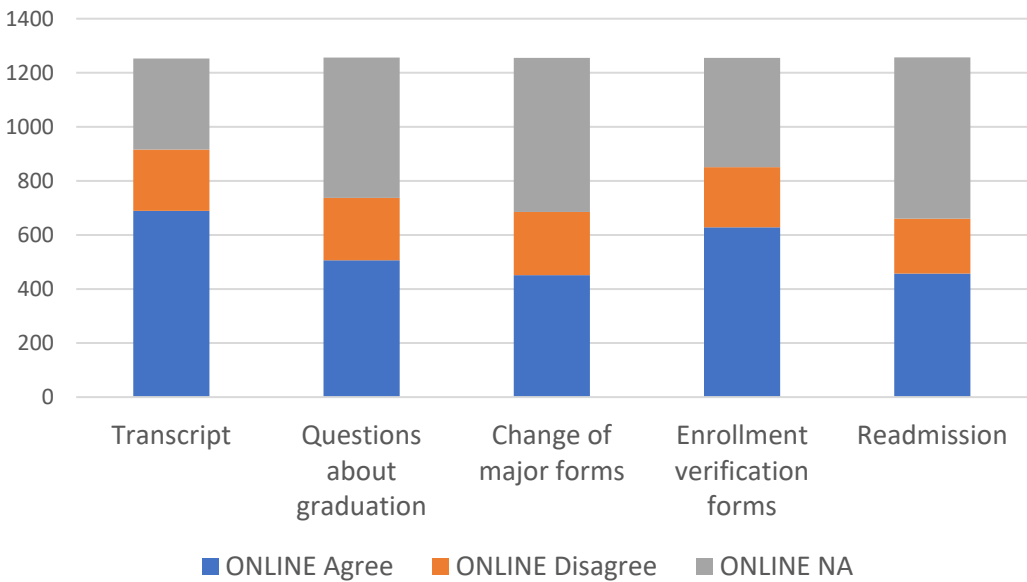
Assessment

An additional follow-up survey was conducted via SurveyMonkey during the first two-weeks of July 2020. The survey links were distributed to all students and faculty. A total of 1,260 students responded to the survey along with 154 faculty. The results showed that though students were generally satisfied with both in-person and remote Registrar services, more reported dissatisfaction with remote services than when they visited the Registrar’s office in person. While there were not very large differences in satisfaction levels with different services, a larger percentage of student respondents reported dissatisfaction with online change-of-major forms than other services. In contrast, faculty satisfaction with remote services was higher than with the in-person modality when that was offered. Faculty satisfaction with VOE rosters and grade rosters, available only through CUNY First, was extremely high. Satisfaction with WN reversal forms, both in-person and online, was lower.

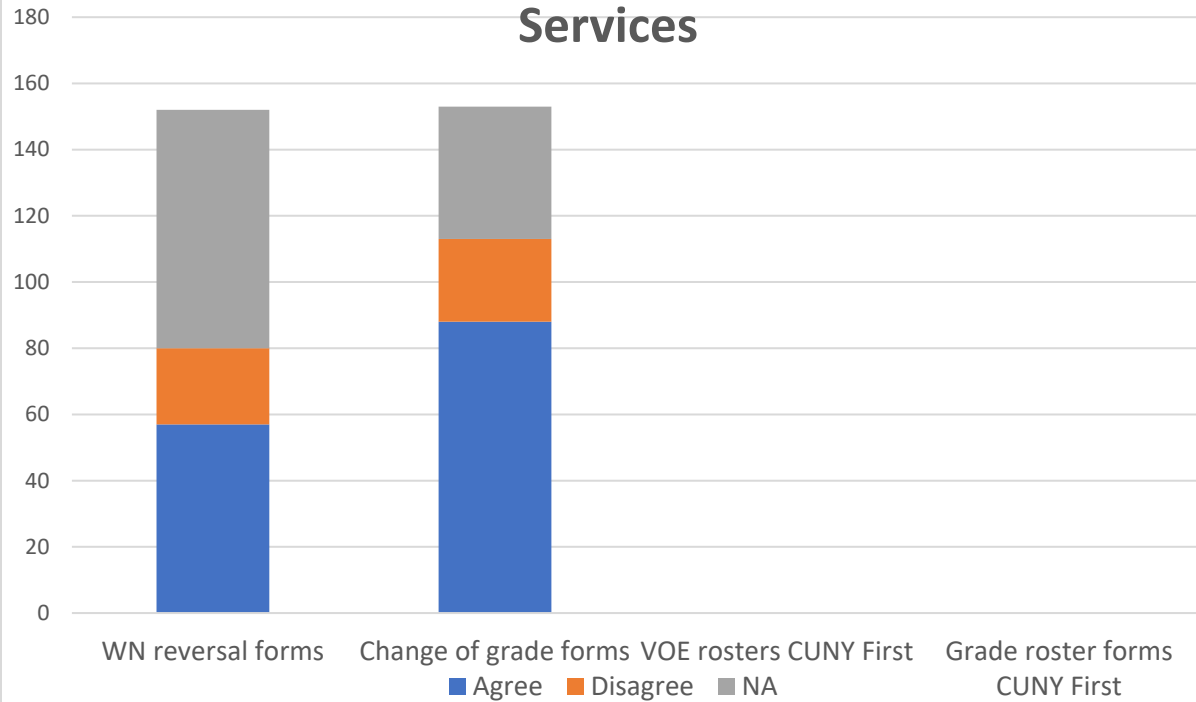
## Students: Satisfaction with In-Person Services



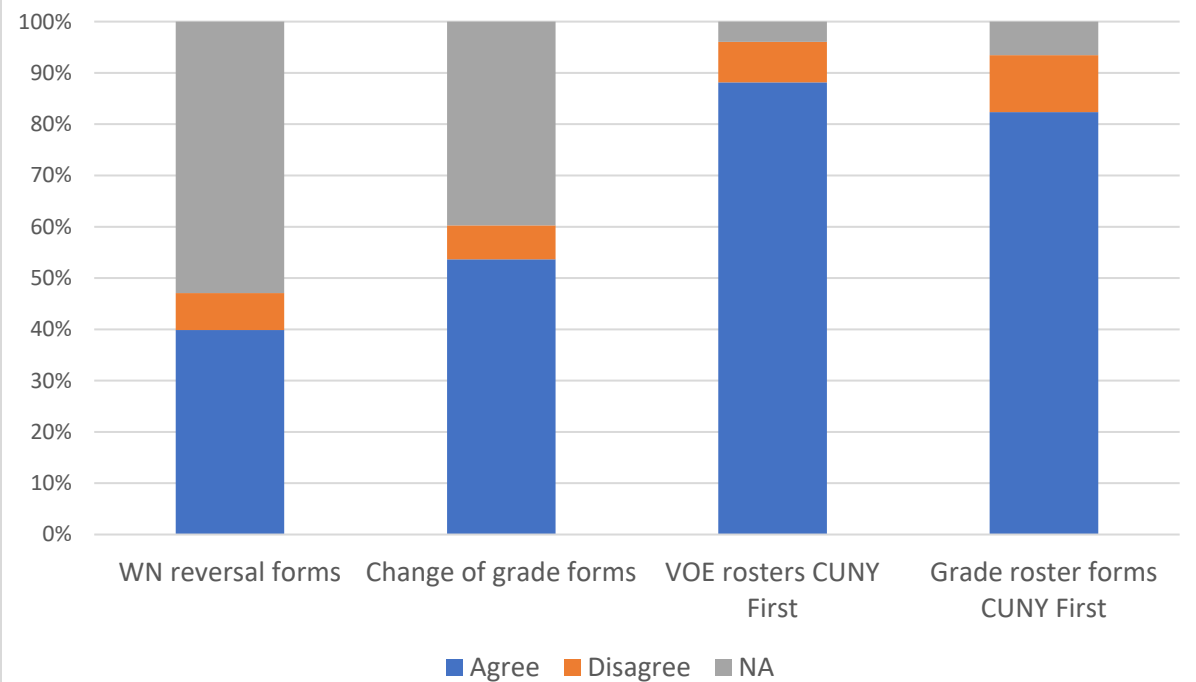
## Students: Satisfaction with Remote Services



## Faculty: Satisfaction with In-Person Services



## Faculty: Satisfaction with Remote Services



## FINANCE AND ADMINISTRATION

### Bursar:

#### Mission

The mission of the Bursar's Office is to obtain and process the data necessary to provide accurate bills and information to students. The Bursar's Office, as part of student services, is responsible for maintaining all students' tuition accounts and the college's receivables. This includes posting all tuition charges and fees; collecting, processing, and inputting all payments; generating bills; issuing student refunds; distributing checks and parking permits; and all collection activity. These functions are accomplished while serving the needs of our students within the framework of CUNY policies and procedures.

#### Goals

- Provide high quality, professional service to students.
- Provide reliable fiscal guidance and accurate and timely account information to students.
- Increase KCC's Revenue Collection Rate.
- Continuous Improvement – How can we make the Bursar processes more efficient and streamlined?

#### Assessment Plan

Goal Assessed: Provide high quality, professional service to students.

We created two customer satisfaction surveys covering the critical aspects of student interactions with the Bursar's Office. One section of the survey, focusing on face-to-face interactions, was collected near the start of the Spring 2019 semester on physical response cards at the Bursar's Office window and at the location where parking passes were distributed. The other section, asking a broader sample of students about how effectively their issues were addressed, will be distributed to all registered students on Survey Monkey via a text message blast.

The survey asked students to rate, on a scale from "Poor" (1) to "Excellent" (4), the following items:

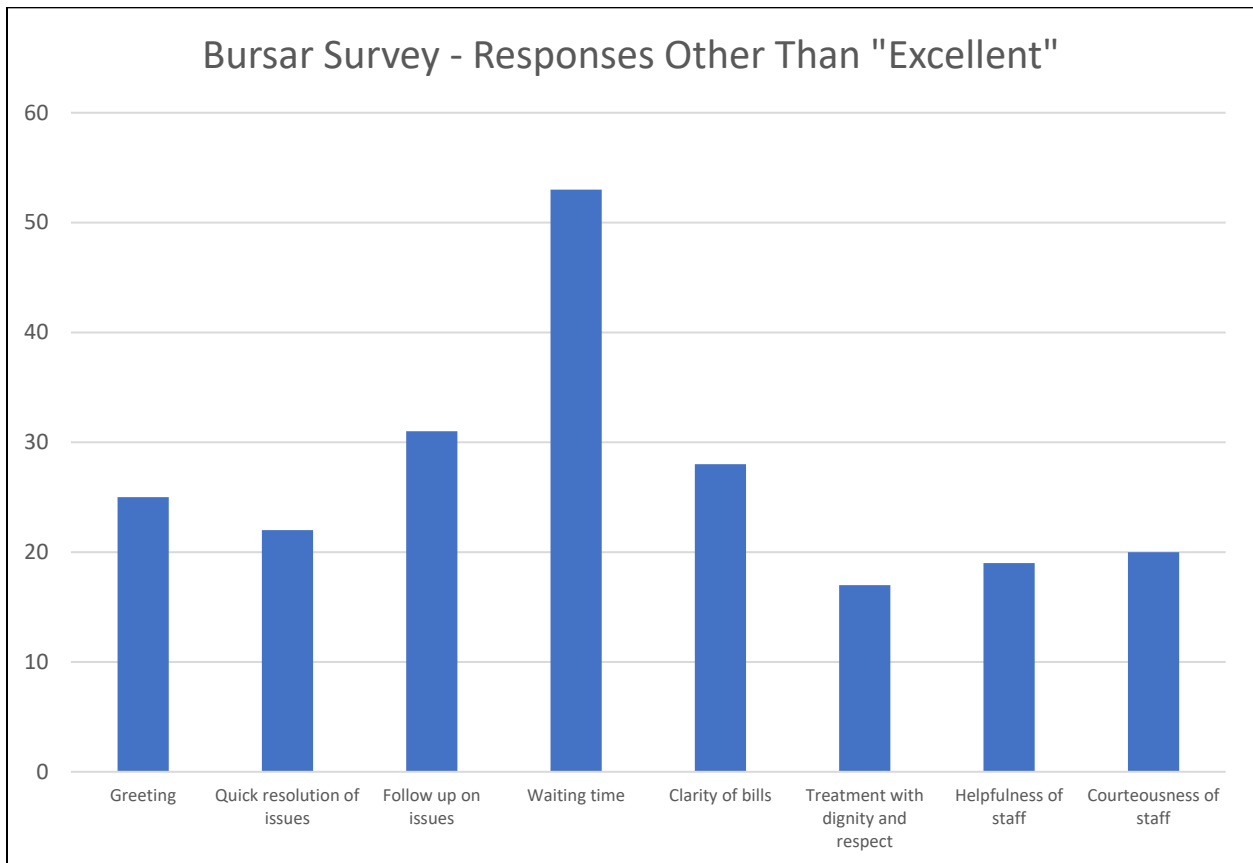
- Greeting
- Quick resolution of issues
- Follow up on issues
- Waiting time
- Clarity of bills
- Treatment with dignity and respect
- Helpfulness of staff
- Courteousness of staff

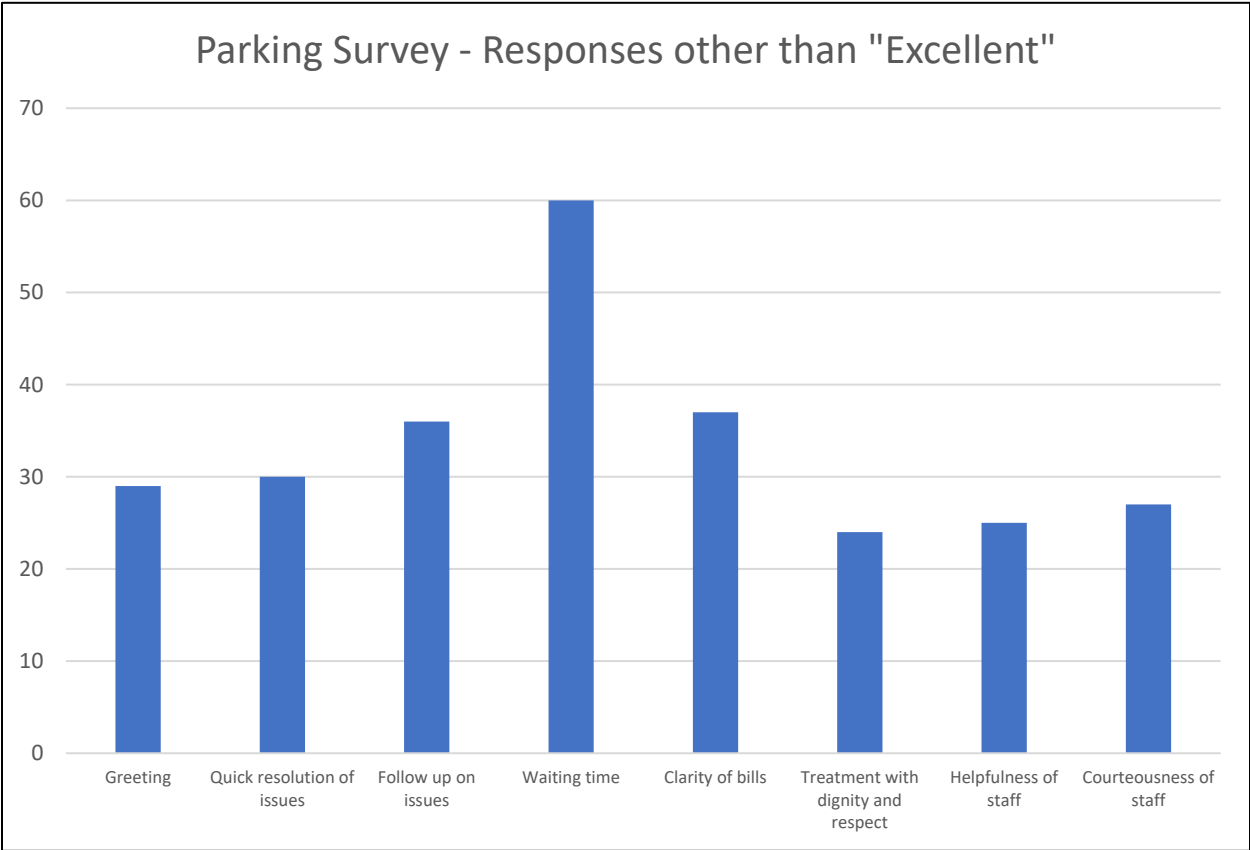
There were 238 responses to the Bursar's Office survey and 205 to the parking distribution survey. Overall, the results were overwhelmingly positive. The mean scores for the individual items convey these results, as all were close to 4.00, the value assigned to the response of "Excellent."

**Mean Scores on Bursar and Parking Surveys (1 = Poor; 4 = Excellent)**

	Greeting	Quick Resolution of issues	Follow up on issues	Waiting time	Clarity of bills	Treatment with dignity and respect	Helpfulness of staff	Courteousness of staff
<b>Bursar</b>	3.87	3.89	3.82	3.68	3.84	3.91	3.90	3.89
<b>Parking</b>	3.83	3.84	3.76	3.56	3.79	3.87	3.86	3.85

However, since the purpose of the surveys was to identify aspects of services that could be improved, we concentrated on the non-“Excellent” responses. The following two charts report the non-“Excellent” responses to the surveys collected at the Bursar’s Office and at the distribution of parking passes. The profiles of the two sets of survey results are remarkably similar. At both survey sites, students reported that waiting time was the most concerning aspect of their experience. Other areas received a few less-than-“Excellent” responses, but even they did not cluster appreciably around a single aspect.





## **Facilities / Buildings and Grounds:**

### Mission

Our mission is to operate and maintain Kingsborough's physical plant and campus to provide a healthy and safe environment that supports the college's commitment to education.

### Goals

1. To provide and maintain:
  - a) Instructional classroom space
  - b) Non-classroom instructional space
  - c) Public rooms and areas in the campus
  - d) Office spaces
  - e) Campus and building infrastructure
2. To respond to facilities-related concerns identified by campus constituents.

### Assessment Plan

Goal Assessed: To respond to facilities-related concerns identified by campus constituents.

Survey possibilities (addressed to faculty and staff):

1. Are you aware of and familiar with the email address [Service.Issues@kbcc.cuny.edu](mailto:Service.Issues@kbcc.cuny.edu)?
2. If so, have you ever submitted a concern to [Service.Issues@kbcc.cuny.edu](mailto:Service.Issues@kbcc.cuny.edu)
3. If so, was your issue responded to in a timely manner?
4. If you submitted a concern to [Service.Issues@kbcc.cuny.edu](mailto:Service.Issues@kbcc.cuny.edu), how satisfied were you with how effectively the issue was addressed?

Additionally, the Faculty and Staff Satisfaction Survey of Fall 2018 addressed numerous aspects of the campus physical environment. Concerns were voiced about many aspects of the campus, and the lowest levels of satisfaction were voiced about bathrooms and elevators. Buildings and Grounds staff have designed interventions to address the issues that have been identified.

Goal Assessed: To provide and maintain instructional classroom space

A survey was administered via email to campus faculty asking about preferences for classroom furniture:

- What type of student seating arrangement would you prefer to see in a general classroom?
- In which building would you like to see a pilot installation of your preference?
- What type of Instructor's Station do you prefer?
- What would be the ONE thing you would change to improve the functionality of our general classrooms?

The 154 responses highlighted faculty preferences in classroom furniture (for both students and instructors), buildings where changes are most desirable, and suggestions for the improvement of classroom functionality. The most salient results were:

- Faculty (52%) prefer classrooms to be flexible so that they can rearrange student stations to fit the activity they are conducting.
- They would prefer to have a pilot installation in the West Academic Cluster (C,D,E,F). Preference for the Cluster (33%) is consistent with the results of the space utilization analysis (see Academic Scheduling above, which shows that these are the most highly utilized classroom spaces on campus).
- Although preference was shown for both, more faculty prefer a podium and stool (50%) than the traditional desk and chair instructor station (33%).

The Classroom Furniture Committee met to consider the results and recommended that one pilot flexible classroom be created in the West Academic Cluster. Campus Planning and Design has identified space (D-319), appropriate furniture, and resources to implement this pilot.



## **INSTITUTIONAL EFFECTIVENESS**

### **Institutional Research:**

#### Mission

The mission of the Office of Institutional Research, Assessment and Planning is to collect, analyze, interpret, and disseminate internal and external data relevant to the college's planning and decision-making processes including but not limited to academic planning, enrollment management, student support, marketing, assessment, and institutional effectiveness.

#### Goals

- Meet the college's internal needs for data to support decision-making
- Support college academic departments and programs with research and assessments
- Provide leadership for institutional accreditation
- Collaborate with administrative, educational, and student support offices to conduct assessments that foster continuous quality improvement **(Priority)**
- Create linkages between college goals, strategic planning, and institutional data **(Priority)**
- Conduct and facilitate survey research that supports institutional needs
- Support faculty research into academic processes and outcomes
- Provide timely and accurate information to external entities
- Collaborate with other offices and departments to identify and work towards addressing gaps in equity **(Priority)**

#### Assessment Plan

Goal Assessed: Collaborate with other offices and departments to identify and work towards addressing gaps in equity.

The Office of Institutional Research has tracked major projects it conducted in 2018-2019 to determine the nature of projects done, whether or not the research questions addressed were amenable to disaggregation of the results, what kinds of disaggregation were provided, and whether there were opportunities to further analyze disaggregated data.

#### **Projects with Full or Partial Disaggregation**

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(ethnicity, gender, age, Pell, zip code, admit type, and/or part-time/full-time)

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Databook (Web Profile)  
Opening Doors Learning Communities  
Accelerated Learning Program (ALP)  
Academic Momentum  
Student Success Summit  
English and Math Placement

ENG 92 Withdrawals  
College Now  
Achieving the Dream - Leader College of Distinction  
College Discovery  
Enrollment Profile  
Retention Fall to Spring  
Academic Program Review  
Honors Program  
Nursing Annual Report

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**Opportunities for Further Disaggregation (Where Appropriate)**

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1. Disaggregate additional data areas such as transfer data
  2. Disaggregate additional dimensions in areas partially done
  3. Disaggregate data for Administrative, Educational, and Student Support (AES) Assessment
  4. Prioritize which areas and dimensions should be disaggregated so efforts can be sustainable
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## **STUDENT AFFAIRS**

### **Access-Ability Services (AAS)**

#### **Mission**

To nurture a community where disabled students have an equal opportunity to participate in all aspects of campus life. AAS serves as a disability resource, promotes equity, advances disability awareness, and provides reasonable and appropriate accommodations to self-identified KCC students with disabilities.

#### **Goals**

- Create a campus culture that embraces disability as diversity (priority goal year 3)
- Ensure quality service and delivery of reasonable and appropriate accommodations (priority goal year 2)
- Support student self-development and autonomy thereby increasing student achievement and retention (priority goal year 1)
- Strive to continuously improve the quality of programming

#### **Assessment Plan**

Priority goal 1: To support student self-development and autonomy thereby increasing student achievement and retention.

#### **Method:**

Institutional metrics show that AAS students have slightly higher retention and graduation rates than others. The assessment plan for 2019-2020 seeks to explore the elements that contribute to this success, and promote continuous improvement.

- Conduct structured group interviews with students participating in AAS
  - Discuss the ways their self-development and sense of autonomy have grown at KCC, particularly through their participation in AAS
  - Explore the factors that have helped them succeed
  - Discover which other services and programming they need

## Findings

### Need for UDL

One of the recurring themes that resulted from the discussion was the need for Universal Design for Learning (UDL) strategies, though the students did not use that term. They expressed the need for variations in access to learning materials, embarrassment/shame around utilizing accommodations, a moderate level of fear around communicating with professors (perceived as challenging authority figures). Students also expressed a desire to have professors make learning materials available in Blackboard as well as via other means (i.e., handouts). Students discussed potential ways of offering certain accommodations (i.e., extra time) in a manner that is more discreet. For instance, it was suggested to have students take their exams in class but have the option of completing it in another location after the class is over.

Students strongly emphasized Blackboard as a means of making course experiences more accessible. Students mentioned that professors posting notes to Blackboard (they stated that most of their professors currently do not) would greatly reduce miscommunication in the information that is disseminated. Further, students shared that it would also aid students who are Deaf/Hard of Hearing, or Blind, as they would have materials to refer to post-class discussion. Other suggestions mentioned were to have scribes for both assignments and exams; further, for students who are taking extra time on exams, there should be a means of contacting the professor if clarification on any questions are needed. Finally, students suggested that professors reduce the need for bringing in textbooks (as learning material is increasingly becoming more digital); Kingsborough may consider creating lockers for those who are physically unable to carry multiple text books. A critical point that students mentioned were that majority of their suggestions would help all students not only Access-Ability Services students.

#### 1) Demonstrated Self-Advocacy and Social Skills

Students demonstrated self-advocacy skills. Students were able to clearly articulate how to communicate with advisors in order to access appropriate accommodations.

Students showed growth in terms of social skills (important to note as this group of students struggle with social interactions). Specifically, students did not interrupt one another or make inappropriate remarks. Students also showed a strong ability to remain on topic. It was clear that members who were part of the LEADS Plus Program (which provides additional career and academic guidance for students with disabilities) for three semesters showed much more growth than those who were only part of it for one semester. It should be noted that all students were willing to participate on some level, which demonstrates gains for all in attendance.

The aforementioned themes are critical due to the fact that most students within the LEADS Plus Program aspire to attend a four-year college. Self-advocacy, social skills, and communicating with figures of authority will have a major impact on their autonomy and ability to thrive after transitioning from Kingsborough Community College.

## Action Plan

### Next steps

1. AAS will strongly encourage students to participate in the LEADS Plus Program and to remain involved. Access-Ability Services will also look for opportunities to expand the program and make it available to more students.
2. AAS will continue to work with Academic Affairs to increase collaboration with faculty/staff and to train them to effectively serve students with disabilities.
3. AAS will attempt to facilitate at least one training per semester that is focused on using Universal Design for Learning (UDL) to address the needs of students with disabilities in their classrooms.
4. AAS/LEADS Plus will continue to “encourage [] students to take an active role in their own learning” by conducting weekly self-regulated learning workshops to bolster student autonomy.
5. LEADS Plus will work with the LEADS Council and the University Director of Disability Programs to make the KCC LEADS Plus curriculum more generalizable to other CUNY campuses within the next year.

## College Discovery:

### Mission

The mission of the College Discovery Program is to assist in providing equality of higher education to students who otherwise would not have such access. Program efforts are intended to increase the level of education, social capital, and workforce expertise in our city and state. The major objectives that have been identified to achieve this mission are:

- To provide on each campus a permanent, structured program to assist selected students with specifically defined educational and economic needs to achieve a quality college education and expand their social mobility and career capabilities.
- To provide a range of intensive support services including supplemental instruction, counseling, and enhanced financial aid to enable students to bridge the gap between remedial programs and the regular college curriculum.
- To develop, utilize, and demonstrate innovative educational techniques that will enable fundamentally capable students to overcome the handicaps of educational under-preparation and other relevant disadvantages with the goal of obtaining a college education.
- To promote coordination and articulation between the College Discovery and SEEK Programs for students who move forward into the senior colleges following the completion of associate degree programs.
- To promote understanding among the faculty and administration of each college with respect to the College Discovery mission as being central to the mission of the University.

### Assessment Plan

#### Goals Assessed:

To provide a range of intensive support services including supplemental instruction, counseling, and enhanced financial aid to enable students to bridge the gap between remedial programs and the regular college curriculum.

To develop, utilize, and demonstrate innovative educational techniques that will enable fundamentally capable students to overcome the handicaps of educational under-preparation and other relevant disadvantages with the goal of obtaining a college education.

To promote understanding among the faculty and administration of each college with respect to the College Discovery mission as being central to the mission of the University.

- ScholarChip – Tracking of all students contacts and visits to College Discovery counseling and supplemental instruction  
Results:
  - Fall 2018 - 830 supplemental instruction contacts
  - Fall 2018 - 740 counseling/advisement contacts
- Institutional data tracking

- Kingsborough IR: demographics, retention, graduation, skills tests placement and exiting of remediation
- CUNY Office of Special Programs (OSP): Student success measures
- Program staff: Successful completion of developmental courses

Results:

- CD freshmen outperform the general population on a variety of measures:
  - Fall-to-fall retention (77.9% vs. 69.0%)
  - Three-year graduation (45.2% vs. 29.5%)
  - Mean GPA (2.37 vs. 2.17)
  - First semester credits earned (11.3 vs. 10.1)
- Learning Outcomes – Quizzes created by OSP CUNY based on five areas:
  - CUNY grading policies and financial implications
  - SEEK/College Discovery Program Policies
  - CUNY Academic Integrity Policy
  - History of SEEK and College Discovery Program
  - Setting educational goals for their college careers

Update: The learning outcome quizzes sponsored by CUNY were withdrawn by a new University Dean. In 2019-2020 either CUNY will reinstate the quizzes or we will conduct them locally.

- Evaluation of Academic Coaching for students with a 2.30 or below GPA

Results:

- Fall 2018 – 57% of participants showed progress
- Spring 2019 – 75% of participants showed progress

- CD Satisfaction Survey evaluating tutoring sessions (Spring 2019)

Results:

- 93% of participants agreed that their CD tutor was knowledgeable about the topic for which they needed help
- 93% of participants also agreed that their CD tutor explained ideas and concepts clearly
- 98% of participants agreed that their CD tutor was friendly and courteous

- Learning Communities

Results:

- CD Counselors paired up with faculty to teach CD students in block classes (ENG 12, SPE 21, and CD/SD 10). The purpose of the learning communities was to track students in a more cohesive manner, while working with faculty to promote the CD mission to obtain the needed support to ensure equity.

- CD Progress Reports

Results:

- Faculty responded and submitted CD mid-semester progress reports for respective students. The responses helped the program formulate interventions to ensure retention and course completion.

## Community Standards

### Mission

The mission of the Office of Community Standards is to educate students and protect the rights, health, and safety of all members of the Kingsborough Community College community. We encourage and support a civil and holistic learning environment that fosters personal growth and the development of life skills by holding students accountable for actions and behaviors inconsistent with the scope of the Kingsborough Community College community. This process aims to address inconsistent behavior in an approach that informs students and guides them toward a greater sense of personal responsibility, decision-making, and acceptable community standards.

### Goals

**Students will understand their rights and responsibilities as a student at Kingsborough Community College and that the health and safety of all students is our utmost priority.**

Students will learn how to support a civil and holistic learning environment that fosters personal growth and the development of life skills.

Students that participate in the conduct process will be able to articulate the Henderson's Rules to Maintain Public Order and how their actions violate the core values of Kingsborough Community College campus.

Students that participate in the conduct process will learn a greater sense of personal responsibility and appropriate decision making tactics to prevent future violations from occurring.

Faculty members will be able to utilize different resources on classroom management to lower the amount of disruptive students and behaviors in the classroom environment.

### Assessment Plan

A survey was conducted between February and May of 2020 to assess Goal #1 (in bold above). The survey asked students to respond to knowledge questions regarding Kingsborough community standards and policies. Surveys were emailed to students and a text blast was also sent. A total of 293 students completed the survey. The goal of the survey is to measure whether students were well-informed about college policies as well as their rights on campus. Responses were also disaggregated by race/ethnicity and attendance at student orientation.

### Results

The survey results showed that students are generally quite well-informed about college policies and about their rights on-campus. Most responded correctly to the questions asked, and the percentages of "I don't know" responses were mostly small. No meaningful differences in knowledge were found between students who attended student orientation and those who did not. Also, differences among racial and ethnic groups were mostly very small. One very interesting finding regards the question "where would you report an alleged conduct violation?". Respondents were offered the following options: New York Police Department, Office of the Vice President for Student Affairs, Professor, Public Safety, Advisor. Black student respondents were more likely than any other demographic group to report alleged conduct violations to NYPD, the VP for Student Affairs, Public Safety, and Advisor. The



*only* entity that black students were less likely to report an alleged conduct violation to was their professors. This is consonant with findings in the Student Equity Survey that students of color feel less listened to, welcomed, or respected in their classrooms than other student demographic groups.

## Men's Resource Center:

### Mission

Housed in the Men's Resource Center, the Kingsborough Black Male Initiative model exists to increase the enrollment, matriculation, retention, and graduation rate of students underrepresented at KBCC, while improving the overall grade point average of those underrepresented students. It also seeks to provide a sense of community to students who would otherwise lack such a space.

### Program Goals

- Develop more structured mechanisms for recruitment
  - Engage students in the My Brother's Keeper learning community
- Provide mentorship to participants

### Learning Outcomes

BMI participants will:

- Demonstrate awareness of services, supports, and opportunities available on campus
- Exhibit leadership skills
- Show evidence of community building

### Assessment Plan

- Goal Assessed: Demonstrate awareness of services, supports, and opportunities available on campus.

The team has modified a survey instrument originally developed for courses within Student Development to help identify the aspects of college policies and procedures familiar to MRC participants. This was completed by a group of MRC participants.

- MRC also assessed its mission, by asking a group of participating students if MRC is living up to its mission. Using a modified focus group format, students discussed their experiences in the Center, and offered suggestions for improvement.

### Results

Preliminary survey results identified several critical supports with which participants were not familiar. Program planners provided additional information to students, addressing these areas.

The student discussion group results were overwhelmingly positive. In addition to reporting positive aspects of their experiences at the Center, students connected these experiences to their perceived academic success. They appreciated the opportunities for leadership offered, and felt like that translated into improved self-advocacy skills.

Students also expressed the opinion that the Center could do more to recruit students that could benefit from its programs, and that improvements in their physical space would help in this task.

## **Military and Veteran Affairs (MAVA)**

### Mission

The mission of the Military and Veteran Affairs Office is to serve the needs of our diverse prospective and enrolled active military personnel, reservists, veterans and their dependents, spouses and survivors. The office supports an equitable and smooth transition and integration into the college community, and provides services and programs throughout their experience at the College and beyond.

Priority Goal 1 – Communicate with our population of active military members, veterans, and their dependents, spouses, and survivors, to assist them with navigating the resources available to them.

### Method

The Office of MAVA conducted a short survey with all students they contacted during Fall 2019 and through early Winter 2020 enrollment period. This survey ascertained students' preferred modes of receiving communications about resources and other College business, and asked students to report which resources best helped or would help them succeed at the College. Students reported on existing resources that they did not know were available, existing resources that they are satisfied with, and resources that do not yet exist at Kingsborough but that they would find useful.

The survey results will inform a series of structured conversations with groups of students regarding communication, engagement, and available resources. We will use these results to recommend additional communication and programmatic strategies.

### Findings

A total of 83 survey responses were collected. This represents 37% of students served.

Students reported that they were very satisfied with the programs in place at the MAVA office.

More interestingly, however, was the information obtained regarding methods of communication with the MAVA office. Of 83 respondents, 15 reported that they preferred to be contacted by email, 40 reported that they preferred phone communication, and 28 reported that they preferred to be informed of events and opportunities through both phone and email. This is particularly important for us to know, since many of the services and programs offered to student veterans are extremely time-sensitive and could affect their financial aid and VA educational benefits. We took this into consideration, and made sure outreach & check-ins included emails, calls & text messages when we moved to the distance learning period.

Next steps (some changes/updates with move to distance learning/remote work due to pandemic)

Structured conversations (focus groups) were to be held during the spring 2020 semester on campus as part of the "Honoring Student Voices" project to clarify some of their responses on the survey. These conversations were to explore why students report that they are satisfied with services offered, as well as potential programs that the college may not yet provide. In addition, the conversations will ask students to elaborate on their experiences at Kingsborough and how the MAVA office can further facilitate their progress. As part of this exploration, and in future assessments, we will also try to identify potential equity gaps in satisfaction with and/or communications about services offered by the MAVA office.

We are also working on improving the survey instrument to elicit more directed responses, as well as capture specific support services/content-based workshops which may be helpful for students to meet their academic, career & financial goals as they transition out of the military and back into civilian life. These conversations will instead take place after the spring 2020 semester, a semester which has been a most challenging time for all students, faculty and staff. We will be following up with students to discuss what their experience in the spring 2020 semester was like, what challenges they dealt with, and they found was most helpful. This can assist with finding out what would be beneficial to continue/expand upon for the summer 2020 semester where we will also be remote, and possibly a partially remote fall 2020 semester.

In response to the move to remote learning, we moved our Veteran's Lounge to give students what they had physically on campus – a place to ask questions of staff, meet up with fellow Veterans, discuss personal stories & challenges, have a place to blow off steam – to an online Zoom format. We can use this platform to gain further insight as to what was helpful for them, and what students would benefit from most in the current online learning and remote workplace as we work to continue to provide students with much needed resources according to their specific need levels.

## Single Stop

### Mission

KCC's Single Stop mission is to think of innovative ways to empower college students holistically. Approaching every situation with mindfulness allows us to better support the well-being of the student. Supporting students to access government entitlements and on and off campus resources, all while encouraging self-sufficiency, is a daily task. By providing benefit screenings, multiple resources within the office, and counseling sessions to clarify personal goals, Single Stop continues to serve its mission.

Through Single Stops array of services, we have been able to assist students with services on and off campus. From government entitlements, advocacy work and food resources students are being supported outside of their academics at KCC.

### Pantry -

1. KCC has currently serviced **51,999** families (April 2013 - April 2020)

**Funding:** Food Bank, Private donations, Campus contributions, HRA (EFAP) grants.

### Food Vouchers -

1. 2019 – distributed 1,000 food vouchers at \$10 apiece for a total of \$10,000 **Funding:** Petrie Grant
2. 2020 – distributed 1,000 food vouchers at \$10 apiece for a total of \$10,000 **Funding:** Petrie Grant

\*Goal to distribute 1,100 food vouchers at \$10 a food voucher for total cost of \$11,000 was not met due to pandemic and college closing.

Moving forward 1,100 food vouchers will be distributed to students once KCC is back on campus.

### In addition, supermarket gift-cards distributed for students-

1. Distributed **30** \$100 gift cards to the supermarket for students in need (May 2019 – October 2019) **Funding:** Petrie Grant
2. Distributed **24** \$100 gift cards to the supermarket for students in need (Nov 2019 – May 2020) **Funding:** Petrie Grants

## **Student Life:**

### Mission

The Mission of the Office of Student Life is to offer opportunities and experiences for student learning and personal growth that complement Kingsborough's overall mission. The cultural, social, educational, and artistic programs of the Office of Student Life are designed to develop leadership skills, foster a sense of community that allows for personal growth, and develop a broader understanding and respect for diversity and equity.

### Goals

- Engage students with a wide range of interests and backgrounds
- Foster personal growth
- Teach practical life and leadership skills
- Foster mentorship
- Promote social, political, cultural, academic, religious, and other special interests

### Assessment Plan

- Goal Assessed: Teach practical life and leadership skills (via the Student Ambassador Program).

The Office of Student Life is working with an industry-standard survey of employability skills, the NACA Online Self-Assessment Form. It has been administered to a previous group of Student Ambassadors. It will also be administered to next cohort of Student Ambassadors pre-training in March 2019 and post-training in May 2019. Students receive individual results, and we will review the aggregate data for programmatic assessment. We will possibly review historical data as well. The program-level results will also be used to inform the design of follow-up workshops in the summer and fall.

## TRiO

*TRiO Student Support Services Program*  
Administrative, Educational, and Student Support (AES)  
-Assessment Plan 2019-2020  
June 16<sup>th</sup>, 2020  
Faith Fogelman, Program Director

### Mission

The mission of TRiO is to connect students to a major comportsing with their interests and abilities. TRiO provides opportunity so that students are prepared to meet their goals with demonstrated academic proficiencies, leadership competencies, and civic engagement skills. TRiO serves first-generation, low income students, and those with disabilities. The program individualizes educational plans with the tailored provision of resources, services, and tools for optimal goal achievement.

### *Hypothesis*

Post-secondary theorist, V. Tinto, hypothesized that overall integration on campus is a high determinant of persistence among college students (Tinto, 1987). He subsequently tailored his theory to commuter and community colleges which do not have round-the-clock opportunity for integration. He stated that integration for persistence at these institutions translates to active classroom participation, and by extension, utilization of support services (Tinto, 1997).

### *Quality of measure*

This AES project was an effort to measure the validity of Tinto's integration theory among TRiO participants, specifically the effect of TRiO affiliation on persistence and grade point averages. TRiO collaborated with office of institutional research (OIR) to conduct an analysis of semester to semester persistence and grade point averages as per the frequency of utilization of designated TRiO and college interventions during academic year 2018-2019. Early analysis was conducted in Fall 2019, but full analysis was curtailed due to logistics triggered by the pandemic. Nevertheless, the results support the hypothesis.

Preliminarily and sans exactitudes, utilization of TRiO math tutorials contributed to improved grade point averages; the higher the frequency, the greater the impact. Utilization of TRiO technology tutorials contributed to improved grade point averages; the higher the frequency, the greater the impact. Linkages to college tutorials contributed to improved grade point averages, but frequency utilization was non-determinative. AES did not measure the contribution of TRiO's academic coaching and advisement on grade point averages. These are variables for future research.

Overall, the OIR found that TRiO participation had a positive impact on the grade point averages of participants whose collective average increased by .28, almost .30 points, between Fall 2018 and Spring 2019 (n=250). Future analyses will explore the more specific effects of TRiO participation and will also disaggregate data by analyzing possible gaps in utilization and performance among different TRiO subgroups, those designated by the US Department of Education (disability, low income, first generation), and other intersecting statuses (minorities, immigrants, older students).

	Fall 2018	Spring 2019	Difference
<b>Average GPA</b>	2.67	2.95	+0.28

During academic year 2018-2019:

- 1 student was dismissed
- 9 did not register for Spring 2019
- 6 withdrew for Spring 2019
- 9 graduated in Fall 2018
- 27 graduated in Spring 2019

#### *Analysis*

This report provides general information which corroborates a correlation between TRiO affiliation and improved grade point averages. Forthcoming reports will identify services and interventions which have the most influence on academic success. Additionally, these reports will contain academic year-to-year comparisons of collective grade point averages which, hopefully, will validate the viability of TRiO affiliation.

#### *References*

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago, IL: University of Chicago Press.

Tinto, V. (1997). Colleges as communities: Taking research on student persistence seriously. *Journal of Higher Education*, 68 (6), 559-623.