

KINGSBOROUGH



C O M M U N I T Y C O L L E G E

KINGSBOROUGH COMMUNITY COLLEGE

of The City University of New York

SELF-STUDY

2005 – 2006

Prepared for the Middle States Commission on Higher Education

KINGSBOROUGH IS 

Executive Summary

This study has been an opportunity to examine the current state of the College, demonstrate its strengths, and identify areas where effectiveness can be improved. To a large extent, the results have shown what those who work at the College already believe; that Kingsborough Community College serves its mission, actively assists students in achieving learning goals, provides them with services appropriate to their needs, and has a well-qualified and creative faculty, who teach rigorous courses of study designed to prepare students for further higher education and success in their chosen field of work. With these strengths affirmed, it is hoped that the recommendations the self-study has made will guide future progress towards greater effectiveness.

Preparation for the decennial review began with academic administrators and faculty attending several MSCHE conferences between 2002 and 2004, which focused on the self-study process and the assessment of student learning outcomes. There was consensus that a comprehensive self-study would yield the most useful results for the college at this time.

At the convocation for the entire college community held on February 20, 2004, Interim President Malamet announced the formation of the steering committee and sub-committees. He emphasized the primacy of the self-study over all other activities for the Spring 2004 Semester and the next academic year.

Professor Bonne August, Chairperson of the Department of English, was asked to lead the self-study process because of her knowledge of and experience with the assessment of learning outcomes. She was assisted by Professor Joanne Lavin, Professor of Nursing, who is also experienced in outcomes assessment, and a test consultant for the National League of Nursing. The committees consisted mainly of faculty. Students contributed to the self-study by participating in focus groups and as survey respondents.

Each committee was given responsibility for reviewing one, two or more related standards. The full steering committee, consisting of Professors August and Lavin, the co-chairs of the sub-committees and the Associate Dean of Academic Programs, met for the first time on March 16, 2004. Each co-chair received:

- *Designs for Excellence: Handbook for Institutional Self-Study*
- *Characteristics of Excellence in Higher Education*
- *Creating Meaningful Analytical Charge Questions to Guide Self-Study*
- Excerpts from *Chesapeake College Self-Study Design* relevant to their sub-committees' areas of study
- The list of the self-study sub-committees and their members
- A timeline of activities leading to the site-visit.

The co-chairs were referred to documents located in the library and to the KCC web page for institutional data. They were also directed to the staff of the Office of Institutional Research for guidance on available data or for additional sources. At this first meeting, Stuart Suss, Vice President of Academic Affairs, said that the College was at a crossroad and poised for genuine

transformation. He asked the co-chairs to use this ten-year review to produce a document that can help set the future direction for the college and facilitate this transformation.

For the remainder of the Spring 2004 Semester, the sub-committees worked on developing questions and data sources. The steering committee met with co-chairs to review how work was progressing, receive feedback and suggestions, and ensure that the self-study design was developing on schedule. At the end of the semester, the co-chairs submitted questions and data sources from their committees to Professors August and Lavin and Associate Dean Loretta DiLorenzo. They organized, edited and prepared the self-study design, in consultation with the co-chairs and other committee members who were responsible for specific questions, topics or fundamental elements within a standard.

In August, Dr. Regina Peruggi assumed the office of president and was immediately briefed on the status of the decennial review. In September, at her first convocation, she reported to the College community on the progress made and the work that was ahead. The final design document was distributed to the entire committee and posted on the College website in early December, 2004.

About this time, Professor August announced she was leaving to assume the position of Vice President for Academic Affairs at a sister CUNY institution. Professor Richard Graziano, co-chair of the committee assigned to review standards 7 and 14 and a leading member of the College Assessment Committee, was asked to step up to co-chair the entire self-study with Professor Lavin who would continue to serve as she had, now as co-chair with Professor Graziano. Also, Dr. Richard Fox, Associate Dean of Institutional Research, Assessment and Planning, joined the steering committee at this time.

Preliminary reports from each sub-committee were submitted and reviewed by the Steering Committee in February 2005. Professors Lavin and Graziano, and Associate Deans DiLorenzo and Fox, began working as an editing team, reading, discussing and writing comments on drafts of reports, which were then returned and discussed with the sub-committee co-chairs. By June 2005, final drafts of reports, which together representing all fourteen standards, were completed. During the Summer, the separate committee reports were edited and organized into a draft self-study. The draft was read by President Peruggi and Vice President Stuart Suss, and editing continued until September, when it was sent to Dr. Eugenia Proulx, chairperson of the site-visit evaluation team. Following Dr. Proulx's preliminary campus visit October 24, the final draft was completed and disseminated to the College community for review.

Overall, those who participated in the self-study found more strengths than weaknesses. The surveys of faculty and students indicate that the majority are satisfied with their experience at Kingsborough. The self-study has also assisted in formulating recommendations that can guide improvement efforts. These recommendations will be carefully considered and actions will be taken. Work has already begun on the implementation of several of them. Here are some of the most significant ones:

- Implement and institutionalize the new strategic planning process.

- Provide more systematic training in technology, customer service and other business skills for all levels of staff.
- Connect the College Assessment Committee to college governance and budget development, and connect budget development to strategic planning.
- Increase contacts with alumni and strengthen ties with them.
- Complete the writing of learning outcomes for all courses and communicate them widely to students.
- Assess how information literacy is currently taught and whether it is effective, and develop plans for improvement where needed.
- Connect all retention strategies in one integrated plan and track their effectiveness in achieving stated student outcomes.
- Continue to work towards recruiting and retaining a more diverse faculty and administration.
- Improve communication to students regarding the College's and faculty's expectations of them across all departments and courses.
- Improve learning through the use of teaching strategies based on assessment results.

The self-study process has reminded us of the powerful motivation of our students, who overcome significant obstacles to achieve their objectives. Our students represent the world. They pursue higher education, while bearing responsibilities for their families, as well as themselves. Most come ill-prepared to do college work. For these students, the College has created and continues to create programs to help them prepare. Committee members have been reminded that they work in an excellent environment for learning. We share a renewed optimism that we can work together more effectively to enhance student learning further.

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Glossary

Bridges to the Baccalaureate: the Bridge programs with Brooklyn and Medgar Evers Colleges are characterized by three types of activities – academic, student support services, and faculty collaboration. Both programs provide students with faculty mentors and laboratory research experiences, as well as seminars and coursework opportunities at the senior college.

CLIP: CUNY Language Immersion Program provides full-time ESL instruction to those admitted to CUNY, but not yet enrolled at a college, based on their scores at the lowest level of placement.

CLT: College Laboratory Technician

College Council: the governing body of Kingsborough Community College. It is responsible, subject to guidelines as established by the Board of Trustees of the City University of New York, for the formulation of policy relating to the admission and retention of students, including health and scholarship standards, student attendance, curricula, and the award of college credit. Faculty reserve the right to confer degrees. The Council makes its own by-laws, consistent with the policies and regulations of the Board of Trustees, and conducts the educational affairs customarily cared for by a college faculty. The Council may also make recommendations on policy with respect to the facilities, budgetary matters and faculty personnel matters of the College within the framework of the By-Laws of the Board of Trustees.

College Discovery/Bilingual Programs: CUNY provides comprehensive support to monolingual and bilingual students with academic potential who might otherwise be excluded from higher education due to academic and economic disadvantage.

College for Kids: for children from 7–12 years of age. It is offered on Saturdays and Sundays during the school year and weekdays in the summer. It provides a combination of academic and activity classes, including reading and math, creative writing, hands-on instruction in arts, crafts and musical instruments, fishing, photography, swimming, tennis, gymnastics, dance, self-defense and soccer. Students register for at least one academic class in addition to activity classes. CFK offers preparation for mandatory State exams given in the fourth and fifth grades.

College Now: a program created in 1983 to help high school seniors make a smooth transition to college. Depending on their academic skills level, students are offered developmental instruction or college-level courses.

Coordinated Undergraduate Education (CUE): CUNY initiative that provides funds for strengthening undergraduate education throughout the University.

CUNY: The City University of New York is a system of higher education institutions which were joined together as a single university in 1961. It is the largest urban university in the United States with 21 campuses throughout the city and an annual enrollment that surpasses 200,000.

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

CUNY Proficiency Examination (CPE): taken by students by the time they earn their 60th credit. This exam assesses students' performances in reading, interpreting textbooks and materials of general interest, organizing and presenting ideas about what is read, connecting those ideas to other information or concepts, writing clearly and effectively for an audience, and interpreting and evaluating material presented in charts and graphs.

Degree Works: a self-directed, web-based degree-auditing tool. It helps students track their own progress, view their remaining degree requirements, and plan future semesters.

E-SIMS: the Electronic Student Information Management System. The program provides CUNY and Kingsborough students with the ability to register online through the CUNY eSIMS website.

Faculty Assembly: an informal body which represents the views of the faculty at KCC.

Family College: a partnership between CUNY's Workforce Development Programs Office and NYC's Department of Education and Human Resources Administration. The program is designed to help parents on public assistance attend a community college in a career-related degree program while their children simultaneously attend an on-campus public elementary school. Parenting skills-building workshops and counseling/advocacy support is also provided to participants.

Freshmen Year Experience: a program within the Department of Student Development. It is aimed at assisting freshmen students make a comfortable and successful transition to Kingsborough Community College.

Full-time Equivalent (FTE): a formula that calculates part-time students' credit loads, and developmental but equated credits, into a number equivalent to a student who takes thirty credits in a year. A similar formula calculates the equivalent number of full-time faculty based on the teaching loads of all part-time instructors divided by 27 semester hours (the contracted annual full-time teaching load).

Immersion Program: a CUNY program that provides tuition-free, intensive developmental instruction. It targets prospective (before they begin college in the Fall or Spring) and enrolled freshmen, who need to improve their basic academic skills (based on the CUNY assessments in reading, writing and mathematics).

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

Kingsborough Center for Teaching and Learning (KCTL): a center to support and promote faculty exploration and dialogue regarding professional development, including best practices, particularly those that incorporate innovative and integrative methodologies, and use technology.

Learning Communities: classes linked or clustered that enroll a common cohort of students. A variety of approaches use students' time, credit, and learning experiences to build community among students and between students and their instructors. Collaboration between instructors focused on reinforcing learning across disciplines is often emphasized as in KCC's model.

My Turn: a program for senior citizens. At the end of registration, seniors 60 and older are permitted to register for courses where there are still seats for registration fees only and no tuition.

New Start Program: Transfer students in poor academic standing at participating four-year colleges can be admitted to KCC's New Start Program. Established in 1985, this program offers students the opportunity to overcome previous academic difficulties, complete an associate degree and continue their education.

New York State Regents Examinations: The Regents of The University of the State of New York are responsible for the general supervision of all educational activities within the State, presiding over The University and the New York State Education Department. Passing scores on Regents Examinations in English, mathematics, global history, US history and a science are required for high school graduation state-wide. Requirements for an Advanced Regents diploma include passing grades in exams in another math, another science and a second language.

Performance Management Process (PMP): During the 2000-2001 academic year, the Chancellor of CUNY began this program to establish clear and measurable standards of accountability. The PMP links planning and goal-setting by the University and its constituent colleges and graduate schools, measures annual progress towards stated CUNY-wide goals, and recognizes the high achievement of outcomes.

Personnel and Budget Committees (P&B): operate on the academic department and college level. With the department chair, the departmental P&B is responsible for instructional personnel actions, including recommendations for appointment, reappointment, promotion, tenure or non-reappointment. Other decisions made by P&B committees include disbursement of departmental budget allocations for educational purposes, faculty overload assignments and approval of non-college employment. The College P&B is responsible for the re-appointment, promotion and tenure of faculty.

Professional Staff Congress (PSC): the union representing teaching and non-teaching instructional staff.

SIMS (Student Information Management System): CUNY's student database

Student Development Courses: the Department of Student Development offers three one-credit courses to help students adjust to college and realize their educational and career goals.

Teachers on Sabbatical: a program for teachers who are on sabbatical from the New York City Department of Education.

Transfer Information and Program Planning System (TIPPS): a web-based program that details the transferability of community college course offerings to the senior colleges of the University.

Technology Fee: a fee paid by students each semester to support instructional and student services through technology.

Technology Fee Plan: articulates the priorities for hardware and software acquisitions. It also identifies new initiatives in support of students and instruction.

TREQ (Transfer Equivalency): a computer-based transfer equivalency program designed to advise students in planning future semesters. It is planned but not implemented to date.

Virtual Enterprise (VE): a learning environment which uses simulation and technology. Students perform the tasks of real-world businesses in a virtual economy and interact with students from colleges and schools across the United States and other parts of the world.

SELF-STUDY STEERING COMMITTEE

Steven Amarnick, Co-Chair, Sub-Committee V, Outcomes	Associate Professor, English
Bonne August, former Chair, Steering Committee	Professor and Chairperson, English
Carol Biermann, Co-Chair, Sub-Committee V, Outcomes	Professor, Biological Sciences
Loretta DiLorenzo, Editing Committee	Associate Dean of Academic Programs
Richard Fox, Editing Committee	Associate Dean for Institutional Research, Assessment and Planning
Delores Friedman, Co-Chair, Sub-Committee IV, Students	Professor, Behavioral Sciences
Richard Graziano, Editing Committee and Co-Chair, Steering Committee	Professor, Tourism and Hospitality
Clifford Hesse, Co-Chair, Sub-Committee II, Organization	Professor, Communications and Performing Arts
Frances Kraljic, Co-Chair, Sub-Committee III, Faculty	Professor, History, Philosophy and Political Science
Joanne Lavin, Editing Committee and Co-Chair, Steering Committee	Professor and Deputy Chairperson, Nursing
Beth Lesen, Co-Chair, Sub-Committee IV, Students	Assistant Professor, Student Development
Edward Martin, Co-Chair, Sub-Committee I, Planning & Resources	Professor and Chairperson, Business
Gloria Nicosia, Co-Chair, Sub-Committee III, Faculty	Associate Professor, Communications and Performing Arts
Peter Pobat, Co-Chair, Sub-Committee I, Planning & Resources	Executive Associate to the President
Steven Skinner, Co-Chair, Sub-Committee VI, Curriculum	Associate Professor, Biological Sciences
Michael Sokolow, Co-Chair, Sub-Committee VI, Curriculum	Associate Professor, History, Philosophy and Political Science
William Yenna, Co-Chair, Sub-Committee II, Organization	Associate Professor and Chair, Office Administration and Technology

SELF-STUDY SUB-COMMITTEES

<u>COMMITTEE</u>	<u>COMMITTEE MEMBERS</u>	<u>STANDARDS</u>
I. Planning and Resources	Edward Martin, <i>Co-Chair</i> Peter Pobat, <i>Co-Chair</i> Uda Bradford, <i>Student Development</i> Mary Dawson, <i>Biological Sciences</i> Donald Donin, <i>Office Admin. & Technology</i> Suzanne LaFont, <i>Behavioral Sciences</i> Gene McQuillan, <i>English</i> David Salb, <i>Math & Computer Science</i> Judith Wilde, <i>Art</i> Rosemary Zins, <i>Vice Pres., College Adv.</i> William Correnti, <i>resource person</i>	1 Mission, Goals and Objectives 2 Planning, Resource Allocation Leadership and Governance and Institutional Renewal 3 Institutional Resources 6 Integrity
II. Organization	Clifford Hesse, <i>Co-Chair</i> William Yenna, <i>Co-Chair</i> Norman Adise, <i>Business</i> Michael Barnhart, <i>His., Phil., & Pol.Sci.</i> Susan Ednie, <i>Behavioral Science</i> Janice Farley, <i>Art</i> Matthew Gartner, <i>English</i> Mary Ortiz, <i>Biological Sciences</i> Michael Rosson, <i>Library</i> Michael K. Weisberg, <i>Physical Science</i>	4 Leadership and Governance 5 Administration 6 Integrity
III. Faculty	Frances Kraljic, <i>Co-Chair</i> Gloria Nicosia, <i>Co-Chair</i> Charles Kee, <i>Business</i> Natasha Lvovich, <i>English</i> John Mikalopas, <i>Physical Sciences.</i> Cecilia Salber, <i>Library</i> Stuart Suss, <i>Provost</i> Angela Toscano, <i>Foreign Languages</i> William Winter, <i>Behavioral Sciences</i> Barbara Ladman, <i>resource person</i>	10 Faculty 6 Integrity

IV. Students	<p>Delores Friedman, <i>Co-Chair</i> Beth Lesen, <i>Co-Chair</i></p> <p>Anthony Colarossi, <i>Student Development</i> Donald Hume, <i>Health and Physical Ed</i> Frank Milano, <i>Continuing Education</i> Eric Rothenburg, <i>Business</i> Maria Scordaras, <i>English</i> Norman Toback, <i>Dean, Student Services</i></p> <p>Linda Biancorosso, <i>resource person</i></p>	<p>8 Student Admissions 9 Student Support Services 6 Integrity</p>
V. Outcomes	<p>Carol Biermann, <i>Co-Chair</i> Steven Amarnick, <i>Co-Chair</i> Richard Graziano, <i>former Co-Chair</i> Judith Brilliant, <i>Student Development</i> Helaine Harris, <i>Behavioral Science</i> Gloria Pollack, <i>Foreign Languages</i> Dolores Shrimpton, <i>Nursing</i> Loretta Taras, <i>Biological Sciences</i> Silvea Thomas, <i>Health and Physical Ed</i></p> <p>Richard Fox, <i>resource person</i></p>	<p>7 Institutional Assessment 14 Assessment of Student Learning 6 Integrity</p>
VI. Curriculum	<p>Michael Sokolow, <i>Co-Chair</i> Steven Skinner, <i>Co-Chair</i></p> <p>Linda Nahum, <i>Continuing Education</i> Susan Farrell, <i>Behavioral Science</i> Samuel Gale, <i>Math and Computer Science</i> Rachelle Goldsmith, <i>Health and Physical Ed</i> Hope Parisi, <i>English</i> Denise Ryan, <i>Nursing</i> Jennifer Scala, <i>Student Development</i></p> <p>Loretta DiLorenzo, <i>resource person</i></p>	<p>11 Educational Offerings 12 General Education 13 Related Educational Activities 6 Integrity</p>

Standard 1

Mission, Goals, and Objectives

Who We Are

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 eighty different countries. Their academic skills are as varied as the cultures they represent. Over 15,000 students are enrolled in credit courses each semester and there are an additional 20,000 enrollments in continuing education courses each year. Kingsborough averages 1,400 graduates annually and ranks among the top two percent of community colleges in the country in associate degrees awarded to minority students (*Community College Week*, June 20, 2005).

Kingsborough is the only community college in Brooklyn, one of the five boroughs of the City of New York and, with over two million people, the most populous. Located on a 70-acre campus in Manhattan Beach, on the southern tip of Brooklyn, the campus overlooks three bodies of water: Sheepshead Bay, Jamaica Bay and the Atlantic Ocean.

Kingsborough Community College is one of 21 colleges and schools in the City University of New York (CUNY) and employs just under 300 full-time faculty members and 500 adjuncts in credit courses, with an additional 200 part-time teachers in continuing education.

During its first 35 years, the College had four presidents; the last of these, Leon M. Goldstein, serving 28 of those years. Since 1999, the College has had four presidents, including its current president, Dr. Regina Peruggi. With significant hiring of new faculty and administrators, and re-evaluation of its processes, the College is currently entering a new phase that includes re-organization and multiple, simultaneous initiatives focused on improving institutional effectiveness and student learning outcomes.

Mission, Goals, and Objectives

The College's mission has been identified in annual reports and previous Middle States documents. However, until Spring 2005, there has been no one statement of the College's mission, goals and objectives that is readily accessible to all constituencies. In practice, the efforts of every constituency of the College have been directed towards achieving the same goals, and yet the college community as a whole did not readily identify these goals in the same context and with the same language. They have been stated in various places and in various ways.

Although the College's mission, goals and objectives have not been clearly identified or presented in its publications, in a Fall 2004 survey, 94.3% of the faculty agreed that the programs and practices of the College are consistent with its mission,

goals and objectives. Also, 92.9% of faculty report they are aware of their department's mission, goals and objectives.

During this self-study, the need to explicitly state the mission was recognized. An Ad Hoc Committee, consisting of the co-chairs of the Self-Study Committees for Standards 1-3, 7 and 14, the Self-Study Editing Committee, College Assessment Committee members, and the Vice President for College Advancement reviewed the prior mission statements and wrote a working draft of a new mission statement. This draft was approved by the College Council, an elected body of faculty, administrators, students, and staff that is the governance unit of the College, in May 2005. The KCC mission that was adopted is as follows:

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

- To offer an excellent general education to all degree 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 we serve.

This mission reflects the intent of State education laws (*New York Education Law*, Article 126, Sections 6301-6310), which established community colleges throughout New York to provide a broad range of educational services, including: general education, college or university transfer education, occupational or career education, adult or continuing education, and guidance and counseling.

Kingsborough identifies itself as a comprehensive community college—that is, one with multiple missions. The American Association of Community Colleges, in its own mission statement, advances the recognition of community colleges as “premier institutions for lifelong learning, providing opportunities for a broad range of educational programs (including transfer, vocational and remedial), economic development initiatives, and community renewal programs.” The Community College Research Center has identified the most common multiple missions of community colleges as “academic education, occupational preparation, remedial education, customized training and other economic development activities, and community service” (Bailey and Averianova, “Multiple Missions of Community Colleges: Conflicting or Complimentary”, CCRC Brief, May 1999).

Once the College's mission statement was approved, specific objectives and outcomes and College actions were identified. These objectives and outcomes have been accepted by the College Council, as of May 2005. The mission, goals, and objectives of the College, and the assessment measures to achieve those outcomes, are presented in Appendix A.

Kingsborough's mission, and the goals and objectives derived from that mission, exemplify comprehensiveness and multifaceted purpose. Furthermore, the College's mission, goals, and objectives are consistent with the policies for all CUNY community colleges. CUNY's "Master Plan 2004-2008" recognizes its community colleges' "indispensable role" in wide-ranging educational activities.

In the Fall 2004 survey, 92% of students agreed that the goals and objectives of the College are consistent with their educational objectives. The mission, goals, and objectives are available on the website (www.kbcc.cuny.edu) and will be included in future catalogs, and student and faculty handbooks. Most important, they will now serve as guideposts for decisions, procedures, assessments and plans.

Connecting the Mission, Goals and Objectives to Curriculum and Assessment

The procedures for curriculum development require several levels of review before approval and implementation. Following initiation at the department level, proposals or requests for curriculum actions are submitted to the Vice President for Academic Affairs and Provost. The Provost and staff review all proposed actions to determine whether they are consistent with the College's mission, goals, objectives and priorities. Following review and consultation, and upon approval, proposals are forwarded to the College Curriculum Committee.

When proposed actions, such as new courses or programs, are seen by the Provost as not consistent with either mission or priorities, they are discussed with the department chairperson and faculty, and the College Curriculum Committee Chair and, unless the proposed action is changed or withdrawn by the department, the Provost remands it to the department with a written explanation and recommendations. The written explanation states the inconsistency with the College's mission. In 2004, the College Curriculum Committee revised this procedure. Now, when the Provost remands proposed actions to the department, the Chairperson of the College Curriculum Committee is notified and the issue is reviewed by a sub-committee of the College Curriculum Committee with the department chairperson and/or faculty.

Proposals for changes in degree requirements and for the development of new credit programs undergo further review at the CUNY Office of Academic Affairs, when their consistency with the College mission is discussed again. Following approval by the CUNY Board, new degree programs are submitted to the New York State Department of Education for registration. At this time, the program's consistency with the College's mission is reviewed again.

The College Assessment Committee has developed a plan to assess the achievement of Kingsborough's mission, goals and objectives, and student learning outcomes. As part of the Committee's work, members visited each academic department to discuss their progress in assessing courses and programs. In written guidelines, in workshops on assessment offered for the faculty, and in department visits, the importance of relating course and program outcomes to the College's mission, goals and objectives was emphasized. Of department chairpersons who responded to a Fall 2004 survey, 85% reported their departments have written goals and objectives. In a Spring 2005 survey, all departments reported they were in conformance with the expectations of the College Assessment Plan.

Assessment of Mission, Goals and Objectives (MGOs)

Determining the measures and obtaining data for achieving the MGOs is a priority of the College Assessment Committee. The Committee's first step was identifying existing measures followed by creating instruments for those outcomes not already addressed. This was done in Spring 2005 and the first data report will be reviewed by the College Assessment Committee in Spring 2006. This is an ongoing process and Appendix B contains a report of recently obtained data. The analysis of MGOs includes data from a variety of sources: CUNY reports, student surveys, professional licensure information, graduation rates, retention rates and student demographic data. These analyses provide the College with an evidenced-based view of institutional and curricular effectiveness. The data report is online and accessible to all members of the college community as well as prospective students. Each goal is assessed as follows.

1. To offer an excellent general education to all degree students: To determine attainment of this goal, the College monitors CUNY Proficiency Exam (CPE) pass rates and students' responses on the Community College Survey of Student Engagement (Appendix B, p. 1). In November, 2005, the College began a formal review of its general education program including its composition, required elements, and how to monitor its effectiveness.
2. To provide programs of study for those intending to transfer and those seeking immediate employment: KCC has many degree programs that articulate with CUNY, SUNY, and private four-year colleges. The College reviews the percentage of students who transfer, their one-year retention rates and average first-term GPAs. These rates have all increased since 1999-2000. The six-month job and education placement rates of KCC students are tracked and the data shows the combined job/education placement rate has consistently remained above 90% for the past five years. The NCLEX-RN licensure pass rates for the nursing graduates is another marker, which has increased significantly after measures for improvement were instituted 2001- 2002.
3. To develop students' competence in written and oral communication, quantitative skills, critical thinking, research, and technological literacy: All new matriculated students take the CUNY assessment exams in reading, writing, and math to ensure

that these students are placed in appropriate college-level and/or developmental courses. Pass rates upon exit from remediation are tracked, and, if below the CUNY average for community colleges, plans for improvement are developed. The CPE, which demonstrates quantitative and critical thinking skills, is the primary indicator that students have these skills.

4. To promote life-long learning opportunities in credit and non-credit programs for the traditional and non-traditional student: Continuing education programs provide instruction leading to national certification in a variety of fields. Collaborative programs with the NYC Department of Education offer preparation for and transition to college-level work. KCC has the largest College Now program of any CUNY college, and it also houses one of the two Family Colleges at CUNY. The Leon Goldstein High School for the Sciences, a New York City Department of Education high school, is located on Kingsborough's campus. My Turn for senior citizens, Teachers on Sabbatical and College For Kids target life-long learners of all ages. Excluding the high school, the College monitors the enrollment and outcomes of all these programs in planning for improvement.
5. To provide a range of services that support student success: Outcomes corresponding to the College's objectives for support services have been defined, and a process has begun to assess effectiveness of these services. A number of specifically targeted surveys have been developed to obtain student outcome data related to admissions, registration, extracurricular activities, instructional computing, library and other support services. The Community College Survey of Student Engagement and the CUNY Student Experience Survey are also used to assess utilization of and satisfaction with support services.
6. To respond to the educational, cultural and economic needs of the communities the College serves: Since health care services are the largest employer in Brooklyn, the newly developed Physical Therapist Assistant and Surgical Technology programs are examples of KCC's responsiveness to community needs. Community attendance at College events, enrollment in community-based programs such as GED and ESL, and feedback from advisory boards and local government leaders are some of the means by which the College assesses its response to community needs.

Up to this point, although the governance body has been represented, the pulling together of stated goals and their measures into one, interconnected assessment process has been achieved by committees acting external to the governance body.

Recommendations

1. 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.

Standard 2

Planning, Resource Allocation, and Institutional Renewal

Beginning in 2000, CUNY created a master plan that offered a “comprehensive strategy for institutional renewal.” During the 2000-2001 academic year, the chancellor of CUNY began a program to establish clear and measurable standards of accountability. This program is known as the Performance Management Process (PMP). The PMP “links planning and goal setting by the University and its constituent colleges and graduate schools, measures annual progress towards key goals, and recognizes excellent performance” (CUNY website [www.CUNY.edu], *University Performance*).

Annually since 2001, the Chancellor has issued a table that outlines the University’s performance targets for the upcoming year (CUNY website, *University Goals and Targets, 2005-2006 Academic Year*). Specific indicators and targets are guided by the general principles (goals and objectives) of the University’s Master Plan. The College president is then responsible for mapping out performance goals and targets for Kingsborough that align with those of the University. (*Kingsborough Community College, Performance Management Plan – College Targets, 2005-2006 Academic Year*.) At the end of each academic year, colleges are required to report outcomes and progress towards each college’s performance targets to the Chancellor (*Kingsborough Community College, 2004-2005 Academic Year, Year-End Performance Report*).

At Kingsborough, the specific method used to respond to CUNY’s PMP has been the following:

- The president and senior administrative staff review CUNY goals and objectives
- The senior administrative staff solicits “desirable outcomes” for the coming year from the individual units they supervise
- The senior administrative staff submits to the president a list of desirable outcomes for the coming year for their respective departments
- The president integrates these unit outcomes into an institutional response to the University
- At the end of the academic year, each member of the senior administrative staff submits a list of achievements to the president
- The president incorporates the achievements into a year-end response to the chancellor
- Senior administrators and the president compare the report of achievements with the annual targets and use it as an assessment of effectiveness as well as to determine the goals and targets for the upcoming year.

While considering the goals set by the University, the College has had a process for establishing its own local targets and plans that was set in place during the presidency of Byron McClenney (2000-2003). Input was solicited from students, faculty, department chairpersons, as well as administrators of every major area of responsibility. The College began the planning cycle in December or January of each year with the appointment of a committee consisting of representatives from each of the seven College Council standing

committees (Budget, Curriculum, Legislative, Facilities, Instruction, Personnel, and Students). The structure of the Planning Committee ensured that there was student representation. During an initial meeting of the committee, the president reviewed the results of the previous year, provided background information, and discussed the committee's responsibilities. The mission of the Planning Committee was two-fold: review the College's vision (summarizing its mission, goals and objectives) and agree on action priorities for the coming year. The committee solicited ideas on vision and priorities through email, interviews, and College-wide forums. Committee deliberations resulted in a recommendation to the full College Council at its final meeting of the academic year. A vision statement and action priorities for the coming year were disseminated through an Annual Report distributed at the College Convocation, attended by faculty, administrators, and staff, at the beginning of the fall term.

Despite efforts to encourage wide participation and greater inclusiveness in the planning process, Fall 2004 surveys indicate that not all constituencies feel sufficiently included. Approximately 64% of students agreed that the College seeks student opinion in College-wide planning and facility needs, and 70% agreed that there are appropriate opportunities for student input regarding governance decisions that affect them.

Sixty-three percent of faculty agreed that they have a "sense of involvement...in the evolving direction of the College," 77% agreed that the College administration seeks faculty opinion about College wide planning and maintenance of facilities and 65% agreed that they have appropriate opportunities for input regarding governance decisions that affect them.

In a similar survey of chairpersons, only 31% of respondents agreed that there is a clear relationship between the departmental and institutional levels in College planning and resource allocation, 39% agreed that the College uses data and recommendations from chairs in short-term and long-term planning, 42% agreed that the current planning, resource allocation, and institutional renewal processes are effective, 39% agreed that the current planning processes are effective and/or inclusive, and 42% agreed that the planning and resource allocation practices treat all departments equitably.

To address some of the concerns regarding the effectiveness and credibility of the planning process, President Peruggi directed a review of the system and expanded the role of the Assistant Dean for Institutional Research (now the Associate Dean for Institutional Research, Assessment and Planning) to include responsibility for coordinating assessment and planning. Her first directive to him was to revise the assessment and planning systems. In February 2005, he prepared a report for senior administrators to guide "a renewed, refocused, and redefined planning process at Kingsborough Community College." The revised system has two components: strategic planning in a five-year time frame including sets of annual priorities developed in consideration of the strategic plan and other inputs. "The process is intended to be systematic, broadly participatory, data-driven and action-oriented." (*Strategic Planning Processes: Long term Planning and Annual Priorities*). It will also be more closely tied

to the College mission, goals and objectives and integrated with assessment and budget development.

This strengthened planning process was designed to achieve the following objectives:

- Help guide the College towards achieving its mission
- Reflect priorities, goals, and objectives in the development of the College budget
- Assess and report progress toward achievement of goals and objectives
- Support the integration of planning, budgeting, and assessment
- Involve a large number of the College community in the development of plans
- Develop and communicate widely a shared vision of the future of the College
- Direct the use of assessment results to improve processes and revise plans.

Strategic planning will move forward in seven separate but interrelated streams. These include:

- Academic
- Student Support / Enrollment Management
- Technology
- Resource Development
- Continuing Education / Workforce Development
- Facilities
- Business Continuity (Disaster Planning).

The Assessment-Planning-Budgeting Cycle

Table 2.1 illustrates the interrelationship of assessment, strategic planning, annual priorities and the budget development process.

Assessment, Strategic and Annual Planning, and Budget Development Processes

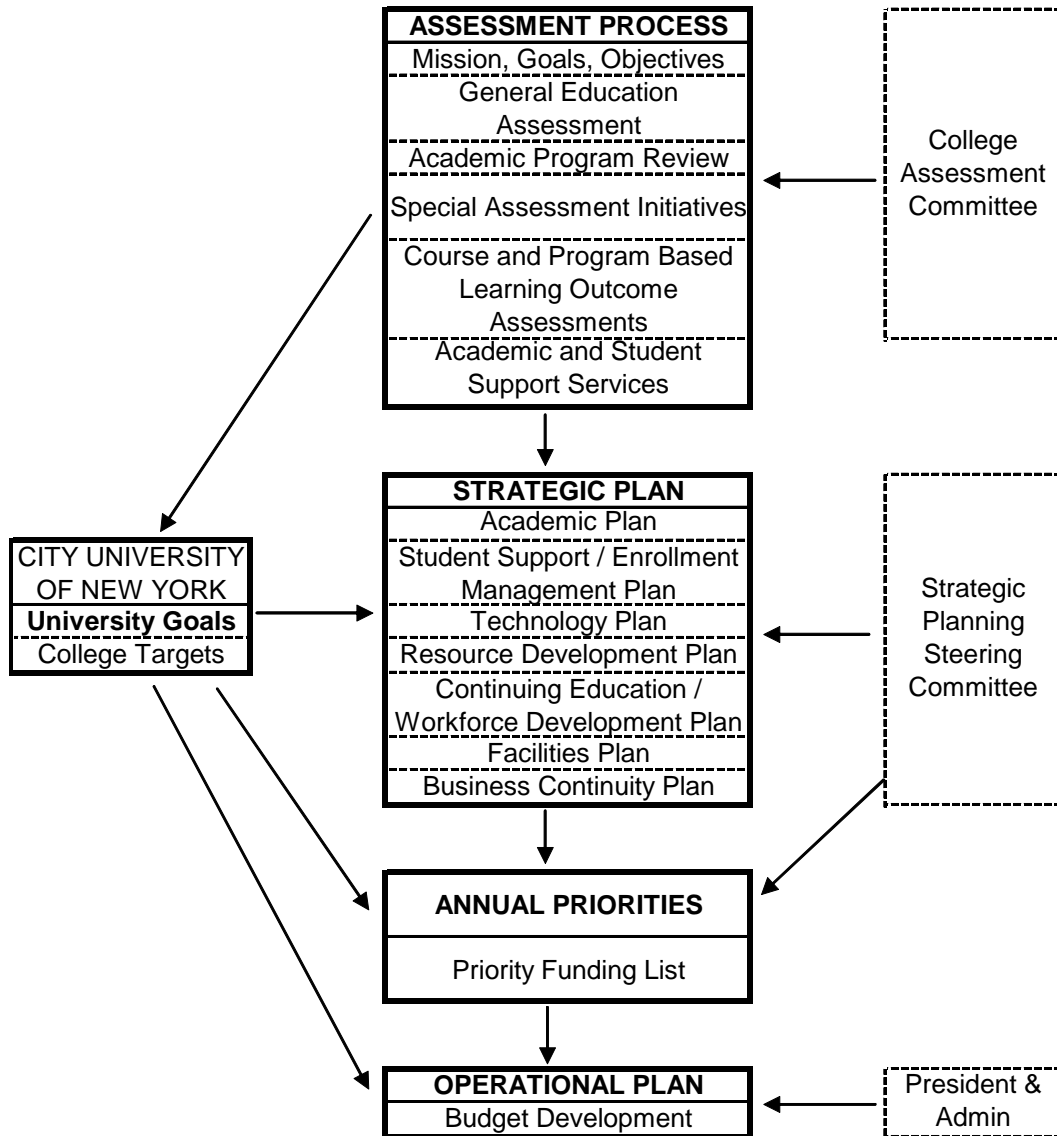
The College's assessment process concentrates on institutional effectiveness and student learning outcomes, and serves as the basis for planning efforts. Contributing to the effort will be results of the current self-study, as well as the products of an environmental scan undertaken the summer before the initiation of the strategic planning process.

In order to ensure that annual planning is integral to the Strategic Plan, planning committees will develop annual priorities for adoption by the College Council. In the future, the planning committees will review the strategic plan annually, suggest revisions as necessary, as well as propose annual priorities.

Formulating operational plans and budget specifics will continue to be the responsibility of the President and senior administrators. However, annual priorities are expected to directly influence any operational plans. University goals, and the College targets proposed in response to them, also factor heavily into annual budget development.

Table 2-1

**Assessment, Strategic Planning,
and Budget Development Processes**



These performance targets are quite specific, and the College must consider what actions to undertake to meet them.

Built into the planning and assessment processes, is a meta-assessment of how the processes themselves seem to be serving the College. The Strategic Planning Steering Committee will continuously monitor implementation, recommend periodic adjustments, and formally re-examine the entire process before the initiation of the subsequent five-year strategic plan.

Senior Administrators' Retreat

In August 2005, President Peruggi held a retreat for an expanded group of senior administrators, which included major program directors as well as associate and assistant deans. Designed to start the College's strategic planning process, small group discussions focused on identifying institutional strengths, weaknesses, goals and obstacles. The outcomes of the retreat include the articulation of three long-term priorities in the form of goals for each of these major areas of the College: instruction, student support, enrollment, technology, administrative services, and fundraising. The priorities, agreed upon strengths and weaknesses, and group projects, which were set up to plan the first steps towards the achievement of the long-term goals, are listed in the document, *Envisioning the Future: Kingsborough 2010 – Priorities*.

The retreat initiated planning from an administrative perspective. Planning activities will begin college-wide in Fall 2005, at which time the goals will then reflect the input of faculty, students, staff, the community and governance.

Recommendations

1. 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.
2. 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.

Standard 3

Institutional Resources

Financial Resources

CUNY allocates Kingsborough's revenues annually according to a model that determines the proportion of available revenue each college in the system should receive, based upon an average of three consecutive years of full-time equivalents (FTEs), number of positions by major function, average salaries of full-time personnel, physical size of the campus, and monies received from tuition, the City and the State. The College's ability to sustain three-year budgetary planning cycles is limited by the political and economic conditions of the City, State, and Federal governments from year to year. Although recent conditions have resulted in a modest annual growth in revenue, upward or downward trends in revenue cannot be depended upon from year to year.

While the fiscal year begins July first, the College does not usually receive notice of its revenue allocation until August. Payroll and other expenditures needed to operate the College during this time must be deducted when the monies are eventually received. Once CUNY notifies the College of its revenue allocation, and before funds are budgeted for annual priorities and other planned expenditures, the money is differentiated according to the following categories:

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

At this time, the Associate Administrator for Business Affairs (Business Manager) drafts a preliminary budget based on last year's expenditures for each of these major categories. Vice presidents with their deans prepare for discussions with the President and the Business Manager by compiling budgetary information from each of the departments within their area of responsibility, and then projecting the needs for the current year. The President and vice presidents discuss the current year's needs based on CUNY's annual goals and targets, and the College's goals, objectives and annual priorities. The final budget is prepared, and one allocation for college assistant (part-time clerical) hours and one for other than personal services (OTPS) is made to each vice president. Each vice president then allocates these monies according to more specific categories of expenditures, such as supplies, equipment, contractual services, maintenance contracts, etc. The Business Manager monitors the expenditures of each major administrative area of the College at least monthly and provides reports of expenditures, encumbrances and budget balances usually monthly to each vice president.

Early in the Fall semester, the Business Manager and the Vice President for Finance and Administration meet with the CUNY Vice Chancellor for Budget and Finance to evaluate the College's financial plan for the year. CUNY monitors the

College's monthly expenditures against the approved plan and, when indicated, asks for a revised plan mid-year. An independent auditor employed by CUNY audits the College's finances annually.

Human Resources

The need for new faculty is determined by the analysis of FTE faculty needs by department. This analysis includes the total faculty workload for the prior year minus the total full-time hours available for the current year divided by the contractual 27 semester hours each full-time instructor must work each year. Then, 70% of the resulting number is noted for each department. This is done in consideration of the University target of a full-time to part-time faculty ratio of 70:30. At a meeting of the Provost and the academic department chairs, the projection of degree of need for each department is discussed, program development, expansion or contraction is considered, and which departments should recruit for a new full-time hire is agreed upon. The Provost then discusses the results of this process with the President, Business Manager and others, when the College is developing its annual budget.

Other than the determination of the need for faculty, senior administrators in charge of each major division of the College determine their resource needs, and discuss them with the President and other senior administrators at a meeting designated for this purpose. The result of this process is a determination of College human resource needs in order of priority which takes into account available funds.

Assessment of the adequacy of human resources indicates that currently, the College is fulfilling the human resource needs necessary to accomplish its mission, goals and objectives. In the Fall 2004 survey, 70% of faculty agreed that their department has an adequate number of full-time faculty; and 62% of chairpersons agreed that their department has adequate full-time faculty. Fifty-four percent of chairpersons agreed that their department has adequate support staff. Staff turnover is generally low.

Training is provided by administrators and the Committee for Faculty and Staff Development in Computing, as needs arise. Anecdotal feedback indicates training effectiveness needs improvement. Kingsborough needs to develop a plan to provide more systematic training in technology, customer service and other business skills for all levels of staff.

Technological Resources

Three years ago, the University initiated a technology fee paid by students each semester to support instructional and student services. With this revenue, the College has increased and updated its information infrastructure. Desktop processors for faculty and student use have been upgraded on a three-year cycle. Replaced equipment is recycled for secondary uses. For example, a 156-seat facility dedicated to computerized CUNY skills testing is kept functional with recycled PCs. Efforts to expand and strengthen technological support are ongoing (*Technology Fee Plan, 2004-5*).

These efforts begin with the development of the Student Technology Fee Plan based on the College's goals and objectives. The Technology Fee Plan identifies the priorities for hardware and software acquisitions as well as new initiatives in support of students and instruction. The Technology Fee Committee (consisting of administrators, faculty and students) meets each semester to monitor the progress and recommend changes and corrections in the plan.

The College monitors students' utilization of and satisfaction with technology through the Instructional Computing Survey, the Community College Survey of Student Engagement, and the CUNY Student Experience Survey. Results of these surveys have ranged from 99% satisfaction reported by computer users in on-campus labs to 70% satisfaction by a general campus sample in the CUNY Student Experience Survey. These results have been included in the MGO report to the College Assessment Committee for their review and recommendations.

Of survey respondents in Fall 2004, 75.8% of faculty and 53.9% of chairpersons agreed technology resources at KCC are adequate.

Physical Facilities

Kingsborough Community College has earned a reputation for providing outstanding facilities to support its educational mission. Part of this reputation rests on the natural beauty of its unique, 70-acre ocean-front location. In addition, buildings constructed in three phases over nearly 30 years have established a campus that is both modern and aesthetically pleasing. In Fall 2004, 90.6% of students agreed that the physical facilities at Kingsborough were adequate for their learning needs and 79.9% of faculty agreed that the facilities were adequate for their instructional and professional needs. There is also general satisfaction with the maintenance of facilities; 69% of chairpersons agreed that the College maintains and upgrades its facilities adequately, and 83% of faculty agreed that KCC classrooms provide a good environment for learning.

The original Master Plan for the campus was adopted in 1969. It assumed a maximum student population of 6,000 full-time equivalent students. The current number of FTE's exceeds 10,000. The first two phases of the Master Plan provided 571,260 net assignable square feet (NASF). In addition to these permanent structures, eight temporary buildings added 127,631 NASF. In 1995, the CUNY Board of Trustees adopted a Master Plan Amendment for Kingsborough Community College that recommended the removal of the temporary buildings, which have outlived their anticipated life-span, and their replacement with more appropriate permanent facilities. Since that time, only one portion of the four components of the revised Master Plan has been built – the Academic Village. This building, opened in Fall 2003, houses two academic departments, a one-stop admissions and registration center (the Village Center), the offices of the College Now Program, three computer labs, seven classrooms, and a distance learning facility.

Within the confines of the Master Plan, there is a good deal of latitude for remodeling, renovations, and enhancements to the campus. However, because so many expenditures are necessary for on-going plant maintenance, very little can be directed to new construction. The College has its own architectural staff (Campus Facilities Office) and trades people (electricians, plumbers, and carpenters) to do projects on a limited scale. This use of resources has been highly effective. The new strategic planning process will incorporate the College's systematic identification and prioritization of its needs for physical space over the next five years.

Other than safety concerns and emergencies, construction priorities are established in line with overall College goals and objectives. To improve registration, the College made plans to construct an advisement/registration center. When a funding source was identified in Fall 2004, the Kingsborough Campus Facilities Office, Buildings and Grounds Department, and Office of Instructional Services collaborated to build and equip the Academic Advisement Center. The most recent development is the Village Center for admission-related questions as well as other information helpful to students.

At times, College and University priorities make demands on campus facilities that cannot be met within the timeframe these priorities require. Between fiscal years 2004 and 2005, over 60 new full-time faculty were added to Kingsborough's staff. This influx of new faculty has challenged the creativity of those who allocate space. New offices were carved out of under-utilized space and by re-designing existing offices. Providing adequate office space for all faculty continues to be a challenge. A committee chaired by the Vice President for Finance and Administration has been created to address this issue.

In addition to the operating budget, other sources of funding for improvements to the physical plant are derived from CUNY's capital budget and from capital budget allocations made by the New York City Council and the Brooklyn Borough President. A complication specifically for the CUNY community colleges is that any State capital budget allocation must be matched dollar-for-dollar by New York City. Currently, several campus buildings have deteriorating and leaking roofs. The cost of repair and replacement is estimated at approximately \$13 million. This serious infrastructure problem, which has resulted in the closing of some classrooms and offices, is of a magnitude that can only be addressed with capital monies. The New York State and City budgets, beginning fiscal year 2006, include funds for the repair of these roofs.

Recent allocations of money from the New York City Council and the Brooklyn Borough President have allowed the College to rehabilitate student lounges, build a computer lab, begin making a wireless internet service available on campus, and create the Village Center.

Information and Decision-Making

The core administrative databases, including student records, finances, and human resources, reside in central systems developed and maintained by CUNY. The functions

CUNY makes available are supplemented by a number of campus systems and programs. These use the central system's data, but are written and maintained by the College to address specific campus needs. CUNY is in the process of upgrading its administrative information infrastructure. To improve central management, campus functioning, and coordination among campuses, it initiated a student data warehouse several years ago, and is currently implementing a financial data warehouse. CUNY is also engaged in a multi-year effort to replace and upgrade all the major data systems.

The College and CUNY's Central Office produce reports addressing concerns such as accountability, major policies, enrollment management, academic outcomes, budgets and expenditures, and human resource management. These reports provide tools that enable senior administrators and operational staff to make decisions based on accurate and timely data.

Recommendation

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

Standard 4

Leadership and Governance

University Governing Body

CUNY is a system of higher education institutions that were joined together as a single university in 1961. It is the largest urban university in the United States with 21 campuses throughout the city and an annual enrollment that surpasses 200,000. The New York State Board of Regents and the Board of Trustees of The City University of New York set policies over the governance of the individual colleges within the CUNY system. CUNY's funding is provided by the state, the city and student tuition. Both the city and state are involved in setting CUNY's budget.

The CUNY Board includes 17 members: ten trustees are appointed by the Governor, five trustees are appointed by the Mayor, one trustee is the Chair of the University Student Senate, and one trustee, ex-officio, is the Chair of the University Faculty Senate. The trustees, though appointed, are charged to act independently and serve a seven-year term, which is renewable. Thus, there is some insulation from political pressures. The CUNY Board of Trustees' policy manual contains specific guidelines for members' conduct related to conflict of interest and financial remuneration, and the consequences for violations. The Manual also contains an outline for the orientation of new members (*CUNY Board of Trustees Policy Manual*, pp. 115-116).

Two examples of recent Board policies include the elimination of developmental education from the senior colleges and the transferability of credits from the community colleges to the senior colleges of the University. The Chancellor, who is appointed by the Board, is the chief educational and administrative officer of the University. The President of Kingsborough is selected by the Chancellor and recommended to the Board for appointment. Kingsborough's President is accountable to the Chancellor.

Campus Governance

Kingsborough's governing body, the College Council, acts within the guidelines of the Regents, CUNY Board, and the Chancellor. KCC's Governance Plan states:

The College Council shall be responsible, subject to guidelines, if any, as established by the Board of Trustees of the City University of New York for the formulation of policy relating to the admission and retention of students including health and scholarship standards therefore, student attendance including leaves of absence, curricula, and the award of college credit. Faculty, however, shall reserve the right to confer degrees. The Council shall make its own by-laws, consistent with the policies and regulations of the Board of Trustees, and conduct the educational affairs customarily cared for by a college faculty. The Council may also make recommendations on policy with respect to the facilities, budgetary matters and faculty personnel matters of the College

within the framework of the By-Laws of the Board of Trustees (*Governance Plan of Kingsborough Community College*).

The College Council is composed of the President of the College, who serves as chairperson, the Vice President of Academic Affairs, the Registrar, the Business Manager, the chairperson and one additional member from each academic department, instructional staff delegates-at-large equal to the number of departments, twenty student delegates, one alumni delegate, and two delegates elected by the full-time, regularly appointed, non-probationary, supporting staff. The College Council is divided into nine standing committees.

Table 4-1
College Council Structure

Committee	Duties
Committees	<ul style="list-style-type: none"> • Appoints the membership of other standing committees excluding the Steering Committee • Maintains the list of committee preferences for all Council members
Steering	<ul style="list-style-type: none"> • Prepares agenda for Council meetings • Refers items to other standing committees • Receives and submits all committee recommendations to the Council • Calls the Council into session • Submits reports of the Council’s activities to the instructional staff
Personnel	<ul style="list-style-type: none"> • Presents recommendations on personnel issues to the Council
Instruction	<ul style="list-style-type: none"> • Develops, reviews and revises instruments and procedures for the evaluation of instruction.
Curriculum	<ul style="list-style-type: none"> • Receives and approves proposals for the development, evaluation and modification of curricula
Legislative	<ul style="list-style-type: none"> • Proposes amendments to the constitution, monitors election procedures and proposes amendments to the by-laws of the Council • Reviews legislation concerning the College
Students	<ul style="list-style-type: none"> • Proposes policies pertaining to student recruitment, admission, attendance, discharge, discipline, counseling, academic standards, granting of degrees, ceremonies, health, extra-curricular activities and other services
Budget	<ul style="list-style-type: none"> • Makes recommendations relating to the financial and budgetary affairs of the College
Campus Facilities	<ul style="list-style-type: none"> • Makes recommendations regarding the physical facilities and master planning of the College

The Committee on Committees membership is elected by the Council at its first meeting, and the membership of each of the other standing committees is then determined by the Committee on Committees. All committee members have voting privileges and

serve for one year. Committee chairpersons are elected annually by the members of each committee. The Steering Committee is composed of the President or a designated dean, the Secretary of the College Council and the chairpersons of the standing committees. The President of the College serves as the Chairperson of the Steering Committee.

Issues can be brought by any member of the College community for attention by the Council and are referred to the appropriate committee for review and decision. The majority of agenda items that come before the Council are submitted by the Curriculum Committee and Committee on Instruction. The Governance Plan is available on the College web site.

In the Fall 2004 survey, 58.2% of faculty who identified themselves as College Council members agreed that the Council has sufficient autonomy to ensure institutional integrity. Although faculty is represented by a University Faculty Senate, a concern has been expressed that there is no governance body at the campus level that is exclusive to the faculty. The present College Council, because of a substantial number of students and administrators in its ranks, cannot be said to represent the views of faculty exclusively. A result of this concern was the formation of an informal body known as the “Faculty Assembly.” However, the lack of broad participation within this assembly suggests that the need for an exclusive faculty body may be a concern for a minority of faculty.

In addition to the College Council, the College Governance Plan includes review committees for Reappointment and Tenure, Reclassification, a college laboratory technician committee, and for promotion to Associate Professor and Professor. These committees consider applications which have been reviewed by the departmental Personnel and Budget (P&B) committees. The recommendations of the review committees are considered by the College P&B Committee and the President for a final decision.

Department Governance

There are 16 departments including the Library and Department of Student Development. The Library and Department of Student Development are considered non-teaching departments and their chairpersons are appointed by the President. Academic department chairpersons and P&B members are elected for three-year terms by department faculty. Faculty eligibility to hold office as either chairperson or as a member of the P&B is defined in the CUNY Bylaws, Article 9.1. These definitions, eligibility to vote and all election procedures are communicated to the College community each year by the Committee on Elections, which consists of College Council Legislative Committee members.

The governance of each department consists of the chair and the P&B Committee, who are responsible for personnel actions including recommendations for appointment, reappointment, promotion, tenure or non-reappointment. Other decisions made by these groups include disbursement of departmental budget allocations for educational purposes,

faculty overload assignments and approval of non-college employment. The schedule of departmental teaching assignments is the responsibility of the chair of the department.

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

Assessment of Leadership and Governance

The annual PMP, described in Standard 2, is the University-level assessment of college-level performance, as well as goal-setting. At the end of each year, the College reports on its achievements according to its annual plans and is assessed on its performance relative to its own goals, as well as on performance measures set University-wide. Once the final report is submitted, each CUNY president meets with the Chancellor for a performance review. The President, in turn, evaluates the job performance of the vice presidents and deans annually. Periodically, the University makes available a pool of funds for increases in executive compensation for distribution by college presidents based on these assessments and reviews.

While it is generally agreed that it serves the College well, there has been no comprehensive assessment of the governance plan accompanied by updates, improvements and renewal of its structures and processes where appropriate. A review was conducted by the Legislative Committee of the Council in 1999 but no changes were implemented.

Recommendation

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

Standard 5

Administration

Kingsborough's chief executive, Regina S. Peruggi, is in her second year as president of an institution that has had three other presidents in the six years prior. The lack of continuity in the chief executive office delayed an organizational review, the development of a written plan on the assessment of institutional effectiveness and student learning outcomes, a review of general education which was expected to occur CUNY-wide, and the formalization of a strategic planning process for the College to strengthen the connection between budget and program planning that was recommended by MSCHE. These major undertakings and a comprehensive self-study were begun in the first year of President Peruggi's administration.

Dr. Peruggi has a doctorate in higher education administration and an MBA, and has previously served as President of the Central Park Conservancy, President of Marymount Manhattan College, and CUNY University Associate Dean of Adult Programs and Continuing Education, among other accomplishments. The president has many strengths and areas of expertise which make her ideally qualified to lead the College in a period of increased student diversity and rapid social, educational, and technological change. She is committed to making Kingsborough a vibrant part of its local and greater community. Best of all, she has an enthusiasm for what this confluence of diversity and change can do to promote and enrich learning.

The College's other senior administrators have strong experience and credentials in areas relevant to their current responsibilities. There is no requirement in the CUNY Bylaws to hire senior administrative staff with advanced degrees. However, those hired or promoted to these positions at Kingsborough generally have advanced degrees, as well as the skills and training needed for the position. Currently, 13 of the 16 administrative officers of the College have degrees beyond the baccalaureate and eight of the 13 have doctorates.

President Peruggi has made adjustments in administrative structures focused particularly on strengthening planning and assessment, enrollment management, academic programs and services, financial management, fund-raising and institutional technology. The current Table of Organization is in Appendix 2.

Administrative Structure

As the chief executive officer, the President is empowered to carry out the Bylaws, resolutions, and policies of the Board of Trustees and the Chancellor. The President is chair of the College Committee on Faculty P&B, the College Council, the College Council Steering Committee, the KCC Association, Inc., and the KCC Foundation, Inc.

The President is responsible for the College's annual budget, recommendations with respect to personnel (appointment, promotion, tenure), program development, governance, campus construction and college advancement. The President holds weekly meetings with senior administrators, where initiatives and matters of policy are presented, discussed, and typically decided by consensus. This process facilitates the exchange of ideas among specialists.

The vice presidents and deans direct the following areas.

The Vice President for Academic Affairs and Provost is the chief academic officer. Working closely with the academic department chairs, the Vice President/Provost oversees the entire academic program, as well as program and curriculum development, the instructional budget, and recruitment, evaluation, and development of faculty. The Vice President is assisted by two Associate Deans.

The Vice President for Finance and Administration is responsible for business affairs, human resources, administrative computing, telecommunications, college facilities, and all services related to the physical plant, including space utilization, furniture, equipment, maintenance, security, and environmental health and safety. The Vice President is assisted by an Associate Dean, and supervises senior-level administrators in Business Affairs, Human Resources, and Campus Facilities.

The position of Vice President for College Advancement, responsible for grant development and administration, fundraising, public relations, publications and web site, alumni relations, advertising and marketing, was created in 2001. The Vice President also serves as Executive Director of the Kingsborough Community College Foundation.

The Dean for Instructional Services and Student Support is responsible for a range of services that support students. He supervises and coordinates instructional computing, testing, tutoring and related academic supports, and Collaborative Programs, which include College Now, Family College and Liberty Partnership. He is the liaison to the Leon M. Goldstein High School (which resides on the KCC campus) and supervises the activities of the Dean of Student Services.

The Dean of Student Services oversees counseling-related services. He serves as Chair of the Department of Student Development, an academic department offering counseling services and courses, and sits on the College P&B Committee. The Dean of Student Services also supervises the activities of the Dean of Student Life and is supported by an Assistant Dean.

The Dean of Student Life supervises student-related extracurricular activities, such as student publications, organizations, student government and other activities that contribute to the personal growth of students as citizens and future leaders. The Dean is expected to foster a campus environment conducive to academic enrichment, student participation and growth, and encourage and promote positive interactions among faculty, staff, and students.

The Dean of Enrollment Management is a newly created position responsible for the recruitment and smooth enrollment of prospective students into the College. The Dean coordinates and directs the many services necessary to enroll students in KCC, including admissions information and processing, financial aid, the registrar and registration, services for international students, and new student orientation. The Dean also works closely with CUNY's Office of Admissions Services and the University Applications Processing Center, which offer centralized recruitment and application processing services that accommodate many entering students.

The Dean of Continuing Education creates and coordinates programs and courses designed to meet the workforce needs of the borough and community, improve students' academic preparation and English skills, and address the many diverse, lifelong needs of people in the community. The Dean is assisted by an Associate Dean.

The Associate Dean for Institutional Research, Assessment, and Planning is a new position created by President Peruggi to address the multi-faceted elements that have become the strategic planning processes of the College. The Associate Dean works collaboratively with committees, administrative offices and academic departments to improve institutional effectiveness and student learning outcomes. The Associate Dean provides descriptive and analytic information, advises on informational resources, coordinates College assessment and planning, and documents outcomes and effectiveness. The office also ensures that KCC and CUNY research, assessment, and planning processes are complementary.

Assessment of Administrative Effectiveness

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

Standard 6

Integrity

Communication

Kingsborough Community College communicates that integrity is an essential value through its adherence to ethical standards and its own stated policies in regard to students, faculty, administration and staff. The College is committed to ensuring that all publications are accurate and truthful and uses both electronic and print media to publicize the current catalog, student handbook, faculty handbook, institution policies, procedures and requirements. The website is used to update policies, procedures, academic programs, and announce events between reprints of publications.

The catalog provides information regarding admission, curricular offerings, student fees, financial aid, degree requirements, faculty and contacts. The catalog has been reviewed, updated, and reprinted either annually or biannually. The student handbook is designed to clarify and elaborate on all relevant student policies and procedures. The catalog and handbook are distributed to incoming freshman and both are available online. In addition to the college catalog, KCC prints a Schedule of Classes for the Fall-Winter and the Spring-Summer terms. Graduation rate information, required under the Student Right-To-Know Act, is included in the Schedule of Classes. Also, the college calendar is included in the Schedule of Classes and is available online. The Departments of Nursing and Tourism and Hospitality, and the teacher preparation programs have developed student handbooks that contain program outcomes and criteria for success in these disciplines. These handbooks are also available online. Eighty-one percent of students surveyed Fall 2004 agreed that detailed and accurate information about courses and curricula are readily available to them. Eighty-three percent of students agreed that criteria for successful course completion are communicated clearly.

The faculty handbook contains an overview of the College and its organization, faculty rights, responsibilities, policies and procedures relevant to them, resources on campus, support services for instruction and student learning, and introductions to new instructional initiatives.

An array of factual information about the College is posted on its web site, including policies, the Annual Report, annual priorities, enrollment data and student profile, governance, the institutional Self-Study Design and Report for MSCHE, and other new developments. The CUNY web site contains information about university policies, transfer and course equivalency information, institutional data reports, and the College's annual targets under the CUNY Performance Management Plan.

KCC uses radio and print media for advertisements. The Office of College Advancement is responsible for the honesty and truthfulness of all communications, the regular update of all forms of media, and access to accurate information about the College's programs and services.

The Offices of the Vice President for Academic Affairs, Dean of Student Services, Dean of Student Life, Registrar, Admissions and Financial Aid among other offices amend printed or posted information for clarification and reinforcement and respond to questions and complaints regarding College policies. Every senior administrator is responsible for monitoring adherence to stated policies and procedures.

Academic Freedom

Kingsborough fully supports the principles of academic freedom. Its web site includes the following statement:

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy. Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who...violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself (www.kbcc.cuny.edu).

CUNY engages in collective bargaining with faculty and staff. Faculty is represented by the Professional Staff Congress (PSC-CUNY). The PSC-CUNY Contract states that the principles of academic freedom are applicable to all members of the instructional staff, to the extent that their duties include teaching, research, the selection of library and other educational materials, and/or the formation of academic policy (*Preamble PSC-CUNY contract*). Possible violations of academic freedom are referred to the College Provost as well as PSC-CUNY campus representatives. The College's PSC-CUNY grievance officer states that there have been no reported violations to date.

The College and University are committed to the protection of intellectual property rights and the fair use of instructional materials. The 2005 updated CUNY Intellectual Property Policy is available on the University web site. Librarians of the Robert Kibbee Library function as facilitators and liaisons to faculty, staff, and students to promote understanding and compliance with this policy.

Business Practices

The Purchasing Department obtains goods and services in compliance with procurement laws and guidelines of CUNY, the city and state. Accordingly, all purchase requisitions are approved by senior administrators prior to processing. All orders are reviewed and signed by the Purchasing Director to certify that applicable policies and general criteria for use by the College, its staff and/or students have been met. A manual

of purchasing policies and procedures is available from the University Accounting Office. Purchasing utilizes applicable government contracts whenever possible to ensure a fair and efficient procurement process that is also cost effective. Annual purchases exceeding \$5,000 and not available through government contracts are subject to open bidding. Local vendors, including small and minority owned businesses, are often successful bidders. Bids exceeding \$20,000 must be approved by the CUNY Office of General Counsel and advertised through state and city periodicals for broader access to competition, thereby drawing interest and responses from around the country.

The College recently implemented a CUNY web-based system (E-Procurement), which incorporates the thresholds for approvals, bidding, and funding determinations linked to users. This minimizes the possibilities for circumvention of procedures. In order to eliminate conflicts of interest, the Offices of Accounts Payable, Receiving and Purchasing are run independently with separate managers, separate staff and distinct files.

Personnel Practices

The College's policies related to hiring, promotion, tenure, and dismissal promote fairness and impartiality, and are publicized and congruent with all CUNY by-laws and collective bargaining agreements. As a unit of CUNY, Kingsborough conforms to the University-wide policy against sexual harassment and hostile environments. The policies are circulated annually to the College community and are available online. KCC promotes the University policy of nondiscrimination and affirmative action as enunciated in the Statement of the Board of Higher Education of the City University of New York in 1972 and reaffirmed by the CUNY Board of Trustees in 1985.

The College adheres to federal, state and city laws and regulations regarding nondiscrimination and affirmative action in compliance with Title VII of the Civil Rights Act of 1964, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Veterans Readjustment Act of 1974, Title IX of the Education Amendments of 1972, Executive Order 11246 as amended and the 1990 Americans With Disabilities Act (*2004 KCC Affirmative Action Plan*).

Every year, the College's affirmative action officer analyzes employment data to clarify the affirmative action hiring goals. Findings and goals are reported in an annual Affirmative Action Plan/ Report submitted to CUNY. The Affirmative Action Officer meets with department heads and chairs of search committees periodically to ensure compliance with policies. The College circulates vacancy notices as broadly as possible and searches cannot proceed unless the pool of applicants has been certified as sufficiently diverse. The President reviews full-time faculty and administrative candidates with the Affirmative Action Officer. Information related to faculty hiring, promotion, tenure, and evaluation is in the CUNY Bylaws, the collective bargaining agreements, Civil Service Commission policies, the guidelines issued by the Vice Chancellor for Faculty and Staff Relations and memoranda from the Office of the General Council and Vice Chancellor for Legal Affairs.

Faculty is evaluated by students, their respective departmental P&B committee and by their Chairpersons. The criteria for the P&B evaluations were developed by the University in accordance with the CUNY By-Laws, KCC governance and the PSC-CUNY contract. Standard 10 includes further description of the processes for the evaluation of faculty performance.

Grievance procedures are established by the respective bargaining units, and are publicized by the Human Resources Department and union websites. All personnel receive copies of their respective union contracts upon employment, which include information regarding grievances.

Policies covering the rights of faculty and the handling of their grievances are detailed in publications circulated by the PSC-CUNY Director of Contract Administration. These policies are reviewed for effectiveness through PSC-CUNY's elected officers, the Grievance Policy Committee, and the Director of Contract Administration. PSC-CUNY has grievance counselors available on campus. For the academic year 2004- 2005, there were four grievances, three of which were resolved on appeal. The fourth progressed through Steps I (KCC hearing) and II (CUNY hearing), and is still in arbitration as of September 2005.

In the Fall 2004 survey, most faculty respondents agreed that they are provided with complete and accurate information about:

- hiring (73.8%)
- promotion and tenure (71%)
- benefits (82.8%)
- grievance procedures (71.3%).

For the purpose of monitoring potential conflicts of interest, faculty submit forms each semester that report on all paid and non-paid work (including overload) that is above the 27 semester hour contractual obligation. Additionally, all administrators and faculty who earn more than \$75,000 annually are required by the New York State Ethics Commission to complete a financial disclosure statement. Faculty who do not have managerial responsibilities are able to apply for and receive waivers of this requirement. The statements are kept on file by the New York State Ethics Commission and the primary elements are available for public review. These statements certify that there are no conflicts of interest which could interfere with the impartiality of decisions. Furthermore, faculty are required to complete a form reporting their honoraria to the Office of Vice Chancellor for Faculty and Staff Relations.

Student Policies and Procedures

Non-discrimination admission policies reflect an open enrollment philosophy which permits matriculation for anyone possessing a high school diploma or its equivalent. Policies and procedures regarding code of conduct, student behavior, discipline and grievances promote fairness and impartiality, and are publicized in the college catalog, the student handbook and online.

The Rules and Regulations for the Maintenance of Public Order, known as the Henderson Rules, are supported by the CUNY By-Laws and are also part of the New York State Education Law. The Henderson Rules are in the student handbook, the college catalog and on the College's website. When a rule is violated, a disciplinary referral (D.R.) is submitted to the Office of the Dean of Student Services. The student is contacted for a meeting with the Judicial Affairs Officer, where the matter is discussed with the student prior to proceeding with a student/faculty committee hearing. If there is no satisfactory resolution, a hearing before a student/faculty committee is scheduled. This procedure is detailed in the student handbook (pp. 92-97). The Department of Public Safety has written an average of 100 D.R.s a semester for the past three years and 96% of these were settled during the pre-hearing meeting with the Judicial Affairs Officer. For those cases that are not settled, a hearing takes place before the full student/ faculty committee. Repeat offenders are dealt with in a manner which allows room for the disciplinary action to become gradually more severe when there is no improvement in behavior over time.

The College provides faculty and students clear expectations regarding academic honesty and consequences for violations. This information is in the student handbook. The Provost sends out notices to faculty annually, emphasizing the College's commitment to maintaining academic honesty and the procedure to be followed for violations. CUNY's Policy on Academic Integrity is consistent with the College's and is available on the College website. All violations are referred to the Dean of Students. The policy is reviewed annually and updated if needed. Students learn good practice through the consistent application of the College's policy. *Turnitin*, web-based plagiarism-detection software, will soon be available for faculty use.

The College is committed to creating and sustaining a culture of respect among students, faculty, staff and administrators, who represent a range of backgrounds, ideas and perspectives. Kingsborough has a strong reputation for harmonious relations among different groups on campus. In past years, when there has been tension in the community, the campus has been a place where members of all groups treat one another with respect. Recent workshops on classroom civility have emphasized a campus environment that promotes dignity and respect for everyone. Following the workshops, several discussion groups continued to explore ways that the campus community can foster civility towards all. In the Fall 2004 student survey, 89% agreed that faculty respect them as people, and 82% agreed that the campus rules regarding conduct have been communicated clearly. However, only 66.7% of Chairpersons surveyed Spring 2005 reported that the College provides them with adequate support for resolving student discipline issues.

Research Practices

The Institutional Review Board (IRB) ensures protection of research subjects through its proposal review process. Any research that obtains data about human subjects through intervention or interaction or that accesses identifiable private information through records or observation, must comply with the U.S. Department of Health and Human Services ethical standards. In order to ensure compliance, all research protocols

must be reviewed and either exempted or approved by the IRB before the research can begin. All researchers using human subjects are required to complete an online certification program to ensure they are knowledgeable about the protection of the rights of human subjects.

The IRB is composed of faculty who are engaged in human behavior research, a non-scientist, and a community member who is not affiliated with CUNY or KCC. The chair of the committee is released for three semester hours by the College to carry out the responsibilities of the Board. Information regarding the IRB process and sample consent forms are available online.

Recommendations

1. 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.

Standard 7

Institutional Assessment

Context for Assessment

KCC defines its mission, goals, and objectives, sets its own procedures for assessment and strategic planning, conducts its own self-study, and has accreditation at the campus level that is independent of the University. However, it is not a wholly independent entity and the relationship between the College and CUNY strongly influences and can determine College practices. For example, Kingsborough sets its own curriculum, but must have it approved by the University. As the official registrar of our programs, the University of the State of New York has an interest and monitors the College as well. Inherent in these relationships is a shared responsibility for assessment.

In the late 1990s, CUNY came under notable public criticism, and, as a result, examined itself and found major shortcomings. These were summarized in a 1999 report titled “CUNY: An Institution Adrift.” Since then, it has undertaken a process of self-renewal, including raising admissions standards, eliminating remedial instruction at the senior colleges, and instituting a “rising junior” exam (the CUNY Proficiency Exam), which is also a requirement for the associate degree.

As part of this campaign of self-monitoring and renewal, CUNY created an academic master plan and instituted a Performance Management Process (PMP). This comprehensive process incorporates reviews by the President at the campus level and by the chancellor at the University level. As part of the PMP, CUNY sets annual University targets and reviews each college’s achievement of a range of goals, within the context of a system that includes community colleges, senior colleges, and comprehensive colleges offering both associate and baccalaureate programs. The College targets are set by the CUNY chancellor and the campus president, who in a consultative process, consider University targets, peer colleges’ and the College’s own performance in previous years. An assessment is made of how well the College has achieved these goals at the end of each academic year. Executive compensation on the campus is tied to the achievement of these goals. The current University goals are:

- Raise academic quality
 - Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program
 - Use program reviews and outcome assessment efforts to enhance and update programs, pedagogy, and use of technology to improve instruction
 - Increase instruction by full-time faculty
- Improve student success
 - Increase retention and graduation rates
 - Improve post-graduate outcomes
 - Improve college readiness
 - Improve quality of student support services
- Enhance management effectiveness
 - Meet enrollment goals

- Increase revenue from external sources
- Make administrative services more efficient and increase entrepreneurial efforts; apply savings/ new revenues to student instruction-related activities.

College Assessment Committee

Since 2002, the College has worked towards a more systematic, comprehensive approach to institutional assessment, beginning with the formation of the College Assessment Committee, consisting of faculty across disciplines and programs, and the Associate Dean of Academic Programs. In December 2004, the Associate Dean for Institutional Research, Assessment and Planning joined the Committee. The Committee has offered workshops on the assessment of student learning outcomes, reviewed annual reports from each department since 2002 and gathered materials from all College departments about their assessment practices. Committee members attended the AAHE Conference on Assessment held in Boston (2003), MSCHE assessment and self-study workshops in Philadelphia (2004) and the MSCHE workshop on assessment hosted at Kingsborough, June 2005.

By April 2005, the committee had drafted an institutional assessment plan designed to promote systematic, evidence-based decision-making, and involve all segments of the College community—faculty, administrators, staff and students.

College Assessment Plan

This document includes guiding principles, structure and processes of assessment, major areas to be assessed and the measurements to be used. The plan's foundation is in the College's mission, goals and objectives. The "Outcome Map of Assessment Activities and College Goals" identifies all major assessment activities, whether of internal or external origin, and shows which aspects of the College mission they address. Together, these diverse activities provide an assessment of the College's progress in achieving its goals, but assessments and goals do not match one-to-one. The map indicates how each activity relates to the goals. Each activity generally relates to multiple goals, multiple activities are undertaken to address each goal, and, with the exception of I.B. (MGO measures), no single activity addresses every goal. This multiplicity of measures provides assessments that are not exclusively tied to, and therefore subject to, the inherent bias of any single method. Some of these activities are described in greater detail in Standard 14 and in the College Assessment Plan.

Table 7-1 Outcome Map of Assessment Activities and College Goals

College Goals:

- To offer an excellent general education to all degree 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 we serve.

Assessment Activities	College Goals					
	General Education	Transfer & Career Ed.	Competencies	Life-long Learning	Support Services	Community
I. Institutional Effectiveness						
A. CUNY Performance Management Process	X	X		X	X	X
B. KCC MGO Assessment Measures (Appendix A, fourth column)	X	X	X	X	X	X
C. KCC Review of Administrative Effectiveness	X	X		X	X	X
D. Institutional Research and Surveys	X	X	X	X	X	
II. Basic Skills Assessments			X			
III. College-wide Assessments of General Education						
A. College Proficiency Examination	X		X			
B. Community College Survey of Student Engagement Subscale	X		X			
IV. Academic Program Review						
A. Comprehensive reviews		X				
B. Annual reviews		X				
V. Other Assessment Activities						
A. Developmental education	X	X	X	X		
B. Liberal Arts	X	X	X			
C. Collaborative programs	X	X		X	X	X
D. Perkins/VTEA programs	X	X			X	
E. Learning Communities	X	X			X	
F. Writing Across the Curriculum	X		X			
VI. Course and Program Based Learning Outcome Assessments	X	X	X	X		
VII. Student and Academic Support Services					X	

Assessment Measures of the Mission, Goals and Objectives

Achievement of Goals Stated in the Mission

After the statement of mission, goals and objectives was approved by the College Council, the Associate Dean for Institutional Research, Assessment and Planning identified corresponding measures, integral to the mission, which would assess the achievement of each major goal. The resulting version of the mission, goals and objectives has five components: mission statement, goals (first column), objectives/outcomes (second column), College actions to help students achieve those outcomes (third column) and assessment measures (fourth column). Some of the measures are based on existing data, and others necessitate the development of new instruments (Appendix A and B).

Institutional assessment is based directly on these goals:

- To offer an excellent general education to all degree 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 we serve.

In the upcoming year, the College Assessment Committee will complete the development of any instrumentation, conduct all assessments, collect and analyze data, and produce a first annual report evaluating how well the College is achieving its stated outcomes. This will begin a College-wide discussion leading to annual priorities and adjustments in strategic plans. In subsequent years, these first-year data will be used as baselines to judge progress towards fulfillment of Kingsborough's mission.

Achievement of Objectives in Student and Academic Support Services

Assessment of student and academic support services is coordinated and facilitated by a committee consisting of student and academic support services program directors and coordinators and chaired by the Associate Dean for Institutional Research, Assessment and Planning. The Committee tied each stated objective to outcomes and supportive functions designed to enhance the potential of achieving the College goal, "To provide a range of services that support student success."

The Committee developed survey instruments to assess the outcomes that could not be assessed using available institutional data. These surveys were pilot-tested in Spring 2005, and their implementation began in Fall 2005.

Responses to the surveys will inform the Committee of students' perceptions of how well the following objectives (Appendix A) were achieved:

Students will:

- be placed in classes suitable to their academic skills
- be able to register efficiently for appropriate courses
- be aware of and effectively utilize College services
- persist and achieve their academic goals
- be satisfied with ancillary services such as cafeteria and bookstore
- have the opportunity to interact positively with peers and develop leadership skills.

The Committee's findings and any recommendations for improvement will be reported to the College Assessment Committee for inclusion in its report on the achievement of all six College goals for the academic year.

Administrative Effectiveness

This campus-based segment is analogous to the Performance Management Process. The College examines the effectiveness of its management and considers its outcomes, in the context of College and department goals and objectives. These are set in consideration of the annual goals of the College and University, and are individualized for each department. On an annual basis, each senior administrator submits an assessment of his/her department's achievements for the previous year, along with new goals for the upcoming year. Progress toward achieving those goals is reviewed by the President twice annually, and goals may be modified. As part of the process, major administrative units require directors and coordinators of subordinate areas to engage in a similar process of proposing goals and assessing achievement of those goals. In this way, each administrative entity is continually operating in the context of clearly stated goals, and is aware of the criteria by which it will be held accountable for achievement of those goals. Assessments of the College's progress towards achievement of its goals are focused on the following areas:

- Student learning outcomes
- Planning, budgeting, and resource allocation
- Technology and telecommunications, including application of the Student Technology Fee
- Facilities planning and management
- Library and learning resources
- Student support services
- Development and fundraising
- Leadership and governance.

Institutional Research and Surveys

The College undertakes a variety of internal research studies addressing many different aspects of institutional functioning. From research used in understanding prospective students' patterns and preferences, to follow-ups after they graduate, students are checked, tracked or questioned, and their progress analyzed, at almost every stage of their experience. Following are examples of academic issues recently addressed:

- Transfer students' incoming records and progress after enrollment
- Progress and sequence completion in Developmental English and Math
- Students who fail the Developmental Writing Exit Exam more than once
- Predictors of success on the College Proficiency Exam
- Prerequisites for Human Anatomy and Physiology
- Preparation and progress of students in the Nursing I (Pre-Clinical) sequence.

Student Experience Survey

In alternate spring semesters (in even-numbered years), CUNY conducts a survey of student experiences, which samples students from each campus and thus provides a set of benchmarks against which the perceptions of KCC students can be evaluated. This

survey, in addition to providing a picture of relevant student economic resources and family circumstances, gathers information about:

- access to and use of technology
- interaction with other students and with faculty
- course-taking patterns and availability of courses
- satisfaction with academic quality, academic support and counseling, and administrative services.

The University provides a comparative report for all colleges, and Kingsborough disseminates and considers the implications of reported results. Reports of dissatisfaction with registration in Spring 2002 resulted in the transformation of the process.

Community College Survey of Student Engagement

The CCSSE is administered to approximately 1,000 students every other spring (in odd-numbered years). It complements the CUNY Student Experience Survey data, and assesses these major areas:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners.

Within these major areas, the CCSSE examines students' attitudes about their college experiences (using methods that are different from the CUNY Student Experience Survey) and shows how Kingsborough compares on these dimensions to other colleges and to national norms. It also provides information on general education outcomes and students' utilization of, and satisfaction with, student and academic support services.

Academic Program Review

Academic departments conduct annual reviews, which include the discussion of their accomplishments throughout the previous year, goals for the upcoming year, and how those goals will be accomplished. This information is reported to the Provost and is used by the departments and the College to set budgets, faculty and staff position needs, PMP targets, etc.

The annual reports submitted to the President and Provost supplement the review of each degree program every ten years, a CUNY policy in place since 1995. Each program review takes two years to complete and begins with a self-study. In the second year, an external evaluator reviews the self-study, conducts an on-site visit and provides a written summary of his or her findings with recommendations. Program faculty considers the evaluator's recommendations and submits an action plan to the Provost (Standard 11, p. 70).

Between ten-year and other reviews, such as those required by program accreditation (p. 71), faculty are expected to examine program effectiveness and assess student outcomes in order to address changes in their disciplines and fields, adequacy of budgets and resources, qualifications of faculty and support staff, student satisfaction, and performance of graduates. In addition to any required process of assessment, faculty are expected, with the aid of the College, to take actions to improve program effectiveness based not only on required reviews but also their own continuous and systematic assessment of outcomes. CUNY monitors compliance with Trustee policy on periodic program review in the form of a table submitted each year by the College noting the status of ongoing reviews.

Program faculty and administrators recognize that one area of data collection in need of improvement is the long-term follow-up of graduates. Information on graduates over long periods of time would provide more complete evidence of outcomes upon which to base the strategies necessary to better serve current and future students.

Use of Assessment Results for Improvement

Learning Communities

All matriculants are required to take assessment examinations in reading, writing and mathematics. These are standardized (ACT) CUNY examinations which students must pass in order to (1) demonstrate readiness for college-level study, (2) exit from developmental education and (3) earn an associate degree. In the past several years, the College has tried different strategies to improve Kingsborough students' passing rates on the CUNY writing re-tests, particularly through the CUNY Immersion program (Standard 9, p. 4). Most recently, positive results from a new learning community model, *Opening Doors*, has led the College to use available resources to strengthen and expand this strategy. This recent development builds on an earlier model for ESL learners.

For over ten years, the College has required first-time freshmen identified as ESL learners to participate in a full-time program for groups of 20-25 students who take the same classes together. Faculty, counselors and tutors work in teams to coordinate curriculum and course assignments. These ESL learning communities at Kingsborough include, among their many attributes, the pairing of a developmental reading and/or writing course with a general education course that applies to students' majors. Positive results have led the College to expand this model to non-ESL first-time freshmen. Results of the CUNY reading and writing re-test passing rate for the 2003 *Opening Doors* (non-ESL) learning communities students was ten points higher than non-participants (*Building Learning Communities*, MDRC, 2005, Figure 5, p. 52). Based on these data, and other improved learning outcomes, the College has expanded learning communities, increasing freshmen participants 15% over the prior year.

Other Results

The summary of the 2004-2005 PMP results showed that the CUNY Mathematics exit scores were below University averages. The College has requested an improvement plan from the Mathematics and Computer Science Department.

An assessment of the local economy identified health care services as Brooklyn's largest employer. Two new programs were developed to meet this need: Physical Therapist Assistant and Surgical Technology.

Recent examples of improvements based on survey responses are online registration procedures, a cyber-lounge for students and a shuttle bus between the campus and the subway.

Institutional Strategic Plan

While the planning process has been undergoing restructure, an ad hoc committee of College Council initiated by President McClenney has considered the available assessment results and recommended annual College priorities. The annual priorities proposed by this committee and approved by College Council for 2005-2006 are:

- Receive re-accreditation from the Middle States Commission on Higher Education
- Expand learning communities, particularly into allied health careers
- Complete a comprehensive review of general education
- Create development initiatives focusing on the needs of recently hired faculty
- In accordance with the College Assessment Plan, complete the specification of student learning outcomes for all courses and programs
- Secure initial accreditation of the A.A.S. in Surgical Technology program and recertification of the Physical Therapist Assistant program
- Obtain CUNY approval to develop degree programs in Biotechnology, Fashion Design, and Earth & Planetary Science
- Implement a strategic planning process linked to annual priorities and budget development
- Continue with plans to relocate admissions, registration, and related services, and investigate incorporating new technologies such as instant messaging
- Develop, seek approval, and initiate credit and non-credit certificate programs where appropriate.

As noted in Standard 2, the President has taken steps to strengthen institutional assessment and planning, and these include the new role of the Associate Dean for Institutional Research, Assessment and Planning, who will coordinate assessment with planning. New processes for college planning are ready, and the revised system has two components:

1. strategic planning in a five-year time frame.

2. annual priorities developed in consideration of the strategic plan and other factors.

The new processes for planning are tied to the College mission, goals and objectives, evidence-based, and integrated with budget development.

Recommendations

1. Expand the membership of the College Assessment Committee to include all academic departments.
2. The College Council should establish a process by which it receives and responds to the reports and recommendations of the College Assessment Committee.
3. Survey five and ten-year graduates to ascertain the long-term impact of their educational experiences at Kingsborough Community College.

Standard 8

Student Admissions

The College's admission policy is established in conjunction with the University. In keeping with the College and CUNY's Open Admission policy, Kingsborough offers

open access to education by accepting all students with a high school diploma or GED, and... provides developmental courses and English as a Second Language instruction to better prepare all students to successfully complete their academic programs (Kingsborough Catalog, 2004-2005, p. 5).

Prospective students apply directly to Kingsborough or through CUNY's University Application Processing Center (UAPC), which has both online and paper applications. The minimum admission requirement for KCC is a high school diploma or General Equivalency Diploma (GED) score of 2250. Exceptions to this general admissions policy are the Nursing, Surgical Technology and Physical Therapist Assistant Programs which have enrollment caps and pre-requisites for admission to their clinical components.

All degree-seeking students, regardless of major, are required to take assessment examinations in reading, writing, and mathematics. There are two purposes for these examinations. One is to certify that students have attained the literacy and numeracy skills required to engage in college-level work. CUNY requires that students pass these examinations before they are awarded degrees, but it does grant exemptions through SAT scores, New York State Regents Examinations, or previous achievement of a baccalaureate degree.

The second purpose of the tests is to determine appropriate placements in English and Mathematics classes. Regardless of whether students have an exemption in English, they cannot enroll in an English course unless they take the reading and writing exams, and if they do not achieve passing scores, they are assigned to developmental instruction before they can enroll in Freshman English. They also need to take the mathematics exam before they can enroll in any mathematics courses. Passing the CUNY exams in reading, writing and/or mathematics is pre-requisite for most biology and physical sciences courses. The Office of Testing administers CUNY's basic skills assessment tests in reading, writing, and mathematics. CUNY uses tests developed in conjunction with the American College Testing Service (ACT).

Our Students

In Fall 2004, including exemptions for New York State Regents Exams and SAT scores, 74% of the entering freshmen passed Reading, 41% passed Writing, and 39% passed Mathematics. That semester, 20% of freshmen passed all three tests upon admission. Additionally, 31% passed two of the three tests, 33% passed only one, and

16% failed all three skills assessments. Eighty percent needed instruction in at least one skills area upon admission to Kingsborough.

Although 90% of Fall 2004 freshmen reside in Brooklyn, only 63% earned high school diplomas in New York State.

Table 8-1

Secondary School Credentials-New Freshmen, Fall 2004

NYS Public and Parochial	1210	62.8%
GED	406	21.1%
Out-of-state	66	3.4%
Foreign	189	9.8%
Unknown	55	2.9%

Overall enrollment has been fairly stable over the past ten years. The Fall 2004 enrollment of students not participating in College Now (Kingsborough's high school program), was five percent higher than in Fall 1995. Approximately two-thirds of enrollees over the past three years (2001-2004) have been degree-seeking students. Although overall enrollment increased just 5%, there was a 12.6% increase in degree-seeking students, from 9,457 in Fall 1995 to 10,646 in Fall 2004. This may be attributable in part to a higher fee per credit for non-degree students instituted during the period (KCC website: *Enrollment Data, Degree and Non-Degree Students*).

The College's enrollment has averaged over 14,000 per semester since 1995, hitting an all-time high of 16,978 in Spring/Summer 2003. In an academic year, the College typically serves over 22,000 credit students. Total Fall 2004 enrollment was less than three percent different than the average for the past ten years. During the same period, largely due to increases in the College Now program, spring enrollments have risen. College Now enrollment was seven percent higher in Fall 2004 than in Fall 1995, and 89% higher in Spring 2005 than in Spring 1996, with the addition of junior-year students into the program in Spring 2001.

The greatest number of students at KCC, approximately one-third, major in Liberal Arts. In Fall 2004, the next most popular majors were Biology, Business Administration, two programs in Early Childhood Education, Mental Health, Nursing I (Pre-Clinical), and Accounting. Overall, approximately 42% of students were enrolled in A.A.S. programs, 36% in the A.A., and 23% in A.S. programs.

The ratio of men to women has remained fairly stable over the ten-year period between self-studies. In Fall 2004, 58.7% of enrollments were women.

Kingsborough serves the needs of a student body that is diverse in ethnicity, country of origin, age, and economic status. The enrollment of White/non-Hispanic students decreased by 11% over the decade to 41%, while Black/non-Hispanic students increased five percent to 33%, Asian/Pacific Islanders increased five percent to 11%, and

students with Hispanic backgrounds increased two percent to 15%. Remaining the same since 1995, approximately 25% of Fall 2004 entering freshman stated they were born outside the United States. Among these, over 30% were born in the former Soviet Union, Poland, or elsewhere in Eastern Europe. An additional 30% were born in the Caribbean and 18% were born in China or another Asian country (*KCC Enrollment Files*).

The College continues to enroll a large number of students with second language backgrounds. While most of these students place out of the ESL sequence either upon admission or following developmental coursework, second language issues that affect their learning or skills development remain with them. In Fall 2004 more than 2,600 enrolled students indicated they speak a language other than English at home.

The College seeks to serve many who are poor and economically disadvantaged. A significant number of students face severe financial obstacles to completing their education. In 1995, 50% reported in the CUNY Student Experience Survey that their families earn less than \$20,999 per year. Nine years later, 48% reported that their families earn less than \$20,000. Adjusting for inflation, this describes a 2004 student body facing greater economic difficulties than did the students of 1995. The number of working students rose from approximately one-half to two-thirds with 35% working more than 20 hours a week. Almost one quarter of our students support children. More than one quarter reported having no health insurance. Many students are the first in their families to attend college.

Kingsborough serves a remarkably wide age range among both traditional and non-traditional students. While over half of degree-seeking students are less than 22 years of age, significant numbers are between the ages of 23 and 45. As a consequence of programs such as the College Now program for high school students, the My Turn program for senior citizens and the Teachers on Sabbatical program, over 70% of non-degree students in Fall 2004 were under the age of 19 and 16% were over the age of 40. Lifelong learning is a major goal for the College through collaborative programs such as the Leon M. Goldstein High School for the Sciences and Family College and other innovative programs such as College Now, College for Kids, My Turn and support services such as Kingsborough's Child Care Center. On any given day there is a rich mix of learners on campus ranging from age two to senior citizen.

In the past several years, there has been significant growth in enrollment of transfer students, while the number of first-time freshmen remains relatively stable. In the past two years, total admissions of degree students, both transfer and first-time freshman, have increased five percent. Transfer students have become a critical source of admissions, and were at an all-time high in Fall 2004. The 1,370 transfer students were more than double the number admitted in 1995 (*KCC website: Enrollment Data, Admission of Degree Students*).

Recruiting and Assisting Students

In Fall 2004, 48% of new freshmen registrants originally submitted their applications to CUNY's UAPC, and 52% applied directly to the College. The Admissions Information Center (AIC) promotes student recruitment and supports prospective students all the way through acceptance. This office disseminates information about the College, and after determining what their needs are, directs prospective students to the appropriate College office. At meetings with admission advisors, students obtain information about programs offered at the College, the academic calendar, educational costs, financial aid and tuition payment plans, and available College resources.

AIC staff includes recruiters who speak Polish, Chinese, Russian, and Spanish. Advisors are kept informed of rules and regulations such as those for international students. Throughout the year, AIC provides approximately 40 open houses designed for specific populations, i.e. freshman/transfer/adults, day or evening students. Recruiters attend more than 250 college fairs at high schools. The College reaches out to high school principals, both public and parochial, New York City Department of Education superintendents and other administrators. Recruiters visit high school classes and speak with students in GED and Diploma Now Programs offered at the College through Continuing Education.

Approximately a third of all outreach activities are held after 8 p.m. The AIC office is open until 8:00 p.m. two nights a week. The Freshman Year Experience Program also works with the AIC to help make a smooth transition into the College for incoming students.

Transfer Students

Transfer students enter with an average of approximately one semester of college credit, and the College provides credit evaluation, advisement, registration, appropriate classes, and other services for this large and growing segment of the student population. In Fall 2004, approximately 70% of transfer credits were evaluated before students started classes.

Transfer students in poor academic standing at participating four-year colleges can be admitted to KCC's New Start Program. Established in 1985, this program offers students the opportunity to improve their GPA and return to their original institution or to continue study at KCC to complete an associate's degree. The program is open to students who have been dismissed from participating four-year private as well as CUNY and SUNY institutions. New Start students must be U.S. citizens or permanent residents who have not previously attended KCC and have a G.P.A. below 2.0. Since CUNY has eliminated developmental instruction at senior colleges, students who have not passed the CUNY Skills Assessment Tests within the required time at one of the participating senior colleges are also eligible. Total enrollment in New Start has exceeded 2,000 students in recent semesters and over 10,000 students have gone through the program since 1985.

Two full-time advisor/administrators and four part-time advisors work with New Start transfers. The New Start model of assisting transfer students with their pre-enrollment and first-semester academic needs has been extended to all transfers.

To further increase effectiveness in the support of transfer students, the College is working on implementing TREQ, a computerized system which will automate the transfer equivalency process, pending the implementation of *Degree Works*, a web-based degree auditing tool.

International Students

In Fall 2004, there were 605 international students assisted by the Office of International Student Affairs (ISA). This office advocates for international students on immigration and visa matters. In addition to evidence of completion of a high school program, international students must achieve a score of 475 on the paper-based TOEFL test or 152 on the computer-based test. The ISA Student Handbook advises students on travel restrictions and other information relevant to their needs.

Returning and Readmitted Students

Students who stopped attending while in good standing (GPA 2.0 or higher) are automatically reinstated upon application. Students with an index below 2.0, if they have been out of Kingsborough for a period of one year but less than five years, can appeal to the Committee on Admission and Academic Standing and may be readmitted on probation, which means they are still subject to dismissal the semester following readmission. If they have been out for five years or more, they are readmitted in good standing under the forgiveness policy. An asterisk is put next to all prior grades and they are not included in the student's GPA. However, all passing grades are applied toward the student's total credits for graduation. The philosophical foundation for this policy is the belief that a maturation process may well have transpired and students' lives may have changed considerably over this extended period of time. All readmitted students are subject to current degree requirements.

New Student Orientation

The Freshman Year Experience (FYE) and Career Development and Transfer Center staff collaborate to provide a day-long new student orientation. Incoming students meet with either a freshman or transfer counselor to discuss their plans and courses. They receive information about their placement examination results, are advised about classes, and complete online registration for their first semester. Celebratory activities, including a barbeque luncheon on the beach patio, are part of the program. The President participates in the *Campusfest* and New Student Orientation, and the entire College community is invited to participate in welcoming new students.

Financial Aid

The Financial Aid Office conducts entrance and exit interviews with all applicants. Prior to the processing of applications, staff discuss options with students and explain the consequences of defaulting on loan repayment. Financial aid staff assist students with completing their applications, which can be done online. An exit interview, which can also be completed online, is conducted when a student graduates, leaves or falls below six credits per semester. During the interview, student responsibilities relative to loan repayment are reinforced. Information regarding the satisfactory academic standing necessary to receive Title IV funding is accessible from the College website, in the College catalog, and available in the Financial Aid Office. Student financial aid files are retained for seven years.

The Title IV Participation Agreement requires that the College a student loan default rate below 25% for three consecutive years. Kingsborough's default rate has consistently been far below this threshold.

Table 8-2

Kingsborough's Student Loan Default Rates

Year	Default Rate
2000	7.6
2001	5.5
2002	6.2
2003	4.3

Assessment of Enrollment Processes

The College has tracked satisfaction with its admissions procedures and, for the Spring 2005 semester, 78% of respondents were satisfied with academic advisement, 78% with billing and payment, 67% with Financial Aid, and 71% with testing. These results were all comparable with those obtained in similar surveys dating back to 1995. For the Spring 2005 registration, 87% of students were satisfied with the new web-based registration process, if they registered during the regular registration period. A smaller percentage (74%) was satisfied if they participated in late registration and that appeared to be due to the reduced availability of courses late in the process. Only 47% of late registrants stated that they were satisfied with the availability of courses.

In addition to online registration, the College is about to launch *Degree Works*, a self-directed, web-based degree auditing tool, which helps students track their own progress, view their remaining degree requirements, and plan future semesters. The Registrar's staff has trained nearly 100 advisors and faculty and several department chairs on *Degree Works*. Every faculty member and student will be trained to use the program eventually.

Student Learning Outcomes Information

The College's mission, goals and objectives, which are centered on student outcomes, are posted on the College's website. Academic departments are in the process of developing student learning outcomes for courses and programs. The College Assessment Plan contains a timetable for the complete specification of outcomes by Spring 2006. Several departments such as Biological Sciences, Business, Nursing, Physical Sciences, and Tourism and Hospitality have posted course and/or program learning outcomes on their department websites and in student handbooks.

Assessment of Student Success

Under the CUNY-PMP, which is described in Standard 2, Kingsborough assesses, sets targets, and makes plans to maximize student success, including but not limited to, student retention and graduation. The student outcome data examined are:

- Percentage of freshmen participating in the University Summer Immersion Program (USIP)
- Percentage of USIP participants who improve their basic skills placement level
- Percentage of College Now students who achieve passing grades
- Pass rate on exit from developmental instruction in reading
- Pass rate on exit from developmental instruction in writing
- Pass rate on exit from developmental instruction in mathematics
- One-year (fall-to-fall) retention rate
- Show and pass rates on the CUNY Proficiency Exam
- Six-year graduation rate
- Post-graduate job placement
- Licensure exam pass rate
- Post-graduate transfer rate
- One-year senior college retention rate of associate to baccalaureate transfers
- Average first-term senior college GPA of associate to baccalaureate transfers.

These data, the target report and plans are available on the College website and as resources for this self-study. These data are discussed throughout this self-study in relevant contexts within standards.

The College also examines aspects of academic progress that reflect how well it fosters student success through its programs. Among the topics recently addressed are:

- Transfer students' incoming records and progress after enrollment
- Progress and sequence completion in developmental courses
- An examination of students who have failed the CUNY writing exam multiple times
- Prerequisites for Hyman Anatomy and Physiology
- Preparation and progress of students in the Nursing I (Pre-Clinical) sequence.

These results have been used to identify weaknesses and develop strategies for improvement. Evidence of the effectiveness of this approach in promoting academic progress and student success is the College's six-year graduation rate (most recently 33.3%), which has been the highest among CUNY community colleges since rates were first reported in the 1980's.

Recommendations

1. Fully implement *Degree Works* and train faculty and students in its use. Assess how well it works for students.
2. Complete the writing of learning outcomes for all courses and communicate them widely to prospective students by Spring, 2006.
3. 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.

Standard 9

Student Support Services

Kingsborough offers many academic support services to promote student success: pre-enrollment, first-semester, first-time freshmen, transfer and adult academic advisement, career development, transfer and job placement services and retention services. The first service students encounter is academic advisement.

Academic Advisement

All newly admitted students are assessed to ensure their skills levels match their intended program of study. Students are directed to advisors representing programs designed to address their specific needs (i.e. Transfer, FYE, Special Services, ESL, CD/Bilingual). Freshmen not in another program are encouraged to participate in *Opening Doors*, a learning communities model, consisting of an English course linked with a content course (for example, psychology, sociology or health) and a freshmen orientation course, all with the same students enrolled. The English and content instructors plan assignments on a common theme and tutors, who also attend classes with the students they tutor, are provided. One counselor works with each linked team of instructors and cohort of students. Over 350 students were enrolled in an *Opening Doors* learning community in Fall 2005. *Opening Doors* is for non-ESL freshmen. About 150 ESL freshmen enroll in a similar model of learning each semester.

For the second semester, each student is assigned to an academic advisor based on his or her program of study. Advisors are grouped in five categories: Allied Health, Behavioral Science, Business, Liberal and Fine Arts, and Science. These advisors work with the student for the remainder of his/her academic career at Kingsborough. Advisors receive special training in individual degree programs and related disciplines. Advisors in the Academic Advisement Center, in addition to their ongoing caseloads, handle walk-ins and telephone inquiries, direct students to offices to clear registration stops, offer workshops, and serve as ombudsmen between students and departments or offices, during all hours that the College is open for business. Faculty in academic departments augment these advisement activities by mentoring students and providing career guidance, field placement supervision, and recommendations of course or program substitutions. This multi-tiered approach to advisement services is designed to ensure that students receive the best and most focused assistance available during times that are most convenient for them.

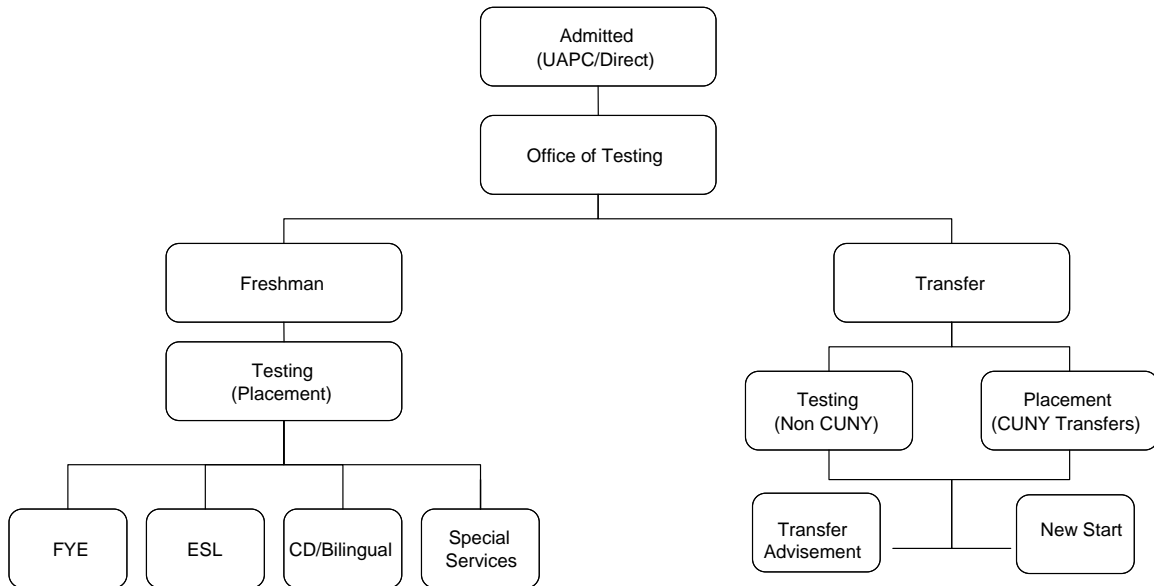
Student Development Courses

The Department of Student Development offers three one-credit courses to help students adjust to college and realize their educational and career goals. *Freshman Seminar* (SD 01000) provides information and skills important for transition to and success in college. *Career and Life Planning* (SD 01100) gives students an opportunity to

explore and plan for future careers. *Strategies for College Success* (SD 01200) addresses typical problems encountered in college and the strategies to overcome these difficulties.

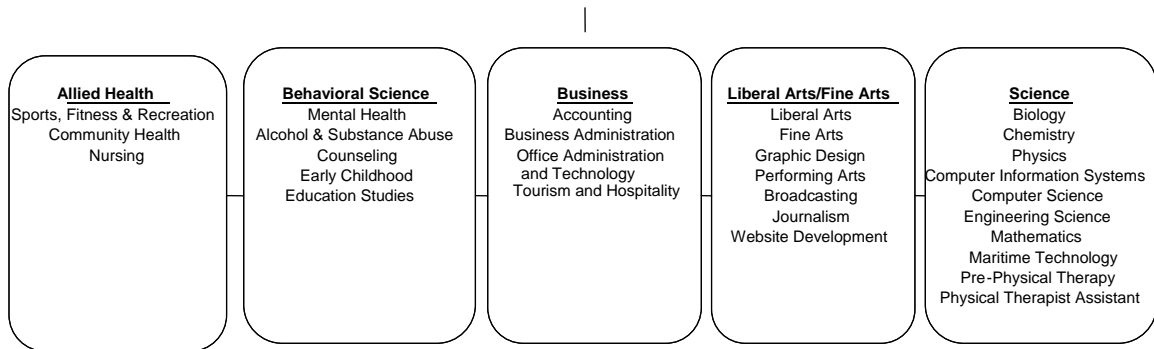
Table 9-1 Advisement Process

First Time Students



Continuing Students

Starting with their second semester, all students are assigned to either a faculty or academic advisor, and this same advisor stays with the student throughout their time at Kingsborough.



Skills Labs

Since 80% of freshmen need instruction in at least one skills area, the largest academic support program is developmental. The developmental instruction programs are described in Standard 13.

To support developmental instruction there are two skills labs on campus: a Math Skills Lab and a Reading and Writing Center. The Reading and Writing Center provides small group tutorials mandated for all developmental English courses. It also provides one-on-one tutoring to approximately 400 students each semester, regardless of whether they are enrolled in an English course. Workshops provide test preparation for the CUNY writing re-tests and CUNY Proficiency Exam (CPE). The academic content, tutor training, and other matters related to instruction are the responsibility of the English Department faculty (released from teaching for this purpose) in consultation with the Office of Academic Affairs. In the Fall 2004 student survey, 74.6% of respondents agreed that the Reading and Writing Center meets their learning needs.

The purpose of the Math Skills Lab is to improve the arithmetic and basic algebra skills of students who have not demonstrated mastery on the CUNY math exam. The Lab is open 50 hours per week and offers workshops, small group and individual tutoring. The effectiveness of the Lab is evaluated by course grades and re-test scores. When Kingsborough students were surveyed in Fall 2004, 77.6% agreed that the Math Lab meets their learning needs. On the 2004 CUNY Student Experience Survey, Kingsborough students reported a higher level of satisfaction with learning labs than students at other colleges. The administration and operation of both skills labs is the responsibility of the Dean for Instructional Services and Student Support.

Immersion Program

KCC offers the University Immersion Program, which provides tuition-free, intensive developmental instruction for prospective freshmen who need to improve their basic academic skills before they begin college in the Fall or Spring. Approximately 1,200 new and continuing students enroll in the Summer Immersion Program each year. Of those enrolled in Summer 2004, 78% improved their placement level or passed a skills test after Summer Immersion. The same program is offered in the winter for continuing freshmen with similar success rates, but with approximately half the enrollment.

Tutorial Services

The Office of Tutorial Services supports a broad range of college-level courses by tutoring approximately 700 students per semester. The minimum requirement to be a tutor is a GPA above 3.0 and an A grade in the course that he or she is assigned to tutor. All tutors are required to participate in an orientation and ongoing training. In the 2002 CUNY Student Experience Survey, 50% of students were satisfied with the tutoring services, 11% were dissatisfied, and 39% had no opinion.

In addition, there is an Accounting Lab that serves students enrolled in basic accounting courses. The department highly recommends this lab for students who score less than a 70 on any classroom test. The Accounting Lab faculty coordinator reports that the lab is able to meet the needs of all day-session students who request tutoring. It is recommended that the College seek additional funds to provide this service in the evening and on weekends.

Special Services

The Office of Special Services assists students who have identified disabilities. A total of 383 students were identified as eligible for Special Services in Fall 2004. The office provides counseling, advisement and tutoring.

Special Services tutors function as academic coaches by considering, in addition to course content, the impact of the student's disability on the mastery of course material. Tutors also function as note takers, readers, scribes and proctors. On average, the number of students tutored per week ranges from 55 to 70.

The Assistive Technology Access Ability Center offers various technologies that enable students with disabilities to access and manage their academic work. Center staff assists students with LCD glare-and flicker-free computer monitors, screen readers, word prediction programs, scanning programs, dictation programs, screen magnifiers, and typing tools. Also available are closed-circuit television monitors, talking calculators, Franklin Language Masters, hand held magnifiers, four-track tape players, Victor Readers and Dana Alphasmarts.

College Discovery/ Bilingual Programs

These CUNY programs provide comprehensive support to monolingual and bilingual students with academic potential who might otherwise be excluded from higher education due to academic and economic disadvantage. In Fall 2004, 639 students were enrolled in the College Discovery/ Bilingual programs, and approximately 110 students in these programs are tutored in English and Math skills development each semester. For the Fall 2001 cohort of CD/ Bilingual students, 54% passed all required basic skills tests in one year, and 61.3% did so in two years. For the Fall 2002 cohort, 56% passed these tests within one year.

The Bilingual Studies Program offers students support services in Spanish, French-Creole, and Russian, as well as assistance in developing college-level proficiency in English, while pursuing a degree.

Peer Advisors

Peer advisors are continuing students trained to assist new students in their adjustment to college during registration, orientation and when they stop at the Peer

Advisor Booth located near the student cafeteria. The Department of Student Development oversees the program and trains new peer advisors.

Health Services

The Office of Health Services provides first aid and emergency treatment. The Health Education and Life-Style Management (HELM) Center provides educational and preventative guidance to students. A part-time physician and clinical psychologist provide medical consultation and referrals. The College complies with New York State Public Health Laws 2165 and 2167 regarding mandatory immunizations for students. Health Services offers immunization clinics and documents students' compliance with State policy.

Additional Support Services

Also available on campus are Career Placement and Transfer Counseling, the Non-Traditional Career Program, the College Opportunity to Prepare for Employment (COPE) program, Family College, the Child Care Center, New Start, My Turn, Returning Adults, Teachers on Sabbatical, International Student Affairs, Alcohol and Substance Abuse Prevention, Student Life, and the Women's Resource Center. Short-term therapeutic intervention and referral to off-campus resources is available to students for personal matters.

Qualifications of Advisors and Counselors

The qualifications of advisors and counselors are determined by the University Bylaws and the Department of Student Development P&B Committee. At Kingsborough, the minimum credential required for a full-time advisor or counselor is a master's degree in student personnel services, counseling, psychology or a related discipline. Part-time advisors or counselors may have a bachelor's degree in an appropriate discipline. For advisors and counselors at the level of assistant professor, a doctorate is required. The duties of advisors and counselors holding administrative ranks are defined by the PSC-CUNY contract (section 11.7, *HEOs Serving as Academic Advisors*).

Access and Availability of Services

Students are made aware of all available support services during orientation, in Student Development courses, online, and through brochures in student support services offices, emails, the Student Handbook and College Catalog.

Due to their contact with students, instructors are encouraged to make referrals to appropriate services. Memoranda are regularly sent to all faculty and staff inviting student referrals. Among faculty surveyed in Fall 2004, 83.7% agreed they were adequately informed of student support services. However, there are still a significant number of "no opinion" responses from students regarding their satisfaction with support services. Possibly, this is an indication that many of them are not utilizing available

services. The College Assessment Plan includes the collection of data regarding the effectiveness of the referral process during Spring 2006. Future surveys should determine the reasons support services are not utilized more fully.

Efforts have been made to increase services offered during non-weekday hours. In Fall 2004, 2,218 students attended classes only during evenings or weekends, which represents approximately 15% of Kingsborough’s student population. Moreover, 4,239 students in Fall 2004 took a combination of day, evening and weekend classes. Efforts to increase non-weekday and evening services will continue.

Student Retention

Retaining students is a priority at Kingsborough Community College and there are a number of programs promote this outcome. One-year, fall-to-fall retention for the Fall 2003 cohort was 64% for full-time freshmen and 59% for transfers, which exceeded the average for all CUNY community colleges.

Monitoring student attendance is important because poor attendance is often a first sign that a student may drop out. At-risk students are targeted for intervention in several ways. Instructors’ responses to letters asking them to report excessive absence prior to the date for course withdrawal allow counselors to work with students on the causes of the excessive absences.

Students who choose to officially withdraw from a class are required to meet with a counselor prior to withdrawing. At this time, students are advised regarding possible consequences of withdrawing from the course (i.e., financial aid and academic progress). Counselors assist students with developing a plan to avoid withdrawals in the future. There is an average of 2,600 course withdrawals processed, with accompanying counselor consultation, per 12-week semester.

Students who fail to achieve the College’s standard for satisfactory academic standing are placed on probation for one semester. The following table is used when evaluating a student’s academic standing:

Table 9-2

Evaluation of Student’s Academic Standing

<i>Credits or Equated¹ Credits Attempted</i>	<i>Minimum cumulative GPA</i>
12 to 23 ½	1.50
24 to 35 ½	1.75
36 and over	2.0

¹ Equated credits are assigned to developmental courses. While they are not applicable to a degree or credit certificate, they count towards full-time status for financial aid eligibility.

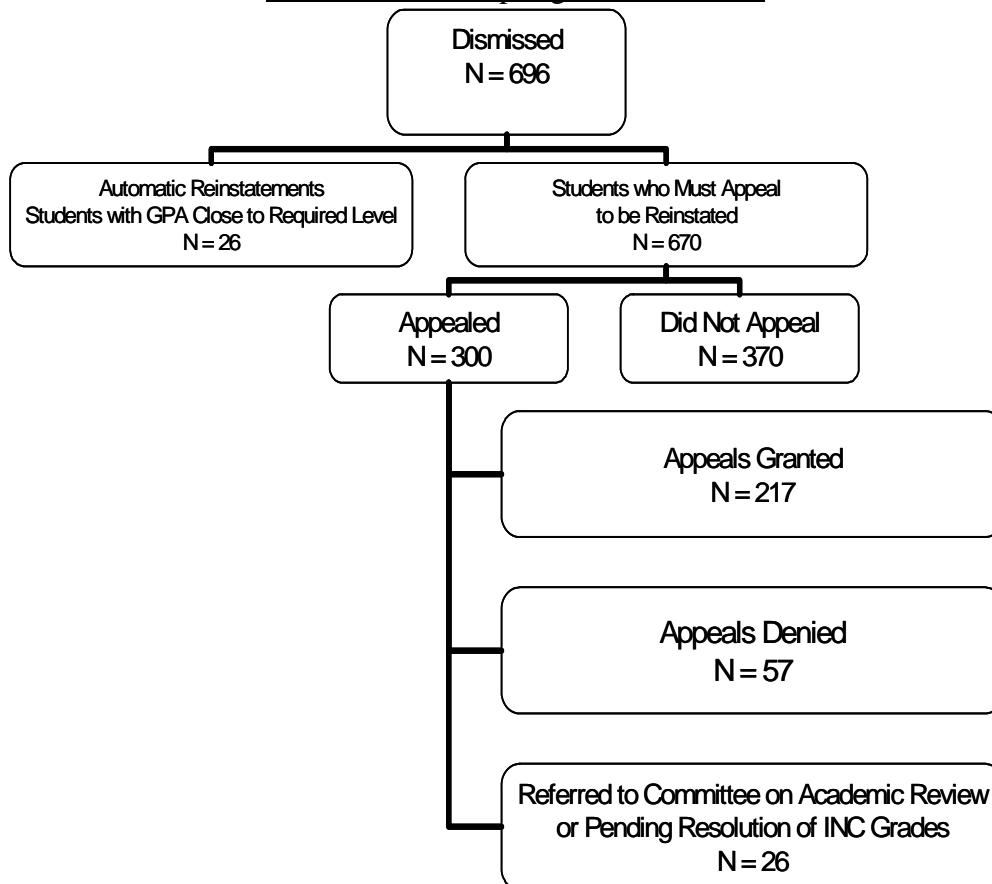
Once on probation, students are given one semester to raise their grade point average or they will be dismissed. Students who are dismissed, but have GPA's close to the required level, are automatically reviewed by the Committee on Admissions and Academic Standing. Approximately five percent of dismissed students are reinstated in this way. Students who are not automatically reinstated must appeal to the Committee and submit a plan for academic success. Slightly less than half of those dismissed typically appeal, and of those, approximately two thirds are reinstated. A small number are referred to the Committee on Academic Review for resolution of questions about course grades. Of the 696 students dismissed in the Spring 2005 semester, a total of 243 (35%) were reinstated.

Students may appeal a course grade no later than the end of the semester following the one in which the grade was given. Procedures for appealing a grade are published in the College Catalog.

Table 9-3

Committee on Admissions and Academic Standing

Statistics for the Spring 2005 Semester



Retention strategies are not limited to at-risk students. Students who earn at least 12 credits with a cumulative G.P.A. of 3.20 or better are eligible to apply for the Honors Option Program. This program offers courses of more than average academic rigor, as well as the opportunity to take regular courses with an enrichment component for Honors credits. These students benefit from Honors notations on their transcripts, transfer facilitation to prestigious colleges, lecture programs, enrichment activities, and the ability to earn honors certificates and awards.

Student Government

Kingsborough's student government is organized in five Councils: Liberal Arts, Mathematics and Sciences, Business, Public and Health Services, and the Evening Council. They are empowered to conduct student activities, represent student interests, participate in the governance of the College, authorize and regulate the expenditure of funds entrusted to them, and elect representatives to other College committees. Officers of each Council are elected annually by their respective constituencies.

Clubs and Athletics

There are over 80 clubs at Kingsborough that reflect the academic, social, ethnic and other interests of students. Clubs are open to all students, regardless of background, and promote cross cultural understanding among the student body. Information about these clubs can be found in the Student Handbook and online.

Students can participate in a variety of intercollegiate sports. The College participates in the CUNY Athletic Conference and follows the regulations of the NJCAA. It does not admit, program or aid athletes differently from other students.

Student Grievances

The Judicial Affairs Officer handles complaints and ensures due process for all students referred for disciplinary action. The Judicial Affairs process is designed to protect the rights of students who are accused of violating the Henderson Rules or the Campus Code of Conduct. The mission of Judicial Affairs is to uphold a higher education environment in which the faculty and staff interact with each student equitably and professionally, with mutual respect and civility.

Each report of disruptive behavior or academic dishonesty is handled according to CUNY guidelines. The complainant is asked to write a formal statement to the Office of Public Safety. Following the formal accusation, a conciliation conference is scheduled, during which the accused student may accept responsibility, or the student may deny the allegations and go before the Faculty/Student Disciplinary Committee. Possible sanctions include admonishment, probation, censure, dismissal, withdrawal, suspension, and arrest. The primary goal of all involved professionals is to ensure that the process results in learning and growth rather than retribution or punishment. In Fall 2004, 64 male and 44

female students were referred for disciplinary actions. Outcomes are discussed in standard six.

Kingsborough has taken steps toward reducing the number of complaints made on campus. As noted in Standard 6, lectures and workshops have promoted awareness of codes of conduct and encouraged civility. Of students surveyed, 82% agreed that rules on campus conduct have been communicated clearly.

Maintenance of Student Records

Maintaining student records is a responsibility shared by Admissions, International Student Affairs, Registrar, Bursar, Financial Aid, Health Services, Special Services, and other offices providing advisement and counseling. The College adheres to the principles outlined in the *Family Educational Rights and Privacy Act of 1974 (FERPA)*, and CUNY policies. In order to access the student database, all staff must have the approval of their department head and complete an access form requiring acknowledgement of privacy and confidentiality policies. Passwords are required to access student information and all accounts have a timeout feature if they are left idle. Students access their own computerized files via an identification number and PIN.

Offices responsible for original source documents are required to maintain records in locked file cabinets. In accordance with State law, student social security numbers are not displayed in any report or document. Exceptions are limited to reports internal to those offices whose work requires this information.

The College uses the *Schedule of Classes* to issue the required annual notification to students of their rights to inspect, review, request to amend their record, file a complaint or prevent disclosure of information. The signature of the student is required to release a transcript.

Assessment of Support Services

In Fall 2004, a committee was formed to ensure that student and academic support services are aligned with the newly written College goals and objectives, and to plan the assessment of these services. The Committee considered the objectives for student support, which are in the College mission statement, and developed a matrix showing the services designed to facilitate achievement of the objectives and their measurable outcomes. Eight mini-surveys have been written to address admissions, registration, impact and outcomes of services, satisfaction with services, extracurricular activities, instructional computing, library services, and new student orientation. These surveys have been kept brief so that information can be gathered in classrooms with minimal disruption and a large number of students can participate in the assessment process.

Each program in the Office of the Dean of Student Services uses an internally designed instrument to: (1) track who uses which services and important demographic variables, (2) assess student needs relative to the goals of the support services, (3) assess

student satisfaction, and (4) measure outcomes. As different strategies are appropriate for assessing different programs, a variety of techniques are employed. For example, surveys are administered to assess whether career day panels appropriately meet the needs of the students in attendance. Interventions to assist students on academic probation are assessed by tracking how many students served subsequently achieve good academic standing. Each program director is responsible for conducting internal assessments and basing needed adjustments on the assessment results.

CUNY evaluates the overall effectiveness of student support services at each college through its Student Experience Survey every other year (even-numbered years). The College administers the Community College Survey of Student Engagement (CCSSE) in the odd-numbered years when the CUNY survey is not administered. An Evaluation of Teaching and Counseling instrument is administered each semester in Student Development courses. In 2004, the CUNY Student Experience Survey indicated Kingsborough yielded a consistently higher satisfaction rate regarding counseling and related student services (i.e. student health services, social activities, cultural programs, career planning and placement services, new student orientation) than other CUNY colleges. It is noteworthy that each of these services showed an increase in student satisfaction from 2002 to 2004.

Recommendations

1. Survey students to determine the reasons why support services are not utilized more fully.
2. Expand Accounting Lab services to evening and weekend students.
3. Connect all retention strategies in one integrated plan and track their effectiveness in achieving stated student outcomes.

Standard 10

Faculty

Qualifications and Other Characteristics

As of Fall 2004, there were a total of 758 faculty, with 300 full-time and 458 part-time. Qualifications for faculty are determined by the Bylaws of the Board of Trustees (*CUNY Bylaws*, Section 11.7). There are five instructional ranks. The minimum educational standard is a master's degree for all except lecturer rank. A doctorate or its equivalent is required for the assistant professor rank and higher. A review of instructional staff by highest degree shows the faculty is exceedingly qualified.

Table 10-1

Percentage of Full-Time Faculty by Highest Degree, Tenure and Rank

	<u>1994</u> (n=265)	<u>2004</u> (n=300)
Doctorates/Equivalent	81.2 %	69 %
Masters	19.8 %	25 %
Bachelors	0 %	7 %
Tenured	69 %	54 %
Professor	32.8 %	23.3 %
Associate Professor	18.9 %	15.7 %
Assistant Professor	39.6 %	33.7 %
Instructor	4.5 %	4.0 %
Lecturer	4.2 %	9.0 %
F-T Substitute	0	13.3 %

The reduced number of tenured faculty and the percentage holding advanced degrees is the result of several early retirement incentives. These changes reflect the replacement of the original, founding faculty of the College with new members who have not yet moved upward through the ranks. The Provost has encouraged departmental P&B committees to seek candidates for full-time teaching positions who may not have a doctorate but are actively pursuing one, have experience in higher education teaching and have the potential for future professional development. Since September 2001, as a result of collective bargaining, newly hired full-time faculty are entitled to 12 hours of released time from the contractual teaching obligation of 27 credit hours during the first three years of employment, to provide time for scholarship and creative programs that are critical to tenure.

Recruitment and Appointment

An announcement with criteria for each teaching vacancy is placed on the CUNY and College's websites, *The New York Times Week in Review*, *Education Section*, discipline-specific journals, and journals targeted to minority professionals. Interviews are held by the departmental search committees once the pool of resumes is certified by the Affirmative Action Officer as sufficiently diverse. The search committee recommends its choice of candidates to the Provost. As part of an initiative to ensure the highest quality and diversity of new faculty, the President has initiated a personal review of the resumes of the top three candidates before she approves the recommendation of the department. Final candidates' credentials may also be reviewed by the University Vice Chancellor for Academic Affairs.

With 152 male and 148 female in the 2004 academic year, the gender balance among faculty is equitable. However, the recruitment, retention, and development of a more culturally diverse tenured full-time faculty need improvement. In her first year, the President asked faculty search committees to make greater efforts to achieve this objective and this emphasis resulted in the hiring of 37 full-time faculty members for the 2004 academic year, of whom 10 (27%) represented minority groups. In the 1995 academic year 18% (39 of 220) of the full-time faculty belonged to groups defined as non-Caucasian and this percentage almost remained the same in the 2004 academic year (51 of 300).

Table 10-2

Faculty Diversity

	<u>1995</u>	<u>2004</u>
Men	124 (56%)	152 (51%)
Women	96 (44%)	148 (49%)
Caucasian	181(82%)	249 (83%)
Non-Caucasian	39 (18%)	51 (17%)
Black	22 (10%)	25 (8%)
Hispanic	10 (5%)	15 (5%)
Asian	7 (3%)	11 (4%)

Qualifications for appointment as an adjunct are determined by the CUNY Bylaws, Section 11.11. Announcements seeking to establish a pool of adjuncts are periodically placed on the CUNY and College websites. Part-time faculty candidates are not required to interview with the Provost or the President. Adjuncts are hired according

to the needs of each department and resumes are forwarded to the appropriate chairs or directors for their consideration.

Increasing the number of full-time faculty has been a priority and, with funds from a recent tuition increase targeted through the CUNY Community College Investment Plan, the College has been able to increase full-time faculty 12% since the last self-study. As of Fall 2004, there were 300 full-time faculty as compared with 265 in 1994.

Table 10-3

Number of Faculty By Department

<u>Academic Department</u>	<u>Number of Full-Time Faculty</u>		<u>Number of Part-Time Instructional Staff ²</u>	
	<u>1994</u>	<u>2004</u>	<u>1994</u>	<u>2004</u>
Art	9	12	17	28
Behavioral Sciences and Human Services	24	33	58	41
Biological Sciences	18	24	14	16
Business	26	23	28	23
Communications and Performing Arts	18	17	35	27
English	40	51	96	79
Foreign Languages	11	9	12	14
Health, Physical Education and Recreation	14	17	45	32
History, Philosophy, and Political Science	14	18	27	20
Library	10	10	3	4
Mathematics and Computer Science	22	32	37	36
Nursing	13	12	19	21
Office Administration and Technology	9	3	6	10
Physical Science	13	17	17	19
Student Development	20	13	44	79
Tourism and Hospitality	4	9	4	9
Totals	265	300	462	458

It is a strategic goal of CUNY to have 70% of instruction delivered by full-time faculty. As the following table indicates, Kingsborough has made great strides in full-time hires in recent years.

² Excludes high school College Now instructors.

Table 10-4

Number of Full-time Faculty Hires Per Year

<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
5	18	13	15	13	21	6	24	37

Each year, the College sets a target it hopes to achieve. In Fall 2003, 50.7% of instruction was delivered by full-time faculty. The target for Fall 2004 was to exceed this by eight percent. In Fall 2004, 57.8% of instruction was delivered by full-time faculty.

While it is a goal for instruction to be delivered by full-time faculty, Kingsborough recognizes the contributions of its part-time faculty. Many adjunct faculty members have long-standing relationships with the College. Of the 458 part-time instructional staff who taught in 2004, 157 had been teaching at the College for ten years and 128 for at least five years. Many participate in faculty development programs, and those who teach six or more contact hours maintain office hours.

Evaluation

The criteria for evaluation of instructional faculty are based on the total of their professional performance, which include, but are not limited to teaching effectiveness, research, scholarly writing and creative works, departmental, College and university assignments, student guidance, course/curriculum development, and public and professional activities in their discipline (*PSC-CUNY Contract*, Article 18). The procedures for evaluating faculty performance are also in accordance with CUNY By-Laws and the KCC Governance Plan.

As prescribed by the Bylaws and the PSC-CUNY contract, the faculty should produce scholarly work in the discipline in which they teach. Since pay parity between senior and community college faculties was established in 1976, standards for the evaluation of CUNY faculty are applied equally. However, a significant difference in workload between community and senior college faculty remains.

Criteria for promotion and tenure are used not only for evaluation but also serve as guidance for faculty and chairs, as chairs mentor their faculty, work with them to improve their performance, and present them in the best possible light to the College P&B for re-appointment, promotion and tenure. Faculty members are evaluated in the following ways.

Table 10-5

Faculty Evaluation

<u>Rank and Status</u>	<u>Student Evaluation</u>	<u>Peer Observation</u>	<u>Chair Evaluation</u>
Tenured faculty	Each semester	Apply for promotion	Apply for promotion
Full-time tenure track faculty	Each semester	Each semester until tenure	Annual until tenure
Lecturers	Each semester	Each semester	Annual
Substitute faculty	Each semester	Each semester	Annual
Adjunct faculty	Each semester	Each semester until a total of ten observations	Apply for promotion

Reappointment, Promotion and Tenure

Criteria for reappointment, promotion and tenure can be found in the CUNY By-laws Section 11.7. Full- and part-time candidates who are eligible for reappointment, and full-time candidates who are eligible for tenure, are notified by their chairperson and informed of the deadline for the processing of the paperwork according to the PSC-CUNY contract, Article 10, and an annual conference is held with the chairperson (*Annual Evaluation Conference Memorandum*). After a review of the candidate's file by the department P&B, a vote is taken and the result of the action is sent to the Provost's office. The file is reviewed by the College Reappointment and Tenure Committee, which makes a recommendation to the College P&B Committee, and if warranted, drafts a letter of reappointment. This letter includes any identified areas in which the candidate needs to improve. The College P&B votes on the recommendation and the President makes the final decision.

Adjunct faculty who are eligible for reappointment are also evaluated according to the criteria detailed in the PSC-CUNY contract. Evaluation of adjuncts is carried out by the members of the department P&B, and adjuncts receiving favorable decisions receive a letter of reappointment for the following semester.

Criteria for each rank are in the CUNY By-laws Section 11.7 and the procedures for promotion are similar to those for reappointment and tenure. Information about procedures for promotion is sent in a memorandum from the President's office to all faculty at the beginning of each academic year. The memorandum describes the application process, and provides deadlines and names of the members of each committee (*Formation of College Review Committees Memorandum*). A discussion of how the review committees are formed is contained in the Faculty Handbook. The application including instructions is on the College web site.

In the Fall 2004 survey, all department chairs who responded reported that they apprise their faculty of their progress toward tenure and promotion, their teaching duties, departmental work, service to the College, and professional achievements. They also responded that junior faculty are assisted by senior faculty in choosing the best venues for their professional work. Results of the survey showed that, while 100% of respondents agreed they regularly inform junior faculty of their progress toward tenure and promotion, only 77% agreed that the evaluation procedures for faculty were effective.

When faculty was asked whether they were provided with accurate and complete information about promotion and tenure, 71% agreed. The responses have led to a discussion of how the dissemination of information can be improved. At the request of the chairs, a sub-committee of the College P&B Committee has been asked to review and further standardize all criteria for tenure and promotion. In addition to these measures, a mentoring system for junior faculty was initiated.

Roles and Responsibilities

Section 11.7 of the CUNY Bylaws defines the responsibilities of faculty as teaching, research, guidance duties, and administrative, supervisory and other functions as assigned. The design and development of curriculum is also identified as a role.

The Faculty Handbook provides a distillation of the regulations and guidelines that are articulated in the University Bylaws, the KCC Governance Plan, and the PSC-CUNY contract provisions, and provides information about the role of faculty in the life and function of the College. Consultations and discussions with their respective department chairs, discussions with senior faculty, communications from the Provost and other administrators, and feedback from observations and evaluations serve to clarify and emphasize for the faculty critical elements of their professional responsibilities.

In the Fall 2004 survey, 87% of faculty agreed they are sufficiently informed of their roles and responsibilities towards the College and students. Ninety-six percent agreed that teaching is their primary responsibility. In addition, 83.5% agreed that the College also regards teaching as the primary responsibility of its faculty. Further, 84.7% of the faculty agreed that the College supports faculty members' efforts to maintain an effective climate for learning in the classroom.

The College adheres to the principles of academic freedom as stated in the PSC-CUNY contract Preamble and as posted on the College website.

Faculty Development

The College emphasizes the importance of the professional development of its faculty and how this translates into more effective teaching and learning in the classroom. Kingsborough promotes professional growth with on-campus programs and through its participation in and support for University, regional, national, and international programs. Both the College and University provide reassigned time for faculty to facilitate the

improvement of teaching, curriculum development, research, publication, and participation in scholarly events. For the academic year 2004-2005, the College and the University, either with grant or operating funds, supported 343 semester hours of faculty reassigned time for professional and curriculum development. Following is a list of current faculty development activities.

- Campus Activities
 - Learning Communities workshops on new pedagogy
 - Developing shared assignments on a common theme
 - Faculty mentoring
 - Writing Across the Curriculum seminars and syllabus re-development
 - Instructional technology training
 - Information literacy workshops
 - College-funded reassigned time for research
 - Blackboard.com training
 - Learning outcomes assessment workshops
 - Virtual Enterprise demonstration workshops

- CUNY Activities
 - PSC-CUNY Research Awards
 - Faculty Fellowship Publications Program
 - Diversity Projects Developmental Fund
 - CUNY Collaborative Incentive Research Grant Programs
 - Writing Across the Curriculum Conferences
 - Academic Information Technologies (AIT) Workshops
 - CUNY Information Technology Conference
 - CUNY Faculty Development Seminars and Colloquia
 - General Education Project
 - The Library Association of the City University of New York (LACUNY)
 - Looking Both Ways/ Crossing Boundaries High School- CUNY Project.

In January 2005, the College opened its Center for Advanced Technologies Training (KCATT), which offers workshops and assistance to faculty interested in improving the effectiveness of their teaching, supported and enhanced by the application of technology to learning. The Center also serves as a laboratory for the design, production, and practice in the use of instructional materials for local and remote delivery.

In Fall 2005, the College created the Center for Teaching and Learning directed by a member of the faculty in collaboration with the Associate Dean of Academic Affairs. All campus faculty development activities will be centralized, expanded and enhanced through the Center. A survey written by a committee of the faculty has been conducted and will determine instructors' preferences for workshop topics.

Recommendations

1. Complete the clarification and standardization of information about promotion and tenure requirements.
2. Increase the percentage of instruction delivered by full-time faculty toward the CUNY goal of 70%.
3. Reduce the number of departments in need of a more diverse faculty as reported in the annual Affirmative Action Hiring Goals.

Standard 11

Educational Offerings

Areas of Study

In Spring 2005, the College ran 1,759 classes representing 485 courses from *Anthropology to Virtual Enterprise*. Congruent with its mission, the College offers associate degree programs designed for either transfer to baccalaureate programs or immediate employment, or both. Procedures involving several levels of review and approval ensure that all educational offerings are appropriate areas of academic study, of sufficient content and breadth, with appropriate levels of rigor. The diagram on the following page outlines these levels, beginning with the development of curriculum by faculty at the academic department level, up through the College, University and State opportunities for review (Table 11-1).

The College currently offers 33 credit-earning programs: one Associate in Arts (A.A.), 12 Associate in Science (A.S.), 17 Associate in Applied Science (A.A.S.) and three Certificate programs. Each type of degree follows State Education of New York definitions based on the percentage of credits in the liberal arts and sciences (The State requirements are 3/4 for the A.A., 1/2 for the A.S., and 1/3 for the A.A.S.).

Associate in Arts and Associate in Science

The A.A. and all A.S. curricula are designed to prepare students for transfer to baccalaureate programs of study. The A.A. is a general major in the liberal arts. It has been a core program since Kingsborough was founded and produces about one-third of all graduates.

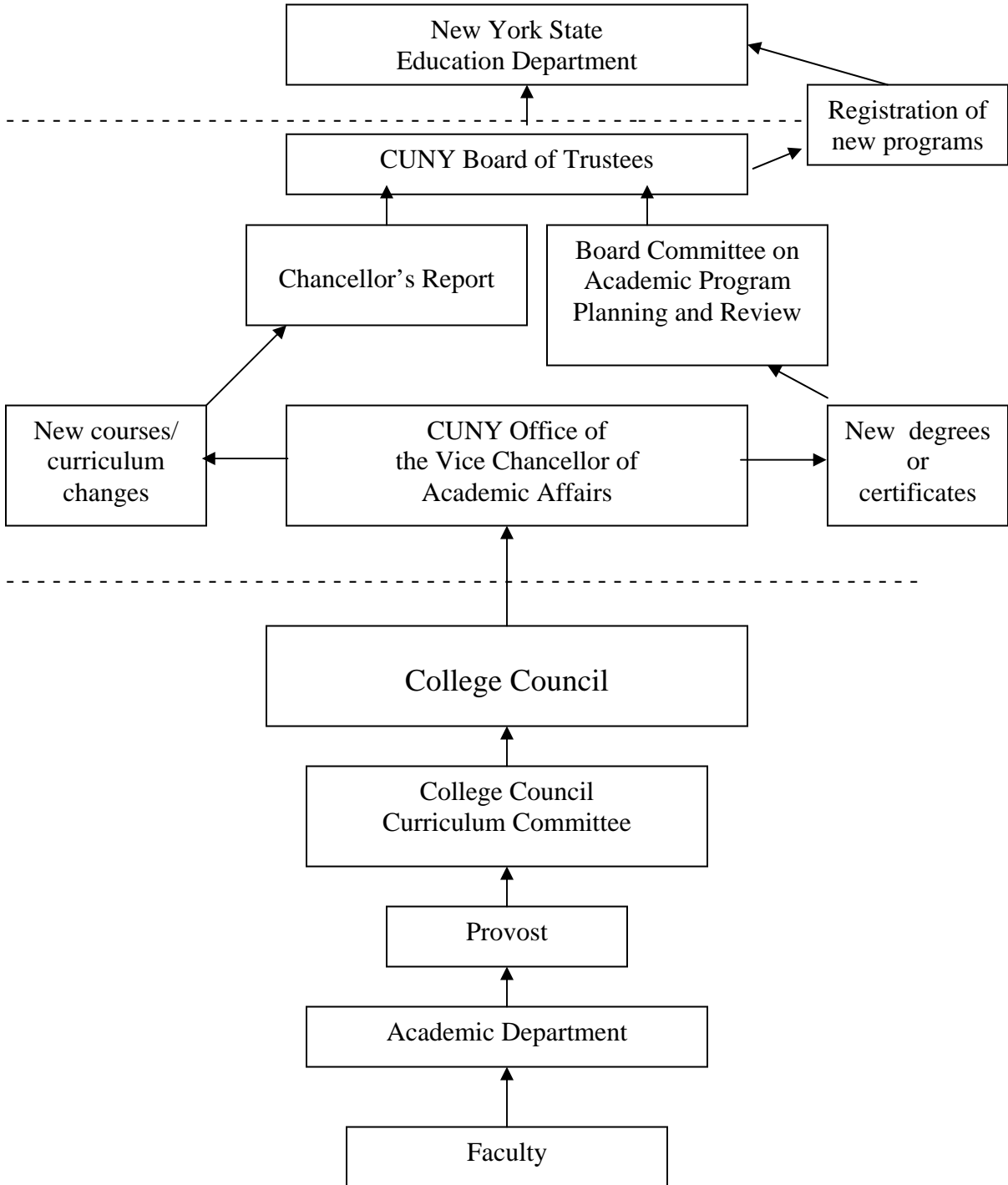
The A.S. curricula are in the fine and performing arts, health, education, human services, computer science, engineering science, mathematics and the physical and biological sciences.

The A.S. in Biology generally produces from 50 to 60 graduates a year and articulates with baccalaureate programs not only in biology but in pharmacy, physician's assistant, and occupational therapy. Each of the remaining science and the mathematics curricula usually produce less than ten graduates per year. The Biological Sciences faculty participates in bridge grants with baccalaureate science faculty to recruit and support more science majors into higher education, and the Physical Sciences faculty is seeking similar collaborations.

The A.S. in Fine Arts is supported by superior facilities, including studios exposed to natural light and a gallery that presents shows throughout the year, culminating with a student art show each spring that also serves as an assessment of program outcomes. Student art is prominently displayed throughout the campus.

Table 11-1

Curriculum Development and Approval Process



The A.S. in Performing Arts has replaced the A.S. in Theatre Arts, which was closed from 1995 to 1999, the victim of a period of financial exigency in CUNY. The President is interested in increasing the performing arts on campus, not only to enhance the professional development of Performing Arts majors, but also the personal development of all students and the cultural vitality of the community.

The A.S. in Mental Health and Human Services has been an effective, stable program for many years, contributing prepared entry-level professionals to the local workforce, while, at the same time, preparing graduates for transfer to B.S.W. and B.S. programs at New York University, Hunter College, Adelphi University, New York City College of Technology, York College and The College of Staten Island, among others.

The A.S. in Community Health provides another option for students seeking a health-related career. Primarily a transfer program, there is currently an articulation with the baccalaureate program at York College, and faculty are exploring articulation opportunities with other colleges.

The A.S. in Education Studies is jointly registered with Brooklyn College's B.A. in Early Childhood Education Teacher. While the majority of more than 50 graduates a year transfer to Brooklyn College, they also transfer to other baccalaureate programs in teacher education.

Associate in Applied Science

The A.A.S. curricula are in accounting, business, broadcasting, information systems, early childhood education/child care, exercise science/personal training, graphic design, journalism, maritime technology, nursing, office administration and technology, recreation, physical therapist assistant, merchandising, tourism and hospitality, and website development and administration.

The A.A.S. in Business Administration is the second most popular curriculum following the A.S. in Liberal Arts. In the same Department, the A.A.S. in Accounting and the A.A.S. in Retail Merchandising are also offered. Three out of four graduates of these programs continue their education directly after completing their associate study. Other business-related programs are the A.A.S. in Office Administration and Technology, Computer Information Systems, Website Administration and Technology, and Tourism and Hospitality. Continuous change in the workplace, both technological and societal, has caused fluctuations in enrollment and necessitated frequent modifications in these curricula over the past ten years.

The A.A.S. in Early Childhood Education/Child Care, which provides professionally trained staff for infant and toddler settings, is another popular program and is offered by the same faculty who teach the A.S. in Education Studies. In the same department, the A.A.S. in Education Associate is offered exclusively in late afternoon through evening for teacher assistants already working in the New York City school system.

The A.A.S. in Broadcasting Technology and Management has produced notable alumni with careers in radio, and has expanded into video, producing a cable-access show, *Kingsborough Focus*. The A.A.S. in Graphic Design and Illustration has steadily increased its graduates each year. Graduates transfer into articulated baccalaureate programs and seek employment in the commercial art industry in New York City.

As health-related organizations have become the most prevalent employers in Brooklyn, new programs in Physical Therapist Assistant, Surgical Technology, and Exercise Science/Personal Training have developed. Among existing programs, Nursing remains strong, with over 89% of recent graduates passing the licensure exam for registered nurse on their first attempt, and every graduate in the past two years who failed on the first attempt subsequently passed.

The College also offers the A.A.S. in Physical Education, Recreation and Recreation Therapy, which prepares graduates for the B.S. in Therapeutic Recreation at Lehman College and other area colleges. Once graduates attain the baccalaureate, they may apply for the National Certification exam and become certified therapeutic recreation specialists (CTRS). With the A.A.S., they are eligible to be certified leisure associates (CLA) through the New York State Recreation and Parks Society.

Surrounded by water on three sides and open to New York Harbor, the College seeks to provide the workforce needed to maintain and operate vessels which navigate within area waterways and waterfront. The A.A.S. in Maritime Technology reflects this commitment. Program alumni can be found working for the Staten Island ferry or water taxi services that transport commuters and visitors to and from Manhattan.

In general, the applied science curricula were originally intended to prepare students for immediate employment, although, increasingly, students apply immediately to baccalaureate programs upon graduation. Both the College and the University have asked department and program faculty to review their degree programs for a change in degree type (A.A.S. to A.S.) where workplace requirements have changed. The A.A.S. in Journalism and Print Media was recently restructured and has become an A.S. degree. Since CUNY policy eases transfer for CUNY A.A. or A.S. recipients, while A.A.S. recipients are excluded from most of the policy, the change from an A.A.S. to an A.S. will enhance transferability for Journalism graduates. Similarly, Early Childhood Education/Child Care faculty have restructured the curriculum so that it meets the definition for the A.S. and are currently seeking a formal articulation agreement to satisfy the University's articulation requirement for all A.S. programs. The Business faculty have been asked to develop an A.S. in Accounting and an A.S. in Business Administration to facilitate transfer for graduates.

Certificates

The certificate curricula are in entrepreneurial studies, exercise and personal training, and alcohol and substance abuse counseling. By offering these credit-earning

programs which require less time than a degree program to complete, the needs of students seeking the shortest route possible to entrance into the marketplace are addressed. The University requires that credit-earning programs not leading to a degree demonstrate applicability to further higher education and, therefore, the credits of each certificate program also apply toward a related KCC degree program. Each certificate program is offered by an academic department that also offers associate degree programs. Courses required by certificate programs have the same expectations as other courses, are taught by the same faculty, and may also be attended by students pursuing associate degrees.

Program Goals, the Assessment of Outcomes, and Curricular Cohesiveness

Some program goals that articulate student learning outcomes have been completed and others are currently being written. The College Assessment Committee (Standard 7, p. 30) has been given the responsibility for facilitating the development of academic assessment strategies by faculty across all department offerings. The Committee produced a guide for instructional assessment, distributed it to all departments, and conducted faculty workshops. A sub-committee has met with each academic department to facilitate the completion of written departmental assessment plans. The Committee is monitoring progress and has set detailed timetables for completion of these activities.

When developing new programs, the College is guided by the *Faculty Handbook for the Preparation of New Academic Programs*, prepared and distributed by the CUNY Office of Academic Affairs. The handbook outlines what a proposal for a new degree program should contain, including the proposed program's purpose and need, and strategies for assessing its effectiveness.

New course proposals are required to follow Kingsborough's *Format for the Proposal of New Courses*. The format requires a rationale for how the new course fits into a degree program or general education offerings, how it should transfer to other institutions, what are its intended student learning outcomes, the methods that will be used to evaluate learning, and a topical outline.

Once approved, it is expected that learning outcomes, methods of evaluation, and other information about the course will be communicated to students via the course syllabus. The review of a cross section of syllabi revealed that this expectation has not yet been fully realized across the college. Also, procedures and policies for syllabi vary from department to department. Some departments have a standardized syllabus for all sections of the same course which contains extensive learning outcomes (Nursing, Biological Sciences, Business), while others (Behavioral Sciences and Human Services, Foreign Languages, Communications and Performing Arts, and History, Philosophy and Political Science) provide a template derived from the *Format for the Proposal of New Courses*, which instructors are expected to use to prepare their own individual syllabi.

The inconsistency in communicating learning outcomes to students increases the difficulty of assessing College-wide learning outcomes and developing evidence-based strategies for improving student learning. Most of all, inconsistency in communicating expectations to students lowers the possibility that all students will experience the same quality of assistance towards academic success no matter what their major or what department offers the course or who teaches it. Discussions with each department's faculty and chairperson indicate that progress has been made towards improved communication to students regarding the faculty's expectations of them across all departments and courses. Further improvement in the communication of these expectations to students is anticipated, as the articulation of student learning outcomes becomes more widespread.

Notwithstanding the inconsistencies in stated learning outcomes across department syllabi that still remain, students seem satisfied with the information the College provides about courses, curricula and course completion requirements. The Fall 2004 survey of more than 1,100 students revealed 81% of respondents agreed that detailed and accurate information about courses and curricula are readily available, and 83% agreed that criteria for successful course completion are communicated clearly.

Periodic Evaluation and Evidence of Effectiveness

Developmental Education

Developmental learning outcomes are closely monitored by the CUNY PMP targets as well as College measures, and were addressed by a task force in 2001-2002, which examined practices and outcomes in English, mathematics and related programs. The task force collected and reviewed a large volume of information, and proposed recommendations, both College-wide and with respect to each of the specific areas considered (Standard 13, p. 84).

Liberal Arts

In 2004-2005, following a self-study and on-site visit to the Associate in Arts in Liberal Arts program, a task force of faculty was convened to respond to evaluators' recommendations. The most important conclusion of the evaluators is that there should be more coherence in the curriculum and a sense of identity for its majors. Kingsborough's A.A. in Liberal Arts doesn't have a stated mission, goals and objectives or a learning outcomes assessment plan.

The task force considered all aspects of the degree, including requirements, advisement, student outcomes, and the interrelationships of Liberal Arts with the sciences and career programs. It drew upon available information about student characteristics and academic progress, and conducted surveys of graduates and current Liberal Arts majors. In one survey, 94.4% of graduates rated their experience as Liberal Arts majors as excellent or good. Of current students, 72.6% rated their experience as excellent or good.

The task force presented a final report, and a program director will soon be selected from the Arts and Sciences faculty to plan and implement the modification and strengthening of the curriculum.

College Proficiency Examination (CPE)

Matriculants at Kingsborough are required to pass the CUNY CPE by the time they earn their 60th credit. Results are monitored closely and communicated to the departments so they can consider how to best prepare students to successfully complete this requirement. The CPE examines students' performances in:

- Reading and interpreting textbooks and materials of general interest
- Organizing and presenting ideas about what is read and connecting those ideas to other information or concepts
- Writing clearly and effectively for an audience, and interpreting and evaluating information presented in charts and graphs.

Program Review

Each degree and certificate program must undergo a self-study and a site visit by outside evaluators every ten years. The self-study is guided by questions that address the quality of the faculty and the effectiveness of the curriculum. Outside evaluators are suggested by the faculty and approved by the Vice President for Academic Affairs. They are selected based on their credentials and experience with the administration and teaching of related academic programs and, in the case of programs leading to transfer, experience with relevant baccalaureate programs is sought. Following the site visit, evaluators are asked to provide a written report and the faculty is asked to write an action plan in response to recommendations in the report. An annual report on the status of reviews, including names of evaluators, the main points of the self-study, evaluators' recommendations, and the subsequent action plans, are submitted to the CUNY Office of Academic Affairs.

The review process is designed to guide faculty toward the identification of program strengths and weaknesses, and the assessment of program goals and objectives, student achievement, curriculum effectiveness, and the employment and continuation rates of graduates. The template for reviewers was recently revised by a committee of faculty and administrators to increase clarity and address student learning outcomes.

Programs are clustered together for review in the same cycle based on related academic content and vocational objectives. At this writing, Nursing, Community Health, Mental Health and Human Services, Physical Therapist Assistant, Early Childhood Education/Child Care, Education Associate, Education Studies, and Physical Education, Recreation and Recreation Therapy are in the second year of a two-year review process. A self-study is prepared in the first year and on-site visits are usually scheduled in the spring of the second year.

Program reviews conducted in this way have resulted in significant curricular improvements. The A.A.S. in Accounting was strengthened by reducing a two-semester, two-course sequence of Cost Accounting to a one-semester course. Where previously, students had lost some of the credits taken for Cost Accounting I and II upon transfer, the reduction to one course aligned Cost Accounting with the model of instructional hours and credits common among most colleges. Following their formal review, the A.A.S. in Marketing Management (which had begun many years prior as a retail merchandising program) was closed and the A.A.S. in Fashion Merchandising (which, over time, had become almost identical to the Marketing Management curriculum), was restructured to include a marketing management track and a fashion track, and was renamed Retail Merchandising. The previously mentioned change in degree type from A.A.S. to A.S. for the Journalism and Print Media program was made following a self-study and the evaluator's recommendation.

Program Accreditations and Certifications

Seeking external accreditation and/or certifications for career programs, where appropriate, has become an institutional priority. Nursing is accredited by the National League of Nursing Accrediting Commission and the Physical Therapist Assistant (PTA) by the Commission for the Accreditation of Physical Therapy Education. Following its most recent self-study and site visit, the A.A.S. in Nursing was reaccredited for eight years. The most recent NCLEX-RN examination pass rates from 2002-2004 increased by 10% and a recent Department of Nursing study indicated that 100% of graduates are employed within one year of graduation. The PTA program was visited and re-accredited in 2005. Although 100% of graduates gain employment within three months of graduation, the College is experimenting with strategies for improving the 75% pass rate for graduates' certification as PTAs.

Students completing the A.A.S. in Physical Education, Recreation and Recreation Therapy are eligible for New York State Certification as Leisure Associates. Students completing either the A.A.S. or Certificate in Exercise Science/Personal Training are prepared to take several certification examinations. College of Sports Medicine standards were used in developing the curriculum and are referenced for every curricular change.

Students in the Department of Tourism and Hospitality may qualify for certifications offered by several industry organizations: Accredited and Master Cruise Advisor from the Cruise Line Industry Association, Accessible Travel for the Disabled from the Society for Accessible Tourism and Hospitality, and ServeSafe from the National Restaurant Association. Students may also be certified by the New York City Department of Health as a Food Handler. Each certification requires specialized courses that are taught by certified department faculty.

The A.A.S. in Surgical Technology, which began in Spring 2005, is seeking accreditation, and will be visited in Spring 2006. The College offers the Certificate in Alcohol and Substance Abuse Counseling, which has been approved by the New York

State Office of Alcohol and Substance Abuse Services as instructional hours towards certification as an Alcohol and Substance Abuse Counselor.

Other Strategies for Determining and Maintaining Effectiveness

The College has utilized completion and placement rates calculated by New York State for Perkins-eligible vocational and technical programs to identify those in need of improvement. These reports, and the College's local Perkins Advisory Board, have provided information used to strengthen curricula.

Furthermore, as a result of the efforts of career program faculty, the College is an active participant in many local, state and national, as well as several international organizations. For example, the Chairperson of the Department of Nursing has been the Co-Chair of the CUNY Nursing Discipline Council and Chair of New York State's Associate Degree Programs in Nursing Council. The Department of Tourism and Hospitality has been a leader locally and nationally, and an active participant internationally in the Virtual Enterprise program, which is a model for experiential learning.

Appropriate academic rigor and content is also monitored and enhanced through academic links with CUNY and other baccalaureate institutions. There are several CUNY Discipline Councils, and departments are encouraged to participate if they are available in their disciplines. The Departments of Behavioral Sciences and Human Services, Communications and Performing Arts, English, Foreign Languages, Mathematics and Computer Science, and Nursing participate in CUNY Discipline Councils. In addition to the opportunity to share best practices, participation helps facilitate the effective transfer of credits and smoother student transition to CUNY baccalaureate programs.

Transferability and Transfer Information

In addition to the Office of Transfer Advisement, which is staffed with several counselors, students are able to determine course transferability for themselves by accessing the Transfer Information and Program Planning System (TIPPS) from the College or CUNY website. TIPPS, maintained by CUNY, details the transferability of all community college course offerings to the senior colleges of the University. Significant progress has been made on the completion of a web-based program that will tell students how courses transfer, regardless of whether from community college to community college, senior college to senior college or senior college to community college.

In addition to course equivalencies provided by TIPPS, many articulation agreements exist between college degree programs and CUNY baccalaureate programs. Agreements minimally include admission criteria, course to course equivalencies for the first two years, and what students will be required to take for the final two years of the baccalaureate. Once signed, the agreements are forwarded to the Director of Transfer and copies are available in the Department and/or Program and Provost's offices. They are listed on TIPPS (CUNY's transfer web site) and in KCC recruitment brochures.

Kingsborough has program-to-program articulations with Brooklyn College, City College, The College of Staten Island, Lehman College, Medgar Evers College, New York City College of Technology and York College.

In addition to CUNY, there are articulation agreements with several private baccalaureate institutions which cover all but one or two degree programs offered. Articulations have been arranged with New York University, St. John's University, Adelphi University, Pace University, Long Island University/Brooklyn Campus, Polytechnic University, St. Joseph's College, Laboratory Institute of Merchandising, and New York Institute of Technology. The Transfer Advisement Office sponsors several Transfer Days throughout the academic year supplemented by campus visits from individual baccalaureate institutions.

Learning Resources

Instructional Computing

The College recognizes technological literacy as an essential competency. Many curricula have a required technology course, and all programs are expected to integrate technology across course offerings. Faculty training in instructional technology has been ongoing for many years.

The Office of Instructional Computing maintains over 1,000 computers, which support instruction in the disciplines and foster the development of information literacy. The majority of these are in general purpose laboratories, which are used by scheduled classes and are also open for students' use when classes are not in session.

Additionally, specialized facilities support instruction in specific disciplines. PCs equipped for scientific instrumentation are in biology and physical sciences laboratories. A computerized classroom supports instruction in the Departments of Foreign Languages and Communications and Performing Arts. Graphics software is available on both Windows/Intel and Apple Macintosh platforms. Computers also support a business simulation known as Virtual Enterprise, an electronic travel reservation system, nursing practice simulations, bibliographic instruction in the Library, music rehearsals, and PC networking and repair courses.

In addition, there are large screen displays in several classrooms, fixed and portable projection devices, and wireless-enabled carts equipped with 30 laptop computers. There are also two distance-learning laboratories and portable equipment available for teleconferencing or remote instruction.

To enhance faculty use of instructional technology, a Center for Advanced Technology Training (KCATT) provides examples of nearly every hardware and software configuration available on campus, and has staff dedicated to faculty skills-development and support.

The Robert J. Kibbee Library

Kibbee Library facilities and staff support the academic programs with a comprehensive range of services. The Library consists of eight floors, which, in addition to traditional library holdings, also include 139 PCs available 70 hours a week, a Reading and Writing Center providing over 30,000 tutorial hours each year, and Tutorial Services for all subjects other than English and mathematics. Kingsborough faculty and staff have access to over 10,000 journal titles in 64 databases. A majority of the databases are full-text and all are accessible on-campus and at home.

The Kibbee Library has 441 periodical titles, 10,336 microfilm reels and 165,276 books and 22,179 bound volumes other than books, such as government documents. As of Fall 2005, there are 10 full-time and two part-time librarians, who are required to hold the Master of Library Science, as well as a second master's in another discipline.

Information Literacy

In 1986, representing the cumulative work of faculty collaborating across all academic departments, the College Council adopted *Six Goals of a Liberal Education* (Standard 12, p. 77), one of which was the *ability to use the tools and resources to acquire learning*. Faculty participated in best practices workshops held the following year. However, only recently has there been a renewed focus on this goal.

In June, 2005, the College Council adopted *Kingsborough Community College Mission, Goals and Objectives*, a document prepared by the College Assessment Committee. *Research* is among the competencies included in the third college goal (Appendix A). The Self-Study and the College Assessment Committees recognized from their first discussions that greater faculty attention to building information literacy skills was needed. More instructors need to incorporate information literacy into their assignments by creating tasks that require students to use a variety of relevant, quality sources. The Self-Study and College Assessment Committees learned anecdotally that there are many instructors scattered throughout the disciplines who strongly emphasize that their students evaluate and use information resources appropriately. In order to collect more objective data, the next faculty and student surveys will include questions addressing the incorporation of information literacy into teaching and learning. Workshops designed to help instructors increase quality research assignments will be offered by the Center for Teaching and Learning.

Currently, the Library staff offer hands-on workshops tailored to instructors' assignments. Librarians offer handouts and pathfinders to assist students in finding suitable materials for their assignments. General and specialized handouts are available under *Library Guides* on the Kibbee Library homepage. The Library staff emphasizes the ethical use of information. They teach and guide students, and do not find information for them.

The Library Information Literacy Advisory Committee (LILAC) was established in Fall 2004 by the Council of Chief Librarians and the University Librarian to promote information literacy across CUNY. The Kibbee Library and the Center for Teaching and Learning are planning ways to promote this competency and assist faculty with the assignment of course work that will help students learn how to find and use appropriate sources of information effectively and ethically.

Recommendations

1. Program faculty need to identify or develop measures to assess course and program learning outcomes.
2. Communicate all course and program learning outcomes to students by the Spring 2006 semester.
3. Appoint a program director from the arts and sciences to implement the recommendations from the Liberal Arts task force.
4. The KCTL should assist faculty in using assessment results to evaluate and modify teaching strategies.
5. Assess how information literacy is currently taught, whether it is effective and develop plans for improvement where needed.

Standard 12

General Education

The first goal of Kingsborough's mission is to provide an excellent general education. This has always been a goal, and its prominence in the new written mission statement reflects a sharper focus now being directed toward general education.

The Structure

The College's general education program has existed in its present form since 1973. Based on the group distribution, flexible curriculum approach, there are two courses all degree programs share in common: Freshman English I and II (Eng 01200 and 02400). A third course, Foundations in Health (HPE 01200), is required for most degree programs (with the exception of allied health programs leading to licensure). The distribution structure covers the full range of traditional liberal arts and sciences disciplines grouped by the arts, the humanities, the social sciences, behavioral sciences, physical and natural sciences, mathematics and computer science.

The number and range of liberal arts and sciences disciplines taken by each student depend on the type of degree (A.A., A.S., A.A.S.) and whether a specific liberal arts or science course is needed to support the major. Students required by their program, as well as students who elect to take various general education courses, are in the same sections. For example, regardless of the major, the sociology, psychology or biology course is the same, generalizable, foundation course. The role of general education courses taken as major requirements is discussed with students in major courses and during advisement. Table 12-1 on the following page outlines the distribution requirements for each of the three types of degrees.

The distribution requirements of the Associate in Arts are structured so that graduates will have taken a minimum of 44 credits spread across the liberal arts and sciences and at least 24 credits in basic foundation courses. The distribution requirements of the Associate in Science and Associate in Applied Science programs ensure a minimum of nine credits spread among three of the four liberal arts groups, regardless of whether the degree is in the arts, business or accounting, engineering or mental health and human services. For the fifth group, a minimum of four credits in mathematics and the sciences is required for all A.A.S. programs. For A.S. programs, all non-science majors are required to take a minimum of six credits in mathematics or science. These requirements ensure that all students, regardless of their major, are provided with a balanced education in the liberal arts and sciences, in written expression and critical analysis (Eng 01200 and 02400), and in personal wellness (HPE 01200).

The primary methods used to publicize these requirements to students are the College Catalog, which is accessible through the College website, and the one-page *KCC Degree Requirements Table*, updated each semester and distributed to counselors and advisers. These publications contain sections titled "General Requirements" and "Group

Requirements” which outline the general education component of each program and major.

Table 12-1

General Education Component of the A.A., A.S. and A.A.S.

College Requirements

Required for all degrees:

English Composition I and II (ENG 01200, 4 credits and ENG 02400, 3 credits)

Required for all degrees except the A.A.S. in Nursing, A.A.S. in Physical Therapist Assistant, and A.A.S. in Maritime Technology:

Foundations in Health and Physical Education (HPE 12, 3 credits)

Group Requirements

Groups I-IV*

For the A.A., 9 credits from at least two disciplines are required

For the A.S., 0-3 credits

For the A.A.S., 0-3 credits

- Group I: Performing and Visual Arts
Art, Music, Speech, Theatre Arts and Media Studies.
Studio courses in Art or Music will not satisfy this requirement for A.S. or A.A.S. degrees.
- Group II: Language and Literature
Foreign Language, Literature and Philosophy
- Group III: Social Sciences
Economics, History and Political Science
- Group IV: Behavioral Sciences
Anthropology, Psychology and Sociology

* For the A.A., students elect to take 3 credits less in any one group reducing the total for that group to 6 credits, which must still be in two disciplines. For the A.S. and A.A.S. degrees, students select three groups from Groups I – IV. A requirement for the major, such as psychology or science, also satisfies a Group Requirement.

- Group V: Mathematics and Sciences
Biological Sciences, Mathematics and Computer Science, and Physical Sciences
For the A.A., 11 credits in two disciplines are required
For the A.S., 4 credits are required
For the A.A.S., 4 credits are required

The Goals

In 1986, the faculty agreed upon six goals of a liberal education:

- Acquisition of Effective Communication Skills
- Development of Critical Thinking Skills
- Ability to Use the Tools and Resources to Acquire Learning
- Development of Skills Needed to Live in a Modern Technological Society
- Understanding that Knowledge Evolves within a Historical Context
- Acquisition of a Body of Knowledge as a Basis for Further Learning.

Conferences and workshops promoted the integration of each of these learning goals into all courses through different teaching strategies. Held over several semesters, large numbers of faculty from every academic area participated.

In 2001, the College participated in a Pew Foundation Project focused on skills for the 21st century. The Project resulted in the articulation of learning goals the College would then incorporate into every degree program. The KCC Pew Foundation Team articulated the following learning goals:

- Communication (Written/Oral)
- Critical Thinking/Problem Solving
- Computation/Mathematics/Statistics
- Interpersonal (Teamwork/Team building)
- Proficiency in computers and related areas
- General Education core (Science/History/Art/Music/etc.)
- Additional knowledge and skills in major.

These goals were adopted by the College Council for further discussion and development. However, many members of the Council saw these goals as having been formulated without discussion with them, by a small team not selected by them. As a result, attempts to integrate these goals into the curriculum following their adoption were limited to a few departments.

Now, after three decades, Kingsborough's General Education Program has entered a new stage in its development. Recently, both the College and the University have made substantial efforts to encourage the examination, assessment, and redefinition of general education. Faculty development activities in the areas of Writing Across the Curriculum and Learning Communities have helped to strengthen general education offerings in reading and writing, biology, business, chemistry, communications, health education, psychology, sociology, and art history. Since 2002, KCC administrators and faculty have participated in the CUNY General Education Project, initiated to strengthen undergraduate education on all CUNY campuses. Participation has helped bring the best practices in general education at other CUNY colleges to the attention of KCC faculty. As a participant in this project, the College has initiated a plan for the review and revitalization of the general education component of all degree programs. Elements of this plan are:

- Team of four faculty members and Associate Dean of Academic Programs attend ACC&U Institute on General Education (June 2005)
- Create Faculty Study Group on General Education at KCC (Fall 2005)
- Orient Study Group to general education issues by reading literature and attending regional or national conferences on general education
- Analyze information about students' experiences with general education and information about students' cognitive and social development
- Articulate learning goals and College objectives for achieving these goals (Spring 2006)
- Develop a more clearly defined plan for assessing students' achievement of these goals
- Propose any modifications or redesign of the current structure of the general education program based on assessment results (Spring 2007)
- Provide workshops and other events to introduce faculty to modifications, redesign, and new pedagogy such as integrative, active, problem-based teaching and learning models (Fall 2006-Spring 2007).

In the last three years, faculty development activities in the areas of Writing Across the Curriculum and Learning Communities have stimulated greater dialogue and collaboration among Kingsborough's faculty campus-wide (*General Education Faculty Development Activities 2003-2004*). The activities that will be planned by the General Education Study Group will build on these conversations about pedagogy and curriculum, and how faculty can more effectively help students learn and synthesize their learning.

Assessment of Effectiveness

The effectiveness of general education is assessed in two ways. The CPE (Standard 11, p. 70) provides a direct measure of student skills. The CCSSE (Standard 7, p. 34) provides indirect but confirmatory information on those skills and other aspects of general education outcomes that are difficult to measure directly.

The success rate for Kingsborough students on the CPE was 88% for the 2004-2005 academic year. Results, analyzed by curriculum, are disseminated to the relevant department chairpersons. A CPE liaison, who is a full-time faculty member, has worked with faculty on how their curriculum and pedagogy can aid the development of students' ability to analyze information and write responses to specific questions about the information. The development of this ability is not only a primary focus of the CPE, it is also a desired outcome and important College objective.

The CCSSE assesses students' perceptions of how much their experiences at Kingsborough have contributed to their knowledge, skills, and personal development. The results for 2001 and 2003 are shown in Table 12-2. Results of the Spring 2005 survey are pending.

In general, the results from the 2001 and 2003 surveys were similar. The largest percentage of students reported gaining “Quite a bit” or “Very much” in acquiring a broad general education, thinking critically and analytically, learning effectively on your own, and writing clearly and effectively. Although the lowest percentages were in contributing to the welfare of your community, developing a personal code of values and ethics, and using computing and information technology, these areas also had the largest increases between 2001 and 2003.

In addition to the outcomes measured by the CPE and CCSSE, the College needs to focus greater attention on the assessment of all the general education outcomes and objectives it has articulated.

Table 12-2

Community College Survey of Student Engagement
 Knowledge, Skills, and Personal Development
 Spring 2001 and Spring 2003

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas: (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)		
Percent saying "Quite a bit" or "Very much"	Spring 2001 Percentage	Spring 2003 Percentage
a. Acquiring a broad general education	65.5	65.2
b. Acquiring job or work-related knowledge and skills	43.6	42.9
c. Writing clearly and effectively	60.0	60.4
d. Speaking clearly and effectively	56.3	57.2
e. Thinking critically and analytically	64.4	65.5
f. Solving numerical problems	46.9	49.5
g. Using computing and information technology	43.4	49.9
h. Working effectively with others	50.0	53.8
i. Learning effectively on your own	62.1	66.6
j. Understanding yourself	59.7	62.5
k. Understanding people of other racial and ethnic backgrounds	58.6	56.0
l. Developing a personal code of values and ethics	42.8	48.0
m. Contributing to the welfare of your community	19.9	26.5
n. Developing clearer career goals	55.4	55.6
o. Gaining information about career opportunities	50.4	49.8

Recommendations

1. The College Council should adopt clearly stated outcomes of General Education by May 2006.
2. Department faculty should connect General Education requirements to programs and courses and communicate this information to students by December 2006.

3. The General Education Committee should create a regular planning cycle for General Education review and the analysis of assessment data.
4. 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.
5. The General Education Committee should identify student learning deficiencies related to General Education and develop strategies to address these deficiencies.

Standard 13

Related Educational Activities

The College is dedicated to promoting learning, not just for students enrolled in its associate degree or credit certificate programs, but also for a diverse group of students from across the metropolitan area, who can benefit from alternative educational opportunities.

Developmental Education

There are two purposes to the assessment examinations required of all degree seeking students. One is to certify that students have attained the literacy and numeracy skills required to engage in college-level work. The second is to determine appropriate placements in English and mathematics, and pre-requisites of physical sciences and foundation biology courses.

Since the majority of students are admitted with deficiencies in at least one of these basic academic skills, a significant portion of the College's efforts and resources are committed to this need. Regardless of exemptions (Standard 8, p. 38), students can be required to satisfactorily complete developmental instruction in order to meet prerequisites for required courses.

The College's program consists of a sequence of non-credit courses, tutorials and support services to assist students' development. Instruction is designed to build upon students' existing competencies. The goal of the curriculum and pedagogy is the integration of reading, writing, listening and speaking. The curriculum is content-based and the pedagogy stresses active learning, self-assessment and self-improvement.

Depending on their scores on the CUNY reading, writing and mathematics exams, students are placed in one of several programs:

- CUNY Language Immersion Program (CLIP), which is administered by Continuing Education, provides full-time ESL instruction to those admitted to CUNY, but not yet enrolled at a college, based on their scores at the lowest level of placement.
- The Department of English ESL Program offers three levels of non-credit courses to students who have lived in the U.S. for less than seven years and have intermediate to high failing (above CLIP level) scores on the CUNY reading and writing examinations. Participation in a learning community is required for first-semester students, and reading and writing are integrated in the learning outcomes of each course.

- The developmental (Non-ESL) English Department program consists of four courses:
 - Level 1: *Developing Fluency in Reading and Writing* (Eng 091A5). Reading, writing, and critical thinking for students who scored at the low intermediate level.
 - Level 2: *Developing Competence in Reading and Writing* (Eng 092A6). Reading, writing and critical thinking for students who are at the high intermediate level of developmental work.
 - *Developing Competence in Writing* (Eng 093A9). Reading, writing and critical thinking for students with the highest failing score on the CUNY Writing Test and a passing score on the CUNY Reading Test.
 - *Analytical Reading* (Eng 00400). Building reading proficiency through instruction and intensive practice in vocabulary, comprehension and study skills. Students read and analyze interdisciplinary materials both in and out of class, to help them prepare for the readings required in their major.

Assessment of Developmental Education

The English faculty uses the portfolio method for assessing student learning outcomes. Although the CUNY Writing Exam is administered at the conclusion of ENG 092A6 and 093A9, instructors use the portfolio to determine passing these courses and eligibility to re-test. For the students who pass developmental English courses but who have not passed the CUNY Writing exam, test preparation courses, workshops in the Reading and Writing Center and participation in the Immersion Program in the Summer and Winter are offered. Students are not permitted to enroll in English Composition I (freshman English) without passing scores on the CUNY reading and writing exams.

The Developmental Mathematics Program also consists of a sequence of courses. The level in which a student places is based on their performance in previous college-level math courses and scores on the CUNY Mathematics Examination. Students who fail the pre-algebra component of the CUNY exam are required to take Math 0M100. Students who fail only the algebra component take Math 0M200.

Developmental reading, writing and mathematics courses comprise the largest segment of all instruction at Kingsborough. In Fall 2004, 16% of the College's FTE's were in developmental education. Over 250 sections of developmental English and 100 sections of developmental mathematics are offered each year. Although they are designed and taught by the Departments of English and Mathematics and Computer Science, and are factored into the student's load for financial aid eligibility, the developmental courses do not carry credit towards an associate's degree.

The passing rates at the completion of developmental instruction in Fall 2004 were 69% in reading, 53% in writing, and 58% in mathematics. Fall 2004 average results for all CUNY community colleges were 65% in reading, 54% in writing and 64% in mathematics.

From the student's perspective, 69% surveyed in 2004 reported satisfaction with the quality of developmental courses taken. This is an improvement from the 56% satisfaction rate reported in 2002 (CUNY Student Experience Survey), suggesting the quality and effectiveness of instruction offered over that two-year period had improved.

In 2002, after extensive study, the Developmental Education Committee reported on the state of the developmental program at Kingsborough and made several recommendations. The committee's findings were:

- The College's efforts to address developmental education are generally effective.
- These efforts involve multiple departments, but are integrated in many ways, providing the expected benefits derived from flexible, multi-faceted, multi-disciplinary approaches that can meet a variety of needs and learning styles.
- Instruction takes into consideration educational goals in addition to the need to pass specific tests.
- Developmental students are more likely to be taught by part-time faculty, making it more difficult to provide consistency and continuity in instruction. In the Department of English, part-time instructors are paid to participate in portfolio-norming sessions and the Department actively seeks other ways to involve adjuncts in the assessment of outcomes.
- Issues related to developmental students are not limited exclusively to developmental courses. In most introductory courses a significant number of students are likely to be in either developmental reading, writing, or have not passed the CUNY exam in math. Instructors are challenged to address students' limitations.

The committee made several recommendations, and the College is currently addressing all but the first:

- Create a standing committee, under the Provost, to facilitate coordination of developmental education.
- Develop an ongoing research agenda to look at multiple indicators of developmental students' progress and identify which strategies are most effective in helping them.
- Hire more full-time faculty in the two departments with developmental instruction and provide and support faculty development.
- Develop more linked programs, encourage incoming freshmen to participate, and increase learning communities.

Continuing Education

There are five major categories of Continuing Education (CE) – Remedial and Developmental, High School Equivalency, Industry and State-Certified Certificates, Avocational, and Community Service. There were 19,974 course enrollments in Continuing Education in 2004-2005.

The Dean of Continuing Education, an associate dean, two program directors, and five other professional staff members administer the office's programs, grants, contracts, marketing and budgeting. CE instructors are hired based on their education, credentials and experience in the subject they will teach. Coordinators meet each semester with instructors to review curriculum guidelines, textbooks, and course objectives, and evaluate the instructor's teaching using the same observation and evaluation criteria as for credit program faculty. If the course provides certification from an industry or association, the instructors must possess that certification. Students receive a certificate of completion based on course attendance and the completion of course objectives.

Remedial and Developmental Programs

English as a Second Language (CE-ESL) had a course enrollment of 4,018 in 2003-2004. CE has also provided:

- ESL citizenship classes for 1199 Healthcare Union members 2004-2005
- accent reduction classes at Woodhull Hospital 2001– 2005
- ESL classes for Welfare-to-Work recipients 2003–2005
- ESL Workforce Safety Training Program for Coney Island Hospital 2004–2005.

CLIP is designed for students already accepted into a CUNY college who lack sufficient English language skills to be successful. In 2003-2004, there were 613 course enrollments in this intensive 25-hour-a-week program. In addition, CLIP students have access to college services such as general counseling, special services, ESL conversation groups, the Kibbee Library and the Russo Fitness Center. Between Winter 2003 and Spring 2005, over 200 students who participated in the ESL or CLIP program, matriculated in a degree program at Kingsborough. CE staff work closely with Department of English faculty to ensure these students are appropriately placed and experience a smooth transition. The CUNY targets are that 70% of CLIP students will make gains on the CUNY Reading and Writing exams, and 30% will pass the Reading exam. Currently, Kingsborough's CLIP Program has met these targets.

CE and the Department of Tourism and Hospitality share a grant to offer a Virtual Enterprise (VE) program for CLIP and CE-ESL students. VE is a global business simulation supported by web technology. Students enrolled in the VE-ESL program have made more significant gains than students in the traditional model (Language Immersion/VE Reports).

High School Equivalency Programs

The High School Graduation Equivalency Diploma (GED) and Diploma Now programs help over 2,000 adults prepare for the GED exam each year by providing a diagnostic and prescriptive assessment, practice in test-taking, instruction in content areas, critical thinking and writing skills development, and counseling for career development and college admission. The Diploma Now program prepares high school students who have promising academic skills, but who have fallen behind in their progress toward high school graduation, and are at risk of dropping out. It is offered off-site at local high schools and has almost 1,000 enrollments per year. From Spring 2003 to Spring 2005, 440 CE students from the GED and Diploma Now programs attended Kingsborough as degree students. For the past three years, the Adult GED passing rates have ranged from 52% to 61%.

Industry and State-Certified Vocational Certificate Programs.

CE offers certificate programs with a total course enrollment of approximately 2,700 each year. Two that it offers are a certificate program for people with no prior knowledge of bookkeeping or accounting, and a program for experienced bookkeepers preparing to take the American Institute of Professional Bookkeepers certification examination. From Fall 2003 to Spring 2004, of those students enrolled in Real Estate and Insurance programs, 71% received certificates for Property and Casualty Insurance and 78% for Real Estate Salesperson. It also offers Cisco Network Academy programs.

In Fall 2003, CE created the Healthcare Professional Studies Institute to provide training in Patient Care Technician, Billing and Coding Specialist, Hospital Coding Specialist, Medical Administrative Assistant, Pharmacy Technician, EKG Technician, Phlebotomy Technician, and Medical Assistant. Requirements are listed in course catalogs and distributed to students by instructors at the first class meeting. Additional opportunities in workforce development need to be sought.

Avocational Courses

CE's recreational course offerings have an annual course enrollment of approximately 1,400. These programs range from aerobics to sculpture (CE Catalogs, 2003-2005).

Community Service Programs

The College for Kids program (CFK) for children from 7–12 years of age, has an average course enrollment of over 6,700. It is offered on Saturdays and Sundays during the school year and weekdays in the summer. It provides a combination of academic and activity classes, including reading and math, creative writing, arts and crafts, musical instruments, fishing, photography, swimming, tennis, gymnastics, dance, self-defense and soccer. Students register for at least one academic class in addition to activity classes. CFK offers preparation for mandatory State exams given in the fourth and fifth grades.

Collaborative Programs

The Leon M. Goldstein High School for the Sciences (LMG)

Located on campus, LMG is a ninth through twelfth grade comprehensive secondary NYC Department of Education school with an enrollment of approximately 850. LMG students use College facilities including the library, science labs, Performing Arts Center, pool, tennis courts and gymnasiums.

With funding from CUNY, the College has created a structure of support utilizing Academic Liaisons, who develop new curricula and activity choices for students, and professional development opportunities for LMG teachers. There are Academic Liaisons in Art, Drama, Mathematics, English, Music, Journalism, Biology, Broadcasting, Library, Physics, and Foreign Languages.

College Now

Created in 1983 to help high school seniors make a smooth transition to college, College Now is dedicated to encouraging and preparing students to pursue a college degree. In 2003- 2004, the program was in 27 Brooklyn and Staten Island high schools and enrolled 7,228 eleventh and twelfth grade students. Depending on their academic skills level, students are offered developmental instruction or college-level courses. College Now courses are taught by high school teachers who possess the education and skills required for appointment as an adjunct at the College. They are hired as adjuncts by the appropriate academic departments after a competitive search is conducted in accordance with CUNY and College regulations. KCC faculty serve as College Now course coordinators who supervise the teachers, oversee the search process, conduct professional development meetings, observe the teachers at the high schools in accordance with the PSC-CUNY contract, and apprise the teachers of departmental or College matters that may affect them.

Assessment of College Now

College Now has been the subject of extensive research since 1987, and the data consistently show that participants continue their postsecondary studies and progress toward a degree at higher rates than other students. The CUNY Office of Institutional Research and Assessment found that CUNY students who participated in College Now progressed "toward a degree more rapidly, in part because they were more apt to attend and study full-time and partly because they required less remedial work.... By the end of their first year of college work at CUNY, they had earned an average of about 6 credits more than other students, and by the end of the second academic year,... entrants had earned an average of better than 13 credits more than other cohort members." (*Impact of College Now*, 1990, pp. 3-4). They also found College Now participants had higher retention at CUNY colleges after the first year, as measured by students' rates of re-enrollment for a third semester. Of the Fall 2002 freshmen cohort, 81.9% of College Now

alumni were retained as compared to 73.7% of other freshmen (*Quantitative Data Analysis of the CUNY College Now Program, 2004*).

College Now students consistently report that they exit the program with increased motivation to attend college and earn a baccalaureate degree. Participants also report an increased level of awareness of the academic requirements and study skills needed to be successful in college.

The College Now program was adopted for expansion throughout the University in 2000.

Behavioral Sciences Research Methodology Project

This program offers high school students in their upper junior and lower senior years the opportunity to participate in two courses in research methodology. On average, 70% of students who begin the program complete the two-course sequence. Two students have become semi-finalists in the Intel Behavioral and Social Sciences Talent Search Competition.

Family College

Family College is a partnership between CUNY's Workforce Development Programs Office and NYC's Department of Education and Human Resources Administration. The program is designed to help parents on public assistance attend a community college in a career-related degree program while their children simultaneously attend an on-campus public elementary school. Recognizing the difficulties these individuals must overcome to obtain a degree, the program provides participants with a variety of academic, career and personal services that include assistance with HRA-related issues, guidance and planning for registration, and special workshops on topics related to parenting and employment skills. Family College also provides access to computers and a book stipend.

Bridges to the Baccalaureate

The Bridge programs with Brooklyn and Medgar Evers Colleges are characterized by three types of activities – academic, student support services, and faculty collaboration. Both programs provide students with faculty mentors and laboratory research experiences, as well as seminars and coursework opportunities at the senior college. Successful Bridge participants are guaranteed acceptance at the junior year level into the senior college affiliated with their program. Faculties from both colleges teach the required coursework, monitor the quality of the academic program and plan enrichment activities.

Distance Learning

The College has two classrooms with distance learning capabilities. Both contain a media distribution system, video conferencing technology and whiteboard displays that provide a real-time interactive environment.

Between Fall 1999 and Winter 2002, three faculty members from the Department of Business delivered instruction via distance learning to 15 accounting and payroll employees at the Fort Totten Army base. These were exact, synchronous equivalents of their corresponding on-campus courses. In 2002, the Department of Tourism and Hospitality utilized the distance learning lab to host a Global Seminar Project in conjunction with Cornell University's video bridge program.

Currently the College is exploring other distance learning opportunities including a new Fort Totten program, one involving residents of Spring Creek Towers, and a three-credit introductory business course at Michael J. Petrides High School in Staten Island.

Technology-enhanced instruction such as *Blackboard.com* is used by an average of 30 instructors each semester. The College will offer its first completely online course in Fall 2005: a section of Introduction to Anthropology. This course will be identical in its criteria, outcomes, and requirements as the same course offered on campus. Students in this course will have access to the same learning resources as students taking courses on campus.

Recommendations

1. The College should create a standing committee to oversee the ongoing assessment of Developmental Education and the formulation of recommendations to improve it.
2. Increase the percentage of online instruction and ensure that all courses have the same outcomes regardless of modalities.
3. Develop written program outcomes and assessment plans for College Now, Family College, the Intel Behavioral and Social Sciences Research Program and the Bridges Programs.
4. Continuing Education should increase workforce development programs.

Standard 14

Assessment of Student Learning

Assessment at Kingsborough has two purposes: to ascertain the skills and knowledge students have learned during their college careers and to improve effectiveness of instruction, courses and programs.

Expectations of Student Learning

Basic Skills

The majority of Kingsborough students begin their college career at the pre-college, developmental level. The College's expectation is that students will be able to do college-level work as determined by CUNY examinations in reading, writing and mathematics. Developmental instruction in reading, writing and mathematics has been designed to reflect each competency level, indicated by ranges of placement scores. Readiness for college-level work is demonstrated by students' retaking any exams previously failed and eventually passing all three exams. The College determines the effectiveness of developmental programs by monitoring rates of progress within the sequence and the passing rates upon exit from developmental instruction (Standard 7, p. 36 and Standard 13, pp. 83-84).

Course Learning Outcomes

As of June, 2005, four academic departments have written objectives for every course each offers (KCC Assessment Plan, p. 13). The other ten departments have written objectives for some courses, typically a general education or foundation course. The College's timetable for the completion of at least one cycle of course outcomes assessment (from the specification of outcomes through the evaluation of results and the implementation of results-based modifications) is by Fall 2007 (KCC Assessment Plan, p. 12). Other than courses where students are expected to meet performance standards, such as in nursing, physical therapist assistant, studio arts and laboratory sciences courses, the average KCC instructor uses traditional measures of learning outcomes such as tests, quizzes, written assignments, oral presentations and projects. Workshops on learning outcomes assessment have emphasized the need to connect whatever measures are used with clearly stated course objectives which are communicated to students.

In developmental writing courses, students demonstrate competence through portfolios of their writing that has undergone revisions. Rubrics are used to assess the writing portfolios. Both adjunct (who are compensated) and full-time instructors participate in norming sessions to standardize the grading. Portfolios are also used in a number of other disciplines; among them are Art, Early Childhood Education, and Tourism and Hospitality. The College Assessment Committee workshops have emphasized the need to articulate assessable learning outcomes.

Program Learning Outcomes

Five academic departments have written learning objectives for a total of fourteen academic programs. The remaining departments, responsible for a total of seventeen programs, should have written program objectives by the end of Spring 2006 and should complete at least one assessment cycle (including modifications based on results) by Spring 2008.

Every ten years, each degree program is visited by outside evaluators following a self-study (Standard 7, p. 34 and Standard 11, p. 70). Some departments regularly survey graduates and use this information to revise their programs and courses. However, collection of information about graduates needs improvement (Standard 7, p. 35).

College Learning Outcomes

The College's mission, goals and objectives include competencies deemed important for students' future success regardless of their chosen field of study (Appendix A, p. 3). Available relevant data have been collected (Appendix B, p. 4) and will be evaluated by the College Assessment Committee. The data and the Committee's written evaluation of the results will be disseminated to the College and a report will be submitted by the end of Spring 2006 to the College Council for its response and to inform its planning (Standard 7, Recommendation 2, p. 37). The college learning outcomes will also frame the review of general education currently underway.

CUNY Proficiency Examination

All matriculated students regardless of curriculum are expected to read and interpret textbooks and materials of general interest, organize and present ideas about what is read and connect those ideas to other information or concepts, write clearly and effectively for an audience, and interpret and evaluate material presented in charts and graphs. To determine whether students have developed these abilities, the College administers the CPE to students after they reach their 45th credit (Standard 11, p. 70 and Standard 12, p. 79).

College Assessment Activities

Section 8.6 of the CUNY Bylaws gives faculty responsibility for matters related to curriculum development and assessment. Article V of the College Council Constitution prescribes that the duties of the Curriculum Committee of the Council, made up of voting members who must be faculty, include the review and approval of curricula. Therefore, Kingsborough's response to the newly re-written MSCHE *Characteristics of Excellence* has been to offer multiple and sequential faculty development opportunities focused on best practices in:

- articulating program goals and desired learning outcomes
- assessing the degree to which goals and outcomes are achieved
- using assessment results to enhance students' learning.

The College participated in the Pew Foundation 21st Century Learning Outcomes Project, which sought to encourage colleges to develop learning outcomes for courses and programs. As a result, in 2001, the College Council approved a list of skills deemed most important for students. The statement that accompanied the list recommended that “Kingsborough Community College consider a system that will enable faculty to assess achievement of such skills in a process that is optional for students, faculty, programs and departments.” It further suggested that “Interested departments consider these skills and present their ideas to the appropriate committee of the College Council.”

Assessment efforts began in earnest in 2002, when a team consisting of faculty and the Associate Dean of Academic Programs attended the annual AAHE Conference on Assessment. The team became the founding members of the College Assessment Committee. Over time, the Committee expanded to include members of most academic departments and the Associate Dean for Institutional Research, Assessment and Planning, who provides technical assistance and ensures the integration of all assessment activities with planning.

The Committee developed a *Guide for the Assessment of Student Learning*, which includes a template for course assessment, an outline of the steps to be taken to identify and assess outcomes and measurements, a list of helpful resources and an action plan. The Guide was distributed to departments along with an offer from committee members to serve as a resource and support throughout their development of assessment plans.

Members of the College Assessment Committee reported to the College community at two consecutive convocations. In each case, the importance of engaging in the assessment process was stressed. To further the process and to assist faculty members in understanding and developing strategies to assess student learning in their departments, two workshops were held. Over fifty faculty members attended each workshop, where the Guide was distributed and best practices were highlighted. At the workshops, activities helped faculty identify specific outcomes in at least one course, and evaluative tools and measurements to best ascertain the extent to which the outcomes are achieved, while members of the committee circulated to provide assistance. Faculty were asked to return to their departments to complete the identification of outcomes and measures for all courses. To achieve this, additional resources may require funding for reassigned time for a person in each department to guide and monitor assessment efforts. These faculty members would coordinate their efforts with and receive support from the College Assessment Committee and the Associate Dean for Institutional Research, Assessment and Planning.

Of respondents to the Fall 2004 survey, 100% of chairpersons and 85% of faculty agreed that learning outcomes have been developed and are included in course syllabi in their departments. However, the process does not appear to be complete. Based on drafts of departmental plans submitted, many of the outcomes are stated as traditional course objectives and not measurable student behaviors.

In Spring 2005, the College Assessment Plan was distributed to senior administrators and department chairs. Members of the College Assessment Committee met with each academic department to clarify the rationale for assessment, ascertain the progress made toward the identification of learning outcomes for courses and programs, and offer advice and assistance. In almost every case, the faculty who comprise the departmental assessment committees were receptive and proactive about the process. In response to interview questions, most chairs stated that the College administration is supportive of their efforts on assessment, although resistance still exists.

Departments have begun the assessment process by identifying outcomes and measurements at the course level. These have been used as the basis for program and department outcomes. Each department was expected, at a minimum, to have developed measurable learning outcomes for two multi-section courses by June 2005 and also to have written a description of their assessment efforts and their plans for furthering the process.

A survey conducted in Spring 2005 reported each department's progress in meeting the expectations of the College Assessment Plan. All departments are optimistic that they will meet the timetable's expectations. The Department of Biological Sciences has created a document that includes an assessment statement, ideas, strategies and examples related to assessment, assessment methods with advantages and disadvantages, planning strategies and worksheets, pertinent articles, College Assessment Committee materials, and the current departmental assessment plan with stated program goals for student outcomes. The Early Childhood Education programs, and the Nursing Department and Tourism and Hospitality Department have program-specific student handbooks, which describe expected learning outcomes. The Departments of Business, Biological Sciences, Nursing, Physical Sciences, and Tourism and Hospitality have posted student learning outcomes on departmental web sites.

Improvement in Teaching and Learning

Use of Basic Skills Results

The College monitors the passing rates on the CUNY basic skills tests of entering students and those who retest at the completion of developmental instruction, and adjusts its practices according to these data (Standard 13, p. 35). The Departments of English, and Mathematics and Computer Science have developed a number of interventions that take particular advantage of the 6-week Winter and Summer modules to assist students in improving their skills in a focused environment and, subsequently, passing the test. Based on results in the Summer 2005 Immersion ENG BW courses, adjustments were planned for the Winter 2006 ENG BW courses, which include the expanded use of counselors and tutors both spending time in the classroom with students and instructors. The passing rates at the completion of developmental instruction in Fall 2004 were 69% in reading, 53% in writing, and 58% in mathematics. Fall 2004 average results for all CUNY community colleges were 65% in reading, 54% in writing and 64% in mathematics. Due to a below average passing rate on the CUNY math exam compared to

other CUNY community colleges, the Mathematics Department has been asked to formulate a plan to improve this outcome.

CUNY Proficiency Exam Results

The success rate for Kingsborough students on the CUNY Proficiency Exam (Standard 11, p. 69) was 88%³ in 2004-05, which was nearly identical to the rate for all CUNY community colleges. Of students surveyed in Spring 2004 (CUNY Student Experience Survey), 58% were satisfied with the quality of preparation for the CPE. This rate was below that of other CUNY colleges. The faculty and staff of the Reading and Writing Center and the Associate Dean of Academic Programs are planning new strategies to increase students' satisfaction with CPE workshop services. To relieve overcrowded workshops, additional space has been created. Orientation sessions prior to students' participation in workshops are now required to avoid questions pertaining to CPE eligibility and other administrative issues when the workshop is focused on test practice. To improve sign-up procedures, an online registration for workshops is planned. CPE results have been shared with departments to further their efforts in preparing students for this exam.

Outcomes-based Program and Course Improvements

Most chairs reported that their departments have not yet collected assessment data based on newly developed objectives and desired learning outcomes. However, some are well along in that process, such as the Departments of Biological Sciences; Health, Physical Education and Recreation; and Nursing. These data will guide the development and modification of courses and programs in the future. Meanwhile, program reviews (Standard 11, p. 70) and other strategies (p. 71) have led to course and program improvements.

In 2001, the Nursing Department faculty responded to the KCC graduate passing rate on the NCLEX-RN Licensure Examination, which was lower than the desired target. Although the five-year composite pass rate met the minimum State standard of 75%, the faculty decided to initiate strategies for improvement. The faculty raised the NLN PAX-RN score that is required for program admission to the 50th composite percentile. As of Fall 2002, the minimum passing score for required nursing courses with a clinical component was raised to 75. Additional strategies included mandating that each student use the computer-based tutorial *Ensuring Test Success* and take NLN achievement exams each semester. NLN exam results were used to identify content areas students had difficulty with, diagnose individual deficiencies and validate course exams. Counselors present seminars each semester on building test-taking skills and reducing test anxiety. Between January 2003 and January 2005, KCC graduates' pass rates on the NCLEX-RN Licensure Examination were consistently greater than 89%.

³ This is a cumulative rate that includes students who passed within the year reported, regardless of whether they passed on the first attempt or subsequent attempts.

Institutional Effectiveness and Student Learning Outcomes

The College Assessment Plan addresses institutional effectiveness and student learning outcomes as an integrated whole. There are two major, multidimensional institutional assessments; the CUNY PMP and Kingsborough's assessment of the achievement of its mission, goals, and objectives. Assessment of student learning outcomes plays a major role in each (Standard 7, pp. 29-32).

The CUNY PMP identifies the following goals related to student learning assessment:

- Raise academic quality
 - Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program
 - Use program reviews and outcome assessment efforts to enhance and update programs, pedagogy, and use of technology to improve instruction
 - Increase instruction by full-time faculty
- Improve student success
 - Increase retention and graduation rates
 - Improve post-graduate outcomes
 - Improve college readiness
 - Improve quality of student support services

Program reviews and outcome assessment efforts are prominent among these goals. One of the indicators used to measure college performance pertains to “evidence of progress in implementing learning outcomes plans.” Kingsborough's PMP targets for 2005-2006 include specifying student learning outcomes for all courses, developing corresponding measures, collecting data, and implementing a comprehensive assessment of student and academic support services. The College's overall performance will be judged in part by how well it progresses towards these targets. Additionally, data on skill achievement, retention, graduation, licensure, job placement, and student satisfaction rates will be examined.

Measures have been identified for each of the College's newly written objectives. In the coming year, a report will be prepared and distributed to the College community to show the extent to which Kingsborough Community College fulfills its stated goals and objectives. A clearer understanding of how well they are accomplished will serve as the foundation for continued efforts to improve achievement of Kingsborough's mission. Student learning outcomes are central to that mission.

Recommendations

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

2. Departments should be provided with the resources needed to create and effectuate assessment plans for all courses and programs
3. The College should continue to:
 - offer workshops on the assessment process
 - support faculty participation in regional and national assessment conferences
 - create links on the College website to assessment resources and College data.
4. To become involved in the assessment process, students should serve on department and College assessment committees.
5. The College Curriculum Committee should consistently enforce its requirement that all proposals for courses and programs describe desired learning outcomes in measurable terms.
6. Both the College and departments must increase the use of assessment data to improve teaching and student learning outcomes.

Epilogue

Over the years, outstanding faculty have enabled Kingsborough students to succeed, which helped establish the College's reputation for effectiveness. Having recently celebrated its 40th anniversary, the College has now entered a phase of self-renewal. Experienced faculty are working side-by-side with many new members. They feel supported by an administration committed to adapting the institution to rapid societal and economic change. The remarkable ethnic, racial, linguistic, age and gender diversity of the student body is a particularly valuable asset.

The self-study committees found Kingsborough to be an excellent institution, having many strengths which lead it to fulfill its mission. The committees also located areas in need of improvement and recommendations for enhancements have been made. In the process of researching and writing the report, several emergent issues were discussed by the college community and have already resulted in initiatives for change. Transformation of the registration processes and improvements in student transportation have resulted in increased student satisfaction. Creation of two faculty development centers has provided the foundation for anticipated improvements in student learning outcomes. College-wide cooperation has contributed to new designs for assessment and planning.

In addition to the plans for improvement already developing, it is anticipated that the responses to recommendations will continue. The strategic planning process is presently underway and will identify priorities for change, map how to implement new ideas and adjust current practices which have the most potential for increasing effectiveness.

Appendix A

Kingsborough Community College Mission, Goals, and Objectives

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

Goal	Objective/Outcome	College Actions*	Assessment Measures
To offer an excellent general education to all degree students	Students will: <ul style="list-style-type: none"> • choose from a wide range of liberal arts and sciences courses in order to develop the knowledge, skills and appreciation of disciplines beyond their majors. • increase their knowledge of self and of their physical, social and cultural environment. 	The College will: <ul style="list-style-type: none"> • provide sufficient qualified faculty. • provide adequate and convenient course scheduling. • provide activities designed to improve teaching effectiveness. • foster faculty scholarly and creative accomplishments. • review its general education curriculum and establish a system for ensuring its effectiveness. • establish course and program student learning outcomes. • communicate learning outcomes to students. 	<ul style="list-style-type: none"> • Achievement of learning outcomes in general education courses as determined by departmental assessment plans • CPE pass rate • Student survey

Goal	Objective/Outcome	College Actions*	Assessment Measures
<p>To provide programs of study for those intending to transfer and those seeking immediate employment</p>	<p>Students will</p> <ul style="list-style-type: none"> • attain the knowledge relevant to their chosen area of study. • be prepared for upper division study. • attain certification, if applicable, in their chosen field. • attain employment and succeed in their chosen field. • acquire job-readiness skills including resume and application writing and interview skills. 	<p>The College will</p> <ul style="list-style-type: none"> • actively seek out and respond to the needs of employers in developing new and ongoing courses and programs of study. • optimize articulation with baccalaureate degree programs. • monitor the effectiveness of career programs in preparing students for employment. • obtain and use data from employers to improve programs. • provide workshops and other resources to assist students in developing transfer and job-readiness skills. • ensure that programs meet requirements for as many certifications as appropriate. 	<ul style="list-style-type: none"> • Job placement rate • Certification/licensure passing rates • Employer surveys in selected departments • Perkins 3 and KCC graduate surveys • Achievement of learning outcomes in courses in major as determined by departmental assessment plans • % of degree graduates who transfer to CUNY bachelor programs • One-year retention rate and GPA of KCC graduates in senior colleges as compared to other transfer students and students who began at the institution. • Achievement of learning outcomes in student development, portfolio, capstone courses and career workshops

Goal	Objective/Outcome	College Actions*	Assessment Measures
<p>To develop students' competence in written and oral communication, quantitative skills, critical thinking, research, and technological literacy</p>	<ul style="list-style-type: none"> • Students who require additional preparation will move as quickly as possible to full and successful participation in the college curriculum. • Students will: <ul style="list-style-type: none"> • demonstrate mastery of quantitative skills. • demonstrate their problem solving skills through their ability to analyze, compare, and evaluate ideas. • demonstrate effective oral and written communication. • use technology to acquire and manage knowledge. 	<p>The College will</p> <ul style="list-style-type: none"> • provide programs to help under-prepared students meet CUNY standards in reading, writing and mathematics. • provide summer and winter programs and workshops to help under-prepared students move as quickly as possible to full and successful participation in the college curriculum. • provide learning opportunities to promote the development of communication, writing, problem solving/ critical thinking, and technological skills. • provide adequate technology resources for faculty, students and staff. 	<ul style="list-style-type: none"> • Pass rate in Freshman English courses • Achievement of learning outcomes in Freshman English courses • Pass rates on CUNY examinations upon completion of developmental instruction • CPE pass rate • % of USIP freshmen whose placement level improves as a result of USIP

Goal	Objective/Outcome	College Actions*	Assessment Measures
<p>To promote life-long learning opportunities in credit and non-credit programs for the traditional and non-traditional student</p>	<ul style="list-style-type: none"> • Students representing all sectors of the community will enroll in the college. <p>Students will:</p> <ul style="list-style-type: none"> • take an active role in their own learning • utilize college programs and services to meet their personal goals. • apply knowledge learned in coursework to various contexts. • broaden their cross-cultural perspectives. • develop a sense of values and ethics. 	<p>The College will:</p> <ul style="list-style-type: none"> • conduct recruitment activities that provide accurate academic and career information to a wide range of potential student populations. • promote teaching and counseling that encourages: <ul style="list-style-type: none"> - self-directed, active learning. - application of learned knowledge. - informed decision making. • provide opportunities for cross-cultural interaction. • provide continuing education that meets students' needs. • promote ethical practices and respect for learners through its teaching, research and policies. • Provide contract courses for businesses and industries. • assess community and employers' educational needs and develop programs to address them. 	<ul style="list-style-type: none"> • Demographic data of student body (age, gender, ethnicity, language, geographic location) • CCSSE questions related to student engagement • e-SIMS usage rates • Student Evaluation of Teaching • Student surveys • LIBQUAL Library Survey • Participation in programs of offered by Student Services such as career workshops, career-day, transfer-day, counseling • Use of tutoring services • Participation in extra-curricular activities • Enrollment in Continuing Education programs such as College-for-Kids • Enrollments in College Now and My Turn programs • Assessment of adequacy and effectiveness of community and business programs, including contract courses.

Goal	Objective/Outcome	College Actions*	Assessment Measures
<p>To provide a range of services that support student success</p>	<p>Students will</p> <ul style="list-style-type: none"> • be placed in classes suitable to their academic skills. • be able to register efficiently for appropriate courses . • be aware of and effectively utilize college services. • be satisfied with college services. • persist and achieve their academic goals. • be satisfied with ancillary services such as cafeteria and book store. • have the opportunity to interact positively with peers and develop leadership skills. 	<p>The College will:</p> <ul style="list-style-type: none"> • provide effective and supportive pre-enrollment, skills assessment, financial aid, registration, and related services. • provide counseling and advisement to enable students to make appropriate course selections. • provide counseling services that promote students' personal, academic and career development. • provide services that meet the needs of a diverse student population. • facilitate student access to college services. • offer effective tutoring services in all areas that students require. • provide library and information resources that support student learning. • arrange for and monitor the provision of ancillary services such as book store and cafeteria. • by offering activities such as clubs, teams, student government and other extra-curricular activities, provide students with the opportunity to positively interact with peers and develop leadership skills. 	<ul style="list-style-type: none"> • CUNY Student Experience Survey • CCSSE • Admissions Survey • Registration Survey • Services Surveys (I and II) • Instructional Computing Survey • LIBQUAL Library Survey • New Student Orientation Survey • Extracurricular Activities Survey

Goal	Objective/Outcome	College Actions*	Assessment Measures
<p>To respond to the educational, cultural, and economic needs of the communities we serve</p>	<p>Area residents will:</p> <ul style="list-style-type: none"> • use the college as an educational and cultural resource. • view the college positively. <p>Businesses will:</p> <ul style="list-style-type: none"> • benefit from workforce development initiatives offered with the college. <p>High school students will:</p> <ul style="list-style-type: none"> • increase their college readiness to succeed in college by participating in collaborative programs. <p>Other public agencies will:</p> <ul style="list-style-type: none"> • collaborate with the college for the benefit of the community. 	<p>The College will:</p> <ul style="list-style-type: none"> • make available to the community its educational, cultural and recreational programs, activities, facilities, and events. • consult and collaborate with local community groups on issues of mutual concern. • participate in academic partnerships with local businesses, schools and public agencies. • actively seek external funds to support college and community goals. • Provide workforce development 	<ul style="list-style-type: none"> • College Now participation statistics • College Now success rates • Community attendance at college events such as Summer Concert Series, Famous Author Series, etc. • Enrollment in Continuing Education programs such as College-for-Kids • Enrollment in programs for adults such as My Turn and Teacher on Sabbatical • Survey of area residents • Number of articulation agreements with four-year colleges • Number of internships with business and community organizations • Total value of grant awards • Number of colleges participating in Virtual Enterprise network

Appendix B
Kingsborough Community College
Achievement of Mission, Goals, Objectives

Goal: To offer an excellent general education to all students

Outcomes:

Students will:

- Choose from a wide range of liberal arts and science courses in order to develop the knowledge, skills, and appreciation of disciplines beyond their majors
- Increase their knowledge of self and of their physical, social and cultural environment.

Assessment Measures:

- ✓ Achievement of learning outcomes in general education courses as determined by departmental assessment plans
- ✓ CPE pass rate
- ✓ Community College Survey of Student Engagement

Results:

	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Percentage of required test-takers passing the CUNY Proficiency Exam	84.6	78.2	81.7	88.1

Community College Survey of Student Engagement

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas: (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)			
Percent saying "Quite a bit" or "Very much"	Spring 2001 Percentage	Spring 2003 Percentage	Spring 2005 Percentage
Acquiring a broad general education	65.5	65.2	64.9
Working effectively with others	50.0	53.8	54.8
Learning effectively on your own	62.1	66.6	62.8
Understanding yourself	59.7	62.5	56.9
Understanding people of other racial and ethnic backgrounds	58.6	56.0	51.8

Goal: To provide programs of study for those intending to transfer and those seeking immediate employment

Outcomes:

Students will:

- Attain the knowledge relevant to their chosen area of study
- Be prepared for upper division study
- Attain employment and succeed in their chosen field
- Acquire job-readiness skills including resume and application writing and interview skills.

Assessment Measures:

- ✓ Job placement rate
- ✓ Certification/licensure passing rates
- ? Employer surveys in selected departments
- ✓ Perkins III and KCC graduate surveys
- ↘ Achievement of learning outcomes in courses in major as determined by departmental assessment plans
- ✓ % of degree graduates who transfer to CUNY bachelor programs
- ✓ One-year retention rate and GPA of KCC graduates in senior colleges as compared to other transfer students and students who began at the institution
- ↘ Achievement of learning outcomes in student development, portfolio, capstone courses and career workshops

Results:

	2000	2001	2002	2003	2004
Percent passing NCLEX (Nursing) exam	69.5	73.9	79.5	91.7	89.3

	1998-99 Graduates	1999-00 Graduates	2000-01 Graduates	2001-02 Graduates	2002-03 Graduates
Six-month job placement rate in vocational programs	70.6	73.4	82.6	69.8	63.4
Six-month education placement rate in vocational programs	52.4	57.7	54.7	66.3	67.7
Six-month job and education placement rate in vocational programs	92.7	93.4	93.2	93.7	92.6

	1999-00 Associate Degree Recipients	2000-01 Associate Degree Recipients	2001-02 Associate Degree Recipients	2002-03 Associate Degree Recipients	2003-04 Associate Degree Recipients
Percentage of AA/AS recipients who transferred to a CUNY baccalaureate program	32.4	40.3	40.7	42.5	46.5
Percentage of AAS recipients who transferred to a CUNY baccalaureate program	26.2	30.8	34.4	29.9	38.8
One-year retention rate of AA/AS transfers to baccalaureate programs	79.7	74.4	76.3	81.0	76.8
One-year retention rate of AAS transfers to baccalaureate programs	74.9	72.8	76.7	72.4	79.3
Average first term GPA of transfers from AA/AS programs	2.29	2.37	2.39	2.40	2.48
Average first term GPA of transfers from AAS programs	2.07	2.39	2.47	2.44	2.40

Goal: To develop students' competence in written and oral communication, quantitative skills, critical thinking, research and technological literacy

Outcomes:

- Students who require additional preparation will move as quickly as possible to full and successful participation in the college curriculum.

Students will:

- Demonstrate mastery of quantitative skills
- Demonstrate their problem solving skills through their ability to analyze, compare and evaluate ideas
- Demonstrate effective oral and written communication
- Use technology to acquire and manage knowledge.

Assessment Measures:

- ✓ Pass rate in Freshman English courses
- ✓ Achievement of learning outcomes in Freshman English courses
- ✓ Pass rates on CUNY examinations upon completion of developmental instruction
- ✓ CPE pass rate
- ✓ % of USIP freshmen whose placement level improves as a result of USIP
- ✓ Community College Survey of Student Engagement

Results:

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Pass rate in English 12	62.7	68.6	75.4	79.5	74.3
Pass rate in English 24	70.2	73.3	73.9	77.4	71.4

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Pass rate in reading on exit from remediation	54.5	58.7	72.6	71.1	68.7
Pass rate in writing on exit from remediation	37.4	40.4	41.4	43.7	47.3
Pass rate in mathematics on exit from remediation	67.1	66.7	66.9	69.7	58.1

	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Percentage of required test-takers passing the CUNY Proficiency Exam	84.6	78.2	81.7	88.1

	Fall 2004
Percentage of USIP participants whose placement level improves as a result of USIP	78.3

Community College Survey of Student Engagement

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas: (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)			
Percent saying "Quite a bit" or "Very much"	Spring 2001 Percentage	Spring 2003 Percentage	Spring 2005 Percentage
Writing clearly and effectively	60.0	60.4	54.7
Speaking clearly and effectively	56.3	57.2	49.3
Thinking critically and analytically	64.4	65.5	58.5
Solving numerical problems	46.9	49.5	46.1
Using computing and information technology	43.4	49.9	47.0

Goal: To promote life-long learning opportunities in credit and non-credit programs for the traditional and non-traditional student

Outcomes:

- Students representing all sectors of the community will enroll in the college.

Students will:

- Take an active role in their own learning
- Utilize college programs and services to meet their personal goals
- Apply knowledge learned in coursework to various contexts
- Broaden their cross-cultural perspectives
- Develop a sense of values and ethics.

Assessment Measures:

- ✓ Demographic data of student body (age, gender, ethnicity, language, geographic location)
- ✓ CCSSE questions related to student engagement
- ? E-SIMS usage rates
- ? Student Evaluation of Teaching
- ✓ CCSSE questions on development of knowledge and skills
- ? LIBQUAL Library Survey
- ? Participation in programs offered by Student Services such as career workshops, career day, transfer day, counseling
- ✓ Use of tutoring services
- ✓ Participation in extra-curricular activities
- ✓ Enrollment in Continuing Education programs such as College-For-Kids
- ✓ Enrollments in College Now and My Turn programs
- ✓ Assessment of adequacy and effectiveness of community and business programs, including contract courses

Results:

Enrollment by Gender	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Men	39.8	41.2	40.2	40.1	41.3
Women	60.2	58.8	59.8	59.9	58.7

Enrollment by Ethnicity	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
White	46.7	44.8	43.4	41.3	41.7
African-American (Black)	30.3	31.7	32.5	33.0	33.1
Hispanic	13.4	13.2	14.0	14.4	14.2
Asian/Pacific Islander	9.5	10.2	10.1	11.2	10.9

Age of Degree Students	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Under 20	30.6	29.2	26.8	26.4	26.9
20 - 22	32.3	33.4	34.1	33.9	33.3
23 - 24	9.6	10.0	9.9	10.1	10.7
25 - 29	11.2	11.7	12.1	12.6	11.9
30 - 44	12.9	12.5	13.9	13.5	13.7
45 and Over	3.3	3.1	3.2	3.5	3.4

Native Language of Degree Students (Counts of languages other than English with 25 or more native speakers)	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Russian	530	511	601	635	684
Spanish	478	411	422	409	411
Chinese/Cantonese	298	265	252	263	267
French/Creole	391	333	317	268	274
Urdu	75	84	86	91	96
Polish	79	60	66	60	78
Ukrainian	31	34	40	47	60
Arabic	72	83	67	56	57
Yoruba	...	...	...	32	40
Hebrew	36	31	...	26	34
Bengali	26	29	33	30	33
Italian	60	58	41	45	33
Albanian	27	28	30	26	28
Turkish	27	25	...	...	27
Japanese	26	26	...	...	...

Community College Study of Student Engagement

	2001	2003	2005
In your experiences at this college during the current school year, about how often have you done each of the following? (1=Never, 2=Sometimes, 3=Often, 4=Very Often)			
Asked questions in class or contributed to class discussions	2.69	2.74	2.85
Made a class presentation	1.93	1.99	1.90
Worked with other students on projects during class	2.21	2.29	2.24
Worked with classmates outside of class to prepare class assignments	1.74	1.72	1.58
Tutored or taught other students (paid or voluntary)	1.39	1.39	1.36
Participated in a community-based project as part of a regular course	1.33	1.31	1.27
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.58	2.62	2.58
Prepared two or more drafts of a paper or assignment before turning it in	2.60	2.68	2.49
Worked on a paper or project that required integrating ideas or information from various sources	2.60	2.72	2.56
Came to class without completing readings or assignments	1.95	1.92	1.85
During the current school year, about how much reading and writing have you done at this college? (1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20)			
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.24	2.35	2.24
About how many hours do you spend in a typical 7-day week doing the following? (0=None, 1=1-5 hours, 2=6-10 hours, 3=11-20 hours, 4=21-30 hours, 5=More than 30 hours)			
Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	1.76	1.86	1.72
Indicate how often you use the following services. (0=Don't know/N.A., 1=Rarely/never, 2=Sometimes, 3=Often)			
Peer or other tutoring	1.11	1.53	1.43
Skill labs (writing, math, etc.)	1.32	1.69	1.60
Computer lab	1.48	1.98	1.97

Community College Survey of Student Engagement

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas: (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)			
Percent saying "Quite a bit" or "Very much"	Spring 2001 Percentage	Spring 2003 Percentage	Spring 2005 Percentage
Working effectively with others	50.0	53.8	54.8
Learning effectively on your own	62.1	66.6	62.8
Understanding yourself	59.7	62.5	56.9
Understanding people of other racial and ethnic backgrounds	58.6	56.0	51.8
Developing a personal code of values and ethics	42.8	48.0	43.2

Program Enrollment	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
College Now	3668	3514	3448	3604	3411
My Turn	643	581	610	605	609

Continuing Education Age-Specific Programs Annual Enrollments	Age Group	2000-01	2001-02	2002-03	2003-04
College for Kids	7 - 12	2529	2222	2605	2340
NYS Regents Exam Prep	13 - 16	...	...	...	146
SAT Preparation	15 - 18	141	69	101	104
Diploma Now	17 - 18	792	759	752	688
Breakaways	8 - 10	150	152	...	...
Inner City Games	8 - 13	135	108	...	...
EL/Civics	55 +	...	111	270	586

Goal: To provide a range of services that support student success

Outcome: Students will be placed in classes suitable to their academic skills.

Assessment Measures:

- ✓ All degree-seeking freshmen will take skills tests as required.
- ✓ Students will report satisfaction with testing services.
- ✓ The proportion of students who cannot register for English and/or Math due to missing scores will decrease.
- ✓ The proportion of students who register for needed basic skills courses will increase.
- ? The number of misplacements in Math and English/ESL courses will decrease (students will not need to switch levels once classes start).
- ✓ Students will report satisfaction with the academic advisement process.
- ? The proportion of advanced standing transfer admissions who receive transcript evaluations in time to register for appropriate classes will increase.

Results:

**Fall 2005 Entering Freshmen
English Placement and Courses
As of September 16, 2005**

English Placement	Total	Registered for ENG/ESL	Not Registered for ENG/ESL	Percent Registered
ESL	215	193	22	89.8%
ENG 91	288	232	56	80.6%
ENG 92	145	133	12	91.7%
ENG 93	486	405	81	83.3%
ENG 12	783	673	110	86.0%
Other Placement	52	49	3	94.2%
No Placement Code	77	33	44	42.9%
All Developmental ENG/ESL	1186	1012	174	85.3%
Total	2046	1718	328	84.0%

Student Opinion Survey - Freshman Skills Testing

	Strongly Agree	Agree	Disagree	Strongly Disagree
Please tell us about your experiences with Freshman Skills Testing :				
I was treated with courtesy and respect	24%	69%	5%	2%
The process was efficient and convenient	16%	72%	10%	3%
My questions or problems were addressed or resolved	15%	70%	13%	2%
I was properly notified of what I needed to do and/or materials to bring	18%	69%	12%	2%
I was satisfied with the outcome of the Freshman Skills Testing process	14%	60%	20%	6%
I was satisfied overall with Freshman Skills Testing	16%	63%	18%	4%

Student Opinion Survey - Academic Advisement

	Strongly Agree	Agree	Disagree	Strongly Disagree
Please tell us about your experiences with Academic Advisement :				
I was treated with courtesy and respect	33%	58%	7%	2%
The process was efficient and convenient	21%	61%	14%	5%
My questions or problems were addressed or resolved	22%	59%	15%	4%
I was properly notified of what I needed to do and/or materials to bring	23%	54%	18%	5%
When I registered I knew what courses to take	25%	49%	19%	6%
I was satisfied overall with Academic Advisement	23%	58%	16%	3%

Outcome: Students will be able to register efficiently for appropriate courses.

Assessment Measures:

- ✓ Students will report satisfaction with registration processes such as:
 - obtaining class registrations
 - financial aid
 - billing and payment
 - health services/immunization.
- ✓ The proportion of students who report that they knew which courses they should take will increase.
- ✓ The proportion of students who report being unable to solve their problems with registration, including stops and special permissions, will decrease.
- ? The proportion of freshmen who register for specially programmed freshman sections will increase.
- ? The proportion of continuing students who file for Financial Aid early will increase.
- ? A smaller proportion of students will be decertified for TAP.
- ✓ A smaller proportion of students will be deregistered for not paying their bills.
- ? Students who are entitled to Veteran’s Benefits will be accurately identified.
- ✓ Students who attend orientation will increase their knowledge about course selection and registration.

Results:

Student Opinion Survey - New Student Orientation

	Strongly Agree	Agree	Disagree	Strongly Disagree
Please tell us about your experiences as a result of New Student Orientation :				
I know more about course selection and scheduling classes at Kingsborough	33%	54%	10%	4%
I received information that allowed me to successfully use e-SIMS to register	35%	48%	14%	3%

Student Opinion Survey - Financial Aid & Health Services

	Strongly Agree	Agree	Disagree	Strongly Disagree
Please tell us about your experiences with Financial Aid :				
I was treated with courtesy and respect	23%	66%	9%	3%
The process was efficient and convenient	14%	50%	26%	9%
My questions or problems were addressed or resolved	18%	58%	17%	6%
I was properly notified of what I needed to do and/or materials to bring	19%	57%	18%	6%
I was satisfied with the outcome of the financial aid process	19%	49%	22%	9%
I was satisfied overall with Financial Aid	21%	49%	22%	9%
Please tell us about your experiences with Health Services/Immunization :				
I was treated with courtesy and respect	32%	61%	6%	1%
The process was efficient and convenient	28%	62%	9%	1%
My questions or problems were addressed or resolved	29%	65%	4%	2%
I was properly notified of what I needed to do and/or materials to bring	30%	61%	7%	2%
I was satisfied overall with Health Services/Immunization	34%	59%	6%	2%

Student Opinion Survey - Registration

	Strongly Agree	Agree	Disagree	Strongly Disagree
Please tell us about your experiences with <u>eSIMS registering for classes</u>:				
When registering on campus, I was treated with courtesy and respect	33%	57%	8%	3%
The process was efficient and convenient	33%	52%	11%	4%
My questions about stops and/or special permission were addressed or resolved	27%	59%	12%	3%
My general questions or problems were addressed or resolved	23%	63%	12%	2%
I was properly notified of what I needed to do and/or materials to bring	23%	57%	17%	4%
I was satisfied with the courses and schedule I got	28%	54%	13%	5%
I was satisfied overall with Registration for classes	27%	57%	13%	3%
Please tell us about your experiences with the <u>eSIMS telephone help center</u>:				
I was treated with courtesy and respect	29%	60%	8%	2%
The process was efficient and convenient	26%	58%	12%	4%
My questions about stops and/or special permission were addressed or resolved	23%	61%	12%	4%
My general questions or problems were addressed or resolved	22%	64%	11%	3%
I was satisfied overall with the eSIMS telephone help center	23%	62%	12%	4%
Please tell us about your experiences with <u>Billing and Payment</u>:				
I was treated with courtesy and respect	28%	59%	9%	4%
The process was efficient and convenient	23%	56%	15%	6%
My questions or problems were addressed or resolved	22%	61%	10%	6%
I was properly notified of what I needed to do and/or materials to bring	25%	56%	12%	6%
I was satisfied overall with Billing and Payment	25%	55%	13%	6%

Outcome: Students will be aware of and effectively utilize college services.

Outcome: Students will be satisfied with college services.

Assessment Measures:

- ✓ The number of students using these services will increase, and students will express satisfaction with them:
 - Orientation
 - Counseling
 - Health Services
 - Career Center
 - Women’s Center
 - Recreation and intramural athletics
 - Instructional Computing.
- ✓ Students will report satisfaction with:
 - Services received in the evenings and on weekends
 - Admission Services
 - Child care
 - Assistive technology
 - International Student Services
 - Parking
 - Transportation arrangements made by the college
 - Campus safety and security.
- ? The proportion of applicants who enroll will increase.
- ✓ Students who attend orientation will increase their knowledge about the college’s services and facilities.
- ✓ Students will rate the library highly for:
 - Access to information

- Affect of service
- The library as a place
- Provision of control over personal data to users.
- ✓ Students will rate instructional computing highly for:
 - Enhancing coursework
 - Access to web and e-mail
 - Exchanging personal information and conducting business with the college
 - Ensuring privacy and security.

Results:

Student Opinion Survey - New Student Orientation

	Strongly Agree	Agree	Disagree	Strongly Disagree
Please tell us about your experiences as a result of New Student Orientation :				
I know more about the services and facilities at Kingsborough	36%	57%	7%	0%
Please tell us about your satisfaction with New Student Orientation :				
I was treated with courtesy and respect	69%	28%	2%	0%
The program was convenient and accessible	54%	42%	3%	1%
My questions or problems were addressed or resolved	52%	40%	6%	1%
I was satisfied overall with New Student Orientation	57%	38%	4%	1%

Student Opinion Survey - Admissions & International Student Services

	Strongly Agree	Agree	Disagree	Strongly Disagree
Please tell us about your experiences with Admissions processing :				
I was treated with courtesy and respect	20%	70%	8%	3%
The process was efficient and convenient	14%	61%	19%	5%
My questions or problems were addressed or resolved	16%	66%	15%	3%
I was properly notified of what I needed to do and/or materials to bring	20%	61%	14%	6%
The information I received in brochures and mailings was accurate and useful	17%	65%	14%	4%
I was satisfied overall with Admissions processing	17%	65%	14%	4%
Please tell us about your experiences with International Student Services :				
I was treated with courtesy and respect	19%	76%	6%	0%
The process was efficient and convenient	14%	76%	8%	1%
My questions or problems were addressed or resolved	14%	73%	10%	3%
I was properly notified of what I needed to do and/or materials to bring	14%	74%	10%	2%
I was satisfied overall with International Student Services	16%	75%	7%	2%

LIBQUAL Library Survey Results 2005
(Total N = 161 Students)

	(1 = low, 9 = high)			Adequacy (3 - 1)	Superiority (3 - 2)
	1. Minimum Mean	2. Desired Mean	3. Perceived Mean		
<u>Affect of Service</u>					
Employees who instill confidence in users	6.11	7.29	6.19	0.08	-1.10
Giving users individual attention	6.44	7.49	6.37	-0.07	-1.12
Employees who are consistently courteous	6.68	7.55	6.50	-0.18	-1.05
Readiness to respond to users' questions	6.62	7.61	6.59	-0.03	-1.02
Employees who have the knowledge to answer user questions	6.79	7.69	6.77	-0.02	-0.92
Employees who deal with users in a caring fashion	6.49	7.54	6.59	0.10	-0.95
Employees who understand the needs of their users	6.63	7.51	6.63	0.00	-0.88
Willingness to help users	6.63	7.48	6.69	0.06	-0.79
Dependability in handling users' service problems	6.40	7.32	6.54	0.14	-0.78
Affect of Service Average	6.53	7.50	6.56	0.03	-0.94
<u>Information Control</u>					
Making electronic resources accessible from my home or office	6.71	7.64	6.66	-0.05	-0.98
A library web site enabling me to locate information on my own	6.64	7.58	6.84	0.20	-0.74
The printed library materials I need for my work	6.73	7.63	6.80	0.07	-0.83
The electronic information resources I need	6.63	7.69	6.75	0.12	-0.94
Modern equipment that lets me easily access needed information	6.80	7.76	6.69	-0.11	-1.07
Easy-to-use access tools that allow me to find things on my own	6.96	7.71	6.90	-0.06	-0.81
Making information easily accessible for independent use	6.72	7.68	6.69	-0.03	-0.99
Print and/or electronic journal collections I require for my work	6.91	7.62	6.87	-0.04	-0.75
Information Control Average	6.73	7.67	6.74	0.01	-0.93
<u>Library as Place</u>					
Library space that inspires study and learning	6.66	7.77	6.73	0.07	-1.04
Quiet space for individual activities	6.73	7.82	6.52	-0.21	-1.30
A comfortable and inviting location	6.74	7.63	6.77	0.03	-0.86
A getaway for study, learning, or research	6.63	7.63	6.57	-0.06	-1.06
Community space for group learning and group study	6.33	7.19	6.53	0.20	-0.66
Library as Place Average	6.60	7.60	6.62	0.02	-0.98
<u>Satisfaction</u>					
In general, I am satisfied with the way in which I am treated at the library.	...	...	6.65	...	...
In general, I am satisfied with library support for my learning and/or research needs.	...	...	6.73	...	...
How would you rate the overall quality of the service provided by the library?	...	...	6.83	...	...

Student Opinion Survey - Computing

	Strongly Agree	Agree	Disagree	Strongly Disagree
Please tell us about your experiences with <u>Instructional Computing Labs</u> :				
I was treated with courtesy and respect	76%	22%	2%	0%
The service was convenient and accessible	63%	34%	3%	0%
I was satisfied overall with Instructional Computing	67%	32%	1%	0%
Please rate <u>Instructional Computing Labs</u> on the following items:				
Making my coursework better	54%	40%	6%	0%
Giving access to the web and e-mail	73%	23%	4%	0%
Making it easy for me to get my information (grades, test results, etc.)	72%	24%	3%	0%
Making it easy for me to sign up for tests or other items (CPE, etc.)	69%	25%	6%	0%
Protecting my privacy and security	67%	22%	10%	1%

CUNY Student Experience Survey - 2004

Satisfaction with Academic Support Services	Very Satisfied	Satisfied	No Opinion	Dis-satisfied	Very Dis-satisfied
Library facilities	30%	61%	6%	2%	0%
Library services	28%	58%	10%	2%	2%
Library hours	25%	55%	12%	5%	2%
Campus computing in general	16%	54%	22%	5%	3%
Computer lab hours	21%	46%	21%	9%	3%
Computer lab staff and help desk	16%	46%	29%	7%	2%
Computer lab availability on campus	18%	48%	17%	13%	3%
Computer availability on campus	18%	46%	16%	16%	4%
Science labs	10%	44%	40%	5%	1%
Learning labs	12%	43%	33%	8%	4%

CUNY Student Experience Survey - 2004

Frequency of Computer Use	Very Often	Often	Occasionally	Never
Use a computer at home to do an assignment for school	49%	26%	13%	12%
Use a computer at school to do an assignment for school	18%	17%	32%	33%
Use a computer at work to do an assignment for school	7%	9%	13%	71%
Use a computer in a computer lab	20%	21%	34%	26%
Use a computer during class	6%	9%	27%	58%
Search online for information for a class assignment	23%	24%	26%	27%
Find information about registration, testing or other college-related information online	17%	3%	37%	15%
Look at a course's web page	4%	16%	35%	45%
Use an online tutorial	0%	2%	8%	90%
Participate in an online discussion	0%	4%	8%	89%
Participate in an online class discussion using a discussion board	0%	4%	10%	86%
Communicate with a classmate about an assignment using e-mail	5%	12%	22%	61%
Communicate with a professor using e-mail	6%	11%	33%	50%
Hand in an assignment using e-mail	3%	4%	24%	69%

CUNY Student Experience Survey - 2004

Satisfaction with Student Services	Very Satisfied	Satisfied	No Opinion	Dis-satisfied	Very Dis-satisfied
Personal counseling	16%	47%	25%	9%	4%
Career planning and placement	9%	35%	42%	10%	4%
Student health services	8%	35%	50%	6%	1%
New student orientation	11%	36%	43%	8%	2%
Child care services	1%	17%	77%	3%	3%
Services for students with disabilities	9%	26%	62%	4%	0%
Cultural programs	10%	34%	49%	4%	2%
Social activities	7%	41%	49%	2%	1%

Outcome: Students will persist and achieve their academic goals.

Assessment Measures:

- ✓ Students who attend orientation will report having reduced anxiety, increased confidence and enthusiasm, and increased knowledge about the college as a result of having attended orientation.
- ✓ Students in need of counseling will be identified and will obtain it and increase their academic success.
- ✓ Students who desire tutoring are able to obtain it and increase their academic success.
- ✓ Students with special needs will obtain appropriate services and increase their academic success.
- ✓ Students with the need for assistive technology will obtain appropriate assistance and increase their academic success.
- ✓ Students who seek social and learning skills not traditionally taught in classrooms are able to obtain appropriate instruction, improve those skills, and increase their academic success.

Results:

Student Opinion Survey - New Student Orientation

	Strongly Agree	Agree	Disagree	Strongly Disagree
Please tell us about your experiences as a result of <u>New Student Orientation:</u>				
I am less anxious about attending Kingsborough Community College	29%	29%	25%	17%
I have more confidence that I can succeed at Kingsborough	61%	34%	3%	1%
I am more enthusiastic about attending Kingsborough	53%	41%	5%	1%
I have more overall knowledge about Kingsborough	39%	51%	8%	2%

Outcome: Students will be satisfied with ancillary services such as cafeteria and bookstore.

Assessment Measures:

- ✓ Students will report satisfaction with:

- Bookstore services
- Cafeteria services.

Results:

Outcome: Students will have the opportunity to interact positively with peers and develop leadership skills.

Assessment Measures:

- ✓ A large proportion of students will participate in and express satisfaction with:
 - Student Government
 - Clubs
 - Peer Advising
 - Athletics
 - Extracurricular activities.
- ✓ Students who participate in the following activities will increase their leadership skills and social integration in the college
 - Student Government
 - Clubs
 - Peer Advising
 - Athletics
 - Extracurricular activities.

Results:

CUNY Student Experience Survey - 2004

Satisfaction with Services	Other	Very Satisfied	Satisfied	No Opinion	Dis-satisfied	Very Dis-satisfied
Cafeteria/food services		9%	56%	11%	15%	9%
Campus bookstore		8%	60%	10%	16%	6%

Goal: To respond to the educational, cultural, and economic needs of the communities we serve

Outcomes:

Area residents will:

- Use the college as an educational and cultural resource
- View the college positively.

Businesses will:

- Benefit from workforce development initiatives offered with the college.

High school students will:

- Increase their readiness to succeed in college by participating in collaborative programs.

Other public agencies will:

- Collaborate with the college for the benefit of the community.

Assessment Measures:

- ✓ College Now participation statistics
- ✓ College Now success rates
- ✓ Community attendance at college events such as Summer Concert Series, Famous Author Series, etc.
- ✓ Enrollment in Continuing Education programs such as College-for-Kids
- ✓ Enrollment in programs for adults such as My Turn and Teachers on Sabbatical
- ✓ Survey of area residents
- ✓ Number of articulation agreements with four-year colleges
- ✓ Number of internships with business and community organizations
- ✓ Total value of grant awards
- ✓ Number of colleges participating in Virtual Enterprise network

Results:

Program Enrollment	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Teachers on Sabbatical	238	200	163	66	185
My Turn	643	581	610	605	609

Continuing Education Age-Specific Programs Annual Enrollments	Age Group	2000-01	2001-02	2002-03	2003-04
College for Kids	7 - 12	2529	2222	2605	2340
NYS Regents Exam Prep	13 - 16	...	...	...	146
SAT Preparation	15 - 18	141	69	101	104
Diploma Now	17 - 18	792	759	752	688
Breakaways	8 - 10	150	152	...	...
Inner City Games	8 - 13	135	108	...	...
EL/Civics	55 +	...	111	270	586

	2001-02	2002-03	2003-04	2004-05
College Now Registrations	8822	9868	10376	9474
Percentage of College Now participants who earn passing grades	70	85	86	86*

*Summer and Fall

Community Attendance at College Events

Total Attendance	2001	2002	2003	2004	2005
Summer Concerts	8800	11700	9400	10300	6000
Famous Author Series	...	...	...	...	668

Appendix C
Alphabetical Listing of Resources

A

Academic Integrity Policy- CUNY
Academic Integrity Policy – KCC (Provost’s memo)
Academic Advisement plan

- Liberal Arts
- Mental Health
- ECE/ Child care
- Biology
- Department of Business
- Computer Science
- Mathematics
- Physical Sciences
- Office Administration and Technology
- Tourism and Hospitality

Admissions Information Center Recruitment Activities Summary- Fall 2004
Admissions Recruitment Activities Summary- Spring/ Summer/ Fall 2005
Affirmative Action Plan – Fall 2004
American Association of Community Colleges Mission Statement: “Building a Nation Of Learners by Advancing America’s Community Colleges”
Annual Priorities 2005-2006
Assessment – Student Development
Assessment Plan
Assessment Plan- Departmental (sample)

B

Bailey, T & Averianova, I (May 1999) “Multiple Missions of Community Colleges. Community College Research Center Brief, 1-6
Basic Skills Brochure- Summer 2002
Behavioral Science Research Methodology Project
Bridge to Baccalaureate Program
Blackboard Faculty Support Group
Budget & Finance/ Business Manager Interview
Building Learning Communities- Opening Doors MDRC 2005 Report

C

Campus Placement Guidelines
Campus Elections- Department/ College Council Memo
Catalog 2005- 2006
CD/ Bilingual Admission Brochure
CD/ Bilingual Enrollment Management Plan
Chairperson Survey Frequencies and Percentages (Fall 2004)
Chinese Language Admission Brochure
CLIP Virtual Enterprise Report
College Now Program
College Council Committee on Instruction

College Review Committees - September 2004
 Community College Week- June 20, 2005 “Top Associate Degree Producers”
 Continuing Education Program Brochures
 CPE Information for Students
 CPE Task 1 Scoring Guide
 Crossing Boundaries Project- Goals and Objectives
 CUNY ByLaws of the Board of Trustees
 CUNY Board of Trustees Conflict of Interest Policy
 CUNY Board of Trustees Orientation of New Board Members Policy
 CUNY Board of Trustees Education Law 6204 and 6206
 CUNY Collaborative Incentive Research Grants Program
 CUNY CORE
 CUNY Data Transmittal Sheet
 CUNY Faculty Fellowship Program
 CUNY Freshman Admission Application
 CUNY Governance
 CUNY Governance Plan
 CUNY IT Conferences
 CUNY Master Plan 2004- 2008
 CUNY Office of Faculty & Staff Development Training Web Site
 CUNY Performance Management Plan- College Targets 2005- 2006
 Academic Year (July 2005)
 CUNY Research Equipment Grants Program
 CUNY Skills Immersion Program
 CUNY Transfer Admission Application
 CUNY University Performance- Feb 12, 2005
 CUNY University Performance Goals and Targets 2005- 2006 Academic Year
 Curriculum Data Transmittal Sheet
 Curriculum Committee Members- Departmental
 Curriculum Guide Incoming Freshman

D

Degree Requirements
 Distance Learning
 Diversity Projects Development

E

Electronic Research Databases
 English Language Admission Brochure
 Enrollment Management Initiatives- Spring 2004
 Enrollment Management Plan- Spring/ Summer/ Fall 2005
 ESL Analysis
 Ethics Disclosure memo (faculty)
 Evaluation of Faculty Conference Memo

F

Faculty Development at the Graduate Center
 Faculty Handbook 2005
 Faculty Survey Fall 2004 –Frequencies and Percentages

- Faculty Worksheets- Barabara Ladman
- Faculty Workshop Schedule
- Family College Program
- G
 - General Education Plan
 - Guide For the Assessment of Student Learning
 - Graduation and Retention Rates
- H
 - Handbook for Preparation of New Courses
 - Henderson Rules – Mike Lederhander
- I
 - Immersion Program: Three Year Comparison
 - International Students Handbook
- K
 - KCAT Vision Statement
 - KCC 2004- 2005 University Performance Management Plan
 - KCC 2004-2005 Academic Year, Year-End Performance Report (2005)
 - KCC Annual Priorities 2005- 2006
 - KCC Action Priorities for Academic Year 2004- 2005
 - KCC Annual Report: 2000-2001; 2001-2002; 2002-2003; 2003-2005
 - KCC Environmental Scan (Fall 2005): KCC Enrollments, Other Colleges & Schools; Demographics; Job Market and Economic Employment
 - KCC (August 2005) Envisioning the Future: Kingsborough 2010 Priorities
 - KCC Grants
 - KCC Group Requirement
 - KCC Governance Plan
 - KCC Master Plan Report (June 1969)
 - KCC Master Plan Amendment (August 1994)
 - KCC Performance Management Plan- College Targets, 2004-2005 Academic Year
 - KCC Personnel Policies and Procedures
 - KCC Promotional Data Form: Explanations and Instructions
 - KCC Program Evaluation Questionnaire
 - KCC Strategic Planning Process: Long Term Planning Annual Priorities
 - Kibbee Library Resources and Databases
- L
 - LACUNY Programs 2001- 2004
 - Learning Community Memo and Brochure
 - Leon M. Goldstein High School
 - Liberal Arts Task Force Report
 - Looking Both Ways Brochure
- N
 - New Course Proposal Format
 - New York State Education Law – Article 126
- P
 - Performance Management Plan Targets and Summary
 - Personnel & Budget Committee members- departmental

Personnel & Budget Faculty Observation Forms
Portfolio Information
Professional Development in Computing Seminars Fall 2004 and Summary
PSC-CUNY Agreement (Feb 1, 1996- July31, 2000)
PSC-CUNY Awards Application
PSC-CUNY Research Award Program

R

Rand Corporation Report to Board of Trustees
Recruitment Plan Fall 2004
Recruitment Report Sept 2004- Dec 2004
Registration Advisors Instructions
Registration Survey Data
Released Time for Scholarly and Creative Works- October 2004
Resource List- Scholarly and Creative Works
Russian Language Admission Brochure

S

Schedule of Classes: 2005-2006
Skills Deemed Most Important by College Council
Spanish Language Admission Brochure
Special Services Admission Brochure
Student Evaluation of Teaching Survey Instrument
Student Handbook 2005-2006
Student Survey Fall 2004 Frequencies and Percentages
Student Technology Fee Plan
Syllabi- Samples from Departments

W

WAC Brochure and Faculty Development Program

APPENDIX D

Kingsborough Community College Organizational Chart

Kingsborough Community College

Organization Chart

Fall 2005

