

Middle States Commission on Higher Education
Periodic Review Report

Presented by:

Kingsborough Community College
Of The City University of New York

June 1, 2011

Chief Executive Officer:

Dr. Regina S. Peruggi

President

Commission Action which preceded this report:

Reaccreditation, 2006

Date of the Evaluation Team's visit:

March 2006



Middle States Commission on Higher Education

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**Certification Statement:
Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements
(Effective October 1, 2009)**

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

The signed statement must be attached to the executive summary of the institution's self-study report.

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

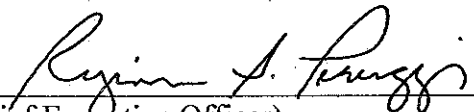
Kingsborough Community College (The City University of New York)

(Name of Institution)

is seeking (Check one): ___ Initial Accreditation **X** Reaffirmation of Accreditation


The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."

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



(Chief Executive Officer)
Regina S. Peruggi, President

May 17, 2011
(Date)



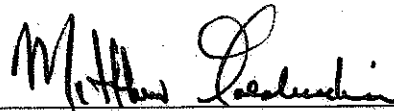
(Chair, Board of Trustees or Directors)
Benno Schmidt, Chairperson
Board of Trustees, The City University of New York

May 26, 2011
(Date)

The Chancellor

Certification

The City University of New York represents that it controls Kingsborough Community College, either directly or through one or more intermediate entities. It certifies that it recognizes the Commission's compliance requirements for Kingsborough Community College and will ensure that Kingsborough Community College's responsibilities that relate to areas controlled or influenced by the City University of New York are fulfilled.



Matthew Goldstein
Chancellor

5/26/11

Date

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Chapter 1: Executive Summary

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 18,000 students enroll in credit courses each semester and there are an additional 20,000 enrollments in continuing education courses each year. In 2009-10, Kingsborough awarded over 1,900 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* (June 2010).

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. Located on a 70-acre campus in Manhattan Beach, on the southern tip of Brooklyn, the campus sits on a peninsula overlooking three bodies of water: Sheepshead Bay, Jamaica Bay, and the Atlantic Ocean.

Since Dr. Regina Peruggi assumed the presidency in August 2004, the College has instituted a strategic planning process, expanded an innovative Learning Communities program, instituted a Workforce and Economic Development Center, developed new academic programs, engaged its alumni in college advancement efforts, and re-energized faculty development programs. These efforts have resulted in documented improvements in institutional effectiveness and student success.

Preparation of the Periodic Review Report

In its 2005-2006 Self-Study, the College undertook a candid and comprehensive examination of its status relative to the *Characteristics of Excellence*, and made 38 recommendations for improvement. Steps that would improve the College's strategic planning, assessment of institutional effectiveness, and assessment of student learning outcomes were prominent among them. Following the on-site visit, the Middle States Evaluation Team submitted 17 recommendations, many of which affirmed those made by the College in its Self-Study.

To prepare the Periodic Review Report, President Peruggi appointed faculty and administrators to three committees: an editing committee, a committee of topic leaders, and a review committee. The editing committee sorted the Team and Self-Study recommendations into groups addressing similar issues: Governance; Faculty, Curriculum, Instruction; Assessment; Strategic Planning; Students; and Staff and Organizational Development. Topic leaders reviewed recommendations within their areas and compiled the College's responses. The editing committee then reviewed and re-organized these responses to create a document addressing the recommendations according to the fourteen Standards of Excellence. Topic

leaders and the editing committee then created the additional chapters and appendices necessary to complete the report

The editors distributed the preliminary draft document to committees composed primarily of faculty but including administrators from all major units, for review and comment. Members of these committees directed their comments to the topic leaders who consolidated and forwarded them to the editing committee for incorporation into the final draft.

Highlights of the Periodic Review Report: Institutional Developments Since the Self-Study

Kingsborough Community College has addressed all 17 recommendations made by the Evaluation Team, as well as the 38 made in the Self-Study. In doing so, it has created a transparent, broadly participatory system of strategic planning. The College has reexamined and redefined the committee structure of its governance body, the College Council, and created a Strategic Planning and Budget Committee within the Council. The College held a number of public events to gather input for strategic planning and completed a Strategic Plan for 2008-2011. The College continues to monitor implementation of the plan and to update its priorities. This work will serve as the foundation for the next Strategic Plan, to be completed in the 2011-2012 academic year. The College Council has also assigned the responsibility for facilitating systematic review of the mission, goals, and objectives to the Strategic Planning and Budget Committee, and the responsibility for regularly reviewing the effectiveness of the College Council to the Legislative Committee.

Kingsborough has sought to improve curriculum and student learning outcomes in the areas of degree programs, General Education, learning communities, developmental education, and student affairs. The review cycle for degree programs has been shortened from ten years to six, emphasis on learning outcomes in those reviews has been increased, and a mid-cycle report is being implemented to track the responses to recommendations made in the reviews. Each department has developed an assessment plan that defines student assessment outcomes by course, places anticipated student learning outcomes on course syllabi, and uses assessment data to make improvements.

The College has completed a comprehensive review and reform of General Education, requiring Mathematics and Writing Intensive courses for all degree students. A curriculum mapping project which maps General Education competencies onto highly-enrolled courses in each department has been completed. Faculty from each department are currently participating in workshops facilitated by the Kingsborough Center for Teaching and Learning and the Office of Institutional Research, Assessment and Planning to refine student learning outcomes in their courses, assess student work for evidence that these outcomes have been achieved, and revise curriculum and pedagogy in light of the findings.

The College has become a national leader in learning communities. Given the success of its first-semester learning community programs – Opening Doors and Intensive ESL – Kingsborough has created an Advanced Learning Communities program for students beyond the first semester. The learning community programs offer comprehensive support for faculty – from designing

learning community curricula to assessing integrative thinking. In fact, the learning community assessment team has developed instruments to guide faculty in creating assignments designed to prompt integrative thinking and to assess such integration in student work. College representatives have shared our model and methods with many other institutions through workshops and at professional conferences across the country, as well as at Kingsborough's annual Summer Learning Communities Conference.

The College has also continued its work in assessing developmental education and it has carried out many new initiatives, including forming teacher cohorts and providing a President's Prep program for students before they matriculate.

To enhance student success, Kingsborough has emphasized student learning outcomes in student affairs. Common student learning outcomes have been identified for areas such as the Academic Advisement Center; Freshman Services; Career Development, Transfer, and Scholarship Opportunities; and both Student Development courses. New assessments have been designed to correspond with these outcomes, and results of assessment inform improvements in these areas.

Student support has benefitted from the development of a centralized admissions information and assistance center, the complete overhaul of freshman services and advisement, and improved student access to affiliated services through the Single Stop Center.

Fulfilling priorities identified in its strategic plan, KCC has continued to develop its Honors Program, and has submitted Letters of Intent to develop new curricula in six health-related professions. Additionally, collaborative efforts with other colleges have increased, including many new and updated transfer articulation agreements, and a popular new Associate in Arts program in Criminal Justice, registered jointly with John Jay College of Criminal Justice of CUNY.

As part of the assessment of institutional effectiveness, all CUNY colleges participate in the Chancellor's Performance Management Process, which evaluates the achievement of a variety of targets set by the campus for each academic year. Aided in part by a graduation rate that exceeds the CUNY community college average by nine points, as well as by other successful student outcomes, Kingsborough has earned a ranking in the first quintile of CUNY colleges for the past two years running.

The College, however, faces considerable challenges. In Fall 2009, on-campus enrollment in credit courses rose from 12,878 to 14,987, an increase of 16.8%, which included a 30.3% increase in Freshman enrollment. In Fall 2010, enrollment increased again. At the same time, the environment for financial support from New York State and New York City has become more uncertain. The College budget has been subject to a number of cuts and additional cutbacks appear to be in the offing. College administrators have been taking a series of steps to maintain a high level of quality in instruction and student support while planning prudently for an uncertain future.

Addenda to the Report

As requested by the Commission, the College has included two addenda to the Periodic Review Report. These describe the policies and practices regarding the transfer of credit, including the criteria by which evaluation of those credits occurs (Addendum A), and policies and practices for verification of the identity of students taking online courses (Addendum B).

Chapter 2: Response to Recommendations

Standard 1: Mission and Goals

Self-Study Recommendation:

S1. In coordination with strategic planning, the College Council should establish a permanent process that systematically reviews and renews the college mission, goals and objectives, based on the assessed needs of the communities it serves.

The College Council created a Strategic Planning and Budget Committee. It also passed a resolution that this committee would conduct a review of the College's mission, goals, and objectives every five years. The first of these reviews is being conducted during the 2010-2011 academic year.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Self-Study Recommendations:

S2. Implement the strategic planning processes in time to have the Strategic Plan and the 2006-2007 Annual Priorities approved by the College Council in May 2006.

The Strategic Plan was completed and presented to the College Council in May 2006, and since then, college priorities have been updated, and then reviewed and approved by the College Council (See Chapter 6 for a discussion of the planning process and see Appendix A for the current Strategic Plan and updated College priorities).

S3. A committee including the Business Manager, the Associate Dean for Institutional Research, Assessment and Planning, the Provost, and faculty and student representatives should develop and implement a plan to assess the effective and equitable distribution of resources.

In Fall 2009 the College Council Planning and Budget Committee was established. Its members currently include the Vice President for Administration and Finance, the Dean for Institutional Effectiveness and Strategic Planning, the Associate Dean for Academic Programs, other members of the administration, six faculty, and representatives of the student body. The charge of this committee is to consider strategic priorities and regularly review the budget to ensure that resources are adequately distributed in order to achieve the agreed upon institutional priorities.

Standard 3: Institutional Resources

Self-Study Recommendation:

S4. Implement systematic training in technology, customer service and other business skills for all levels of staff.

After a needs assessment, a plan to offer basic computer and customer service training, on a regular basis to all levels of staff, was created and implemented. In addition, all personnel are being trained in CUNY's Fully Integrated Resources and Services Tool (CUNY FIRST), a database that is being implemented to replace the current systems in student records, human resources, and financial management.

Supervisors are regularly trained in management and evaluation. CUNY offers a customer service training program, *Connections*, designed for staff members who work in Registrar's, Financial Aid, Bursar's and Admissions offices and other highly visible service areas such as college libraries. The Office of Human Resources distributes announcements of scheduled CUNY training sessions to supervisors who are encouraged to use these opportunities for staff development.

Instructional technology training is offered to faculty through the Kingsborough Center for Advanced Technology Training (KCATT) and the pedagogical application of instructional technology is explored in the Kingsborough Center for Teaching and Learning (KCTL).

Standard 4: Leadership and Governance

Team Recommendations:

T1. Revisit and reassess the structure, function and number of standing committees in the College Council.

In 2008-2009, the seven standing committees conducted self-assessments. As a result, four of the committees redefined their mission statements to be more clearly aligned with College objectives. Three of the committees – Personnel, Facilities, and Budget – were eliminated, and a new Strategic Planning and Budget Committee was created. In addition, the College Council Constitution was assessed, streamlined, and revised – updating language and clarifying the Committees' election and selection processes.

Although adjunct faculty with five or more semesters of continuous service have been able to vote in elections for Delegates-at-Large, two additional Delegate-at-Large seats designated for

eligible members of the adjunct faculty were added to the College Council in 2010 to more directly represent adjuncts' interests.

In addition to changes to membership and the committee structure, steps have been taken to adjust the operational calendar of the College Council (allowing for earlier committee formation and election of chairs) so that committee work can begin earlier in the academic year and prolonged breaks in activity can be eliminated. Changes have also been made to the terms of office of committee members, improving continuity from year to year.

T2. Incorporate into the College Council a process that will assess efficiency in order to ensure that there is appropriate linkage between the planning and budgeting efforts of the college.

The newly created College Council Strategic Planning and Budget Committee ensures appropriate linkage between the planning and budgeting efforts of the College. This committee coordinates the process by which strategic priorities are set and reviews the budget in light of these priorities. It began by inviting input from individuals representing a wide range of college constituencies. Shortly after it was created, the committee held a strategic planning dinner, attended by 110 faculty and staff of all administrative levels, who identified and prioritized initiatives. The committee then synthesized the proposed priorities and forwarded them to the College Council for approval. Going forward from this event, this committee continues to review the college budget each semester to ensure that budget allocations reflect the agreed upon strategic priorities.

Self-Study Recommendation:

S5. The College Council should develop and implement an ongoing plan to assess its structure, operations and effectiveness.

The Legislative Committee considers periodic College Council and Constitutional assessment as a key part of its mission and has adopted a resolution mandating that each standing committee conduct a self-assessment every three years. The committees reexamine their mission statements and recent activities and report their results to the legislative committee. The legislative committee reviews these results and writes a report, including recommendations, which it then presents to the full College Council.

Standard 6: Integrity

Team Recommendations:

T3. Recruit more actively and hire personnel that reflect the rich diversity of the student body.

Kingsborough has taken steps toward addressing the lack of faculty and staff diversity and these steps have yielded positive results. In order to attract a more diverse applicant pool, the College has placed recruitment advertising in media targeted to minorities and women such as *DiversityInc.com*, *HispanicOutlook.com*, and *LatinosinHigherEd.com*, and has become much more proactive in encouraging search committees to consider diverse candidates. As a result, between July 1, 2006 and June 30, 2010, 85 of the 176 (48.3%) individuals hired in the categories of Executive, Administrative, Managerial; Faculty; and Professional, Non-Faculty were from under-represented groups.

T4. Develop and implement a periodic assessment of the effectiveness of minority hiring practices.

The Affirmative Action Officer produces annual reports for the University, which identify underutilization and highlight progress made in hiring minorities for all departments. This information is also included in the College's year-end report to CUNY, the Performance Management Process (PMP), and informs the setting of directions and priorities in recruitment and hiring.

Self-Study Recommendation:

S6. In response to the results of the Spring 2005 chairperson survey, the Judicial Affairs Officer should assess the effectiveness of current campus disciplinary practices to identify areas in need of improvement.

Following this recommendation, a new Dean of Student Affairs reviewed existing campus disciplinary protocols and, based on common best practices, guided the revision of disciplinary policies and procedures. These revisions include: revising the title of the Judicial Affairs Officer to *Student Conduct Coordinator* and expanding that role to include outreach that promotes campus civility; forming a campus-wide behavior intervention team, known as the Assessment and Care Team (ACT), whose members include the Dean of Student Affairs, the Director of Public Safety, the Student Conduct Coordinator, the Director of Counseling and Health Services, and the Sexual Harassment and Affirmative Action Officer; and developing and implementing a shared database that tracks all ACT and student conduct cases. New protocols for student conduct cases including timelines, procedures, and form letters are in place.

The objectives related to student conduct are to:

- Communicate expectations for and promote appropriate on-campus behavior.
- Disseminate and enforce campus policies and procedures.
- Respond to student behavioral problems in a fair and reasonable manner.
- Provide learning experiences for students whose conduct is found to be in violation of institutional standards.
- Provide learning experiences for student members of the Faculty-Student Disciplinary Committee.

- Provide educational activities that raise awareness and aim to prevent violations of campus regulations.

To assess student conduct outcomes:

- All first year students demonstrate their awareness of campus policies and procedures through a survey in the SD 10 class.
- The Student Conduct Coordinator meets with faculty to ascertain their experiences with issues of student behavior and how they are handled by the Student Conduct Office.
- Students who meet with the Student Conduct Coordinator to discuss behavioral issues are asked to complete an Exit Survey.

Standard 7: Institutional Assessment

Team Recommendations:

T5. Expediently complete the task of creating a viable strategic plan that links to the college's mission, goals and objectives and reflects all aspects of institutional assessment.

The College completed a strategic plan directly tied to its mission statement, identifying priorities in academic programs, learning outcomes, developmental education, delivery of instruction, student support, enrollment management, technology, and facilities. These priorities correspond to the core foci of institutional assessment. More than 100 faculty and staff participated by serving on the eight committees that developed the plan. Administrators then identified responsible parties and timetables for implementation. Each year, the progress of implementation is reviewed and priorities are reset. (See Chapter 6.)

T6. Develop tangible strategies and methods to assess student skills and competencies in written and oral communication, quantitative skills, critical thinking, information and technological literacy.

The General Education and Assessment Committees conducted a Curriculum Mapping Project to examine how these competencies are distributed among courses and how they are assessed. In this project, members of the two committees, along with other interested faculty, formed five committees, each addressing one competency (information and technological literacy were addressed by one committee). These committees translated the competencies into measurable outcomes. Departments were given the list of outcomes and were asked to map these onto the five most highly enrolled courses they offer, indicating whether each outcome was a major goal, minor goal, or not a goal at all. In this way, the Assessment and General Education Committees hoped to get a picture of where, in their courses of study, students would have opportunities to practice and develop these competencies. Competencies were mapped onto 72 courses, representing 64.2% of the Fall 2009 seat-count. The College also has initiated a Course Assessment Project to work with faculty in each department to examine their learning

objectives, align their assessments (i.e., exams, essays, presentations, etc.), and use the results to improve instruction.

Self-Study Recommendations:

S7. Expand the membership of the College Assessment Committee to include all academic departments.

All academic departments are currently represented on the College Assessment Committee.

S8. The College Council should establish a process by which it receives and responds to the reports and recommendations of the College Assessment Committee.

Recommendations of the College Assessment Committee go to the appropriate governance committee – generally either the Curriculum Committee or the Committee on Instruction – for action. This is the process by which the College Council receives and responds to the reports and recommendations of the College Assessment Committee, as well as of other committees and task forces that are not part of the College Council’s permanent structure.

S9. Survey five and ten-year graduates to ascertain the long-term impact of their educational experiences at Kingsborough Community College.

A survey was conducted in the Summer of 2010 to ascertain the post-KCC experiences of students who graduated in 2000 and 2005. Of the graduates from 2000 (n=80) who responded, 81.4% had enrolled in additional education since leaving Kingsborough, and 60.4% had earned additional degrees. Of the graduates from 2005 (n=58), 91.7% had enrolled in additional education, and 60.9% had earned additional degrees. Only 3.2% of the 2000 graduates and 11.1% of the 2005 graduates did not feel that KCC prepared them adequately for continuing their education.

The graduates reported job market experiences that varied considerably. A large majority reported successful job experiences, although only approximately half of all respondents for each year are employed in a job related to their program of study. According to the survey results, 15.4% of the 2000 and 19.1% of the 2005 graduates are currently unemployed and seeking employment. However, only 8.7% of each group of graduates reported that KCC prepared them less than adequately for the work force.

Due to the difficulty of obtaining survey responses from alumni several years after they have left the College, these results are based on relatively small sample sizes. While the percentages of survey respondents who are currently seeking employment may seem high, these numbers reflect the high unemployment rate in Brooklyn and the surrounding area. Nonetheless, this result confirms the need for the College to develop additional degree programs to prepare graduates for those occupations that are in demand.

Standard 8: Student Admissions and Retention

Team Recommendation:

T7. Include information on the assessment of student learning outcomes in appropriate college publications such as the student handbook and catalog.

The student handbook and the upcoming catalog have been revised to include this information.

Self-Study Recommendations:

S10. Fully implement Degree Works and train faculty and students in its use. Assess how well it works for students.

Degree Works was implemented and is used by the staff in the Office of the Registrar. However, it has been found to be less effective for advisement. It does not create a practical record of the advisement session, nor does it encourage students to be accountable for their academic plan. Also, due to curricular changes, academic requirements vary depending on when students enter the College, and Degree Works, as implemented, does not make these distinctions. As such, senior administrators decided that although Degree Works is sometimes useful for students and staff, it is not a practical resource for faculty involved in the advisement process. Therefore, training of faculty in the use of Degree Works was discontinued. Instead, advisement forms were developed for each major, which have been found to be more useful in that they create a record of the advisement session and require students' signatures, encouraging them to become more responsible for their academic plan. They are also more easily adaptable to differences in curricular requirements.

S11. Complete the writing of learning outcomes of all courses and communicate them widely to prospective students by Spring 2006.

Departments were asked to write learning outcomes for all courses, starting with those courses that are critical to degree programs and/or represent frequent choices for students fulfilling General Education requirements – that is, those courses with the highest enrollments. At present, 287 (43.4%) of the 661 courses listed in the current College Catalogue have posted student learning outcomes. In Fall 2009, these courses accounted for 80.2% of total seat-count enrollment. All documented learning outcomes are written in student-centered language and are available to prospective students on the Kingsborough website. The College has recently redesigned its web site, and the College Council has approved a resolution to incorporate student learning outcomes on departmental web pages, where they will be more readily accessible to current and prospective students.

S12. Results of annual student surveys, which assess their satisfaction with and the effectiveness of the admissions, enrollment, advisement and registration processes, should be widely disseminated and used for planning improvements.

Results of biannual CUNY student surveys and other related KCC surveys are posted on the College web site, reviewed at regular senior administrator meetings, and used for planning. Furthermore, weekly meetings are held by the enrollment management committee consisting of senior administrators responsible for admissions, enrollment, advisement, registration, and institutional research. At these meetings, admissions and enrollment trends are tracked.

Standard 9: Student Support Services

Team Recommendation:

T8. Continue to assess the effectiveness of the college's diverse student support services by increasing the emphasis on student learning outcomes in the student services area.

The common learning outcomes identified by Student Affairs include students' ability to demonstrate knowledge of:

- Kingsborough's academic requirements
- the advisement process
- eTools, including those needed for registration
- College policies including attendance, academic integrity, and civility
- College resources
- the career exploration and transfer process
- extracurricular activities

Students are surveyed in a number of venues. These include pre and post surveys of all students in Opening Doors Learning Communities SD 10 classes, as well as surveys for students who have completed sessions with advisors in Freshman Services; the Academic Advisement Center; the Health Careers and Retention Center; and the Office of Career Development; Transfer, New Start, and Scholarship Opportunities. These programs and offices have revised their surveys to improve correspondence to outcomes. Other areas including the Child Care Center, The Women's Center, The Men's Resource Center, TRiO Support Services, Access Ability Services, Veteran Affairs, the College Discovery Program, Student Life, Student Conduct, and Counseling are in the process of developing student learning outcomes and corresponding assessments.

Self-Study Recommendations:

S13. Survey students to determine the reasons why support services are not utilized more fully.

This recommendation was made as a result of the interpretation of a high percentage of “No Opinion” responses on the 2004 CUNY Student Experience Survey. It was hypothesized that “No Opinion” represented a lack of utilization of these services. However, tracking student utilization showed that this inference was not valid and that services appear to be well utilized. For example, the following utilization data were reported for Fall 2009:

- Freshman Services, which works with students from their initial contact with Kingsborough until they have successfully registered for their first semester – 3,222 students served (1,766 of whom received extended, enhanced services)
- Opening Doors, which serves students during their first semester and in the following six-week module – 1,216 contacts
- The Library, which instructs students on library resources – 324 classes, 8,836 students.
- The Health Careers and Retention Center, which works with students majoring in health careers as well as with at-risk students – 3,296 contacts
- The Advisement Center, which serves students not majoring in a health career beyond the first semester – 2,226 contacts
- Counseling, which includes Personal Counseling, ESL Advisement, and the Women’s Center – 1,404 contacts
- The Single Stop Center, which refers students to affiliated services – 387 contacts
- The Office of Career Development, Transfer/New Start, and Scholarship Opportunities, which serves students transferring in and out of Kingsborough – 8,027 one-on-one contacts and 6,745 contacts at group events

S14. Expand Accounting Lab services to evening and weekend students.

The Department of Business studied patterns of use and found that there was insufficient demand to warrant evening and weekend Accounting Lab services. To accommodate changing enrollment patterns, they have increased lab hours during the late afternoons and on Fridays.

S15. Connect all retention strategies in one integrated plan and track their effectiveness in achieving stated student outcomes.

In 2007, following a retreat of senior administrators, the President appointed a Task Force on Retention. The task force represented faculty and administration, and its charge was to facilitate improved integration and coordination of individual retention efforts and activities. The task force identified goals that would facilitate student retention, and made a number of recommendations in three broad categories: Information provided to students, faculty and staff; support for all students through a variety of services; and intervention for students who are identified as being at risk.

As a result of these efforts, a number of changes were implemented. A review of publications and policies was conducted and documents were revised. New referral forms were developed to ensure that students are directed to the appropriate offices and services. Procedures for notifying students via faculty about College deadlines were improved. Finally, a number of activities were launched to reach out to high risk students on academic probation, including workshops to help them succeed.

Standard 10: Faculty

Team Recommendations:

T9. Increase the percentage of instruction delivered to students by full-time faculty to the 70 percent level as set by CUNY.

Increasing the percentage of instruction by full-time faculty to 70% remains a long-term College goal, but budgetary and other considerations have changed the annual target to “increase incrementally” without identifying a specific number. Although the number of full time faculty increased from 296 in Fall 2008 to 315 in Fall 2009, the 20.4% rise in student enrollment (from 11,555 to 13,910) necessitated an increase in the number of part-time faculty. As a result the percentage of instruction by full-time faculty fell from 53.3% to 51.7%, although this percentage is still higher than the CUNY community college average.

Unprecedented enrollments have continued and so has the increased need for adjuncts. Nonetheless, the College plans to continue to hire an average of 10 new full-time faculty each year, budget permitting.

T10. Develop and implement a plan to review, revise and update transfer articulation agreements on a five-year basis.

The college has approximately 120 articulation agreements and is continually developing new ones (including institutional and program-to-program agreements). Existing articulation agreements are reviewed over a four-year cycle and are accessible to students on the website.

Self-Study Recommendations:

S16. Complete the clarification and standardization of information about promotion and tenure requirements.

A Task Force for Review of Tenure and Advancement was formed and was comprised of tenured and non-tenured faculty. This task force drafted a document clarifying and standardizing promotion and tenure requirements, to which academic departments were

invited to respond. In light of these responses, the task force finalized the document and presented it to the College Personnel and Budget Committee for approval. Once approved, the guidelines for promotion and tenure were implemented and disseminated to faculty. They are distributed at New Faculty Orientations and appear as an appendix to both print and online versions of the Faculty Handbook.

S17. Increase the percentage of instruction delivered by full-time faculty toward the CUNY goal of 70%.

This recommendation is identical to Team Recommendation 9 (see response above).

S18. Reduce the number of departments in need of a more diverse faculty as reported in the annual Affirmative Action Hiring Goals.

The college's progress in reducing the number of departments in need of a more diverse faculty is discussed in the response to Team Recommendation 3 above.

Standard 11: Educational Offerings

Team Recommendations:

T11. Identify and develop measures to assess course and program learning outcomes using consistent learner-centered language and communicate this information to students within a reasonable period of time.

AND

T12. Include course outcomes and assessment measures in all syllabi distributed to students.

As noted in the response to Self-Study Recommendation 11, 43.4% of courses listed in the current College Catalog have posted student learning outcomes written in learner-centered language, accounting for 80.2% of total seat-count enrollment for Fall 2009. The need to include course outcomes and assessment measures on syllabi is communicated to faculty through the Faculty Handbook as well as at the New Faculty Orientation. Many of the courses without outcomes are no longer offered. Department faculty are currently reviewing the Catalog, and the College will officially discontinue these courses.

The Office of Institutional Research, Assessment and Planning has appointed a faculty associate to facilitate the development of program outcome statements, and student outcomes for all degree programs are currently being posted on the College web site.

T13. Develop measures to assess the integration of information literacy in the teaching and learning process.

Information Literacy is not taught in a separate course at KCC but is embedded in many courses; it is sometimes taught by the course instructor and at other times by Library faculty, who are invited by course instructors and who often play a role in assignment design, thereby integrating information literacy into the teaching and learning process. For example, in the Opening Doors Learning Community Program, librarians often collaborate with faculty to develop assignments and then work with students in a library session in the Student Development course that is part of every Opening Doors learning community. In addition, the results of the Curriculum Mapping Project (discussed in the response to Team Recommendation 6, above) showed that some aspect of information literacy is a major goal of 79.2% of the courses mapped. Assessment of information literacy outcomes is carried out within the context of these courses.

T14. Initiate new academic programming dimensions in the Allied Health field.

The A.S. in Chemical Dependency Counseling has been recently approved and is currently offered. The College has hired a new full-time associate professor who has full reassigned time to develop A.A.S. programs in Emergency Medical Technician (EMT)/Paramedic, Respiratory Therapy, Occupational Therapy Assistant, Pharmacy Technology, and Radiologic Technology. To support the successful development of the EMT/Paramedic Program, \$150,000 has been allocated to purchase essential instructional equipment. The program has been approved by the CUNY Board of Trustees and is awaiting approval by the New York State Education Department. Once this program is established, the A.A.S. programs in Respiratory Therapy, Occupational Therapy Assistant, Pharmacy Technology, and Radiologic Technology will be developed.

In addition the College has prepared a Title III proposal which seeks funding to support the development of a Center for Allied Health Education, to house the planned allied health programs within a Department of Allied Health Education. The College plans to submit this proposal in the next open competition for Title III grants.

Self-Study Recommendations:

S19. Program faculty need to identify or develop measures to assess course and program learning outcomes.

As noted in the response to Team Recommendation 12 above, the Office of Institutional Research, Assessment and Planning has appointed a faculty associate to facilitate the development of program outcome statements, and student outcomes for all degree programs are currently being posted on the College web site. Program outcomes are being increasingly emphasized in academic program reviews and assessments of those outcomes are used to drive

action plans. A mid-cycle program review report has been implemented to assess the effect of these actions. Faculty from each department participate in the Course Assessment Project, through workshops focused on refining and assessing student learning outcomes and using assessment results to improve teaching and learning. Faculty in the three learning community programs – Intensive ESL, Opening Doors, and Advanced Learning Communities – identified integrative thinking as a core student learning outcome. They have been working with an instrument designed by the Learning Community Assessment Team to assess integrative thinking in student work and shared assignments in linked courses.

S20. Communicate all course and program learning outcomes to students by the Spring 2006 semester.

See responses to Team Recommendations 11 and 12 and Self-Study Recommendation 11 above.

S21. Appoint a program director from the arts and sciences to implement the recommendations from the Liberal Arts task force.

A director of the Liberal Arts program along with a faculty advisory board has been appointed, and recommendations from the Liberal Arts Task Force have been reviewed, revised, and implemented.

S22. The KCTL should assist faculty in using assessment results to evaluate and modify teaching strategies.

KCTL collaborates with the Office of Institutional Research, Assessment and Planning to assist faculty in developing instruments for assessment and in using assessment results to evaluate and modify teaching strategies in the Course Assessment Project. In addition, KCTL supports the work of the Learning Community Assessment Team and coordinates the KCTL Scholarship of Teaching and Learning (SoTL) Program as well as faculty interest groups concerned with assessment, i.e., the Teaching Toolbox, Teaching with Technology, and ePortfolio groups.

S23. Assess how information literacy is currently taught, whether it is effective and develop plans for improvement where needed.

As noted in the responses to Team Recommendations 6 and 13, information literacy – a core General Education competency – is embedded in the vast majority of the courses in the Curriculum Mapping Project. In addition, the Library has established an Information Literacy Assessment Committee that continually investigates and explores the Library's teaching and assessment methods. Based upon student need as indicated by course learning outcomes and course instructor feedback, librarians have made a number of changes to information literacy instruction. These changes include:

- Revising bibliographic instruction handouts to reflect the content guideposts for the appropriate course level

- Adjusting lectures and classroom activities to maximize key information literacy outcomes
- Abandoning a stand-alone library assignment in the linked Student Development course in Opening Doors Learning Communities in favor of embedding information literacy in shared assignments designed in collaboration with learning community faculty
- Expanding instruction for ESL students
- Developing and piloting pre and post surveys to assess the effectiveness of Library sessions
- Constructing a new computer classroom containing approximately 35 work stations

Standard 12: General Education

Self-Study Recommendations:

S24. The College Council should adopt clearly stated outcomes of General Education by May 2006.

AND

S25. Department faculty should connect General Education requirements to programs and courses and communicate this information to students by December 2006.

The College Council adopted General Education competencies, and the General Education Committee and the College Assessment Committee elaborated and translated them into measurable outcomes. Faculty then mapped the competencies onto the most popular courses in each department. General Education competencies and the list of popular courses in which they are addressed are available to students, as well as faculty, on the Kingsborough web site. Assessment of General Education is described in greater detail in Chapter 5.

S26. The General Education Committee should create a regular planning cycle for General Education review and the analysis of assessment data.

As degree programs are reviewed by program directors and faculty every six years, General Education will now undergo a self-study and on-site review by outside evaluators on a six-year cycle. The next General Education review will take place concurrent with review of Math and Science programs in 2012. This positions General Education review three years away from Liberal Arts review, which will reduce conflation of the two. The General Education committee is currently developing a plan for General Education review and the analysis of assessment data.

S27. Department faculty should ensure that all General Education courses have syllabi with learning outcomes consistent across all sections of the same course by Spring 2007.

Department faculty are working to ensure that General Education courses have syllabi with learning outcomes consistent across all sections of the same course.

S28. The General Education Committee should identify student learning deficiencies related to General Education and develop strategies to address these deficiencies.

As noted in our response to Self-Study Recommendation 26, the General Education Committee will be conducting a formal program review in 2012.

Additionally, at the departmental level, faculty have been encouraged to regularly review student performance data from the CUNY Proficiency Exam (CPE), a rising junior exam that has been a requirement for graduation and transfer to CUNY senior colleges. The CPE assessed key General Education competencies – critical reading, writing, and quantitative reasoning. However, in Fall 2010, CUNY decided to discontinue the administration of the CPE, and is currently exploring alternatives that will provide General Education assessment data. Since competencies have been mapped to courses in the Curriculum Mapping Project, faculty address deficiencies through targeted activities at the course level.

Standard 13: Related Educational Activities

Self-Study Recommendations:

S29. The College should create a standing committee to oversee the ongoing assessment of Developmental Education and the formulation of recommendations to improve it.

The college has decided that instead of creating a standing committee to oversee the ongoing assessment of Developmental Education, the faculty in the English and Mathematics department will continue to conduct these activities as described in Chapter 5.

S30. Increase the percentage of online instruction and ensure that all courses have the same outcomes regardless of modalities.

Although more online and hybrid courses are being offered, the percentage of such courses did not increase due to the rise in the number of face-to-face courses offered to accommodate higher enrollment. To strengthen online and hybrid courses, the Faculty Committee on

Academic Technology and Hybrid/Online Instruction has developed guidelines for instruction in online and hybrid courses, priorities for professional development for faculty teaching these courses, and procedures that ensure that students taking these courses have met the prerequisite competencies needed to complete them. Additionally the committee has identified procedures to verify the identity of students in online courses, which are described in Addendum B.

Academic departments ensure that student learning outcomes are the same for online, hybrid, and face-to-face sections of a course. The College Council Committee on Instruction has developed instruments for peer observation and student evaluation of online instruction.

S31. Develop written program outcomes and assessment plans for College Now, Family College, the Intel Behavioral and Social Sciences Research Program and the Bridges Programs.

College Now offers high school students the opportunity to take college courses at their high schools. Student learning outcomes have been developed for all College Now courses, including the two courses comprising the Intel Behavioral and Social Sciences Research Program. KCTL and the Office of Institutional Research, Assessment and Planning have worked with College Now faculty to develop measures to assess student work with respect to learning outcomes.

The Family College program has been discontinued by the NYC Department of Education.

Program outcomes have been established for the Bridges to the Baccalaureate Program, which provides enhancements for students who plan to transfer to Medgar Evers College and pursue careers in biomedical research. Assessment of outcomes is aided by an outside evaluator. In response to assessment findings, program coordinators have revised academic advisement with an eye to the longer-term research-related professional goals of the students, worked with students to improve the level of research resulting in an increase in peer-reviewed publications, encouraged students to submit presentations to national as opposed to regional scientific meetings, and arranged for continued support for students after they have transferred to Medgar Evers.

S32. Continuing Education should increase workforce development programs.

The College has established a Center for Economic and Workforce development that has taken a number of steps to provide students with the opportunity to prepare for the workforce.

To provide clear pathways for students in career areas such as tourism and hospitality, culinary arts, substance abuse counseling, emergency medical technician, and maritime technology, the College has developed a series of initiatives where students begin in non-credit courses and move seamlessly into credit-bearing courses in degree programs.

- Students can earn a non-credit certificate in the Emergency Medical Technician program and this certificate will serve as a springboard for a proposed A.A.S. program,

Emergency Medical Technician/Paramedic, which has been approved by the CUNY Board of Trustees and is awaiting approval by the New York State Education Department.

- Requirements completed for a certificate in Substance Abuse Counseling count toward an A.S. degree in Chemical Dependency Counseling.
- Non-credit training in Tourism and Hospitality and Culinary Arts is identical to credit courses and taught by credit faculty. Students in these non-credit training programs who pass all their professional certifications and meet all attendance and performance expectations can obtain up to 12 credits towards A.A.S. degrees in those areas.
- Following a different model for non-credit/credit collaboration, students in the A.A.S. program in Maritime Technology can additionally take non-credit courses for specialty training, such as for a Captain's License.

Degree programs that are part of these initiatives currently serve more than 400 students while grant-funded and non-credit courses serve an additional 500 students each academic year.

In addition, *Project Welcome*, Kingsborough's community-based job-training program, made possible by a grant from the United States Department of Labor, provides a trained, quality workforce for the hospitality, food service, and tourism industries. In an extension of *Project Welcome*, KCC provides workforce training to support the revitalization of Coney Island as an amusement and tourism destination.

The *Care Navigator* program, currently under development, is a collaboration with Maimonides Hospital, Local #1199 SEIU, and other community based organizations to provide training for students in coordinated health care services.

Standard 14: Assessment of Student Learning

Team Recommendations:

T15. Implement the learning outcomes assessment plan across the disciplines, collecting meaningful assessment data and utilizing these data for improvement of student learning and resource allocation.

Assessment practices are discussed in detail in Chapter 5.

T16. Include students in the college's assessment planning activities.

Students have been invited to join the College Assessment Committee.

T17. Discontinue the current practice of decennial program review and implement a program review cycle of five years in order to assure the review and refinement of program learning outcomes based on assessment results.

The College has grouped programs into six clusters – Health Services, Human Services, Math and Science, Business, Technology, and Liberal Arts and Performing Arts – with each cluster comprised of four to six programs. Review of programs in a cluster begins each year and takes two years to complete; as a result, programs are reviewed every six years. A mid-cycle program review report has also been implemented to assess the impact of recommendations made in the program reviews. As noted in our response to Self-Study Recommendation 26 above, General Education program review takes place three years away from Liberal Arts, so that the core competencies that are the intended outcomes for both programs are reviewed every three years.

Self-Study Recommendations:

S33. Support, particularly in the form of reassigned time, needs to continue for the further development of learning outcomes assessment processes and applications.

In addition to the appointment of a faculty associate to facilitate the development of program outcomes, there has been a steady increase in the amount of released time awarded to faculty so they can work on scholarly research, curricular or pedagogical innovations, and training and practice in new instructional technologies. Every year, the President's Faculty Innovation Award Program invites faculty to submit proposals focused on the assessment of course or program outcomes for the purpose of improving student learning. Independent of this award program, several faculty members from a range of academic departments and programs have received College support for assessment projects, mostly in the form of reassigned time. Adjunct faculty are encouraged to participate in these assessment activities and they are compensated at 60% of their hourly teaching rate.

Recently, Early Childhood Education (ECE) faculty received reassigned time to assess the experience and performance of graduates who transfer to Brooklyn College's baccalaureate program in teacher education (to which the majority of ECE KCC graduates transfer). The results of this study provided important information which led to pedagogical reform focused on the gradual increase in fostering the learner's responsibility for their own learning. For 2010-2011, reassigned time has been granted to a team of full-time faculty who will assess ESL and Developmental English course outcomes to improve students' preparedness for the subsequent courses in the sequence.

S34. Departments should be provided with the resources needed to create and effectuate assessment plans for all courses and programs.

Faculty have participated in on- and off-campus activities including workshops, conferences, institutes, and committees. Departments have been visited by members of the Assessment Committee and provided with an assessment guide. Yet, assessment of courses and programs has been inconsistent. Therefore, KCTL and the Office of Institutional Research, Assessment and Planning have initiated the Course Assessment Project, which includes faculty from each department, described in Chapter 5.

S35. The College should continue to: Offer workshops on the assessment process, support faculty participation in regional and national assessment conferences, and create links on the College website to assessment resources and College data.

CUNY and the College have each hosted Middle States workshops on assessment for faculty. The CUNY Assessment Council conducted several discipline-specific assessment workshops. The College has supported faculty who have attended Middle States conferences, AAC&U institutes, and other professional workshops and conferences that focused on assessment. A team of Kingsborough faculty and administrators participated in a national two-year project, Assessing Learning in Learning Communities, sponsored the Washington Center for the Improvement of Undergraduate Education, and have extended that work as members of the Kingsborough Learning Community Assessment Team. This team presented their work, “Connecting Assessment of Integrative Thinking to Improvement of Assignment Design,” at the AAC&U conference “Integrative Learning: Addressing the Complexities” in October of 2009.

Faculty can access assessment resources and College data on the webpage of Kingsborough’s Office of Institutional Research, Assessment and Planning. Additional data and assessment reports are available on the CUNY website.

S36. To become involved in the assessment process, students should serve on department and College assessment committees.

While there are no standing department assessment committees, students have been invited to serve on the College Assessment Committee. The College Assessment Committee reports any developments to the College Council, which has 20 student members.

S37. The College Curriculum Committee should consistently enforce its requirement that all proposals for courses and programs describe desired learning outcomes in measurable terms.

Course and program proposal forms have been changed to require that student learning outcomes be included and stated in measurable terms. Every year since the new proposal criteria were adopted by the Curriculum Committee, the chair of the committee, members, and the Provost have gradually asked for a greater degree of compliance with the requirement that learning outcomes be clearly stated on course proposals in measurable terms.

S38. Both the College and departments must increase the use of assessment data to improve teaching and student learning outcomes.

Assessment practices are discussed in detail in Chapter 5.

Chapter 3: Accomplishments, Challenges, and Opportunities

Unquestionably, the College community, across all levels of responsibility and function, has been deeply engaged in the process of continuous improvement. The preparation of this Periodic Review Report has provided an opportunity to reflect on what we have achieved and how we can build on these accomplishments in the areas of curriculum and instruction, student support, faculty, organizational development, and student outcomes.

Accomplishments

Curriculum and Instruction

- **Learning Communities:** A random assignment study showed that students who participated in Opening Doors Learning Communities completed Developmental English and were retained at higher rates. In light of these data, the College expanded Opening Doors Learning Communities and created an Advanced Learning Community program for students beyond the first semester. Since integrative learning is a core Learning Community goal, the Learning Communities Assessment Team created an instrument to guide the design of integrative assignments and associated classroom activities. They have additionally developed an instrument to guide faculty in assessing integrative thinking and redesigning integrative assignments.
- **General Education:** The General Education Committee made recommendations for curricular reform that creates a more coherent program of General Education and includes a Math requirement and more emphasis on writing. These recommendations were approved by the College Council.
- **Developmental Education:** The President's Prep program, designed to shorten time in developmental coursework, was piloted, and preliminary results are promising. In addition, the English Department redesigned the Developmental English exit course based on assessment results.
- **Honors Program:** The Honors Program has been expanded, and many students have received scholarships to prestigious colleges such as Smith, Mount Holyoke, Vassar, and NYU.
- **Career and Workforce Development:** New degree programs were created in high demand and emerging career fields, such as Biotechnology, Criminal Justice, Culinary Arts, and Fashion Merchandising. In addition, the College has established the Center for Economic and Workforce Development which, in collaboration with the Office of

Continuing Education, has initiated several programs aimed at providing trained and skilled personnel to meet the growing demands of the workforce.

Student Support

- The College created The Village Center where prospective students can get information and assistance regarding admissions.
- Freshman services and advisement have been fully integrated into enrollment management and registration processes.
- The college established a Single Stop Center which provides screening for public benefits, personal financial counseling, legal assistance, and tax preparation services for students, helping them address obstacles to their education so that they can remain in college.

Faculty

- Faculty development activities at Kingsborough focus on pedagogical innovation, outcomes assessment, curriculum redesign, and scholarly or applied research. These activities take place in a number of settings, including academic departments, and the number offered, along with the number of faculty participants, has increased significantly. In Fall 2009, 89 faculty and 14 case managers taught in Kingsborough's learning community programs, which offer sustained faculty development; 64 faculty, who were trained in Writing Across the Curriculum, taught Writing Intensive courses; and 142 faculty participated in one or more KCTL events.
- Criteria for tenure and promotion have been reviewed and clarified by a faculty task force, approved by governance, and widely disseminated.
- In a University Faculty Senate survey, KCC rated among the highest in CUNY in faculty satisfaction with professional development, administrative support for intellectual life, facilities, and equipment.

Organizational Development

- Governance has been restructured, eliminating standing committees which were no longer relevant, and creating a new committee connecting budget and strategic planning.
- A FIPSE grant awarded to the College will replicate at four community colleges across the country Kingsborough's success in improving Developmental English outcomes as well as retention and graduation rates.

- Due to fundraising efforts by the Office of College Advancement, philanthropic giving to Kingsborough has increased by nearly 120 percent, from \$793,552 in fiscal year 2006 to \$1,745,397 in 2010. As a result, the College has been able to increase the number and amount of scholarships given to students and support a growing portfolio of programs that strengthen the student experience and enable the College to reach out to the community.

Outcomes

- For the most recent reporting year, the six-year graduation rate at KCC is the highest among CUNY community colleges, eight points higher than the average; the four-year graduation rate exceeds the College's IPEDS comparison group rate by eight points.
- Kingsborough's passing rate on the National Council Licensure Examination (NCLEX) for registered nurses is over 90%, the highest of CUNY community colleges.

Challenges

While the college is proud of its accomplishments it continues to look for opportunities to increase institutional effectiveness and further improve student learning outcomes. However, it is confronted with two challenges: the threat of reduced revenues from New York State and New York City, and increased enrollments which have pressed the College's physical capacity to its full limit and challenged our abilities to help new populations of students succeed.

Uncertainty in the financial markets and the attendant impact on State and City revenues have created fiscal pressures that will likely characterize the financial climate for at least the next several years. Projections for the next three years call for funding to remain at or below present levels.

Enrollment at the College over the past five years has consistently trended upward. While there have been fluctuations between curricula and internal shifts in majors as new curricula have been introduced, Kingsborough experienced an overall increase of 4,000 students in its headcount enrollment and a 2,998 increase in FTE enrollment (growth of 26.2% and 27.6% respectively) from the Fall of 2005 through the Spring of 2010. University and college-based projections suggest that the demand will not abate within the next two years. As the College faces both physical and fiscal limitations, careful management of its resources has become critical.

Opportunities

The current challenges facing Kingsborough have presented opportunities to improve our approaches to budget and enrollment planning. In the interest of prudent management, Kingsborough has increased its reliance on evidence-based decision making.

Managing Budgets

As referenced elsewhere in this report, all division heads are charged with developing their budget proposals based on the goals and objectives set for the institution as articulated in the College's strategic plan, as approved by the College Council, and in the priorities set by the University in the Performance Management Process (PMP). They must review data on spending patterns in previous years and identify all fixed and discretionary costs including full-time personnel costs, part-time or temporary services, contractual services, and funded and unfunded mandates.

Once these budget proposals are reviewed by the College's senior management team detailed spending plans are prepared. These include projected expenditures by date along with mechanisms to ensure compliance with the purchasing and contract requirements of the State, the City's Office of Management and Budget, and the University's Office of Finance. Further, ongoing monitoring of expenditures is required of all divisions. This is accomplished through a quarterly review conducted by the College's senior officers to assess congruence with institutional goals and the milestones stipulated in the approved budgets.

The College has instituted a number of policy measures to contain costs. These include judicious increasing of class sizes, hiring more adjunct and substitute full-time faculty. However, these and other initiatives designed to cut costs (e.g. early retirement incentives, hiring freezes, etc.) may in fact negatively affect the institution's ability to meet some goals.

Managing Enrollments

Proceeding from the budget allocation process and tied to internal planning and monitoring procedures, an enrollment management plan is developed and submitted to the President for approval. It includes an overall enrollment target and recommendations on the proportion of full- and part-time students, freshmen and transfer students, and enrollment by curricula. In order ensure this plan is carried out, the College has established an enrollment management team comprised of the Vice President for Academic Affairs, the Vice President for Academic Administration, the Dean of Enrollment Management, the Dean of Student Affairs, and the Dean for Institutional Effectiveness and Strategic Planning, along with key personnel from their respective areas. The team meets on a weekly basis throughout the year and monitors critical enrollment information. This includes application rates, demographic shifts, semester/year retention rates, readmission applications, graduation rates, full-time/part-time enrollments, skills placement among incoming freshmen, freshmen/transfer ratios, enrollment by curricula, and other indicators. The team assesses institutional impact including the instructional staff required to meet demands, space constraints, and the effect that changes in enrollments has on revenue. If, in the opinion of the Enrollment Management Team, adjustments are required to the established plan, recommendations are made to the President.

In the context of the significant challenges noted above, Kingsborough continues to look for new opportunities to build on its accomplishments. The College is extensively involved in the national agenda focused on improving the success of the academically underprepared. The

faculty and administrators working together to further advance this objective are challenged to carry out those strategies most likely to give this important segment of our society the chance to contribute in the most positive ways possible.

Chapter 4: Enrollment and Finance Trends and Projections

Enrollment Trends and Projections

In the last few years, Kingsborough experienced a steep increase in enrollment. As can be seen in the table below, between Fall 2007 and Fall 2009, the on-campus headcount (excluding the College Now program, which enrolls high school students in college courses conducted at their high schools) increased by 3,183, almost 27%. Enrollment rose again by 3.7% in Fall 2010. Similar increases have occurred in recent Spring semesters.

Enrollment Trends

Term	Total Credit Headcount	College Now Headcount	On-Campus Credit Headcount
Fall 2007	14,962	3,158	11,804
Fall 2008	15,742	2,914	12,828
Fall 2009	18,204	3,217	14,987
Fall 2010	18,606	3,065	15,541

Spring 2008	16,585	4,301	12,284
Spring 2009	17,765	4,176	13,589
Spring 2010	19,265	3,852	15,413
Spring 2011 (estimated)	18,997	3,678	15,319

Enrollment Projections

Term	Total Credit Headcount	College Now Headcount	On-Campus Credit Headcount
Fall 2011 (projected)	18,514	2,973	15,541
Fall 2012 (projected)	18,425	2,884	15,541
Fall 2013 (projected)	18,338	2,797	15,541

Spring 2012 (projected)	18,887	3,568	15,319
Spring 2013 (projected)	18,780	3,461	15,319
Spring 2014 (projected)	18,676	3,357	15,319

The College has determined that it has reached the maximum number of students it can accommodate effectively on campus. For at least the next several years, the College plans to

limit on-campus enrollment to approximately 15,000 students.¹ However, the College's Enrollment Management Team, in concert with the University's Office of Enrollment Management and the Vice Chancellor for Academic Affairs, has analyzed local environmental factors that may impact enrollment, including high school graduation rates, employment trends across the region, and the economic climate in the borough of Brooklyn, from which the College draws over 90% of its students. The trends they have identified suggest that although graduation rates in the high schools are not expected to rise, the number of students interested in attending Kingsborough will. This is primarily due to three factors:

- Employment opportunities in both the public and private sectors will likely remain limited for the next three years or more. Such patterns have historically resulted in an increased demand for college admission as more residents in the tri-state area seek new job skills.
- Increasing admission requirements by CUNY senior colleges will result in an increased number of students who were previously eligible for senior college admission seeking admission to the community colleges.
- Two of the senior colleges of the CUNY system that currently offer associate degree programs have announced their intent to divest themselves of these programs by 2014. Although all of the community colleges in the system will be affected by this change, Kingsborough may see a disproportionate impact as the nearby College of Staten Island is one of the institutions planning to eliminate associate degree programs.

Since the demand is expected to increase, the College must effectively manage admissions so that enrollment remains at approximately the current level. The process for managing enrollments is detailed in Chapter 3.

While the number of students enrolled at KCC is not expected to grow significantly over the next several years, the College can reasonably expect the new curricula introduced in the last three years, especially in the areas of Criminal Justice, Fashion Merchandising, and Culinary Arts, to show substantial growth due to increases in employment opportunities in these fields.

Finance Trends and Projections

CUNY has not yet made available detailed reports for Fiscal Year 2010. Therefore the discussion that follows is based on Fiscal Year 2009. This Periodic Review Report is accompanied by KCC's IPEDS Finance Report (which is prepared by CUNY) and CUNY's Consolidated Financial Report for Kingsborough for the past three years. Differences can be seen between these two reports because of the way revenues and expenditures are defined and calculated.

¹ College Now is a separately funded program whose enrollment is dependent on support received from New York State. The number of students in College Now is expected to remain stable or to decrease slightly in the next few years, depending on the level of funding received.

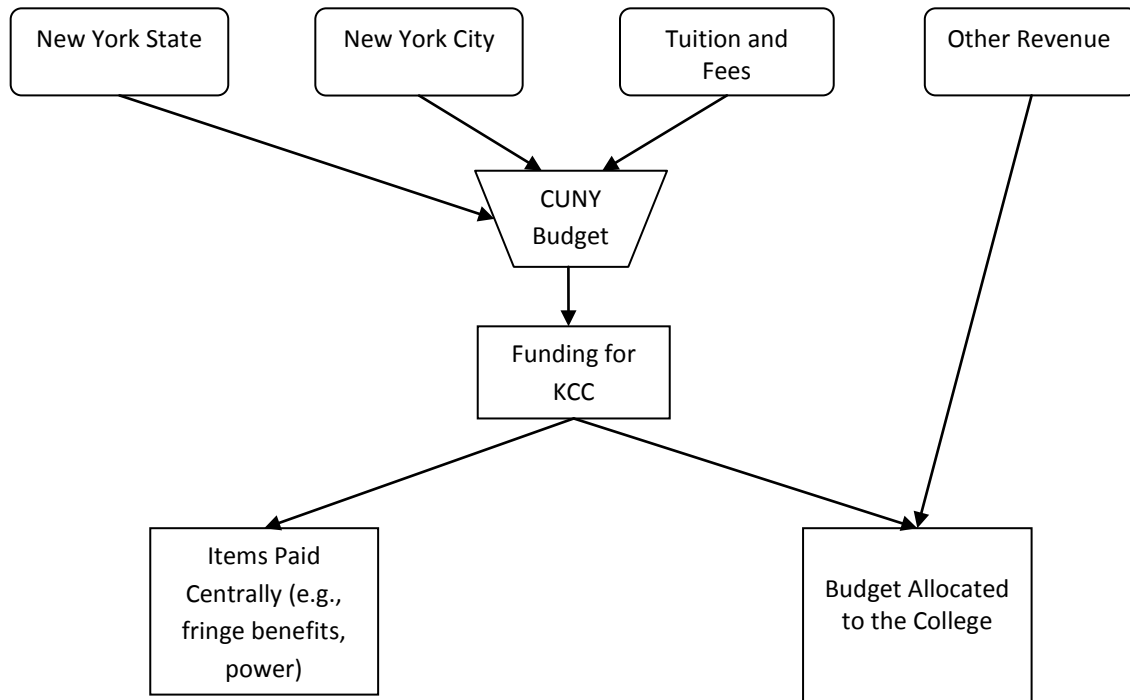
Further, the amount of money spent in operating Kingsborough, as indicated on the IPEDS, does not match the budget allocated to the College by CUNY. So, while the IPEDS financial statement shows total revenue and expenditures in Fiscal Year 2009 as approximately \$140 million each, the budget allocated to KCC was only approximately \$85 million, as certain elements of the College's budget, including fringe benefits, heat, and power, do not appear within the allocation made to the College, but rather are paid centrally by CUNY on the College's behalf.

Operating Budget

Revenue

- **Sources of Revenue**

The University Budget Office allocates Kingsborough's budget in accordance with the revenues received from New York City and New York State, as well as projected revenues from tuition. While many details keep it from being a perfect representation, the process works broadly as illustrated in the figure below:



The following table shows the percentage contributed by each funding source:

	Revenue Trends									
	FY 2007 (IPEDS Part J)		FY 2008 (IPEDS Part J)		FY 2009 (IPEDS Part J)		FY 2010 (Preliminary)		FY 2011 (Estimated)	
		%		%		%		%		%
State Appropriation, Grants & Contracts	42,183,647	34.2%	42,966,744	33.1%	50,381,129	35.9%	56,461,708	37.4%	56,735,950	36.8%
City Appropriation, Grants & Contracts	35,170,352	28.5%	39,711,148	30.6%	39,491,454	28.1%	32,574,183	21.6%	32,303,712	20.9%
Tuition & Fees	41,810,000	33.9%	43,170,000	33.3%	46,380,472	33.0%	57,834,087	38.3%	60,600,066	39.3%
Other (Including Federal Grants)	4,122,415	3.3%	3,814,436	2.9%	4,205,126	3.0%	4,030,625	2.7%	4,600,212	3.0%
	123,286,414		129,662,328		140,458,181		150,900,603		154,239,940	

State funding for the College is based on the average annual FTE enrollments over three years. Until the recent economic downturn, State funding had remained stable. For FY 2011, though, State funding has been reduced by \$415 per FTE. Despite this reduction, the total amount of state funding has remained relatively stable due to increased enrollment; this funding, however, must be used to provide instruction and support to a greater number of students.

Revenue from New York City increased between FY 2007 and FY 2008, and decreased slightly in FY 2009.

Revenue from tuition and fees has increased by 11% over the past three years. This is due to increases in enrollment for the corresponding period. With costs increasing at a faster rate than funding from state and local sources, the University raised tuition by 5% in Spring 2011, bringing resident full-time tuition and fees in the community colleges to \$1,825 per semester. Another increase is planned for Fall 2011. Even after these increases, the tuition for the community colleges will still be below that assessed by senior colleges in the system and significantly below tuition charged by private and proprietary institutions in the tri-state region.

Included within the fee structure is a targeted fee that generates over \$2,000,000 annually and supplements institutional efforts to advance the use of technology in direct instruction.

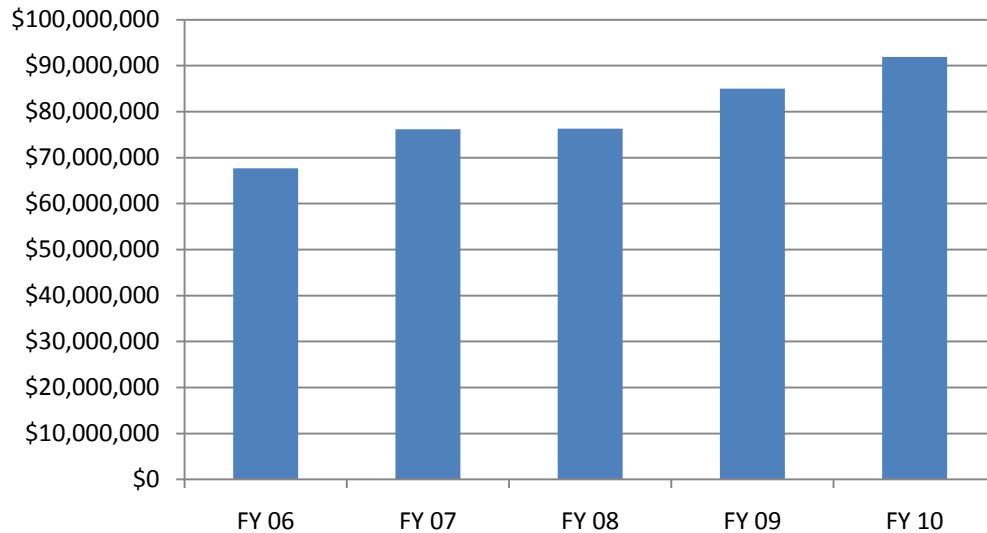
In addition to revenues from the State, the City, and tuition and fees, the College has also increased its efforts to raise funds through grants, contracts, gifts and bequests, auxiliary enterprises, the rental of its facilities, and other avenues.

- **Budget Allocation by CUNY**

CUNY uses a model that calculates the funding given to each institution on the basis of the average full-time equivalent students (FTEs) it generates over a three year period. In addition, the model factors in a number of variables including the total number of positions by major function (e.g. instruction, student services, administration, etc.), average salaries of full-time personnel, and size and configuration of the physical plant. Once the allocation is made, the institution has some latitude in distributing its operating budget.

The graph below shows the operating budget, including CUNY allocations and revenue from other sources, and excluding items that are paid centrally by CUNY, for Fiscal Years 2006 through 2010. The graph shows a modest but consistent level of growth for this period.

Operating Budget – FY 06 through FY 10



- **Revenue Projections**

Revenue projections for the next three years follow from the enrollment and economic assumptions referenced above, and suggest the following:

- After considering all factors, the College budget is likely to remain at present levels for the next two to three years. However, tuition and fees will continue to make up a larger proportion of those revenues.
- State aid is projected to decrease in the next two to three years. Reductions in FTE funding and restrictions in the State Tuition Assistance Program for students signal a period of fiscal austerity.
- While it is hoped that revenue from the city will remain at the present level, given the current economic climate, the College must prepare for a decrease in the near future.
- A tuition increase of 5% was implemented in Spring 2011, and another increase is planned for Fall 2011. Given the College’s plans to maintain enrollments at present levels, revenues from tuition and fees will continue to rise through 2013, assuming increases in tuition to offset anticipated city and state budget cuts.
- The College aims to raise additional revenue from other sources through its commitment to increasing grant and development activity, and by maximizing its entrepreneurial efforts.

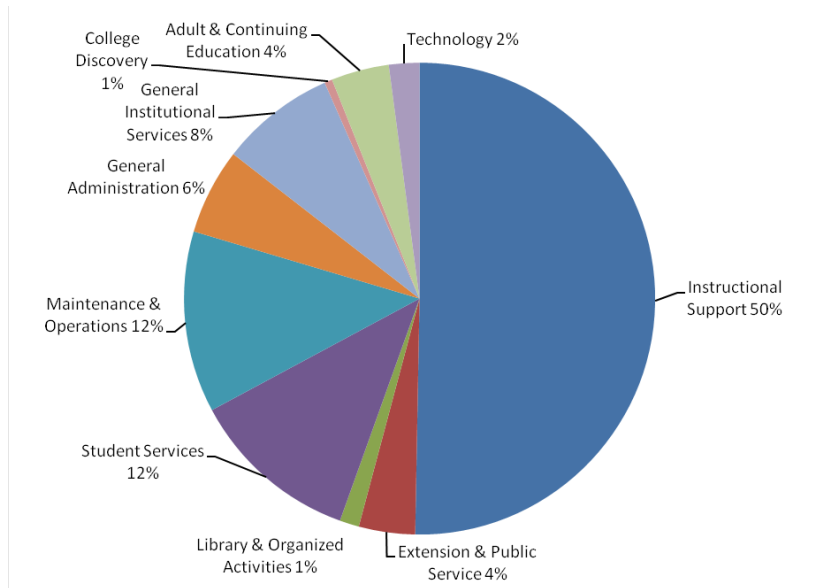
Revenue Projections

	FY 2012		FY 2013		FY 2014	
	(Projected)	%	(Projected)	%	(Projected)	%
State Appropriation, Grants & Contracts	54,000,000	34.9%	53,500,000	34.5%	52,700,000	34.0%
City Appropriation, Grants & Contracts	30,500,000	19.7%	29,500,000	19.0%	28,600,000	18.5%
Tuition & Fees	65,433,961	42.3%	67,069,810	43.3%	68,746,556	44.4%
Other (Including Federal Grants)	4,700,000	3.0%	4,800,000	3.1%	4,900,000	3.2%
	154,633,961		154,869,810		154,946,556	

Expenditures

Expenditures are routinely monitored both by the College and the University. Established financial reporting procedures allow the institution to track expenditures (by category and by function) in accordance with the approved financial plan and within the parameters set by the University’s Budget Office. The table below details the expenditures for Fiscal Year 2009 by major purpose.

Expenditures by Major Purpose – FY 09



- **Expenditure Projections**

Projections on expenditures are predicated on assumptions of inflationary increases, contractual obligations, and increased demands. The College expects that:

- Costs for services, supplies, and materials will continue to rise in direct relation to local inflation rates. The University has implemented many cost-cutting measures such as a hiring freeze in all areas except faculty, student counseling, and positions related to health and safety. Beyond these measures, the College has slightly

increased class sizes where appropriate, deployed support staff more effectively, maximized its opportunities to generate revenue where appropriate using its facilities, and implemented a more effective budgeting process.

- Expenditures for professional development (conferences, on-campus seminars, Kingsborough Center for Teaching and Learning) are likely to remain constant.
- Expenditures on instructional technology (smart boards, maintenance of computer equipment, software upgrades, course management software, etc.) will remain at present levels, since they are dependent on Technology Fee revenues tied to enrollment.
- Investments in furniture, equipment, and renovations are likely to be below present levels, as much repair and replacement has already been completed.

Local economic conditions will have a significant impact on the Kingsborough community. If government funding is at a lower level than the past few years it will create major challenges that the institution must face. Students will be required to support a larger proportion of total costs through tuition and fees, and the confluence of increased costs, continued high enrollment, and decreased public sector funding will place the burden on the College to maximize the use of existing resources and continue to explore funding support from grants and other private sector sources.

Capital Projects

The College does not have a capital budget per se, and it obtains funding from New York State and New York City for capital improvements on an individual project basis. These projects may take more than one year to complete. Over the period from FY 2007 to the present, Kingsborough expended \$11,056,000 completing capital projects. As the table below shows, these projects include direct instructional support such as building new classrooms or equipping laboratories, as well as maintenance of the physical plant, making critical repairs, and addressing issues of public health and safety.

Capital Projects Completed Since FY 2007

1. T-250 - construct five smart classrooms	\$ 2,200,000
2. Macintosh Graphic Design Laboratory	\$ 145,000
3. Nursing Lab and Resource Center - MAC 4th floor	\$ 435,000
4. Roof Repair Phase I - MAC, portion of College Hall, T-8, and P Building over warehouse	\$ 3,000,000
5. Fire Alarm Upgrades Phase I - West College Hall Clusters, Administration, and Theatre	\$ 2,100,000
6. Athletic Field	\$ 3,000,000
7. Interactive Kiosks	\$ 112,000
8. TV Studio - upgraded equipment	\$ 64,000
Total	\$ 11,056,000

As detailed in the table below, additional projects funded for a total of \$26,412,000 are in progress. With portions of the plant reaching forty years of age, however, it is likely that more maintenance issues will arise. Despite the tenuous state of governmental budgets, it is the expectation that the College and the University will work to get the support necessary to maintain a physical environment that meets the goals of the institution and the needs of its students.

Capital Projects in Progress

1. Roof and Building Envelope Repair Phase II - T-5 roof design and PAC roof design	\$ 2,700,000
2. Bursar Office Renovation	\$ 420,000
3. Central Boiler Plant Upgrade	\$ 14,660,000
4. Fire Alarm Upgrades Phase II - Physical Education Building, Arts & Sciences Building, Library	\$ 3,650,000
5. Art Studio Rehabilitation	\$ 550,000
6. Holocaust Memorial	\$ 105,000
7. T-2 conversion of office space to classrooms	\$ 2,000,000
8. Security Console	\$ 227,000
9. Student Conference Center	\$ 600,000
10. Facilities for Occupational and Respiratory Therapy	\$ 1,500,000
<hr/>	
Total	\$ 26,412,000

Chapter 5: Assessment of Institutional Effectiveness and Student Learning

In 2005, Kingsborough created a plan to assess institutional effectiveness and student learning outcomes. The plan was rooted in the College's mission, goals, and objectives (MGOs) and sought to tie assessment results to strategic planning and resource allocation. CUNY-wide targets and measures, as well as interwoven college-wide assessment projects and activities, give us the confidence to state that the assessment of institutional effectiveness is comprehensive and continuous. Additionally, faculty have made considerable progress in program and course assessment, which is becoming a part of their regular workload.

Institutional Effectiveness

Institutional Effectiveness is assessed at multiple levels as described below:

The cornerstone of the assessment of institutional effectiveness is the CUNY Performance Management Process (PMP). The PMP is an annual plan based on priorities set by the University and the College. The University sets broad goals of the PMP, such as raising academic quality, improving student success, and enhancing financial and management effectiveness. For each goal, the University articulates objectives with representative indicators, and the College identifies specific targets each year. At the end of the year, the College reports to the University the results for each objective, and the President meets with the Chancellor to review the College's progress and identify areas to be emphasized in the coming year. (See Appendix B for the College's 2009-2010 year-end PMP report and the 2010-2011 targets.) Since the goals and objectives set by the University in the PMP are consonant with the College's MGOs and are connected to planning and resource allocation, the PMP process has proved to be a useful way to assess the College's MGOs.

Vice Presidents and Deans set annual goals and objectives for the areas they oversee and, at the end of the year, meet with the President to review progress and prioritize new goals and objectives for the coming year. Likewise, directors of administrative units set annual goals and assess their achievement. In this way, each office operates in the context of clearly stated goals for which there exist transparent assessment measures.

Assessment of Student Learning

Student learning outcomes are assessed in programs, courses, and student affairs. Below are descriptions of some key assessment activities:

Programs

- **Degree Programs:** A comprehensive review of each degree program takes place following a cycle that has been shortened, as recommended by the Middle States team in 2006, from ten to six years. Programs are organized into six clusters and are reviewed in the following order: Health Services, Human Services, Math and Science, Business, Technology, Liberal and Performing Arts. Reviews are guided by a revised self-study template (see Appendix C) that emphasizes assessment of program outcomes and asks

directors and faculty to address curriculum, student demographics and enrollment patterns, faculty, facilities, and instructional support. These self-studies are then evaluated by an external reviewer who is expert in the relevant discipline. This review process results in an action plan, written by the faculty and approved by the Provost, that addresses challenges and opportunities that were identified in the self-study. In 2010-11, the College implemented a mid-cycle review report to document progress made on implementing the action plans developed in the most recent program reviews and to assess the impact of the changes made.

- **General Education:** In 2006, in response to a CUNY initiative focused on General Education review and reform, the College created a committee on General Education. This committee was composed of representatives of all academic departments as well as key administrators. The committee reviewed General Education requirements in light of the College's General Education objectives. It made recommendations to the College Council Curriculum Committee that would ensure that students, in fulfilling General Education requirements, would have sufficient opportunity to develop the core competencies identified in the College's MGOs. Faculty identified the need for requirements through which students could develop quantitative and writing skills. This need was later confirmed by the results of the Curriculum Mapping Project. (This project is described in our response to Team Recommendation 6 above, and the map of courses and competencies appears in Appendix D.)

The committee made the following recommendations: at least one laboratory science and one college-level math course should be required for students in each degree program and all students should complete at least one writing intensive course (or participate in a learning community in which a General Education course is paired with a college-level English course). Faculty also addressed the need for a more coherent General Education requirement that could be satisfied by students in all degree programs by reducing the five categories of the General Education distribution requirements (which reflected departmental structure) to three categories that better reflect traditional disciplinary clusters. These recommendations were approved by the Curriculum Committee and the College Council in 2009.

The results of the Curriculum Mapping Project confirmed that many General Education competencies are also reflected in course goals, and are, therefore, assessed at the course level. In addition, until November 2010, core General Education competencies (critical thinking, writing, quantitative reasoning) were assessed through the CUNY Proficiency Exam (CPE), a rising junior exam. Passing the CPE had been a requirement for graduation and for transfer to CUNY senior colleges until that time. The CPE consisted of two tasks: Task 1 asked students to respond in writing to a prompt that required them to synthesize two readings; Task 2 required students to interpret and evaluate information presented in charts and graphs. CPE pass rates were reported to departments, and faculty worked to develop course assignments and activities designed to help students improve these skills. In November 2010, CUNY discontinued the CPE

and is currently searching for an alternative assessment for General Education outcomes.

Moving forward, General Education will be reviewed every six years, concurrent with the Math and Science cluster of degree programs – three years away from review of the A.A. in Liberal Arts, so as to reduce conflation of the two programs. The next review, then, will take place in 2012. The General Education Committee created a template to guide this review.

- **Learning Communities:** With the dual goals of promoting student progress and encouraging integrative thinking, Kingsborough currently supports three learning community (LC) programs. The first, Intensive ESL, offers incoming ESL students a full program of five linked courses. The College found that success rates for ESL students in linked ESL and General Education courses exceeded those for ESL students in stand-alone sections of the same courses. As a result, the College now requires that all incoming ESL students enroll in an Intensive ESL LC. Opening Doors LCs, designed for non-ESL incoming freshmen, generally link English (developmental or Freshman Composition I) with a General Education and a Student Development course. This program was part of a random assignment demonstration conducted by MDRC, a social policy research group. Their findings showed that LC students completed developmental courses and accumulated credits at higher rates than students in the control group. Based on this success, the program was expanded, and in Fall 2009, 728 students participated. Further, Kingsborough created Advanced LCs for students beyond their first semester, and, in another project that uses a random-assignment design, MDRC is studying its effects.

While student progress can be assessed through macro measures such as pass rates and accumulated credits, assessment of integrative thinking requires looking directly at student work. In 2006, as a first step in learning to assess integrative thinking, a team of Kingsborough faculty and administrators participated in the *Assessing Learning in Learning Communities Project*, coordinated by the Washington Center for the Improvement of Undergraduate Education. Although this project ended in 2008, the Kingsborough team has continued to meet regularly to develop instruments to guide assessment.

The team began by developing rubrics to assess integrative thinking and then applied these to samples of student work for integrative assignments – that is, assignments which ask students to bring multiple perspectives from each of their LC courses to bear on various issues. The team’s assessment revealed a number of ways in which student work fell short of this goal and in many cases these failures could be traced to weaknesses in shared assignment prompts and/or supporting classroom activities. As a result, the team developed an instrument to help assess student work for shared assignments and guide faculty in assignment and course redesign. This instrument – the *Decision Tree for Assessment and Assignment Redesign* – was piloted with a group of LC

faculty and was presented at the AACU conference on *Integrative Learning: Addressing the Complexities* in 2009. Since then, the instrument was tested and revised by another faculty group, and a guide for developing shared assignments was created. The most recent versions (see Appendix E) are being disseminated among faculty in all Learning Community programs.

- **Developmental Education**

- **Developmental English Program**

- Kingsborough’s Developmental English Program is composed of a sequence of courses – ENG 91, 92, and 93. Students place into these courses according to their scores on the CUNY Freshman Reading and Writing Exams.

Institutional Research: The Office of Institutional Research, Assessment and Planning continually monitors and reports the rates at which students who place into developmental English pass courses, pass exit exams, and complete the developmental sequence. One recent study showed that students who registered for a developmental English course in their first semester outperformed those who did not, resulting in higher GPAs and retention rates, and more credits accumulated. As a result, the College instituted a requirement that students who place into developmental English must take that course in their first semester.

Departmental Outcomes Assessment: Portions of the Developmental Program in English have undergone several assessments. Curriculum redesign and pedagogical innovations have been developed and are undergoing implementation. In the current academic year, ESL and non-ESL teaching faculty and program directors are meeting to review student learning outcomes for each course in the developmental sequence. They have begun by focusing on the exit course from ESL instruction (ESL 91). The goal of this review is to improve the alignment of this course with the next course in the sequence, the intermediate non-ESL developmental English course (ENG 92) so that the expected outcomes from ESL 91 reflect the foundational level of skills needed for success in ENG 92.

The department also analyzed student outcomes in ENG 93, and is piloting an intervention that requires students completing ENG 92 with weak reading skills to take a reading course prior to moving on.

A self-study of the entire Developmental Program, which includes ESL and non-ESL instruction as well as the supplemental academic support provided by the Reading and Writing Center, is planned for next year. Following this self-study, an application for a consultant-evaluator’s visit will be made to The Council of Writing Program Administrators.

- **Developmental Math Program**

Kingsborough's Developmental Math Program consists of two sequenced courses: Arithmetic (M1) and Algebra (M2). Students place into these courses based on their scores on the CUNY Freshman Math Exam. CUNY has been examining the relationship between Freshman math scores and success rates at senior colleges. As a result, the University's passing scores in arithmetic and algebra have been raised and are slated to be raised again.

Institutional Research: The Office of Institutional Research, Assessment and Planning continually monitors and reports the rates at which students who place into developmental Math pass courses, pass exit exams, and complete the developmental sequence. Results are shared with the Math Department and inform future actions.

Departmental Outcomes Assessment: The Developmental Math Coordinator, with the support of the Office of Institutional Research, Assessment and Planning, conducted a pre-post assessment of ten critical course objectives in Math M2. The success rates exceeded 70% in only two of the ten objectives. These findings were discussed by department faculty who implemented an online tutorial and revised curriculum to place more emphasis on critical concepts.

In 2007, the department invited an expert in developmental mathematics to review the program. The reviewer evaluated statistical reports on student performance in developmental math and interviewed faculty, administrators, and students. His final report included a number of recommendations concerning both developmental and college level math. In response to this report, the Math Department hired more faculty with expertise in teaching developmental math; selected teaching materials that were better aligned with intended outcomes; supported a new math requirement for the General Education Program, thereby encouraging students to satisfy developmental math requirements early in their programs; and increased participation in cross-disciplinary collaborations (for example, initiating a new Biostatistics course with the Department of Biological Sciences).

For the future, faculty have agreed that the Developmental Programs in English and Mathematics will follow the established College practice of conducting periodic self-studies followed by on-site visits from outside evaluators. The faculty of each department will then develop action plans to address the recommendations resulting from the self-study and the evaluator's report.

Courses

- **Course Outcomes:** With the goal of ultimately articulating student learning outcomes for all courses, the Assessment Committee began by asking departments to articulate learning outcomes for required major courses and for popular General Education courses. As a result, learning outcomes were compiled for 287 (43.4%) of the 661 courses listed in the current College catalogue, representing 80.2% of the Fall 2009 seat-count. Many of the courses without outcomes are no longer offered. Department faculty are currently reviewing the Catalog, and the College will officially discontinue these courses.

Faculty were asked to include student learning outcomes on class syllabi and to make sure that these were uniform across all sections of a course. Student learning outcomes were also posted on the College website, making them easily accessible to prospective and current students. In addition, the College Council Curriculum Committee now requires that all proposals for new courses include student learning outcomes.

- **Data Collection and Analysis and Closing the Loop:** The College recognizes that there are many instances where faculty consider student work in making modifications to curricula and pedagogy, such as those described above in Developmental Education. Other examples include:
 - The Department of Biological Sciences assessed students' microscope skills in Anatomy and Physiology I and found that students fell short of achieving the stated learning outcomes; as a result, students were provided with additional support and opportunities to develop these skills.
 - The Department of Business identified a weakness in math skills among students in Fundamentals of Accounting I, and so, to address this need, now requires that students pass Part I (Pre-Algebra) of the CUNY Math Assessment before registering for this course. Also, to increase student success in Intermediate Accounting I and Cost Accounting, students are now required, as a prerequisite, to achieve a grade of at least "C" in Fundamentals of Accounting II.
 - Coordinators of the Introduction to Sociology course, in order to improve students' ability to interpret tables and graphs, adopted a new textbook that addresses these skills more comprehensively.

To support more widespread implementation and documentation, the College has initiated a Course Assessment Project whereby the Office of Institutional Research, Assessment and Planning and KCTL work with faculty in each department to examine their learning objectives, align their assessments (i.e., exams, essays, presentations, etc.), and use the results to improve instruction.

- **Supporting Faculty:** In addition to assessment by departments at the course level, the College supports assessment by individual faculty in a number of ways:

- **Scholarship of Teaching and Learning (SoTL):** SoTL projects often seek to improve student outcomes through interventions such as the use of technology and new pedagogies. KCTL offers a self-paced SoTL program that supports faculty in all phases of conducting SoTL work including raising appropriate SoTL questions, designing studies that employ quantitative and qualitative methodologies, collecting and analyzing data, and documenting and publishing work. Current participating faculty represent a variety of academic departments.
- **Faculty Interest Groups:** In addition to the SoTL Program, KCTL supports a number of Faculty Interest Groups that address issues of assessment. These include the Teaching Toolbox, Teaching with Technology, ePortfolio, and, previously, the CUNY Proficiency Exam (CPE) groups.
- **President’s Faculty Innovation Awards:** These awards support faculty research and particularly encourage assessment projects. One such project, based on an earlier study that revealed a need for stronger critical reading skills to prepare Early Childhood Education students for transfer, seeks to close the loop through scaffolded reading activities in EDC 20. Another project is a case study that seeks to assess the effectiveness of learning communities for students in the lowest level of Developmental English – ENG 91.

Student Affairs

Traditionally we have evaluated student services via surveys of student satisfaction, such as the CUNY Student Experience Survey (CUNY SES – conducted every other year), the Community College Survey of Student Engagement (CCSSE – conducted in 2001, 2003, 2005, and 2009), the Survey of Entering Student Engagement (SENSE – conducted in 2007, 2008, and 2010), and numerous internal surveys on areas such as admissions and registration, financial aid and bill payment, transportation, public safety, and library services.

Following Team Recommendation 8, the College has begun to focus more on student learning outcomes. Student Affairs, in collaboration with KCTL and the Office of Institutional Research, Assessment and Planning, has identified common learning outcomes for significant areas including Opening Doors SD 10 classes; Freshman Services; the Academic Advisement Center; the Health Careers and Retention Center; and the Office of Career Development, Transfer/New Start, and Scholarship Opportunities. The common learning outcomes identified by Student Affairs include students’ ability to demonstrate knowledge of Kingsborough’s academic requirements; the advisement process; eTools, including those needed for registration; College policies including attendance, academic integrity, and civility; College resources; the career exploration and transfer process; and extracurricular activities. Assessments have been refined to correspond more closely with these outcomes.

Chapter 6: Linked Institutional Planning and Budget Processes

At Kingsborough, annual priorities are informed by the strategic plan and the University Performance Management Process (PMP), and are linked to the budget through annual operational plans created by the senior administrative staff.

Strategic Planning

The strategic planning process is designed to invite input from a wide range of college constituents and set long-term priorities. In 2005, the College conducted an environmental scan to identify external trends that could impact how the College carries out its mission. This scan reported enrollment trends at high schools and other colleges in the area, demographics, and job market projections. Faculty, staff, and administrators were then invited to a Strategic Planning Dinner where they engaged in a “scenario planning” activity. This activity was designed to identify core priorities – that is, those that would stand in a variety of possible future scenarios that were informed by the environmental scan.

Once core priorities were identified, eight sub-committees (Academic Programs, Improving Learning Outcomes, Developmental Education, Delivery of Instruction, Student Support, Enrollment Management, Technology, and Facilities) were formed to address them. These committees identified relevant strategic priorities, which were then approved by the College Council (see Appendix A-1).

Over the course of the next few years, the President held a number of retreats for senior administrators, as well as retreats for department chairs, where the steps needed for implementation were identified, responsibilities were assigned, timelines were established, and progress was monitored. The implementation plan is shown in Appendix A-2, with the status of each item updated as of February, 2011. All items in the plan have been addressed.

Given that the environment is constantly changing, strategic priorities need to be continually updated in order to reflect current thinking. To oversee the ongoing strategic planning process, the College Council created a new Strategic Planning and Budget Committee. In 2010, this committee held another Strategic Planning Dinner, which was attended by more than 100 faculty and staff, to identify new priorities and update existing ones. The committee then synthesized these priorities, which were approved by the College Council (see Appendix A-3). The next full strategic plan will be completed in 2011-2012.

CUNY Performance Management Process (PMP)

Annual operational plans are driven by the University-mandated PMP, which requires the College to set targets in a number of areas and create plans to achieve those targets. The areas focused upon by the PMP for 2010-2011 are:

- Raise academic quality
 - Strengthen CUNY flagship and college priority programs and continuously update curricula and program mix

- Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity
- Improve student success
 - Ensure that all students receive a quality general education and effective instruction
 - Increase retention and graduation rates and ensure students make timely progress toward degree completion
 - Improve post-graduate outcomes
 - Improve quality of student and academic support services
- Enhance financial and management effectiveness
 - Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses
 - Increase revenues and decrease expenses
 - Improve administrative services

These areas are somewhat general in nature, and the College has latitude in responding to them in the context of its own strategic plan. For example, the University set a general goal of strengthening college priority programs, and the College identified the specific need for a number of new programs in allied health technologies, which are currently being developed.

Budget Allocation Practices

In order to reach specific targets, senior administrators formulate operational plans for their areas and determine the funding needed to implement these plans. For the academic area, the Provost considers input from chairpersons regarding departmental needs. 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.
- At the conclusion of each quarter of the fiscal year, division heads report any changes that require budget adjustments and revise calendars to address these changes.

Middle States Commission on Higher Education
Periodic Review Report

Presented by:

Kingsborough Community College
Of The City University of New York

June 1, 2011

Appendices

Appendix A-1

Strategic Plan

2008 - 2011

Kingsborough Community College Strategic Plan 2008-2011

OUR MISSION

- To offer an excellent general education to all students
- To provide programs of study for those intending to transfer and those seeking immediate employment
- To develop students' competence in written and oral communication, quantitative skills, critical thinking, research and technological literacy
- To promote life-long learning opportunities in credit and non-credit programs for the traditional and non-traditional student
- To provide a range of services that support student success
- To respond to the educational, cultural and economic needs of the communities the College serves

OUR VISION

Kingsborough Community College shall be focused on the question, "How do our individual and collective actions contribute to student learning?" To achieve its vision, Kingsborough strives for high quality and continuous improvement in instructional programs, student services, administrative and support staff, and the campus environment.



Kingsborough Community College
Office of Institutional Research,
Assessment & Planning
(718) 368-6666 / rfox@kingsborough.edu



OUR PLAN

ACADEMIC PROGRAMS

- Restructure General Education
- Strengthen the A.A. degree program in Liberal Arts
- Expand the Honors program
- Create new majors in allied health career areas
- Implement new majors or concentrations in Liberal Arts and Sciences

IMPROVING LEARNING OUTCOMES

- Promote faculty development
- Expand Learning Communities
- Use assessment data for improvement of student learning

DEVELOPMENTAL EDUCATION

- Increase student retention and academic progress in the developmental English and Math sequences
- Enhance tutoring, counseling and early intervention programs
- Improve the academic preparation of students with GED diplomas

DELIVERY OF INSTRUCTION

- Develop and offer more courses enhanced by online technologies
- Implement additional active student-centered learning experiences
- Expand scheduling alternatives for courses
- Expand learning experiences that engage students in the community
- Increase support for student use of technology

STUDENT SUPPORT

- Provide more scholarship support for students
- Expand mentoring and peer advisor programs
- Implement programs to support the success of students from underrepresented groups

ENROLLMENT MANAGEMENT

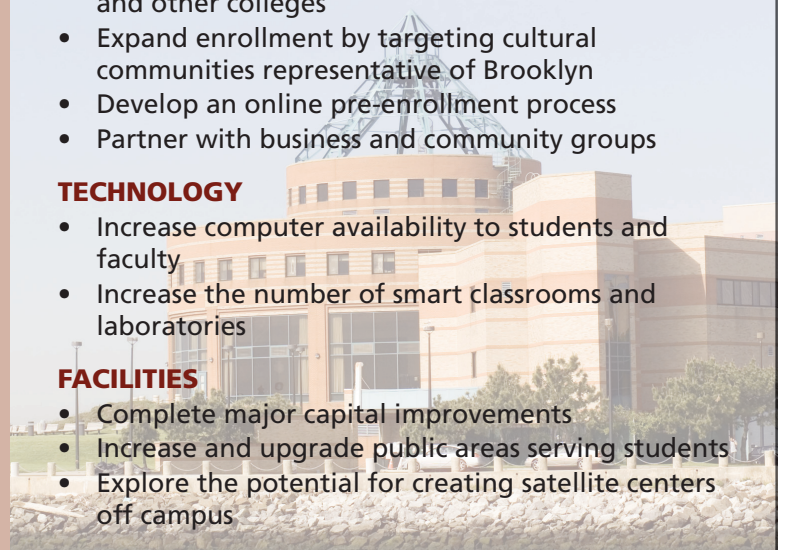
- Create new collaborations with high schools and other colleges
- Expand enrollment by targeting cultural communities representative of Brooklyn
- Develop an online pre-enrollment process
- Partner with business and community groups

TECHNOLOGY

- Increase computer availability to students and faculty
- Increase the number of smart classrooms and laboratories

FACILITIES

- Complete major capital improvements
- Increase and upgrade public areas serving students
- Explore the potential for creating satellite centers off campus



Appendix A-2

Strategic Plan 2008-2011

Implementation Plan

Status Updated February, 2011

**Kingsborough Community College Strategic Plan 2008-2011
Implementation Plan
Status Updated February, 2011**

1. Academic Programs

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Approve restructuring of General Education and begin to implement changes	Completed	College Council / Curriculum Committee		General Education requirements will be modified as appropriate
2	Complete implementing the recommendations of the Liberal Arts Task Force	Completed	Liberal Arts Office	Office of Academic Affairs	Faculty involvement in advisement increases; additional concentrations in Liberal Arts implemented
3	Continue to develop the Honors program and related co-curricular activities	Ongoing	Associate Dean for Academic Affairs	Faculty, Student Development, Student Life	Increased student participation in the Honors program
4	Create new majors in health careers (beginning with Respiratory Therapist, EMS Paramedic, and Occupational Therapy Assistant)	Ongoing	Academic Affairs	Faculty, Department Chairs, Campus Planning & Design	New majors are implemented
5	Implement new majors or concentrations in Liberal Arts and Sciences such as Biotechnology, Earth and Planetary Science, Criminal Justice and Chemical Dependency Counseling	Pending CUNY approval	Academic Affairs	Academic Departments, Liberal Arts Office, College Council	New majors and concentrations are implemented
6	Advocate for streamlining the program approval process at CUNY	Completed	President's Office	Office of Academic Affairs	50% reduction in time to approve programs
7	Review, revise and update transfer articulation agreements	Completed and Ongoing	Academic Affairs	Academic Departments	Articulation agreements are revised and updated as appropriate
8	Increase the frequency of academic program reviews	Completed	Academic Affairs	Academic Departments	Programs are reviewed every six years

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2. Improving Learning Outcomes

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Increase support for departmental activities and faculty (individual and group) innovations designed to improve student outcomes	Ongoing	President, Office of Academic Affairs	Faculty, Department Chairs	Increase in faculty participation
2	Promote faculty development through the Center for Teaching and Learning, Writing Across the Curriculum, the Center for Advanced Technology Training, and departmental activities	Ongoing	KCTL, Department Chairs	Faculty	Faculty participants express satisfaction with activities
3	Expand Learning Communities and continue to develop extended and/or second semester LC's	Ongoing			Achieve target of 80% of incoming freshmen in LC
4	Strengthen transparency and communication among administration/faculty/ staff/ students and Instructional Computing, Administrative Computing, and the Library and Media Services regarding available resources, procedures for accessing them, and support for using them	Completed	Information Technology	Associate Dean of Academic Programs, KCTL, KCATT	Faculty report satisfaction with information technology services
5	Identify and develop measures to assess course and program learning outcomes using consistent learner-centered language	Ongoing	Department Chairs, Faculty	Institutional Research, Academic Affairs	All course and program outcome statements are published on web
6	Include course outcomes and assessment measures in all syllabi distributed to students	Ongoing	Office of Academic Affairs	Department Chairs, Faculty	Outcome statements are included in all syllabi
7	Develop tangible strategies and methods to assess student skills and competencies in written and oral communication, quantitative reasoning, critical thinking, information and technological literacy	Ongoing	General Education Committee	Department Chairs, Faculty	Methods of assessment and strategies for implementing them are developed
8	Develop measures to assess the integration of information literacy in the teaching and learning process	Ongoing	General Education Committee	Library Faculty, Department Chairs, Faculty	Methods of assessment and strategies for implementing them are developed
9	Implement the learning outcomes assessment plan across the disciplines, collecting meaningful data and utilizing these data for improvement of student learning and resource allocation	Ongoing	Department Chairs, Faculty		Student performance on course and general education outcome measures improves
10	Include students in the college's assessment planning activities	Completed	College Assessment Committee		Students participate in planning assessment activities

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3. Developmental Education

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Increase student retention and academic progress in the English developmental sequence through modifications to the curriculum, instruction, and assessment procedures	Completed and Ongoing	English Department		Success rates in developmental English increase
2	Strengthen the learning communities model for developmental students by incorporating other disciplines including mathematics	Ongoing	Academic Affairs	Math Department, Other Academic Departments	Learning communities are extended to more disciplines
3	Improve the success rates of students with the greatest needs in the developmental math sequence	Ongoing	Mathematics Department	Academic Affairs, Math Workshop	Success rates in developmental Mathematics increase
4	Support faculty who teach developmental courses through additional services	Ongoing	Academic Affairs	Academic Departments, KCTL, KCATT, Information Technology	New supports for faculty are implemented
5	Investigate ways to improve the use of tutoring, counseling, and early intervention for students in developmental and college-level courses	Ongoing	Academic Affairs, Student Services	Academic Departments, Reading and Writing Center, KCATT, Information Technology	Success rates in developmental courses increase
6	Improve the academic preparation of students with GED diplomas	Ongoing	Academic Affairs, Continuing Education	Student Services	New preparatory and intervention programs for GED students and graduates will be created

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4. Delivery of Instruction

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Increase the percentage of instruction delivered to students by full-time faculty to the 70 percent level as set by CUNY	Deferred	Academic Affairs	Academic Departments	Additional full-time faculty are hired
2	Support faculty who want to develop and offer more courses enhanced by technologies such as e-learning platforms, other online components, and videoconferencing	Ongoing	Academic Affairs	Academic Departments	Faculty will offer additional courses using enhanced technology
3	Develop assessments of innovative pedagogies to evaluate their effectiveness	Ongoing	Institutional Research	KCTL, KCATT, Academic Departments	The effectiveness of innovative pedagogies will be evaluated
4	Increase collaboration with academic departments in making tutoring services available	Completed	Task Force		A plan for improvement of tutoring services will be prepared
5	Implement problem-based learning, simulations and other active student centered learning experiences where appropriate, e.g., Virtual Enterprise	Ongoing	Faculty	KCTL, KCATT, Academic Departments	Faculty will offer additional courses incorporating active learning experiences
6	Expand scheduling alternatives for courses, such as online hybrid courses	Ongoing	Academic Depts	KCTL, KCATT, Information Technology	Additional online hybrid courses will be developed
7	Expand service learning, internships, and other learning experiences that engage students in the community	Ongoing	Faculty	Academic Departments, Academic Affairs	More applied learning experiences offered
8	Increase support for student use of technology	Completed and Ongoing	Information Technology, Academic Affairs		A plan for improvement of support for student use of technology will be prepared

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5. Student Support

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Provide more scholarship support for students and streamline the process	Completed and Ongoing	Dean of Students, Dean of Enrollment, Coll. Advancement	Information Technology, Financial Aid, Career Development	Criteria, a process, and timelines for distribution of student scholarship funds are developed and implemented
2	Develop new collaborations between student services and other departments	Ongoing	Dean of Students	Academic Affairs, Admin Affairs, program directors	New collaborations are identified
3	Expand application of the case manager model	Completed	Freshman Services and College Advisement	Developmental and Freshman English instructors	Case management services are provided to ~500 freshmen
4	Expand mentoring and peer advisor programs	Completed	Dean of Students, Academic Affairs	Dean of Student Life, Associate Dean of Academic Affairs	Improvements made in student leadership programs.
5	Implement programs to support the success of minority male students	Completed	Dean of Instructional Services	Director of Male Leadership Center	Needs and concerns of male students are addressed
6	Continue to assess the effectiveness of the college's diverse student support services by increasing the emphasis on student learning outcomes in the student services area	Completed and Ongoing	Dean of Students	Department of Student Services	Student outcomes are improved
7	Include information on the assessment of student learning outcomes in appropriate college publications such as the student handbook and catalog	Completed	Student Services	Academic Affairs, Academic Departments	Learning outcomes are posted in appropriate publications

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6. Enrollment Management

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Create new collaborations with high schools and other colleges	Completed and Ongoing	Enrollment Mgt	Academic Affairs, Continuing Ed	New connections are established
2	Research and develop/expand new markets with particular emphasis on targeting cultural communities representative of Brooklyn such as Asian and Latino students	Completed	Enrollment Mgt		Asian and Latino enrollment increases
3	Recruit more effectively from Continuing Education programs	Completed	Enrollment Mgt	Academic Departments, Faculty, Continuing Education	Enrollments of CE alumni in credit programs will increase
4	Publicize successful college programs and student supports	Completed	Enrollment Mgt	Acad Affairs, Student Services	Evidence of publicity
5	Put the pre-enrollment process online (appointments for testing, advisement, registration, orientation, etc.)	Ongoing	Enrollment Mgt	Student Services, Testing, Information Technology	New procedures implemented
6	Partner with business and community groups	Ongoing	Enrollment Mgt	Acad Affairs, Continuing Ed	New partnerships created
7	Promote a "brand identity" for Kingsborough	Ongoing	Enrollment Mgt	Academic Affairs, Faculty, Alumni Affairs, Student Life	KCC's brand identify will be refined

7. Technology

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Increase computer availability to students and faculty (including wireless access) taking into account the needs of physically-challenged	Completed	Information Technology	Academic Affairs, Student Services	Access to computers and connectivity will increase
2	Increase the number of smart classrooms (both mobile and installed)	Completed	Information Technology	Campus Facilities	The number of fixed and mobile projection units will increase
3	Improve technical support for class scheduling/ rooming and ensure compatibility with CUNY requirements	Completed	Information Technology	Academic Scheduling	Support for scheduling and rooming will be enhanced
4	Explore better tracking systems, with sensitivity to privacy issues, in such areas as classroom attendance, grades, financial aid, and counseling and advising	Ongoing	Information Technology	Academic Affairs, Academic Departments	New systems will be implemented
5	Ensure there is adequate financial and staff support for new technology initiatives	Ongoing	Information Technology	Academic Affairs, KCATT	Support for new technology initiatives will be sufficient

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8. Continuing Education/ Workforce Development

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Investigate and possibly develop a vehicle for Workforce Development students to "bank" credit for future enrollment at KCC	Completed	Center for Economic and Workforce Development	Academic Affairs	Vehicle for credit banking is implemented
2	Engage faculty in new course/ certificate/ market development	Completed	CEWD	Academic Departments	New programs are developed
3	Explore cross-utilization of grant and other workforce resources to support students and develop new curricula	Completed	CEWD	Academic Affairs, Continuing Education	Resources are applied to support programs
4	Engage department chairs in career areas for further development	Completed	CEWD	Academic Department Chairs	New programs are developed
5	Develop "Career Pathways" as a thematic approach to new initiatives - supported by research using the ESMI Database	Completed	CEWD	Academic Affairs, Continuing Education	New programs are developed
6	Refine "branding" through the continued development of the CEWD website	Completed	CEWD		Brand identity on website is clarified
7	Balance new grant development with the development of a portfolio of private sector and CBO "clients" for contract courses, events and training	Completed and Ongoing	CEWD	Continuing Education	New programs are developed

9. Resource Development

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Implement a procedure for identifying fundraising priorities	Completed	College Advancement	Strategic planning process	Priorities in scholarships, student support, and health career development are established
2	Engage alumni and retirees in fundraising activities	Ongoing	College Advancement		Expanded relationships with alumni and retirees
3	Build relationships with foundations, corporations and organizations	Completed and Ongoing	College Advancement		Expanded relationships with foundations, corporations and organizations
4	Develop and expand connections with government agencies funding in the areas of our identified priorities	Ongoing	College Advancement		Increased collaborations with government agencies
5	Explore entrepreneurial revenue generating opportunities	Ongoing	College Advancement	Dean of Students, VP for Finance & Admin, Governmental Relations	Sponsorships and other revenue generating opportunities are created
6	Provide incentives and support for faculty to engage in grant writing	Completed	Coll. Advancement	KCTL	Faculty interest group created

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10. Facilities

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Complete major capital improvements	Ongoing	Campus Facilities		Capital projects completed
2	Improve the concordance of all facilities with academic needs	Ongoing	Campus Facilities	Info Tech, Acad Aff, Acad Depts	Concordance improves
3	Increase and upgrade public areas serving students	Ongoing	Campus Facilities	Enroll Met, Student Services	Public areas upgraded
4	Explore the possibility of increasing square footage to, and/ or upgrading existing buildings on campus	Ongoing	Campus Facilities		Feasibility investigated
5	Explore the potential for creating satellite centers off campus	Completed	VP Fin & Admin	Campus Facilities, Acad Affairs, Cont Ed, Stu Svcs, Enroll. Mgt	Opportunities investigated
6	Evaluate the needs for faculty office and meeting space	Completed	Campus Facilities		Faculty spaces improved

11. Disaster Planning/ Business Continuity

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Update and implement the Emergency Response and Recovery Plan	Completed	Finance and Admin	Public Safety, Campus Facilities	Plans updated and implemented
2	Implement the Information Technology Services Disaster Recovery Plan	Completed	Information Tech	Finance & Admin; Camp Facil	Plans updated and implemented
3	Improve communication to the college community on how to respond to emergencies	Completed	Finance and Admin	Public Safety, Campus Facilities, Information	Communication improved (survey)
4	Develop assessments of responses to incidents to maximize effectiveness	Completed	Finance and Admin	Public Safety, Campus Facilities	Effectiveness of responses improves (survey)

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12. Leadership and Governance

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
1	Revisit and reassess the structure, function and number of standing committees in the College Council	Completed	College Council		Modifications or clarifications of committee roles completed
2	Incorporate into the College Council a process that will assess efficiency in order to ensure appropriate linkage between planning and budgeting efforts of the college	Completed	College Council		Modifications or clarifications of committee roles completed

13. Staff and Organizational Development

Objective	Description	Time Line	Responsibility	Key Participants	Outcomes
2	Develop and implement a periodic assessment of the effectiveness of minority hiring practices	Completed	Academic Affairs, Human Resources		Measures developed and implemented
1	Recruit more actively and hire personnel that reflect the rich diversity of the student body	Completed and Ongoing	Academic Affairs, Human Resources	All College Departments	More diverse faculty and staff are hired
3	Improve organizational effectiveness through training and development of all College personnel	Ongoing	All College Departments		Improvement in faculty and staff preparation
4	Prepare future leaders for the college through a program of leadership development	Ongoing	Human Resources	Academic Affairs, Instructional Services	Leadership development program implemented

Appendix A-3

Updated Strategic Priorities

College Council Resolution, Adopted May 25, 2010

WHEREAS, Kingsborough Community College continuously strives to support student progress and achievement, to offer general education and major programs that will allow students to achieve their goals, to provide a range of services to students, and to wisely manage the resources available;

and,

WHEREAS, The College supports an atmosphere that embraces and promotes academic excellence, student, faculty and staff diversity, and innovation,

BE IT THEREFORE RESOLVED, That the following will be the College's updated strategic priorities:

- Develop programs to increase the retention and progress toward degrees of students who have earned between 15 and 45 credits.
- Manage, update, and maintain facilities and amenities used by students, faculty and staff. Priority should be given to the ongoing repair or replacement of broken, deteriorated or hazardous conditions campus-wide.
- Expand the availability of hybrid and online courses.
- Assess student outcomes and apply what we learn to teaching.
- Ensure that academic information given to students, faculty and staff is accurate, complete and timely.
- Continue to develop new models to bring economic and workforce opportunities to students.
- Increase student research opportunities, meaningful internships, field experiences, and scholarly collaborations with faculty and staff.
- Explore ways to provide opportunities for civic engagement.

Explanation: These priorities were arrived at in consultation with senior administrators from all areas of the college as well as academic department chairpersons, and from a gathering of 110 faculty, administrators and staff who participated in the prioritization of over 30 suggested strategic goals.

Appendix B-1

Performance Management Process

2009-2010 Year-End Report

KINGSBOROUGH COMMUNITY COLLEGE

2009-2010 Academic Year – Year-End Performance Report (PMP)

[NB: KCC Targets have been compressed to conserve space. Every effort has been made, however, to preserve the essence of their meaning.]

University Goal: **Raise Academic Quality**
University Objective 1: Strengthen CUNY flagship and college priority programs and continuously update curricula and program mix.

COLLEGE TARGETS	OUTCOMES
<p>The following actions will be taken by KCC ...to advance its priority programs to the next level:</p> <p>1.1.1 Allied Health</p> <p>a) AS in Biotechnology will be registered and implemented</p> <p>b) AS in Chemical Dependency Counseling will be registered and implemented</p> <p>c) Proposals for AAS in EMS-Paramedic, AAS in Occupational Therapy Assistant and AAS in Respiratory Therapy will be completed.</p> <p>d) A Letter of Intent for an AAS in Pharmacy Technician will be submitted to CUNY OAA.</p> <p>e) Discussions will continue on ...affiliation with Methodist Hospital to offer the AAS in Radiologic Technology.</p> <p>f) A search will begin for an allied health educator to lead new Department of Health Technologies.</p> <p>1.1.2 Tourism and Hospitality The AAS in Culinary Arts will be registered and implemented.</p> <p>1.1.3 The Kingsborough Honors Program</p> <p>a) ...will maintain all-Honors sections..., expand the new Honors Enrichment Component courses by 20%, and offer more Honors Contracts across disciplines.</p> <p>b) Presidential Honors Scholarships for incoming high school graduates and second-year students will be increased by 20%.</p> <p>c) <i>Distinctions</i>, an Honors Journal, will publish two issues of exemplary student essays and will encourage and support students' presentations in regional and national Honors conferences.</p> <p>d) ...the number of Honors and non-Honors students who will participate in the ...Salzburg Global Seminar and National Model UN Conference will be maintained...with full scholarship. The number of students participating in Costa Rica Summer Program with almost full scholarship will be maintained at 10. CUE-supported Honors co-curricular activities in civic and global engagement will expand.</p> <p>e) Increased support to students who apply to top scholarships...will be provided in the Honors House. More...support for students to transfer to top colleges will be offered.</p> <p>f) The...Phi Theta Kappa chapter, one of the largest and most active in the country, will maintain its high induction record and will offer a rich menu of activities for members....</p> <p>g) The Dean's List Ceremony will be conducted each semester rather than once annually.</p> <p>h) The successful Honors Representatives Program will expand by involving more students in leadership training.</p>	<p>1.1.1</p> <p>a) Achieved. AS in Biotechnology has been registered and enrolled its first majors.</p> <p>b) Achieved. AS in Chemical Dependency Counseling was approved and has enrolled its first majors.</p> <p>c) In progress. Syllabi have been written for the EMS-Paramedic, Occupational Therapy Assistant, and Respiratory Therapy programs and a search for a program director is near completion.</p> <p>d) In progress. The Letter of Intent is in progress as is a search for faculty.</p> <p>e) In progress.</p> <p>f) Achieved. The search is near completion. Qualified candidates have been identified.</p> <p>1.1.2 Achieved. The AAS in Culinary Arts is registered and the program enrolled its first majors this spring.</p> <p>1.1.3</p> <p>a) Achieved. In fall 2009, there were 11 all-Honors sections (up from 10 in fall 2008), 14 Honors Enrichment Courses (up from 6 in fall 2008), and 50 Honors Contracts (up from 41 in fall 2008). The program enrolls over 400 students.</p> <p>b) Achieved. The Presidential Scholars Honors Program enrolled 35 students in fall '09 (up from 25 in fall '08); Presidential Honors Scholarships increased to 33 (from 25 in fall '08).</p> <p>c) Achieved. 2 issues of <i>Distinctions</i> were published and students discussed their papers in Distinctions ceremonies in fall and spring. Four students presented their papers in the Northeast Regional Honors Council Conference in April '10 in Harrisburg, PA.</p> <p>d) Achieved. 14 students (up 2) and 2 faculty (up 1) participated in the Salzburg Global Seminar and 13 students (up 1) and 1 faculty participated in National Model UN. The number of students in the Costa Rica Program remained the same. CUE-supported co-curricular activities included Dean's Reading Circle, Phi Theta Kappa Satellite Seminar Series on Honors Study Topic, Annual Eco-Festival, and "KCC Reads" common reading lectures/roundtables in fall and spring. Resources for Educational and Employment Opportunities (REEO) Program providing leadership and professional training successfully implemented for 20 Honor students. The Red Card Project against human Trafficking was spearheaded by Honor students. The Honors Program co-sponsored conferences including "Dreamland Pavilion: Brooklyn and Development," and "Hate: Informed and Transformed," Nov. 2009.</p> <p>e) Achieved. Increased support to students applying for scholarships and for transfer was provided by a new hire and by CUNY Writing Fellows. Four students received Kaplan Education Foundation Scholarships (up from none the year before), 3 to the Vassar Summer Program, and acceptances with substantial scholarships to Columbia, NYU, Mount Holyoke, Smith, Amherst, Adelphi University's Honors College, and City College Skadden Arps Legal Program.</p> <p>f) Achieved. 303 members were inducted in the annual Induction Ceremony. PTK students won All-USA and All-New York State Academic Team recognitions. Members sponsored/participated in on- and off-campus activities such as Campus Cleanup, AIDS Walk, Relay for Life, Student World Assembly human rights events.</p> <p>g) Achieved. Ceremonies held in fall and spring.</p> <p>h) Achieved. The Honors Representatives Program expanded to 24 students in fall 2009 (from 21 in fall 2008).</p>

<p>1.1.4 New Initiatives</p> <p>a) The AS in the Science of Forensics/BS in Forensic Science will be jointly proposed with John Jay College.</p> <p>b) The AS in Earth and Planetary Science/BA/BS in Geology will be jointly proposed with Brooklyn College.</p> <p>c) The Global and Environmental Studies Option in Liberal Arts will be approved.</p> <p>d) The Kingsborough Center for Economic and Workforce Development (CEWD) will...</p> <ul style="list-style-type: none"> • Develop courses that infuse business and entrepreneurship education into STEM disciplines. • Develop new credit/non-credit collaboration in information technology and biotechnology. • Integrate the scheduling and servicing of outside functions and events in KCC's Rotunda into the credit/non-credit instructional program. 	<p>1.1.4</p> <p>a) Approved/In progress. The KCC College Council approved the curriculum proposal, and its approval is in progress with the John Jay College governance body.</p> <p>b) Approved/In progress. The KCC College Council approved the curriculum proposal and its approval is in progress with the Brooklyn College governance body.</p> <p>c) Achieved. The program has been approved by the KCC Curriculum Committee and College Council and will be offered to students starting fall 2010. A program brochure for recruitment was developed.</p> <p>d) Achieved.</p> <ul style="list-style-type: none"> • Three new KCC courses (information technology courses that focus on career exploration and a problem solving course) were approved and offered in a Winter Institute (January 2010). A Bio-Tech careers course was also offered as part of the Winter Institute. Students presented their findings at an NSF sponsored conference in February 2010. • Detailed curricula have been developed for Information Technology, Biotech and Engineering under the auspices of the National Science Foundation. (The curricula for IT (BayTech) and Bio Tech (Bio-Link) have been successfully piloted at other community colleges under the auspices of the NSF Advanced Technology Education Centers.) • Scheduling and servicing of Rotunda events have now become an integral part of the instructional program in Tourism and Hospitality, especially Culinary Arts, as well as in non-credit grant-funded programs.
<p>1.2.1 The KCC Learning Communities Model, Opening Doors, will continue to receive national attention for its enhancement of retention and academic success.... Two KCC Opening Doors leaders will serve as resource faculty for the annual Learning Communities Institute of the National Center for Improving Undergraduate Education..., the nationally recognized leader of the learning communities movement. As a result of KCC's participation in the National Project to Assess Learning Communities, KCC will present work on integrative learning at the AAC&U Conference.</p> <p>1.2.2 The Kingsborough Center for Economic and Workforce Development (CEWD) will heighten recognition of the college in the community through the following:</p> <ul style="list-style-type: none"> • CEWD will initiate "B-MORE," the Brooklyn Maritime Occupational Recreational and Environmental Center. • CEWD will develop and implement programs in "green" building technologies, urban agriculture, and "green roofs." <p>1.2.3 Faculty and students in KCC's Honors Representative Program will make a presentation ...at the annual conference of the National Collegiate Honors Council in Washington., DC....</p> <p>1.2.4 The quality of Kingsborough's academic programs will be recognized through the continued admission of KCC graduates to highly competitive colleges and universities.</p>	<p>1.2.1 Achieved.</p> <ul style="list-style-type: none"> • The success of the KCC Learning Communities Model was prominently recognized in "Scaling Up Learning Communities," a publication of the National Center for Postsecondary Research (a partnership with the Community College Research Center of Teachers College, Columbia Univ.; MDRC; Univ. of Virginia; and Harvard University.) • KCC Opening Doors leaders are actively engaged as resource faculty to the Learning Communities Institute at Evergreen State College. • KCC presented "Connecting Assessment of Integrative Thinking to Improvement of Assignment Design" at the AAC&U Conference. Faculty are extending this work to additional learning communities. <p>1.2.2 Achieved.</p> <ul style="list-style-type: none"> • A director and web developer for B-MORE have been hired. Through leveraged resources, B-MORE has funded expenses for the TWICS Security Clearance for nearly 30 students thereby facilitating their entry into the workforce. In conjunction with NOAA, B-MORE co-sponsored a conference for 300 high school students as part of KCC's EcoFest Program and is developing awareness raising programs that focus on the waterfront and marine environment. • The first student cohort in a New York State Department of Labor funded program for dislocated youth with a "green" focus began in January, 2010. This first student cohort of 25 will be followed by an additional cohort in fall, 2010. <p>1.2.3 Achieved. Kingsborough Honors Program and its co-curricular enrichment Honors Representatives Program were presented at NCHC Conference in Oct. 2009.</p> <p>1.2.4 Achieved. In 2010 KCC Honors program graduates were admitted to top colleges such as Columbia, NYU, Mount Holyoke, Smith, Amherst, Adelphi University's Honors College, City College's Legal Program, Binghamton, Stony Brook, and the Hunter College McNair Scholars Program.</p>
<p>1.3.1 The College Council Strategic Planning and Budget Committee...will successfully address Middle States standards by developing and recommending to the entire Council...a set of annual college priorities based on KCC's long-range strategic plan.</p> <p>1.3.2 The College will complete the first draft of its Periodic Review Report (PRR) for Middle States due June 1, 2011.</p>	<p>1.3.1 Achieved. During 2009-2010, the Strategic Planning and Budget Committee re-examined KCC's long-range plan. Incorporating ideas from the senior administrators' retreat, the department chairpersons' retreat, and the college-wide strategic planning dinner/meeting, the College Council approved updated strategic priorities.</p> <p>1.3.2 In progress. Topic leaders and review committees were appointed. Topic leaders provided preliminary responses to each of the recommendations. The editing committee is working to compile a first draft of the report.</p>

<p>1.3.3 Self-studies of the AAS in Broadcasting Technology & Management, AAS in Computer Information Systems, AS in Computer Science, AS in Engineering and AAS in Maritime Technology and on-site visits of these programs by outside evaluators will be completed.</p> <p>1.3.4 The preparation of self-studies of the AS in Fine Arts, AAS in Graphic Design and Illustration, AS in Journalism and Print Media, AA in Liberal Arts, AS in Speech Communication and AS in Theatre Arts will begin.</p> <p>1.3.5 The self-study of the AAS in Nursing and the on-site evaluation by the National League for Nursing (NLN) will be completed, and the AAS in Nursing will be re-accredited by the NLN.</p>	<p>1.3.3 Achieved. Self-studies of these programs were completed. The studies were submitted to outside evaluators and the evaluators conducted on-site visits of the programs. Academic Review Reports have been submitted to CUNY.</p> <p>1.3.4 In Progress. Expected completion of self-studies on schedule.</p> <p>1.3.5 Achieved. The KCC AAS in Nursing was re-accredited by NLN for eight years. Responses to recommendations are underway.</p>
<p>1.4.1 ...the % of instructional FTEs offered partially or totally online will increase to 12%.</p> <p>1.4.2 The number of pure online courses and the number of hybrid courses will increase by 10%.</p> <p>1.4.3 The certification process to teach online/hybrid courses...will be implemented.</p> <p>1.4.4 The Kingsborough Center of Advanced Technology Training (KCATT) will continue to train more faculty on Blackboard 8 and provide training in other advanced technologies.</p>	<p>1.4.1 Exceeded. In fall 2009, the % of FTEs offered partially or totally online increased to 13.7% (4.8 % points above the community college average).</p> <p>1.4.2 Exceeded. The number of pure and hybrid online courses doubled (from 10 to 20) in fall 2009.</p> <p>1.4.3 Achieved. The certification process was implemented and 15 faculty members were certified.</p> <p>1.4.4 Achieved. Throughout the year, 352 faculty members and 126 administrators received training from KCATT. 198 were trained on Blackboard 8.</p>
<p>University Goal: Raise Academic Quality University Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity.</p>	
<p>2.1.1 KCC will continue to recruit outstanding faculty [and] will hire one faculty member in each of the following disciplines: Biology, Business, Chemistry, Earth and Planetary Science, Mathematics, Nursing and Surgical Technology.</p> <p>2.1.2 In 2009-10, KCC will grant eight sabbaticals.</p> <p>2.1.3 The Kingsborough Center for Teaching and Learning (KCTL) will lead faculty development by:</p> <p>a) Supporting current faculty interest groups (FIGs) and developing new groups, such as a Faculty Writing Group, a GLBT Reading Group, and a Civic and Global Engagement...Group.</p> <p>b) Supporting faculty who are currently working on the Scholarship of Teaching and Learning (SoTL) and helping faculty...begin projects....</p> <p>c) Supporting our CPE group as it develops materials to help faculty...align course activities with skills needed for...the CPE.</p> <p>d) Supporting grant writing workshops....</p> <p>e) Engaging an outside speaker for KCTL's <i>Winter Workshop Series</i>.</p> <p>f) Fine-tuning orientation programs for new faculty by including presentations/workshops on the tenure and promotion process, support services for both students and faculty, grant and scholarship opportunities, and new models of teaching.</p> <p>g) Supporting the participation of more KCTL faculty associates, who facilitate faculty interest groups, in national faculty development conferences focused on teaching and learning.</p>	<p>2.1.1 Achieved. Faculty with outstanding credentials were hired in each of the identified disciplines.</p> <p>2.1.2 Achieved. All eight sabbaticals were awarded.</p> <p>2.1.3 Achieved.</p> <p>a) In addition to established FIGs (Contemplative Practices, Decoding the Disciplines, Economic and Workforce Development, Teaching & Learning Reading Group, Teaching Toolbox, and Teaching with Technology), KCTL launched three new groups (Civic & Global Engagement, Sexuality Reading Group, and Urban Studies) in fall 2009 and two new groups (ePortfolio and STEM) in spring 2010.</p> <p>b) SoTL is ongoing and a new webpage highlighting SoTL work that has been presented or published has been created.</p> <p>c) CPE group continues to work on materials to stress the need for CPE prep across the curriculum.</p> <p>d) Grant Writing Workshops continue to be offered in collaboration with the Office of College Advancement.</p> <p>e) Our 2010 Winter Workshop featured Todd Zakrajsek, UNC at Chapel Hill, speaking on Overcoming Apathy in the Classroom.</p> <p>f) KCTL participated in a revised New Faculty Orientation in August, 2009. A revised Faculty Handbook, containing our new tenure and promotion guidelines, as well as important services and resources, was distributed and posted online.</p> <p>g) Faculty who facilitate the Sexuality Reading Group attended a conference on "Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies" in San Francisco, Feb 25-28, 2010. They reported on the conference to the faculty and staff twice.</p>
<p>2.2.1 ...In the 2009 calendar year, faculty reporting scholarly or creative activities will increase by 2%.</p>	<p>2.2.1 Exceeded. In 2009, the number of faculty reporting scholarly or creative accomplishments increased from 78 to 89 (up 14%) and the number of individual activities increased from 256 to 282 (up 10%).</p>

<p>2.2.2 a) The President’s Faculty Innovation Awards (totaling \$25,000) will continue to be offered.... b) The “Faculty Achievements Recognition Ceremony,”...will become an annual event.</p>	<p>2.2.2 a) Exceeded. Using some of last year’s PMP incentive funds, KCC increased the total amount of Faculty Innovation Award funding to \$40,000. Twelve proposals involving 20 faculty were funded. b) Achieved. Successfully held again in Dec. 2009.</p>
<p>2.3.1In fall 2009, that % [of instructional FTEs delivered by full-time faculty] will increase to 54%. 2.3.2In fall 2009, because many veteran KCC faculty have secured grants that provide released time, the mean teaching hours of veteran faculty will increase modestly to 11%. 2.3.3In fall 2009, the mean teaching hours of new faculty will increase to 11%.</p>	<p>2.3.1 Data not available at this time. 2.3.2 Data not available at this time. 2.3.3 Data not available at this time.</p>
<p>2.4.1 Last year (2008-09), of the 32 new faculty hired...56% were from under-represented groups. KCC will increase...hiring from under-represented groups [in 2009-10]. 2.4.2 ...strategies to increase faculty and staff diversity will be strengthened and will include more widely disseminated advertisements for vacancies, increased participation in diversity job fairs and close monitoring of search committees to ensure that...policies have been followed. 2.4.3 The efforts made to recruit minority faculty which have resulted in an increase in the diversity of the full-time faculty will continue. Searches are underway for...new faculty member(s)...in Biology, Business, Chemistry, Earth & Planetary Science, Mathematics, Nursing and Surgical Technology.</p>	<p>2.4.1 Achieved. Since the summer of 2009, 60% of all faculty hired are members of racial/ethnic minority groups and 67% are female. Also, 56% of all staff hired are members of racial/ethnic minority groups and 69% are female. 2.4.2 Achieved. With the implementation of CUNYfirst's Talent Acquisition Management tool, KCC has been able to disseminate vacancies postings in ethnic/racial minority publications in a shorter time period. According to the fall 2009 Affirmative Action Plan, the % of ethnic/racial minorities working at Kingsborough increased from 37.1% to 38.8% and the percentage of females increased slightly from 48.5% to 48.9%. In addition, efforts have been successful in making search committees at KCC more diverse than in the past. 2.4.3 Achieved. See results of 2.1.1 and 2.4.1 above.</p>
<p>University Goal: Improve Student Success University Objective 3: Ensure that all students receive a solid general education and effective instruction</p>	
<p>3.1.1In fall 2009 [the % of students passing freshman composition with a C or better]...will be maintained and remain above the community college average. 3.1.2In fall 2009 [the % of students passing gateway mathematics courses with a C or better]...will increase to 75%. 3.1.3In fall 2009, [the ratio of FTEs to headcount]...will be maintained. 3.1.4 The reforms in general education at KCC, approved by the College Council in spring 2009, will necessitate the following in the coming year: a) Starting fall 2010, there will be a Writing Intensive (WI) course requirement for all degree students. [To meet the future demand of] additional WI sections, the number of faculty certified to teach WI will increase by 25%. b) Because there will be a math requirement for all degrees including AAS effective fall 2010, all AAS programs will submit proposals for modifying curriculum to accommodate this new requirement. c) To communicate to students a more cohesive, coherent grouping of disciplines, 5 liberal arts and sciences categories have been reduced to 3.... All degrees will be modified to reflect this new, simplified structure. The AA in Liberal Arts will be modified so that majors can complete a concentration in one discipline....</p>	<p>3.1.1 Achieved. The % of students who passed freshman composition with a C or better in fall 2009 improved from 86.7 to 88.1% (6.3 % points above the community college average). 3.1.2 Not achieved. The % of students passing gateway math with a C or better declined to 67.8% but remains 4 points above the community college average. 3.1.3 Achieved. In fall 2009, the ratio of FTEs to headcount increased to 0.910 (approximately 0.1 higher than both the community college and university averages). 3.1.4 a) Exceeded. In 2009-2010, the number of faculty certified to teach writing intensive courses doubled from 10 (2008-09) to 20. b) Achieved. All degrees and degree types now require math and laboratory science effective Fall 2010. c) Achieved. All degree programs have been modified to reflect the new, simplified grouping of courses within the curriculum. The AA in Liberal Arts was modified so that majors can complete a concentration in a single discipline.</p>

<p>3.2.1 ...KCC will implement and/or continue programs aimed at pre-freshmen, saving them precious time and financial aid. KCC will recruit another cohort of students for the next "President's Prep" and implement the program for the second time beginning in fall 2009. The college will also add two sections of "CUNY Transition to College" for GED graduates.</p> <p>3.2.2 ...In summer 2009, [the % of entering first-time freshmen who increased their reading basic skills test score over the summer] will be maintained and remain above the community college average.</p> <p>3.2.3 ...In summer 2009, [the % of entering first-time freshmen who increased their writing basic skills test score over the summer] will be maintained and remain above the community college average.</p> <p>3.2.4 ...In summer 2009, the % of entering first-time freshmen who increased their math COMPASS 1 (arithmetic) basic skills test score over the summer that % will increase to 83%.</p> <p>3.2.5 ...In summer 2009, [the % of entering first-time freshmen who increased their math COMPASS 2 (algebra) basic skills test score over the summer (93.7%)] will be maintained.</p> <p>3.2.6 The fall 2008, the pass rate in reading upon exit from remediation was 65.6%. In fall 2009, that pass rate will increase to 66%.</p> <p>3.2.7 In fall 2008, the pass rate in writing on exit from remediation was 51.3%. In fall 2009, that pass rate will increase to 52%.</p> <p>3.2.8 In fall 2008, the pass rate in math on exit from remediation was 59.7%. In fall 2009, that pass rate will increase to 61%.</p> <p>3.2.9 In fall 2008, the % of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency in reading, writing, and math by the 30th credit was 57.1%. In fall 2009, that % will increase to 58%.</p>	<p>3.2.1 Achieved (deferred to spring/summer semester). Changes to new student enrollment policies for the winter and spring sessions mitigated against recruitment of a winter session cohort for the President's Prep. However, enrollment is currently complete for the spring/summer session of President's Prep. KCC ran a 12-week spring session CTI program for GED graduates. Results on the progress of these students through remediation are pending. Recruitment is currently in progress for the fall 2010 cohort of CTI.</p> <p>3.2.2 Achieved. The % of entering first-time freshmen who increased their basic reading skills test score over the summer of 2009 improved from 82.5% to 86.2%, remaining above the community college average.</p> <p>3.2.3 Not achieved. The % of entering first-time freshmen who improved their writing basic skills test scores over the summer of 2009 declined to 63.2%.</p> <p>3.2.4 Exceeded. The % of entering first-time freshmen who increased their basic math (arithmetic) skills test scores over the summer of 2009 improved from 79.2 to 92.6%.</p> <p>3.2.5 Not achieved. The % of entering first-time freshmen who improved their basic math (algebra) skills test scores over the summer of 2009 declined from 93.7 to 87.2%.</p> <p>3.2.6 Not achieved. The pass rate in reading upon exit from remediation declined in fall 2009 to 60.4% but remained 3.5 points above the community college average.</p> <p>3.2.7 Not achieved. The pass rate in writing upon exit from remediation declined to 45.2%.</p> <p>3.2.8 Exceeded. The pass rate in math on exit from remediation improved in fall 2009 from 59.7 to 80.9% (12.4 % points above the community college average).</p> <p>3.2.9 Not achieved. The % of associate degree students not fully skills proficient upon initial testing who met basic skills proficiency in reading, writing, and math by the 30th credit declined in fall 2009 to 52.3%.</p>
<p>3.3.1 In fall 2008, the % of students passing freshman composition with a C or better was 85.3%. In fall 2009, that % will be maintained.</p> <p>3.3.2 In fall 2008, the % of students passing gateway mathematics courses with a C or better was 73.6%. In fall 2009, that % will increase to 75%.</p>	<p>3.3.1 Exceeded. The % of students passing freshman composition with a C or better improved to 88.1% in fall 2009 (6.3 points above the community college average.)</p> <p>3.3.2 Not achieved. The % of students passing gateway math courses with a C or better declined in fall 2009 to 67.8% but remains 4 points above the community college average.</p>
<p>3.4.1 In fall 2008 the % of required invitees who took the CUNY Proficiency Exam was 83.1%. In fall 2009, the CPE show rate will increase....</p> <p>3.4.2 In fall 2008 the % of required test-takers passing the CUNY Proficiency Exam was 87.7%. In fall 2009, the CPE pass rate will increase to 91%.</p>	<p>3.4.1 Not achieved. The CPE show rate declined to 77.8%.</p> <p>3.4.2 Improved but not achieved. The CPE pass rate improved over 1% to 88.8%, but fell short of the target of 91%.</p>
<p>3.5.1 ...Through measures listed below, the college will <u>investigate and apply appropriate strategies to reduce gaps</u> that exist in student sub-group performance (as noted in 3.5.2 through 3.5.5).</p> <p>a) KCC will collect data regarding the frequency and use of the many services it provides (both academic and support) to promote student retention and persistence. Data will be analyzed to ascertain whether there is any disparity in the</p>	<p>3.5.1</p> <p>a) Achieved and on-going. CCSSE data collected in spring 2009 showed that students from underrepresented minority groups used or planned to use learning communities, study skills instruction, orientation, academic advisement, career counseling, job placement, tutoring, skills laboratories, financial aid advising, computer laboratories, student organizations, and transfer credit assistance at higher</p>

<p>way differing groups of students use the services as a possible key to the reason for differential achievement.</p> <p>b) KCC will review best practices at community colleges in the country that have been successful in reducing performance gaps and will seek ways to implement those successful strategies.</p> <p>3.5.2 The one-year retention rate of first-time full-time freshmen who entered KCC in fall 2007 was 61.5% among underrepresented groups and 70.9% among non-underrepresented groups. The gap between the groups was -9.4. The average community college gap was -9.9. (The retention rate for both groups was higher than average at KCC.)</p> <p>3.5.3 The one-year retention rate of first-time full-time freshmen who entered KCC in fall 2007 was 62.6% for males and 69.4% for females. The gap between the groups was -6.7. The average community college gap was -3.4; however, the retention rate for both groups was higher than average at KCC.</p> <p>3.5.4 The % of semester credit hours earned (or passed) of those attempted in fall 2008 was 74.6% among underrepresented groups and 79.9% among non-unrepresented groups. The gap between groups was -5.2. The average community college gap was -8.7.</p> <p>3.5.5 The % of semester credit hours earned (or passed) of those attempted in fall '08 was 75.1% for males and 79.2% for females. The gap between the groups was -4.1. The average community college gap was -3.1; however, the accumulation of credits was higher than average for both groups at KCC.</p>	<p>rates than non-underrepresented minorities. The only service surveyed that was used less often by underrepresented minorities was child care.</p> <p>b) Achieved and on-going. Faculty and staff attended major conferences (AACC, AAC&U, etc.) in student services and in other areas specifically focusing on workshops related to these issues.</p> <p>3.5.2 Achieved. The performance gap between underrepresented minorities and non-underrepresented groups in retention of first-time full-time freshmen improved by a reduction of 1.1% to -8.3 (2.1 points better than the community college average). KCC's retention rate for underrepresented minorities was highest among the CUNY community colleges.</p> <p>3.5.3 Achieved. The performance gap between males and females in retention of first-time full-time freshmen improved by a reduction of 4.4% to -2.3 (1.8 points better than the community college average). KCC's retention rate for both males and females was highest among the CUNY community colleges.</p> <p>3.5.4 Unchanged. The performance gap between underrepresented minorities and non-underrepresented groups in the % of semester credit hours earned (or passed) of those attempted in fall 2009 remained essentially unchanged at -5.4. While work continues to close the gap, it remains 4.1 points better than the average community college gap of -9.5.</p> <p>3.5.5 Achieved. The performance gap between males and females in the % of semester credit hours earned (or passed) of those attempted in fall 2009 was reduced by .7 to -3.4. Though the average community college gap was less, the actual accumulation of credits for both males and females at KCC was the highest among the CUNY community colleges.</p>
<p>3.6.1 Faculty will complete the project mapping general education competencies to courses and begin collecting evidence of student achievement.</p> <p>3.6.2 Additional faculty in Opening Doors will participate in the project assessing integrative thinking in learning communities.</p> <p>3.6.3 As KCC's Assessment Committee and General Education Committee continue their work, the college will compile evidence that results of assessments are being used to make improvements.</p>	<p>3.6.1 In progress. The first phase of mapping general education competencies to courses has been completed. A second phase, indicating the types of assessments conducted, has been completed by all departments.</p> <p>3.6.2 Achieved. KCC used last year's PMP incentive funds to involve 13 faculty in the assessment of integrative thinking in learning communities.</p> <p>3.6.3 Achieved. KCC's Assessment Committee and General Education Committee have polled each academic department and are compiling the evidence that assessment results are being used to make improvements. These improvements are being accounted in the Middle States Periodic Review Report.</p>
<p>University Goal: Improve Student Success University Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion.</p>	
<p>4.1.1 N/A (because of KCC's academic calendar)</p> <p>4.1.2 The ratio of FTEs to headcount was .890 in fall 2008. In fall 2009, this high level (currently the highest within CUNY) will be maintained.</p>	<p>4.1.1 n/a</p> <p>4.1.2 Achieved. In fall 2009, the ratio of FTEs to headcount increased to 0.910 (approximately 0.1 higher than both the community college and university averages).</p>
<p>4.2.1 KCC's one-year retention rate for freshmen students who entered fall 2008 will be maintained at this [66.2%] high level.</p> <p>4.2.2 ...KCC will undertake a special initiative to improve the retention of KCC students who are graduates of GED programs through the following:</p> <p>a) Offering testing prep and orientation sessions through the enrollment process.</p> <p>b) After testing, advising and registering these students into learning communities exclusively for graduates of GED programs.</p>	<p>4.2.1 Exceeded. The one-year retention rate for the class entering fall 2008 improved from 66.2 to 70.3% (5.3 % points above the community college average).</p> <p>4.2.2</p> <p>a) Achieved.</p> <p>b) Achieved. 28 students with a GED were advised and registered into a freshmen learning community exclusively for GED students in fall 2009. Of these, 25 continue to be currently enrolled at the college for summer 2010 and fall 2010.</p>

<p>c) Modifying the Student Development 10 curriculum to address issues relevant to...GED graduates and providing additional counseling....</p>	<p>c) Achieved. The SD 10 curriculum was modified for this population and 2 case managers were assigned to provide holistic support to these students.</p>
<p>4.3.1 The % of full-time first-time freshmen who entered KCC in fall 2002 who graduated from the college within 6 years of entry was 34.9%, well above the community college average of 26%. KCC's 6-year graduation rate for freshman students who entered fall 2003 will be maintained at this high level.</p>	<p>4.3.1 Achieved. The 6-year graduation rate for the entering class of fall 2003 was <u>34.5%, again the highest among the community colleges</u> and well above the community college average of 25.3%.</p>
<p>University Goal: Improve Student Success University Objective 5: Improve post-graduate outcomes</p>	
<p>5.1.1 In 2009, the % [of Nursing students passing the NCLEX] will increase to 90.5%. 5.1.2 The number of Nursing graduates who took the NCLEX in 2008 (calendar year) was 119. In 2009, that number will increase by 5%. 5.1.3 Physical Therapist Assistants who complete the degree will be provided with on-campus workshops in June and encouraged to take the credentialing exam in August. The % of PTA graduates who pass the exam will increase to above the national average (80%). 5.1.4 To increase the % of graduates who become certified [in Surgical Technology], graduates will be provided with preparatory workshops immediately prior to the exam, which is only given annually in December. 5.1.5 Graduates of KCC's Maritime Technology program are qualified to sit for the U.S. Merchant Marine Officer Deck License ("Captain's License"). The college projects that 90% of those graduates who sit for the exam will obtain the license. 5.1.6 Students in the Behavioral Sciences and Human Services Department who complete a prescribed program of classroom and field-based courses are qualified to take a certifying exam to become a New York State Credentialed Alcohol and Substance Abuse Counselor. In 2008-09, 29 students completed the program and 25 (86%) became credentialed. In 2009-10, KCC will maintain or improve the % of students who become credentialed counselors.</p>	<p>5.1.1 Exceeded. The number of Nursing students passing the NCLEX in 2009 improved from 89.9 to 91.7% (highest among the community colleges, above the community college average of 85.3%, and highest in CUNY among the colleges with more than 25 students.) 5.1.2 Exceeded. The number of Nursing graduates taking the NCLEX increased from 119 to 134 (up 12%). 5.1.3 Achieved. A test preparation workshop for the 15 August 2009 PTA graduates was conducted by the college. October 2009 was the first opportunity for them to take the exam. Nine of the 15 graduates took the exam and 100% passed and obtained certification. The remaining 6 graduates have one year to take the exam and will be provided with a second workshop experience during the summer of 2010. 5.1.4 Achieved. With funding provided by the Perkins grant, workshops were offered to students during the fall semester to provide them with intense preparation for the certification exam. Of the 11 December graduates who took the exam, 9 passed on their first attempt. This represents an increase from 46% to 81% in the number of graduates certified. 5.1.5 Redirected. Because of new requirements issued by the Department of Homeland Security, Maritime Technology graduates must obtain a Transportation Workers Identity Card and a Merchant Marine Certificate to be employable (even with a Captain's license). The Maritime Tech Department decided to redirect limited grant funding to assist 27 upper level students in obtaining these documents as a more immediate step to employment than the Captain's license exam. 5.1.6 Achieved. Twenty-nine (29) credit students were enrolled in the Alcohol and Substance Abuse Counselor Certification program in 2009-10. Of these, 28 completed the program and are now certified by New York State.</p>
<p>5.2.1 The six-month job placement rate in career and technical education programs was 87.2% for 2006-2007 graduates. That placement rate for 2007-2008 graduates will increase to 88%. 5.2.2 KCC will enhance the current linkage between the 45-credit graduation advisement review and employment/transfer appointments with career/transfer counselors.</p> <ul style="list-style-type: none"> • Outreach to students with 45 credits or more via mailings, emails, and posted advertisement, to congratulate them on their accomplishment and promote the "Networking" week • Collaborate with the Office of Career Development, Transfer/New Start, and Scholarship Opportunities, the Academic Advisement Center, and the Health Careers and Retention Center to create and enhance Career, Transfer, and Advisement events and 	<p>5.2.1 Mixed results. Consistent with the pattern of decline in the national economy, the six-month job placement rate in career and technical education programs at KCC declined to 82.6% for 2007-08 graduates. However, the 62.8% education placement rate was an encouraging compensating factor in a challenging environment. 5.2.2 Achieved.</p> <ul style="list-style-type: none"> • A total of 3583 letters were sent to students who had 45 credits or more congratulating them and promoting upcoming Networking Week events. (1983 in fall '09 and 1600 in spring '10) • The aforementioned offices collaborated to host Networking Weeks with events and workshops including: Senior College Visits and Senior College Direct Admission Days, Job Fairs, Major Fair and transfer and job preparation workshops with the following outcomes: <ul style="list-style-type: none"> ➤ 51 events (12 in fall '09 and 39 in spring' 10) ➤ 2053 students participated in events (861 in fall'09 and 1192 in spring '10) ➤ 2189 student contacts were made via individual appointments, (881 in fall '09 and 1308 in spring '10) • Networking weeks took place during the weeks of 10/22/09-11/5/09 (fall 09) and 4/12/10- 4/27/10 (spring 10). During these weeks events/ workshops took place to

<p>workshops</p> <ul style="list-style-type: none"> Identify a “Networking” week in the 8th week of the fall and spring semester where events, workshops, and advisement will take place (e.g. Career Fair, Major Day) 	<p>prepare students to transition into the world of work or Senior College including: Senior College visits and Direct Admission Days, Job Fairs, Major Fair and transfer and job preparation workshops.</p>
<p>University Goal: Improve Student Success University Objective 6: Improve quality of student support services</p>	
<p>6.1.1 Student satisfaction with academic support services...was 3.05 in spring 2008....In spring 2010, satisfaction with academic support services will continue above the community college average.</p> <p>6.1.2 Student satisfaction with student services, as measured by the CUNY Student Experience Survey, was 2.86 in spring 2008 (approximately the community college average). In spring 2010, KCC will meet or exceed the community college average. To enhance its effectiveness, the Office of Student Services will...</p> <p>a) Conduct a complete review of Student Services including its organizational structure. KCC will use Council for the Advancement of Standards in Higher Education (CAS) standards as the basis for these reviews. (Note: This target had been postponed last year.)</p> <p>b) Refine data collection in the Counseling Resource Center by developing necessary tools in Titanium.</p> <p>and to improve services, Student Services will...</p> <p>c) Develop workshops for students on healthy relationships, wellness enhancement, flu and vaccination clinics, and stress reduction. Students will be informed about these programs through the college’s student email system.</p> <p>d) Expand the outreach and hours of operation for the Food Pantry.</p> <p>e) Implement initiatives in Career Planning and Placement as outlined in target 5.2.2, above.</p> <p>6.1.3 Student satisfaction with access to computer technology was 2.98 in spring 2008 (somewhat below the community college average, but approximately at the university average). Satisfaction will increase or improve in the spring 2010. To improve student satisfaction with technological support, KCC will:</p> <ul style="list-style-type: none"> Increase... “smart” classrooms by 25%. Increase ... “smart” labs by 5%. Increase...computers in open labs by 5% Increase...wireless computers available to students by 5%. Implement the new Microsoft Outlook Live 	<p>6.1.1 Achieved. Student satisfaction with academic support services in spring 2010 was essentially the same as its measurement in 2008, remaining above both the community college and the university averages.</p> <p>6.1.2 Achieved. Student satisfaction with student services improved to 2.94, above both the community college and university averages. Results of specific actions to improve effectiveness include:</p> <p>a) Achieved and in progress. To promote greater efficiency and to reduce costs, the Office of Student Services has been significantly reorganized with directors appointed to supervise major areas within the department. The review, using CAS standards, is an on-going process.</p> <p>b) Achieved. Counseling data collection has been refined through the following:</p> <ul style="list-style-type: none"> Staff use the Titanium software system to take attendance for each student contact, meeting, workshop, etc. that is on their respective schedules. As a result of this, counselors are able to tally the total number of students seen per semester for each treatment modality, the number of appointments kept versus cancellations and no shows, the number of unique clients, and average number of sessions. Counselors have also created specific forms within Titanium that allow the tracking of demographic variables such as gender, age, etc. and most common symptom patterns. In regard to other clinical counseling data, counselors have been tracking the number of students serviced at depression/ anxiety screenings and the range of scores on these screenings. The Counseling Resource Center has been consistently administering satisfaction surveys for the following: advisement sessions, SD-10 and SD-11 class, peer mentor program, and ESL conversation groups. Counselors have begun to implement learning outcome surveys for personal counseling (which includes a pre/post measure). <p>c) Achieved. Counseling & Health Services hosted over 30 programs this academic year in an effort to provide education and outreach regarding wellness issues. KCC Student Affairs offices provided numerous workshops, support groups, classroom talks, off campus presentations, one-on-one educational and counseling sessions, tablings, and hands-on demonstrations and screenings which targeted both students and staff. The Wellness Festival was a highlight for which massage therapists were present and approximately 400 students participated. New initiatives consisted of the following: delivery of 5000 care packets to students in the prevention of H1N1 and other flu like illnesses, psychoeducation counseling groups, a women's center jewelry making class, and presentations about date rape and domestic violence. Additionally, Health Services administered the following: 236 doses of MMR, 35 doses HPV, 14 doses Hep B, and 6 TST.</p> <p>d) Achieved.</p> <p>e) Achieved. See results of 5.2.2, above.</p> <p>6.1.3 Overall target of increasing student satisfaction not achieved, though individual annual technology targets were achieved. Satisfaction with access to computer technology declined slightly to 2.87 in spring 2010. The college believes that the decline might be attributable to the significant enrollment increase and is taking aggressive steps to provide additional computer technology access to students. During 2009-10, KCC’s efforts to increase student satisfaction with technological support exceeded projections except for one item (as follows):</p> <ul style="list-style-type: none"> Achieved. “Smart” classrooms increased by 28% (from 85 to 119). Achieved. “Smart” labs increased by 5% (from 22 to 23). Achieved. The number of computers in open labs increased by 5% (from 158 to 166). Exceeded. The number of wireless computers available to students increased by 27% (from 72 to 92).

<p>Student Email system.</p> <ul style="list-style-type: none"> Implement upgrade of 10 % of the wireless network to high speed 	<ul style="list-style-type: none"> Pending. Microsoft Outlook Live Student Email will be implemented by mid-June 2010. Exceeded. 16% (20 of the 120 access points) of the wireless network was upgraded to high speed
<p>University Goal: Enhance Financial and Management Effectiveness University Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses.</p>	
<p>7.1.1In fall 2009, enrollment will increase 3% to 16,211. 7.1.2In fall 2009, [total FTEs] will increase 3% to 11,900. 7.1.3In fall 2009 [the number of first-time freshmen will increase 3% to 2,458. 7.1.4In fall 2009, [the number of transfers] will increase 3% to 1,604. 7.1.5 To assist in managing enrollment, KCC will: a) Expand...the recruitment of GED students through GED classes and testing held at KCC. b) Analyze the impact of the new SingleStop Center on retention of students.... c) Develop additional recruitment materials (e.g. "Guide to KCC majors") d) 7.1.6 In 2008-09, enrollment (number of seats) in Adult and Continuing Education was 24,590. Enrollment will increase by 3% in 2009-10.</p>	<p>7.1.1 Exceeded. In fall 2009, KCC's enrollment increased to 18,204 (up 15%). 7.1.2 Exceeded. In fall 2009, KCC's total FTEs increased to 13,910 (up 20%). 7.1.3 Achieved. In fall 2009, KCC's number of first-time freshmen increased to 3,111 (up 30%). 7.1.4 Exceeded. In fall 2009, KCC's number of transfers increased to 2,129 (up 36%). 7.1.5 a) Achieved and on-going. The number of GED students in the fall 2009 class increased 4.1%. b) Achieved and on-going. The retention of students serviced through the Single Stop Center is 86% due to additional financial resources and counseling. c) Achieved. Funds for this initiative were used to produce an updated College video. The additional recruitment materials have been deferred until FY11 due to the large enrollment increase. 7.1.6 Pending. As of June 1, 2010, despite the fact that a major (1,500 enrollments) summer youth program was not refunded by New York State, total enrollment has remained essentially unchanged (24,379 to date).</p>
<p>7.2.1 ...all sending courses and lower division non-transferable courses will be evaluated ...and all higher division non-transferable courses will be reevaluated.... 7.2.2 A minimum of five new transfer articulation agreements will be completed in 2009-10. 7.2.3 See 1.1.3, above, for target related to joint/dual programs.... 7.2.4 ...KCC will increase the number of students in its Criminal Justice program by 25%. This program is articulated with John Jay College. 7.2.5 KCC will begin collaboration with NYC College of Technology Dept. of Nursing to devise a strategy to increase the number of KCC RN graduates who enter NYCCT's BSN program directly and to improve the % of those students who complete the BSN within 2.5 years after graduating from KCC. 7.2.6 The number of KCC graduates from AA, AS, and AAS programs who transfer to CUNY colleges will continue above the community college average.</p>	<p>7.2.1 Achieved. All sending courses were evaluated (100%) and all lower-level NT courses were reviewed and evaluated (100%). It was clarified that community colleges are not responsible for reviewing and evaluating higher level NTs. 7.2.2 Exceeded. Transfer articulation agreements completed with Empire State College, Kaplan U., Metropolitan College of New York, Mercy College, School of Public Affairs/Baruch College, New York College of Technology (new areas), Adelphi U. (new areas), Central State U. (Ohio), Pace U., and Berkeley College (new areas). 7.2.3 Achieved. See 1.1.3, above. 7.2.4 Exceeded. Enrollment in the Criminal Justice program increased from 452 in fall 2009 to 596 in spring 2010, 31%. 7.2.5 In progress. The draft of the collaboration agreement is currently being revised by NYCCT. 7.2.6 Mixed result. The % of AA and AS graduates that transferred to a CUNY college (45.8%) was slightly below the community college average while the % of AAS graduates who transferred within CUNY (35.5%) was slightly higher.</p>
<p>7.3.1KCC will meet or exceed its College Now enrollment target (supplied by CUNY) for 2009-10. 7.3.2 The % of College Now participants who earned an A, B, or C in College Now courses or demonstrated mastery of material in workshops was 91% in Summer and fall 2008. This success rate, above both the community college and total CUNY average, will be maintained. 7.3.3 Kingsborough will meet or exceed the University average rate for reenrollment in College Now courses.</p>	<p>7.3.1 Exceeded. KCC's estimated College Now course and workshop enrollment for 2009-10 was 9,203 which exceeded the target. 7.3.2 Achieved. The percentage of College Now participants who earned an A, B, or C in College Now courses or demonstrated mastery of material in workshops improved to 94% in summer and fall 2009. 7.3.3 Achieved. The % of KCC College Now participants with previous enrollment in College Now high school and college credit courses was 38%, highest among the community colleges and above the university average.</p>

University Goal: Enhance Financial and Management Effectiveness	
University Objective 8: Increase revenues and decrease expenses	
<p>8.1.1 KCC will increase alumni, corporate and foundation giving by 10%.</p> <p>8.1.2 To promote increased alumni and corporate giving, KCC will...</p> <p>a) Continue to develop and implement an on-going fund-raising campaign ensuring that priorities are in line with the college's strategic plan.</p> <p>b) Continue alumni cultivation increasing the number enrolled in the Alumni Association of the Foundation by 10%.</p> <p>c) Host monthly "Breakfast with the President" Alumni breakfasts.</p> <p>d) Establish an Alumni Services Advisory Board, representative of faculty, students, alumni & staff.</p> <p>e) Sponsor 6th Annual Homecoming Day and Commencement Day Alumni Breakfast.</p> <p>f) Implement strategically targeted fundraising initiatives including: planned giving (mailing); annual appeal (fall); matching gifts; employee fundraising campaign (walkathon); etc.</p> <p>g) Conduct two annual appeals (one targeted appeal in the fall; one appeal to all Raisers Edge donors).</p> <p>h) Plan and execute preparations for the 5th annual "Seaside Splash" fundraiser (tentatively scheduled for July 2010).</p> <p>8.1.3 For student scholarships, KCC will</p> <p>a) Increase the dollar amount of scholarships awarded by 10%.</p> <p>b) Continue to cultivate scholarship donors.</p> <p>c) Hold a Scholarship/Donor Recognition Reception.</p> <p>8.1.4 Increase KCC retirees' activity in development efforts.</p> <p>a) ...the college will maintain regular and appropriate communication with retirees through the development and mailing of two newsletters</p> <p>b) Sponsor retirees' programs such as a luncheon and seminars on planned giving and philanthropy.</p> <p>c) Support the Retiree Scholarship Committee, increase the revenue donated to the Retiree Scholarship Fund by 10%, and identify a Retiree Scholarship Recipient.</p>	<p>8.1.1 Pending. Indicator data, based on the CAE report, reflecting a weighted, rolling 3-year average will be reported by CUNY in July. KCC will amend this report at that time. Preliminary data indicate that the target will be exceeded. CAE reports through Quarter 3 FY10 indicate a total of \$1,262,314 compared to the Quarter 3 FY09 total of \$1,138,823 (up by \$123,491 or approximately 10.5%).</p> <p>8.1.2. Exceeded and In Progress. As of June 3, 2010, alumni giving increased from \$18,345 in FY09 to \$26,888 in FY10 (up 47 %). Faculty and staff giving increased from \$27,973 in 2009 to \$39,080 in 2010 (up 63%). Prospect research has been conducted on a selected group of alumni, top alumni major donor prospects have been identified, and personalized communication plans have been developed. Communication is ongoing (e.g. Accolades Newsletter; Facebook; email; blogs).</p> <p>a) Achieved. A comprehensive fund-raising campaign has been planned and will be announced in the fall. The college has increased foundation and corporate giving, as well as individual giving. Prospect research has increased and online resources have been purchased that will aid in the research process.</p> <p>b) Exceeded. As of June 4, total Alumni Association enrollment increased from 282 (in FY09) to 446 (up 58%). New membership is up 39% and renewals are up 37%.</p> <p>c) Achieved. One lunch and 5 breakfasts were held. Twenty alumni and donor attendees participated.</p> <p>d) Achieved: An Alumni Advisory Board has been organized.</p> <p>e) Achieved: The 6th Annual Homecoming was attended by over 1600 alumni, faculty, staff and community. A Commencement Breakfast is scheduled. 84 KCC Employee/Alumni will be honored.</p> <p>f) Achieved: A fund-raising strategic plan has been developed. It includes a comprehensive annual fund drive; major gifts solicitations; events (Seaside Splash; Walkathon; PTK Alumni Reception; lotteries; Homecoming;); alumni giving; planned giving; and corporate and foundation grants program.</p> <p>g) Exceeded: Conducted three comprehensive appeals – Annual Fund (18,000 Prospects); Annual Report Appeal; Planned Giving Appeal. In addition, a targeted mailing to Beach Pass recipients is scheduled to be mailed on May 25th. Increased number of recipients by 8% from 2009 mailing.</p> <p>h) In-progress: The annual fundraiser ("Seaside Splash") will take place on June 22.</p> <p>8.1.3</p> <p>a) Exceeded and In Progress: Projections indicate that both the dollar amount and the number of scholarships will exceed last year. As of June 2, 687 scholarships totaling \$211,516 have been awarded (compared to 475 totaling \$194,752 in all of last year). The total of \$881,850 in scholarship funds raised as of April 30, 2010, exceeds the FY09 total of \$510,776.</p> <p>b) Achieved: In addition to general scholarship donations, a total of 3 named scholarships were established (individual and foundation funding).</p> <p>c) Achieved. A donor recognition reception, attended by 82 individual, foundation, and corporate supporters, was hosted by the president and held in April.</p> <p>8.1.4</p> <p>a) Achieved. The retiree committee met regularly. Initiatives included an annual luncheon, Florida luncheon; Homecoming and Commencement breakfast. Retirees are contacted regularly via phone, emails, newsletters and personal contact. Two newsletters (fall and spring) were mailed. In addition, three interim newsletters were emailed to the 115 retirees for whom the college has email addresses.</p> <p>b) Achieved: The annual retiree luncheon, held in May, was attended by 74 KCC retirees. Donations of approximately \$1,000 were received at that event. A Florida retirees' luncheon, attended by 24 KCC retirees, was held in February.</p> <p>c) In-Progress. As if June 7, total retiree giving is \$6115 (expected to increase with fundraiser revenue). Two \$500.00 retiree scholarships were awarded.</p>
<p>8.2.1 Kingsborough will meet its revenue target.</p> <p>8.2.2 Continuing Education will increase revenue (tuition) by 3%.</p>	<p>8.2.1 Exceeded. KCC has exceeded its regular revenue and excess revenue targets as projected by CUNY.</p> <p>8.2.2 Exceeded. As of 5/21/10, tuition revenue for 2009–10 is up 4.5% compared to the same period last year. (\$3,288,503 for 08-09 vs. \$3,437,920 for 09-10)</p>

<p>8.3.1KCC will maintain or decrease [the level of Institutional Support Services (ISS) as a % of total tax levy budget]....</p>	<p>8.3.1 Achieved. In FY2009, KCC expended 27.9% of its tax levy budget on ISS (2.5 % points better than the community college average).</p>
<p>8.4.1 KCC will continue its customary practice of submitting a balanced budget to CUNY’s Budget Office and of implementing a solid financial plan.</p>	<p>8.4.1 Achieved. KCC submitted a balanced budget to CUNY’s Budget Office. The college’s financial plan was also submitted to the University and implemented.</p>
<p>8.5.1 Grants and Contracts will increase by 5%</p> <p>8.5.2 In support of increasing grants and contracts the College Advancement Office will:</p> <p>a) Increase...one-to-one and small group technical assistance in proposal development, writing, and budget preparation to prospective grant applicants by 5%.</p> <p>b) Disseminate grant funding opportunities to the college community on a regularly scheduled basis – mail quarterly issues of <i>Grants Announcement</i> communiqué to faculty and staff</p> <p>c) Hold at least 4 meetings of the Grants KCTL group.</p> <p>d) Enhance “Grants” section of the college website</p> <p>e) Organize...2nd annual grants recognition reception for grant applicants and grant awardees</p> <p>8.5.3 Continuing Education will increase contract/grant awards by 3%.</p>	<p>8.5.1 Pending. [Final data will be available in July.] To ensure an increase in grants and contracts, 86 proposals were submitted to 28 funding sources. The number of proposals was up 32% and the number of funders was up 22%. Twenty-six proposals are currently awaiting decision and 12 proposals are currently in progress. There was a 25% increase in the number of proposals submitted for PSC-CUNY grants. KCC faculty received 28 PSC-CUNY grants (up 4%) totaling over \$103,000 (an increase of 5% in funding level).</p> <p>8.5.2</p> <p>a) Achieved: Technical assistance (via email, via one-on-one meetings, in small groups) was provided to 80 faculty and staff members (an increase of 74%). In addition, the President’s Grants Fellows program has begun.</p> <p>b) Achieved: Four grants newsletters have been sent this academic year. A fourth is planned for June.</p> <p>c) Achieved. Meetings were held in March and May 2010 and 12 faculty members attended. Several faculty members who had not attended previous meetings attended these meetings. A third training took place in which 17 faculty members attended CUNY’s workshop on grant writing for community college faculty. At the 4th meeting in June, a new grants technology, Cayuse, will be rolled out.</p> <p>d) Achieved: The revised grants manual and grants newsletters have been added to the college website. Corrections to contact information and links to COS were updated.</p> <p>e) Achieved. Reception held in December honoring 97 faculty members.</p> <p>8.5.3 Achieved. Continuing Education increased contract/grant revenue by 3.3%. (\$2,503,142 for 08-09 vs. \$2,588,184 for 09-10)</p>
<p>8.6.1 Indirect cost recovery ratios will increase by 1%.</p>	<p>8.6.1 Pending. (FY2010 data will be reported at a later date.) Steps taken to support successful outcomes include developing a consistent approach to indirect costs realization, discussing subject at Center for Teaching and Learning meetings, working with faculty and providing grants applicants with budget assistance to maximize indirect costs in grants budgets. This approach is also used to ensure adequate determination of fringe and MTA tax.</p>
<p>University Goal: Enhance Financial and Management Effectiveness University Objective 9: Improve administrative services</p>	
<p>9.1.1</p> <p>a) Identify a replacement for the Board Chairperson</p> <p>b) Identify two new Board members who are committed to the KCC Mission</p> <p>c) Form a Board Audit Committee.</p> <p>d) Actively participate in the CUNY Campaign-Phase 2 to ensure that the requisite revenue is raised to align with the objectives set forth in the CUNY Compact. All revenue will be reported quarterly in CAE Reports that are submitted to the CUNY Campaign office.</p>	<p>9.1.1</p> <p>a) Achieved. Board Chair was identified and committees were established (Fundraising; Audit; and Membership) The Board instituted an “Adopt a Program” initiative and all board members were matched to a KCC Program to visit and become familiar with.</p> <p>b) Achieved. Two new board members were added to the Board</p> <p>c) Achieved. Audit committee was developed and a chairperson was appointed.</p> <p>d) Achieved. Have met all CUNY directives with regard to participation in Phase 2. Participated in the Annual Fund Task Force; Planned Giving mailing; CUNY Fundraising Academy and Raiser’s Edge trainings.</p>
<p>9.2.1 In spring 2010, student satisfaction with administrative services (as measured by the CUNY Student Experience Survey) will be maintained or improve. The following projects are designed to foster student satisfaction:</p> <ul style="list-style-type: none"> • Working with CUNY Central, implement a new debit card to allow more prompt distribution of student financial aide checks • Increase the number of food sites around campus and provide more outdoor seating • Provide additional copiers for student use • Increase on campus work placements for 	<p>9.2.1 Achieved. Student satisfaction with administrative services was maintained at 2.94, remaining above the community college level. Actions taken to support student satisfaction included the following:</p> <ul style="list-style-type: none"> • Effective spring 2010, the college successfully introduced the CUNY debit card for financial aid. Approximately 200 students opted for the debit card prior to the major Pell distribution. KCC continues to promote the card and educate the students on the advantages. • A permanent foodservice location has been established in the T2 building. Construction will be complete by the end of FY2010. Effective fall 2010, this location will be open 5 days a week. • Six new coin operated copiers (one with color capability) were installed in the library. Additionally, a copier will be located near the entrance to the library

<p>students through the work study and student aides program</p> <ul style="list-style-type: none"> • Install more security cameras on campus to improve public safety • Respond promptly to comments/suggestions received through the KCC Suggestion Line and Email Box • Work closely with student government leaders to identify other projects to improve student satisfaction. 	<p>and another in the Administration building near the Financial Aid office.</p> <ul style="list-style-type: none"> • KCC has increased student on-campus work placements (work/study, student aides, and CIEP) from 254 in 2008-09 to 348 in 2009-10. • The college currently has 45% video coverage on campus. With grant funding, KCC will be able to increase coverage by an additional 20%. Video coverage includes parking lots, corridors, elevators, stairwells, and exterior campus locations. The added cameras will further enhance a safer campus environment. • The “KCC Suggestions Hotline” was initiated so that faculty, staff, and students would have direct phone and email access to alert the administration of any concerns or suggestions that might impact the college. • “Project Scorecard” employs students as an extension of the Office of Finance and Administration to evaluate the quality of administrative functions, to work with the Maintenance Department to identify areas in need of cleaning and/or repair, and to rate specific areas on campus. Also, they conduct reviews of environmental safety, bookstore, and food services.
<p>9.3.1KCC will increase the number of course sections on Fridays, evenings, and weekends. 9.3.2 Continuing Education will increase Friday offerings by 5%</p>	<p>9.3.1 Achieved. The % of FTEs offered on Fridays, evenings, and weekends increased from 25.3 to 27.5%. 9.3.2 Exceeded. Continuing Education has increased Friday offerings by 30%, with significantly more sections for the 55+ program, grant programs, avocational courses, computer seminars and Taxi Institute.</p>
<p>9.4.1The [KCC Risk Management Committee] will be expanded in...to include representatives from the academic and student services areas. 9.4.2 The committee will perform a cross-campus risk inventory.... 9.4.3 A corrective action plan will be implemented to address any concern that could be minimized by preemptive measures. 9.4.4 The risk inventory will be monitored on an ongoing basis as current situations change and new concerns are identified.</p>	<p>9.4.1 Achieved. 9.4.2 Achieved. In compliance with CUNY directives, the college completed and submitted a campus-wide risk assessment analysis on April 1, 2010. The risk assessment was cross-sectional and included input from the major area’s of Academics, Student Services, Finance and Administration, Enrollment Management, Continuing Education, and Advancement. 9.4.3 In progress. 9.4.4 In progress.</p>
<p>9.5.1 KCC will meet all readiness requirements regarding CUNYfirst communications...[and] the KCC CUNYfirst team will conduct special outreach sessions to increase familiarization with the system. 9.5.2 KCC will continue to provide trainers in the “Train the Trainers” program. The college’s designated trainers for the GL and HCM pillars of CUNYfirst will provide training as assigned..... 9.5.3 KCC will meet all readiness requirements regarding CUNYfirst organizational readiness.... KCC will continue to establish its “1st base teams” for all CUNYfirst pillars as required.</p>	<p>9.5.1 Achieved. KCC has met all readiness requirements for CUNYfirst communications and has met deadlines for submissions of status checklists. With minor exceptions, KCC has completed training of manager personnel for Manager Self-Service and has now initiated an internal “train-the-trainer” program to begin training all employees in Employee Self-Service. 9.5.2 Achieved. KCC has fulfilled its training obligations to date in GL and HCM. The Campus Solutions pillar has not yet required the training of trainers for KCC. 9.5.3 Achieved. KCC has met all readiness requirements regarding CUNYfirst organizational readiness and has met deadlines for submissions of status checklists to the CUNYfirst program. “First base teams” were established for the Talent Acquisition Management and Faculty Workload implementations.</p>
<p>9.6.1 KCC will submit a plan to the CUNY Sustainability Council...and acquire approval.... The college will make significant progress in the implementation of the plan’s major goals.</p>	<p>9.6.1 Achieved. KCC submitted its plan, which is a high priority college project, to the CUNY Sustainability Council. The college has made significant progress in its implementation including::</p> <ul style="list-style-type: none"> • In April the college hosted its 5th annual EcoFestival. The 4-day festival educated more that 1,200 students, faculty, and staff through presentations and activities focused on environmental issues and sustainable environments. • To conserve water KCC has begun a comprehensive project to replace many outdated plumbing fixtures throughout the campus. • KCC’s Maritime Technology program refitted a vessel to run on reprocessed cooking oil. Students on the “Green Boat” will work to clean debris from Jamaica Bay. • KCC collaborated with the NYC Parks Dept to plant over 200 trees on campus. • The cafeteria has eliminated all Styrofoam and will begin a bottle deposit/bottle return program in fall 2010. • The college has established a long-range target of doubling the amount of collected recyclable paper, plastic, metal, and glass by 2013.

Appendix B-2

Performance Management Process

2010-2011 Targets

UNIVERSITY GOAL: Raise Academic Quality		
UNIVERSITY OBJECTIVE 1: Strengthen CUNY flagship and college priority programs and continuously update curricula and program mix.		
UNIVERSITY TARGET	INDICATORS	2010-2011 COLLEGE TARGETS
<p>1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies.</p>	<p>1.1 Documented results of all accreditation reviews</p>	<p>1.1.1 <i>[Multiple year target.]</i> In 2006, the Middle States Commission on Higher Education acted, “To reaffirm accreditation [for Kingsborough Community College] and to commend the institution for progress to date...” KCC’s Periodic Review Report, which is due five years after the reaffirmation of accreditation, will be completed and submitted by June 1, 2011.</p> <p>1.1.2 KCC will receive reaccreditation of its AAS program in Nursing from the National League for Nursing in the summer of 2010.</p> <p>1.1.3 The KCC Maritime Technology program will be Coast Guard approved for seamanship and vessel operation instruction.</p>
<p>1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community.</p>	<p>1.2 Recognition / validation from various external sources.</p>	<p>1.2.1 There will be external recognition for KCC’s successful Opening Doors learning communities in the form of invitations to KCC faculty and staff involved in the project to participate in the American Youth Policy Forum, Washington, D.C (as a presenter), an MDC/Gates Foundation conference on the Developmental Education Initiative, North Carolina (as a session leader), the National Center for Post Secondary Research Developmental Education Conference at Columbia Teachers College (as a break-out session leader), the University of Michigan Conference on the Cherry Commission Report, “Looking Back and Looking Ahead” (as a presenter on outcomes), and the Learning Communities Institute of the National Center for Improving Undergraduate Education, Evergreen State College, Washington (as resource faculty).</p> <p>1.2.2 <i>[Multiple year target.]</i> KCC will begin the implementation of its Fund for the Improvement of Post Secondary Education (FIPSE) grant on college cultural transformation. (This FIPSE-funded project is a three-year undertaking.) Partnerships in the grant will be established with four community colleges that, while similar to KCC in their commitment to enhancing institutional effectiveness, are different from KCC organizationally, structurally, geographically, and demographically.</p> <p>1.2.3 The Kingsborough Center for Economic and Workforce Development (CEWD) will continue to be responsive to the academic and workforce needs of the community. In 2010-11, CEWD will...</p> <ul style="list-style-type: none"> a) Extend National Science Foundation funding for the development of the STEM Entrepreneurial technician program. b) Extend Project Welcome Hospitality and food service training to Coney Island. c) Develop new collaborations with the 1 Stop system to provide service for KCC students. d) Extend business/entrepreneurship education through the Virtual Enterprise network with domestic and international partners. e) Develop curricula for new "green" programs. <p>1.2.4 Single Stop has been extremely successful in assisting KCC students in obtaining public service benefits. In 2010-11, KCC will use the college’s Single Stop Center and staff to assist Single Stop USA with promotion and expansion of services on a local and national level.</p> <p>1.2.5 The Kingsborough Honors program will draw greater recognition for academic quality at the college by:</p> <ul style="list-style-type: none"> a) Maintaining or increasing all-Honors sections that have consistently shown strong enrollment patterns. The program will expand the Honors Enrichment Components courses by 20% and will encourage more Honors Contracts across disciplines.

		<ul style="list-style-type: none"> b) Strengthening the Honors Curriculum by creating “strands” in Mathematics/Science and in Humanities. Each strand would consist of a minimum of 18 credits in Honors coursework. c) Strengthening the eligibility requirements for Honors Contract Projects from a 3.20 GPA to a 3.40 or higher in an effort to improve the completion rate. d) Reviewing Honors Enrichment Component courses to ensure that there is a high quality educational experience taking place across all departments, and to issue guidelines to help future instructors plan their courses accordingly. e) Expanding support to students who apply to prestigious scholarships. More opportunities and support for students to transfer to top colleges will also be provided. f) Strengthening ties with Honors Programs at CUNY 4-year colleges, particularly Brooklyn, Hunter and Queens, so that high-achieving students who transfer within CUNY have the opportunity to continue their studies in an Honors setting. g) Providing additional support through CUE for students to present with faculty in off-campus conferences. h) Conducting an Honors Symposium in the fall semester to provide students who do outstanding work in Honors Contract and Honors Enrichment Component courses with the opportunity to present their papers/projects to the college community. i) Expanding the CUE-supported Honors co- and extra-curricular activities in civic and global engagement to serve a larger mix of Honors and non-Honors students. j) Developing the Resources for Educational and Employment Opportunities (REEO) program so that it helps students make significant progress in identifying colleges for transfer and employment opportunities. Increase REEO enrollment to 30-40 students. k) Expanding the R2C [Responsibility to Care] Campus Environmental Stewardship Program, proposed by the Student World Assembly students at KCC, to promote environmental awareness and to provide a platform for student engagement in keeping KCC campus clean and sustainable. This student-initiated program, along with the annual Eco-Festival and the new Global & Environmental Studies option, will keep KCC a leader in the CUNY campus environmental sustainability efforts. l) Maintaining the high number of students inducted into Phi Theta Kappa (community college national honor society) and offering a rich menu of activities for members including hosting the New York Region PTK Leadership Conference.
<p>1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation.</p>	<p>1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship and college priority programs</p>	<p>1.3.1 The College Council, through its Strategic Planning and Budget Committee, will continue to re-examine and refine the college’s priorities based on enrollment, outcome and financial data and will incorporate input from a diverse set of constituencies, including groups of faculty, department chairs, administrators, and the college community at large.</p> <p>1.3.2 As a result of site visits held spring 2010, evaluators’ recommendations for improving five technology programs will be addressed according to action plans prepared by department faculty. These programs are the AS in Computer Science, the AS in Engineering Science, the AAS in Broadcasting, the AAS in Computer Information Systems, and the AAS in Maritime Technology.</p> <p>1.3.3 Self-studies and site visits by outside evaluators will be completed for the AA in Liberal Arts, AS in Fine Arts, AS in Theatre Arts, AS in Speech Communication, AS in Journalism and Print Media, and the AAS in Graphic Design and Illustration.</p> <p>1.3.4 Program faculty will begin self-studies of the AS in Community Health, AS in Exercise Science, AS in Mental Health and Human Services, AS in Education Studies, and AS in Early Childhood Education, and the AAS in Physical Education, Recreation and Recreation Therapy, and the AAS in Surgical Technology.</p> <p>1.3.5 Enrollment trends will be analyzed to determine the re-allocation of resources from declining to expanding curricula. The results of the analysis will be reported by the end of the 2010-11 academic year.</p> <p>1.3.6 Analysis of emerging technologies will determine the allocation of Perkins funds. Results will be reported at the end of the year.</p>

<p>1.4 Use of technology to enrich courses and teaching will improve.</p>	<p>1.4 Reports of courses with a significant technology component and self-reports by colleges</p>	<p>1.4.1 In fall 2009, the percentage of instructional (student) FTEs offered partially or totally online was 13.7%, in fall 2010 this percentage will increase (if current definitions are applied). KCC will increase the number of all-online courses offered by 20% and the number of hybrid courses by 25%.</p> <p>1.4.2 In support of increasing the use of technology in instruction, the Kingsborough Center for Advanced Technology Training (KCATT) will undertake the following:</p> <ul style="list-style-type: none"> a) KCATT will identify, develop and promote models of best practice in online/hybrid instruction. It will hold faculty development seminars to highlight some of the quality distance learning courses developed by KCC faculty and highlight course components that are innovative and show exceptional academic rigor and pioneering techniques. b) Increase the incorporation of streaming audio and video into the design of online courses as appropriate so that online audio and video segments may be designed and included as integral parts of fully online and hybrid courses. Train faculty (where course appropriate) in the basics of video production: short video clips suitable for demonstrations or other course support on the web. Video streamed segments to be a basic resource available for all online course shells. c) Gain the governance bodies' approval for "The Guidelines and Protocols for Teaching Online/Hybrid Courses," developed by a faculty committee, in fall 2010 and implement the certification process to teach online/hybrid courses as soon as possible. d) Certify students for Blackboard 8 competency early on by offering training workshops during the New Student Orientations and throughout the year, thus enabling them to take online/hybrid courses whenever they want. The certification program is now mandatory for incoming Nursing 17/18 students. e) Identify resources for the establishment of specific on-going funding to support faculty in the development of new online/hybrid courses. This may include possible grant funding opportunities. f) Develop and market a flexible degree completion program for working students so that they can take online/hybrid courses along with evening and weekend courses.
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UNIVERSITY GOAL:	Raise Academic Quality
UNIVERSITY OBJECTIVE 2:	Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity.

<p>2.1 Colleges will continuously upgrade the quality of their full-time and part-time faculty, as scholars and as teachers</p>	<p>2.1 College self-reports on efforts to build faculty teaching and research quality through hiring, tenure processes, and investments in faculty development for full-time and part-time faculty</p>	<p>2.1.1 KCC will continue to recruit outstanding faculty, who are strong teachers and have a record of and/or potential for research and publication. In 2010-11, KCC will hire one faculty member in each of the following departments: Art, Behavioral Sciences, Biology, Communications, Nursing, and Mathematics. In addition, KCC will monitor the impact of a potential early retirement incentive and recruit and hire new faculty as necessary.</p> <p>2.1.2 In 2010-2011, through CUE funding, the Kingsborough Center for Teaching and Learning (KCTL) will continue to lead faculty development efforts and will maintain its unique faculty development model – Faculty Inquiry Groups (FIGs) – which provide faculty with multiple opportunities to work together, across departments, on pedagogy and curricular redesign. KCTL will:</p> <ul style="list-style-type: none"> a) Support faculty in establishing new interest groups with an eye toward attracting new faculty to KCTL. b) Support faculty who are currently working on the Scholarship of Teaching and Learning (SoTL), and helping faculty new to SoTL begin projects, through KCTL's self-paced SoTL Program. c) Support the CPE group as it develops materials to help faculty in all departments align course activities with skills needed for student success on the CPE. d) Support grant writing workshops in collaboration with the Office of College Advancement. e) Engage an outside speaker for KCTL's <i>Winter Workshop Series</i>. f) Improve the orientation programs for new faculty, conducted in fall and spring by addressing the tenure and promotion process, support services for both students and faculty, grant and scholarship opportunities, new models of teaching, and teaching with technology.
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<p>2.2 Increase faculty research/scholarship</p>	<p>2.2 Faculty scholarship and creative work</p>	<p>2.2.1 In 2009 (calendar year), the number of faculty reporting scholarly or creative accomplishments was 80 and the number of individual activities was 282. In 2010, the KCTL activities focused on promoting and supporting faculty scholarship, the President's innovation awards to faculty, the reassigned time granted by the Faculty Committee on Scholarly and Applied Research, and the support provided by College Advancement staff to faculty seeking research grants, will result in the same or a greater number of faculty reporting scholarly or creative accomplishments.</p>
<p>2.3 Instruction by full-time faculty will increase incrementally.</p>	<p>2.3 % of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty</p>	<p>At the time of the submission of these goals, fall 2009 data were not available for faculty workload indicators; however, KCC is committed to increasing incrementally:</p> <p>2.3.1 The percentage of instructional FTEs delivered by full-time faculty</p> <p>2.3.2 The mean teaching hours of veteran full-time faculty</p> <p>2.3.3 The mean teaching hours of full-time faculty eligible for contractual release time</p>
<p>2.4 Colleges will recruit and retain a diverse faculty and staff</p>	<p>2.4 Faculty and staff diversity and affirmative action reports.</p>	<p>2.4.1 From 2007-2009, Kingsborough has increased the number of ethnic/racial minority faculty members by 27.1% (or 59 faculty members to 75 faculty members). KCC will continue to diversify its faculty and staff by recruiting from under-represented groups.</p> <p>2.4.2 In addition to local efforts, KCC will work closely with the new CUNY Dean of Recruitment and Diversity to increase recruitment activities.</p> <p>2.4.3 KCC will engage its new minority faculty and staff members in recruitment efforts.</p>
<p>UNIVERSITY GOAL: Improve Student Success</p> <p>UNIVERSITY OBJECTIVE 3: Ensure that all students receive a quality general education and effective instruction</p>		
<p>3.1 Colleges will provide students with a cohesive and coherent general education</p>	<p>3.1 Documented evidence of a cohesive and coherent general education (as implemented by CUE, general education reform, etc.)</p>	<p>3.1.1 KCC recently enacted general education reforms. The 2010-11 academic year will mark the first full year of their implementation. Major efforts on general education in the coming year will include the following:</p> <ul style="list-style-type: none"> a) There will be a focused effort to inform students of these requirements through the academic advisement process. b) Reforms include re-structuring the AA in Liberal Arts to accommodate nine credits in one discipline. This reform is designed to enhance students' exploration and preparation for a specific liberal arts major upon transfer to a baccalaureate program. A new concentration in Writing and Literature will be developed to guide interested Liberal Arts majors towards this area of study. Other similar clusters of courses in one discipline appropriate for transfer into the junior year of study will be explored. c) Recent reforms include a new Writing Intensive requirement for all matriculants. This year this requirement will be successfully implemented. d) CUE funds will continue to promote and support co-curricular activities which provide opportunities for students to practice holistically and integratively general knowledge acquired in all areas of study. These co-curricular activities build competencies identified by faculty as essential regardless of students' majors or areas of interest. <p>3.1.2 In 2010-2011, the number of faculty certified through the Writing Across the Curriculum program will increase by 25% in preparation for a Writing Intensive (WI) course requirement for all degree students (see 3.1.1c, above).</p> <p>3.1.3 The President's Task Force on Civic Engagement will recommend to the KCC College Council (the college's governance body) a civic engagement experience, demonstrating an understanding of the important connection between college education and community responsibility, as a requirement for all students.</p>

<p>3.2 Colleges will improve basic skills and ESL outcomes</p>	<p>3.2 Basic skills test performance and related data (Ex. % enrolled in summer immersion with an increase in score at end of summer, pass summer immersion with an increase in score at end of summer, pass rates on exit from remediation. % of remedial students At 30 credits who pass all basic skills tests.</p>	<p>3.2.1 In summer 2009, the percentage of entering first-time freshmen who increased their reading basic skills test score over the summer was 86.2%. In summer 2010, that percentage will continue its upward trend and remain above the community college average.</p> <p>3.2.2 In summer 2009, the percentage of entering first-time freshmen who increase their writing basic skills test score over the summer was 63.2%. In summer 2010, that percentage will rise to meet or exceed the community college average (67.4% in 2009).</p> <p>3.2.3 In summer 2009, the percentage of entering first-time freshmen who increased their math COMPASS 1 (arithmetic) basic skills test score over the summer was 92.6%. In summer 2010, that percentage will be maintained above the community college average (91.3% in 2009).</p> <p>3.2.4 In summer 2009, the percentage of entering first-time freshmen who increased their math COMPASS 2 (algebra) basic skills test score over the summer was 87.2%. In summer 2010, that percentage will rise to meet or exceed the community college average (90.0% in 2009).</p> <p>3.2.5 To improve student outcomes in immersion programs, KCC will...</p> <ul style="list-style-type: none"> a) Investigate other intensive remediation programs both at KCC (e.g. President’s Prep) and at other community colleges to determine high impact practices. b) Experiment with offering 6-week writing (BW) classes instead of 4 week classes to allow for more time with the writing process. Offer faculty development for instructors of writing and reading in preparation for the new CUNY writing assessment exam. The sessions will begin in the fall. <p>3.2.6 In fall 2009, the pass rate in reading on exit from remediation was 60.4% (3.5 points above the community college average). In fall 2010, that pass rate will rise 2%.</p> <p>3.2.7 In fall 2009, the pass rate in writing on exit from remediation was 45.2%. In fall 2010, that pass rate will rise to meet or exceed the community college average (52.0% in 2009).</p> <p>3.2.8 In fall 2009, the pass rate in math on exit from remediation was 80.9%. In fall 2010, that high level of performance will be maintained and the pass rate will meet or exceed the community college average.</p> <p>3.2.9 In fall 2009, the percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency in reading, writing, and math by the 30th credit was 52.3%. In fall 2010, that percentage will rise to meet or exceed the community college average (currently 58.3%).</p> <p>3.2.10 Over the past five years several developmental education indicators in reading and writing have been inconsistent. In an effort to improve test scores and turn the indicators to consistently trend upwards, the KCC English Department will take the following measures in 2010-11:</p> <ul style="list-style-type: none"> a) A developmental English special inquiry group will be formed. Eight faculty who serve as developmental English and ESL course and program directors will meet during the summer to examine the alignment of all the courses in the ESL and developmental English sequence. Faculty will compare course objectives, pedagogies, assessment protocols and student learning outcomes. Best practices nationally and within CUNY will be identified and compared to current KCC practices. b) New interventions will be created to address low reading scores upon exit from the middle developmental English course (ENG 92). Faculty development workshops will be created for faculty who will participate in the Reading Acceleration
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		<p>Project.</p> <p>c) The department will better align the exit course in Developmental English (ENG 93) with the new CUNY Writing Assessment Exam. Faculty will evaluate and identify new common texts across all sections of the exit course to align with and reinforce the skills measured by the new writing exam and create workshops for all faculty including adjuncts to ensure that pedagogy aligns with the objectives of the new exam.</p>
<p>3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study</p>	<p>3.3 % of students passing gateway courses with a C or better</p>	<p>3.3.1 In fall 2009, the percentage of students passing freshman composition with a C or better was 88.1% (highest among the community colleges). In fall 2010, KCC will maintain this high level of performance.</p> <p>3.3.2 In fall 2009, the percentage of students passing gateway mathematics courses with a C or better was 67.8% (4 points above the community college average). In fall 2010, this percentage will be greater than or equal to the current level and remain above the community college average.</p>
<p>3.4 Show and pass rates on the CUNY proficiency exam will increase.</p>	<p>3.4 Show and pass rates on the CUNY Proficiency Exam</p>	<p>3.4.1 In fall 2009 the percentage of required invitees who took the CUNY Proficiency Exam was 77.8%. In fall 2010, the CPE show rate will increase to meet or exceed the community college average (81.8% in 2009).</p> <p>3.4.2 To improve the CPE show rate, KCC will take the following actions:</p> <ul style="list-style-type: none"> a) The Office of the Associate Provost and the Office of Student Affairs will collaborate to organize a phone bank to contact students eligible to take the CPE and to remind them to register for the test and to advise them of available workshops. b) KCC will improve its use of technology in contacting students about the test. <p>3.4.3 In fall 2009 the percentage of required test-takers passing the CUNY Proficiency Exam was 88.8%. In fall 2010, the CPE pass rate will increase to meet or exceed the community college average (91.5% in 2009).</p> <p>3.4.4 To improve the CPE pass rate, KCC will take the following actions:</p> <ul style="list-style-type: none"> a) Explore how to provide online CPE test practice to augment the existing online orientation tutorial. b) Conduct faculty development workshops to assist faculty in constructing assignments better aligned to learning skills required on the CPE test.
<p>3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender</p>	<p>3.5 One-year retention rates by underrepresented group status and gender; for all students, % of credits attempted that are earned by underrepresented group status and gender (fall semester)</p>	<p>3.5.1 The gap in the one-year retention rate of first-time full-time freshmen at KCC between underrepresented groups and non-underrepresented groups was -8.3 for fall 2008 to fall 2009. Although the retention rate for both groups is already better than the community college average, the gap will be reduced for fall 2009 to fall 2010 retention.</p> <p>3.5.2 The gap in the one-year retention rate of first-time full-time freshmen at KCC between males and females was -2.3 for fall 2008 to fall 2009. The average community college gap was -4.1. Because the KCC retention rate for both males and females was well above the community college average and the gap was slight, KCC will maintain its higher than average level of performance.</p> <p>3.5.3 The gap in the percentage of semester credit hours earned (or passed) of those attempted between underrepresented groups and non-underrepresented groups was -5.4 in fall 2009. Because the accumulation of credits was higher than average for both groups at KCC and the gap was already over 4 points better than the community college average, KCC will maintain its higher than average level of performance in fall 2010.</p> <p>3.5.4 The gap in the percentage of semester credit hours earned (or passed) of those attempted between males and females was -3.4 in fall 2009. Although the accumulation of credits was approximately 5 points higher than average for both groups at KCC, the gap will be reduced in fall 2010.</p>

		<p>3.5.5 To address all of the performance gaps, especially those affecting underrepresented males, first time, full time underrepresented male students enrolled in KCC’s Men’s Resource Program will participate in a structured, multi-tiered, mentoring program guided by peers who are students in their second year of college and underrepresented male faculty and staff.</p>
<p>3.6 Colleges will show progress on implementing faculty-driven assessment of student learning</p>	<p>3.6 Documented evidence that faculty are assessing student learning, using results to make improvements, and documenting the process</p>	<p>3.6.1 The General Education and the College Assessment Committees will review the results from the first two phases of the general education curriculum mapping project and recommend the next steps to be taken.</p> <p>3.6.2 The project assessing integrative thinking in learning communities will continue to be expanded to additional faculty and learning communities.</p> <p>3.6.3 The college will summarize and present evidence in its Middle States Periodic Review Report of how assessment results have been used to make improvements in courses and programs.</p> <p>3.6.4 By the end of 2010-11, each academic department will have an assessment plan in place that will include defining student learning outcomes by course, placing anticipated student learning outcomes on course syllabi, and using assessment data to “close the loop” (that is, to use results to make improvements).</p>
<p>UNIVERSITY GOAL: Improve Student Success</p> <p>UNIVERSITY OBJECTIVE 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion</p>		
<p>4.1 Colleges will facilitate students’ timely progress toward degree completion</p>	<p>4.1 % of freshmen and transfers taking a course in summer after entry; ratio of undergrad FTEs to headcount; average # of credits earned in the first 12 months</p>	<p>4.1.1 N/A at KCC</p> <p>4.1.2 The ratio of FTEs to headcount in associate programs was 0.910 in fall 2009 (the highest among the community colleges and comprehensives). In fall 2010, KCC will maintain this high level of performance.</p>
<p>4.2 Retention rates will increase progressively</p>	<p>4.2 One-year and two-year retention rates</p>	<p>4.2.1 The percentage of full-time first-time freshmen who entered KCC in fall 2008 and were still enrolled in the college one year later (fall 2009) was 70.3%, well above both the community college and the university average. KCC will maintain the same high level in its fall 2009 to fall 2010 retention rate.</p>
<p>4.3 Graduation rates will increase progressively</p>	<p>4.3 Six-year AA/AS/AAS graduation rate</p>	<p>4.3.1 The percentage of full-time first-time freshmen who entered KCC in fall 2003 who graduated from the college within six years of entry was 34.5%, well above the community college average of 25.3%. In 2010-11, KCC will again lead the CUNY community colleges in the graduation rate indicator.</p>
<p>UNIVERSITY GOAL: Improve Student Success</p> <p>UNIVERSITY OBJECTIVE 5: Improve post-graduate outcomes</p>		
<p>5.1 Professional preparation programs will improve or maintain high numbers of successful graduates</p>	<p>5.1 Pass rates and numbers of students passing licensure /certification exams</p>	<p>5.1.1 The percentage of Nursing graduates passing the NCLEX in 2009 was 91.7% (highest among the CUNY community colleges). In 2010, the college will maintain this high level of performance.</p> <p>5.1.2 The number of Nursing graduates taking the NCLEX increased from 119 to 132 in 2009. In 2010, that number will increase to 133.</p>

		<p>5.1.3 Surgical technicians are in high demand and certification is not required for employment. (That certification exam is offered only once a year in December.) Nonetheless, of the 11 majors expected to graduate in 2010-11, a minimum of 8 will achieve certification resulting in a 72.7% pass rate. The national Certified Surgical Technologist accreditation benchmark pass rate for first-time certification test-takers is 70%.</p> <p>5.1.4 Of the 15 Physical Therapist Assistant majors who graduated June 2009, 12 (or 80%) will take and pass the certification exam within six months. The remaining 3 (or 20%) will be credentialed before June 2011.</p> <p>5.1.5 Of the anticipated 50 students enrolled in the Alcohol and Substance Abuse Certificate and in the newly implemented AS in Chemical Dependency, 85% will earn New York State CASAC-T Certification by June 2011.</p>
<p>5.2 Job and education rates for graduates will rise.</p>	<p>5.2 College self-reports and surveys of graduates' job placement rates; % of graduates continuing their education</p>	<p>5.2.1 The six-month job placement rate in career and technical education programs was 82.7% for 2007-2008 graduates. Because the recovery from the current economic recession is expected to be slow, KCC projects a modest improvement in the placement rate for 2008-2009 graduates.</p> <p>5.2.2 New collaborations with 1Stop Centers and New York City Small Business Services will provide students with direct opportunities for job placement. A sectoral approach will be used to match career and technical education programs with employment opportunities.</p>
<p>UNIVERSITY GOAL: Improve Student Success</p>		
<p>UNIVERSITY OBJECTIVE 6: Improve quality of student academic support services</p>		
<p>6.1 Colleges will improve the quality of student support services and academic support services, including academic advising and use of technology to strengthen instruction</p>	<p>6.1 Student experience survey results and other data and reports on improved quality and satisfaction with academic and technological support services, including academic advising</p>	<p>6.1.1 Student satisfaction with academic support services (academic advising, library services, learning labs) as measured by the CUNY Student Experience Survey was 3.00 in spring 2010 (above the community college average). In 2010-11, KCC will take the following actions to improve academic support services:</p> <ul style="list-style-type: none"> a) The college will pilot a one-credit Student Development course (SD11) focused on career development and planning with an emphasis on career related disciplines to assist students who have between 15-44 credits in developing skills that will contribute to the achievement of their career goals b) Review and implement the pedagogical and academic support interventions recommended by the "15-45 Credits Initiatives Committee." <p>6.1.2 Student satisfaction with student services as measured by the CUNY Student Experience Survey was 2.94 in spring 2010 (above the community college average). In 2010-11, to enhance its effectiveness and to improve future student satisfaction scores the Department of Student Affairs will</p> <ul style="list-style-type: none"> a) Continue to assess the effectiveness of the college's diverse student affairs programs by increasing the emphasis on student learning outcomes. Each key area in Student Affairs (Freshman Services and College Advisement; Student Support Services; Career and Transfer; Student Life; Counseling and Health Services; and Student Conduct) will work together to develop a comprehensive, integrated strategic plan to include student learning outcomes and retention goals. b) Develop and assess student learning outcomes in SD 10 and SD 11 courses. <p>6.1.3 Student satisfaction with access to computer technology as measured by the CUNY Student Experience Survey was 2.87 in spring 2010. During 2010-11 (though the CUNY Survey will not be conducted again until 2012), KCC will take the following actions to improve student satisfaction with access to computer technology:</p> <ul style="list-style-type: none"> a) Increase the number of "smart" classrooms from 119 to 150 (26% increase). b) Increase the number of "smart" labs from 23 to 25 (9% increase). c) Create a system to facilitate the ability to use applications from any internet connected PC. Application streaming will give the college a very quick and pervasive way to deploy applications to the entire organization. This will save time for the both

		<p>the IT staff and end users.</p> <p>d) Upgrade an additional 15% of the wireless system to the new high-speed N-Standard that supports speeds up to 100 MB.</p> <p>e) Increase the number of wireless computers available to students from 92 to 117 (20% increase).</p> <p>f) Complete the upgrade of the Student Email system to Outlook Live. This will provide many new features that will appeal to students.</p> <p>g) Provide students with the ability to print remotely and retrieve their printouts when they are on campus.</p>
<p>UNIVERSITY GOAL: Enhance Financial and Management Effectiveness</p> <p>UNIVERSITY OBJECTIVE 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses.</p>		
<p>7.1 Colleges will meet established enrollment targets for degree programs</p>	<p>7.1 Enrollment in degree and in adult & continuing education programs</p>	<p>7.1.1 In fall 2009 total enrollment was 18,204 (including College Now). In fall 2010, total on-campus credit enrollment has been projected as 15,000 plus the College Now target as established by CUNY.</p> <p>7.1.2 In 2009-2010, enrollment (number of seats) in Adult and Continuing Education was 24,379 (as of June 1, 2010). In 2010-11, Continuing Education will maintain the same level as in the previous year.</p>
<p>7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.</p>	<p>7.2 TIPPS course equivalencies, pipeline programs, transfer credit acceptance, e-permit, joint programs, etc.</p>	<p>7.2.1 In 2010-2011, all TIPPS sending courses and lower division non-transferable courses will be evaluated on a regular basis with the aim of 100% completion as achieved in 2009-2010.</p> <p>7.2.2 Joint degree programs currently seeking approval will be registered by NYSED and implemented. Those programs include the AS in Science for Forensics/BS in Forensic Science with John Jay and the AS in Earth and Planetary Science/BS in Geology with Brooklyn College.</p> <p>7.2.3 The Nursing faculties of KCC and the NYC College of Technology will develop a joint ASN/BSN.</p> <p>7.2.4 An articulation of the AAS in Culinary Arts with the Bachelor of Technology in Hospitality Management program at the New York City College of Technology will be developed.</p>
<p>7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the students who participate in more than one college credit course and/or precollege activity</p>	<p>7.3 Number of College Now participants, course completion and pass rates, # of participants reenrolled</p>	<p>7.3.1 KCC's estimated College Now seat count enrollment for 2009-10 was 9,203, which exceeded the target. KCC will meet or exceed its College Now enrollment target (supplied by CUNY) for 2010-11.</p> <p>7.3.2 The percentage of College Now participants who earned an A, B, or C in College Now courses or demonstrated mastery of material in workshops was 94% in summer and fall 2009. This success rate, above both the community college and total CUNY average, will be maintained.</p> <p>7.3.3 Kingsborough will meet or exceed the University average rate for re-enrollment in College Now courses.</p> <p>7.3.4 Kingsborough will conduct an additional pre-college program for high school juniors in 16 NYC high schools in the summer of 2010. "President's Prep," an intensive intervention for students in need of developmental education, was originally targeted for students just prior to college admission. Initial success suggests that the approach may prove successful at an earlier stage.</p>
<p>UNIVERSITY GOAL: Enhance Financial and Management Effectiveness</p> <p>UNIVERSITY OBJECTIVE 8: Increase revenues and decrease expenses</p>		
<p>8.1 Alumni-corporate fundraising will increase or maintain</p>	<p>8.1 Alumni/corporate fundraising (CAE-VSE report)</p>	<p>8.1.1 KCC will increase total alumni/corporate fundraising revenue by 2.5%. The Office of College Advancement will implement a comprehensive fundraising campaign that will result in increased revenue from corporate, foundation and individual donors.</p>

<p>current levels</p>		<p>8.1.2 In accordance with the CUNY “Year of the Alumni,” there will be an increase in Alumni association membership of 5%. Alumni giving will increase by 10% and retiree giving will increase by 10%.</p> <p>8.1.3 The number of foundation grants secured will increase by 5%.</p> <p>8.1.4 KCC will establish a comprehensive annual fund initiative. Its strategy will focus on implementation; operations (data integrity, infrastructure, and segmentation); donor acquisitions via direct mail; phonathon and e-giving; leadership and donor management (inclusive of face-to-face solicitation, events, giving society, and stewardship); and planned giving/estate planning.</p> <p>8.1.5 KCC will increase the dollar amount of scholarships awarded by the KCC Foundation by 5%.</p> <p>8.1.6 The number of named “restricted” scholarships will increase by 5%.</p>
<p>8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education</p>	<p>8.2 Revenue</p>	<p>8.2.1 The college projects that its enrollment will generate sufficient revenue to meet the revenue targets.</p> <p>8.2.2 Continuing Education will maintain tuition revenue levels achieved in the 2009-2010 academic year. Revenue will exceed expenses by the required 17.5%.</p>
<p>8.3 Colleges will improve or maintain sound financial management and controls</p>	<p>8.3 Percent of budget spent on administrative services; timely deposits with University Comptroller, and responsiveness to and resolution of accounting and external/internal audit findings and action plans</p>	<p>8.3.1 In FY2009, KCC expended 27.9% of its budget on Institutional Support Services (2.5 percentage points better than the community college average). In FY2010, through continued efficient operations and productivity initiatives, KCC will maintain or lower the percentage of its tax-levy budget expended on administrative services.</p> <p>8.3.2 The College will deposit all available funds, not needed for student refunds, on a consistent and timely basis. Deposits will be made at the end of each registration period and periodically as necessary.</p> <p>8.3.3 The College Internal Control Officer will work closely with CUNY Internal Audit on all accounting, control and legal issues. Any audit recommendations will be implemented at the college in a timely manner.</p>
<p>8.4 Colleges will implement financial plans with balanced budgets</p>	<p>8.4 Financial health and evidence of a solid financial plan; and end fiscal year with 2% or less of allocated budget as reserve</p>	<p>8.4.1 KCC will continue its customary practice of submitting a balanced budget to CUNY’s Budget Office and will manage its resources so that it will end the 2011 fiscal year with 2% or less of its allocated budget as a reserve.</p>

<p>8.5 Contract/grant awards will increase</p>	<p>8.5 Contract/grant awards (RF Report and CUNY projects), including for research</p>	<p>8.5.1 Grants and contracts will increase by 5%. 8.5.2 The number of grants submissions will increase by 10%. 8.5.3 The number of faculty members participating in Grant writing training will increase by 5%. 8.5.4 Grants newsletter will be disseminated once a semester. 8.5.5 The Grants section of the website will be reviewed and redesigned to allow for a more user friendly site. 8.5.6 Continuing Education will maintain the same level of contract/grant awards as in 2009-10.</p>
<p>8.6 Indirect cost recovery ratios will improve</p>	<p>8.6 Indirect cost recovery as ratio of overall grant/contract activity</p>	<p>8.6.1 Indirect cost recovery ratios will increase by 1%. 8.6.2 KCC will employ and widely disseminate consistent communications regarding the college's guidelines for indirect cost realization. Those communications will include the grants manual, KCTL grants budget workshops, one-on-one training sessions, and budget meetings.</p>
<p>UNIVERSITY GOAL: Enhance Financial and Management Effectiveness UNIVERSITY OBJECTIVE 9: Improve administrative services</p>		
<p>9.1 Colleges will make progress within a declared capital campaign</p>	<p>9.1 Evidence of declared capital campaign with fund-raising goal (through FY15), campaign chairperson, vision/case statement and detailed plan by FY11</p>	<p>9.1.1 Construct and fully develop a solid, concise and transparent campaign case for support aligned with college priorities. 9.1.2 Create an integrated campaign calendar inclusive of all development activities. 9.1.3 Establish the silent phase of the campaign as a college priority. 9.1.4 Systematically build a campaign structure by formalizing the commitment of the campaign leadership and by strengthening the KCC Foundation Board and engaging the college leadership and faculty. 9.1.5 Create a comprehensive culture of philanthropy engaging the college community; internal and external constituencies. Continue to build, develop, and grow a base of prospects and donors. 9.1.6 Ensure a comprehensive data management strategy: data quality; data management; data performance metrics. 9.1.7 Develop a plan and timeline for entering the "public phase of the campaign."</p>
<p>9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges.</p>	<p>9.2 Surveys of student satisfaction with nonacademic administrative support services</p>	<p>9.2.1 In spring 2010, student satisfaction with administrative services was 2.94, above both the community college and the university average. During 2010-11 (though the CUNY Survey will not be conducted again until 2012), KCC will take the following actions to improve student satisfaction with administrative services: a) The new T-2Go facility will be opened and will provide food. b) Copiers will be replaced with new ones as the budget permits. New copiers will be provided for students in the library and other locations on the campus. c) KCC will closely monitor the suggestion line and Score Card results to improve and maintain all services on campus. d) Finance & Administration will also employ social networking technologies to gather suggestions. e) Three new ATM machines will be installed to improve services to students. f) Vending machines will dispense over the counter pharmacy supplies. g) The college will implement the new CUNY Card. h) The college will renovate campus bathrooms as the budget permits. i) The college bookstore will implement a rental program for text books, which will result in a cost savings to the students. j) Public Safety will expand and upgrade their video monitoring system as the budget permits, increase the number of 100% main entrance ID checks, and increase proactive electronic messaging addressing campus safety and personal safety.</p>

<p>9.3 Colleges will improve space utilization</p>	<p>9.3 % of instruction delivered on Fridays, nights, or weekends; space prioritized for degree and degree-related programs</p>	<p>9.3.1 In fall 2009, the percentage of FTEs offered on Fridays, evenings, or weekends was 27.5%. In fall 2010, KCC will offer more course sections on Fridays, evenings, and weekends and increase the percentage of instruction delivered during these periods by 3%.</p> <p>9.3.2 KCC will continue its long-standing practice of giving space priority to credit programs. [Though Continuing Education programs are important both educationally and financially to KCC, all space requirements for credit programs are met before Continuing Education (or other) activities are accommodated.]</p>
<p>9.4 All colleges will improve risk management on campus</p>	<p>9.4 Evidence of improvement including the implementation of the <i>Environmental Management System</i> and its integration with the campus Risk Management Plan</p>	<p>9.4.1 The College Risk Management Officer will review all departmental risk management submissions and work with the appropriate individuals/departments on risk reduction where possible. The College's RMO will also work with the College OSHA Officer to ensure the Environmental Management System is integrated into the campus risk management plan</p>
<p>9.5 All colleges will make timely progress in CUNYfirst implementation.</p>	<p>9.5 Evidence of timely progress such as responsiveness to help desk tickets, following the established escalation process, holding monthly campus team meetings, and releasing employees to attend training</p>	<p>9.5.1 Customer Relations Management (CRM) requests will be reviewed by college and university personnel and will be addressed promptly. This will include any initial launch and “first base teams.” The KCC CUNYfirst Team and the Information Technology Services department will be making this process more user-friendly and efficient by increasing the number of trained support staff and working with the CUNYfirst team to expedite closing open tickets.</p> <p>9.5.2 The KCC CUNYfirst campus team will hold, at a minimum, monthly meetings.</p> <p>9.5.3 KCC will continue to support the implementation of CUNYfirst through the following:</p> <ul style="list-style-type: none"> a) Providing trainers and testers and meeting scheduled readiness requirements. KCC will provide the equivalent of two full-time employees for a period of 8 to 12 weeks in the summer and fall for Campus Solutions user acceptance testing. b) Training for “Employee Self-Service” will begin July 1 and continue through Oct 30. c) All employees will be updated as to the progress of the training through email. d) New managers will be trained in Manager Self Service on a regular basis. e) A CUNYfirst overview will be included in new employee orientations. f) As each section of CUNYfirst becomes functional, those features will be utilized to their fullest extent by the Office of Human Resources and other departments as it applicable.
<p>9.6 Each campus should have a functioning campus sustainability council with broad representation from the campus community & have a recognized, multi-year sustainability plan</p>	<p>9.6 Progress toward a 10-year plan submitted to sustainability task force</p>	<p>9.6.1 During 2010-11, KCC will make substantial progress towards meeting its sustainability goals. KCC will:</p> <ul style="list-style-type: none"> • Require the college food service to implement the New York State Bottled Beverage Recycling Bill. • Revamp printing methods to use recyclable paper, limit single sided printing, and relocate some public printing stations. • Require its food service to establish a recipe file accessible to the college community to promote providing healthful food in college cafeterias. • Further integrate the sustainability theme into the curriculum. • Create service learning experiences for students on the “Green Boat”. • Reduce campus electricity consumption. • Renovate restrooms to conserve water.

Appendix C

Guide for Preparation of a Degree Program Self-Study

Goals and Objectives for Academic Program Review

Goals

The process for Academic Program Review:

- Evaluates all academic programs for their effectiveness and relevance to student needs.
- Provides accountability for student outcomes and examines the factors supporting or hindering their success.
- Leads to recommendations for program improvement and renewal.

Objectives

The guidelines for Academic Program Review, as implemented, should lead to a process that:

- Emphasizes analytic and evidence-based examinations of programs rather than descriptive expositions of their activities.
- Provides a cohesive structure for reports that are compatible with overall college goals and objectives, as well as with reviews of other programs.
- Ensures that all reports adequately address the relevant aspects of
 - Curriculum
 - Students
 - Assessment of Outcomes
 - Faculty
 - Facilities and Instructional Support
- Results in a plan of action for improving programs, learning, and other student outcomes.

Additional considerations in the process:

- Since no set of guidelines that applies to all academic programs can precisely incorporate each program's unique aspects, the process allows the flexibility for faculty to modify questions within the given areas when appropriate, to ensure that the reviews address the most critical issues.
- The college should continually monitor the effectiveness of the Academic Program Review process itself, and periodically the guidelines that are used should be comprehensively reviewed and renewed.

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

A Guide for the Preparation of a Degree Program Self-Study

A. Curriculum

1. What are the goals of this degree? Describe
 - a. the relationship of these goals to the current need for the related career areas in the job market and/or
 - b. how these goals serve as preparation for further study.Include data or, in the case of further study, current articulation with baccalaureate programs.
2. What should students know and be able to do upon completion of this curriculum?
3. Explain how the curriculum is designed for students to achieve the desired outcomes. What contributions do specific disciplines, including general education or non-major disciplines, make toward achieving program outcomes?

B. Students

1. Provide data and describe demographic characteristics of students majoring in the program. What are their levels of academic readiness upon admission? How does the curriculum address the academic needs of a diverse student body (with many adult and nontraditional students, under-prepared students and multilingual students), while maintaining content, rigor and coherence with the program's goals?
2. How does the advisement process communicate goals, advise students of their progress and remaining requirements, and support student planning and decision-making? What evidence is there that this is effective?
3. Provide course and overall enrollment data. Describe the trends in the total number of majors as well as in any concentrations or subspecialties. How has enrollment been influenced by trends in related career areas? What are the effects of these patterns on degree course offerings and concentrations?
4. Describe how the instructional support services available to students supplement the learning process. Do students find them helpful? Is there any evidence of their effects upon student success?

5. How do co-curricular activities (including clubs, internships, activities with other departments, activities with professional groups, national societies, etc.) contribute to students' development and the achievement of program goals?

C. Assessment of Outcomes

1. Are student learning outcomes assessed on an on-going basis? Describe the process.
2. What have been recent results of these assessments? Provide data and sources.
3. Provide information about student retention and graduation rates, and available information on transfer and job placement rates. How has the review of the effectiveness of the program resulted in changes to the curriculum in the last ten years?

D. Faculty

1. Explain the contribution of the faculty teaching in this program toward the achievement of its goals. Please address the role of each instructor teaching courses in this major. Academic achievements, grant activities, and participation in college and university activities may be cited as they contribute to the quality and effectiveness of the program. Consider also whether the number and distribution of full-time faculty is adequate and/or optimal.
2. How are adjunct faculty mentored, and how is their development enhanced?

E. Facilities and Instructional Support

1. Describe the physical facilities used by this program, such as offices, classrooms, studios, laboratories and other spaces. Explain how they support student learning. Analyze the ways in which they are adequate and those in which they need to be improved. What plans are in place to address any existing inadequacies and upgrade equipment as needed?
2. Are there equipment and supply needs for this curriculum? Describe the instructional budget and sources of funds to support these needs.

F. Summary, Conclusions and Future Plans

1. Summarize themes or issues that have emerged as a result of this self-study. What are the strengths of the program as it currently exists? What are the significant challenges or questions faced by the program in the near future?
2. Briefly discuss any tentative plans or recommendations to address these issues.

Appendix D

Map of Courses and Competencies

Map of Courses and Competencies

	Art					Behavioral Sciences					Biological Science					Business					Communications and Performing Arts					
	ART 31	ART 57	ART 63	ART 34	ART 51	SOC 31	PSY 11	PSY 32	ANT 37	EDC 20	BIO 11	BIO 12	BIO 33	BIO 13	BIO 14	ECO 12	BA 11	ACC 11	BA 12	BA 60	SPE 21	MUS 31	THA 50	SPE 11	MCM 30	
Critical Thinking																										
Identify and state issues, problems, or questions contained in a body of information	X	X	X	X	X	X	/	X	X	X	/	X	X	X	X	X/	X	X	X/	O	X	O	/	O	/	
Distinguish between and analyze facts, opinions, assumptions and points of view relating to an issue or problem	X	/	X	X	X	X	X	X	/	/	/	/	X	X	X	X/	X	/	X/	O	X	O	/	X	/	
Synthesize information from various sources and perspectives, drawing reasoned conclusions and testing them against relevant criteria	X	X	X	X	X	X	O	O	/	/	/	/	X	X	X	X/	X	O	X/	/	O	O	X	O	/	
Reflect upon and evaluate thought processes, value systems, and world views in comparison to those of others	X	O	O	X	/	X	O	X	X	X	O	O	O	X	X	/	X/O	O	X/	O	O	/	/	O	X	
Demonstrate an understanding of the interdependence of nations, economies, the environment and the diversity of human cultures	X	O	O	X	/	X	O	O	X	/	O	O	O	O	O	X/	/	O	/O	O	O	X	O	O	X	
Quantitative Reasoning																										
Extract, organize and analyze quantitative data from information presented in various forms (e.g. textual, graphical, tabular)	O	X	X	/	/	X	/	/	/	/	X	X	X	X	X	X/	O	X	O	X/	/	X	/	O	X	
Apply quantitative methods to solve problems in various disciplines	/	O	X	O	/	O	O	O	O	O	/	/	X	X	X	X/	O	X	O	O	O	O	O	O	/	
Communicate quantitative information using appropriate terminology and modalities	/	O	X	O	X	O	O	O	O	/	/	X	/	/	/	X/	X/O	X	/	X	O	O	X	O	X	
Recognize and apply quantitative relationships within and between systems	/	O	/	O	X	O	O	O	O	O	/	/	O	X	X	X/	/	/	/	O	O	/	/	O	X	
Written Communication																										
Write focused, logically organized, effectively developed responses to college level texts and other experiences	X	O	O	X	/	X	X	X	X	X	/	/	/	X	X	X/	X/O	O	/	O	O	X	/	X	X	
Summarize, explain and synthesize in writing relevant information drawn from one or more texts and experiences	X	O	O	X	/	X	/	/	X	X	X	X	X	X	X	X/O	X	X	/	O	X	X	/	O	X	
Write essays that effectively articulate and support a point of view	X	/	X	X	O	X	O	/	X	X	X	X	/	X	X	/	X	/O	/	O	O	/	/	O	X	
Incorporate, as support for one's own thoughts, references to readings, identifying the sources	X	O	O	X	/	X	O	O	X	X	O	/	/	O	O	X/O	X	O	/	O	X	X	X	O	X	
Communicate clearly and effectively, using appropriate conventions of language (e.g., grammar, spelling punctuation)	X	/	O	X	/	X	/	/	X	X	/	/	X	X	X	/	X	/	X	/	/	X	X	/	X	

Legend: X = Major Goal, / = Minor Goal, O = Not a Goal

More than one symbol indicates pluralities of mixed opinions

Map of Courses and Competencies

	Art					Behavioral Sciences					Biological Science					Business					Communications and Performing Arts									
	ART 31	ART 57	ART 63	ART 34	ART 51	SOC 31	PSY 11	PSY 32	ANT 37	EDC 20	BIO 11	BIO 12	BIO 33	BIO 13	BIO 14	ECO 12	BA 11	ACC 11	BA 12	BA 60	SPE 21	MUS 31	THA 50	SPE 11	MCM 30					
Oral and Interpersonal Communication																														
Listen critically to identify and analyze the content and purpose of oral communication	X	/	/	X	X	O	O	O	O	X	O	/	/	O	O	X	X	X	X	O	/	O	X	X	/					
Express well-organized ideas clearly and effectively through audience-appropriate language	X	/	X	X	X	O	O	O	O	X	O	/	X	X	X	X	X	X	X	X	X	X	O	X	O					
Demonstrate familiarity with topical and disciplinary knowledge via oral communication	X	X	X	X	X	O	O	O	O	X	/	/	X	X	X	X	X	X	X	X/O	O	/	O	O	O					
Demonstrate vocal qualities (such as rate, inflection, volume, articulation) and physical behaviors (such as gestures, posture, eye contact, body movement) appropriate to the topic, audience and occasion	/	O	/	X	/	O	O	O	O	/	O	O	O	O	O	/O	O	O	O	O	/	O	O	O	O					
Participate actively in discussions using competent oral communication	X	/	/	X	X	O	/	/	O	X	/	/	/	/	/	X	X	X	X	/	O	X	X	X	O					
Use visual aids and media to complement and support oral communication	X	O	X	X	X	O	O	O	O	/	O	O	O	X	X	/	/	O	/	X	X	X	O	O	O					
Work effectively with others to accomplish group goals	X	/	X	X	X	O	O	O	O	X	/	/	X	X	X	/	O	/	O	/	O	O	/	O	/					
Communicate and work effectively in different societal contexts and with others who express diverging views or are from different cultures	X	O	X	X	X	X	O	O	O	X	O	O	/	O	O	/	O	/	O	O	O	/	X	O	X					
Information Literacy																														
Determine the nature and extent of information needed	X	/	X	X	X	O	O	O	O	/	/	/	/	/	O	X	X	X	X	/	X	/	/	O	X					
Access the needed information effectively and efficiently	X	X	/	X	X	O	O	O	/	/	/	/	O	X	X	X	X	X	/	/	X	/	X	O	X					
Evaluate information and its sources critically	X	O	/	X	X	O	O	O	/	/	/	/	X	X	X	X	/	X	X	/	/	X	/	O	X					
Incorporate selected information into one's knowledge base	X	/	/	X	X	X	O	O	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X	O	X					
Use information effectively to accomplish a specific purpose	X	X	X	X	X	O	O	O	O	/	X	/	X	X	X	X	X	X	X	X	X	X	O	O	X					
Understand the economic, legal and social issues surrounding the use of information, and access and use information ethically and legally	X	O	O	X	X	O	O	O	/	/	O	O	/	/	/	X	O	XO	X	O	/	/	O	O	X					
Technological Literacy																														
Demonstrate knowledge of technologies and the effects they have on learning, the workplace and society	X	O	X	X	X	O	O	O	O	/	/	O	/	O	O	/	/O	/	X/O	X	O	/	O	O	X					
Select and use technologies to solve problems, collaborate, or communicate ideas	X	O	X	X	X	O	O	O	O	/	/	O	/	/	X	/	/	O	O	X	/	/	O	O	/					
Practice ethical use of technology	/	O	X	X	X	O	O	O	O	/	O	O	X	/	/	/	XO	O	O	/	O	/	O	O	/					

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More than one symbol indicates pluralities of mixed opinions

Map of Courses and Competencies

	English					Foreign Languages					Health, Physical Education & Recreation					History, Philosophy & Political Science					Mathematics and Computer Science				
	ENG 12	ENG 24	ENG 93	ENG 92	ENG 91	SPA 01	HEB 01	FR 01	IT 01	ARB 82	HPE 12	HE 33	HE 52	HE 35	PEC 05	POL 63	HIS 11	POL 51	PHI 71	HIS 59	MAT M2	MAT 7	MAT M1	MAT 9	CP 11
Critical Thinking																									
Identify and state issues, problems, or questions contained in a body of information	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Distinguish between and analyze facts, opinions, assumptions and points of view relating to an issue or problem	X	X	X	X	X	/	/	/	/	/	X	X	X	X	X	X	X	X	X	X	O	O	O	O	O
Synthesize information from various sources and perspectives, drawing reasoned conclusions and testing them against relevant criteria	X	X	X	X	X	O	O	O	O	/	X	X	X	X	X	X	X	X	X	X	O	/	O	O	/
Reflect upon and evaluate thought processes, value systems, and world views in comparison to those of others	X	X	X	/	/	/	/	/	/	/	O	X	X	X	/	/	/	/	X	/	O	O	O	O	O
Demonstrate an understanding of the interdependence of nations, economies, the environment and the diversity of human cultures	/	/	O	O	/	X	X	X	X	X	X	O	X	/	/	X	X	O	/	X	O	O	O	O	O
Quantitative Reasoning																									
Extract, organize and analyze quantitative data from information presented in various forms (e.g. textual, graphical, tabular)	O	O	O	O	O	X	X	X	X	X	X	X	X	X	/	/	/	O	/	X	X	X	X	X	
Apply quantitative methods to solve problems in various disciplines	O	O	O	O	O	O	O	O	O	/	/	/	/	/	/	O	O	O	O	O	O	/	O	O	/
Communicate quantitative information using appropriate terminology and modalities	O	O	O	O	/	/	/	/	/	/	X	X	X	X	X	O	O	O	O	O	X	X	X	X	X
Recognize and apply quantitative relationships within and between systems	O	O	O	O	/	O	O	O	O	O	/	/	/	/	/	O	O	O	O	O	O	O	O	O	O
Written Communication																									
Write focused, logically organized, effectively developed responses to college level texts and other experiences	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	O	O	O	O	O
Summarize, explain and synthesize in writing relevant information drawn from one or more texts and experiences	X	X	X	X	X	/	/	/	/	/	X	X	X	X	X	X	X	X	X	X	O	O	O	O	O
Write essays that effectively articulate and support a point of view	X	X	X	X	X	O	O	O	O	O	X	X	X	X	X	X	X	X	X	X	O	O	O	O	O
Incorporate, as support for one's own thoughts, references to readings, identifying the sources	X	X	X	X	X	O	O	O	O	O	X	X	X	X	X	X	X	X	X	X	O	O	O	O	O
Communicate clearly and effectively, using appropriate conventions of language (e.g., grammar, spelling punctuation)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/	/	/	/	O

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Map of Courses and Competencies

	English					Foreign Languages					Health, Physical Education & Recreation					History, Philosophy & Political Science					Mathematics and Computer Science					
	ENG 12	ENG 24	ENG 93	ENG 92	ENG 91	SPA 01	HEB 01	FR 01	IT 01	ARB 82	HPE 12	HE 33	HE 52	HE 35	PEC 05	POL 63	HIS 11	POL 51	PHI 71	HIS 59	MAT M2	MAT 7	MAT M1	MAT 9	CP 11	
Oral and Interpersonal Communication																										
Listen critically to identify and analyze the content and purpose of oral communication	/	/	/	/	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Express well-organized ideas clearly and effectively through audience-appropriate language	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate familiarity with topical and disciplinary knowledge via oral communication	/	/	/	/	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	O	O	O	O	O	O
Demonstrate vocal qualities (such as rate, inflection, volume, articulation) and physical behaviors (such as gestures, posture, eye contact, body movement) appropriate to the topic, audience and occasion	O	O	O	O	O	/	/	/	/	/	/	/	/	/	/	X	/	O	O	/	O	O	O	O	O	O
Participate actively in discussions using competent oral communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	O	O	O	O	O	O
Use visual aids and media to complement and support oral communication	O	/	/	/	O	/	/	/	/	/	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Work effectively with others to accomplish group goals	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/	/	/	/	/	O	O	O	O	O	O
Communicate and work effectively in different societal contexts and with others who express diverging views or are from different cultures	/	/	X	X	/	X	X	X	X	X	X	X	X	X	X	/	/	/	X	/	O	O	O	O	O	O
Information Literacy																										
Determine the nature and extent of information needed	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	/	/	X	/	O	O	O	O	O	/
Access the needed information effectively and efficiently	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	O	O	O	O	O	/
Evaluate information and its sources critically	X	X	X	X	/	/	/	/	/	/	X	X	X	X	X	X	X	X	X	X	O	O	O	O	O	O
Incorporate selected information into one's knowledge base	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use information effectively to accomplish a specific purpose	X	X	X	X	/	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Understand the economic, legal and social issues surrounding the use of information, and access and use information ethically and legally	X	X	X	X	O	X	X	X	X	X	X	X	X	X	/	X	X	X	/	X	O	O	O	O	O	/
Technological Literacy																										
Demonstrate knowledge of technologies and the effects they have on learning, the workplace and society	O	O	O	O	O	/	/	/	/	/	/	X	X	X	X	/O	/	O	/	/	O	O	O	O	X	
Select and use technologies to solve problems, collaborate, or communicate ideas	O	O	O	O	/	/	/	/	/	/	X	X	X	X	X	/	/	O	/	/	O	O	O	O	/	
Practice ethical use of technology	O	O	O	O	O	/	/	/	/	/	/	X	X	X	X	/	/	O	/	/	O	O	O	O	X	

Legend: X = Major Goal, / = Minor Goal, O = Not a Goal

More than one symbol indicates pluralities of mixed opinions

Map of Courses and Competencies

	Nursing					Physical Sciences					Student Development		Tourism and Hospitality					Major Goal	Minor Goal	Not a Goal
	NUR 18	NUR 21	NUR 20	NUR 22	NUR 23	SCI 25	EPS 38	SCI 70	SCI 51	CHM 01	SD 10	SD 11	TAH 01	TAH 02	TAH 18	TAH 19	TAH 90			
Critical Thinking																				
Identify and state issues, problems, or questions contained in a body of information	X	X	X	X	X	O	/	X	X	O	X	X	X	X	X	X	X	56	6	5
Distinguish between and analyze facts, opinions, assumptions and points of view relating to an issue or problem	/	X	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	44	16	7
Synthesize information from various sources and perspectives, drawing reasoned conclusions and testing them against relevant criteria	O	O	/	/	/	/	/	X	X	O	/	/	X	X	X	X	X	34	17	16
Reflect upon and evaluate thought processes, value systems, and world views in comparison to those of others	X	X	X	O	O	O	/	O	/	O	X	X	/	X	X	X	/	24.83	20.83	21.33
Demonstrate an understanding of the interdependence of nations, economies, the environment and the diversity of human cultures	O	O	O	O	O	O	/	O	X	O	/	/	X	X	/	X	/	20.5	15	31.5
Quantitative Reasoning																				
Extract, organize and analyze quantitative data from information presented in various forms (e.g. textual, graphical, tabular)	O	O	O	O	O	X/	X	X	X	X	O	/	/	/	/	/	/	31.5	19.5	16
Apply quantitative methods to solve problems in various disciplines	O	O	O	O	O	X	X	X	X	X	O	O	O	O	/	/	/	10.5	16.5	40
Communicate quantitative information using appropriate terminology and modalities	X	X	X	X	X	X	X	X	X	X	/	/	O	/	O	/	/	27.83	18.83	20.33
Recognize and apply quantitative relationships within and between systems	O	O	O	O	O	X/	X	X	X	X	O	/	O	O	O	O	/	9	18	40
Written Communication																				
Write focused, logically organized, effectively developed responses to college level texts and other experiences	X	X	X	X	X	X/	X	X	/	/	/	X	X	X	X	X	X	46.33	10.33	10.33
Summarize, explain and synthesize in writing relevant information drawn from one or more texts and experiences	X	X	X	X	X	X/	X	X	X	/	O	X	X	X	X	X	X	44.83	11.83	10.33
Write essays that effectively articulate and support a point of view	X	X	X	X	X	XO	/	O	X	O	O	X	X	X	X	X	X	39.5	8.5	19
Incorporate, as support for one's own thoughts, references to readings, identifying the sources	X	X	O	X	X	/	X	/	/	/	O	/	X	X	X	X	X	35.33	9.33	22.33
Communicate clearly and effectively, using appropriate conventions of language (e.g., grammar, spelling punctuation)	X	X	X	X	X	/	X	/	X	/	/	X	X	X	X	X	X	46	20	1

Legend: X = Major Goal, / = Minor Goal, O = Not a Goal

More than one symbol indicates pluralities of mixed opinions

Map of Courses and Competencies

	Nursing					Physical Sciences					Student Development		Tourism and Hospitality					Major Goal	Minor Goal	Not a Goal		
	NUR 18	NUR 21	NUR 20	NUR 22	NUR 23	SCI 25	EPS 38	SCI 70	SCI 51	CHM 01	SD 10	SD 11	TAH 01	TAH 02	TAH 18	TAH 19	TAH 90					
Oral and Interpersonal Communication																						
Listen critically to identify and analyze the content and purpose of oral communication	X	X	O	X	X	X/	X	/	X	/	X	/	X	/	X	X	O	40.5	15.5	11		
Express well-organized ideas clearly and effectively through audience-appropriate language	X	X	X	X	X	X/	X	/	X	/	X	X	X	/	X	X	O	52.5	6.5	8		
Demonstrate familiarity with topical and disciplinary knowledge via oral communication	X	X	X	X	X	X/	X	/	O	X	/	X	X	/	X	X	O	39.83	11.83	15.33		
Demonstrate vocal qualities (such as rate, inflection, volume, articulation) and physical behaviors (such as gestures, posture, eye contact, body movement) appropriate to the topic, audience and occasion	X	X	X	X	X	/O	X	O	O	O	/	X	O	O	O	/	O	9	20	38		
Participate actively in discussions using competent oral communication	X	X	X	X	X	X/	X	/	/	/	X	X	X	X	X	X	O	43.5	13.5	10		
Use visual aids and media to complement and support oral communication	X	X	X	X	X	XO	X	X	X	O	O	/	/	/	/	/	O	18.5	17	31.5		
Work effectively with others to accomplish group goals	X	X	X	X	X	X/	X	O	/	/	X	/	X	X	X	X	O	34.5	16.5	16		
Communicate and work effectively in different societal contexts and with others who express diverging views or are from different cultures	O	O	O	O	O	XO	X	O	/	O	X	/	X	X	/	/	O	25.5	15	26.5		
Information Literacy																						
Determine the nature and extent of information needed	X	X	X	X	X	X	X	/	X	X	X	X	/	X	X	X	X	41	16	10		
Access the needed information effectively and efficiently	X	X	X	X	X	X	X	/	X	X	X	X	/	X	X	X	X	45	13	9		
Evaluate information and its sources critically	O	O	O	O	O	X	X	X	/	X	X	/	/	/	X	X	X	33	19	15		
Incorporate selected information into one's knowledge base	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X	X	X	59	4	4		
Use information effectively to accomplish a specific purpose	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	58	3	6		
Understand the economic, legal and social issues surrounding the use of information, and access and use information ethically and legally	O	O	O	O	O	/O	O	O	O	O	O	/	X	X	/	X	X	27.5	12.5	27		
Technological Literacy																						
Demonstrate knowledge of technologies and the effects they have on learning, the workplace and society	O	O	O	O	O	O	X	X	/	O	O	X	/	/	X	X	X	17.33	19.33	30.33		
Select and use technologies to solve problems, collaborate, or communicate ideas	X	X	X	X	X	O	X	X	X	/	X	X	/	/	X	X	X	24	23	20		
Practice ethical use of technology	O	O	O	O	O	O	X	/	O	O	O	X	/	/	/	X	X	13.5	22	31.5		

Legend: X = Major Goal, / = Minor Goal, O = Not a Goal

More than one symbol indicates pluralities of mixed opinions

Appendix E-1

KCC Guide for Developing Shared Assignments

KCC Guide for Developing Shared Assignments

November 2, 2010

A. To be answered by each LC instructor: In this assignment, what student learning objective(s) *for your course* do you want students to demonstrate that they have achieved?

Consider how to craft your assignment to encourage students to meet your intended objective(s).

- Are there ways to prompt students *specifically* to provide evidence of meeting your objective(s)?
- In your prompt, can you refer to course activities or materials for students to draw from?

B. What topic or problem do you want students to address and what content (e.g., concepts, texts, language) from all LC courses/disciplines do you want them to bring to bear on the issue? Are there particular relationships that you want students to articulate?

Craft your assignment prompt to encourage students to integrate content from all courses.

- What meaningful problem can you address in the prompt that would be best solved through an integrative approach rather than a single or multi-disciplinary approach?
- What integrative language can you use in the prompt itself (e.g., relate, overlap, in light of, founded on, couched in, connected to)?
- How will you ask students to draw content from all courses in a balanced way?
- What is the prompt so far?

C. How do you envision students sustaining integration in this work beyond a simple statement of relationship?

Consider how to craft your assignment to encourage sustained integration.

- What are some sub-questions that could be included in the prompt to create multiple opportunities for integration?

Consider scaffolded classroom activities that invite students to practice making meaningful connections

Consider asking for multiple drafts to provide opportunities for the students to develop integration

- How will your feedback stimulate deeper integrative thinking?
- Do you think it would be helpful to ask students to explain their responses to your feedback in subsequent drafts?

D. Do you anticipate students missing opportunities for integration?

Consider how the assignment can maximize opportunities for integration.

- How can your prompt invite students to think creatively about the ways in which materials relate to each other and/or the topic or issue?

Consider scaffolded classroom activities that invite students to practice making meaningful connections on their own

Consider asking for multiple drafts to provide opportunities for the students to develop integration

- How can your feedback draw students' attention to missed opportunities for integration?
- Do you think it would be helpful to ask students to explain their responses to your feedback in subsequent drafts?

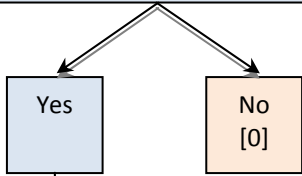
Appendix E-2

KCC Decision Tree for Assessing Integration and Revising Shared Assignments & Activities

KCC Decision Tree for Assessing Integration and Revising Shared Assignments & Activities

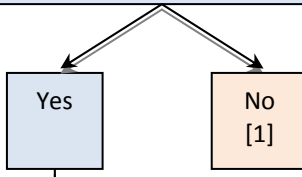
November 10, 2010

A. To be answered by each LC instructor: In this assignment, what student learning objective(s) *for your course* did you want students to demonstrate that they had achieved? Does the work show evidence that the student has achieved the objective(s) you've identified?



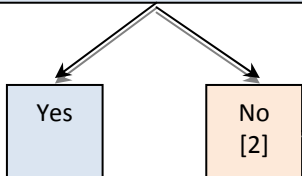
- Consider ways to revise your assignment to encourage students to meet your intended objective(s).
 - Are there ways to prompt students *more specifically* to provide evidence of meeting your objective(s)?
 - In your prompt, do you refer to course activities or materials that students can draw from?

B. Does the work show sufficient evidence that the student is relating content (e.g., concepts, texts, language) among all LC courses/disciplines or bringing content from all courses to bear on a topic or issue?



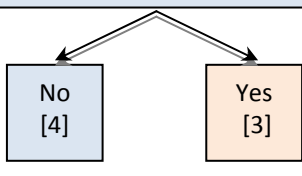
- Consider ways to revise your assignment to encourage students to integrate content from all courses.
 - Is your prompt addressing a meaningful problem that can best be solved through an *integrative* approach rather than a single or multi-disciplinary approach?
 - Is the prompt itself using integrative language (e.g., relate, overlap, in light of, founded, couched in, connected to)?
 - Is the prompt asking students to draw content from all courses in a balanced way?

C. Is the integration in this work sustained beyond a simple statement of relationship?



- Consider how your assignment can be revised to encourage sustained integration.
 - What are some sub-questions you might add to the prompt to create more opportunities for integration?
- Consider offering scaffolded classroom activities that invite students to practice making meaningful connections.
- Consider asking for multiple drafts to provide opportunities for students to develop integration.
 - Do you provide feedback that stimulates deeper integrative thinking?
 - Have you considered asking students to explain their responses to your feedback in subsequent drafts?

D. Are there places in the work where the student missed opportunities for integration?



- Consider revising your assignments and supporting activities to maximize opportunities for integration.
 - Does the prompt invite students to think creatively about the ways in which course materials relate to each other and/or the topic or issue?
- Consider offering scaffolded classroom activities that invite students to practice making meaningful connections on their own.
- Consider asking for multiple drafts to provide opportunities for students to develop integration.
 - Do you provide feedback that draws students' attention to missed opportunities for integration?
 - Have you considered asking students to explain their responses to your feedback in subsequent drafts?

Middle States Commission on Higher Education
Periodic Review Report

Presented by:

Kingsborough Community College
Of The City University of New York

June 1, 2011

Addenda

Addendum A

Policies and Practices Regarding Transfer of Credit



Office of the Registrar

REGISTRAR'S GUIDELINES FOR THE AWARDING OF TRANSFER CREDIT

Kingsborough Community College participates in the widespread practice of awarding quantitative credits for work done in another accredited post-secondary institution. This is based on the presumption that courses of similar title and content description and which are taught at the same level of academic progress, are equal and interchangeable. In fact, this is rarely true. Nevertheless, there is enough similarity to permit the pragmatic assumption that the work we credit is a sound basis for further and advanced study in the same discipline, and is adequate to maintain the performance standard postulated for our degree.

GENERAL STATEMENT: Transfer credit will be given for courses taken at a regional accredited college in which the grade earned was "C" (2.0 on a 4.0 scale) or better.

This statement is further as follows:

1. The Office of the Registrar is responsible for the implementation and development of the operating procedures for this policy in collaboration with other affected offices.

The final determination concerning acceptance of courses will be made by the Provost or his designee in consultation with the Department Chairperson, if he deems it appropriate.

2. Transfer credit will not be granted if such credit is contrary to the requirements of any recognized local, state or federal accrediting or certifying agency.

3. Transfer of credit earned at any time will be accepted except where technology has significantly changed the content of a course. At any time, the College reserves the right to require assessment and to mandate appropriate placement into courses considered essential for satisfactory academic progress.

In those cases where transfer credit is not awarded, the student may submit previous work as evidence in support of an application for portfolio review or for a course waiver providing it is not contrary to existing College policies and procedures.

4. If the student has completed a two-semester introductory course in which the material is additive and has received "D" in the first semester and the earns "C" or better in the second semester course, he may be given "institutional credit" for the first semester, graduation credit for the second semester, and will not have to repeat the sequence. This option will not apply in those disciplines when the course must be completed with a grade of "C" or better; the course in which the grade "D" was earned will need to be repeated.

5. Credit will be awarded for courses from a regionally accredited college in which the grade was earned was "C" or better. In those cases where a grade of "C-" carries two quality points on a four point scale, transfer credits will be granted.

Grades of "C" or better earned at institutions accredited by organizations other than regional accrediting bodies (such as the National Home Study Council) will not be considered for credit or as a prerequisite for subsequent courses at Kingsborough.

The regional accrediting bodies include Middle States, North Central, New England, Northwest, Southern and Western Associations of Schools and Colleges.

6. If a student has completed work in an area where there are courses directly related or parallel to those offered at Kingsborough such as engineering or technical courses such as Business Mathematics or Business English, Medical Technology, etc., no transfer credits will be offered.
7. If a student has taken a two-credit course at a regionally accredited college, credit will be awarded as follows:
 - (a) If two semesters of a two-semester course or sequence are completed, the student will receive four (4) transfer credits but must complete the second semester of the Kingsborough course or sequence for which he will be awarded full Kingsborough credit.
 - (b) If a one-semester, or one semester of a two-semester course is taken, the student will receive the two (2) transfer credits which may, with the appropriate departmental approval, satisfy a course prerequisite but he will have to make up one (1) credit, quantitatively, in another course.
8. If a student seeks transfer credit for work completed under the quarter system, credit will be awarded as follows:
 - (a) A one year course of nine (9) quarter hours (normally three {3} quarter hours in each of three successive quarters) equals six (6) hours.
 - (b) A two-quarter course of (6) quarter hours (normally [2] 3-quarter hours in each of two successive quarters) equals four (4) semester hours and will be treated as two credit courses in Item #7 above.
9. If a course is taken in an extension or continuing education division of an institution and it is not acceptable in transfer at the home college, it will not be accepted in transfer. The accreditation status of the home college is not a consideration in this decision.
10. Students will be expected to complete approximately one-half of their degree requirements at Kingsborough. Thirty credits are the maximum accepted in transfer.
11. A maximum of 30 credits will be accepted toward degree completion through combined options of testing as well as transfer courses. Students may receive credit-by-examination provided they have not taken that course for credit or audit. Students who have given exemption or credit through examination for a specific course may not subsequently enroll in and receive credit for the same course. No examination is permitted in a subject in which students have pursued more advanced work for which they have received credit. The credits earned through examination, while counting toward graduation, will not be used in computing the grade point average.

Students seeking advanced placement through the College Board Advanced Placement Examination (AP) tests must submit their examination results to the appropriate department chairperson. Examination scores of 4 or 5 are usually accepted. Generally, the student will be awarded three (3) credits for each exam. Students must consult with the appropriate academic department to determine the number of credits to be granted and the application of those credits.



Office of the Registrar

Students will receive transfer credits for Subject Examinations offered through the College Level Examination Program (CLEP) developed by the Educational Testing Service. The College accepts most recent recommendations of the Commission on Educational Credit of the American Council on Education on the minimum score required for credit in Subject Examinations. These scores appear in the CEEB publications College Placement and Credit Examinations: Guide to Institutional Policies. Three or more credits may be awarded for each Subject Examination. These credits are subject to approval by the appropriate Department Chairperson.

The College selectively awards credit for college level knowledge gained through formal training programs which are delivered outside the college sector and which have been evaluated by the American Council on Education (ACE) through the Program on Non-Collegiate Sponsored Instruction (PONSI).

12. The policy will be administered in a non-discriminatory manner.

Addendum B

Guidelines for Verification of Student Identity in Online Courses

Kingsborough Community College Academic Integrity Policy in Online Education

Kingsborough Community College (KCC) has adopted the following strategies to assure that students registered for distance education (online and hybrid) courses are fully aware of the protocols and repercussions of breaches as outlined in the Academic Integrity Policy.

Institutional Context and Commitment:

- KCC follows the CUNY-wide Policy on Academic Integrity. The policy is included in the College Catalog, in various areas on the College website, in the Faculty Handbook, and in the Student Handbook.
- KCC's stance on academic integrity emphasizes an institutional commitment to enforcing the policy and in supporting faculty and staff in the handling of academic integrity matters. The policy encourages faculty to report suspected violations and act upon it by following the procedures in place, as outlined in the faculty-developed "Policy for Addressing Academic Integrity."

Implementation:

- Pre-Registration: Students who register for online and hybrid courses are expected to be proficient in Blackboard, Word, and email. KCC provides Blackboard certification trainings for students to acquire these skills. In these sessions, the message of the Academic Integrity Policy is reinforced. These workshops are given during New Student Orientations and several times throughout the semester.
- Registration: The following message has been created to alert students intending to take online and hybrid courses of the academic integrity policy. It will appear on the online listing for the Schedule of Online and Hybrid Courses. It will also appear at the point of registration on SIMS online as a pop-up message. The text reads:
"Students registering for online and hybrid courses must be the same persons doing all assignments and coursework and must adhere to the KCC Policy on Academic Integrity. Any cases of identity fraud where a student has another person doing his or her work will be dealt with under the protocols of the Academic Integrity Policy."
- In the Online Environment: Once a student is registered for the online or hybrid course and enters the Blackboard site, he or she will be reminded of the Policy on Academic Integrity. The faculty will include the above statement in their course syllabi posted in the Course Information tab and the message will reappear in the Assignments tab. Students will also be required to agree to the policy as part of their mandatory first assignment on the Discussion Board. Each student must read the policy and post a reply that he or she understands and agrees to the policy.
- Faculty Training: To ensure that faculty enforce the Academic Integrity Policy, they are trained extensively at New Faculty Orientation, during their Blackboard certification

training, during the online/hybrid instruction certification process, and at faculty interest group meetings addressing issues of teaching with technology.

Middle States Commission on Higher Education Institutional Profile 2010-11

[0283] Kingsborough Community College of the City University of New York

A. General Information

	Data on File (as of 4/20/2011)	IP Data (2010-11)
Institution Name	Kingsborough Community College of the City University of New York	Kingsborough Community College of the City University of New York
Address	2001 Oriental Boulevard Manhattan Beach Brooklyn, NY 11235	2001 Oriental Boulevard Manhattan Beach Brooklyn, NY 11235
Telephone	718 368 5000	718 368 5000
Fax	718 368 5003	718 368 5003
Website	www.kingsborough.edu	www.kingsborough.edu
Control	Public	Public
Carnegie Classification	Associate's - Public Urban-serving Multicampus	Associate's - Public Urban-serving Multicampus
Calendar	Semester	Semester
Degree Granting Authority	New York	New York
Licensed to Operate in	NY	NY

Degrees/Certificates Offered

	Data on File		IP Data	
	Offered	Programs	Offered	Programs
Postsecondary Certificate (< 1 year)			yes	11
Postsecondary Certificate (>=1 year, < 2 years)			no	0
Associate's	yes	0	yes	36
Postsecondary Certificate (>= 2 years, < 4 years)			no	0
Bachelor's	no	0	no	0
Postbaccalaureate Certificate			no	0
Master's	no	0	no	0
Post-Master's Certificate			no	0
Doctor's - Professional Practice	no	0	no	0
Doctor's - Research/Scholarship	no	0	no	0
Doctor's - Other	no	0	no	0

Related Entities

Name, State, Country	none	none
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Initial Accreditation	1964	1964
Last Reaffirmed	2006	2006
Next Self-Study Visit	2015-16	2015-16
Next Periodic Review Report (PRR)	June 2011	June 2011
CHE Staff Liaison		

Dr. Debra G. Klinman

Dr. Debra G. Klinman

Notes

Middle States Commission on Higher Education Institutional Profile 2010-11

[0283] Kingsborough Community College of the City University of New York

B. Key Contacts

Key Contact	Data on File (as of 4/20/2011)	IP Data (2010-11)
System/District Chief Exec Officer	Dr. Matthew Goldstein <i>Chancellor</i> 535 E. 80th Street New York, NY 10021 Phone: 212 794 5311 Fax: 212 794 5671 Email: barbara.cura@mail.cuny.edu	Dr. Matthew Goldstein <i>Chancellor</i> 535 E. 80th Street New York, NY 10021 Phone: 212 794 5311 Fax: 212 794 5671 Email: barbara.cura@mail.cuny.edu
Chief Executive Officer	Dr. Regina S. Peruggi <i>President</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235 Phone: 718 368 5109 Fax: 718 368 5003 Email: president@kbcc.cuny.edu	Dr. Regina S. Peruggi <i>President</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235 Phone: 718 368 5109 Fax: 718 368 5003 Email: president@kbcc.cuny.edu
Chief Academic Officer	Dr. Stuart A. Suss <i>Vice President for Academic Affairs and Provost</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235 Phone: 718 368 5661 Fax: 718 368 5692 Email: ssuss@kbcc.cuny.edu	Dr. Stuart A. Suss <i>Vice President for Academic Affairs and Provost</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235 Phone: 718 368 5661 Fax: 718 368 5692 Email: ssuss@kbcc.cuny.edu
Chief Financial Officer	Mr. William Keller <i>Vice President For Finance and Administration</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235 Phone: 718 368 5028 Fax: 718 368 4509 Email: William.Keller@kbcc.cuny.edu	Mr. William Keller <i>Vice President For Finance and Administration</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235 Phone: 718 368 5028 Fax: 718 368 4509 Email: William.Keller@kbcc.cuny.edu
Accreditation Liaison Officer	Dr. Stuart A. Suss <i>Vice President for Academic Affairs and Provost</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235 Phone: 718 368 5661 Fax: 718 368 5692 Email: ssuss@kbcc.cuny.edu	Dr. Stuart A. Suss <i>Vice President for Academic Affairs and Provost</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235 Phone: 718 368 5661 Fax: 718 368 5692 Email: ssuss@kbcc.cuny.edu
Coordinator of Distance Education	none	Dr. Stuart A. Suss <i>Vice President for Academic Affairs and Provost</i>

		Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235
		Phone: 718 368 5661 Fax: 718 368 5692 Email: ssuss@kbcc.cuny.edu
Coordinator of Outcomes Assessment	Dr. Richard Fox <i>Dean for Institutional Effectiveness and Strategic Planning</i> 2001 Oriental Boulevard Brooklyn, NY 11235	Dr. Richard Fox <i>Dean for Institutional Effectiveness and Strategic Planning</i> 2001 Oriental Boulevard Brooklyn, NY 11235
	Phone: 718 368 6666 Fax: 718 368 5357 Email: rfox@kbcc.cuny.edu	Phone: 718 368 6666 Fax: 718 368 5357 Email: rfox@kbcc.cuny.edu
Coordinator of Institutional Research Functions	Ms. Linda Biancorosso <i>Director of Institutional Research</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235	Ms. Linda Biancorosso <i>Director of Institutional Research</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235
	Phone: 718 368 6666 Fax: 718 368 5357 Email: Linda.Biancorosso@kbcc.cuny.edu	Phone: 718 368 6666 Fax: 718 368 5357 Email: Linda.Biancorosso@kbcc.cuny.edu
Chair: Self-Study Steering Committee	Dr. Joanne Lavin <i>Professor</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235	Dr. Joanne Lavin <i>Professor</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235
	Phone: 718 368 5837 Fax: 718 368 4867 Email: jlavin@kbcc.cuny.edu	Phone: 718 368 5837 Fax: 718 368 4867 Email: jlavin@kbcc.cuny.edu
Co-Chair: Self-Study Steering Committee	Dr. Richard Graziano <i>Professor</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235	Dr. Richard Graziano <i>Professor</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235
	Phone: 718 368 5143 Fax: 718 368 4880 Email: rgraziano@kbcc.cuny.edu	Phone: 718 368 5143 Fax: 718 368 4880 Email: rgraziano@kbcc.cuny.edu
Person in the President's Office To Whom MSCHE Invoices Should be Sent	Mr. Peter Pobat <i>Executive Associate to the President</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235	Mr. Peter Pobat <i>Chief of Staff, Office of The President</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235
	Phone: 718 368 5109 Fax: 718 368 5003 Email: PPobat@kbcc.cuny.edu	Phone: 718 368 5109 Fax: 718 368 5003 Email: PPobat@kbcc.cuny.edu
Person Who Should Receive a Copy of MSCHE Invoices (Optional)	none	none
Person Completing IP Financials	Dr. Thomas Zhou <i>Director of Financial Reporting and Analysis</i> 535 E. 80th Street New York, NY 10021	Dr. Thomas Zhou <i>Director of Financial Reporting and Analysis</i> 535 E. 80th Street New York, NY 10021
	Phone: none	Phone: 212 397 5685

	Fax: none	Fax: none
	Email: Thomas.Zhou@mail.cuny.edu	Email: Thomas.Zhou@mail.cuny.edu
Person Completing IP (Key User)	Ms. Linda Biancorosso <i>Director of Institutional Research</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235	Ms. Linda Biancorosso <i>Director of Institutional Research</i> Kingsborough Community College 2001 Oriental Boulevard Brooklyn, NY 11235
	Phone: 718 368 6666	Phone: 718 368 6666
	Fax: 718 368 5357	Fax: 718 368 5357
	Email:	Email:
	Linda.Biancorosso@kbcc.cuny.edu	Linda.Biancorosso@kbcc.cuny.edu

Middle States Commission on Higher Education Institutional Profile 2010-11

[0283] Kingsborough Community College of the City University of New York

C. Graduation Data

Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2009, and June 30, 2010. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

Awards	Data on File (as of 4/20/2011)	IP Data (2010- 11)
Postsecondary Certificate (less than 1 year)	0	10
Postsecondary Certificate (>= 1 year, < 2 years)	0	0
Associate's	1899	1982
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	0	0
Postbaccalaureate Certificate	0	0
Master's	0	0
Post-Master's Certificate	0	0
Doctor's - Professional Practice	0	0
Doctor's - Research/Scholarship	0	0
Doctor's - Other	0	0
Does your institution have undergraduate programs?	yes	yes
Does your institution serve only transfer students? See instructions if the answer is yes.	no	no

Completers

Provide the total number of students in the relevant cohort who received their awards no later than 2009-10 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

2-year Institutions only	Data on File (as of 4/20/2011)	IP Data (2010-11)
Total Number of students in the cohort	1847	2018
Number completed within 150% of time to degree	379	506
Number completed within 200% of time to degree	0	489
Total transfers out	349	335

4-year Institutions w/ Baccalaureate Programs

Total Number of students in the cohort	0	0
Number completed within 150% of time to degree	0	0
Number completed within 200% of time to degree	0	0
Total transfers out	0	0

Notes

Middle States Commission on Higher Education Institutional Profile 2010-11

[0283] Kingsborough Community College of the City University of New York

D. Enrollment (Unduplicated)

Total Enrollment

	Data on File (as of 4/20/2011)		IP Data (2010-11)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	38265	0	37378	0
Minimum credit load to be considered a full time student	15	0	15	0
Full-Time Head Count	10621	0	11231	0
Part-Time Head Count	7583	0	7375	0

Credit Enrollment

	Data on File (as of 4/20/2011)	IP Data (2010- 11)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	14221	14964
Number of Students not matriculated, enrolled in credit-bearing courses	3983	3642

Non-Credit Enrollment

	Data on File (as of 4/20/2011)	IP Data (2010- 11)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	23200	21628
Number of Students in non-credit avocational continuing education courses	1390	2178

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E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

Part 1. Distance Education

	Data on File (as of 4/20/2011)	IP Data (2010- 11)
Did your institution, in the most recent prior year (Summer, Fall, Spring 2009-10), offer distance education courses?	Yes	Yes

Provide: (a) the unduplicated headcount of all students in the most recent prior year (Summer, Fall, Spring 2009-10) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.

Explain in the Notes if prior year's total is expected to be 50% greater in 2010-11.

	Data on File (as of 4/20/2011)	IP Data (2010-11)
Headcount	630	601
Total Registrations	754	733

Programs

Programs. Report the number of degree or certificate programs offered during the previous year (Summer, Fall, Spring 2009-10) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.

	Data on File (as of 4/20/2011)	IP Data (2010-11)
Programs	0	0

Part 2. Correspondence Education

	Data on File (as of 4/20/2011)	IP Data (2010- 11)
Did your institution, in the most recent prior year (Summer, Fall, Spring 2009-10), offer Correspondence education courses?	No	No

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F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs.

It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

Data on File (as of 4/20/2011)

IP Data (2010-11)

Accreditors Recognized by U.S. Secretary of Education Accreditors Recognized by U.S. Secretary of Education

- National League for Nursing Accrediting Commission
- National League for Nursing Accrediting Commission

Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.

Please separate each accreditor by semi-colon (;).

The Commission on Accreditation in Physical Therapy Education (CAPTE) The Commission on Accreditation of Allied Health Programs (CAAHEP)

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G. Instructional Personnel (as of Fall 2010)

	Data on File (as of 4/20/2011)		IP Data (2010-11)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
Total Faculty	311	547	343	609

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H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2011-12 or 2012-13.

Note:

Your institution's next Self-Study Visit is scheduled for 2015-16.

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H-2. Branch Campuses (as of Fall 2010)

**Data on File
(as of 4/20/2011)**

No Branch Campuses.

**IP Data
(2010-11)**

No Branch Campuses.

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H-3. Additional Locations (as of Fall 2010)

Data on File
(as of 4/20/2011)

No Additional Locations.

IP Data
(2010-11)

No Additional Locations.

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H-4. Other Instructional Sites (as of Fall 2010)

	Data on File (as of 4/20/2011)	IP Data (2010-11)
Name of the site or facility at which courses are being offered	Abraham Lincoln H.S.	Abraham Lincoln H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	92	158
Name of the site or facility at which courses are being offered	Brooklyn Studio Secondary School	Brooklyn Studio Secondary School
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	48	63
Name of the site or facility at which courses are being offered		CAAS Cultural Academy for the Arts & Sciences
City/State/Country		Brooklyn, NY
Headcount (For Credit)		23
Name of the site or facility at which courses are being offered	Canarsie H.S.	Canarsie H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	38	11
Name of the site or facility at which courses are being offered	Channel View School For Research	Channel View School For Research
City/State/Country	Queens, NY	Queens, NY
Headcount (For Credit)	62	60
Name of the site or facility at which courses are being offered	Clara Barton H.S.	Clara Barton H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	125	81
Name of the site or facility at which courses are being offered	Cobble Hill H.S.	Cobble Hill H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	0	0
Name of the site or facility at which courses are being offered	Curtis H.S.	Curtis H.S.
City/State/Country	Staten Island, NY	Staten Island, NY
Headcount (For Credit)	53	72

Name of the site or facility at which courses are being offered	Edward R. Murrow H.S.	Edward R. Murrow H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	307	242
Name of the site or facility at which courses are being offered	Food and Finance H. S.	Food and Finance H. S.
City/State/Country	New York, NY	New York, NY
Headcount (For Credit)	2	25
Name of the site or facility at which courses are being offered	Fort Hamilton H.S.	Fort Hamilton H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	169	206
Name of the site or facility at which courses are being offered	Franklin D. Roosevelt H.S.	Franklin D. Roosevelt H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	205	175
Name of the site or facility at which courses are being offered	High School of Hospitality Management	High School of Hospitality Management
City/State/Country	New York, NY	New York, NY
Headcount (For Credit)	16	13
Name of the site or facility at which courses are being offered	HS of Sports Mgmt	HS of Sports Mgmt
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	9	0
Name of the site or facility at which courses are being offered	International H. S.	International H. S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	67	64
Name of the site or facility at which courses are being offered	It Takes A Village	It Takes A Village
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	12	58
Name of the site or facility at which courses are being offered	James Madison H.S.	James Madison H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	237	199
Name of the site or facility at which courses are being offered	John Dewey H.S.	John Dewey H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	165	166
Name of the site or facility at which courses are being offered	Kurt Hahn	Kurt Hahn

City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	10	0
Name of the site or facility at which courses are being offered	Lafayette H.S.	Lafayette H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	9	0
Name of the site or facility at which courses are being offered	Leon M. Goldstein H.S.	Leon M. Goldstein H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	257	206
Name of the site or facility at which courses are being offered	Merkaz Bnos HS	Merkaz Bnos HS
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	1	0
Name of the site or facility at which courses are being offered	Michael Petrides H.S.	Michael Petrides H.S.
City/State/Country	Staten Island, NY	Staten Island, NY
Headcount (For Credit)	61	62
Name of the site or facility at which courses are being offered	Midwood H.S.	Midwood H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	4	1
Name of the site or facility at which courses are being offered	New Dorp H.S.	New Dorp H.S.
City/State/Country	Staten Island, NY	Staten Island, NY
Headcount (For Credit)	102	118
Name of the site or facility at which courses are being offered	New Utrecht H.S.	New Utrecht H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	156	149
Name of the site or facility at which courses are being offered	New York Harbor School	New York Harbor School
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	35	0
Name of the site or facility at which courses are being offered	Port Richmond H.S.	Port Richmond H.S.
City/State/Country	Staten Island, NY	Staten Island, NY
Headcount (For Credit)	146	135
Name of the site or facility at which courses are being offered	Rachel Carson High School for Coastal Studies	Rachel Carson High School for Coastal Studies
City/State/Country	Brooklyn, NY	Brooklyn, NY

Headcount (For Credit)	29	51
Name of the site or facility at which courses are being offered	Ralph McKee Voc Tech H.S.	Ralph McKee Voc Tech H.S.
City/State/Country	Staten Island, NY	Staten Island, NY
Headcount (For Credit)	80	63
Name of the site or facility at which courses are being offered	Samuel J. Tilden H.S.	Samuel J. Tilden H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	5	1
Name of the site or facility at which courses are being offered	Sheepshead Bay H.S.	Sheepshead Bay H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	56	57
Name of the site or facility at which courses are being offered	South Bklyn Comm HS	South Bklyn Comm HS
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	8	1
Name of the site or facility at which courses are being offered	South Shore H.S.	South Shore H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	0	0
Name of the site or facility at which courses are being offered	Staten Island Technical H.S.	Staten Island Technical H.S.
City/State/Country	Staten Island, NY	Staten Island, NY
Headcount (For Credit)	98	86
Name of the site or facility at which courses are being offered	Susan E. Wagner H. S.	Susan E. Wagner H. S.
City/State/Country	Staten Island, NY	Staten Island, NY
Headcount (For Credit)	103	97
Name of the site or facility at which courses are being offered	Telecommunications H.S.	Telecommunications H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	124	120
Name of the site or facility at which courses are being offered	Tottenville H.S.	Tottenville H.S.
City/State/Country	Staten Island, NY	Staten Island, NY
Headcount (For Credit)	220	238
Name of the site or facility at which courses are being offered		W Bklyn Comm HS
City/State/Country		Brooklyn, NY
Headcount (For Credit)		6

Name of the site or facility at which courses are being offered	William E. Grady H.S.	William E. Grady H.S.
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	104	50

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I. Financial Information (Part 1)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data for Educational and General (E&G) expenses on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2009 through 6/30/2010 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. For example, enter 1/1/2010 through 12/31/2010.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65. **Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online. * denotes a required field.

	Data on File (as of 4/20/2011)	IP Data (2010- 11)
Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below.	GASB	GASB
FASB (Financial Accounting Standards Board)		
GASB (Governmental Accounting Standards Board)		
Note: For Private Institutions the value is set automatically and the field is disabled.		
Is your institution's Auditor's report on financial statements Qualified or Unqualified?	Unqualified	Unqualified
Fiscal Year Begin	7/1/2008	7/1/2009
Fiscal Year End	6/30/2009	6/30/2010
Does your institution allocate Operation & Maintenance of Plant expense?	Yes	Yes
Does your institution allocate Depreciation Expense?	Yes	Yes

	IPEDS Part-Line	Data on File (as of 4/20/2011)	IP Data (2010-11)
		Expenses	Includes O&M
		Expenses	Includes O&M
1. Instruction	C-01	\$66,990,098	\$0
2. Research	C-02	\$503,186	\$0
3. Public Services	C-03	\$4,566,810	\$0
4. Academic Support	C-05	\$6,963,731	\$0
5. Student Services	C-06	\$19,290,796	\$0
6. Institutional Support	C-07	\$30,300,050	\$0

7. Scholarships and Fellowships	C-10	\$6,446,134	\$0	\$22,443,251	\$0
8. Operation and Maintenance of Plant	C-08		\$0		\$12,180,955
Total E&G Expenses*		\$135,060,805		\$156,611,830	

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I. Financial Information (Part 2)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution's audited financial statements and/or supporting documents.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65. **Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online. * denotes a required field.

	IPEDS Part-Line	Data on File (as of 4/20/2011)	IP Data (2010-11)
SECTION 2A -- Data from IPEDS			
Depreciable Capital Assets, net*	A-31	\$0	\$76,233,456
Total Assets*	A-06	\$0	\$122,734,731
Long-Term Debt (Current Portion)	A-07	\$0	\$2,400,612
Long-Term Debt (Non-Current)	A-10	\$0	\$45,997,358
Unrestricted Net Assets	A-17	\$0	\$723,308
Restricted Net Assets (Expendable)	A-15	\$0	\$4,934,760
Restricted Net Assets (Non-Expendable)	A-16	\$0	\$0
Invested in Capital Assets, net of related debt	A-14	\$0	\$49,276,855
Change in Net Assets*	D-03	\$3,212,248	(\$1,735,274)
Net Assets (Beginning of Year)*	D-04	(\$2,870,000)	\$64,888,082
Adjustment to Net Assets (Beginning of Year)	D-05	\$64,545,834	(\$8,217,885)
Net Assets (End of Year)*	D-06	\$64,888,082	\$54,934,923
Discounts/Allowances (Applied to Tuition & Fees)	E-08	\$0	\$33,350,463
Tuition and Fees Revenue (Net of Discounts/Allowances)*	B-01	\$0	\$24,483,634
Depreciation Expense	C-09	\$0	\$0
SECTION 2B -- Data from Audited Financial Statements and Supporting Documents			
Total Operating Revenue*		\$0	\$79,404,000
Total Operating Expense*		\$0	\$148,966,000
Operating Income/Loss*		\$0	(\$69,562,000)
Deposits Held by Bond Trustees		\$0	\$0

Principal Payments on Long Term Debt	\$0	\$0
Interest Expense on Long Term Debt	\$0	\$0

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J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2011-12 or 2012-13, limited to the topics listed below.

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level;
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus (See definition in Section H, above);
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.

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K. Required Attachments

Please upload the required attachments listed below **as soon as all of the items are available** but no later than **April 22, 2011**.

- A copy of the institution's fiscal year 2010 audited financial statements, including any management letter that the auditors may have attached to the statements.
- A copy of the finance section of the institution's IPEDS submission for fiscal year 2010 (if you submit annual financial data to IPEDS).
- Provide the exact web address for the home page of the institution's catalog. (If the catalog is not available on-line provide a digital copy of the catalog on a CD/DVD, or a printed version if a digital copy does not exist.)

Uploaded Files

File Name	File Type	File Size	Last Updated
Middle States IP.rtf	Rich Text Document	2.05 KB	4/12/2011 10:49:41 AM

If you are not able to upload the required attachments, please contact:

Mr. Tze Joe
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tjoe@msche.org