

KINGSBOROUGH COMMUNITY COLLEGE STRATEGIC PRIORITIES 2012 – 2016

Continue to consider ways to increase student success in the developmental sequence, including use of technology.

- Build on the currently existing Learning Communities model.
 - Explore the possibility of expanding Learning Communities to include more disciplines linked to English, and beyond the first semester.
 - Offer more Integrative Studies Learning Communities, available to students who have completed 6 credits or more.
- Pursue the possibility of receiving information earlier from CUNY-UAPC about early applicants before they test and offer orientation and tutorials for the examinations.
- Assess the learning outcomes of, and student satisfaction with, Tutorial Services, the Reading and Writing Center, and the Math Lab.
- Review curricula in Developmental English.
 - Pilot new English 92 and ESL curricula that include more intensive reading and low-stakes writing activities.
 - Offer students additional opportunities within a semester or module to retake CUNY assessments.
 - Design new models for the English 92 and ESL lab components.
 - Pilot new grading rubrics for English 93.
 - Place selected English 93 students in English 12 classes, following the Accelerated Learning Program (ALP).
 - Offer accelerated English W workshops through the Immersion Program.
 - Offer mixed-level ESL courses and new course projects that utilize technology more fully.
- Review curricula in Developmental Mathematics.
 - Pilot an alternative instructional format for students who have failed Math M2 twice.
 - Pilot 4-day workshops that give incoming students who score “high fail” on COMPASS Math Part One (Arithmetic) the opportunity to retest.
 - Explore the use of online technologies such as the Kahn Academy.
 - Continue to conduct Immersion Programs with one-week express courses for students considered “high fails.”

Improve communication with students in the developmental sequence regarding financial aid, course sequences in their majors, and possible obstacles they may face.

- Provide technology so that all students will be able to view their placements in English and Math.
- Incorporate technology that works in conjunction with student e-mail to send alerts to students regarding their developmental sequence, financial aid, and course information.
- Freshman Services, Transfer Services, and Advisement should collaborate to enhance the Student Road Map that currently exists to include English and Math sequences. Show incoming freshmen and transfers how to use this system during their first contact.
- Advisement collaborating with the English and Math departments should identify students who are failing a developmental course for the second time and refer them to advisement (and Counseling as appropriate).
- Mandate advisement for students who have completed 12 real credits but have not begun to address their English and Math developmental needs. Mandate advisement also for any student needing to repeat the same developmental course.

Increase student learning opportunities in Civic Engagement, research, internships, field experiences, and Economic and Workforce Development.

- Prepare for the initiation of Civic Engagement requirements (in Fall 2013): Course identification, process for component courses and activities; open the CE Center.
- Expand mentoring and faculty-student research opportunities.
- Improve collaboration between Career Development and departments in terms of internships and field experiences, as well as between field sites and the College.
- Improve/expand data collection regarding internships, labor market, and alumni.
- Increase opportunities for employed alumni to network with current students for the purpose of developing internships.
- Identify and expand additional pipelines into degree programs for CEWD participants.

Continue to develop new allied health programs.

- Monitor developments in health-related occupations and investigate programs to meet those needs.
- Improve student access to and success in allied health by using contextualized strategies to teach quantitative skills.
- Reassess space and resources for new allied health programs and their affiliated departments (e.g., Biology, Mathematics, Physical Sciences, Behavioral Sciences).
- Continue to pursue an AAS in Respiratory Care.
- Consider pursuing an AAS in Occupational Therapy Assistant.
- Improve communication within the College community about allied health programs.

Provide adequate resources to enhance and maintain facilities, and provide appropriate instructional spaces.

- Develop a plan to protect the campus from future major storms. Invest the resources needed to implement the plan as soon as possible.
- Invest in sustainability and energy conservation to allow Kingsborough to recapture energy funds.
- Develop a plan to utilize campus buildings more efficiently.
- Review space utilization in the Library. Consider developing an information commons in the Library.
- Move storage off campus and/or utilize scanning technologies to free up space that can be used as faculty offices, etc.
- Increase the number of hybrid courses to allow more efficient use of classroom space.
- Investigate various means to utilize technology to deliver essential services (e.g., use of Skype by faculty to hold office hours with students; online tutoring).

Develop strategies to assess and improve student learning throughout the College.

- Departments should ensure that Student Learning Outcomes (SLOs) have been identified for all courses and should amend course level SLOs currently posted on the KCC website to reflect those identified by Pathways, where relevant (e.g., core courses and other courses where CUNY-wide committees have determined SLOs).
- Following the model of the Communications and Performing Arts Department, all departments should hyperlink SLOs to courses on the website in addition to including them in syllabi.
- Identify SLOs for all programs.
- Identify SLO assessments for all programs; two possibilities might be capstone projects that may or may not be tied to capstone courses, and aggregation of the SLOs achieved across courses required by programs.
- On the web, hyperlink program SLOs to program descriptions.
- Establish a regular, workable reporting cycle for assessment activities.

Increase support for faculty grant writing and mentorship.

- Provide grant training that is discipline-specific through activities such as grant writing retreats and a grant fellows program.
- Make more opportunities available for faculty to present their research at KCC, CUNY, and beyond.
- Provide additional opportunities to celebrate and recognize those who secure grants.
- Develop a model of senior/junior faculty mentoring in the grant preparation process.

- Explore new ways to support faculty such as developing a system for providing start-up funds and/or release time for grant writing and research.
- Establish a Grants Advisory Committee to increase grant-writing and administration expertise within departments.
- Increase dissemination of policies pertaining to grants applications such as release time, conflicts of interests, and indirect costs.

Continue to develop technology for instruction, including online and hybrid courses.

- Expand technology workshops for students and offer additional opportunities for training on platforms such as Blackboard, Digication, InYourClass, and Turnitin.
- Promote non-clicker-based classroom response systems such as Turning Technology or PollEverywhere.com.
- Improve coordination among and more clearly divide tasks between Academic Affairs, Information Technology, KCATT, and faculty committees.
- Continue to improve faculty development, awareness of and access to technology, and information technology training through avenues such as webinars and the College web site.
- Increase training and support for use of the CUNY-wide integrated library system.

Continue to enhance student support services and academic advisement to increase student success.

- Enhance advisement for special populations including Veterans, Men's Resource Center (Black Male Initiative), etc.
- Collaborate with Academic Affairs to increase awareness and understanding of the student conduct process for students, faculty, and staff.
- Develop and implement assessment tools for each of the student service areas, similar to those already in place in the student development curriculum and Freshman Services, to measure student learning outcomes and service outcomes.

(Revised by College Council Resolution, November 19, 2013)