

## **Office of Institutional Effectiveness Year-End Report 2019-2020**

This report summarizes the Office of Institutional Effectiveness' activities and accomplishments for 2019-2020. In spite of the obvious challenges we all faced in Spring 2020, the office has been productive and engaged. The report is organized as follows:

- Institutional Research
- Student and faculty surveys
- Strategic Planning
- Middle States Accreditation
- CUNY Performance Management Plan (PMP)
- Administrative, Educational, and Student (AES) Support Assessment
- Human Research Protection Program/Institutional Review Board (HRPP/IRB)
- Shared Governance

### **Institutional Research**

Institutional Research saw the retirement of its long-time Director, Linda Biancorosso, who was not replaced. The bulk of the institutional research is now being conducted by the Associate Director, Lauren Levesque. While Lauren is extremely capable and can provide all the data offices and departments are accustomed to receiving, this diminution in staff will necessitate requestors to consider their projects carefully, submit them with additional lead time, and be patient while the office manages the ever-increasing demand for quantitative information.

Despite these challenges, we are committed to understanding the inequities that exist among various critical groups of students, along with their prevalence and severity. Since this is the first step towards addressing persistent or increased equity gaps, we disaggregate the data by critical demographic groups such as race/ethnicity, gender, age, and financial aid status whenever appropriate.

In addition to the vast amount of data produced for individual offices and departments, one notable new project (completed this summer) was to analyze grading and course completion patterns in the wake of the switch to emergency remote instruction in Spring 2020. Course withdrawals increased considerably, from 16.3% of all grades in Spring 2019 to 24.4% in Spring 2020. Additionally, there is evidence that previously existing inequities in course achievement were exacerbated by the crisis. We also analyzed the prevalence of CR/NC grades. You can review the data on our web page.

We are continuing to analyze Academic Momentum data disaggregated by various parameters. We are particularly paying attention to any inequities that may have increased during the COVID-19 crisis. Data disaggregation was illustrated in VP Fox's presentation at the Spring 2020 Convocation. You can view the PowerPoint from that presentation elsewhere on our web page.

We update our online data book as official data become available. Please contact Lauren Levesque at [LLevesque@kbcc.cuny.edu](mailto:LLevesque@kbcc.cuny.edu) with any questions regarding Institutional Research.

## **Student and Faculty Surveys**

This year, surveys were completed addressing the following topics:

- Registrar (students)
- Registrar (faculty)
- Registrar follow-up (students)
- Registrar follow-up (faculty)
- Do you know your rights? (Community Standards; students)
- Digital Access (readiness for emergency remote instruction; students)
- Spring 2020 experiences with remote delivery (faculty)
- Spring 2020 experiences with remote delivery (students)
- Academic, Educational, and Student Support Missions (staff)
- Strategic Plan Framework feedback (faculty and staff)
- Faculty/Staff Satisfaction (faculty and staff)
- Service.issues@kbcc.cuny.edu (faculty and staff)
- Classroom furniture designs (faculty)

Of particular note were the surveys of student and faculty experiences during the Spring 2020 switch to emergency remote instruction (ERI). The Faculty Data FIG, with support from the Office of Institutional Effectiveness, created and implemented a pair of surveys to capture the experiences of students and faculty during this period. The survey found that students and faculty who had previous experience with distance learning reported having had an easier time adapting to ERI. Now that everyone who was present for Spring 2020 has accumulated some experience, most feel more confident teaching and learning via this modality in the future. The survey also revealed that Hispanic students and students of traditional college age faced additional challenges.

For further information regarding the results of this and other surveys, please contact Richard Fox at [RFox@kbcc.cuny.edu](mailto:RFox@kbcc.cuny.edu).

## **Strategic Planning**

The Strategic Planning Committee (composed of College Council committee members plus additional faculty and staff) completed drafting a new Strategic Framework for the College, and will next design a method to solicit broad campus input regarding strategies to operationalize the elements of the Framework.

Having paused its work during the switch to emergency remote instruction, the Strategic Planning Committee reconvened on April 21, 2020. Subcommittees updated the Strategic Framework definitions to reflect campus-wide feedback collected via a survey during Winter 2019-2020. The five substantive areas, in addition to Academic Innovation (addressed in the Academic Plan), are Student Success,

Operational Excellence, Community and Communication, Governance and Planning, and Workforce Development and Strategic Partnerships.

Additionally, the committee formulated three Strategic Pillars, crossing all areas of the Framework: Equity, Enrollment, and Institutional Resilience. These will not be discrete sections of the plan; instead they will be addressed within each of the substantive areas.

Since our situation was so unsettled during Spring 2020, it was difficult to propose concrete objectives to fully operationalize the Strategic Framework. In order to maintain the committee's momentum, it identified areas of emphasis within each section of the Framework. These will serve as the bases for conversations with the college community in Fall 2020. At that point we should be well-positioned to formulate a full Strategic Plan that reflects the new realities and incorporates meaningful input from all concerned. Please contact Richard Fox at [RFox@kbcc.cuny.edu](mailto:RFox@kbcc.cuny.edu) with any questions regarding Strategic Planning.

### **Middle States Accreditation**

Kingsborough is scheduled to conduct a full Self-Study and undergo a visit by a team of external reviewers in 2024-2025. In the interim, we will be having a Midpoint Peer Review in Spring 2021. Unlike previous cycles, the Midpoint Peer Review does not require a formal report, which was formerly known as the Periodic Review Report. Instead, this review is primarily based on the Annual Institutional Updates (AIU) we have been completing. These updates cover a range of statistical information about the College. This year, due to COVID-19, the AIU was postponed from its usual spring deadline to mid-August. Thanks to the efforts of Lauren Levesque in Institutional Research and VP Rios, the AIU was completed remotely, and on time.

In order to begin preparing for the Self-Study process, in Fall 2019 we convened a committee of faculty and staff to begin reviewing documents and other materials related to the Middle States Standards for Accreditation and Requirements for Affiliation. The committee created a template for indexing documents and began to gather them, but was interrupted by the COVID-19 crisis. We will resume this work in Fall 2020.

In addition to everything else, the COVID-19 crisis has created an environment in which we need to be vigilant about external requirements. As Accreditation Liaison Officer, VP Fox stays current on any Middle States policy changes, including those that pertain to emergency remote instruction.

### **CUNY Performance Management Plan (PMP)**

As part of its institutional assessment and accountability, Kingsborough participates in CUNY's PMP. The process begins with the operationalization of broad CUNY targets into specific goals in the fall. The following spring, the College evaluates whether it has achieved these goals and met the targets. The areas in focus include retention, academic momentum, graduation, transfer outcomes, career success, presence of a "culture of care," knowledge creation, and funding.

Following is a summary of this year's results:

Highlights – Metrics on which KCC Exceeded the CUNY Community College Average

- Fall-to-fall retention of freshmen (decreased from 2018-2019 but is second only to Guttman CC)
- Freshmen who earned 30 or more credits in their first year (decreased but is second only to Guttman CC)
- Freshmen who earned 20 or more credits in their first year (decreased but is second only to Guttman CC)
- Percent of instruction delivered by full-time faculty (increased and is the highest of all CUNY colleges)
- The three-year graduation rate (increased and is second only to Guttman CC)
- ASAP three-year graduation rate (decreased but is the highest of all CUNY CCs)
- Total voluntary support increased from \$2,248,840 in 2018-2019 to \$3,037,728 in 2019-2020 (three year rolling average)

Lowlights – Metrics on which KCC was Below the CUNY Community College Average

- Percent enrollment of Hispanic students (stable; KCC Hispanic enrollment is representative of Brooklyn but lower than any other community college)
- Percent of students who are STEM majors (increased)
- Percent of students age 25 or older (decreased)
- Freshmen who pass gateway Math in their first year (decreased)
- Percent of faculty who are under-represented minorities (increased but still the lowest of CUNY CCs)

For additional information, you can view the full KCC PMP 2019-2020 Year-End Report, or the Executive Summary elsewhere on our web page.

**Administrative, Educational, and Student Support (AES) Assessment**

During Fall 2019 we conducted assessments in the following areas: Registrar, Access-Ability, TRiO, Student Life, Community Standards (Student Conduct), and Veterans Affairs. In Spring 2020, we worked with the offices that were already conducting assessments to adapt what they were doing to the current situation. Additionally, we developed a survey assessing student preparedness for emergency remote instruction (during the March Pause), and student and faculty surveys regarding their experiences during the Spring 2020 semester.

We fielded a questionnaire that encouraged AES unit supervisors to think about their mission and goals, and consider what could be assessed to help document the successes and difficulties of remote services. The Office of Institutional Effectiveness subsequently created a guide and rubric for creating effective AES division and unit mission statements. We collected and reviewed mission statements from most support offices and functions. After we held a series of workshops to create and improve these statements, most AES offices have new mission statements. Please contact Richard Fox at [RFox@kbcc.cuny.edu](mailto:RFox@kbcc.cuny.edu) with any questions regarding AES Assessment.

## **Human Research Protection Program/Institutional Review Board (HRPP/IRB)**

HRPP/IRB functions continue to support faculty research contributing to research agendas, tenure trajectories, and dissertation work. In April, we implemented a temporary pause on non-essential research-oriented communications with students. This applied to recruitment of research subjects and/or sending out surveys to students that go beyond predetermined classroom practice or delivery of student services. The pause ended in June. Face-to-face contact with research participants is still not permitted. Principal Investigators should refer to the CUNY guidance on research continuity at <https://www.cuny.edu/academics/faculty-affairs/faculty-related-academic-continuity-guidance/>.

## **Shared Governance**

The College Council, Kingsborough's shared governance body, continued to function on its normal schedule despite some adjustments to its modes of operation. Campus-wide elections for College Council representatives were held in early May for full-time and part-time Instructional Staff, Support Staff, and within departments.

The Curriculum Committee held its Spring semester meeting to consider a variety of curricular and course proposals. These and other committee actions were taken up at a meeting of the College Council in May. All meetings and elections took place through video conferencing, secure web platforms, and similar means.

The College's governance reform process is ongoing. In Fall 2019, after careful consideration of suggestions from the campus community, the College Council Steering Committee identified a short list of consultants. Since the crisis, we renewed contact with three potential consultants, conducted remote interviews with them during the week of May 4, and chose the consultant who constituted the best fit with our needs. Unfortunately, this consultant has withdrawn from consideration, and we have renewed our efforts to secure an appropriate alternative. Please contact Richard Fox at [RFox@kbcc.cuny.edu](mailto:RFox@kbcc.cuny.edu) with any questions about shared governance.