

**Kingsborough Community College
Performance Management Process
Year-End 2019-2020**

Color-coding Legend:

CUNY Targets and Data: ACHIEVED or NOT ACHIEVED

KCC Deliverables: COMPLETED or NOT COMPLETED

Missing updates, data points, or explanations: RESPONSIBLE OFFICE/DIVISION

1. University Goals – Retention, Academic Momentum, and Graduation: Provide innovative programs, teaching, and supports that will increase retention, academic momentum, and graduation rates

KCC Targets for 2019-2020:

Retention:

Freshman fall-to-spring retention will increase from 82.6% to 83.6%

Freshman fall-to-fall retention will increase from 68.7% to 69.7%

Academic Momentum:

Percent of freshmen who earn 30 credits in their first year will increase from 23.4 to 24.4

Percent of freshmen who earn 20 credits in their first year will increase from 52.6 to 53.6

Percent of freshmen who pass gateway English in first year will increase from 67.2 to 68.7

Percent of freshmen who pass gateway Math in first year will increase from 31.7 to 33.7

Graduation:

Three-year graduation rate will increase from 31.9% to 32.9%

Two-year graduation rate will increase from 17.7% to 18.7%

Retention:

NOT ACHIEVED: Freshman fall-to-spring retention was 81.7%

NOT ACHIEVED: Freshman fall-to-fall retention was 65.7%

Academic Momentum:

NOT ACHIEVED: Percent of freshmen who earn 30 credits in their first year was 20.9%

NOT ACHIEVED: Percent of freshmen who earn 20 credits in their first year was 50.1%

NOT ACHIEVED: Percent of freshmen who pass gateway English in first year was 63.2%

NOT ACHIEVED: Percent of freshmen who pass gateway Math in first year was 30.8%

Graduation:

ACHIEVED: Three-year graduation rate was 34.3% (achieved)

ACHIEVED: Two-year graduation rate was 21.0% (achieved)

Strategies employed to achieve targets:

Kingsborough's retention and graduation rates are consistently among the highest of the CUNY community colleges. Our academic momentum statistics have also been promising. This year, we implemented a variety of strategies to build upon these successes. The redesign of the advising model and the consolidation of tutoring services increased student access to these important resources. The further implementation of CUNY's developmental reforms and high impact practices encouraged students to engage with many of the services and programs offered by the College. Developing KCC Flex and increasing the use of open educational resources increased access to courses and resources to economically vulnerable students, and the experience proved invaluable when we were compelled to make the switch to emergency remote instruction and delivery of services in Spring 2020.

- 1.1.1 Academy advisement

Deliverables:

1. *Number of contacts between advisors and students in their caseloads will increase. (Baseline will be established)*
2. *The level of satisfaction students report with advising will exceed 70% (Based on campus survey)*

1. COMPLETED. Based on the average number of student contacts with advisors between Fall 2019 (on campus), and Spring 2020 (virtually), and the desire to continue to improve service and access to advisors, the following contact benchmarks have been set for each academy:

- 85% of students will be engaged in at least one meaningful and reciprocal interaction with their academy advisor at least once a semester
- 55% of students will be engaged in at least one meaningful and reciprocal interaction with their academy advisor at least twice a semester
- At least 90% of students requiring an updated academic plan will have one created and sent by their academy advisor every semester

The focus of the spring term has primarily been to support students through the unexpected transition to distance learning while moving advisement operations to the same format. Student contact was overwhelmingly via email (approximately 70% of logged contacts), as students chose that option over phone or teleconferencing.

Advisors contacted students in their caseload via email check-ins and through the development of academic plans. Over 90% of students needing an academic plan were sent one by advisors as a proactive engagement tool prior to the conclusion of the spring term.

2. DEFERRED (COVID). Plans and early actions towards the creation of an advisement survey were conducted during Winter 2020. A moratorium on non-essential communications with students was put in place at the beginning of the crisis. Therefore, these plans were placed on hold as focus shifted to moving advisement and student supports to remote service platforms. Work on the survey will resume in preparation for Fall 2020 delivery.

- 1.1.2 Starfish implementation

Deliverables:

1. *Starfish will be implemented for all matriculated and enrolled students.*
2. *The College will establish a baseline via Starfish for the number of appointments made by students with advisors so we can assess the impact of the academy model of advisement.*
3. *KCC will establish a baseline via Starfish for the number of student interventions made by advisors so we can assess the impact of the academy model of advisement.*

1. COMPLETED. Kingsborough has effectively onboarded 100% of KCC students who are matriculated and enrolled in a KCC course. A new process is being implemented in preparation for Fall 2020 to significantly simplify the advisor assignment and reassignment process. Continuing students will now be automatically rolled-over for the next term, creating greater continuity.

2. IN PROGRESS. New students, upon submission of commitment to Kingsborough, are uploaded to Starfish allowing academies to begin interaction earlier. A process is being developed for rollout in late summer to utilize Starfish as the appointment vehicle for first-time advisement/registration appointments. Advisors will now be able to enter meeting notes for new students in real time, allowing that information to inform future interaction.

3. PARTIALLY COMPLETED / DEFERRED (COVID). As most interaction with students was via email, Starfish was not used as the primary appointment system but will play a greater role as its use expands in Fall 2020.

A pilot referral program to Financial Aid for ASAP students utilizing Starfish is in progress.

- 1.2 Integrate tutoring resources to increase academic success

Deliverables:

1. *Tutoring services will be administratively, functionally, and physically integrated under the auspices of the new KCC Learning Center.*
2. *The College Reading and Learning Association (CRLA) certification application will be completed.*

1. PARTIALLY COMPLETED / DEFERRED (COVID). The tutoring services were functionally and administratively integrated. Operational processes are being adjusted, especially as the Spring 2020 term has created the need to reevaluate practices as they moved to remote service environments. The physical integration has been postponed until we return to campus.

2. DEFERRED (COVID). CRLA certification remains a goal but one that was not prioritized during Spring 2020. The timeline for completing the application process has been shifted to occur over the Fall 2020 term with a submission by 12/1/20.

- 1.3 Developmental education reforms

Deliverables:

1. *The number of students participating in CUNY Start will increase from 105 to 125.*
2. *The number of students participating in Math Start will increase from 42 to 50.*
3. *The percentage of entering freshmen who enroll in a Math course by the end of their first semester will increase from 61.1 to 63. (This includes pre-matriculation interventions the prior semester and summer.)*
4. *The number of seats in corequisite Math, which is in a period of expansion, will increase from 74 to 150 and the number of seats in co-requisite English, which is already well established, will increase from 218 to 225.*
5. *The number of students successfully completing a co-requisite English course will increase from 148 to 160. The number of students successfully completing a corequisite Math course will increase from 61 to 120.*

1. COMPLETED. The number of students participating in CUNY START increased from 105 to 124. Eighty students participated in CUNY Start in Fall 2019 and 44 in Spring 2020. Enrollment for Spring 2020 was met with new challenges as a result of the new placement index process that delayed placement and reduced the number of students needing deep remediation in both English and Math.

2. COMPLETED. The number of students participating in Math Start increased from 42 to 128. Forty students participated in Math Start in Summer 2019, 66 in Fall 2019, and 20 students in Winter 2020 for a total of 128 students. Recruitment for Summer 2020 is currently underway and is expected to meet an enrollment target of 40 students.

JumpStart, a new variation on Math Start that allows students to participate in Math Start while taking up to 10 credits during the full and short modules, was piloted in Fall 2019 with 47 students participating. ASAP provides financial and academic/student support for JumpStart students. In Spring 2020, 21 students participated in JumpStart.

3. COMPLETED. For Fall 2019, the percentage of entering freshmen enrolled in a Math course during their first term continued to hover around the 60% mark (59.3%). While a campaign to encourage advisors to enroll students in Math during their first semester has been initiated, the implementation of the index placement process created new challenges to timely Math placement. As these challenges have been worked out and advisors are more comfortable with the process, we expect this number to increase. This was the case in Spring 2020, when 67.3% of entering freshmen enrolled in a Math class.

4. COMPLETED. For the 2019-2020 academic year, 412 students enrolled in corequisite Math, far exceeding the target of 150 students. For the 2019-2020 academic year, 401 students enrolled in corequisite (ALP) English, far exceeding the target of 225.

5. COMPLETED. The number of students successfully completing corequisite English rose from 148 to 225, and the number of students successfully completing corequisite Math went up from 61 to 303.

- 1.4 High impact practices

Deliverables:

1. *Undergraduate research efforts will expand into the social sciences and humanities. Twenty-five students will participate in the program.*

2. *The learning communities program will be reorganized to reflect the advising academies.*
3. *A pilot assessment of civic engagement learning outcomes will be conducted and adjustments will be made to the program as reflected in the evidence obtained.*

Update: 1. Undergraduate research:

The number of students participating in social sciences and humanities research: **Data in progress**

2. COMPLETED. Learning Communities: During Fall 2019, three career/major Specific LC's were piloted. In Spring 2020, all four advisement academies were represented in the LC offerings: two were offered in Education, two in STEM, one in Business, and several in Liberal Arts. These learning communities were also reformatted to match changing developmental sequences in the English department.

Recent changes in the learning community funding sources and the impact of remote learning have forced the program to reassess its current offerings and faculty development approaches. The program has renewed its focus on first-year students and worked to create faculty supports in the remote learning environment. Best practices for curricular integration, online learning, and equity considerations are being shared with faculty to ensure a high-quality LC experience for student participants.

3. IN PROGRESS. Civic Engagement: At the end of Spring 2020, faculty from 12 CE-certified courses submitted de-identified student works to an online repository. Once sampling and analyses have been completed (target date: Dec. 2020), adjustments will be made to the program as reflected in the evidence obtained.

- 1.5 KCC Flex

Deliverables:

1. *In 2019-2020 the faculty will develop an additional 10 online and hybrid courses.*
2. *Percentage of instructional student FTEs delivered fully or partially online will increase from 6.5 to 8.*
3. *KCC Flex will account for at least 100 FTEs.*
4. *KCC Flex term-to-term retention rates will increase. (Baseline will be established)*
5. *Percentage of undergraduates 25 or older will increase from 23.2 to 25.*

1. COMPLETED. In Fall 2019 the following new fully online courses were offered: PSY 11, BA 60, ACC 11 and ACC 12, BIO 100 and BIO 33. New hybrid classes included MAT 9 and PSY 36.

Spring 2020 remote learning presented challenges and opportunities as all courses were delivered in a distance learning format. We expect over 100 faculty will have successfully completed the SPS Online Teaching Essentials course by the end of Summer 2020.

Degree programs in Business Administration AS and Community Health AS were fully approved by NYSED to be delivered online. Additional applications were submitted for delivery of the following programs/certificates online: Tourism and Hospitality AAS, Chemical Dependency Counseling AS, and the Certificate in Substance Abuse Counseling. It is expected these will be approved in Fall 2020.

2. COMPLETED. In Fall 2019, 1992 students enrolled in fully online courses and 2512 enrolled in hybrid courses; the percentage of FTE delivered fully or partially online was approximately 10.5 %.

3. COMPLETED. In Fall 2019, 89 students (66 FTE) enrolled in FLEX and 119 students (99.5 FTE) enrolled in Spring 2020. The unduplicated headcount of students enrolled in FLEX in Fall 2019 and Spring 2020 was 122.

4. COMPLETED. Fall to Spring retention rate for FLEX students was 75%. Fall to Fall retention will be available in Fall 2020.

5. COMPLETED WITH MODIFIED METRIC. We calculated the ages for degree-seeking students instead of all undergraduates, as originally proposed. In Fall 2019, 29.4% of KCC degree-seeking students were 25 or older. In Spring 2020, 30.7% of KCC degree-seeking students were 25 or older. In Fall 2019, 58.3% of FLEX students were 25 or older. In Spring 2020, 49.6% of FLEX students were 25 or older.

- 1.6 Open educational resources (OER)

Deliverable:

1. Increase the number of course sections that use OER from 256 to 325.

1. COMPLETED WITH MODIFIED METRIC. A total of 631 KCC sections carried the Zero Textbook Cost attribute in AY 19-20, 317 in Fall 2019 and 314 sections in Spring 2020 This is a different metric and not identical to the number of courses using OER, and will be the benchmark going forward.

2. University Goal - Career success: Provide students with clearer pathways from entry to graduation and career entry

KCC Targets for 2019-2020:

Increase the percentage of students who major in STEM fields from 15.5 to 16.5

Increase the percentage of students who participate in a paid internship from 7.1 to 8.6

NOT ACHIEVED: The percentage of students who major in STEM fields was 16.0%

NOT REPORTED: The percentage of students who participated in a paid internship is not available.

Strategies employed to achieve targets:

We designed several initiatives to better prepare our students to succeed at Kingsborough and beyond. STEM-related program and course offerings that address changes in the labor market have been designed or re-organized to attract more students into these disciplines and improve their employability. Increased collaborations with Continuing Education and key community partners improved students' access to Kingsborough's offerings as well as to potential internship and employment opportunities.

- 2.1 Degree maps

Deliverables:

1. Degree maps for all majors will be published and made available for use by students and advisors.
2. Career maps integrating degree and workforce requirements will be developed for an initial group of five majors, including at least three STEM majors.

1. IN PROGRESS. Degree maps have been completed and scribed into Degree Works for 94% of the programs. Plans for completing the remaining maps have been developed. The target date for posting is August 2020. Additionally, degree maps will be linked to the Advisement Academies via the online College Catalog.

2. IN PROGRESS. The Capital One Foundation funded *Access to Pathways for Success Career Maps*, which are being designed to provide students with the information on how pathways from non-credit to credit courses at KCC can increase their mobility within their chosen industry and can lead to higher wages and salaries. The Division of Workforce Development and Continuing Education will create hard-copies as well as a digital interactive pathways mapping system. This will increase the advisement sessions; support the local workforce; and provide students with the knowledge, information, and resources needed for their career and college exploration.

The career maps will focus on the following sectors: Business Administration (Accounting), Health Care (Allied Health, Technician, Public Health), Hospitality (Meeting Planner, Culinary Arts), and STE(A)M (Graphic Design & Illustration, Data Analysis, Welding, Clean Energy).

- 2.2 Student internships

Deliverables:

1. Ten additional internship opportunities available to students will be created.
2. The College will create a database showing students who engage in internships, which will also include internships that students arrange independently. This will establish a baseline for tracking the number of students who engage in internships more accurately.

1/2. DEFERRED (COVID). Career Services has a database that tracks internship opportunities, the number of student applications and the number of students hired. Partnerships were created with eight new partners where students were able to apply for internships (NY Hall of Science, Justice Initiatives Program, Media MKRS, NASA Goddard Institute for Space Studies, Google IT Apprenticeship Program, NY Aquarium, Crisis Magazine, Twentyeight). Due to COVID-19 many of the opportunities were put on pause and developing additional partnerships became a challenge.

An internship Task Force was created with these members: Brian Mitra, Dean of Students; Sharon Warren Cook, Associate Provost; Marisa Joseph, Director of Career Services; Alissa Levine, Director of Programs for Continuing Education and Workforce Development; Michelle Bracco, Faculty, Department of Health, Recreation and Physical Education; and Frank Percaccio, Faculty, Department of English. They addressed the following: (a) Propose a standard KCC definition of internship, field placement, and service-learning; (b) Inventory current internship paperwork (learning agreements, logs, etc.) from our

respective areas; (c) Examine paid, unpaid, credit opportunities; and (d) Propose an Internship Orientation for students and internship site supervisors (Title IX, Background Checks, etc.)

- 2.3 Department of Allied Health

Deliverable:

1. *The department will be administratively and physically consolidated.*

1. PARTIALLY COMPLETED / DEFERRED (COVID). The Department has been administratively consolidated. The main office is temporarily located in C206. Plans have been developed to redesign the T2 building into an Allied Health Center which would allow the program offices to be located near laboratory facilities (pending funding). Prof. Richard Fruscione was re-elected for a three-year term as Chair.

- 2.4 Create new course and program offerings.

2.4.1 The Academic Plan has the stated goal: Establishing a college-wide protocol for program development that includes employer engagement and careful attention to labor-market data.

Deliverable:

1. *A protocol for program development will be created.*

1. DEFERRED (COVID). A protocol for program development is a goal from the Academic Plan and will be implemented Fall 2020

2.4.2 Review current program portfolio

Deliverable:

1. *Initial review of current program portfolio and recommendations for expansion of existing programs and development of new programs will be completed by March 2020.*

1. COMPLETED. Academic Affairs contracted with EMSI to conduct a program gap analysis. The analysis was completed in March 2020.

Faculty workgroups are exploring the development of an AS degree in Health Sciences and an AAS degree in Clinical Laboratory Technician.

- 2.5 Improve coordination between Continuing Education and credit offerings.

Deliverables:

1. *The number of students transferring from non-credit to credit programs will increase by 5%. (Baseline will be established)*

2. *The number of students transferring from non-credit to credit STEM and health-career based programs will increase by 10%. (Baseline will be established)*

1,2. COMPLETED.

Of 320 2018-19 ESL-Full Time participants, 25 (7.8%) enrolled at KCC in Fall 2019. Of those, six enrolled in STEM majors. Of 108 2018-2019 Free ESL participants, 11 (10.2%) enrolled at KCC in Fall 2019. Of those, two enrolled in STEM majors. Of 49 2018-19 Grant-Food participants, eight (16.3%) enrolled at KCC in Fall 2019. Of those, none enrolled in STEM majors. Of the 477 2018-19 participants in any of the three non-credit programs listed above, 44 (9.2%) enrolled at Kingsborough in Fall 2019 and eight of those enrolled in STEM majors.

There are three stackable credentials. In addition to the Emergency Medical Technician program, CASAC (Certified Alcohol and Substance Abuse Counseling) completers earn up to nine credits towards an AS in Chemical Dependency Counseling, and Health Coach program completers earn up to six credits in Community Health. One additional articulation is pending approval.

In addition, students who complete the ESL Food Handlers Program offered by Continuing Education, and subsequently enroll in the degree program in Culinary Arts, are awarded one credit towards the degree for their Food Safety certification.

In September of 2019, the Art Department along with Continuing Education, submitted a new course proposal for ART 2500 - User Experience (UX) Visual Design - for curriculum review to be adopted by Fall 2020. The Division of Continuing Education and Workforce Development (CEWD) also contracted with a design company to create Career Maps to connect non-credit to credit career planning for students.

- 2.6 Community organization-based career and college exploration workshops and campus visits

Deliverables:

1. *Maintain participation in career and college exploration workshops at 500 students (equal to last year).*
2. *Increase the number of students visiting the KCC campus using college-provided buses from 300 to 400.*

1. DEFERRED (COVID). CEWD worked closely with various CBOs including: Alliance for Coney Island, Good Shepherd Services, YES Bedford Stuyvesant, Bedford Stuyvesant Restoration, Opportunities for a Better Tomorrow, St. Nick's Alliance, and the HOPE program. Pre-COVID, two contract trainings were scheduled with St. Nick's Alliance and Good Shepherd services to provide workshops for high school students interested in learning more about higher education and career pathways. Since these were postponed, contracts will be rescheduled for the new fiscal year if funding is available.

2. DEFERRED (COVID).

3. University Goal – Culture of care: Create a campus climate that is more welcoming to all and conveys a culture of care

KCC Target for 2019-2020:

Increase the percentage of faculty of color from 29.4% to 30.4%

NOT ACHIEVED:The percentage of faculty of color was 30.2%

Strategies employed to achieve target:

Recent surveys have highlighted the need to develop a “culture of care” on our campus. As we continue to explore the possible sources of dissatisfaction and inequities among our faculty, staff, and students, several strategies were planned to address issues with the campus climate and improve levels of faculty, staff, and student satisfaction. Addressing the critical issues arising from these surveys and focus groups would also help us in our efforts to recruit and retain faculty of color. Unfortunately, many of these activities were planned for Spring 2020 and had to be deferred due to the switch to emergency remote instruction and delivery of services. This will continue to be an area of emphasis in the future.

- 3.1.1 Improve campus climate

Deliverables:

1. *Expand the annual Student Equity Survey reflecting classroom experiences to include items regarding academic and student support services and overall satisfaction with experiences at Kingsborough. This will include evaluations of many new campus initiatives such as the academy model of advising and redesigned learning communities.*
2. *Faculty-led committees will analyze COACHE results and make recommendations to improve faculty experiences.*
3. *A Campus Climate Committee will be created to recommend ways to engage, support, and celebrate members of the college community; and to provide advice about issues as they arise. This committee will respond to the findings of surveys and focus groups reflecting student, faculty, and staff experiences at Kingsborough.*

1. DEFERRED (COVID). The Student Equity Survey was put on hold in March 2020 to comply with a campus-wide pause on non-essential research communications with students, as they adjusted to emergency remote instruction.

2. DEFERRED (COVID). Prof. Scott Cally chairs the COACHE Steering Committee, which comprises representatives of the COACHE constituent groups: pre-tenure faculty, untenured faculty, Associate Professors, Full Professors, and underrepresented minority faculty. The Instructional Committee and the Curriculum Committee of the College Council are also represented, as is the University Faculty Senate.

Full COACHE data was shared through the college intranet, *Inside KCC*.

Recommendations were delayed due to COVID. The University has established a new calendar for this work.

Update needed 3: PRESIDENT'S OFFICE - Campus Climate Committee

- 3.1.2 Review and reform college governance.

Deliverable:

1. *Draft recommendations arising from the Governance review.*

1. DEFERRED (COVID). The governance review was put on hold in March 2020 due to the switch to emergency remote instruction and delivery of services. During the pause, the College Council Steering Committee interviewed potential consultants to the process and identified the one who would present the best fit with the college's needs. The Steering Committee is prepared to move forward with the review once the college's Fall 2020 situation is settled.

- 3.1.3 Employee satisfaction survey

Deliverables:

1. *This annual survey was initiated in 2018-2019. Division administrators, in collaboration with faculty and staff, will review 2019-2020 survey results in the context of the 2018-2019 results and plan interventions to improve campus climate.*
2. *Increase overall job satisfaction among faculty and staff from 66.6% to 70%.*

1. DEFERRED (COVID). Review of the faculty and staff satisfaction survey and planning interventions to address the results were put on pause in March 2020 due to the switch to emergency remote instruction and delivery of services.

2. NOT DELIVERED. Overall job satisfaction among faculty and staff rose from 66.6% to 67.1%.

- 3.1.4 Staff equity focus groups

Deliverables:

1. *KCC will conduct four staff focus groups in which the discussion will revolve around the College's stated values and the issues underlying the inequities in job satisfaction.*
2. *Job satisfaction among URM staff will increase from 47.6% to 50%.*

1. DEFERRED (COVID). The staff focus groups were put on hold due to the switch to emergency remote instruction and delivery of services.

2. COMPLETED. In the Fall 2019 Faculty and Staff Satisfaction Survey, only 27 of 182 staff members responding identified their race/ethnicity as URM. Among this group, overall job satisfaction was 63%.

- 3.2.1 Increase the diversity of faculty, staff, and executive titles

Deliverable:

1. Increase the percentage of faculty of color from 29.4 to 30.4.

1. NOT ACHIEVED. The percentage of faculty of color was 30.2 (see Target 3 above). In the past two years, KCC has successfully attracted and hired more diverse faculty. In Fall 2018 42% of new full-time faculty identified as Black, Hispanic, or Asian, while in Fall 2019, 38% of new full-time faculty identified as Black, Hispanic or Asian. Due to the hiring freeze, only one full-time faculty member will start in Fall 2020.

- 3.2.2 Historically Underrepresented Faculty and Staff Resource Center (HURFS-RC).

Deliverables:

1. We will establish a baseline for faculty participation in HURFS-RC activities.
2. Overall job satisfaction among faculty of color will increase from 73.3% to 75%.

1. COMPLETED. From October 2019 to June 2020 a combined eight events were hosted by the HURFS-RC team. The open house was well attended with close to 50 individuals. The culturally responsive mentorship program paired 10 faculty with a focus on professional development, advancement through faculty ranks, and pedagogical revisions to support student learning. Additional programming included workshops and presentations on the tenure track process, self-care, and advocacy and microaggressions; with the goals of faculty retention and recruiting.

2. COMPLETED. 77.8% of faculty of color reported overall job satisfaction. (Only 1/3 of all respondents to the Fall 2019 Faculty and Staff Satisfaction Survey reported race/ethnicity.)

- 3.2.3 Culturally responsive teaching. (see Improvements in Pedagogy below)
- 3.3.1 Open educational resources. (see Retention, Graduation, and Academic Momentum above)
- 3.3.2 Customer-service training

Deliverable:

1. Fifteen staff members from the Registrar, Bursar, Continuing Education, and other offices will participate in common customer-service training activities.

HUMAN RESOURCES

- 3.3.3 Signage and directories

Deliverable:

1. New accessible signage for all buildings and outdoor directories will be installed.

FINANCE AND ADMINISTRATION

- 3.3.4 Bursar's Office

Deliverable:

1. Complete a comprehensive renovation of the Bursar's Office.

FINANCE AND ADMINISTRATION

- 3.3.5 New pilot classroom

Deliverables:

1. Assessment of the E-321 pilot classroom as an inclusive learning space.
2. College-wide protocol established for a collaborative, pedagogically driven approach for planning learning spaces.

1/2. DEFERRED (COVID). In Spring 2019, six faculty from BEH and HIS submitted a Faculty Innovation Award proposal to redefine the E-321 learning space. The proposal includes a data collection and analysis component, as well as a plan for sharing that data with the college. All six faculty were scheduled in E-321 in Spring 2020 and were planning to work with the Office of Academic Affairs to identify and share best practices in active learning classrooms. This project, including the evaluation of the learning space and development of a protocol for planning future learning spaces, was not completed because faculty were not on campus in Spring 2020.

- 3.3.6 Administrative, Educational, and Student Support (AES) assessment

Deliverables:

1. Conduct initial assessments in Military and Veteran's Affairs, Community Standards/Judicial Affairs, TRiO, Access-Ability, Public Safety, and Buildings & Grounds.
2. Complete follow-up assessments in the areas that conducted initial ones in 2018-2019.

1. COMPLETED. Assessments were completed in five of the six areas named above. Most of them were modified to assess the impact of the COVID-19 crisis. The results identified ways to improve communication with students, remotely and in-person; that students were largely knowledgeable about their rights on campus; and that students who availed themselves of services had better outcomes. Assessments also found that faculty and staff who had reported issues with the physical plant to a hotline were satisfied with the responses, but that the number who were familiar with the hotline was relatively low and should be increased.

2. COMPLETED/ PARTIALLY DEFERRED (COVID). Follow-up assessments were conducted in the Offices of the Bursar, Registrar, Financial Aid, College Discovery, and the Men's Resource Center. Some areas such as Student Life and Academic Scheduling had to defer follow-up assessments due to the transition to emergency remote functioning.

- 3.3.7 Food insecurity

Deliverables:

1. *The number of students who participate in the Urban Farm will increase by 5%. (Baseline will be established)*
2. *The number of students provided with food vouchers will increase from 1,000 to 1,100.*

1. COMPLETED. Last year, 3,094 people participated in the Urban Farm activities. This year, 1,908 attended farm tours, Food Day, plant give away, and volunteer days and 1,741 attended Vegetable Distribution/Bring It Home Workshops for a total of 3,649 (an 18% increase).

2. NOT COMPLETED (COVID) [ADDRESSED ALTERNATIVELY]. With funding from the Petrie Foundation, we distributed 1,000 food vouchers to students at a cost of \$10 apiece. The goal of 1,100 vouchers was not met due to the COVID-19 crisis.

To address the crisis, we distributed food from the on-campus Food Pantry. Additionally, through Single Stop, we have been able to assist students with services on and off campus including facilitating access to government entitlements and food resources, and to support them via other forms of advocacy.

4. University Goal – Transfer outcomes: Provide students with clearer pathways to transfer to baccalaureate programs

KCC Targets for 2019-2020:

Increase the transfer rate of associate (AA/AS) graduates to any baccalaureate program from 70.9% to 71.9%.

Increase the percentage of associate degree-seeking first-time freshmen who earn a degree (associate or baccalaureate) or transfer to a CUNY baccalaureate program or to a non-CUNY four-year college within six years from 51.1 to 52.1.

NOT ACHIEVED: The transfer rate of associate (AA/AS) graduates to any baccalaureate program was 71.5%

ACHIEVED: The percentage of associate degree-seeking first-time freshmen who earn a degree (associate or baccalaureate) or transfer to a CUNY baccalaureate program or to a non-CUNY four-year college within six years was 52.1%

Strategies employed to achieve targets:

While efforts are being made to ensure that the college's graduates are able to find employment should they seek it, the majority of Kingsborough's alumni transfer to baccalaureate programs. Developing collaborations with senior and comprehensive colleges both within CUNY and beyond will facilitate graduates' transfer to these colleges and completion of Bachelor's degrees. Kingsborough made progress on several fronts this year, and intends to continue that progress in the future.

- 4.1.1 Articulation agreements

Deliverables:

1. Updated articulation agreements with Brooklyn College for Business Administration and Education Studies.
2. Gather baseline data on the success of students who transfer from KCC to Brooklyn College.

1. PARTIALLY COMPLETED / IN PROGRESS. Work with Brooklyn College on articulation agreements is in progress. The Education Studies agreement was finalized in June 2020. New articulation agreements are in development for business and health care majors.

2. COMPLETED. Of those KCC students who transfer, almost one-half (44%) transfer to Brooklyn College; the three largest KCC transfer populations to Brooklyn College are in the Business Administration, Psychology, and Education Studies programs.

The following 2018-2019 baseline data were obtained for students who transferred from Kingsborough to Brooklyn College:

Mean First Term Credits	10.4
Mean First Term GPA	2.76
Fall to Fall Retention Rate	74%
Four Year Graduation Rate	47%

- 4.1.2 “Flex Four” articulations

Deliverable:

1. Flex Four articulations will be established with CUNY SPS and SUNY Empire State College.

1. PARTIALLY COMPLETED. KCC and CUNY SPS were awarded a Graduate NYC grant to support a “FLEX Four” transfer collaboration. As a result, four draft articulation agreements have been prepared with CUNY SPS.

5. University Goal – Knowledge creation: Increase faculty scholarship and research impact

KCC Target for 2019-2020:

Increase the annual average number of pieces of scholarship/creative activity from .4 to .5 per faculty member (community college average).

NOT REPORTED: The annual average number of pieces of scholarship/creative activity was not available

Strategies employed to achieve target:

As the college embarks on a new cycle of its Strategic Plan and a new Academic Plan, maintaining the vibrant intellectual culture of the college has continued to be central to our mission. Strategies were developed and will be implemented to encourage faculty to pursue impactful research and scholarship that will facilitate tenure and advancement as well as contribute to the College’s prestige. The Spring 2020 COVID crisis impeded these efforts, but they will remain a high priority in the future.

- 5.1 Academic Plan: *Investing in Faculty Agency and Growth.*

Deliverable:

1. *Completed action plans to support implementation of goals in the Academic Plan thematic area “Investing in Faculty Agency and Growth.”*

1. DEFERRED (COVID). Due to faculty not being on campus during Spring 2020, this has been delayed until Fall 2020.

- 5.2 Faculty travel.

Deliverable:

1. *The number of faculty receiving funding to attend professional conferences will increase by 5%. (Baseline will be established)*

1. COMPLETED. Baseline data was established for FY19: 105 Faculty travelled with an expense of \$85,457; President Schrader set aside an additional \$5000 each semester (total \$10,000) travel funding for faculty travel for FY20. Unfortunately, travel during Spring 2020 ceased because of COVID-19.

- 5.3 Faculty research support

Deliverable:

1. *Faculty-led committees will analyze COACHE results and make recommendations to improve faculty research support and productivity.*

1. DEFERRED (COVID). See 3.1.1 #2

6. University Goal – Improvements in pedagogy: Provide opportunities and supports for faculty to engage in professional development

Strategies employed to achieve goal:

As the college continues to look for ways to improve the professional experience and trajectory of faculty members, several professional development initiatives were developed and will continue to be implemented. These carefully designed programs will provide structures that will allow professors to teach effectively, students to advance and succeed, and for inequities in academic experiences to be identified and addressed.

- 6.1 Academic Plan: *“Engaging Learners Where They Are” and “Resourcing Teaching and Learning.”*

Deliverable:

1. *Completed action plans to support implementation of goals in the Academic Plan thematic areas “Engaging Learners Where They Are” and “Resourcing Teaching and Learning.”*

1. DEFERRED (COVID). Due to faculty not being on campus during Spring 2020, this has been delayed until Fall 2020.

- 6.2 Culturally Responsive Teaching (CRT).

Deliverable:

1. *An inaugural cohort of ten faculty will implement principles of CRT in their classrooms.*

1. PARTIALLY COMPLETED [ADDRESSED ALTERNATIVELY]. This goal was tightly coupled with the college's Achieving the Dream (ATD) efforts. The ATD work has shifted to expand beyond just CRT and will now focus on a variety of approaches to equity in the classroom.

In response to COVID-19 and the Black Lives Matter Movement, KCC's ATD team hosted an Equity in the New Classroom event, inviting the college community to engage in a discussion about educational disparities and the campus climate for students. The next steps include developing a broad plan of action that aims to address faculty teaching practices, institutional approaches to cultural competency, and a closer analysis of existing structures that continue to support inequitable outcomes for students of color and other underserved populations.

- 6.3 Integrate tutoring resources. (see Retention/Academic Momentum/Graduation)
- 6.4 Developmental education reforms. (see Retention/Academic Momentum/Graduation)
- 6.5 High impact practices. (see Retention/Academic Momentum/Graduation)
- 6.6 Open educational resources. (see Retention/Academic Momentum/ Graduation)

7. University Goal – Funding model: Obtain and manage resources that will support the College's mission

KCC Targets for 2019-2020:

Increase the percentage of tax-levy budget spent on student services, instruction, and departmental research from 70.9 to 71.9.

Increase total voluntary support from \$2,313,320 to \$2,545,652.

NOT ACHIEVED: The percentage of tax-levy budget spent on student services, instruction, and departmental research was 70.8%.

ACHIEVED: Total voluntary support was \$3,037,728.

Strategies employed to achieve targets:

Kingsborough has experienced a multi-year decline in enrollment, which has reduced revenue concomitantly. In order to compensate for fewer resources, the College has expanded its recruitment to underserved groups and areas, sought additional sources of support, and prudently managed the available funds.

7.1 We will continue to invest in marketing the Kingsborough brand to attract students from increasingly wide areas and diverse communities.

- 7.1.1 Recruiting footprint

Deliverables:

1. *Complete a strategic enrollment plan.*
2. *Increase the number of students from underserved demographic groups and neighborhoods. (Baselines will be established as part of the strategic enrollment plan)*

1. IN PROGRESS. The college is in the midst of creating an overall strategic plan, which is currently being developed to include responses to the COVID-19 and BLM crises and their potential impact on future operations. Reflecting our current situation, the Strategic Planning Committee has identified three pillars representing issues that are of paramount importance: **Enrollment**, Equity, and Institutional Resilience. These overriding concerns will be addressed within the context of each aspect of the Strategic Framework. The Plan includes Academic Innovation, Student Success, Operational Excellence, Governance and Planning, Community and Communications, and Workforce Development & Strategic Partnerships.

2. IN PROGRESS. In order to reach underserved demographic groups and neighborhoods, we target areas with the lowest median household income as well as areas with the highest percentage of Black, Hispanic, or Asian populations. Based on this information, future targeted outreach such as KCC in Your Community events will focus on the following zip codes: **11239**, 11206, **11224**, 11221, 11233, **11212**, 11237, **11207**, 11211, and 11216. We have already sponsored neighborhood activities for the zip codes listed in **bold**.

- 7.1.2 Yield from high school partnerships

Deliverable:

1. *The percentage of first-time freshmen previously enrolled in College Now or the Early College Initiative will increase from 11.5 to 13.*

ACHIEVED: The percentage of first-time freshmen previously enrolled in College Now or the Early College Initiative was 14.6.

- 7.1.3 Rebranding plan

Deliverables:

1. *Roll out a new branding style guide as a reference tool on how we present the Kingsborough Community College brand on campus and to external audiences through our logo, font and color selections, photography, videos, and more.*
2. *Implement a comprehensive multichannel advertising plan to increase the College's visibility that transitions from a 100% non-digital plan to at least 30% digital/70% non-digital, with tracking mechanisms to assess its effectiveness.*
3. *Secure more campus human-interest stories to increase our media placements and positive press to two news features a week.*

4. *Convene a digital content oversight team that will develop guidelines; and review, write, and edit digital content moving forward.*

COMMUNICATIONS AND MARKETING

- 7.2.1 Budgetary challenges

Deliverable:

1. *The College will submit a balanced financial plan with the requisite 1-5% year-end balance, and will conform to the financial expectations it sets for itself.*

FINANCE AND ADMINISTRATION

- 7.2.2 Procurement initiatives.

Deliverable:

1. *KCC has and will continue to implement all University, City, and State procurement initiatives, including MWBE/SDVOB initiatives in accordance with CUNY procurement policy and procedures.*

FINANCE AND ADMINISTRATION

- 7.2.3 Student scholarships

Deliverable:

1. *Increase total voluntary support from \$2,248,840 to \$2,473,724.*

ACHIEVED: Total voluntary support was \$3,037,728. (See Target 7 above).

- 7.2.4 CEWD grant submissions

Deliverable:

1. *Continuing Education and Workforce Development will increase its grant and award submissions by 2% by seeking additional and new funding opportunities. (Baseline will be established)*

1. COMPLETED. Last year, the Division of CEWD submitted 17 proposals and was awarded nine grants for a total of \$553,142.24 in new funding. Additionally, we received continued funding for four programs for a total of \$1,238,986.00 Grand total: \$1,792,128.24

In 2019-2020, we submitted 19 proposals. We were awarded seven grants or contracts for a total of \$1,041,058.00 in new funding. Seven of those 19 submissions are pending a response for a potential total award in the amount of \$2,829,557.00. Additionally, we received continued funding for nine of our programs for a total of \$1,671,202.00. Grand total of currently active and awarded projects: \$2,712,260.00.

Kingsborough Community College
PMP Targets 2019-2020

PMP Goal Area	Metric	KCC 2019-2020 Outcome	KCC 2018-2019 Outcome	CUNY CC Average 2019-2020	KCC 2019-2020 Target (One-Year)	KCC 2022-2023 Target (Four-Year)
Retention	% Fall to Spring Retention	81.7	82.6	77.8	83.6	86.6
Retention	% Fall to Fall Retention	65.7	68.7	60.7	69.7	72.7
Momentum	% Freshmen who earn 30 credits in first year	20.9	23.4	14.8	24.4	27.4
Momentum	% Freshmen who earn 20 credits in first year	50.1	52.6	41.1	53.6	56.6
Momentum	% Freshmen who pass Gateway English in first year	63.2	67.2	66.6	68.7	73.2
Momentum	% Freshmen who pass Gateway Math in first year	30.8	31.7	42.9	33.7	39.7
Graduation	3-yr grad rate	34.3	31.9	27.0	32.9	35.9
Graduation	2-yr grad rate	21.0	17.7	12.7	18.7	21.7
Transfer outcomes	Transfer rate**	71.5	70.6#	73.3	71.9	74.9
Transfer outcomes	Graduation + Transfer**	52.1	50.9#	47.7	52.1	55.1
Career success	Paid internships		7.1		8.6	13.1
Career success	% Majoring in STEM	16.0	15.5	18.4	16.5	19.5
Culture of care	% URM faculty	30.2	29.4	42.9	30.4	33.4
Knowledge creation	Average pieces of faculty scholarship	n/a	0.4	n/a	0.5	0.6
Funding	% Budget spent on instruction, student services & research	70.8	70.9	67.9	71.9	74.9
Funding	Total voluntary support	\$3,037,728	\$2,248,840	n/a	\$2,473,724	\$2,698,608

* Baseline refers to all CUNY colleges.

** Transfer rate refers to graduates. Graduation + Transfer refers to entering freshmen.

Revised in 2019-2020 year end Databook.