

SELF-STUDY

Middle States Commission on Higher Education

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Table of Contents

Executive Summary	1
Introduction	8
Standard I: Mission and Goals	19
Standard II: Ethics and Integrity.	31
Standard III: The Design and Delivery of the Student Learning Experience . . .	42
Standard IV: Support of the Student Experience.	58
Standard V: Educational Effectiveness Assessment	74
Standard VI: Planning, Resources, and Institutional Improvement.	89
Standard VII: Governance, Leadership, and Administration	101
Conclusion	115
Appendix A: 2025 Middle States Self Study Working Groups.	117
Appendix B: Evidence Inventory	121

Executive Summary

Kingsborough Community College Profile

Kingsborough Community College (KCC) is the only community college in Brooklyn, New York, New York City's most populous borough. As one of the 25 schools within the City University of New York (CUNY), KCC offers learners the opportunity to earn the Associate in Arts, Associate in Science, and Associate in Applied Science in over 37 degree programs, as well as two credit-bearing industry certificate programs and over 20 noncredit education and training programs.

Over 60% of students who complete a degree at KCC transfer to a bachelor's institution within CUNY.

Founded in 1963, KCC serves the educational needs of a highly diverse student population, representing over 140 different countries and speaking over 70 languages. The diversity of the 2.5 million residents of Brooklyn is reflected in its student body; 52.7% of students identify as an under-represented minority (URM) (e.g., Black and Hispanic students). Throughout the College, there is a strong commitment to ensuring that students are successful in their academic endeavors and to developing well-rounded and informed individuals able to contribute to their communities. As a result of this commitment and an overall College culture of continuous self-reflection and improvement, Kingsborough stands out among CUNY community colleges for its relatively high graduation rate (the Fall 2017 cohort had a 35.0% three-year graduation rate and a 39.5% four-year graduation rate) and has been consistently recognized as a top community college by the Aspen Institute.

Self-Study Process and Purpose

Utilizing a standards-based approach for this self-study, Kingsborough convened Working Groups for each Standard starting in Fall 2023. The Working Groups examined evidence and responded to the Lines of Inquiry for each standard during the Fall of 2023 and worked with the Middle States Self-Study Steering Committee to revise their drafts through Spring 2024. The draft chapters were compiled into an initial draft over Summer 2024 and shared with the College community in early Fall 2024 in a series of town halls.

During the self-study process, the College sought to:

- 1) demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation
- 2) describe its efforts at continuous improvement in the attainment of the institution's mission and its institutional priorities
- 3) engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community and
- 4) utilize findings from the self-study process to inform the KCC strategic plan currently under development.

Progress at KCC Since the Last Self-Study

As the higher education landscape has evolved over the past ten years, Kingsborough has adapted in several ways, including the following :

- Improvements and upgrades to the facilities, including updating to allow for more hybrid learning, upgrading technology, and creating more event and meeting spaces for student use.
- A multi-year shared governance review and reform process, starting with an external reviewer and culminating in the approval of a new leadership structure, new standing committees and elected positions in the College Council, the College's governing body, which includes elected and ex officio administrators, faculty, staff and students.
- The adoption of Tableau as a method of sharing regular institutional reports with campus leadership.
- The revamping of the College website to increase accessibility and make it mobile-friendly.
- The creation of the health sciences AS degree program offered online, as well as ten other on-ground degrees revamped to also be offered fully online.
- A restructuring of continuing education, career preparation, and strategic partnerships across the College culminating in the creation of the Division of Workforce Development & Continuing Education (WD&CE) in 2019.

Standard I

Kingsborough Community College's dedication to its mission is demonstrated by its commitment to effective and successful strategic planning at Kingsborough and, in turn, to carrying out the mission of the City University of New York to "provide a public first-rate education to all students, regardless of means or background" ([CUNY Mission 5](#)). Kingsborough's mission of offering high-quality, affordable, innovative programs of study is especially significant given the diverse community it serves. In striving to fulfill its mission, Kingsborough seeks to make New York a more equitable and vibrant place to live.

Strengths

- The three Kingsborough Community College (KCC) plans ([KCC 2021-2025 Strategic Plan 1](#), [KCC 2020-2025 Academic Plan 2](#), and [KCC 2023-2027 Strategic Enrollment Plan 3](#)) were each developed collaboratively with many opportunities for input from multiple areas across the College, including from representatives of the KCC Foundation.
- The College's mission and goals are informed not only by its role as an institution of higher education but also as a critically important institution in Brooklyn, the city, and the region, resulting in mutual benefits for Kingsborough and its students, and for the communities it serves.

Challenges

- The current Strategic Plan describes many initiatives and strategies to address the areas of emphasis but does not incorporate key performance indicators or other metrics to help identify the effectiveness of the strategic initiatives.

Recommendation

- Develop a 2025-2030 Strategic Plan that is more focused in scope and emphasizes concrete outcomes and metrics to ensure that it may serve as a guiding document for cohesively moving the College forward.

Standard II

As reflected in its core values of respect, diversity, integrity, excellence, accountability, and innovation, KCC is committed to creating a campus environment that is fair, honest, and respectful of students, faculty and staff ([KCC Mission, Vision, and Values 6](#)). In addition to ensuring compliance with local, city, state, and federal policies, Kingsborough also strives to live these values through creating opportunities for robust training, engagement, and discussion on these topics.

Strengths

- Kingsborough holds itself to a high standard of ethics and integrity in carrying out University policies as described in the CUNY Manual of General Policy.
- Kingsborough is committed to ensuring access to an excellent and affordable education for diverse populations, as described in its mission and through the high value of its academic programs, student life and student supports, along with its financial benefits: relatively low tuition (set by the New York State legislature) and a focus on offering courses with low- or no-textbook and materials costs, no-cost pre-matriculation programs, and high-touch support for accessing FAFSA and other financial aid options.

Challenges

- The results of the biannual CUNY Student Experience Survey and the KCC Faculty and Staff Satisfaction Survey suggest that not all members of the College community feel equally represented, and that some members feel excluded because of their identity. More work needs to be done to ensure that all members of the College community feel a sense of belonging and inclusion.

Recommendation

- Provide support and resources for faculty, staff, and students to engage in constructive debate and conversation around issues such as diversity, equity, and inclusion, as well as evolving social and educational concerns that directly affect members of the College community.

Standard III

Kingsborough offers a wide range of quality educational programs to meet the needs of its students. Its programs are designed around a comprehensive general education curriculum, the CUNY Pathways curriculum, which ensures that students learn key general education learning outcomes and also helps to streamline transfers between CUNY schools. Transfer is emphasized within many academic programs; Kingsborough has articulation agreements in place to help ensure a smooth transfer to a four-year institution upon graduation. Terminal degree programs have strong ties to employers and focus on industry-recognized accreditations and certifications; in several programs, students have a pathway into the degree program from non-credit certifications and trainings offered through the college's Continuing Education division. All academic programs are staffed by qualified faculty and are reviewed regularly to ensure their effectiveness.

Strengths

- Kingsborough invested in online education and formed its FLEX program, which positioned the College as a leader in online education at CUNY; it currently offers the largest number of fully online programs of any CUNY community college.
- Academic departments engage in robust reviews, with annual departmental reporting processes that support communication among faculty and between departments and campus leadership and a newly revised Academic Program Review process.

- The newly revised faculty handbook provides clarity on reappointment, promotion, tenure standards, and expectations of faculty ([KCC Faculty Handbook 99](#)).

Challenges

- Despite Kingsborough's robust history in the adoption of high impact practices (HIPs), the College needs up-to-date and stronger assessments to evaluate the effectiveness of its practices and their impact on student outcomes and to embed and expand HIPs, such as student research, beyond where they are currently implemented.
- KCC is focused on significantly improving the effectiveness of its transfer services and introducing career options at the pre-matriculated level. As part of that work, faculty, advisors and students are being trained to better utilize the CUNY system-wide transfer platform, referred to as T-REX, to support the seamless migration of earned credits from community college to senior college.

Recommendation

- Provide more support and resources for students to engage in career and transfer exploration to ensure their post-graduation success and to support both short- and long-term preparation for the workforce.

Standard IV

As a community college, supporting the student's experience both in and out of the classroom is of paramount importance. From its special programs (e.g., ASAP, College Discovery, FLEX, and TRiO) that provide holistic support in all aspects of the students' development to continually evolving opportunities for students to be involved in the community and develop academic and leadership skills, Kingsborough strives to support the full student experience. However, despite these high levels of support, the College's retention and graduation rates have continued to fall in recent years, even relative to other CUNY schools. These changes coincided with changes to organizational structure within the college and decreased budget and staffing levels. In the short term, the College is immediately revamping some aspects of student support, such as that provided to students on probation. For the longer term, as part of the 2025-2030 Strategic Planning process, the College is re-examining organizational structure, staffing, and use of technology in this critical area.

Strengths

- Kingsborough has the highest fall-to-fall retention of any CUNY community college and three-year graduation rates, which speaks to the relative effectiveness of its high-touch model of engaging with students and ensuring that they are keeping academic momentum.
- Kingsborough's special programs (e.g., ASAP, KCC FLEX, College Discovery, TRiO, and CUNY Edge) are highly successful in improving outcomes for at-risk populations.
- Since the shift to emergency online instruction, the College has implemented and enhanced the use of technologies (e.g., Starfish/Navigate, Signal Vine) to increase opportunities to connect with students both on and off campus. Additionally, many services have continued to offer virtual appointments, workshops, and other sessions, which has increased access to services for all students.

Challenges

- The shift to a holistic advisement approach has proven challenging, particularly with the high caseload for advisors. Though advisement now includes career and transfer support, many students only reach out to advisors for support when selecting and registering for courses.

- Though the College is currently recruiting heavily among the LatinX population, it currently lacks the capacity to provide comprehensive bilingual and culturally appropriate supports and services for this population.
- While courses are offered in the evenings and on weekends, not all student support services are available during these times, nor does the College offer support for online students that is sufficiently comprehensive.

Recommendation

- Increase training and support for students, faculty, and staff in the use of tools and technology (e.g., DegreeWorks, T-REX, and Navigate) that support students to make informed decisions about course selection, class registration, and degree completion, and to allow a more holistic relationship between students, faculty and advisors that sufficiently incorporates career and transfer exploration.

Standard V

Over the past several years, the assessment of educational effectiveness, particularly assessment of student learning outcomes, has been a major topic of conversation at KCC. Though many programs have engaged in regular and robust program assessment for many years, Kingsborough has newly developed systematic and sustainable plans for assessment of student learning outcomes in academic programs, general education learning outcomes, and civic engagement. The College has also redoubled its efforts to develop a strong culture of assessment through regularly sharing institution-wide and unit- or program-specific assessment results and using them to help drive the College's work.

Strengths

- The development of many robust assessment committees that provide release time to encourage faculty participation has led to the creation of a community of dedicated, knowledgeable assessment liaisons across the academic departments.
- Many departments have years-long traditions of regular, systematic assessment of their program learning outcomes (PLOs); since 2021, additional programs have developed similar processes for systematic assessment.
- The assessment systems are interconnected in such a way that allows for both short- and long-term assessment of courses, programs, departments, and the College as a whole.

Challenges

- Though more faculty members are engaging in assessment discussions within their department, the College needs additional opportunities to engage in college-wide discussions about institutional learning outcomes.
- Current assessment processes could more strongly emphasize the connection between assessment results, action plans, and future assessment plans.

Recommendation

- Develop a robust system for coordinating assessing the Liberal Arts Program. This should include the identification of appropriate courses, methods for assessment, transfer, and employment outcomes.

Standard VI

Building from the foundation of CUNY; its mission, strategic plan, and performance management process and structures, Kingsborough developed its own mission, values, strategic plan priorities, enrollment and academic plans. Each of these offers essential framing for decisions regarding planning and resource allocation. KCC incorporates assessment and continual improvement efforts into monitoring performance indicators and goals that aid decision-making and planning in ways that support the Strategic Plan. In addition to funding strategic initiatives, Kingsborough's planning and budget involve the maintenance of the physical campus plant and support of technological services needed for the proper functioning of the College.

Strengths

- Kingsborough's collaborative planning process involves annual discussions between CUNY, the Vice President of Finance and Administration, the President, and key stakeholders in divisions across the College. It also involves discussions and transparency with the College community through the College Council (KCC's shared governance body), presentations at Convocation, participatory events such as the strategic planning sessions and town halls, and regular discussions with committees whose work is affected by budgetary decisions.
- Kingsborough's assessment processes are connected to the budget and planning process, with unit-wide assessments being used to drive decisions about non-personnel (Other Than Personnel Services, or OTPS) and "temp services" (i.e., staff who do not have long-term appointments or positions) allocations.

Challenges

- While Kingsborough has demonstrated strong efforts toward budget transparency, most notably via the Business Office website, not all constituents are aware that this information is available or fully understand Kingsborough's relationship to University resource allocation or to New York State and City funding streams and budget decisions.
- Though efforts have been made to increase the transparency of many budget decisions, the function and role of college-wide and departmental P&B (Personnel and Budget) committees are much more opaque due to EEOC and union privacy protections for faculty and staff.

Recommendation

- Utilize the college's new strategic plan to more clearly identify college-wide priorities in order to direct resources toward achieving the plan's goals.

Standard VII

As a college within the CUNY system, Kingsborough has a clear shared governance structure that involves strong connections between the CUNY Chancellery, Kingsborough administrative leadership, the faculty and staff, unions representing faculty and staff, and student leaders. Administration is guided by CUNY's Board of Trustees Bylaws and Kingsborough's College Council Constitution ([College Council Constitution 2018 174](#)). Since the last self-study, the College has worked to reform its shared governance structure, with particular focus on increasing transparency in decision-making and improving communication amongst administration, faculty, staff, and student leaders. The College Council has changed its structure to be more democratic and collaborative. For example, a parliamentarian was added, and three new standing committees were created: facilities, shared governance, and diversity, equity, and inclusion. The chair and co-chair positions were also changed from being held by the president and the president's designee to being elected by the Council.

Strengths

- CUNY's Bylaws, the CUNY Manual of General Policy, and the College Council Constitution set forth foundational governance structures and make them accessible to all community members.
- CUNY and KCC governance plans create opportunities for participation and input from various KCC constituencies—administration, students, and faculty—as well as from the College Auxiliary and Foundation and at the university level.
- The departmental structure established by the CUNY Bylaws ensures that matters of primary faculty concern are vested in the appropriate entity, i.e., the academic departments, with a host of powers and responsibilities allocated specifically to department chairpersons.
- The Professional Staff Congress (PSC), representing faculty and professional staff at the College, and its KCC chapter have a clearly designated role in negotiating with the KCC administration on a range of issues of concern to union members.
- The College Council Constitution established a committee structure to ensure that Council members thoroughly engage with governance and policy issues. All governance meetings are subject to New York State open meeting laws, so committees are also open to all members of the College community, allowing for broader participation ([New York State Open Meeting Laws 210](#)).

Challenges

- Though the newly approved changes to the College Council structure were made to make the body more participatory and democratic, some faculty and staff across the College may still feel that their interests are not appropriately represented by the College Council.

Recommendation

- Create a procedural guide for the College Council that, in conjunction with the Constitution, will guide the work of the Council and its standing committees.

Introduction

Kingsborough Community College

Kingsborough Community College recently celebrated 60 years of teaching and learning effectiveness. Founded in 1963, KCC is Brooklyn's only community college and a key generator of upward social and economic mobility within the borough and the region.

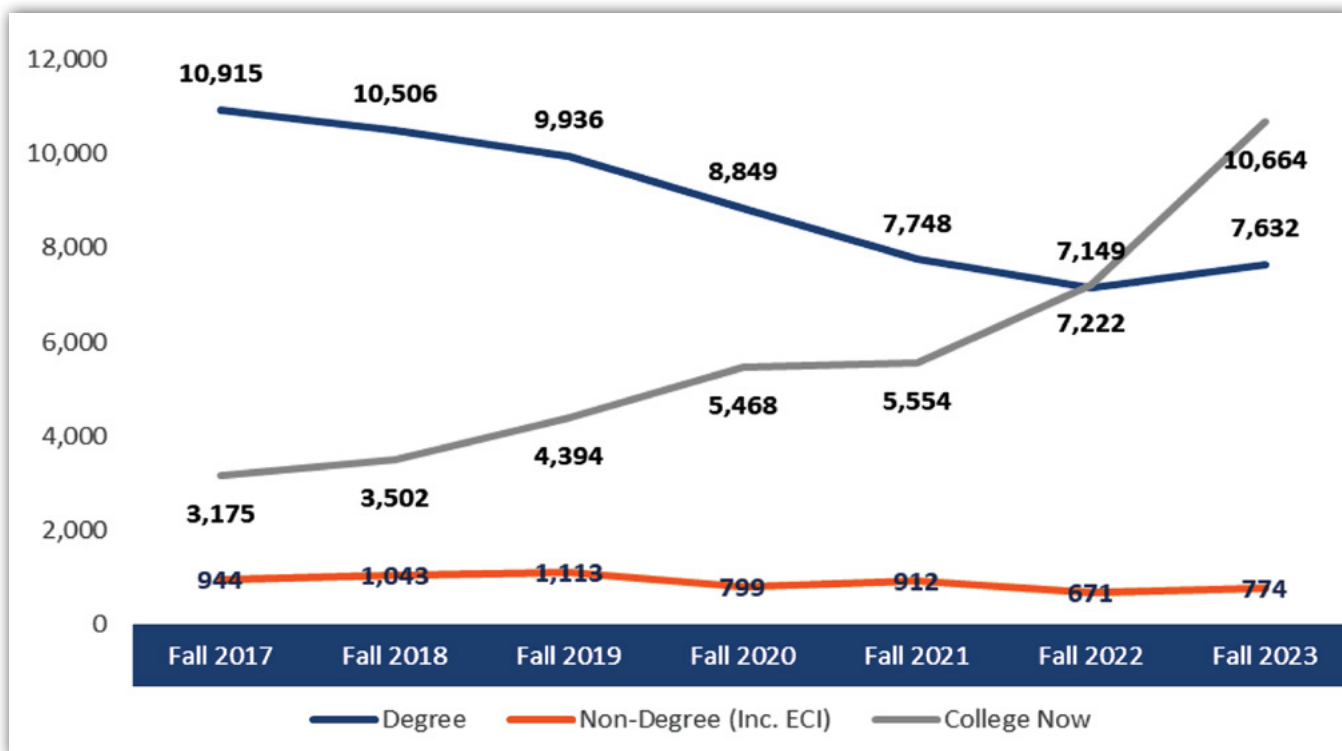
Located on a 70-acre campus in Manhattan Beach, Brooklyn, Kingsborough is one of 25 colleges and schools within the City University of New York (CUNY). As of Fall 2024, the College employed 339 full-time faculty members, of whom 61% hold a doctorate, and 698 adjuncts in credit-bearing courses.

The College enrolls over 8,500 students annually in degree programs, along with 20,000 students in non-credit workforce development and continuing education programs and over 11,000 in high school dual enrollment courses.

Like many other colleges across the country, including those in CUNY, Kingsborough's enrollment has declined since 2017; that early trend escalated further during the COVID-19 pandemic. Starting in 2017, the University made significant changes to its developmental education policy, resulting in fewer students being placed into developmental education ([CUNY Developmental Education Policy Memo Spring 2020 105](#)). Additionally, CUNY made the SAT or ACT exam scores optional starting in Fall 2023 and has extended that policy to Spring 2027. Both of these major policy changes have led to an increase in the numbers of students eligible for admission to CUNY senior colleges, with a resulting impact on CUNY community college enrollments. Though enrollment has increased since Fall 2023, it still remains much lower than it was before the pandemic.

At the same time, Kingsborough's non-degree population, including its dual enrollment partnerships with local high schools and continuing education programs that conduct community outreach, has grown significantly over the same period. The largest of these programs is College Now, a no-cost high school-to-college partnership designed to give students an opportunity to accrue college credits and prepare for the challenges of college. As indicated in Figure 0.1 below, KCC has doubled the number of students participating in College Now since 2021, in part driven by its partnership with New York City Department of Youth and Community Development (DYCD)'s Work, Learn, Grow program ([DYCD Work Learn & Grow 209](#)). In addition to its College Now population, Kingsborough also collaborates with the NYC Department of Education (NYDOE) in the Kingsborough Early College Secondary School (KECSS), whose students can earn an Advanced Regents Diploma and an AA in liberal arts upon graduation through the Early College Initiative (ECI). Figure 0.1 shows the change in enrollment for degree, non-degree, and ECI students over time.

Figure 0.1: Enrollment Trends for Degree- and Non-Degree-Seeking Students



While dual enrollment is an important program for the community, it is not revenue-generating. KCC's enrollment decline amongst degree-seeking students has had a correlating effect on resources.

During the pandemic, KCC received over \$71 million in Federal Stimulus funding. These funds were used to help mitigate revenue losses due to enrollment decreases, as well as to provide emergency grants to students and to cover pandemic-related expenses such as equipment and software enabling distance learning and remote work, testing, personal protective equipment, and facility upgrades to contain the spread of COVID.

Community college base funding is appropriated to CUNY by the City of New York; the City's recent revenue shortfalls have affected funding for all city agencies, including at CUNY. For example, the FY24 budget included budget cuts (referred to as PEGs, for "Program to Eliminate the Gap") totaling \$49 million for the CUNY community colleges, which equated to a base-line budget reduction of over \$3 million for Kingsborough. In response to multiple years of such budget cuts, CUNY implemented mandated savings targets for its colleges to ensure that they were able to absorb the reductions. KCC's savings target in FY23 and FY24 was \$5.894 million. In addition to the savings target, KCC was classified as a campus of "high financial concern," imposing restrictions on full-time hiring and scrutiny over all expenditures. KCC ended FY24 with a deficit of \$5.6 million, which the University covered so that the college would start FY25 without a deficit.

The College implemented new management strategies in its budget planning for FY25 to improve these financial conditions, including a review and approval process to fill all full-time and part-time positions and a review of instructional costs, including reassigned/release time for faculty. In addition to reducing expenditures, KCC received \$2.3 million in one-time City support and \$955,000 in one-time State support. With these resources and more effective fiscal management, KCC is currently trending to finish the fiscal year in the black. However, decreases in expenditures have resulted in significantly fewer staff across all units of the college and, in many cases, a greater burden on those who remain. For these reasons, the College's finances will continue to be a challenge in the near

future. Cost-saving measures will continue to free up resources to support the College's strategic priorities going forward so that the institution can get to a sustainable financial model over the longer term.

KCC awards the Associate in Arts, Associate in Science, or Associate in Applied Science in 37 degree programs. Since 2017, approximately 85% of earned degrees have been an AA or AS degree, while around 15% earn an AAS.

Though the percentage of degrees has remained largely consistent since 2017, the specific degree programs students pursue have changed as they increasingly seek degrees in career-focused areas. While liberal arts remains the most popular degree, it has decreased from 38.3% of the student population in Fall 2017 to 26.1% of the student population in Fall 2023 (see Table 0.1 below). At the same time, enrollment in career-focused programs such as surgical technology, culinary arts, and the business of fashion, as well as technology-focused programs such as computer science and fine arts has shown significant increases (see Table 0.2 below).

Table 0.1: Enrollment Trends in the Top Five Most Popular Programs (Number of Students and Percent of all Degree-Seeking Students)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Liberal Arts AA	38.3% 4,177	36.3% 3,817	32.7% 3,253	31.6% 2,800	29.1% 2,252	27.3% 1,950	26.1% 1,994
Business Administration	8.6% 944	9.0% 949	9.1% 901	9.1% 808	10.1% 780	10.7% 767	10.6% 809
Criminal Justice AA	7.8% 853	8.1% 848	8.1% 806	8.0% 704	7.3% 562	7.0% 503	7.1% 540
Computer Science AS	2.4% 265	2.5% 264	3.0% 298	3.4% 301	3.4% 265	4.5% 324	5.0% 382
Mental Health Human Svcs AS	3.9% 421	4.1% 431	4.3% 425	4.0% 357	4.4% 339	4.5% 323	4.8% 364

Table 0.2: Fastest-Growing Programs (As a Percentage of Total Enrollment) (Number of Students Enrolled and Percent of All Degree-Seeking Students)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Computer Science AS	12.63% 265	12.58% 264	14.20% 298	14.34% 301	12.63% 265	15.44% 324	18.20% 382
Culinary Arts AAS	12.96% 152	12.28% 144	13.55% 159	14.58% 171	13.47% 158	15.94% 187	17.22% 202
Fine Arts AS	13.63% 80	12.10% 71	15.67% 92	13.46% 79	14.31% 84	14.48% 85	16.35% 96
Community Health AS	13.46% 75	13.46% 75	12.93% 72	10.05% 56	15.98% 89	17.41% 97	16.70% 93
The Business of Fashion AAS	13.05% 50	12.79% 49	14.36% 55	16.45% 63	14.88% 57	12.27% 47	16.19% 62
Surgical Technology AAS	11.47% 43	12.80% 48	12.27% 46	12.27% 46	12.53% 47	19.47% 73	19.20% 72
Grand Total	12.85% 665	12.58% 651	13.95% 722	13.84% 716	13.53% 700	15.71% 813	17.53% 907

According to students' Fall 2023 FAFSA applications, approximately half of Kingsborough students work full- or part-time while attending college, one in five supports children, and over 30% are 25 years or older. Additionally, 53% are the first in their families to attend college, and over 36% come from households with annual incomes under \$20,000.

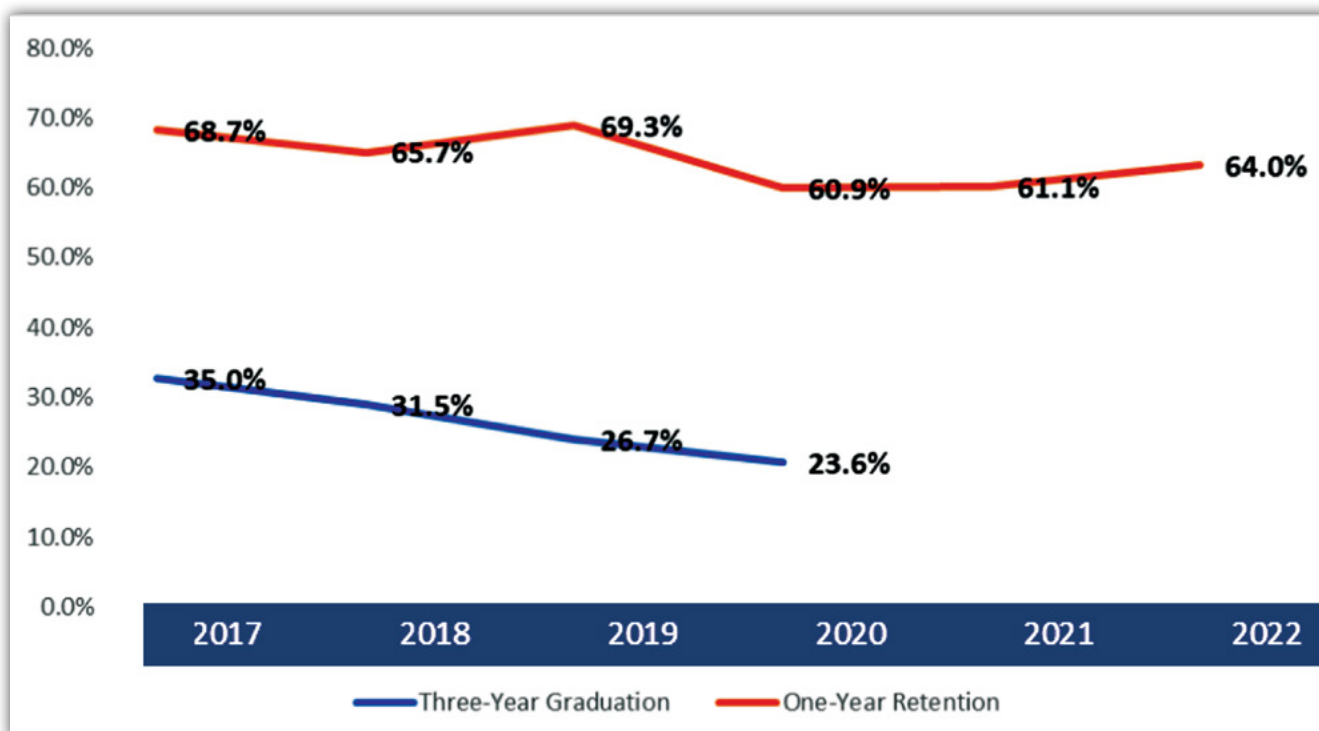
Given the needs of the students, Kingsborough hosts many programs designed to increase students' graduation, retention, and post-graduation success outcomes. These programs include the CUNY-wide College Discovery, which targets students whose financial and academic status would normally preclude them from attending college; KCC FLEX, developed by the College to help students design flexible courses of study that include evening, weekend, and online courses; and CUNY's Accelerated Studies in Associate Programs (ASAP) program, which provides financial and advisement support to encourage students to graduate with an associate degree in three years. FLEX has continued to see rapid growth since its founding in Fall 2019 and now includes over 10% of all degree-seeking students. While maintaining a steady size, ASAP now incorporates a larger percentage of the student body. Table 0.3 shows the number and percentage of students enrolled in special programs at KCC.

Table 0.3: Enrollments in Special Programs

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
ASAP	22.2% 2,330	24.1% 2,393	25.3% 2,238	27.3% 2,113	29.5% 2,108	29% 2,215
KCC FLEX	X X	0.6% 61	1.9% 169	2.7% 209	10.2% 732	10.9% 831
College Discovery	3.5% 370	3.8% 379	4.2% 370	4.1% 319	3.8% 272	3.8% 290
CUNY EDGE	2.4% 247	1.8% 176	1.5% 134	1.8% 142	5.7% 444	2.8% 217
TRiO	2.0% 215	2.2% 215	2.8% 246	2.6% 234	2.7% 211	2.5% 190

In addition to seeking out ways to increase enrollment, the College also focuses on ensuring that students are successful once they arrive. Kingsborough, and CUNY in general, focus attention on graduation rates as well as on leading indicators of success such as retention, credit accumulation, and gateway math and English course pass rates. While KCC has the highest one-year retention rate of the CUNY community colleges (64.0% one-year retention rate in Fall 2020, compared to an average of 56.7%), the College can do more to reverse the downward trends of recent years by improving supports for students to significantly improve retention and timely graduation rates (see Figure 0.2 below.)

Figure 0.2: One-Year Retention and Three-Year Graduation Rates for Cohorts of First-Time, Full-Time Freshmen



Analysis indicates that credit accumulation rates have fallen, from 14.1% of first-time, full-time freshmen earning 30 credits or more in Fall 2017 to only 9.8% earning 30 credits or more in Fall 2021. The percentage of full-time, first-time freshmen who pass Gateway English within their first year was only 55.6% for the Fall 2022 cohort, down from 66.5% for the Fall 2017 cohort. For Gateway Math those numbers are even lower, with only 28.7% of the Fall 2022 cohort passing Gateway Math in their first year compared to 30.8% in Fall 2017 (though this number is up from the low of 25.4% for the Fall 2021 cohort. Looking at pass rates disaggregated by gender and ethnicity, the pass rates are especially low for under-represented minority (URM) students (Black, Hispanic, or Native Alaskan). (See Table 0.4 below.)

Table 0.4: First-Year Gateway English and Math Pass Rates for First-Time, Full-Time Freshmen, Disaggregated by URM/Non-URM

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
English	Non-URM	68.7%	67.3%	64.6%	57.9%	65.6%	61.9%
	URM	64.4%	58.0%	55.3%	46.7%	51.9%	51.1%
	Total	66.5%	62.2%	59.3%	51.3%	57.7%	55.6%
Math	Non-URM	38.2%	37.2%	38.7%	42.3%	33.4%	34.4%
	URM	24.8%	24.2%	25.7%	26.2%	19.5%	24.2%
	Total	30.8%	30.1%	31.0%	32.6%	25.4%	28.7%

Because over 60% of Kingsborough students transfer to another college within one year of leaving KCC, the College is also very interested in how students perform when they transfer to another college. Kingsborough students who graduate with an Associate's degree and transfer to another CUNY school have a 48.7% three-year and 55.5% four-year graduation rate, which is slightly lower than the CUNY Community College average.

With this in mind, the College has implemented changes to improve campus structures and spaces, processes, and programs to serve its constituents. These are described briefly below and in more detail throughout the Self-Study Report:

Standard I:

- **The development of a new mission, Strategic Plan, and Academic Plan.** In Spring 2019, KCC began its 2021-2025 strategic planning process. The Strategic Plan was approved by the College Council in Spring 2022, and an implementation plan was drafted to develop key strategies and objectives for achieving each area of concern of the Strategic Plan. The Strategic Plan complements the Academic Plan, which was finalized in October 2019.
- **Redesign of Workforce Development.** In 2019, Kingsborough restructured the College's employment training- and career-related offices to create the Division of Workforce Development and Continuing Education (WD&CE). WD&CE prepares students to thrive in the workforce by delivering accessible programs that respond to employer demand and labor market information and provide students with individualized advisement, counseling, and support that reflects the needs of the community.
- **Expansion of connections with community-based organizations (CBOs).** The formation of WD&CE also centralized the College's external partnerships with local and regional elected officials, employers, and community-based organizations (CBOs) through the newly created Community Partnership database.

Standard II:

- **Support for faculty and staff of color.** The Historically Underrepresented Faculty and Staff Resource Center (HURFS-RC) was created in 2019 to support the retention and advancement of underrepresented faculty and staff groups at Kingsborough Community College. Mentoring, particularly from faculty and staff of the same gender or race, has been found to be a powerful method to attract and retain talented individuals from underrepresented groups.

Standard III:

- **New courses of study and articulations.** To maximize students' return on investment in their education, Kingsborough Community College continually updates and expands its transfer articulation agreements with senior colleges. Currently, KCC has 27 articulation agreements that assure students who successfully complete courses of specific academic programs can apply credits towards a baccalaureate degree. KCC has also added one new degree program, an A.S. in health science.
- **Expansion of online degrees.** In 2016, the Provost Advisory Committee began to explore the expansion of online course offerings and KCC's potential to offer online degree programs. Since then, 11 programs have been revamped to be offered completely online: A.A. in liberal arts and criminal justice; A.S. in accounting, mental health and human services, business administration, chemical dependency counseling, community health, health science, and speech communication; A.A.S. in business of fashion and tourism and hospitality; and a certificate in alcoholism and substance counseling.
- **The creation of KCC FLEX.** While committee members were supportive of the expansion of online course offerings, there was agreement that support services also needed to be part of any expansion

efforts. To ensure online degree students have the necessary supports to be successful, KCC FLEX was formed. Supported by a grant from ECMC, KCC FLEX was launched in 2019 to provide flexible programming, enrollment coaching, and academic supports for adult learners.

- **The redesign of developmental education at CUNY.** Starting in 2016, CUNY began to redesign its policies related to placement and instruction of students in need of developmental education, culminating in the removal of zero-credit developmental courses in math and English. To move away from developmental courses, Kingsborough initiated a corequisite model and expanded its immersion program to provide students unprepared for math and English study at the college level with additional support without incurring additional costs or time to graduation.
- **Rethinking and restructuring high-impact practices (HIPs).** Kingsborough has long been a leader in the use of HIPs, being one of the first to implement a civic engagement (CE) graduation requirement and being a leader in the implementation of learning communities. Since the last self-study, Kingsborough has also continued to monitor and refine its learning communities, expanding them to additional populations and exploring other methods of using them.
- **Expanding the College's online presence.** The Office of Communication and Marketing led the College's website refresh to improve its design, navigation, and organization for external users so that it can better serve as a student recruitment tool. KCC increased its social media presence and digital advertising on Facebook, Instagram, LinkedIn, X/Twitter, Google and YouTube. Print ads can also be found in local news media and on public transportation. Collaborating with Niche.com, KCC has enhanced its ability to gather data about prospective students and send them communications about the College.

Standard IV:

- **Restructuring of Student Success Programs.** The College has reorganized and consolidated offices to streamline the functioning of student success programs including advisement, tutoring, and academic probation support.
- **Creation of wraparound services and programs for special populations.** The College continues to refine and expand its resources for special populations through programs and centers such as CUNY Edge, the Treasure Project for single mothers, and the Access Resource Center.
- **Implementation of technology to enhance student support.** To improve connections between students, faculty, and staff, the College has implemented new tools to facilitate communication, including Starfish/Navigate to make connections between students, faculty, and advisors; Accommodate to facilitate student accommodations; Advocate to track student conduct cases; and SignalVine for two-way texting support in a variety of offices.

Standard V:

- **Standardization and expansion of assessment of student learning outcomes.** New templates were developed for program learning outcomes assessment, and new processes were put in place for assessment of General Education Learning Outcomes, including the KCC-specific Civic Engagement Learning Outcome.
- **Expansion of assessment of Administrative, Educational, and Student Support (AES) Services assessment.** New processes were put in place to support annual reporting on goals and assessment results in non-academic offices.
- **Development of assessment committees and departmental assessment positions to support training and discussion.** Two new positions were created starting in Fall 2020: the departmental assessment liaisons and the general education assessment coordinators. These positions are given

release time to support faculty in their department in engaging in systematic, sustainable, meaningful assessment work and to help support college-wide discussions of assessment results.

- **Expansion of data sharing through implementation of Tableau and increasing use of the website.** The Office of Institutional Effectiveness adopted Tableau in 2018 with the goal of increasing the efficiency of analyzing and sharing data. Department chairs and administrative leadership have access to dashboards that show program enrollment, graduation and retention rates, course fill rates, and other key data points to facilitate data-informed decision-making. Results from assessment projects are also posted publicly on the Office of Institutional Effectiveness website.

Standard VI:

- **Facility upgrades and repairs.** These upgrades include modernizing bathrooms, painting hallways and classrooms, and the acquisition of new seating. During this time many classrooms were also upgraded to accommodate HyFlex course delivery.
- **Creation of student-focused spaces across campus.** These include spaces such as the new Student Union & Intercultural Center (SU&IC), multi-purpose student meeting rooms, a student game room, and an interfaith room.
- **The opening of a first satellite campus at a community organization in Cypress Hills, Brooklyn.** Currently the space offers non-credit workforce credentials, student development courses and English as a Second Language to community members.

Standard VII:

- **Changes in college leadership.** Since the last self-study, the College has undergone several leadership changes. Dr. Claudia Schrader became KCC's president in 2018, replaced by current interim president, Dr. Suri Duitch, at the beginning of 2024. Other senior staff positions have also changed over the past five years, leading to opportunities for the implementation of new ideas, innovations, and movement of the College in new directions.
- **The external governance review and revisions to the shared governance structure.** As a result of the regularly conducted Faculty and Staff Satisfaction Survey and the external COACHE survey, the College's shared governance underwent an extensive review and subsequent restructuring starting in 2018. An external consultant reviewed KCC's shared governance model, and a twelve-member Governance Review Task Force was formed to respond with a report on needed changes, followed by an ad hoc committee of the College Council to develop an implementation plan. The resulting proposed modifications to the College Council have since been implemented.
- **Increased communication across the campus.** KCC has improved internal and external communications. Internally, the senior staff (president and vice presidents/cabinet) meets regularly to discuss and plan college operations. Email, town halls, and biannual College Convocations are also used to share information about campus events, new procedures, changes to existing procedures, and opportunities for professional development. Beyond these communications, monitors are located throughout the campus to bring information and announcements to the College community.

The College's work is centered around its mission and core values, described below. The College also has six Institutional Learning Outcomes (ILOs) that are informed by the mission and define the core knowledge and skills critical for all Kingsborough students. The mission, vision, and values were reviewed and revised by the College community starting in 2016 and were approved in May 2019. At the same time, the College developed and approved a set of Institutional Learning Outcomes, which were derived from the CUNY-wide General Education ("Pathways") Learning Outcomes in order to demonstrate alignment with CUNY-wide priorities while also highlighting Kingsborough's dedication to civic engagement.

Kingsborough's Mission, Vision, Values and Institutional Learning Outcomes

Mission

Kingsborough Community College responds to the needs of its diverse community by offering high-quality, affordable, innovative, student-centered programs of study that prepare graduates for transfer and the workforce. The college strives for equity and seeks to provide each student with the appropriate resources and supports to foster success.

Vision

Kingsborough Community College encourages students to take an active role in their own learning. The College strives for high quality and continuous improvement in all areas related to student learning, including academic programs, teaching, student services, administration and support, and the campus environment.

Values

Respect – Civility, acceptance, appreciation, and support of individual differences

Diversity – The proactive fostering of greater inclusion and ultimately equity at every level of college life

Integrity – Fair and ethical standards in all policies, procedures, and practices

Excellence – High-quality teaching, student services, administration, and community engagement; and high standards for student achievement

Accountability – Taking responsibility for our actions and outcomes

Innovation - Creative thinking and approaches that enhance learning and support continuous improvement

Institutional Learning Outcomes

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Apply quantitative reasoning skills to solve problems.
5. Identify and apply fundamental concepts and methods of a discipline.
6. Describe civic engagement and its importance in a global society.

Institutional Priorities to be Addressed in the Self-Study

Through multiple activities geared toward identifying priorities for the self-study, the Steering Committee tasked with leading this self-study converged on these four institutional priorities.

1. **Student Success:** Focus on providing high-quality, innovative instruction that has demonstrated success with KCC's student population; offer an extensive array of opportunities and learning experiences to build skills needed to succeed in the workforce or transfer to earn a bachelor's degree; emphasize the development of individualized and holistic supports to meet the unique needs of the urban community college student population.

2. **Collaborative environment:** Achieve a collaborative environment that includes all members of the community to break down silos between divisions through clear and consistent communication across the College; create opportunities for communication across divisions to ensure a seamless, holistic, supportive experience for students, faculty, and staff.
3. **Data-informed processes and decision-making:** Strive for resilient and stable functioning in the face of COVID-19 and other enrollment- and funding-related challenges through collecting, sharing, and using data and assessment results to focus efforts on key strategic initiatives and ensure that they are effective; use the College's successes as a model for other community colleges in demonstrating how pedagogical and student support practices translate into student success.
4. **Diversity, equity, and inclusion:** Engage in enrollment and pedagogical practices designed to increase access and success for populations traditionally underrepresented in colleges (e.g., adults, minoritized groups); cultivate a campus community that not only strives to remove barriers but also actively seeks to include diverse voices and perspectives of students, faculty, and staff.

The Steering Committee then mapped the Institutional Priorities to the Areas of Emphasis in the Strategic Plan, to verify that the final list of priorities encapsulated and supported the Strategic Plan, as shown in Table 0.5.

Table 0.5: Alignment between the Self-Study Institutional Priorities and the Kingsborough Strategic Plan Pillars

Priority	Student Success	Operational Excellence	Governance & Planning	Community & Communication	Workforce Development & Strategic Partnerships
Centering student success	X	X			X
Fostering a collaborative environment that emphasizes communication	X	X	X	X	X
Engaging in data driven processes and decision making	X	X	X	X	X
Cultivating a diverse, equitable, and inclusive campus	X		X	X	X

Self-Study Approach and Process

KCC has selected a standards-based approach for its self-study in order to enable the College to conduct a thorough examination of how it complies with MSCHE expectations and requirements. This approach will also allow KCC to better address its own institutional priorities. Working Groups were organized for each of the seven standards, as well as to meet additional MSCHE requirements (evidence inventory, compliance report).

The Steering Committee consisted of a Core Group: the College's accreditation liaison officer, a staff co-chair, and two faculty co-chairs. The Core Group members, as well as co-chairs of each Working Group, served as members of a Steering Committee. A faculty member and a staff member served as Working Group co-chairs to help ensure an inclusive process with participation and feedback from multiple perspectives across the College. The co-chairs and Core Group members were selected in consultation with the College's President, Provost, and Dean of Faculty. Working Group members, similarly, were selected in consultation with Steering Committee members, the College's President, Provost, and Dean of Faculty, and consist of both faculty and staff ([Appendix A: 2025 Middle States Self-Study Working Groups](#)).

The Self-Study Design was approved in May 2023, at which point the Steering Committee began work on assembling the evidence inventory and developing its approach for the Working Groups, which started their work in Fall 2023. The Working Groups gathered evidence and developed the first draft of their Standard chapters throughout the fall; Working Group chairs assembled their evidence into a first draft due on January 15, 2024. The Core Group reviewed the drafts and provided feedback to the Working Group chairs in February-March of 2024. The Working Groups then responded to the feedback and submitted the new draft of their chapter in May 2024. The Core Group reviewed the drafts over the summer and organized the information into the final draft, which was shared with the Working Groups for feedback in September 2024.

At the same time, the Core Group hosted three town halls to gather input from the College on questions related to strengths and areas for improvement. A survey was administered to students asking many of the same questions asked at the town halls. Feedback from both was incorporated into the final draft. Finally, the drafts were reviewed by key stakeholders to ensure accuracy and completeness of the information.

Subsequent to the site visit from the College's review committee chair, Dr. Falecia Williams, in early November 2024, the College made significant revisions to the self-study based on her constructive feedback. The specific areas addressed as part of these revisions included attempts to do the following: provide greater clarity on how KCC fits into the CUNY system in terms of governance, policy, and practices across a range of areas; and more directly address gaps identified by the college in its governance and strategic planning in order to more clearly demonstrate how changes to processes currently underway at the College, including the development of the 2025-2030 Strategic Plan, are addressing those gaps.

Organization of the Rest of the Report

The next section of the report lays out the results of the self-study report and highlights how the College addresses each of the Standards. The chapters are organized as follows:

- I. **Introduction**, which lays out a broad overview of how Kingsborough meets each of the Standards as well as a brief description of changes and developments since the last Self-Study in 2016.
- II. **Evaluation of Evidence**, which describes in detail the ways in which the College addresses each criterion in the Standard.
- III. **Strengths, Challenges, and Recommendations**, which highlights the main findings from the chapter regarding strengths and challenges as well as subsequent recommendations identified by the College community during the self-study process for how the College can better meet the Standards.

Standard I: Mission and Goals

Introduction

Kingsborough Community College's dedication to its mission is demonstrated by its commitment to effective and successful strategic planning at Kingsborough and, in turn, to carrying out the mission of the City University of New York ([CUNY Mission 5](#)). Kingsborough's mission of offering high-quality, affordable, innovative programs of study is especially significant given the diverse community it serves. In striving to fulfill its mission, Kingsborough seeks to make New York a more equitable and vibrant place to live.

As a community college, Kingsborough emphasizes supporting students for both transfer and preparation for the workforce. In addition to its career-focused programs, Kingsborough also emphasizes preparing students for their post-graduation careers. Since the last Self-Study, Kingsborough has redesigned its workforce offerings through the creation of the Continuing Education and Workforce Development division, which puts workforce and career development in both credit and non-credit programs of study under one roof. This division emphasizes connections to the community and developing industry partnerships and creating educational opportunities to meet their needs.

Since the last self-study, the College has revised its mission statement to align with its vision and values, implemented a new CUNY-wide Performance Management Plan (PMP) process, adopted a 2021-2025 Strategic Plan that incorporates the whole campus and contains specific initiatives and strategies to make progress in each pillar, developed an Academic Plan and an Enrollment Management Plan, and started development of a 2025-2030 Strategic Plan.

Evaluation of Evidence

Kingsborough's Mission and Goals (Criteria 1 and 3)

As a CUNY institution, Kingsborough's mission and institutional goals are guided by both the CUNY mission and goals and the unique context of the Kingsborough community. Kingsborough's mission statement is the foundation of the College; it guides efforts to address external as well as internal contexts and constituencies. The mission drives the College's current Strategic Plan, Academic Plan, and Enrollment Plan; these plans are also aligned with CUNY's CUNY Lifting New York: 2023-2030 Strategic Roadmap ([KCC 2021-2025 Strategic Plan 1](#); [KCC 2020-2025 Academic Plan 2](#), [KCC 2023-2027 Strategic Enrollment Plan 3](#); [CUNY Lifting New York Strategic Roadmap 4](#))

The current mission and goals cycle started in 2017 with the revision of the mission. After a two-year process, the new mission, vision, and values were approved by the College Council in May 2019. After that, the College began the development of three plans: the Strategic Plan, the Academic Plan, and the Enrollment Plan. The Academic Plan began first and coincided with the arrival of a new provost. The Enrollment Plan was initiated in 2019 as a response to declining enrollments, a trend that was beginning prior to the COVID-19 pandemic. Finally, the college-wide strategic planning process began to coincide with the ending of the previous 2016-2020 Strategic Plan.

The Academic Plan was approved and went into effect in 2020; however, the Strategic Plan and Enrollment Plan were both derailed by COVID-19 and so the planning process for each plan spanned multiple years. The result was three separate plans that were developed almost entirely independent of each other. Though there is clear alignment between these plans (see below), they were developed using different approaches and perspectives.

Kingsborough's Mission, Vision, Values and Institutional Learning Outcomes

As an extension of the CUNY mission to “provide a public first-rate education to all students, regardless of means or background” ([CUNY Mission 5](#)), KCC's Mission Statement highlights the College's mission to provide its diverse community with equitable access to high-quality education ([KCC Mission, Vision, and Values 6](#)). The Mission is supported by its Vision and Values.

Mission: Kingsborough Community College responds to the needs of its diverse community by offering high-quality, affordable, innovative, student-centered programs of study that prepare graduates for transfer and the workforce. The College strives for equity and seeks to provide each student with the appropriate resources and support services to foster success.

Vision: Kingsborough Community College encourages students to take an active role in their own learning. The College strives for high quality and continuous improvement in all areas related to student learning, including academic programs, teaching, student services, administration and support, and the campus environment.

Values:

- **Respect** – Civility, acceptance, appreciation, and support of individual differences
- **Diversity** – The proactive fostering of greater inclusion and ultimately equity at every level of college life
- **Integrity** – Fair and ethical standards in all policies, procedures, and practices
- **Excellence** – High-quality teaching, student services, administration, and community engagement; and high standards for student achievement
- **Accountability** – Taking responsibility for our actions and outcomes
- **Innovation** – Creative thinking and approaches that enhance learning and support continuous improvement

Kingsborough's current mission statement was developed along with the College's vision and values through an extensive collaborative brainstorming process that began in mid-2017 and culminated with its approval by Kingsborough's governing body, the College Council, in May 2019 ([College Council Approval of Mission 05-23-2019 7](#)). The 2021-2025 Strategic Planning Committee administered surveys to the College community to identify and develop common themes and priorities across the College, then drafted the new mission, vision, and values to reflect these themes. They then shared the draft with the College community through a town hall campaign and held weekly office hours to gather feedback.

At the same time, the Strategic Planning Committee also developed the College's Institutional Learning Outcomes, which highlight the College's commitment to providing a strong general education foundation to all its students as well as its emphasis on civic engagement.

Institutional Learning Outcomes:

1. Gather, interpret and assess information from a variety of sources.
2. Evaluate evidence and arguments critically and analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Demonstrate quantitative reasoning skills.
5. Identify and apply fundamental concepts and methods of a discipline.
6. Demonstrate an understanding of civic engagement.

Later standards will explain how the Institutional Learning Outcomes are supported (Chapter III) and assessed (Standard V).

The mission is displayed prominently in many places, including being publicized on the college website and featured prominently in the College Catalog ([KCC College Catalog 43](#)). The mission statement and values are also displayed prominently across the campus.

The mission of the College is supported by strong collaborations between internal and external constituents, such that the College is deeply interconnected with the needs of the communities it serves. This means that consideration of programs, opportunities, resources, teaching practices, and policies all take into consideration KCC's position as a community college within the CUNY system and the local economic, political and social contexts of Brooklyn, New York City and State, and the region. One example of the connection between internal and external stakeholders is the KCC Foundation, whose membership is a combination of KCC alumni, faculty, staff, and key community members who can help advise the College as to the needs and priorities of the larger Brooklyn community and connect KCC with resources to carry out its mission ([KCC Foundation 211](#)). The interaction between KCC faculty and staff and external partners is key in ensuring that the College's mission and goals are aligned with the needs of the community it serves.

Kingsborough also has a presence at Community Board meetings for District 15, which includes the Manhattan Beach neighborhood and other neighborhoods close to campus. The District 15 Community Board offices are on the KCC campus, further helping to cement this connection. The College also maintains strong connections with local government officials, who help to ensure that the Kingsborough mission is grounded in the needs of the community and can aid in securing funding for key initiatives.

In addition to the college-wide mission statement, in 2021 each division of the College (e.g., the Division of Academic Affairs; the Division of Enrollment Management) developed its own mission statement that demonstrates how the division supports the overall mission ([Division Level Mission Statements 8](#)). In turn, each unit within the division (e.g., the Advisement Academies, the Bursar's Office) developed mission statements derived from the division-level mission statements that identify the function and makeup of the unit. The unit mission statements are displayed prominently in front of the offices where the unit is housed.

Kingsborough's Strategic Plan

In 2019, guided by the adoption of the new mission statement, Kingsborough's College Council Strategic Planning Committee, other representatives of academic departments, the dean of faculty, and representatives from administrative offices began the process of creating a Strategic Plan for 2021-2025 ([KCC 2021-2025 Strategic Plan 1](#)). The committee identified five key areas on which to focus the College's attention over the next four years, which serve as the pillars of the plan. The five pillars identified by the committee were:

1. Student Success
2. Operational Excellence
3. Governance and Planning
4. Community and Communication
5. Workforce Development and Strategic Partnerships

The committee drafted definitions of the pillars and administered a survey to the College, which resulted in 399 responses over two stages. Then, in March 2020, the input from the surveys was used to expand and operationalize the definitions and flesh out the plan. The definitions guided the development of the Areas of Emphasis, which further define the scope of each pillar. At this point,


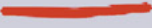

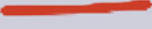

COVID-19 led to a shift to remote learning. Planned in-person retreats and town halls were converted into online surveys conducted to gather ideas for actionable initiatives and strategies for each Area of Emphasis. These were summarized and provided to the College Senior Staff, the Strategic Planning Committee, department chairs, a student representative, and other key college members. This resulted in the Strategic Plan, which was approved by the College Council in May 2022. However, in the proposed plan, the strategies and initiatives were still considered “proposed” rather than finalized, and work on finalizing the initiatives and strategies continued into Winter 2022, consisting mostly of discussions between the dean of Institutional Research, Assessment, and Effectiveness and the division heads to continue to refine and establish the initiatives and strategies. The result of this work is a comprehensive plan, consisting of the five Key Pillars, 18 Areas of Emphasis, and 62 Implementation Strategies, the last of which are listed in the Implementation Plan ([KCC 2021-2025 Strategic Plan Implementation 9](#)). The Implementation Plan serves as an addendum to the Strategic Plan; the pillars and areas of emphasis remain the same, but the Implementation Strategies have been further refined to ensure that they are achievable and have the support of the head of the division where they are housed.

The Implementation Strategies were informed by a broad discussion of both the needs of the College and its students in achieving success at Kingsborough but also in ensuring that the College responds appropriately to the external environment and needs of the community. For example, some initiatives – such as expanding enrollment of students in the KCC FLEX program, enhancing the Advisement Academies model to provide advisement support, and implementing Starfish and Signal Vine to help connect with students – were developed through an analysis of the current student population and their educational needs. Others, such as creating enrollment pipelines through developing career pathways programs and bridge programs with partner high schools, stronger connections with community organizations (such as college preparation and credit courses offered at the Riseboro Youth Center), and a satellite location for continuing education and workforce programs at Cypress Hills, are working to meet community needs ([Riseboro Youth Center 212](#); [Cypress Hills Satellite Location 213](#)).

The continuous improvement process adopted by Kingsborough mirrors the annual process set in place by CUNY’s PMP process and asks each academic department and Administrative and Educational Support (AES) unit to use previous years’ work to plan for the upcoming year and to draw connections between their annual objectives and the larger unit goals ([Departmental Goals Worksheet 2023-24 10](#); [AES Planning Worksheet AY 2023-24 11](#)). Processes related to assessment of academic and non-academic departments will be described in Standards III, IV, and V.

In addition to unit-wide assessments, college-wide assessments, such as the Faculty and Staff Satisfaction Survey (FSSS), are also used to provide information on progress toward meeting the pillars of the 2021-2025 Strategic Plan ([FSSS 2023 Report 12](#)). The FSSS is administered once a year to all faculty and staff at the College. One set of questions was designed to monitor progress toward meeting the Strategic Plan pillars by asking about how satisfied respondents are with the College’s progress toward meeting each Strategic Plan pillar. The results, shown in Figure 1.1 below, show that many respondents feel positively about the College’s progress toward meeting the Strategic Plan goals, and that satisfaction has increased since 2021. There have been particularly large increases in satisfaction with student success (from 75.3% in 2021 to 86.1% in 2023) and Workforce Development & Strategic Partnerships (77.3% in 2021 to 81.9% in 2023).

Figure 1.1: Percent of FSSS Respondents Who Report Being Extremely, Very, or Moderately Satisfied With the College’s Performance on Each of the Strategic Plan Pillars

	2021	2022	2023	2021-2023 Trend
Student Success	75.3% (213/283)	78.9% (254/322)	86.1% (242/281)	
Operational Excellence	74.6% (214/287)	73.0% (233/319)	77.1% (216/280)	
Governance & Planning	69.6% (199/286)	66.7% (214/321)	72.5% (203/280)	
Community & Communications	71.7% (205/286)	72.3% (232/321)	75.9% (211/278)	
Workforce Development & Strategic Partnerships	77.3% (221/286)	74.9% (239/319)	81.9% (226/276)	

Efforts to assess the Strategic Plan have highlighted a few issues with the design of the plan that will be crucial in guiding the development of the next Strategic Plan. First, the Strategic Plan itself does not contain key performance indicators, limiting the College’s ability to monitor progress toward the goals.¹ Second, the initiatives are primarily output-based rather than outcome-based (e.g., “Expand opportunities for students to engage in high-impact practices”), and few specify a clear target or goal (e.g., “Expand enrollment of adult learners with KCC FLEX programming and support”). This makes it challenging to identify whether an initiative has been completed. Given this, to support evaluating progress toward each goal, the dean of Institutional Research, Assessment, and Effectiveness developed a five-point rating scale, where an initiative can be Proposed (indicating it has not been started yet), Paused (indicating there is a barrier to beginning), In Progress (indicating that it is in progress but not yet completed), Ongoing (indicating that continual progress is being made but that there is no clear end point) or Completed (indicating that there is an end point and it has been completed). As of Fall 2023, 18% of the Implementation Strategies have been Completed, 37% are considered Ongoing, while 39% were In Progress, 6% were Proposed, and 2% were Paused. ([Strategic Plan Progress Report Fall 2023 20](#))

Given its challenges, the annual assessment of progress toward the current Strategic Plan was not conducted in Fall 2024. Rather, both because of the change in College leadership and the momentum and excitement generated by the transformation of the College Council to be more inclusive and productive (the restructuring of the College Council is described in more depth in Standard VII), the College started work on a Strategic Plan for the years 2025-2030, as described below.

¹ The CUNY Performance Management Process (PMP) does incorporate several metrics that have been used to track overall progress toward Strategic Plan goals, including overall enrollment, one-year retention and three- and four-year graduation rates, Gateway course pass rates, and credit accumulation rates.

The Academic Plan

The 2021-2025 Academic Plan, spearheaded by the KCC Office of Academic Affairs (OAA), represents Kingsborough's first public and widely distributed plan for the OAA, developed through a process of open meetings, feedback sessions, and writing groups designed to facilitate inclusive faculty participation. The process began in October 2018, and the final plan was publicized in 2019 ([KCC 2021-2025 Academic Plan 2](#)). The Academic Plan sets goals and priorities across four academic focus areas:

1. Engaging Learners Where They Are
2. Investing in Faculty Agency and Growth
3. Resourcing Teaching and Learning
4. Renewing and Developing Programs for Evolving Needs

The Academic Plan was developed prior to the Strategic Plan, and many of its focus areas and strategies were included in the Strategic Plan. Many of the sections of the Academic Plan are described in the Strategic Plan, allowing the Academic Plan to function as a more detailed and targeted roadmap that addresses the components of the Strategic Plan related to fostering student success and providing support to faculty and staff.

The Academic Plan faced many of the same challenges as the Strategic Plan; namely, it did not delineate specific goals or targets to complete by 2025, nor did it identify KPIs or metrics that would allow the OAA to track progress toward meeting its goals. Instead, efforts to assess progress were primarily located in the Departmental Goals reporting process (explained in more detail in Standard III), in which department chairs report on progress in key areas aligned with the Strategic and Academic Plan.

Progress on the Plan has also been discussed through informal conversations as well as formal town halls; in Fall 2023, the Office of Academic Affairs hosted a virtual town hall on Academic Plan Progress, which summarized initiatives and efforts targeting each of the goals ([Academic Plan Progress Updates Fall 2023 13](#)).

The Strategic Enrollment Plan

In 2020, a committee led by KCC's Enrollment Management Division and comprised of a broad representation of campus constituents (faculty, staff, and administrators) called the Vision 2023 Committee began work on the 2023-2027 Strategic Enrollment Plan with the goal of reversing declines in retention and addressing the changing landscape of student enrollment patterns ([2023-2027 Strategic Enrollment Plan 3](#)).

The committee members approached the creation of a strategic enrollment management plan from a data-driven perspective, relying heavily on the analysis of historical enrollment trends and data to identify potential areas of opportunity for enrollment growth. The plan was on hold until 2023, when in-person campus operations resumed after pandemic disruptions.

The Strategic Enrollment Plan identifies key areas of focus to meet the determined enrollment goal of 8,500 FTE (Full Time Equivalent) students by FY 2027 needed to support the budget and fiscal health of the College. The team considered student enrollment data trends from KCC's top 10 feeder schools and strategized and implemented strong recruitment strategies. The Strategic Enrollment Plan focuses on the enrollment of six populations: first-time freshmen, transfers, readmitted students, adult learners, GED students, and Black and LatinX students. It also sets forth strategies for retention of existing students.

To increase enrollment of first-time freshmen, the Enrollment Management team developed both general and targeted strategies, including expanding off-campus, on-campus, and virtual recruitment

opportunities for all prospective students as well as partnering with the College's top feeder high schools. It has also implemented new technology, Hobson's Connect, to facilitate communication and tracking of prospective students. Transfer student initiatives have primarily targeted the CUNY New Start program, which allows students who fail out of their four-year college to start over at Kingsborough. Kingsborough also participated in the CUNY Reconnect Program, a highly successful campaign to encourage students who had previously stopped out of a CUNY school to reenroll that has led to the reenrollment of over 33,000 stopout students CUNY-wide (CUNY Reconnect 214).

Though the enrollment plan was launched in Fall 2023, many efforts had already been launched prior to its release because of the prolonged writing timeline, and the impact of some of the initiatives can already be seen in the data. Table 1.1 below shows the increase in enrollments since Fall 2020, particularly in Transfer and Readmit students, which indicated that the CUNY Reconnect and New Start programs are starting to show an impact in recruiting these populations.

Table 1.1: Degree Student Headcount by Admit Type in Fall Semester

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Continuing	63.8% 8,687	62.7% 8,052	64.9% 7,596	63.4% 6,924	61.6% 6,476	60.6% 6,020	65.2% 5,771	65.7% 5,094	60.5% 4,326	56.7% 4,326
Freshmen	18.5% 2,514	18.1% 2,330	18.1% 2,113	18.0% 1,968	19.8% 2,077	21.4% 2,129	20.1% 1,783	20.3% 1,576	23.3% 1,669	23.2% 1,772
Readmit	7.2% 977	6.6% 853	5.1% 598	5.6% 610	5.6% 586	5.0% 497	7.7% 678	5.5% 424	4.9% 353	9.3% 706
Transfer	10.6% 1,447	12.5% 1,612	11.9% 1,395	12.9% 1,413	13.0% 1,367	13.0% 1,290	7.0% 617	8.4% 654	11.2% 801	10.8% 828
Grand Total	100.0% 13,625	100.0% 12,847	100.0% 11,702	100.0% 10,915	100.0% 10,506	100.0% 9,936	100.0% 8,849	100.0% 7,748	100.0% 7,149	100.0% 7,632

The plan also targets specific populations, such as Black and Hispanic students, GED recipients, and adult learners. As of Fall 2023 the percentage of adult students has remained roughly the same (Table 1.2), but there has been an increase in Hispanic students (Table 1.3).

Table 1.2: Enrollment of Degree Students of Traditional Age (Under 25) and Non-Traditional Age (25 and Older)

Age	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
25 and Older	27.1% 3,692	27.9% 3,581	28.2% 3,303	29.1% 3,173	29.8% 3,133	29.4% 2,919	31.4% 2,782	34.1% 2,644	31.5% 2,249	30.6% 2,334
Under 25	72.9% 9,933	72.1% 9,266	71.8% 8,399	70.9% 7,742	70.2% 7,373	70.6% 7,017	68.6% 6,067	65.9% 5,104	68.5% 4,900	69.4% 5,298
Grand Total	100.0% 13,625	100.0% 12,847	100.0% 11,702	100.0% 10,915	100.0% 10,506	100.0% 9,936	100.0% 8,849	100.0% 7,748	100.0% 7,149	100.0% 7,632

Enrollment of adult learners also targets the enrollment of students in CUNY FLEX (see Standard IV) and enrollments in stackable credit opportunities leveraging connections between existing continuing education programs and KCC degree programs.

Table 1.3: Enrollment By Ethnicity Over Time, Per IPEDS Ethnicity Definitions

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
American Indian or Alaska	0.3% 35	0.3% 36	0.3% 34	0.2% 20	0.3% 28	0.2% 22	0.3% 24	0.3% 21	0.2% 14	0.2% 16
Asian	12.5% 1,699	12.3% 1,577	13.5% 1,585	13.8% 1,511	13.2% 1,386	13.8% 1,374	14.1% 1,247	13.7% 1,059	13.7% 976	13.6% 1,039
Black or African American	32.1% 4,380	31.7% 4,073	30.6% 3,585	29.7% 3,247	30.1% 3,164	30.6% 3,037	30.9% 2,735	31.5% 2,437	30.9% 2,212	30.7% 2,341
Hispanic/Latino	21.2% 2,892	21.7% 2,788	21.3% 2,491	21.2% 2,309	21.8% 2,288	22.2% 2,207	22.5% 1,995	22.8% 1,765	24.5% 1,748	24.9% 1,903
Native Hawaiian or Other	0.1% 19	0.1% 18	0.1% 15	0.2% 21	0.1% 15	0.2% 15	0.1% 12	0.1% 10	0.1% 7	0.1% 4
Nonresident alien	3.4% 457	3.7% 477	4.1% 485	4.5% 494	4.2% 440	4.1% 411	4.1% 365	4.0% 308	4.1% 291	4.8% 369
Two or more races	1.4% 190	1.3% 166	1.3% 154	1.5% 160	2.2% 233	2.9% 287	3.2% 281	3.1% 240	3.3% 236	3.6% 276
White	29.0% 3,953	28.9% 3,712	28.7% 3,353	28.9% 3,153	28.1% 2,952	26.0% 2,583	24.7% 2,190	24.6% 1,908	23.3% 1,665	22.1% 1,684
Grand Total	100.0% 13,625	100.0% 12,847	100.0% 11,702	100.0% 10,915	100.0% 10,506	100.0% 9,936	100.0% 8,849	100.0% 7,748	100.0% 7,149	100.0% 7,632

The Division of Enrollment Management continues to monitor enrollment trends closely to evaluate the effectiveness of their initiatives and shares results with the College community. As a part of this plan, the Vice President of Enrollment Management sends out weekly updates during enrollment seasons with the College's enrollment metrics as well as a list of upcoming enrollment events as well as a list of upcoming enrollment events ([Enrollment Update Email 8-8-24 198](#)).

While the College has made progress toward its goal of 8,500 FTE degree students by FY 2027 (the FTE figures had increased from 6,405 in Fall 2021 to 7,013 in Fall 2023), the Strategic Enrollment Plan must be updated with new tactics and strategies to keep the College on track toward its goals. Specifically, the CUNY Central Office has procured a new enrollment management platform that is being implemented for January 2026 admissions. In order to ensure continued progress toward its enrollment goals, the College is actively working to support that implementation and to ensure that it maintains systems and approaches to enrollment management during the transition. The new platform will greatly improve the applicant's user experience, offer up-to-date data analytics, and make it possible for KCC to have a completely integrated enrollment management pipeline for the first time.

CUNY's Strategic Roadmap: Lifting Up New York

Guided by CUNY's Chancellor and arising after nearly 18 months of disruption and innovation occasioned by the COVID-19 pandemic, CUNY's 2023-2030 Strategic Roadmap was created to "lift New York" by enhancing equity, upward mobility, and overall well-being for New Yorkers ([CUNY Lifting New York Strategic Roadmap 4](#)). The plan lays out four main goals of the University over seven years:

1. Be a national leader in providing access to higher education for diverse populations of students.
2. Improve our ability to exceed predicted student outcomes and eliminate academic equity gaps with innovative curriculum and support for our world-class staff and faculty.
3. Advance our community through comprehensive research, engagement and services.
4. Modernize the CUNY System.

The new Strategic Roadmap was released in July 2023. In October 2023, CUNY colleges participated in an activity to ensure that their strategic plans and initiatives were aligned with the CUNY Strategic Roadmap. Kingsborough produced alignment charts showing how the KCC Strategic Plan and Academic Plan aligned with the new CUNY Strategic Roadmap and its associated metrics ([Crosswalk Strat Plan to CUNY Strategic Roadmap 14](#); [Crosswalk Academic Plan to CUNY Strategic Roadmap 15](#)). Campus leadership then engaged in a highly collaborative activity of identifying work being done across the College that would contribute to improvement on the metrics associated with the Strategic Roadmap ([Strategic Roadmap Major Initiatives and Metrics Alignment 16](#)). Kingsborough received positive feedback from CUNY on this project, receiving high ratings on demonstrating clear alignment between the CUNY Roadmap and the KCC Strategic Plan and showing overall engagement with the activity ([2024 PMP Submission Feedback 17](#)).

The 2025-2030 Strategic Planning Process

The Strategic Planning process involved in developing these three plans did lead to a much greater understanding of the planning and assessment process. As the College develops its 2025-2030 Strategic Plan, it has used its experiences in the previous Strategic Planning process to set guidelines and expectations. This new process began in August 2024 with a steering committee of Senior Staff, academic department heads and College Council leaders and was officially kicked off for the College community in September 2024, with a target date of ratification by the College Council in May 2025. Learning from the experience and final product for 2021-2025, the new Strategic Plan will be more focused and narrow in scope, center KPIs and other metrics, and provide clear goals and targets.

The shorter, more focused timeline will identify the top priorities to guide the College over the next five years. The new Strategic Plan has five goals, which were informed by the previous Strategic Plan, CUNY's Strategic Road Map, the areas for development raised in the CUNY-wide PMP over the past five years, and observations made during the Middle States Self-Study process. The Strategic Planning Executive Leadership Team developed eight preliminary goals and used data collected in a live poll during the Fall 2024 Convocation to narrow them down to five goals ([Fall 2024 Convocation Presentation 18](#); [Results from Fall 2024 Convocation Presentation Poll 19](#)). The goals are: 1) Eliminate race/ethnicity gaps in outcomes for different groups of students; 2) Support students in achieving successful workforce outcomes; 3) Prepare students for successful transfer to bachelor's degree study; 4) Improve retention and timely graduation; and 5) Support the provision of high-quality academic programs.

The new Strategic Plan was designed to be more targeted and outcomes-focused than the previous Strategic Plan, with each goal pointing toward specific student success-focused outcomes. Five committees of faculty, staff, and students, one for each goal, began work in November 2024 to propose six to eight initiatives under each goal and to identify metrics that will help measure progress toward the goal over the five-year period of the new Plan.

Kingsborough's Priorities: Realistic and Consistent with Mission (Criterion 2)

Kingsborough's institutional goals are informed by its mission and are appropriate to its unique context. KCC's mission reflects the College's location in a major metropolitan area with a diverse community of students, faculty, and staff, and highlights its dedication to providing student-centered programs that will prepare students for success in the local and regional workforce.

Table 1.4 below illustrates how the four components of Kingsborough's mission align with the five areas of emphasis within the College's 2021-2025 Strategic Plan and the 2021-2025 Academic Plan ([KCC 2021-2025 Strategic Plan 1](#), [KCC 2020-2025 Academic Plan 2](#)).

Table 1.4: Alignment Between KCC Mission and Current KCC Strategic Plan and Academic Plan

Component of Mission Statement	Strategic Plan Pillars	Academic Plan Pillars
offering high quality, affordable, innovative, student centered programs of study	Student Success, Operational Excellence, Community & Communication, Workforce Development & Strategic Partnerships	Engaging Learners Where They Are, Resourcing Teaching & Learning
that prepare graduates for transfer and the workforce	Student Success, Operational Excellence, Workforce Development & Strategic Partnerships	Engaging Learners Where They Are, Renewing and Developing Programs for Evolving Needs
The college strives for equity	Student Success, Community & Communication	Engaging Learners Where They Are
and seeks to provide each student with the appropriate resources and supports to foster success.	Student Success, Operational Excellence, Community & Communication	Engaging Learners Where They Are

The Student Success pillar aligns closely with all aspects of the mission by laying out how the College supports student success through the development of innovative and student-centered programs of study and through the provision of extensive student support resources. Kingsborough's mission also influences the College's priorities through its focus on community, communication, and operational excellence, all of which are necessary for the creation of innovative, student-centered academic programs. The mission's emphasis on "preparing students for transfer and the workforce" highlights the importance of the last pillar of the Strategic Plan: Workforce Development and Strategic Partnerships.

The first part of Kingsborough's mission is related to the nature of its programs of study, and the Strategic and Academic Plan work to operationalize that programs are high quality, innovative, and student-centered, including:

- Utilizing learning communities (LCs) and other high-impact practices (HIPs), which have been shown to increase retention and graduation rates through creating collaborative, student-centered learning experiences.
- Increasing support for scholarship and faculty development through the creation of the Historically Underrepresented Faculty and Staff (HURFS) Resource Center, the Kingsborough Center for eLearning (KCeL), and the Faculty Mentorship program.
- The redesign of the liberal arts major to support better transfer outcomes.
- The Open Education Resources initiative at CUNY, which allows Kingsborough to offer courses at low or no additional cost to students.
- The restructuring of the College's employment-training and career-related offices to create the Division of Continuing Education & Workforce Development (CE&WD), allowing for the expansion of workforce development opportunities for both credit- and non-credit students, and the creation of bridges between non-credit credentialing and for-credit programs.

- The creation of additional connections with community-based organizations (CBOs), such as through the Cypress Hills satellite location.

The Strategic and Academic Plans also target supporting equity and have led to many initiatives aimed not just at providing access but in removing barriers to success for all students, such as:

- Student-facing offices such as the Access Resource Center (ARC), the Women's Resource Center, and the Men's Resource Center;
- Special programs geared toward specific populations such as ASAP, KCC FLEX, College Discovery, TRiO, and CUNY EDGE; and
- The Treasure Project, which provides funding and support for single mothers.

Lastly, Kingsborough's Strategic and Academic Plans emphasize providing resources and supports to foster success, such as:

- Increased tutoring resources through the Kingsborough Learning Center (KLC), including the adoption of tutor.com to provide 24/7 tutoring services online.
- The implementation of Starfish, later Navigate, to provide easier connections between students, faculty, and staff.

Assessment of the Mission and Goals to Ensure They are Relevant and Achievable (Criterion 4)

In addition to assessing progress on the mission and toward its goals, the College also regularly assesses and revises its mission and goals to ensure that they are relevant and achievable. One measure used to determine the College's efforts in meeting its mission is through the annual Faculty and Staff Satisfaction Survey (FSSS), which was launched in 2018 both to improve morale, campus culture, and workplace conditions and to provide a mechanism for measuring progress on the Strategic Plan and satisfaction with the mission, vision, and values. The survey is administered to all faculty and staff and results in 300-400 responses annually (roughly a 15% response rate). In the 2022-23 survey, a question was added that asks respondents to say whether their work aligns with the College mission (on a 4-point scale from "Definitely Not" to "Definitely Yes") and to describe how. The quantitative question showed that over 90% of the 338 respondents believe that their work aligns with the College mission. The open-ended responses also showed that faculty and staff (even those in non-student-facing positions) see the connection between their work and the College mission and, in many cases, mention specific connections to the College's provision of high-quality, affordable, innovative, student-centered programs of study and to connecting students to transfer and the workforce, equity, working with a diverse community, and providing students with resources and supports. The comments illustrate a strong dedication to students that exists across the campus but also highlight difficulties with lack of funds and staffing, changes in leadership and priorities, and struggles to keep up with a remote/hybrid environment as barriers to fully achieving the College mission ([FSSS 2023 Report 12](#)). Overall, the results suggest a strong dedication on the part of staff and faculty to the College's mission and a belief that the mission is achievable and relevant to the College's context.

The mission and goals are also regularly evaluated to ensure they are relevant and achievable through the CUNY PMP process and the regular revisions and updates to the Strategic Plan as described in the section above.

Strengths/Challenges/Recommendation

Strengths

- The three Kingsborough Community College (KCC) plans ([KCC 2021-2025 Strategic Plan 1](#), [KCC 2020-2025 Academic Plan 2](#), and [KCC 2023-2027 Strategic Enrollment Plan 3](#)) were each developed collaboratively with many opportunities for input from multiple areas across the College, including from representatives of the KCC Foundation.
- The College's mission and goals are informed not only by its role as an institution of higher education but also as a critically important institution in Brooklyn, the city and the region, resulting in mutual benefits for Kingsborough and its students, and for the communities it serves.

Challenges

- The current Strategic Plan describes many initiatives and strategies to address the areas of emphasis and does not incorporate key performance indicators or other metrics to help measure the effectiveness of its initiatives.

Recommendation

- Develop a 2025-2030 Strategic Plan that is more focused in scope and emphasizes concrete outcomes and metrics to ensure that it may serve as a guiding document for cohesively moving the College forward.

Standard II: Ethics and Integrity

Introduction

As reflected in its core values of Respect, Diversity, Integrity, Excellence, Accountability, and Innovation, KCC is committed to creating a campus environment that is fair, honest, and respectful of students, faculty and staff ([KCC Mission, Vision, and Values 6](#)). In addition to ensuring compliance with local, city, state, and federal policies, Kingsborough also strives to live these values through creating opportunities for robust training, engagement, and discussion on these topics.

Kingsborough is a diverse community, with over 62% of its student population classified as Underrepresented Minorities (URMs) ([KBCC Institutional Profile 285](#)) and 44.4% of its instructional and classified staff belonging to a protected ethnicity group ([CUNY Workforce Demographics Report Fall 2023 21](#)). As such, the campus has a wide variety of opportunities and initiatives to proactively seek out and engage diverse members of the community. To create a more diverse campus community, staff and faculty recruitment efforts have been expanded, and hiring practices have become more standardized and transparent.

As a community college, providing affordable access to education is a key part of the mission. The College works to reduce costs to students and provide accurate information about financial aid and other ways to keep students' financial burdens as low as possible. Per IPEDS, in Fall 2022-23, 87% of all KCC students received some form of financial aid, with 75% receiving aid from federal grants (e.g., Pell) ([KBCC IPEDS Data 2023-24 22](#)). This demonstrates both the needs of the Kingsborough student population and the effectiveness of the College at ensuring that students are aware of and can take the required steps to acquire the funding to support their education.

Since the last self-study, KCC has committed to ensuring the core values are known by all members of the College community. A Values Campaign was initiated in which the core values are displayed throughout the campus. The CUNY Chancellor and KCC President sent out regular messages at the beginning of each semester reaffirming the College's and University's commitment to civility and respect. Training on workplace violence and ethics for all members of the KCC and CUNY communities has been expanded to include Gender-based Violence Training. Finally, KCC hired a new Chief Diversity Officer (CDO) in 2023 with an expanded role. Though the role previously focused primarily on compliance, the CDO now collaborates with offices on campus to increase awareness of diversity, equity, and inclusion (DEI)-related issues, provides information to the community to improve campus climate, and seeks ways to work with all campus constituents to create a greater sense of belonging.

Evaluation of Evidence

Commitment to Freedom, Respect, and Integrity (Criteria 1 and 2)

KCC relies heavily in this area on guidance and policy set at the University level, and coordinates closely with the Central Office and with other CUNY colleges in the policies' execution. As part of CUNY, KCC uses the Manual of General Policy to guide its commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. This manual serves as the cornerstone of CUNY's policy structure, offering a broad overview of the University's regulations and procedures. It is intended to provide all college constituents with clear guidelines on various aspects of university governance.

Policy 1.03 of the CUNY Manual of General Policy lays out definitions, expectations, and consequences related to academic dishonesty, ensuring that all members of the university community

are aware of what constitutes a violation and how such breaches are treated ([MGP 1.03 Academic Integrity Policy 23](#)). Academic Integrity Training is provided by the Community Standards Officer in the Division of Student Affairs. Students are introduced to and informed of the code of conduct during orientation sessions, through emails throughout the semester, and at Student Life and Club Fair events. The Kingsborough Student Handbook clearly denotes students' rights and the consequences of violations of the code of conduct, based on the specific activity and level of severity ([KCC Student Handbook 42](#)).

Policy 1.02 affirms CUNY's commitment to academic freedom, following the principles detailed in the American Association of University Professors' (AAUP) 1940 Statement of Principle ([AAUP 1940 Statement of Principles 180](#); [MGP 1.02 Academic Freedom Policy 24](#)). CUNY's dedication to respect for intellectual property is described in Policy 6.05 of the CUNY Manual of General Policy and lays out definitions, policies, and procedures for identifying, managing, and protecting intellectual property across the University ([MGP 6.05 Intellectual Property Policy 25](#)). In addition to the general policies, CUNY has also provided specific guidance related to file sharing and copyright infringement ([CUNY File Sharing and Copyright Infringement Policy 26](#)).

Additionally, CUNY provides many policies that help ensure a respectful and safe environment for faculty, staff, and students. All CUNY colleges, including Kingsborough, follow the Henderson Rules to Maintain Public Order (CUNY's name for the rules for maintaining public order at the University) ([Henderson Rules 27](#)). In addition, CUNY has policies that define and provide responses to instances of faculty misconduct, gender-based violence, sex-based misconduct, religious accommodations, reasonable accommodations, and non-discrimination ([CUNY Student Complaints About Faculty Misconduct 28](#); [CUNY GBV Policies and Procedures 29](#); [Policy on Sex-Based Misconduct 30](#); [CUNY Religious Accommodations Policy 31](#); [CUNY Reasonable Accommodations Policy 32](#); [Equal Opportunity and Non-Discrimination Policy 33](#)).

The College's chief diversity officer (CDO) is responsible for ensuring that KCC complies with federal, state, city, and CUNY policies addressing discrimination and retaliation on protected bases that in any way prevent KCC community members from accessing KCC's programs and activities. The CDO is trained on how to interpret relevant anti-discrimination and anti-harassment laws and policies. The CDO also monitors changes in laws and regulations to ensure that KCC stays up-to-date with developments in the law. Through regular campus trainings, the CDO continuously informs students, faculty and staff of their rights, protections and responsibilities under anti-discrimination and anti-harassment laws. The CDO also holds the roles of Title IX and Americans with Disabilities Act (ADA) Coordinator. In these capacities, the CDO also ensures compliance with Title IX, the ADA, and other protections against discrimination/harassment on the bases of sex and disability.

KCC's Access-Ability Services (AAS) serves as a resource for students with disabilities. Specifically, AAS advances disability awareness and processes student requests for academic adjustments or auxiliary aids and services as accommodations to ensure access to their educational programs.

Training and Development

CUNY demonstrates a proactive approach to ethics and compliance through its training and development programs; KCC also follows University policy and practice in this area. One major professional development program CUNY has adopted is the Comprehensive Ethics Training Course (CETC) ([CUNY CETC 214](#)). CETC is a mandatory training program for all state officers and employees who file an annual Financial Disclosure Statement. This course covers essential topics such as conflict of interest laws, proper conduct, and the ethical standards expected at CUNY. The course aims to prevent ethical breaches by educating staff before issues arise, thus fostering a culture of integrity. Beyond the initial CETC, CUNY offers ongoing ethics seminars designed to provide continuous education on evolving ethical issues and standards. These seminars are intended for employees who have already completed the CETC, to refresh their knowledge as well as update them on new policies

or areas of concern. Seminars are conducted by KCC's appointed CETC seminar instructor, who also manages and tracks completion of training for faculty and staff. They help maintain a high level of awareness and understanding among employees, which is critical in navigating the complex ethical landscapes of modern academia and public administration.

For faculty and staff who have received external funding, KCC follows CUNY's Research Handbook, which lays out expectations for responsible conduct of research as well as research agreements such as Non-Disclosure Agreements, data use and data transfer agreements, and responsible use of CUNY facilities and technology ([CUNY Researcher Handbook 34](#)). Grant awardees are supported by KCC's Office of Institutional Advancement. The Director of Development and the Associate Director of Funds Management work to ensure the policies of the funding agencies are adhered to, including submission of reports and other documentation and appropriate expenditures from the grants budget.

Fostering Respect Across the Campus Community

Beyond compliance with CUNY policies and procedures, KCC promotes a climate that fosters equity, inclusion, and respect among college constituents from a range of diverse backgrounds and perspectives.

In addition to compliance as described above, the College's CDO also collaborates with offices on campus to increase awareness of diversity, equity, and inclusion (DEI)-related issues, provides information to the community to improve campus climate, and seeks ways to work with all campus constituents to create a greater sense of belonging. The new Diversity & Inclusion webpage ([Diversity and Inclusion 215](#)) pulls together information from across the College related to diversity, equity, and inclusion, making it easier to find resources and opportunities to engage in this work.

The College has dedicated funds to improve campus climate. In Fall 2022 the President's Office launched the Sense of Belonging Initiative, which provides funding for departments and offices to develop and host activities that promote students' sense of belonging to the College by encouraging them to engage with faculty, staff, and other students on meaningful and engaging projects ([Sense of Belonging Initiative Sample Proposals 216](#)).

For the past two years, KCC has also received funding through the CUNY Campus Climate Support Grant to work proactively to prevent religious and ethnic discrimination. These efforts, organized by the Student Union and Intercultural Center, the Office of Equal Opportunity & Diversity Management, and the President's Office, have included hosting invited speakers addressing how to respond to instances of hatred and bias; community building events; and restorative practices training ([Campus Climate Support Grant at KCC 217](#)).

Starting in 2014, Kingsborough hosted an annual Diversity Symposium that was developed to generate a forum in which the college community could come together to educate and share issues related to diversity, equity, and social justice. Diversity and inclusion programming is further supported by resources and events hosted by the Student Union & Intercultural Center (SU&IC), Women's Resource Center (WRC), Men's Resource Center (MRC), and various other entities within Student and Academic Affairs. For example, the SU&IC hosts "Faith Zone Training" which involves training, identification of resources, and a space for honest dialogue about religion and spirituality. KCC students, faculty, and staff members can participate and become Faith Zone certified ([Diversity Symposium Sample Schedule 2020 218](#)).

KCC faculty are also encouraged and supported to rethink their teaching practices to make their classes more inclusive of all learners. Kingsborough has been a member of the Achieving the Dream (ATD) network since 2012 and has engaged in a number of its projects and initiatives. For example, Kingsborough was one of eight participating colleges in the Treasure Project, which explored best practices in supporting single mothers attending community colleges ([Treasure Project at KCC 219](#)). In Spring 2021, KCC faculty also participated in ATD's Racial Equity Leadership Academy (RELA) and took




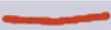

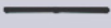
what they learned back to the College and made positive changes to their courses (ATD RELA 220). KCC continued its equity work with ATD during the Spring and Fall 2023, when the College hosted an Equity Minded Teaching Practice seminar facilitated by four ATD coaches in which 35 faculty engaged in discussions and activities to revise their courses to address at least one of six equity-minded practices introduced during the seminar (ATD Community of Practice 221).

To better support faculty and staff of color, the Historically Underrepresented Faculty and Staff Resource Center (HURFS) was founded in 2019 (HURFS 222). HURFS offers informal drop-in consultations and informational sessions for faculty and staff on topics such as tenure and promotion, fellowship leave, and work-life balance. Since Fall 2019, the workshops have had an attendance of 10-20 faculty. HURFS also offers a mentorship program consisting of 10 to 20 members each semester in which faculty and staff are paired based on their areas of interest for growth and professional development. In addition, HURFS sponsors Lunch and Learn sessions, which feature guest speakers twice per semester, as well as Fire S.I.D.E. chats featuring a selected KCC faculty or staff member who has demonstrated leadership in DEI. Attendance at these events ranges from 10 to 35 faculty, depending on the topic and timing of the event.

As a part of the College’s significant governance reforms, the College Council approved the creation of a standing committee on diversity, equity, and inclusion (DEI). The DEI Committee is charged with advancing diversity, equity, and inclusion across the College community, fostering an environment of respect, understanding, and belonging for all faculty, staff, and students. The committee will collaborate with existing DEI-focused groups to propose recommendations for a unified, campus-wide DEI vision.

Kingsborough evaluates the overall effectiveness through surveys designed to capture perceptions of the campus culture from faculty, staff, and students. The Faculty and Staff Satisfaction Survey (described in Standard I) is a key component in monitoring the effectiveness of campus efforts toward improving culture and climate for faculty and staff (FSSS Results Fall 2023 12). Since 2021, the survey has included questions about satisfaction with the campus’s core values. Results show a modest increase in satisfaction with diversity, with an increase from 79% satisfaction in 2021 to 86.3% in 2023; however, satisfaction with respect has stayed the same at around 80% satisfaction (See Table 2.1).

Table 2.1 Percent of Respondents to Faculty and Staff Satisfaction Survey Who Report Being Moderately, Very, or Extremely Satisfied with the College’s Performance on its Core Values

Core Values	2021	2022	2023	2021-2023 Trend
Accountability	70.2%(205/292)	68.8%(221/321)	72.9%(204/280)	
Diversity	79.8%(233/292)	85.9%(281/327)	86.3%(245/284)	
Excellence	81.8%(239/292)	80.7%(263/326)	87.3%(248/284)	
Innovation	77.5%(227/293)	74.7%(242/324)	80.6%(228/283)	
Integrity	77.1%(226/293)	76.6%(249/325)	81.3%(230/283)	
Respect	81.0%(239/295)	81.1%(266/328)	80.8%(231/286)	

In the 2022 administration of the survey, additional questions were asked to further monitor campus climate (see Table 2.2 below). Results suggest the largest levels of satisfaction with collegiality of fellow faculty and staff members and with feelings of being treated with respect and fairness; results also suggest high levels of feelings of belongingness. However, the survey shows lower levels of feeling valued as an individual.

Table 2.2: Percent of Respondents to Faculty and Staff Satisfaction Survey Who Agree or Strongly Agree with Statements Related to Belongingness and Campus Climate

	2021	2022	2023
My fellow faculty/staff members are collegial	85.0% (271/319)	83.4% (277/332)	85.0% (243/286)
I feel safe on campus	78.1% (207/265)	90.2% (293/325)	88.1% (251/285)
I am treated with respect		79.1% (261/330)	80.9% (229/283)
I feel valued as an individual		69.8% (227/325)	68.1% (194/285)
I am treated fairly and equitably		81.0% (260/321)	81.1% (232/286)
I feel I belong		79.5% (260/327)	78.0% (220/282)

Starting with the 2024 administration, CUNY added a section on belongingness to its Student Experience Survey (SES), which is administered at every CUNY college every two years to a random sample of half the students at the College. Response rates on this survey are generally low (in the administration in Spring 2024, only 411 students from KCC responded out of the sample of 5,989 students (for a 7% response rate). Though the response rate is low, the results show that over 75% of students feel accepted by staff and faculty, but there is lower agreement that students feel connected to their peers and have opportunities to meet their peers. There are also lower levels of agreement with statements related to the diversity of perspectives in their courses and comfort in sharing opinions that disagree with the majority opinion.

The survey also asks three questions about whether students feel like they are treated differently by faculty, staff, and their peers. Over 60% of respondents either disagree or strongly disagree with these statements (66.0% disagree with being treated differently by staff/administration and faculty; 62.8% feel treated differently by their peers or fellow students) ([SES Survey 2022 Belonging Results 35](#)).

Fair and Impartial Grievance Policies and Procedures (Criterion 3)

Though the College emphasizes a high-touch model of student support and a collaborative working environment that is designed to handle grievances and concerns before they become an issue, the College has robust systems in place to ensure grievances are handled in a fair and impartial manner. It follows CUNY's policies and procedures for internally addressing faculty, staff, and student grievances. Issues that are challenging to resolve at the college level are escalated to the University for resolution. With respect to complaints of discrimination, harassment, and/or retaliation on a protected basis, all University stakeholders are encouraged to address inquiries and concerns to the College CDO. If the community member opts to file a formal complaint, the CDO is able to instruct them how to do so pursuant to the relevant CUNY policy. In late Fall 2022, CUNY created a more streamlined and consistent approach to the reporting of such complaints: the CUNY University-wide Discrimination and Retaliation Reporting Portal ([CUNY Discrimination and Retaliation Reporting Portal 223](#)). All members of the College community can use the portal to submit complaints of discrimination, harassment, and/or retaliation for follow-up and, where appropriate, investigation. The centralized reporting platform ensures that such complaints are handled systematically and reach the appropriate administrative offices for action. By centralizing the reporting process, CUNY ensures consistency in handling reports, maintains confidentiality, and tracks cases effectively.

Faculty and Staff

Grievance and arbitration procedures are governed by contracts negotiated between CUNY and its labor unions, such as the Professional Staff Congress (PSC), which covers higher education officers (professional staff, or HEO) and college laboratory technicians (CLT lines); and DC 37, which covers blue- and other white-collar workers. Each union has its rights and benefits ([PSC HEO Handbook 36](#); [PSC CLT Handbook 37](#); [Blue Collar Agreement 38](#); [White Collar Agreement 39](#)). Additionally, each union has a process for negotiating a fair contract and for filing individual grievances. KCC also has union chapter chairs and grievance counselors specific to each union to assist faculty and staff in filing grievances, representing them at meetings and hearings, and ensuring that complaints and grievances are resolved in an equitable and timely manner. The procedures for these actions are also available on the union websites.

CUNY faculty and professional staff are members of the PSC; procedures for complaints, grievances, and arbitration are available to them in Article 20 of their contract ([PSC Contract Article 20 Complaints Grievances and Arbitration 40](#)). Any faculty or staff member whose action is not recommended, such as non-reappointment, has the right to appeal the decision. If the appeal is not granted, a grievance may be filed within thirty days of notification.

Students

Policies and procedures related to grievances involving faculty conduct, gender-based violence, sex-based misconduct, religious accommodations, reasonable accommodations, and non-discrimination policy are provided in their related policies and procedures documents ([28](#); [29](#); [30](#); [31](#); [32](#); [33](#)). Information about these policies and the rights of CUNY students is provided in the CUNY Student Bill of Rights ([CUNY Student Bill of Rights 41](#)). CUNY also provides guidance for students about academic expectations and the credit appeal process within its Pathways program (described further in Standard III) and its General Education program ([Pathways Student Rights and Responsibilities 224](#)). KCC also provides students with guidance on grade changes and appeals ([Grade Change Appeals Policy 226](#)).

In addition to following the policies and procedures to ensure fairness and impartiality, Kingsborough also engages in a collaborative, high-touch approach to handling student issues, in the hopes of reducing the number of formal complaints and resolving issues in a collaborative manner. Thus, student complaints may be initiated through a number of different offices that collaborate to identify

the best way forward for the student. For example, the President's Office has strong ties to the student community; students frequently email the President directly for assistance or to voice concerns or complaints. In these instances, the President's staff forward emails to the appropriate office to assist the student further and then follows up to ensure that the connection was made. Similarly, students who receive accommodations may reach out to the Office of Access-Ability Services for help handling conflicts with faculty that are not related specifically to accommodations, in which case an advisor assists the student to identify the appropriate office and, when appropriate, works with the student and other parties to help resolve the issue. KCC's policies and procedures are distributed widely to students via the KCC Student Handbook and the KCC Online College Catalog ([KCC Student Handbook 42](#); [KCC College Catalog 43](#)), and information about filing complaints can be found on the KCC website ([KCC Student Complaints Website 225](#)). This information is also included in student orientation and provided by academic advisors as needed.

Preventing Conflicts of Interest (Criterion 4)

KCC relies on CUNY policy in this area and adheres to all federal, state, local, and University policies and regulations governing conflict of interests. The CUNY Manual of General Policy Section 6.01 provides clear guidelines regarding the actions of all KCC faculty and staff ([MGP 6.01 Conflict of Interest Policy 44](#)). The policy mandates that all college activities be conducted with the utmost integrity and ethics and requires disclosure of potential conflicts and adherence to guidelines to protect institutional integrity.

KCC meets the requirements of the New York State Commission on Ethics and Lobbying in Government (formerly JCOPE) preventing and addressing potential conflicts of interest. KCC employees considered to have decision-making responsibility at the College are required to file an annual financial disclosure statement, and all employees, full- and part-time, are required to participate in ethics training ([Annual Financial Disclosure Statement 45](#)).

To ensure there are no conflicts of interest for faculty and staff who hold multiple positions, CUNY also has a policy on multiple positions, which serves to verify that CUNY faculty and staff are fulfilling their full-time employment responsibilities. This policy is used by faculty and staff to seek approval to hold additional positions both inside and outside of CUNY. Faculty and staff complete the appropriate multiple position form ([CUNY Policy on Multiple Positions 46](#); [Full-Time Faculty Multiple Position Form 47](#); [Non-Teaching Instructional Staff Multiple Position Form 48](#)).

Fair and Impartial Practices in the Hiring, Evaluation, Promotion, and Separation of Employees (Criterion 5)

Hiring

Hiring policies at KCC are largely governed by University policy and by collective bargaining agreements. KCC is dedicated to fair and impartial recruitment, selection, and retention of talented and diverse employees. CUNY's Manual of General Policy 5.04 states that CUNY will take "positive steps that will lead to recruiting, hiring, retaining, tenure, and promoting increased numbers of qualified minorities and women." ([MGP 5.04 Policy on Affirmative Action 49](#))

To recruit a diverse pool of applicants, KCC posts open positions on the CUNY Job Postings webpage. CUNY is also a member of DirectEmployers, a nonprofit association of employers that focuses on talent acquisition and uses its technology to increase job visibility and employment branding to a broad audience. Applicants are requested to voluntarily submit demographic information, such as gender, race/ethnicity, disability status, and veteran status. The information is used by the CDO to certify that each candidate pool is heterogeneous and meets KCC's commitment to hiring diverse candidates. These data are also used to assess if recruitment strategies need to be modified.

Every search has a hiring manager who works closely with the CDO throughout the hiring process. Search committees are intentionally formulated so their composition reflects individuals with different experiences, backgrounds, and perspectives. The CDO (or CDO-designee) holds a meeting to “charge” committee members on effective and equitable selection practices, including practices aimed at reducing potential for bias. Prior to interviewing any candidates, the search committee must also submit a list of interviewees to the CDO, who reviews the list of candidates against the full applicant pool to ensure that it is not biased toward any one race, ethnicity, gender, or other demographic groups. The CDO then provides search committee members with information on interview questions to ask and to avoid, in accordance with relevant employment laws and regulations. Search committees are also required to ensure that the same questions are asked during each candidate interview and that any written notes about the candidate are objective. This information is laid out in the CUNY Search Committee guide ([CUNY Search Committee Guide 50](#)).

Evaluation

Employee performance evaluations are a vital function of faculty and staff who supervise employees, as well as required by the collective bargaining agreements applicable to the various non-teaching employee titles (e.g., HEO Series and Classified Staff) at the College. The purpose of these evaluations is to recognize accomplishments, encourage improvement, and maintain academic and professional standards.

Staff Evaluations

Evaluation forms for the different groups of employees are available on KCC’s HR webpage so that the criteria for evaluation are transparent ([Evaluation Form – HEOs 51](#); [Evaluation Form – Classified Staff 52](#); [Evaluation Form - Peace Officers 53](#)). The evaluations begin with a conference between the supervisor and the employee. At this conference, the supervisor and employee review the employee’s job description and performance within the past year (e.g., accomplishments, areas of improvement, and strengths) and set goals for the year ahead. The supervisor completes the evaluation form based on the meeting’s discussion and indicates whether the overall evaluation is satisfactory or unsatisfactory. The individuals then meet again so that the employee may review the evaluation and sign it. In cases where disciplinary action is or may be needed, employees covered by the PSC are entitled to representation, as laid out in the PSC guidelines ([PSC CUNY - If You Are Being Disciplined 54](#)). In 2024, the CUNY Board of Trustees has offered new guidance to KCC and the other CUNY colleges for evaluating senior administrators, who are not members of a bargaining unit. KCC has implemented this evaluation structure ([ECP Evaluation Memo 55](#)).

Faculty Evaluation and Review

KCC conducts peer evaluations of teaching and annual evaluations following Article 18 of the PSC-CUNY Collective Bargaining Agreement ([PSC CUNY Article 18 Professional Evaluation 56](#)). The details of these processes are described in Standard III.

Promotion

For professional staff who are Higher Education Officers (HEOs), the promotion process is handled by the College’s HEO Screening Committee, following the guidelines laid out in the PSC’s Reclassification Process documentation ([HEO Reclassification Instructions 57](#)). Each year the committee meets to review requests for reclassification, which are submitted either by an individual or their direct supervisor. The standards for promotion are laid out in the documentation and require that the employee clearly show how their duties and job requirements correctly fall under a higher title than the one they currently hold.

Faculty promotion and tenure review processes related to promotion and tenure review for faculty are described in Standard III.

Departing Employees

Annual evaluations are a key component of ensuring fair practices in the separation of employees. According to the PSC contract, HEO employees are appointed and reappointed during their first eight years of employment, with the annual evaluation serving as the basis for appointment or reappointment. After reappointment for their ninth year of service, employees obtain a Certificate of Continuous Administrative Service (CCAS, or 13.3b status), which serves as a form of job permanency. Per Article 13 of the PSC Contract, employees with 13.3b status require three unsatisfactory consecutive annual evaluations in order to initiate a termination process ([PSC CUNY Article 13.3b - Job Security 58](#)). When a decision is made to terminate an employee, the President or President designee advises the candidate in writing that their employment will be terminated 120 calendar days from the date of such communication.

For classified staff, employees in their first year of service, during their probationary period, are rated quarterly and may be terminated after one unsatisfactory evaluation. Employees with permanency who are rated less than satisfactory are re-evaluated after three months. To separate classified staff who either have permanency or disciplinary rights from employment by the College, the disciplinary process detailed in the Blue Collar and White Collar Agreements must be followed and can only be initiated in the case of misconduct or incompetence ([38](#); [39](#)).

Ensuring Accuracy of Communication (Criterion 6)

KCC has an extensive communications infrastructure focused on promoting the College and its faculty and students, encouraging interest from prospective students and employer and community partners, and supporting an evolving set of college priorities and initiatives. KCC works in coordination with the CUNY Central Office, which has its own communications division in areas such as university-wide student recruitment campaigns and crisis communications. The Office of Communications and Marketing (OCM) is responsible for disseminating information about Kingsborough to its internal and external constituents. OCM ensures that all images, digital and print advertising materials, and social media posts are accurate, consistent with the KCC brand, and promote the College's mission. A major responsibility of this office is maintaining the KCC website to provide accurate, up-to-date information to the public.

Over the past several years, OCM has developed protocols to address ways to communicate information to the College community and the media so that KCC's core values of integrity and respect are sustained. The Office has developed protocols for media access for anyone to follow who is approached by the media ([KCC Media Access Protocols 59](#)), and the College has created a Broadcast KCC email protocol to provide an opportunity for anyone affiliated with KCC to share information with the College ([KCC Broadcast Email 60](#)). Any KCC community member who wishes to share an announcement or news sends the information to OCM one week before the date they want it shared. It is reviewed and approved by OCM, which then sends out the information via the *Broadcast*. KCC@kbcc.cuny.edu email. For example, supported by guidance from the Central Office, OCM is in the process of developing guidelines around social media for constituents of the College.

Funding Sources and Options to Promote Affordability and Accessibility (Criterion 7)

As more than 70% of Kingsborough students are eligible for federal financial aid, the College provides many resources to prospective and current students to ensure that they are aware of and have access to all available funding sources. Information regarding resources is made available through the KCC website, the College Catalog, Student Handbook, and New Student Orientation sessions ([KCC Course Catalog 43](#); [KCC Student Handbook 42](#); [New Student Orientation 282](#)).

The KCC Student Viewbook is one of the College's main recruitment materials, providing prospective students with information to explore and understand funding sources and options available to pay for college ([KCC Student Viewbook 61](#)). The Office of Financial Aid and the KCC Bursar website also provide more details on tuition costs, applying for aid, and resources for assistance in applying for aid. All student consumer information related to financial aid may be found on the Financial Aid Student Consumer Information page ([Financial Aid Student Consumer Information 62](#)). Finally, CUNY also provides a webpage with a detailed college cost comparison and Financial Aid Estimator so that students and families may compare costs at different types of colleges and identify available support ([CUNY Cost Comparison 227](#); [CUNY Financial Aid Estimator 228](#)).

Once students apply to the College, Kingsborough takes a proactive approach to assisting students in identifying and securing financial aid, as described in Standard IV.

KCC also offers a number of pre-matriculation programs – CUNY Start and Math Start ([245](#)), CUNY Language Immersion Program (CLIP) ([247](#)), and Summer Immersion ([246](#)) – designed to provide basic skills instruction at minimal or no cost. These programs address students' basic skills and ensure they are prepared to succeed in for-credit courses without having to use financial aid. In addition, students are screened for cohort program eligibility, such as Accelerated Study in Associate Programs (ASAP) ([252](#)) and College Discovery (CD) ([254](#)), that provide tuition support, Metro Cards, book vouchers, academic support, and specialized advisement for qualifying students. These programs are described in more detail in Standard IV.

Students may find access to textbooks and other course materials cost-prohibitive. CUNY complies with the textbook requirement of the Higher Education Opportunity Act (HEOA), with students informed of the costs of course materials in the schedule of classes; faculty submit course material costs through Akademos, a CUNY-wide online platform for managing course cost information ([CUNY Compliance with HEOA Textbook Requirements Memo Spring 2011 63](#)). In addition, since 2014, KCC has participated in CUNY's Open Educational Resources (OER) program, which supports faculty with assistance from librarians to develop open access materials for their courses. Students can easily find courses that have no textbook cost through CUNY's course search ([CUNY OER 229](#); [KCC OER 230](#)).

Compliance with Reporting Policies (Criterion 8)

Compliance with applicable federal, state, and Commission reporting policies, regulations, and requirements is provided in the Verification of Compliance.

Assessment of Policies, Processes, and Practices (Criterion 9)

The College has also recently introduced an annual reporting cycle related to student complaints. Each office that handles formal student complaints reports basic statistics and identifies any trends or recent changes in the quantity or type of student complaints and areas where there may be a need to change policies or procedures ([KCC Student Complaints Reporting Template 2023-24 207](#)). These reports are reviewed by Senior Staff annually in order to guide any necessary cross-division work or to make any changes to college-wide policies or procedures. A preliminary review of formal and informal complaints revealed that many student complaints were resolved without a need for formal escalation, which suggests that KCC's high-touch model of handling student complaints collaboratively is an effective method to resolve them.

Strengths, Challenges, and Recommendation

Strengths

- Kingsborough holds itself to a high standard of ethics and integrity in carrying out University policies as described in the CUNY Manual of General Policy.
- Kingsborough is committed to ensuring access to an excellent and affordable education for diverse populations, as described in its mission and through the high value of its academic programs, student life and student supports, along with its financial benefits; relatively low tuition (set by the New York State legislature); and a focus on offering courses with low- or no-textbook and materials costs, no-cost pre-matriculation programs, and high-touch support for accessing FAFSA and other financial aid options.

Challenges

- The Faculty and Staff Satisfaction Survey shows differences in responses correlated with respondents' ethnicity, suggesting that there is more work to be done to ensure that all members of the community feel respected and welcome as a member of the College community.

Recommendation

- Provide support and resources for faculty, staff, and students to engage in constructive debate and conversation around issues such as diversity, equity, and inclusion as well as evolving social and educational concerns that directly affect members of the College community.

Standard III: The Design and Delivery of the Student Learning Experience

Introduction

Kingsborough offers a wide range of educational programs to meet the needs of the students it serves. The College offers 37 degree programs, ranging from career-focused AAS degrees such as nursing to transfer-oriented AS and AA degrees, including an AA in liberal arts, an AS in business administration, and an AA in criminal justice. Kingsborough houses three programs unique within CUNY: the AAS in maritime technology, AAS in polysomnographic (sleep) technology and an AAS in surgical technology ([KCC College Catalog 43](#)).

The programs are designed around a comprehensive general education curriculum, referred to as the CUNY Pathways curriculum, which ensures that students learn key general education learning outcomes and helps streamline transfer between CUNY schools ([CUNY Pathways Resolution 64](#)). As a community college, transfer is a key emphasis for many of the academic programs; Kingsborough has many articulation agreements designed to support easy transfer to schools both inside and outside of CUNY, and CUNY's Transfer Initiative is focused on creating smooth pathways from two- to four-year colleges. Despite these efforts, however, the percentage of graduates transferring to another four-year College has declined. For students graduating in AY 2023-24, 55.8% transferred to another College in the same or next academic year; as of Spring 2024, 59.8% had transferred. This number has been decreasing since AY 2012-13, when 68.7% of graduates transferred to another College in the same or following academic year ([KCC Transfer Dashboard 65](#)).

Kingsborough also emphasizes the importance of preparation for the workforce. The College has 11 AAS degrees, which are designed to lead directly to a career post-graduation. In Fall 2023, 64.5% of graduates from these programs who responded to the CUNY Cap & Gown Survey for graduating students reported having employment at the time of graduation. Data from the New York State Department of Labor further shows that the percentage of AAS graduates who are consistently employed one year out from graduation has shown significant increases, from 56% for the class of 2012-13 to 62.5% for the class of 2016-17 (though this is still short of the CUNY goal of 63.2%) ([PMP KPI Dashboard 66](#)). The Division of Workforce Development and Continuing Education (WD&CE) works closely with many academic programs to help students prepare for the workforce post-graduation.

KCC faculty are highly qualified; 80% hold terminal degrees in their fields, and 61% hold doctoral degrees. They are supported by a wide range of professional development activities offered by CUNY, KCC's faculty development centers, and academic department initiatives. KCC also has enough faculty to deliver learning experiences that best serve its students, employing 318 full-time and 414 part-time faculty in Fall 2023 ([KBCC IPEDS Data 2023-24 22](#)). Because of its robust faculty, Kingsborough's average class size in Fall 2023 was 19 students, down from 23 students in Fall 2021. The small class sizes allow faculty to provide extensive support to students. From 2016 to 2021, KCC also had an increase in the percentage of classes taught by full-time faculty (57.9% to 62.9%).

Since its last self-study, Kingsborough has developed one new major, an AS in health sciences, and has revised many other programs. Even prior to the COVID-19 pandemic, Kingsborough was a leader at CUNY in the development of online programs; it has 11 programs that may be completed entirely online. KCC has also worked to develop new concentrations within the majors, particularly liberal arts, which provide additional guidance and direction to students to help them transfer to a four-year college or university. The program review process has also been revised, with the new structure leading to a more seamless process and more meaningful discussions.

Evaluation of Evidence

Designing and Delivering Degree Programs (Criterion 1)

KCC continually works to ensure its existing programs are current and looks to expand its program offerings to meet the needs of students. Academic departments are the loci for course and program development. Once a department determines a need for an academic program, it works with the Office of Academic Affairs to prepare a proposal that is approved by the department's curriculum committee, followed by the college-wide Curriculum Committee, whose membership includes the Provost, department representatives (typically the chairperson), and student representatives ([New Program Proposal - CUNY and NYSED 69](#)). This group of reviewers ensures that academic programs will meet student needs and provide a cohesive learning experience that will lead to success in students' educational and career goals.

AA and AS programs, even those in career and technical education (CTE) fields of study, are designed with transfer outcomes in mind. To that end, each program is no more than 60 credits, which allows for easier transfer of 30 general education (described further in the General Education section below) and 30 major/elective credits to transfer to a four-year college. Programs are defined by their Program Learning Outcomes, which illustrate what students will know and be able to do after participating in the program ([Program Learning Outcomes 67](#)). The Program Learning Outcomes guide the development of the program curriculum, which is laid out in curriculum maps that show how each required course in the program aligns with at least one program learning outcome ([Curriculum Maps 68](#)).

Though the programs are designed with transfer in mind, and though the CUNY system is designed to provide smooth transfer, there are still challenges in providing an optimal transfer of credits when students graduate from Kingsborough and transfer to a senior college. Though all KCC graduates are guaranteed to have 30 general education credits transfer over, ensuring that their major and elective credits also transfer remains a challenge. The CUNY Transfer Initiative, launched in Spring 2023, is creating clearer pathways from community college to bachelor's programs at the CUNY senior colleges through changes to policies as well as increased collaboration between community and senior colleges. The University selected six disciplines to start, including computer science, and recruited faculty from community and senior colleges to develop a set of core "competencies" that will help the colleges ensure that community college courses are in line with the expectations at the senior colleges, and vice versa. The goal of the initiative is to ensure that any student graduating with an AA or AS degree will have junior status at the senior college ([CUNY Transfer Initiative 231](#)).

Throughout its history as a community college, Kingsborough's liberal arts major has been the most popular program; while this remains the case, enrollment has declined. In Fall 2023, 26.3% of the student population majored in liberal arts, down from 40.7% in Fall 2014 ([KCC Enrollment by Academic Program Fall 2023 70](#)). Though it remains the largest major, the decrease indicates a change in the needs of students from a broad, general education that leads to a degree to more specified training with clearer pathways to future educational and career goals. This, as well as issues related to credit transfer, suggests a need to rethink the Liberal Arts Program to ensure that it continues to meet the needs of students.

The issue of transfer credit loss is twofold: first is complete transfer credit loss. For Kingsborough graduates transferring to a CUNY senior college in AY 2023-24, around 13% of credits were lost entirely, either because they were unrelated to the student's program of study and could not be counted as an elective or major credit, or because there was no equivalency at the senior college ([CUNY Transfer Credit Dashboard 283](#)). The second issue is credits transferring as electives but not toward the student's major. Because the senior colleges do not have a liberal arts major, students majoring in liberal arts at KCC may find that the broad selection of courses required by the major leads to an over-allocation of elective credits and not enough major or pre-major credits.

In addition to the challenge with credit transfer, a recent Academic Program Review (APR) process with an external reviewer revealed that though the Liberal Arts Program allowed students to accumulate credits that could transfer over to their four-year college degree and provided students with exposure to a wide variety of disciplines, it lacked a cohesive approach that would help students gain an understanding of the liberal arts as a field, explore their future educational and career options as a liberal arts student, and ensure that they selected courses that would appropriately transfer to a four-year college ([Liberal Arts APR Report 2022 71](#)). In response, the Liberal Arts Committee worked to redesign the Liberal Arts Program Learning Outcomes to ensure that the outcomes complemented but did not overlap with the College's Institutional Learning Outcomes. The new Liberal Arts Program Learning Outcomes are: demonstrate and apply ethical judgment to real-world problems and issues while recognizing multiple perspectives; apply knowledge of human cultures, language, or the natural world to problems and issues experienced across diverse communities; and produce or analyze creative works according to a field or discipline's vocabulary and theory, using relevant techniques and processes, and in response to best practices.

The Liberal Arts Committee also developed a new first-year seminar course for liberal arts majors designed to provide an overview of the liberal arts and its subdisciplines and help students explore possible fields of study, including declaring a concentration ([Liberal Arts FYS Sample Syllabus Fall 2024 72](#)).

The Liberal Arts Committee also developed a series of new concentrations—psychology, history, music, creative writing, and literary studies—designed to align with commonly declared majors at the four-year colleges. The concentrations follow a three-course (nine credit) structure and are designed to support transfer and articulation to CUNY senior colleges, particularly to Brooklyn College, where around 40% of KCC graduates transfer, and to guide students through a course of study that will transition into a major at a four-year institution. To monitor the effectiveness of concentrations moving forward, the Office of Institutional Effectiveness has begun to include monitoring of enrollment, retention, and graduation of students within the concentrations and to identify key issues with credit transfer. While this is progress, it is likely that the faculty will need to do further work to help ensure students are able to transfer more credit toward the bachelor's; developing a set of proposed initiatives to support successful transfer is one of the 2025-2030 Strategic Plan goals and a focus of a Strategic Plan Committee currently underway.

Since the last self-study, Kingsborough has devoted much effort to the development of its healthcare-related programs. In Spring 2020, KCC partnered with Economic Modeling Specialists International (EMSI), a leading provider of labor market data, to complete a program demand gap analysis, which assesses regional job openings against educational program completions ([Spring 2020 EMSI Report 73](#)). Based on the report's recommendations, as well as increased student interest in healthcare-related majors and programs, KCC has explored the creation of new programs and initiated improvements to existing health programs. The nursing program has long been an attractive field of study for Kingsborough students but has limited capacity due to accreditation-related requirements for field placements. The nursing program also has a series of prerequisites (e.g., gateway math and English courses and introductory science courses) that some students do not meet. Subsequently, many students who initially intend to enter the nursing program are never accepted into the program. Because the nursing program requires a secondary application, students interested in the nursing program are initially listed as liberal arts majors while they take their prerequisites.

To try and identify students interested in potentially entering the nursing program or other programs that require a secondary application, such as surgical technology and polysomnographic technology, Kingsborough created an allied health student code starting in Spring 2021, generated through students' declared desired majors on their applications and conversations with their advisors. Identifying students early helps to move them into the appropriate advising structure (students with the code are moved into the Health and STEM Advisement Academy rather than the Liberal Arts Academy) and to track their outcomes over time. Using the code has revealed that almost 40% of all

liberal arts students have declared interest in entering an allied health field (38.8% of the Fall 2021 cohort of 474 first-time full-time freshmen).

The large number of allied health students in the Liberal Arts Program suggests a need for more nuance in the Liberal Arts Program, as the program consists of two distinct groups of students: one that needs a strong foundation in the liberal arts as a course of study and one that needs to fulfill its general education requirements before transitioning into a career-focused program.

In Fall 2023, the College launched the AS in health science program to provide an alternative path to students interested in a health-related field but who do not qualify or are not accepted into the nursing program. The program had 43 students in its first semester and increased to 125 in Fall 2024 .

KCC's AAS programs are externally accredited and are aligned to industry standards. Many AAS degrees also have an external advisory board and undergo regular reviews to ensure that they are providing a cohesive learning experience for students that will lead to success in licensure exams and future career outcomes.

Using High-Impact Practices to Foster a Coherent Learning Experience and Promote Synthesis of Learning

Throughout its academic programs and co-curricular activities, Kingsborough leverages high-impact practices (HIPs) designed to foster integrative learning, resilience, persistence, and building academic skills. HIPs exist at all levels of learning, providing foundational learning experiences for new students adjusting to the college experience and capstone experiences for students getting ready to graduate or transfer. The HIPs have been the cornerstone of education at Kingsborough for decades; supporting the development and revision of HIPs was a major priority in the 2020-2025 Academic Plan (2020-2025 Academic Plan 3). Since 2020, the College has begun engaging in efforts to assess effectiveness of the HIPs, particularly the Learning Communities and civic engagement (described further in Standard V), and ensure that they remain high impact, particularly for minoritized students. As a kickoff to these discussions, the Kingsborough Center for Teaching and Learning (KCTL) focused its 2022 Winter Workshop on HIPs, inviting representatives from each HIP to discuss their work with the larger College community (HIPs Winter Workshop 2022 74).

Learning Communities

Learning Communities (LCs) at KCC began in 1995 as an opportunity for ESL students and have since expanded, including the Opening Doors Learning Community (ODLC) for first-time freshmen and a range of other learning community opportunities for continuing students (Learning Communities 232). Learning communities are typically three linked courses (English/general education/student development or two general education courses and one student development course) taught by three faculty members who work together to develop an integrative approach to student learning. Learning communities at Kingsborough have a long history of supporting student learning, leading to high rates of student retention and course pass rates. The ESL Learning Communities show a particularly strong impact on student outcomes. For example, from Fall 2020 to Spring 2022, the ESL Learning Community courses had an average pass rate of 82.2%, significantly higher than the same courses that were not a part of a learning community, which had a pass rate of 64.9%. In that same time period, the learning communities for the ODLC, ASAP/CD/KCC FLEX, and ESL communities showed significant impacts on student retention; ODLC students had an average 69.3% retention rate, ASAP/CD/KCC FLEX students had an average retention rate of 76.3%, and ESL students had an average retention rate of 81.7%, compared to an average retention rate of 62.3% for students who did not participate in a learning community (Learning Communities Outcomes Fall 2020-Spring 2022 75). Since Fall 2020, enrollment in learning communities (other than the ESL Learning Communities, which have 200-300 students each term) has decreased; for example, the ODLC program had 270 students enrolled in Fall 2020, but only 34 students enrolled in Spring 2022. The low levels of enrollment, particularly for first-year students through the ODLC program, have helped prompt the College to engage in

conversations regarding the value and structure of the learning communities model to make sure that it meets the needs of current students. For example, one potential way forward under consideration is to create learning communities targeting students either on probation or at risk of probation.

Civic Engagement

As a part of a larger movement toward increasing **civic engagement (CE)** among students, KCC implemented a civic engagement graduation requirement in 2013. CE courses are certified as such by demonstrating alignment between course learning outcomes (CLOs) and activities and the course embedded learning outcomes listed on the website ([Civic Engagement Course Application 76](#)). The courses are designed to help students draw connections between course content and their own civic and community experiences and require that students complete reflective assignments about their experience that are then utilized as part of civic engagement assessment. The assessment process, explained further in Standard V, has highlighted that students in the courses are able to make the connection between course content and their own lives, and are able to articulate ways in which they wish to use the course content to solve a real-world problem ([Civic Engagement Assessment Results Fall 2024 77](#)). Future efforts in this area will bolster the curricular aspects of civic engagement, increase student achievement of the Civic Engagement Learning Outcomes, and create connections with co-curricular programs such as the Student Union & Intercultural Center. In Fall 2023, the College launched the Center for Civic Engagement, designed to provide support and programming for faculty to advance the discussion of civic engagement across the College; and the Civic Engagement Fellows program, through which selected faculty review and revise their courses to enhance civic engagement practices ([Civic Engagement Fellows 270](#)).

Writing Intensive Courses

KCC students must complete at least one three-credit **Writing Intensive (WI)** course to earn a degree. WI course sections are offered in most academic departments at KCC, taught by faculty who have completed the KCC Writing and Reading Across the Curriculum (WRAC) certification program, an offshoot of the CUNY Writing Across the Curriculum Program ([Writing and Reading Across the Curriculum Certification 233](#)). During this professional development experience, faculty revise their courses to incorporate more formal and informal reading and writing opportunities that integrate course content with reading and writing instruction. Currently, over 100 WI course sections are offered each semester in all disciplines.

Undergraduate Research

KCC students can participate in **faculty-mentored research** through a number of opportunities, including the CUNY Research Scholars Program (CRSP) ([CRSP at KCC 234](#)). CRSP aims to increase student participation, particularly that of community college students, in faculty-mentored research in STEM fields. Students receive a stipend of up to \$5,000 and enroll in a one-credit course for one or two semesters. The program culminates in a presentation at the CUNY-wide CRSP Symposium at the end of the academic year ([CRSP Sample Poster Spring 2024 204](#)). Beyond CRSP, KCC has acquired a number of grant awards that enable students to participate in research experiences, including its collaboration with Medgar Evers College on a National Institute of Health (NIH) Bridges to the Baccalaureate grant award in which students conduct research projects and present results at national conferences ([Bridges to Baccalaureate Program 235](#)).

Service Learning

KCC students have an opportunity to participate in **service learning** ([Service Learning 236](#)). The most common way for students to get involved is by participating in opportunities promoted through the Center for Career Development and Experiential Learning. Ninety students participated in 2023-2024. The Center assesses students' experiences through written reflections.

Collaborative Programs (High School/Dual Enrollment Programs)

Kingsborough is a leading CUNY school in partnering with local high schools to provide dual enrollment opportunities through its College Now Program and Early College Secondary School.

KCC's **College Now (CN)** is a collaborative program between the College and New York City public high schools that provides high school students the opportunity to enroll in college-level courses and earn college credit without paying college tuition ([College Now Brochure 237](#)). Through the CN program, KCC offers courses in disciplines such as biology, psychology, behavioral and social sciences, communications, math, history, and student development. These KCC courses are often taught by high school teachers who have met requirements to be hired as an adjunct instructor in the appropriate academic department at KCC. Starting in 2021, Kingsborough further expanded its offerings through the City's Future Ready NYC and Work, Learn, Grow programs.

The **Kingsborough Early College Secondary School (KECSS)** allows sixth grade students to earn a high school diploma and an AA in liberal arts simultaneously, also at no cost to them ([KECSS Mission 238](#)). Students in the Early College Initiative (ECI) access campus resources such as the Kingsborough Learning Center and the Kibbee Library and attend internship skill development workshops to enhance their interpersonal, communication and decision-making skills. The 2024 ECI cohort had 99 students; 72 of them earned sufficient credits to also obtain an AA in liberal arts.

Credit Stacking Programs & Micropathways

KCC's Division for Workforce Development and Continuing Education (WD&CE) has collaborated with KCC's Office of Academic Affairs to create articulation agreements for noncredit-to-credit coursework. The programs are aligned with the NYC industry groups highlighted in the EMSI report described above: healthcare, technology, professional and business services, trade and transportation, leisure and hospitality. There are currently nine non-credit-to-credit programs where students may earn up to 12 college credits upon completing the program. These noncredit-to-credit articulations have become unique pathways into the College, especially for individuals who might not otherwise have considered college enrollment ([Non-Credit to Credit Articulation Agreements 205](#)).

The microcredential programs offer coursework within the academic program to prepare students to earn a certificate of completion with industry-specific knowledge so that they can enter employment immediately upon completion of the program.

Clear and Accurate Communication of Degree and Program Requirements (Criterion 3)

The College Catalog is the primary source of information about educational programs for current and prospective students and contains information about program learning outcomes (PLOs), degree requirements, academic policies, procedures, and other information critical to academic success ([KCC Course Catalog 43](#)). The Catalog also lists courses and their descriptions. Beyond the college catalog, academic programs are also listed on the KCC website, which was redesigned in 2023 by the Office of Communications and Marketing (OCM) to be mobile friendly. Content was revised to standardize academic department pages. Each academic department's site lists each academic program of study and provides information about that program's learning outcomes, the program requirements (including a degree map with a suggested course of study), and information about career options upon earning a degree.

To ensure that students can navigate degree requirements, the College maintains a number of tools. First, each academic program has a degree map on its website that provides a recommended course sequence to support on-time graduation ([Degree Maps 78](#)). Students also have access to DegreeWorks, a CUNY-developed tool that maps degree requirements to a student's current

transcripts and course schedule. The tool provides information about what college and program requirements the student has already fulfilled and which they still need to complete their degree. A newer tool, CUNY Transfer Explorer (referred to as T-REX), provides information about how courses will transfer to programs at other CUNY colleges.

General Education (Criterion 5)

As a community college within the CUNY system, ensuring that students receive a robust general education is at the core of each KCC academic program. KCC's general education curriculum has been carefully designed to broaden student experiences and provide opportunities for engagement in cultural and global awareness and cultural sensitivity.

All KCC AA and AS students complete a carefully crafted set of requirements stipulated by the CUNY Pathways Common Core ([Pathways Courses – KCC 79](#); [Pathways LOs – Required Core 80](#); [Pathways LOs --Flexible Core 81](#)). The Common Core consists of the Required Core of two English Composition courses (six credits), a Mathematical/Quantitative Reasoning course (three credits), a Life/Physical Sciences course (three credits), and the "Flexible Core" of 18 credits with one course in each of the following areas: World Cultures and Global Issues; US Experience in its Diversity; Creative Expression; Individual and Society; and Scientific World, plus an additional course in one of the five Flexible Core areas. AAS students complete nine credits of Flexible Core courses instead of 18. Once fulfilled at one CUNY college, these general education credits fulfill the same Core category at another CUNY college, which facilitates academic momentum, more efficient degree completion, and transfer within CUNY.

To ensure that students receive a cohesive educational experience that blends their general education and discipline-specific education, each academic program is asked to develop program learning outcomes (PLOs) and degree maps that incorporate and build off the Pathways Learning Outcomes and course requirements ([67](#); [78](#)). For example, programs will make recommendations about which Pathways courses are most relevant to that program. The degree maps provide a recommended course sequence for students who wish to graduate with a degree in that major that incorporates Pathways courses, required courses for their major, and electives.

As described in Standard I, Kingsborough developed its own Institutional Learning Outcomes (ILOs), aligned to the CUNY Pathways Learning Outcomes and the College's own commitment to civic engagement. The ILOs state that students will:

1. Gather, interpret, and assess information from a variety of sources
2. Evaluate evidence and arguments critically and analytically
3. Produce well-reasoned written or oral arguments using evidence to support conclusions
4. Demonstrate quantitative reasoning skills
5. Identify and apply fundamental concepts and methods of a discipline
6. Demonstrate an understanding of civic engagement

The ILOs are then mapped to the Pathways LOs to ensure that Kingsborough's ILOs align with CUNY's vision for general education ([Crosswalk Pathways LOs with KCC ILOs 82](#)). The Institutional Learning Outcomes are assessed annually through the assessment of Pathways courses. The current process of assessment was launched in 2020; since then, each department has selected one course each year to illustrate the alignment between the course's Learning Outcomes and the Pathways Learning Outcomes, which are aligned with the Institutional Learning Outcomes. The results can be used at the program, department, and institutional level to identify areas for improvement to ensure that students are achieving the Institutional Learning Outcomes. This is discussed in greater detail in Standard V.

Learning Opportunities and Resources to Support Programs of Study (Criterion 4)

Course Planning and Support for Timely Graduation

KCC has several systems in place to ensure that courses are offered in a way that allows students to move through their academic programs in a timely manner.

As previously described, all academic programs have degree maps that potential and current students may access on the KCC website (78). These degree maps provide a visual representation of the term-by-term course sequence a student should follow to graduate in two years and were developed by the departments in collaboration with the Office of Academic Affairs. Degree maps are shared with advisors and enrollment management staff so that they may assist students in registering for courses and provide guidance for successful degree completion. Beyond guiding students and staff in student support areas, degree maps are used by departments to determine the appropriate schedule of course offerings that best serve students in their program of study. Therefore, the degree map helps guide when departments offer classes and when students should take specific classes.

Department chairs work closely with the provost and registrar to develop course schedules that meet the needs of students by ensuring that students can take the courses they need to graduate. However, there is also a process for course waivers and acceptable substitutions. Students may apply for a waiver of a degree requirement or a course substitution by completing the Appeal for Course Substitutions-Course Waivers form (KCC Appeal Form for Grade and Tuition Adjustments 83).

Academic Advisement

Academic Advisement supports students so that they can structure a cohesive academic plan to successfully complete their degree program. All incoming students must meet with an advisor to register for their first semester at KCC, and all students are encouraged to meet regularly with them for career exploration, transfer planning, and strategic course planning. For most students, advisement takes place within the Advisement Academies, which are designed to provide holistic advisement support that incorporates course planning, academic support, and transfer or career counseling (Advisement Academies 239).

Students in specialized programs, such as Accelerated Study in Associate Programs (ASAP), KCC FLEX and College Discovery (CD), are assigned a program advisor with whom they meet regularly. Academy advisors support students from application to graduation to verify they have a clear path towards obtaining their degree and supply them with tools to assist them as they develop as learners. Students work with advisors to discuss their academic progress, review their degree requirements, and develop their graduation plan .

Beyond KCC staff and faculty, students also have access to the following advisement tools:

CUNYfirst: CUNYfirst, a PeopleSoft product, houses the student information system and is used by students to register for classes, access information about the courses they completed, course grades and financial aid information.

Starfish/Navigate 360: In 2019, KCC began using Starfish to facilitate better communication between students, advisors, staff, and faculty. Students can schedule appointments with their advisors and receive referrals to services such as financial aid and tutoring. Advisors can input notes from meetings with students so that student progress can be tracked. In addition, faculty use Starfish to submit academic progress reports that can be used by advisors to assist students that might be struggling. In Fall 2024, KCC moved from Starfish to Navigate 360, a CUNY-supported tool that has the same capabilities as Starfish but with expanded functionality.

Library

The Kibbee Library is a key source of academic support for students. Librarians support students in completing their coursework through training students in information literacy and providing one-on-one support for conducting research for their courses (Kibbee Library 240). In addition to providing individualized support for students, the Library also provides tutorials within courses on how to use the resources and conducts assessments to ensure their training effectively prepares students to conduct research in their course of study. For example, many English Composition I (ENG 12) instructors embed a lesson on information literacy within their course, which ensures that students know how to formulate good research questions and conduct an effective library search.

Tutoring

KCC students are provided with tutoring support through the Kingsborough Learning Center (KLC) (KLC 241). Before 2020, KCC had three distinct centers: Tutorial Services, the Reading and Writing Center, and the Math Center, to assist students. The three centers were combined to form the KLC, which provides in-person and online tutoring.

In addition to providing general tutoring for students in a variety of topics, the KLC works closely with academic programs to provide academic support connected directly to student needs. For example, in response to low course pass rates in STEM courses, the KLC hired a STEM-focused associate director in Fall 2023 to help enhance tutoring supports for key courses in STEM areas. It also implemented a targeted advertising campaign to students in STEM courses with low pass rates, reaching out to students at key points in the semester (e.g., after midterm exams) to inform them of available tutoring options.

The KLC also works closely with programs to increase support for students in those programs. For example, through the Perkins Grant, KLC collaborated with Career and Technical Education (CTE) programs related to health careers to develop supplemental instruction (SI) opportunities that support the programs' gateway courses – Fundamentals of Accounting (ACC 11 & 12), Human Anatomy and Physiology (BIO 11 & 12), and Applied Physical Sciences for Allied Health careers (SCI 25). These SIs are designed specifically to target key skills, including communication, prediction and inference. As previously mentioned, the Perkins Grant also funded tutors for writing-intensive CTE courses who worked closely with course instructors to support students in courses such as computer information systems.

The Learning Management System

Prior to Fall 2024, CUNY colleges used Blackboard as their learning management system (LMS). CUNY began to prepare colleges to transition to D2L's Brightspace starting in Fall of 2023 so that a group of campuses could begin using Brightspace in Summer 2024. CUNY has devoted substantial resources to ensure IT support staff, faculty and students are prepared to use it. To support faculty, in Fall 2023, CUNY offered Brightspace training and migrated courses from Blackboard to Brightspace. Kingsborough began using Brightspace in Fall 2024 as part of the second cohort of colleges to transition. Since the LMS is an important tool for supporting course delivery in both online and in-person courses, KCC also provided support for users. The Kingsborough Center for e-Learning (KCeL) and the Office of Information Technology Services (OITS) collaborated to ensure a smooth transition. KCeL offered course migration review sessions, as well as sessions on getting started with Brightspace, targeted sessions on using the various Brightspace tools, and Q&A sessions. OITS offered workshops for students to learn how to use Brightspace and helped both faculty and students navigate technical issues through Brightspace support email and support during weekends and evenings.

Support for Career and Technical (CTE) Programs

Career and technical programs are supported in part through a \$1.3 million New York State Education Department (NYSED) Perkins Grant ([Perkins Grant 175](#)). The grant has a designated director responsible for processing funding requests, ordering materials, tracking data, and submitting reports to NYSED. Internally, KCC solicits program funding requests evaluated by the Perkins program director, provost, and finance manager. Funds have been used to purchase equipment to enhance programs and support initiatives focusing on improving students' academic performance. For example, a writing specialist was hired to assist mental health majors to complete writing intensive courses; math tutoring was supported for criminal justice and business of fashion majors; and supplemental instruction was funded for physical therapist assistant majors to prepare them for the national licensing exam. Finally, funds have been used to purchase equipment for the maritime technology, graphic design and illustration, culinary arts, and surgical technology programs.

Review of Third-Party Provider Tools (Criterion 7)

KCC uses third-party providers when internal services do not have the capacity to deliver needed support for student learning. Specific examples of third-party tools include tutor.com and program management tools within Continuing Education.

Currently, tutor.com offers 24/7 free online tutoring for KCC students; students receive up to eight hours of live online tutoring per month. KLC receives daily usage reports from tutor.com and information about student progress and uses this information to reach out to individual students and offer additional support. Each semester, KLC compares tutor.com usage data with course grades and reviews survey results from tutor.com to ensure that students are satisfied with the service and that users have good course outcomes. In this way, the College reviews the tool's use to ensure that students receive a quality educational experience from the tutors ([Tutor.com Usage Report July 2023-Aug 2024 284](#)).

Third party vendors are also used in the Division of Workforce Development and Continuing Education. Direct assessment of student outcomes in courses is hosted by third-party educational providers such as Ed2Go for Certified Medical Office Manager, Promineo Tech for Software Development, AI Engineer, and IT Specialist Python. These vendors monitor student participation and progress, class grades and certificate completion, and administer surveys of student satisfaction, with some also providing employment placement and tracking. The Division meets with the vendors to review enrollment, outcomes, and other pertinent data.

Assessment of Program Effectiveness (Criterion 8)

Assessment of the effectiveness of academic programs takes place in two interconnected ways: periodic Academic Program Reviews that provide a big-picture, long-term view of the program; and the annual departmental goals reporting process, which allows for continual improvement and review.

Academic Program Review

KCC's Academic Program Review (APR) process is an essential part of ongoing efforts to ensure that the College's educational mission is supported by its academic programs ([CUNY Guidelines on Academic Program Review 209](#); [APR – Goals Purpose and Process 84](#)). The goals of the APR process are to provide faculty and staff an opportunity to reflect upon the content of their programs, curricular delivery, and student success in order to assess the quality and effectiveness of the programs; identify program strengths and opportunities for improvement; develop short-term and long-term goals and objectives; and establish program action plans and strategies for continuous improvement ([APR Self-Study Schedule Summary 85](#)).

The APR is conducted in five parts: preparation, self-study writing, external review, development of an action plan, and action plan implementation (84). To prepare for writing the self-study report, departments are provided with data on program enrollment, academic momentum, completion, transfer and employment rates, and other data as requested (Data Provided for APR 206). All program directors and department chairpersons are provided with a template that outlines key areas of focus for the program review. In the review, programs are required to reflect on: 1) the program curriculum, including a discussion of their Program Learning Outcomes, the incorporation of general education into the curriculum, and a discussion of any changes made since the last self-study; 2) their student population, including demographics, enrollment, credit accumulation, retention, graduation, transfer, and employment rates; 3) a summary of their assessment practices and results since the last self-study and how the results have been used to incorporate changes; 4) a discussion of how the program supports equity; 5) a review of full- and part-time faculty and their qualifications; and 6) a review of program resources (APR – Template 2023-24 86).

Once the report is complete, an evaluator is selected with expertise within the educational discipline (who is not on faculty at CUNY or at the State University of New York) to provide critical feedback for program improvement. The evaluator reviews the report and conducts a site visit where they meet with key faculty, staff, students, and administrators and provide a summary of their findings and recommendations (APR – External Reviewer Report Template 87). Upon completion of the self-study external evaluator visit, the program develops an Action Plan, which summarizes the main findings of the self-study and lays out a six-year action plan to address feedback from the visit (APR – Action Plan Template 88). Table 3.1 provides a sample of findings from Academic Program Reviews in the past four years, as well as the action plans developed by the programs to respond to those findings.

Table 3.1: Selected Action Plans from Academic Program Reviews Spring 2021-Spring 2024

Program	Year APR Conducted	Findings	Action Plan/Next Steps
Mental Health and Human Services	Spring 2021	Program could better prepare students if it includes more contemporary context around cultural diversity	PLOs have been updated to include these concepts. Existing courses (MH 11, 30, 31, and 35) are being redesigned to incorporate more information.
Business Administration	Spring 2022	There are issues with transferability of credits to Brooklyn College, the top feeder school	Program is reformulating articulations with Brooklyn College
Business of Fashion	Spring 2022	Students need additional support in Math and English in order to succeed in core courses	Program will utilize Perkins funding to provide tutoring support connected to specific courses
Fashion Design	Spring 2022	Course titles don't always accurately reflect the course content in ways that make the purpose and mission of the course clear	Program is redeveloping course names to better reflect the content of the course and how it supports the program
Theatre Arts	Spring 2024	The current facilities need repair or are not fit for the purpose. This may have implications for enrollment and retention of students.	Create an updated list of program needs to propose to the College for prioritization.

(Mental Health & Human Services – Action Plan 2021 [89](#); Business Administration – Action Plan 2022 [90](#); Business of Fashion – Action Plan 2022 [91](#); Fashion Design – Action Plan 2022 [92](#); Theatre Arts – Action Plan 2024 [93](#))

In addition, six programs are externally accredited. Additional information about accreditation and their processes is provided in KCC's Verification of Compliance, and their timeline is provided in the Self-Study Schedule Summary. Each program has annual reporting requirements as guided by its external accreditors and follows the self-study schedule for larger reviews. Many external accreditors' requirements are more rigorous and specific than Kingsborough's requirements for APRs, and so these programs are not required to conduct an additional APR process. Some accreditors in technical career areas (e.g., emergency medical services (EMS)) also require programs to create long-term action plans (EMS Long-Range Planning Spring 2023 [94](#)).

Annual Departmental Goals Reporting

Since 2017, academic department chairs have submitted a departmental progress report and proposal with specific goals for the upcoming year to the provost at the end of each summer. The planning and reporting template, which was revised in 2023 to incorporate the new CUNY Strategic Roadmap, asks departments to reflect on progress toward four broad goals: increase student enrollment; academic excellence and student success; improve programmatic excellence in preparing students for transfer or employment; increase faculty excellence in teaching, scholarship, and service; and close equity gaps (CUNY Lifting New York Strategic Roadmap 4). The template also demonstrates how each goal aligns with the CUNY Strategic Roadmap, the KCC 2021-2025 Strategic Plan, and the KCC Academic Plan. In addition to these goals, departments propose their own department-specific goal. For each goal, department chairs reflect on their previous year's plan, whether or not they met their expectations, and how they plan to address each goal within their department in the upcoming year. (Departmental Goals Worksheet 2023-24 10; Departmental Goals Prompt Questions 2023-24 95; Departmental Goals Memo 2023-24 96)

One major component of the annual departmental goals reporting is a summary of the department's work on assessment of student learning. These processes and reports will be described in Standard V.

Program Review within Continuing Education

Within Continuing Education, program review is conducted routinely throughout the year. Continuing Education operates on four full semester terms each year. Changes to programs or courses are discussed and implemented when/if a more significant change is expected (i.e., certification, licensure, or program requirement changes are being implemented by accredited associations, the federal Department of Education or New York State agencies). Changes are also implemented based on course observations, student outcomes, student feedback, or faculty feedback.

In addition to program review, Continuing Education conducts periodic review and assessment for all programs within the Office of Continuing Education to evaluate courses and faculty. A CUNY-wide Continuing Education Teacher Observation tool and Course Evaluation tool have been adopted to allow for universal assessment across CUNY. The Continuing Education Teacher Observation tool is completed by the teacher's supervisor, who then reviews and shares it with the teacher after the observation. There is also a course evaluation tool, which is an anonymous survey administered to Continuing Education students on or around the last day of class to collect feedback on the instructor and course.

Faculty and the Student Learning Experience (Criterion 2)

Faculty Selection and Hiring

All KCC faculty, full- and part-time, must meet the basic degree and qualification requirements in CUNY's Office of Human Resources Management Code of Practice (CUNY HEO Code of Practice 97). This policy describes all faculty titles, the requisite credentials, and job descriptions. KCC's Human Resources Department follows this policy in the hiring of new faculty.

For part-time hires, the academic department oversees the process of interviewing and vetting candidates; the department chairperson and local program directors make the selection to hire. For full-time hires, the College follows clearly outlined protocols for a faculty search as set forth by CUNY (described in Standard II).

Professional Development

Once hired, faculty have access to professional and leadership development opportunities offered by CUNY. These opportunities include Department Chair Development, Faculty Fellowship Publication Program, Leadership Development Fellowship Program, the CUNY Leadership Institute for Urban-

Serving Institutions, and Moving from Associate to Full Professor. In addition, in 2020 the CUNY Innovative Teaching Academy was established to improve pedagogy at scale and recognize excellence and innovation in teaching by CUNY faculty (CUNY Innovative Teaching Academy 242). The Academy is predicated on the recognition that the quality of pedagogy and access to high-impact practices have a direct and measurable impact on the quantity and quality of degrees produced by CUNY and the ability of CUNY graduates to be well positioned for meaningful careers and further study.

KCC also provides support for faculty through three centers: the Kingsborough Center for Teaching and Learning (KCTL), the Kingsborough Center for e-Learning (KCeL), and the Historically Underrepresented Faculty and Staff Resource Center (HURFS).

Kingsborough's **Center for Teaching and Learning (KCTL)** (KCTL 243) provides professional development opportunities for faculty to continue their growth as educators and scholars in higher education. Formed in fall 2005, KCTL is faculty-led and guided by three overarching activities: the creation of faculty communities of practice; the promotion of pedagogical development and learning; and the support of faculty scholarship. Since 2007, KCTL has used a faculty interest group (FIG) model, under which faculty-led learning communities met three times during the semester to explore a common interest or emerging practice. Starting in Fall 2024, KCTL revised its offerings to explore three models of faculty support: Communities of Practice, Faculty Learning Communities, and Faculty Reading Groups. KCTL also hosts a Winter Workshop for faculty featuring leading thinkers in college teaching who share their expertise.

To support scholarship and advancement, KCTL offers Faculty Scholarship Circles and Mentoring Fellowships. Faculty Scholarship Circles began as a one-semester professional development activity through a grant awarded by CUNY in 2022. Six to seven faculty join a scholarship circle based on their discipline and participate in a year-long cohort experience to further their own research questions, creative works, writing projects, and other scholarly activities. To provide more holistic mentoring of faculty careers, Faculty Mentoring Fellowships support faculty as they move through the tenure and promotion processes.

KCC's **Center for e-Learning (KCeL)** (KCeL 244) was founded in 2005 as the Kingsborough Center for Advanced Technology Training to respond to the increasing need of faculty for support in utilizing technology but has since shifted to focus broadly on incorporating technology, and innovative tools and techniques in pedagogy and course design. During the 2020 shift to emergency remote instruction, KCeL was a lifeline for faculty members, many of whom had never taught an online course. Since 2020, KCeL has continued to offer ongoing professional development opportunities for faculty to help them advance their pedagogical skills when teaching with technology in both online and face-to-face classes. KCeL has a full-time instructional designer and part-time media specialist, as well as a group of faculty facilitators who conduct professional development sessions on topics such as "Using AI in Your Teaching," and "Strategies to Build Community Online."

As mentioned in Standard II, **Historically Underrepresented Faculty and Staff Resource Center (HURFS)** (HURF 222) provides mentorship, training, and leadership opportunities for faculty and staff with a focus on DEI and supporting faculty and staff from historically underrepresented groups. HURFS-RC sponsors Lunch and Learn sessions with guest speakers twice per semester, as well as Fire S.I.D.E. (Spotlighting Individuals Demonstrating Equity) chats to discuss topics related to diversity, equity, and inclusion (DEI) with a selected KCC faculty or staff member who has demonstrated leadership in DEI.

Additional Professional Development

Beyond CUNY's and KCC's faculty development centers and initiatives, faculty development also takes place within academic departments. For example, the Department of English has full-time faculty members serve as mentors for part-time and new full-time faculty in the department. The faculty mentor creates or shares relevant teaching materials, posts newsletters and professional development

session summaries, consults with program directors, supports part-time faculty during the observation process, and is accessible to otherwise support department faculty. The Department of Health, Physical Education, and Recreation offers professional development for first aid and safety and CPR recertifications for its faculty. In addition, the department holds mini retreats for each degree program to provide professional development targeted toward specific program needs.

Evaluation and Review

All faculty, whether full- or part-time, are regularly reviewed and evaluated. KCC academic departments use the policy and procedures set forth in Article 18 of the PSC-CUNY Collective Bargaining Agreement for teaching observations and performance evaluations, both of which are followed by all academic departments, the Office of Academic Affairs, and the College's Personnel and Budget Committee ([PSC CUNY Article 18 Professional Evaluation 56](#)). Faculty responsibilities and review processes are summarized in the newly revised faculty handbook ([KCC Faculty Handbook 99](#)).

Per Section 5 of the Manual of General Policy 5.01 on Academic Personnel Practice, the CUNY colleges are granted the responsibility for evaluating their own faculty and for setting expectations for performance ([MGP 5.01 Academic Personnel 100](#)). In 2023-2024, KCC's Personnel & Budget Committee revised the Guidelines for Reappointment, Promotion, and Tenure to clarify Kingsborough's existing guidelines for academic progress ([RPT Guidelines 2024 101](#)). The updated guidelines more clearly define differences in what is considered scholarly and professional activity across 14 different academic departments and also provide a roadmap for faculty on the achievement of key progress benchmarks. These clarifications and guidelines are valuable to help chairpersons, pre-tenure faculty, and faculty seeking advancement to make informed decisions about participation in activities, service opportunities, and professional projects.

Annual written evaluations are required by the Collective Bargaining Agreement for all faculty in full-time titles, other than tenured full professors ([CUNY - PSC Bargaining Agreement 98](#)). The annual evaluation process provides chairpersons and full-time faculty the opportunity to meet and reflect on their professional accomplishments and growth during the past year. The annual evaluation discussion focuses on the criteria for reappointment and advancement: service, teaching, and scholarship. During the meeting, the chairperson provides guidance regarding peer observation reports, service opportunities, and scholarly publications. In addition, the meeting provides an opportunity for the chairperson to point out areas for improvement and steer the faculty member toward resources to address them. The content of the evaluation discussion is recorded in a written evaluation memo and serves as a guide for future discussions to support faculty and document their progress. An overall performance rating, either satisfactory or unsatisfactory, is indicated by the department chairperson. The written annual evaluation memo is sent to the faculty member, who reviews and signs it. If the faculty member wishes, they may attach a written rebuttal or appear before the department's personnel and budget committee. The signed annual evaluation is submitted to the faculty member's personnel file.

The evaluation considers additional evidence that is collected throughout the year, as described below:

Peer Observations of Teaching

Article 18.2(b) of the PSC Collective Bargaining Agreement details the policies applying to peer observations of teaching ([56](#)). Each semester, non-tenured faculty have their teaching observed within the semester's first ten weeks by a faculty member assigned by the department's chairperson. In addition, faculty applying for promotion are also observed. Observers complete KCC's peer observation form, which was revised by College Council's Committee on Instruction and approved by the College Council in 2021 ([KCC Peer Observation of Teaching Form 102](#)). After the observation, the observer conducts a post-observation conference with the faculty member to review the observation

and creates a post-observation report. The observation form and report are sent to the department chairperson for review and sent to the faculty member's personnel file. A special provision exists in the Collective Bargaining Agreement to allow teaching observations of part-time faculty to be at the discretion of the department chairperson after ten semesters of teaching and observations.

Student Evaluations of Teaching

Alongside peer observations of teaching, student evaluations of teaching (SET) are an important facet of faculty review. Prior to Spring 2021, paper and pencil SETs were used, but in order to streamline the process a committee reviewed and selected SmartEvals in Spring 2021 as an online platform for administering SETs. In addition to SmartEvals' standard set of questions, the Committee on Instruction developed KCC-specific questions approved by the College Council ([KCC Student Evaluations of Teaching 103](#)). KCC is now working on improving the student response rates by sending students text messages, email blasts, and reminders from the instructor.

Full-time Faculty Scholarship

To ensure that faculty have current knowledge in their discipline, CUNY and KCC support scholarly endeavors and require faculty to be active scholars. For reappointment and advancement, faculty of professorial rank need to demonstrate scholarly endeavors through peer reviewed publications and/or creative works. CUNY requires faculty to report their scholarly productivity annually; these data are used as a key performance indicator (KPI) in the Performance Management Process (as described in Standard I). The KPI Dashboards are available through the CUNY portal ([PMP KPI Dashboard 66](#)).

Strengths/Challenges/Recommendation

Strengths

- Kingsborough invested in online education and formed its KCC FLEX program, which positioned the College as a leader in online education at CUNY; it currently offers the largest number of fully online programs of any CUNY community college.
- Academic departments engage in robust reviews, with annual departmental reporting processes that support communication among faculty and between departments and campus leadership and a newly revised Academic Program Review process.
- The newly revised faculty handbook provides clarity on reappointment, promotion, and tenure standards and expectations of faculty ([KCC Faculty Handbook 99](#)).

Challenges

- Despite Kingsborough's robust history in the adoption of high-impact practices (HIPs), the College needs up-to-date and stronger assessments to evaluate the effectiveness of its practices and their impact on student outcomes, and to embed and expand HIPs, such as student research, beyond where they are currently implemented.
- KCC is focused on significantly improving the effectiveness of its transfer services and introducing career options at the pre-matriculated level. As part of that work, faculty, advisors and students are being trained to better utilize the CUNY system-wide transfer platform, referred to as T-REX, to support the seamless migration of earned credits from community college to senior college.

Recommendation

- Provide more support and resources for students to engage in career and transfer exploration to ensure their post-graduation success, and to support both short and long-term preparation for the workforce.

Standard IV: Support of the Student Experience

Introduction

As a community college, supporting the student's experience both in and out of the classroom is of paramount importance. From its special programs (e.g., ASAP, College Discovery, KCC FLEX, and TRiO) that provide holistic support in all aspects of the students' development to continually evolving opportunities for students to be involved in the community and develop academic and leadership skills, Kingsborough strives to support the full student experience.

The support network spans from the recruitment process to beyond graduation, with many supports in between. Student and academic support services account for 14% of KCC's core expenses, with \$27,497,568 being allocated for these services in FY 2023-24 (KBCC IPEDS Data 2023-24 22). Since the last self-study, Kingsborough has engaged in a series of major efforts to overhaul and rethink how it provides student support. Though many of the changes were underway prior to the COVID-19 pandemic, the switch to remote instruction accelerated the need to adopt methods to streamline student support and create new avenues for connecting with and providing resources to students. From the implementation of new tools and technologies to exploring ways to provide support in both online and in-person modalities to expanding counseling and mental health support services, KCC has continued to engage in a high-touch, collaborative model to support student success.

Historically, Kingsborough has boasted the highest one-year retention rate of any CUNY community college (61.1% for the Fall 2022 cohort compared to the 58.1% CUNY community college average) and one of the highest three-year graduation rates (26.7% for the Fall 2020 cohort compared to the CUNY community college average of 25.2%) (PMP KPI Dashboard 66). However, in recent years the College's retention and graduation rates have continued to fall, even relative to other CUNY schools. These changes coincided with changes to organizational structure within the College and decreased budget and staffing levels. In the short term, the College is immediately revamping some aspects of student support, such as that provided to students on probation. For the longer term, as part of the 2025-2030 Strategic Planning process, the College is re-examining organizational structure, staffing and use of technology in this critical area.

Evaluation of Evidence

Recruiting, Admitting, and Retaining Students and Fostering Student Success (Criterion 1)

Throughout a student's time at KCC, the College engages in a high-touch model of student support that involves multiple offices working together to guide students through their educational journey and ensure successful performance inside and out of their classes, as well as a smooth transition into their transfer institution or career. This journey starts at recruitment and follows them through to admission and enrollment at a four-year institution or into their career.

Recruitment and Admissions

Efforts to recruit students to KCC is a community-focused process including faculty, staff, students, and alumni all participating in recruitment events. In 2021, Enrollment Management (EM) put together a program titled Recruitment Life where alumni, faculty, staff, and current students attend virtual or in-person recruitment events with admissions counselors and speak about their experience at KCC.

Prospective students can also visit the campus and receive information about KCC programs and services. Through this holistic process, KCC students and staff engage with prospective students from Brooklyn high schools and their parents to learn about the KCC college experience, discuss their aspirations about college and careers and obtain assistance with the college application process. These actions build a sense of community for all students even before they enter KCC.

KCC has focused on serving underserved populations, starting with increasing efforts to recruit and enroll these populations from the community. In 2023, Kingsborough received a Strategic Initiatives grant from CUNY to focus on recruiting, admitting, and enrolling more LatinX/Hispanic students, identifying them as the fastest-growing demographic in the community and a traditionally underserved group. These efforts resulted in hiring four part-time staff members to serve as college liaisons with community partners and creating mini satellite sites in Sunset Park, a Brooklyn neighborhood with a large Hispanic population, to create a pipeline of students. These efforts have led to a substantial increase in Hispanic students. In 2024, KCC received a Transformational Funds grant from CUNY that will allow it to continue this work for another year.

Once students are admitted to KCC, EM works closely with Advisement to transition students from the recruitment and admissions phase to the post-admission phase, which includes support for registration, advisement, and financial aid. Advisement and EM consult to ensure the new population of students is seen promptly and connected with the offices that can best support their needs. For example, those that qualify for the CUNY language Immersion Program (CLIP) or CUNY Start (described later in this standard) are contacted with information about these pre-matriculation programs but are not required to enroll in them. Students who forgo pre-matriculated programs and are ready for college credit bearing courses are seen by an academy advisor or recruited into one of the special programs (e.g., ASAP, CD, KCC FLEX) that may be appropriate for their educational goals.

The College also works closely with students at all points in their careers to ensure that they have the resources they need to navigate the financial aid landscape. This begins by assisting incoming students with navigating financial aid options, emphasizing the importance of filing the Free Application for Federal Student Aid (FAFSA). Starting in Spring 2024, the College began offering an Enrollment Management Lab where students receive personalized guidance to complete FAFSA applications. This essential step is highlighted during orientation sessions, ensuring that all students are aware of the financial support available to them. To further support students, the Financial Aid Office maintains consistent communication through email, phone calls, and text messages, providing timely reminders and assistance throughout the financial aid process to ensure that they can successfully file their financial aid forms every semester they are enrolled at the College.

Orientation

Before the first day of classes, the College hosts a series of New Student Orientation activities to transition students into the KCC community. With more students taking online courses as a result of the pandemic and the changing needs of KCC students in mind, Orientation was overhauled starting in 2019, starting with the formation of a committee consisting of members from Student Affairs, Enrollment Management, Academic Advisement, Career, Student Life, and special programs (e.g., ASAP, College Discovery, and KCC FLEX) to ensure that it provides students with a complete and comprehensive introduction to the College. During the pandemic, Orientation shifted to fully virtual sessions; it now consists of both virtual and in-person sessions and is continually refining orientation offerings in the best modality for students. During the in-person sessions, students can claim their email address and pick up a student ID, visit the Financial Aid Lab, and meet with academic programs and student support services. During the virtual sessions, students attend presentations on advisement, student conduct/Title IX, and ask faculty questions during a faculty panel. Orientation also includes KCC Ready sessions, where students are onboarded into all KCC technology platforms (e.g., KCC email, Navigate, CUNYfirst, etc.) and learn about the resources available to them. Attendance at orientation has increased since the post-pandemic return to campus; in Fall 2022 there were

723 students in attendance at the in-person orientation sessions, while in Fall 2024 there were 810 students who attended in person and 578 who attended the virtual sessions.

To ensure that Orientation is useful to students, the Orientation Committee developed a post-orientation survey that asks about the overall experience as well as the impact of specific sessions. Satisfaction with orientation is high, with over 75% of survey respondents (between 61 and 194 depending on the semester) saying they enjoyed the overall experience; over 70% finding the workshops helpful; and over 65% saying they felt better prepared to be a KCC student after attending the orientation.

As a part of orientation, the committee also developed a graphic to ensure students are ready to start their courses. Incoming students can find information about orientation and other resources to ensure they are ready for their first day of class on the Student Affairs website ([Incoming Freshmen Onboarding Steps Fall 2024 104](#)).

Placement and Support of Students Not Yet Prepared for Level of Study

Since the last self-study, CUNY has made two major shifts in its handling of students who are not yet prepared for the level of study required by their chosen program. The first is a series of revisions on how to determine student proficiency in math, reading, and writing. The second is a shift away from a remedial course of study to a corequisite model that incorporates the college-credit course with the built-in supports that were typically found in a standalone remedial course.

Table 4.1: Student proficiency levels as specified by the CUNY Office of Academic Affairs

Student Profile	Assignment Level
~60-65% or greater chance of passing a credit-bearing course with a C- or better	Deemed proficient by placement index and eligible to enroll directly in credit courses
Likely to benefit from some developmental support	Assigned to a corequisite credit-bearing course, or referred to targeted immersion workshop, after which they should enroll in a regular credit-bearing course
Least prepared (requiring developmental support in multiple subjects or extensive math support)	Recommend enrollment in CUNY Start or Math Start

(CUNY Developmental Education Policy Memo Spring 2020 105)

Prior to Fall 2022, students who were determined to be not ready for college-level work were placed in non-credit bearing foundational math and English courses, delaying their attainment of a college credential, and using up their financial aid. In Fall 2022, CUNY did away with its existing remedial education program, citing research showing that students perform better with a corequisite model than in zero-credit remediation programs ([Report of the CUNY Task Force on Developmental Education 106](#)). They recommended the shift to an immersion/corequisite approach, which provides students with the necessary contextualized remedial information in order to be successful in the college-level course while ensuring students maintain academic momentum. CUNY subsequently proposed several major reform efforts to support the goal of eliminating traditional developmental education: a combination of intensive pre-matriculation and other immersion programs and a series of corequisite courses that offer additional support to help students succeed in credit-bearing courses.

Students with deeper needs (e.g., those who are identified as the least prepared in Table 4.1 above) are encouraged (but not required) to enroll in a pre-matriculation program, such as:

- CUNY Start/Math Start, low-cost pre-matriculation intensive learning programs allowing students to take non-credit bearing math and/or English courses as well as additional college-readiness seminars to help prepare them for matriculation at the College, develop their scholastic identity, and acquire information on institutional structures and campus resources ([CUNY Start/Math Start 245](#)).
- KCC's Immersion Program, designed for students who need math or English support either prior to matriculation or in the six-week module of their first semester. These workshops are non-credit and no additional cost to students ([KCC Immersion Program 246](#)).

All students not deemed proficient (e.g., with a ~65% chance or better at passing the course with a C- or better as described in the Table above) are assigned to a corequisite course, which incorporates all content from standard credit-bearing course with the addition of supports and supplemental instruction. The corequisite model courses contain additional hours of instructional time per week to ensure students receive the support they need. For English Composition, nonproficient students are placed in Composition I ENG 12A0 – Accelerated Learning Program (ALP). This course provides students the opportunity to earn college-credit for Composition I (ENG 12) while incorporating the support generally found in standalone developmental courses via the ALP component. For math courses, there are a variety of corequisite models for students at different levels and with different educational goals. For example, the College Algebra (MAT 900) Gateway Math course is offered in two additional models: Introduction to Mathematics with College Algebra (MAT 9010), which is designed for students who did not meet math proficiency guidelines; and College Algebra for STEM Majors (MAT 9B0), for students who met proficiency guidelines, but who did not score high enough to enroll directly into MAT 900 and who are interested in majoring in a STEM field and thus need particularly strong math skills.

In addition to the developmental programs and corequisite model courses, the CUNY Language Immersion Program (CLIP), helps students who have been admitted to the College and are also English as a Second Language learners to prepare for success in college-level academic coursework ([KCC CLIP 247](#)).

Another way Kingsborough supports students is through the New Start program. This program aids students who have experienced academic difficulties at previous institutions, both within and outside of CUNY, forcing them to leave their programs of study. Students may apply up to 30 previous credits toward an associate degree at Kingsborough, with no prior grades carried over (as long as they meet any program-specific admission requirements or grade regulations). Graduates of the program are guaranteed admission to a CUNY senior college they have not attended previously and may apply for admission to any non-CUNY college or appeal for readmission to their previous college ([New Start Program 248](#)).

The Advisement Academies

Access to their advisors, either through one of the advisement academies or through a special program, is a major source of support for students. Advisement has been a major area of emphasis for the College and has undergone major revisions since the last self-study. Prior to 2019, academic advisement at KCC was covered by four different offices: the Freshmen Center for incoming students through the first semester; the Transfer Center for students transferring in and out of KCC; the Continuing Student Office for students continuing their education at Kingsborough; and the Opening Doors Center for the Learning Communities students. Having these multiple offices left students with a lack of advisement continuity and was a missed opportunity to form a strong relationship with someone who could serve as their coach. To remedy these issues, in 2019 the advisement system switched to an academy model designed to provide students with holistic advisement throughout

their time at KCC that would include not only support for course selection and registration but also assistance with exploring transfer and career options as well as general help navigating the college experience. This new model would help students view advisement not just as a method for registering for courses but as a key resource to support them in their college career and in their future post-graduation goals.

Once a student registers for their first semester, all students who are not already enrolled in a special program with its own advisors (e.g., ASAP, College Discovery, or KCC FLEX) are assigned to one of four Advisement Academies based on their field of study: Business Academy, Education & Justice Academy, Health Sciences & STEM Academy, and Liberal Arts & Humanities Academy. Advisors reach out to students at specific points during the semester to remind them of deadlines, events, and workshops to support students' degree completion, interests, and achievement of their goals. Every student is required to meet with an advisor prior to registering for their first semester, and advisors are encouraged to discuss the students' proposed course of study, transfer and career goals, and other needs the student may have ([Advisement Academies 239](#)).

Though the overall goal of the switch to the Academies model was to center the role of advisement in the student experience, anecdotal reports from advisors and students, as well as results from the Advisement Survey, which is administered to all students who receive advisement through the Academies, suggest that advisement is still largely seen as a resource for selecting and registering for courses. The Advisement Survey, which has been administered every semester since Fall 2023, asks students to report on their experiences with advisement in different areas. Though satisfaction was high with their advisors' knowledgeability of policies and procedures and with their support in course selection and navigating degree requirements, they were much lower than with support on pursuing career goals or transfer options or with identifying resources such as tutoring or financial aid. The results of the survey are shown in Table 4.2 below:

Table 4.2: Percent of Respondents Who Reported Being Satisfied or Very Satisfied with Aspects of Their Advisement Experience

	Grand Total	Fall 2023	Spring 2023	Spring 2024	Fall 2023 – Spring 2024 Trend
Knowledgeable of Policies and Procedures	86.2% (782/907)	86.0% (331/385)	84.6% (241/285)	88.6% (210/237)	
Help with Course Selection	84.5% (763/903)	83.9% (322/384)	83.8% (238/284)	86.4% (203/235)	
Explained Degree Requirements	82.5% (747/905)	83.3% (320/384)	79.9% (227/284)	84.4% (200/237)	
Career Goals	75.7% (685/905)	76.6% (294/384)	74.6% (212/284)	75.5% (179/237)	
Helped Me Understand Technology	69.7% (629/902)	68.1% (260/382)	72.9% (207/284)	68.6% (162/236)	
Identified Campus Resources	68.5% (619/903)	69.9% (267/382)	67.6% (192/284)	67.5% (160/237)	
Helped Understand Transfer goals/opportunities	68.3% (616/902)	70.1% (269/384)	66.2% (186/281)	67.9% (161/237)	
Taught Educational Skills	60.6% (545/899)	60.7% (232/382)	60.8% (172/283)	60.3% (141/234)	

One key reason for the switch to the Academies model was that it would manage caseload and allow advisors to build more meaningful connections with a specific set of students. However, the caseload is large, with most advisors overseeing between 350-500 students. To respond to this large case load, in Spring 2019 the College launched Starfish, a student retention platform, to help connect and streamline communication between students, faculty, advisors, and other student support services. Advisors used Starfish to contact students, input meeting notes, and record information about other interactions. Faculty used Starfish to alert advisors about concerns they might have about student performance or attendance. In Fall 2024, Kingsborough transitioned to EAB Navigate, which has similar functions as Starfish along with more advanced tools to connect with Enrollment Management, Financial Aid and other offices across the College, as well as integrate seamlessly with student information tracked in CUNYfirst, the student information system ([EAB Navigate at KCC 249](#)). The use of such a retention platform as Navigate aids advisors in identifying and supporting special populations, such as students on probation, so advisors can reach out strategically to offer guidance and assistance based on the population's specific needs. The College will continue to evaluate the current model of advisement given the staffing ratio, evolving demographic, student needs and evidenced-based practice models with demonstrated success.

Tutoring

The Kingsborough Learning Center (KLC) offers in-person and online tutoring in various subjects ([KLC 241](#)). In addition to providing key academic support to courses within academic programs as described in Standard III, the KLC also provides general tutoring to all students in math, English and other disciplines. Students can sign up for regular tutoring throughout the semester or for individual sections. During the switch to emergency remote instruction, KLC began to use tutor.com to provide 24/7 online tutoring support as a supplement to the College's traditional tutoring services. Each student receives up to eight hours of live online tutoring per month. Usage data suggests that tutor.com is especially heavily utilized by KCC FLEX students, suggesting that the availability of online tutoring is important in ensuring students receive the flexibility they need.

Since Spring 2020, students' use of tutoring has increased dramatically, with the Center administering 4,752 contact hours and serving 762 students in AY 2020-21 to administering 7,186 contact hours to 1,042 students in AY 2023-24. At the same time, usage of tutor.com also saw significant growth, increasing from 516 hours of support for 192 unique students in AY 2020-2021 to 2,328 hours of support for 474 students in AY 2023-24.

To ensure that its services meet student needs, KLC administers surveys each semester to all students using its services; the results suggest positive experiences. In Fall 2024, 93% of survey respondents (156 respondents total) reported that their tutoring was either Good or Excellent, and 90% reported that the tutoring was either Effective or Extremely Effective at improving their grades or academic performance. Additionally, students are asked about their tutor's performance, reporting on whether their tutor is a) prepared for the session, b) knowledgeable about the topic of concern, c) attentive throughout the session, and d) able to provide enough tutoring time. Over 90% of all respondents either Agree or Strongly Agree with each statement.

Counseling and Wellness Support

In addition to supporting their academic, career, and transfer success, Student Wellness Services (SWS) promotes and supports students' physical, social, emotional, and psychological health and well-being ([Student Wellness Services 250](#)). SWS provides opportunities for direct clinical care and referrals to campus and local resources. It also assists the larger campus community through outreach, education, consultation, and prevention programs. The centers housed within Student Wellness Services include the following:

- The Counseling Center provides emotional and psychological support to students pursuing academic and personal goals by offering individual and group counseling, urgent walk-in

support, and referrals to on- and off-campus resources. Short-term counseling sessions are free, confidential, and voluntary for all currently enrolled students.

- The Health Center provides first aid, a place for respite, free vaccinations (Hep B, Flu, MMR, and Tdap). Walk-in clinical support is also available for students in distress or crisis and can also connect students to off-campus community agencies.
- The Wellness Center connects students with wellness resources on and off campus, offers psycho-educational workshops, and promotes healthy living and self-care through various events on campus.
- The Women’s Center provides women on campus a place to gather, socialize, network and examine lifestyles that allow them to develop to their fullest potential. The Center includes a lending library, and a lactation space and storage area. Services offered through the Women’s Center include confidential individual counseling and referrals, peer networking, and peer support groups. This center is currently undergoing a restructuring phase to align with national models of culturally responsive care.

Since returning to campus, SWS has worked to support the ever-changing and increasing needs of students while also addressing the decrease in staffing in the offices. Though the Center has maintained four counselors on staff, the number of support staff has decreased from one non-tenured administrator for each of the offices to just one supporting all three offices. This has led to an increase in larger events meant to provide mental health support to larger groups of students, rather than an emphasis on one-on-one support. This is shown in the attendance data in Table 4.3 below, which demonstrates a decrease in unique students using clinical services but a substantial increase in attendance at outreach and larger-scale events.

Table 4.3: Attendance at SWS Events and Clinical Services

Metric	2021-2022	2022-2023	2023-2024
Total Usage (number of appointments and attendance at events)	788	1379	1237
Unique Students Using Clinical Services	2862	2053	1278
Attendance At Outreach Events	2308	4041	4092

In addition, Student Wellness Services works with the Assessment and Care Team (ACT) in tandem with the Office of Public Safety to assist students in distress on campus to identify, investigate, assess, refer, monitor, and act in response to behaviors exhibited by Kingsborough students that may pose a threat to the College community ([Assessment and Care Team \(ACT\) 251](#)). Anyone at the institution who is concerned about a student and their behavior can make an ACT referral, which may result in the team suggesting counseling, referring a student for academic support, or removing the student from the College community through appropriate University processes. ACT also focuses on training faculty and staff to respond to students in distress, through the development of training and additional resources ([Resources for Assisting Students in Distress 107](#)).

Special Programs to Help Students Persist and Succeed

Many KCC students are eligible to participate in programs that provide wraparound services for traditionally underserved students to ensure they have all the resources they need to graduate and move on to their next step. Kingsborough collaborates with nationwide programs (e.g., TRiO), participates in several CUNY-wide initiatives (e.g., ASAP, CUNY Edge, and College Discovery) and has developed programs of its own (KCC FLEX) to meet the needs of its students. Each program is designed to target a specific population of students who are traditionally considered underserved in higher education, and the resources and supports are designed to cater to their specific needs in order to ensure retention and timely graduation.

Accelerated Study in Associate Program (ASAP) is a nationally recognized CUNY student success model for community colleges that helps KCC students earn their degrees as quickly as possible by eliminating systemic barriers that can slow their academic progress (ASAP 252). Students are eligible if they become New York residents and qualify for in-state tuition, are entering with no more than 20 credits, are in good academic standing (GPA above 2.0), and commit to graduate from KCC within three years. Students receive many benefits for becoming an ASAP student, such as a dedicated ASAP advisor, a free unlimited public transit card, a textbook voucher, an ASAP Scholarship for eligible students, classes with other ASAP students, and connections to career and internship opportunities.

ASAP has made targeted efforts at outreach to Hispanic populations, highlighting the program's quick completion time and additional resources as recruitment tools. As a result, over 22.1% of ASAP students in Fall 2023 identified as Hispanic (per the CUNY definition), compared to 17.1% of the Kingsborough population. Since Fall 2018, the program has also seen a great increase in enrollment of Black students, increasing the percentage of Black ASAP students from 35.7% in Fall 2018 to 42.2% in Fall 2023.

CUNY EDGE provides students who receive public assistance through the New York City Human Resource Administration (HRA) with personal and career advisement services focusing on mental, social, and emotional awareness, career readiness, and financial literacy that empower students to persist to graduation and prepare them for lifelong success (KCC EDGE 253). The CUNY EDGE population at Kingsborough is significantly older than the standard Kingsborough population, with 44.7% of EDGE students over the age of 25 compared to 30% of the college as a whole; the program also primarily serves underrepresented minorities, particularly Black students; over 53.5% of the students in Fall 2023 were Black, compared to 38.6% of the college as a whole.

College Discovery (CD) provides financial, academic, and counseling support to first-time college students categorized as low-income and not considered academically prepared for college (KCC College Discovery 254). The benefits to CD students continue upon graduation if they choose to transfer to special programs such as CUNY's Percy Ellis Sutton Search for Education, Elevation and Knowledge (SEEK), State University of New York's Educational Opportunity Program (EOP), or private college's Higher Educational Opportunity Program (HEOP) within 96 participating schools. Similar to CUNY Edge, CD primarily serves underrepresented minorities, with 45.2% Black and 24.6% Hispanic students in Fall 2023; however, CD students are more likely to be of traditional college age; 11.7% of CD students enrolled in Fall 2023 were over 25.

Kingsborough's **KCC FLEX** program began in 2018 with the mission of creating opportunities for people who had completed some college but had not earned their degree, providing them support to complete their degree in ways that fit their schedule (KCC FLEX 255). Though the program is now open to first-time college students as well, it continues to target adult students who require extra flexibility in completing a college degree. Because of this, the KCC FLEX population is older than the Kingsborough population as a whole; in Fall 2023 51% of the 831 KCC FLEX students were over the age of 25, compared to 30.6% of the whole Kingsborough student body. KCC FLEX advisors work with prospective students to develop a program of study through a combination of online, evening,

or weekend courses. In addition to having their own designated advisors who can help them navigate through their educational course of study, KCC FLEX students also have special sections designated for them to guarantee access to the courses they need to graduate in a timely manner.

Each program has close connections with its students and monitors its effectiveness through close tracking of key student outcome metrics. Table 4.4 below gives a summary of each program, the population they serve, the supports and resources they provide, and their overall impact on student outcomes.

Table 4.4: A Summary of Special Programs to Support Kingsborough Students and Their Impact on Student Outcomes

Program	Source	Population Served	Services Offered	Impact
ASAP (Accelerated Study in Associate Programs)	CUNY	Students eligible for in-city/in-state tuition in good academic standing (2.0 GPA or better) with 20 credits or fewer who commit to graduating from KCC in three years or fewer	Designated advisor support, OMNY Metro cards, assistance with textbooks, other scholarship support, connections to career and internship opportunities.	ASAP students have overall retention and graduation rates than the rest of the KCC student body (66.4% one-year retention rate for Fall 2021 cohort compared to 62.6% for non-ASAP peers; 31.3% three-year graduation rate for Fall 2020 cohort compared to 19.4% for non-ASAP peers)
College Discovery	CUNY	Low-income New York City residents whose academic record denotes the need for additional supports to increase likelihood of academic success and graduation	Attendance at a designated pre-matriculation summer program, designated advisor support, and designated tutoring support; as well as additional stipends as a part of their financial aid package	Prior to the pandemic, CD students had higher one-year retention and three-year graduation rates than their peers (74.8% retention rate in Fall 2020 CD cohort compared to 59.7% for non-CD peers; 31.5% three-year graduation rate for Fall 2020 cohort compared to 22.9% for non-CD peers), though this has decreased to a 60.2% retention rate for Fall 2022 cohort compared to 64.3% for non-CD peers)
TRiO	Nation-wide	Students who have a disability, are first-generation, or are low-income	Designated advisor support, connections to resources	TRiO students overall have higher retention and graduation rates than the rest of the KCC student body (92.8% fall-to-spring retention rate for the Fall 2019 to 2023 cohorts compared to 77.1% for non-TRiO peers; 40.7% three-year graduation rate for Fall 2018 to 2021 cohorts compared to 27.5% for non-ASAP peers)
CUNY Edge	CUNY	Students who receive public assistance through the New York Human Resource Association (HRA)	Mandatory sessions with advisor, connections to internships and career development, cafeteria and bookstore, vouchers, development seminars	Edge students have higher fall-to-spring retention rates than the rest of the KCC student body (83.1% fall-to-spring retention rate for Fall 2022 cohort compared to 80.1% for non-Edge peers)
KCC FLEX	KCC	Students who want to enroll in a flexible program including night, weekend, and online courses.	A designated coach who will help design a course of study	FLEX students overall have higher retention rates than the rest of the KCC student body (82.1% fall-to-spring retention rate for Fall 2023 cohort compared to 77% for non-FLEX peers; 68.6% one-year retention rate for Fall 2022 cohort compared to 63.5% for non-FLEX peers)

Additional Student Support Resources and Services

Students do not need to be enrolled in one of the described special programs to receive services and support. KCC has various offices and centers that enrich and support all its students.

The **Men's Resource Center** provides academic and peer support to self-identified men of color to help empower them and improve their college experience ([Men's Resource Center 257](#)). Through peer-to-peer mentoring, men's support groups, intensive academic support, networking with other students, career exploration, cultural and educational focus trips and activities, and a lending library, the Men's Resource Center helps students achieve their goals. MRC hosts an open house for students each semester.

The **KCC Honors Program (HP)** provides high-achieving and academically capable students an avenue to explore their scholarly interests through honors-level academic work ([Honors Program 258](#)). Students in the Honors Program are eligible to enroll in All-Honors course sections, designed to include opportunities for more rigorous academic work, or they can receive additional enrichment through Honors Enrichment Components or through an Honors Contract. These courses emphasize independent research, critical thinking, analytical writing, and argumentation skills within the context of existing courses. Additionally, honor students can apply for membership in the Phi Theta Kappa (PTK) International Honor Society. The KCC Honors Program serves about 175 students, who then transfer to a range of colleges, including those within CUNY and private institutions that include prestigious colleges, such as Vassar and Mount Holyoke.

Access-Ability Services (AAS) provides services to students with disabilities and facilitates the accommodation process ([Access-Ability Services 259](#)). Beyond working with students, AAS also acts as a resource to the College community by promoting equity and disability awareness. AAS includes the Assistive Technology Center, which provides adaptive hardware and software to address students' accommodation needs, such as text magnifiers, electronic scribing devices, and equipment to support Braille readers. AAS also offers the Transition to College Support (TCS) program in association with CUNY's Project REACH and is designed to provide academic, social, behavioral, organizational, and other support to KCC's autistic population.

The **Center for Career Development & Experiential Learning (CCD&EL)** provides career counseling, exploration, and employment opportunities to all KCC students ([Center for Career Development & Experiential Learning 260](#)). The Center is informed by its membership in National Association of Colleges and Employers (NACE) and uses the NACE competencies to guide their student offerings. To better connect students with the CCD&EL support services, the Center collaborates with faculty to provide a variety of in-class workshops and presentations. Students can also get their resumes reviewed by career advisors.

The **Child Development Center** provides a safe, nurturing environment for the children of KCC students while their parents attend KCC classes ([Child Development Center 261](#)). The Center offers high-quality early care and education opportunities for 38 children who are toddlers and of preschool age (though the Center holds a license allowing it to serve children up to age nine), as well as parent education and academic support for student-parents. Additionally, KCC's Child Development Center participates in the United States Department of Agriculture's Child and Adult Care Food Program, a federal program that provides healthy meals and snacks to children receiving childcare.

The **Office of International Student Affairs (ISA)** supports international students in becoming active participants in classes and extracurricular activities ([International Student Affairs 262](#)). ISA provides students with comprehensive advising and other supports, as well as cultural, social and co-curricular programming from the time they accept an offer of admission all the way through to completion of their studies. The Office also supports students in filing the necessary paperwork and ensuring that they have taken all necessary placement exams.

The **Access Resource Center (ARC)** helps students overcome barriers outside of their academic life that may hinder their ability to stay enrolled in college ([Access Resource Center 263](#)). It connects them to free services including government benefits, access to food and housing resources, financial wellness support, legal consultation, tax preparation services, and assistance with recertification for state and federal benefits. ARC also provides material resources through clothing drives, a food pantry, and a weekly food distribution program.

Military personnel and veterans, as well as their dependents and survivors, can explore benefits through KCC's **Office of Military and Veterans Affairs (MAVA)** ([Military and Veterans Affairs 264](#)). Smoothing the transition and reintegration into the College community, MAVA provides supplemental recruitment and retention efforts, various counseling, and one-on-one advisement service). Students can receive priority registration, in-state tuition, and academic program information. The Office also certifies eligible students to receive Veterans Affairs education benefits while maintaining productive relations with the Veterans Administration and other agencies that help veterans.

In addition to supporting student development through their academic programs as described in Standard III, the **Kibbee Library** ([Kibbee Library 240](#)) is a major learning resource for students, meeting the interests, academic needs, and cultural development of its users. The building is equipped with open spaces for students, study rooms with monitors, computer terminals, printers, and photocopiers/scanners. In 2023, study carrels equipped with a computer with a webcam were created to enable students to participate in hybrid classes. KCC librarians offer students sessions on conducting research and using the library's databases.

Policies and Procedures Related to Assignment of Transfer Credits (Criterion 2)

To promote equity, CUNY initiated a Credit for Prior Learning Policy, which provides policies and procedures for assigning transfer credits ([Credit for Prior Learning Policy 108](#)). KCC utilizes its Transfer Policies and Procedures which are informed by CUNY guidance ([CUNY Transfer Policies and Procedures 109](#)). Prior coursework or exam scores are awarded credit after review by the relevant department, which appoints representatives to review course syllabi or exams to determine whether credit should be granted. Once the course has been determined to be appropriate for receiving transfer credit, future students with similar courses or exams automatically receive those credits.

Retention and Maintenance of Student Records (Criterion 3)

The College demonstrates strict adherence to CUNY and federal guidelines regarding privacy and security of student information. In addition to the College Catalog and Student Handbook, FERPA Notification of Student Rights and FERPA Guidelines for Student Records Access area available on the KCC Consumer Information webpage ([CUNY FERPA Notification of Rights 110](#); [CUNY FERPA Guidelines 111](#)).

As required under FERPA and described in the FERPA Guidelines for Student Record Access document, students control their personal information. Students have access to the FERPA Release Form, and KCC's Office of the Registrar maintains strict security protocols around the release of transcripts, diplomas, and other student records ([FERPA Release Form 112](#)). To increase students' access to their records, the Office of the Registrar provides live virtual Zoom Rooms for assistance.

KCC's policies are informed by the CUNY Records and Retention Disposition Schedules, which details the minimum length of time that officials must retain records before legally disposing of them ([CUNY Records Retention Policy 113](#)).

Athletics, Student Life, and Other Extracurricular Activities (Criterion 4)

Post-pandemic, KCC has been highly focused on improving extracurricular opportunities, including Athletics and Student Life. New directors have been hired for both areas that have implemented new and novel programming that has renewed a sense of enthusiasm among students within these areas. These are robust areas of student support and uphold rigorous standards for providing excellent opportunities for students that encourage student learning, engagement, and persistence.

KCC's **Athletics program** is the home of seven men's programs, six women's programs, and two co-ed programs including its new eSports program, founded in AY 2023-24 ([KCC Athletics 265](#)). In addition, KCC has 10 athletic teams and seven recreational programs. KCC Athletics is a member of the National Junior College Athletic Association, the National Junior College Athletic Association Esports (NJCAA), and the City University of New York Athletic Conference (CUNYAC), and is governed by those bylaws, policies, and compliance standards so that student athletes thrive. KCC promotes athletic and educational excellence in student athletes and uses its Athletics Program to cultivate character traits that yield success later in life, including the drive to take one's talents to a higher performance level, embracing the discipline needed to reach high standards, learning to work with others as a team in pursuit of a common goal, and adherence to codes of fairness and respect.

The results of KCC's renewed focus on athletics are clear: Student athletes who would have attended other institutions before are now coming to KCC for its athletics opportunities; those who struggle academically are benefiting from the cohesion and comradery of their teams and coaches, resulting in higher graduation rates for student athletes than for their peers (the Fall 2021 cohort of student athletes had a three-year graduation rate of 70% compared to a 28% three-year graduation rate for all KCC students, though the number of first-time full-time freshmen was only 10 student-athletes of the 1443-person cohort). As well, the teams themselves are flourishing; Women's Basketball is now nationally ranked, the College received a grant to establish a Men's Volleyball program, and KCC was commended by the University for the excellence of its athletics program in 2023-24, among other triumphs.

The Athletics department also offers a wide variety of intramural activities that cater to a diverse student population. The intramural program is based around student participation and engagement as they are tailored to a wide variety of abilities. At Kingsborough, students have access to two full-sized gymnasiums, a dance room with ballet bars, a fitness center, and a free weight room. The College also has a racquetball court, a table tennis room and four full-sized tennis courts. The soccer and baseball teams are housed on a full-turfed complex.

The **Office of Student Life** fosters social engagement and a sense of belonging through events, programming, and culturally responsive and equitable leadership opportunities, helping students achieve academic, personal, and professional excellence ([Office of Student Life 266](#)). Student Life's popular programs include Welcome Week events (e.g., Welcome Back Breakfast, Pizza Party, Mix & Mingle, Scavenger Hunt), KCC Got Talent, Springfest and the Involvement (Club) Fair.

Students are encouraged to join one or more of the over 25 Registered Student Organizations (RSOs) with social, academic, special interest, religious, cultural, honors, service, media, and student government interests. The number of RSOs has increased greatly since the return to campus post-pandemic, from 26 in 2021-22 to 41 in 2023-24. Along with this increase in RSOs is an increase in opportunities for student leadership, with the number of student officers increasing from 104 to 164. The increased interest has also led to an increase in training and support for officers, to ensure that the clubs are managed well and to foster leadership and management skills in club officers ([RSO Manual 2024-25 114](#)).

Students can gain leadership experience and engage with the College community at a deeper level through the **Student Government Association (SGA)** ([Student Government Association 267](#)).

SGA representatives learn about change management strategies and gain valuable leadership and networking skills. The SGA is comprised of 18 members: six cabinet members and 12 senators. The 18 leaders are active members of the College Council (KCC's shared governance body) and its committees and are participants on 2025-2030 Strategic Plan committees, representing the entire student body and providing the student perspective on many topics. SGA members also volunteer to support various events on campus, such as New Student Orientation and Commencement. They plan events, start traditions, advocate for KCC students, and create opportunities for current and future fellow students to take ownership of their experiences.

The **Student Union and Intercultural Center (SU&IC)** fosters intercultural understanding, student-faculty collaboration, leadership, civic engagement, and a deeper sense of belonging that complements academic programs by hosting interdisciplinary discussions, lectures, panel presentations, readings, and workshops (SU&IC 268). Although the Center is student-focused, it provides safe and inclusive space for students, faculty, and staff to collaborate.

The **KCC Community Farm and Garden** has catalyzed thought, dialogue, and action around food system issues. Maintained by students, faculty, and staff, the on-campus quarter-acre site includes approximately 7,000 square feet for vegetable cultivation and learning experiences for the entire KCC community (Urban Farm 269). This space allows students to learn about earth sciences, culinary arts, nutrition, sustainability, GMOs, food security, worker rights, and other topics related to the food system. Students practice and develop skills of informed inquiry and academic research in a vibrant and interactive setting.

Assessment of the Student Experience (Criterion 6)

Since the last self-study, assessment of Administrative and Educational Support Services (AES) has been a major area of emphasis, as evidenced by the President's Report from the May 2019 College Council meeting (College Council Approval of Mission 05-23-2019 7). The Office of Institutional Effectiveness (OIE) has undertaken a series of efforts to ensure that each AES unit has a mission statement and overarching goals that align with the overall mission of the College and the division. In Summer 2022, the OIE held a series of workshops to help departments develop their own mission statements, which could be displayed on the website and in plaques outside each office (Mission and Goals Workshops Summer 2022 115). From these mission statements, the units then developed two to five overarching goals that further defined the scope and function of their unit.

Once the units developed their mission and goals, they used them to inform their annual reporting process by creating annual objectives and key strategies/activities toward meeting those objectives (2023-2024 Unit Objectives Memo 116). Units complete an annual planning document that outlines annual objectives, highlights key strategies they will use to complete the annual objectives, and outlines their assessment project for the year (AES Planning Worksheet 2023-24 11). The Office of Institutional Effectiveness is available to help identify appropriate assessment strategies, refine assessment plans, and create, administer, and analyze assessment artifacts, such as surveys, focus group protocols, and post-workshop feedback questionnaires.

After the academic year, units complete an AES Reporting Template to document the results of their assessments, which includes an analysis of the results of their assessment as well as an action plan describing the actions they will take to address the findings from their report (AES Reporting Template 2023-24 117).

Assessment reporting, particularly the action planning component of the report, are critical components of AES Assessment that ensure units meet the needs and expectations of students, parents, employers, faculty, and other stakeholders, and allow for continuous program improvements. Table 4.5 provides an overview of assessments conducted by AES units and how those results have been used to improve operational effectiveness to support the student experience.

Table 4.5: Highlights from AES Assessment Reports

AES Unit	Assessment Conducted	Findings	Next Steps
Men's Resource Center & Student Wellness Center	Student Survey Administered in Spring 2023	Though 66.7% of respondents indicated that in the past 12 months they felt a need for mental health services, 12.9% reported having used KCC's services. 45% of all respondents reported not knowing where to find mental health services on campus	Student Wellness Services increased advertisement of services in orientation and the Student Handbook (KCC Student Handbook 42), and increased training provided to faculty in how to refer students to services as needed.
Faculty Affairs	Surveys on New Faculty Orientation/ Onboarding Resources and Support in Spring 2023	Open-ended feedback gave suggestions about providing additional sessions related to student mental health and faculty self-care	New sessions were created for AY 2023-24 that instruct faculty about supporting student mental health
Access-Ability Services	Survey to Access-Ability Students Conducted in Spring 2023	Though 75% of survey respondents indicated being Moderately, Very, or Extremely satisfied with their experience in navigating the accommodations system prior to implementation of the Accommodate system, 90% of respondents were satisfied post-Accommodate implementation.	Continue to utilize Accommodate system to facilitate onboarding of students utilizing Access-Ability Services.
Access Resource Center (ARC)	Food for Thought Pantry Post-Survey	Survey results demonstrated the large impact of the Food Pantry on reducing feelings of food insecurity in respondents	The ARC will continue to prioritize the Food for Thought pantry and continue to administer surveys to collect information in order to demonstrate the Pantry's impact.

(AES Report 2023 Men's Resource Center SWS Survey [118](#); AES Report 2023 Faculty Affairs [119](#); AES Report 2023 Access-Ability Services [120](#); AES Report 2022 Access Resource Center [121](#))

Strengths/Challenges/Recommendation

Strengths

- Kingsborough has the highest Fall-to-Fall retention of any CUNY community college and three-year graduation rates, which speaks to the relative effectiveness of its high-touch model of engaging with students and ensuring that they are keeping academic momentum.
- Kingsborough's special programs (e.g., ASAP, KCC FLEX, College Discovery, TRiO, and CUNY Edge) are highly successful in improving outcomes for at-risk populations.
- Since the shift to emergency online instruction, the College has implemented and enhanced the use of technologies (e.g., Starfish/Navigate, Signal Vine) to increase opportunities to connect with students both on and off campus. Additionally, many services have continued to offer virtual appointments, workshops, and other sessions, which has increased access to services for all students.

Challenges

- The shift to a holistic advisement approach has proven challenging, particularly with the high caseload for advisors. Though advisement now includes career and transfer support, many students only reach out to advisors for support when selecting and registering for courses.

Recommendation

- Increase training and support for students, faculty, and staff in the use of tools and technology (e.g., DegreeWorks, T-REX, and Navigate) that support students to make informed decisions about course selection, class registration, and degree completion, and to allow a more holistic relationship between students, faculty and advisors that sufficiently incorporates career and transfer exploration.

Standard V: Educational Effectiveness Assessment

Introduction

Over the past several years, assessment of educational effectiveness, particularly assessment of student learning outcomes, has been a major topic of conversation at KCC. Though many programs have engaged in regular and robust program assessment for many years, Kingsborough has newly developed systematic and sustainable plans for assessment of student learning outcomes in academic programs, general education learning outcomes, and civic engagement. The College has also redoubled its efforts to develop a strong culture of assessment through regularly sharing institution-wide and unit- or program-specific assessment results and using them to help drive the College's work.

As discussed in Standard I, the Academic Plan and Strategic Plan contain many initiatives and ideas for how to achieve the College's goals but do not specify the metrics or assessment methods to achieve the goals. One reason for this omission is the College's previously siloed approach to assessment, in which different offices and departments conduct assessment but were provided limited opportunities to share data and results with other areas and to use those results for strategically guiding the College.

The QUEST Assessment Framework was created to bring together the different assessment and reporting efforts across the College, combining academic programs, Academic and Educational Support (AES) units, and Office of Institutional Effectiveness reporting into one common space. The Framework lays out the five key features of assessment: quality, understanding, equity, sharing, and transparency ([QUEST Assessment Narrative Summer 2022 122](#)). It also describes four major assessment initiatives taking place across the College: Academic Momentum, Institutional Learning Outcomes, Academic Department Assessment, and Administrative and Academic Support (AES) Services Assessment. The Office of Institutional Effectiveness works to create opportunities for sharing assessment and its results, and the website now serves as a repository for data and results.

Since the last self-study, KCC has focused on developing a culture of assessment involving all college constituents. Academic Affairs developed a series of assessment committees that provide release time for faculty to meet multiple times a semester and support their departments in developing and implementing assessment plans ([Assessment Committees 2024-25 123](#)). A director of assessment was hired in 2021 who developed formalized and consistent assessment templates and reporting processes, as well as resources for faculty to improve assessment. Communication about assessment has also increased dramatically, with the Office of Institutional Effectiveness hosting regular forums and opportunities for transparency and communication about assessment (e.g., Assessment Week events, Virtual Forums starting in Spring 2021 and taking place consistently since then, and; the QUEST Newsletter sharing highlights with the College on a periodic basis) ([Virtual Forum – Online Learning 124](#); [Virtual Forum – Transfer 125](#); [Virtual Forum – FSSS 126](#); [Virtual Forum – General Education 127](#); [Virtual Forum – Program Assessment 128](#); [QUEST Newsletters – All 129](#)).

Evaluation of Evidence

Organized and Systematic Assessments of the Educational Goals and Mission (Criteria 1 and 2)

The QUEST Framework describes the critical value of assessment to the College and highlights the four main assessment priority areas: Institutional Learning Outcomes; Administrative, Educational

and Student Support (AES) Units; Academic Departments; and Academic Momentum (122). The assessment work conducted in each area is then used to provide evidence of the effectiveness of initiatives and strategies related to the Strategic, Academic, and Enrollment Plans.

Each QUEST Framework Area has its own annual assessment processes that involve setting goals, discussing targets, and monitoring progress toward those goals. Since the last self study, KCC has done significant work to create assessment processes and to educate faculty and staff on effective practices to ensure that the College is regularly collecting, analyzing, and using data to inform decision making.

In 2021, the Provost formed two committees related to assessment in academic departments: General Education Assessment Coordinators and Department Assessment Liaisons (123). Faculty members serving on these committees attend three to four meetings per semester, facilitated by the Provost/VP Academic Affairs and the Dean of Institutional Effectiveness. Committee members are responsible for bringing information about assessment back to their department members to create assessment plans. In AY 2023-24, the Civic Engagement Assessment Liaisons Committee was also formed to help support data collection, evaluation, and refinement of the Civic Engagement assessment process. Members of all three assessment committees receive release time as compensation for attending meetings, assisting with rubric development, data collection, and reporting.

To coordinate all this work, the committees use the assessment calendar to coordinate institution-wide and program-specific assessment schedules (Assessment Calendar 2023-24 130).

As stated previously, assessment at Kingsborough falls into one of four priority areas, which are discussed below:

Academic Momentum

Academic momentum metrics are key metrics that help track students' progress through their time at KCC, from their initial contact with a recruiter all the way to graduation. Analysis of academic momentum data is conducted by the Office of Institutional Effectiveness and presented to the College each year. These analyses follow the Loss/Momentum Framework, which highlights four phases to prevent loss and create momentum: Connection, Entry, Progress and Completion (Loss Momentum Framework 131). Using this framework as a guide, the College regularly analyzes data in each phase to track student success.

To track the Connection and Entry phases, Enrollment Management tracks the number of applications each year to strategize where to focus recruitment efforts. CUNY's Office of Applied Research, Evaluation, and Data Analytics (OAREDA) also maintains a dashboard providing the number of applications, acceptances, and commitments at each college (CUNY Year Over Year Enrollment Dashboard 132). The daily-updated dashboards allow colleges to adjust their practices, such as offering more information sessions, increasing marketing, offering an open house or similar event to garner more interest in the College or help students commit to pursuing the education at KCC. The year-over-year data is also useful in identifying overall trends and determining broader needs of the community and the College.

Starting in Fall 2018, the Senior Vice President for Academic Affairs and Provost began holding an annual Student Success Summit to share and discuss metrics related to the Entry, Progress, and Completion phases of the academic momentum framework. These overall metrics include Fall-to-Spring and Fall-to-Fall retention, credit accumulation rates, first-year math and English gateway course completion rates, and three-year graduation rates disaggregated by ethnicity, gender, age and Pell status (Student Success Summit 2019 133). After a few years, the Student Success Summit moved from a general data sharing practice to more targeted town hall conversations about specific aspects of the framework or toward highlighting specific phases of the framework (Student Success Summit 2023 134).

The Student Success Summit data has revealed some concerning trends in the academic momentum of Kingsborough students and has highlighted large gaps between male and female students and between URM (defined by CUNY as Black, Hispanic, or Native American) and non-URM (defined by CUNY as White or Asian) students in many academic momentum metrics. Table 5.1 shows the disparity between male and female students, and Table 5.2 shows the disparity between URM and non-URM students ([Student Success Summit Data 2024 135](#)).

Table 5.1: Academic Momentum Metrics Disaggregated by Gender

Metric		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Fall-to-Fall Retention	Male	64.4%	60.9%	61.9%	56.6%	56.8%	59.9%
	Female	72.8%	70.9%	77.3%	65.0%	65.5%	67.9%
30-credit Accumulation in First Year	Male	21.8%	19.1%	13.2%	14.1%	15.5%	16.0%
	Female	24.8%	22.6%	24.2%	21.9%	21.8%	21.9%
Three-year graduation	Male	29.7%	26.1%	20.4%	18.2%	NA	NA
	Female	40.0%	37.2%	33.5%	28.9%	NA	NA

Table 5.2: Academic Momentum Metrics Disaggregated by Ethnicity

Metric		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Fall-to-Fall Retention	URM	67.1%	62.8%	66.5%	55.3%	59.2%	59.3%
	Non-URM	71.4%	71.9%	73.3%	69.5%	64.4%	70.7%
30-credit Accumulation in First Year	URM	22.4%	17.2%	17.2%	15.4%	14.9%	16.9%
	Non-URM	26.2%	26.3%	21.3%	22.6%	24.1%	22.3%
Three-year graduation	URM	35.0%	27.8%	23.5%	20.8%	NA	NA
	Non-URM	36.0%	38.0%	32.0%	28.7%	NA	NA

KCC has tried to better understand the data by analyzing course pass rates of gateway math and English courses, which also demonstrate a gap in the percentage of students who pass gateway math and English in their first year (see Table 5.3 below).

Table 5.3: Percent of First-Time, Full-Time Freshmen Who Pass Gateway Math and English in Their First Year

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
English	Non-URM	68.7%	67.3%	64.6%	57.9%	65.6%	61.9%
	URM	64.4%	58.0%	55.3%	46.7%	51.9%	51.1%
	Total	66.5%	62.2%	59.3%	51.3%	57.7%	55.6%
Math	Non-URM	38.2%	37.2%	38.7%	42.3%	33.4%	34.4%
	URM	24.8%	24.2%	25.7%	26.2%	19.5%	24.2%
	Total	30.8%	30.1%	31.0%	32.6%	25.4%	28.7%

Despite many discussions and interventions as described in Standards II, III, and IV, these equity gaps persist. However, the College remains committed to reducing them, as highlighted by the goal proposed for the new Strategic Plan: reducing equity gaps through college-wide efforts to redesign courses, change policies, and build an emphasis on proactive, holistic student supports.

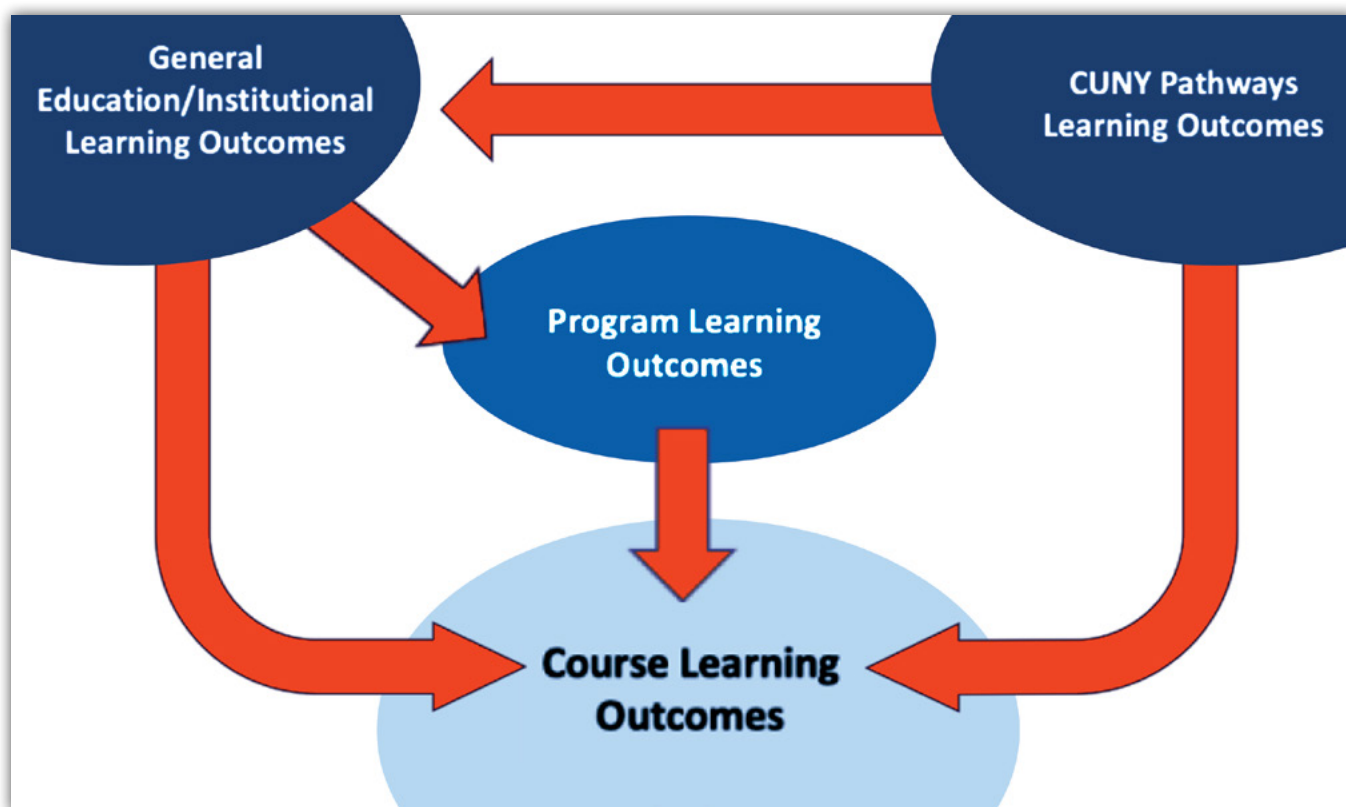
Institutional Learning Outcomes

Institutional/General Education Learning Outcomes Assessment ensures that academic programs are successful in developing students' knowledge and skills in domain-general areas and in their chosen field of study. As mentioned in the Introduction and in Standards I and III, Kingsborough has defined six Institutional/General Education Learning Outcomes (ILOs), which it believes are the cornerstone of its general education:

- 1 Gather, interpret and assess information from a variety of sources.
- 2 Evaluate evidence and arguments critically and analytically.
- 3 Produce well-reasoned written or oral arguments using evidence to support conclusions.
- 4 Demonstrate quantitative reasoning skills.
- 5 Identify and apply fundamental concepts and methods of a discipline.
- 6 Demonstrate an understanding of civic engagement.

The first five ILOs are aligned with the CUNY Pathways Learning Outcomes, described in Standard III. As one of Kingsborough's primary functions is to support a seamless transfer to other CUNY Colleges, the alignment emphasizes the College's commitment that all students receive a solid foundation in these five areas regardless of their program of study ([Crosswalk Pathways LOs with KCC ILOs 82](#)). The Institutional Learning Outcomes are aligned with the Program and Course Learning Outcomes (Figure 5.1 below). When KCC assesses Institutional Learning Outcomes, lead instructors first show how the Course Learning Outcomes (CLOs) align with the Institutional Learning Outcomes, thus allowing assessment to provide insights into the performance of the course as a part of the student's education in the discipline as well as its contribution to the student's general education.

Figure 5.1: Alignment between Pathways, General Education, Program, and Course Learning Outcomes

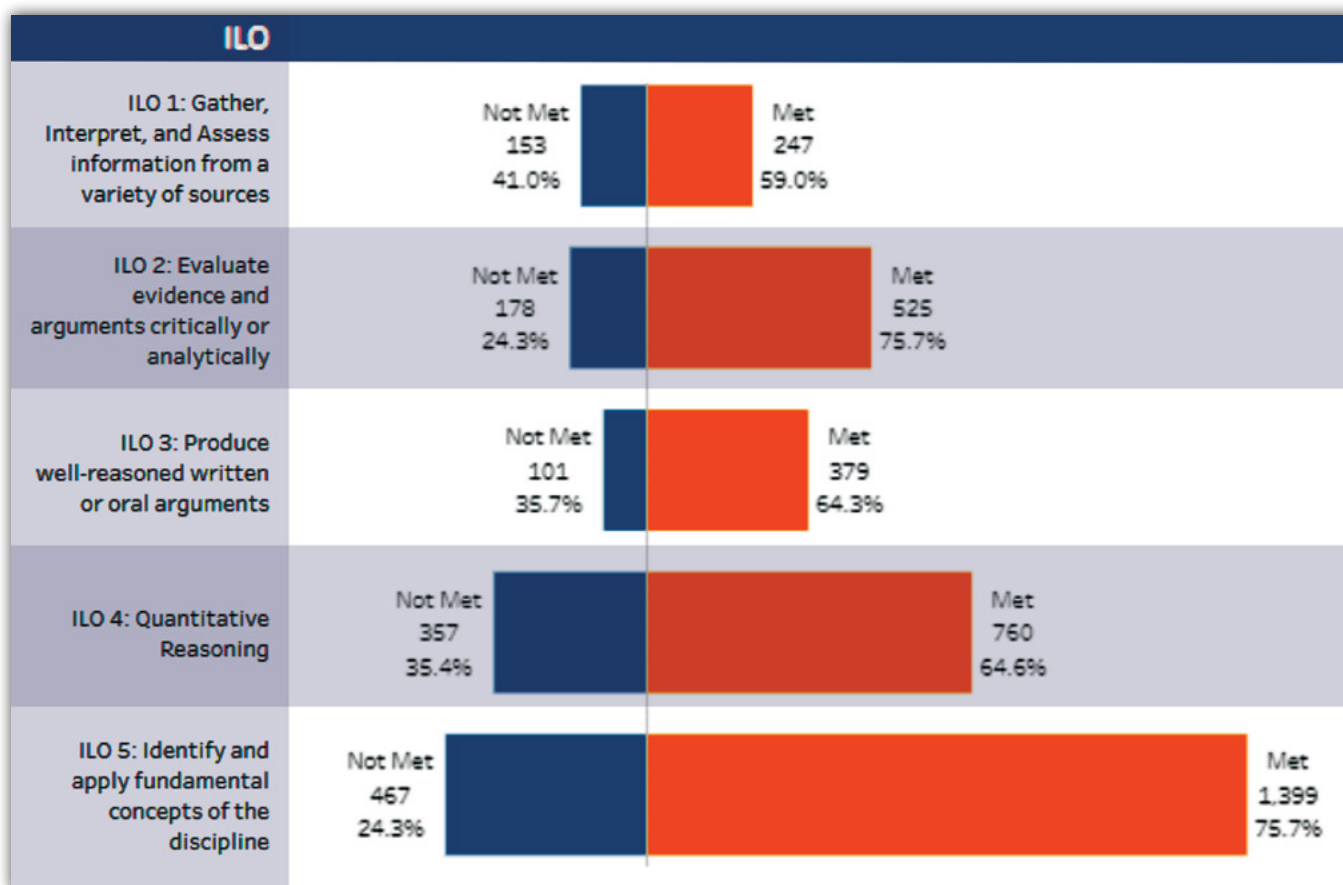


KCC is in its final year of a five-year General Education Assessment Plan geared toward assessing the first five ILOs ([Gen Ed Assessment Timeline 2020-2025 208](#)). Under this plan, each department assessed one ILO in one Pathway-certified course each year. Assessment of Institutional/General Education Learning Outcomes is conducted annually in collaboration between the general education assessment liaisons and the faculty teaching the course within the department. Once the CLOs have been aligned with the ILOs, the faculty members discuss, select, or design an assessment artifact (e.g., an exam, essay, presentation, discussion forum, or capstone project) that best demonstrates student learning of the selected ILO. The course faculty then evaluate student learning of the ILO on that assignment using an agreed-upon rubric or other standard for evaluating whether a student has met the expectations of the ILO. The General Education Assessment Coordinator then aggregates results from all course sections and shares the results with the course or department faculty.

Assessment results are communicated in a written assessment report that requires two specific metrics: the number of students assessed and the number of students who met expectations. Departments are also encouraged to collect additional data and conduct analyses that will help them collect actionable data and are asked to provide reflections on their analysis and the targeted next steps ([Gen Ed Assessment Worksheet 2024-25 136](#)).

The reports are submitted to the dean of institutional effectiveness, who then combines all assessment reports into one large report covering all assessment of ILOs across the College. The results of the assessment are shared regularly with the Assessment Committees, the Department Chairs, and the Kingsborough Community at large. As of Spring 2024, the results of the Institutional Learning Outcomes assessments are shared on the OIE website as well as in regular presentations to the College and in a public Tableau dashboard ([127](#); [Gen Ed Learning Outcomes Dashboard 1-21-2025 137](#)). A summary of the aggregated 2021-2023 results is shown in Figure 5.2 below.

Figure 5.2: Summary of Student Outcomes for Kingsborough’s Institutional Learning Outcomes Assessment Projects 2021-2023



The results support two main conclusions: 1) The majority of the assessment conducted so far has targeted ILO 5 (identify and apply fundamental concepts of the discipline) and 2) Students assessed so far are less likely to meet expectations of ILO 1: Gather, interpret, and assess information from a variety of sources and ILO 4: Quantitative Reasoning. As a result of these findings, the General Education Assessment Coordinators have shifted their focus to ILOs 1 and 4 for AY 2024-25 to collect more data and begin to better understand student performance in these areas ([Rubric for ILO 1 138](#); [Rubric for ILO 4 139](#)).

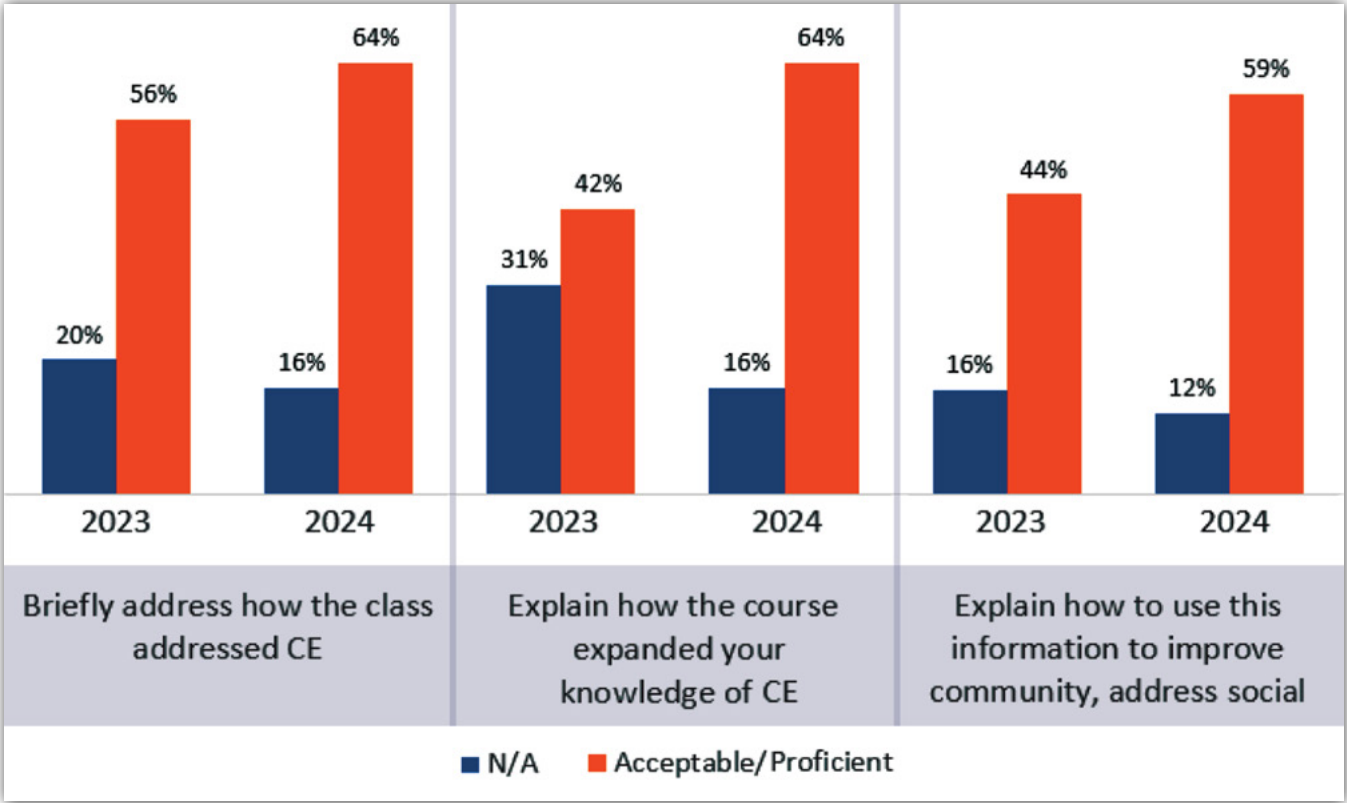
The sixth ILO (demonstrate an understanding of civic engagement) reflects the College's belief that civic engagement plays a crucial role in the past, present, and future lives of students. Thus, their education should both connect with and contribute to their role as civically engaged citizens in their communities. To operationalize and assess student learning in civic engagement (CE) courses (as described in Standard III), each course is required to identify at least one of the Course Embedded Learning Outcomes that aligns with their course ([CE Learning Outcomes 140](#)).

Courses are also required to include a reflective assignment containing a version of the following three questions:

1. Briefly describe how your class/activity addressed [Insert Your Selected CE Domain]. You may reference an assignment, class discussion, and/or project in your answer.
2. Explain how the course/activity expanded your understanding of [Insert Your Selected CE Domain].
3. Thinking about your course/activity and the information presented about [Insert Your Selected CE Domain], how could you use this information to improve your community, address social problems, or promote equity?

Although the reflective assignment was embedded in courses from the inception of the civic engagement graduation requirement in 2013, the assessment process was further developed in February 2023. Faculty of civic engagement courses gathered to review sample civic engagement assignments, assess them utilizing the approved CE rubric, and discuss civic engagement assignment design ([CE Rubric 141](#)). After one round of assessment, the evaluators came to two major conclusions: 1) students were able to explain how their courses addressed civic engagement but were less able to explain how the course expanded their knowledge of civic engagement or to apply what they had learned in the course to improve their community or address social issues; and 2) a good amount of the student work collected did not seem appropriate to address the outcomes reflected in the rubric. The results were discussed with the department chairpersons and key civic engagement faculty, and two adjustments were made: 1) the creation of the Civic Engagement Fellows program, in which faculty teaching civic engagement-certified courses could revise their course to better support student learning ([Civic Engagement Fellows 270](#)); and 2) creation of the Civic Engagement Assessment Liaisons Committee with the purpose of working with department chairperson and faculty teaching civic engagement-certified courses to ensure that civic engagement is being properly assessed within the courses. ([CE Assessment Report 2022 142](#)) In Winter 2024, the CE assessment process was conducted again and showed a marked decrease in assignments that could not be evaluated against the civic engagement rubric. In addition to the assignments aligning more effectively with the learning outcomes, performance improved on the three outcomes, with a larger percentage of students being rated as Acceptable/Proficient on each outcome (see Figure 5.3 below).

Figure 5.3: Percentage of Civic Engagement Student Samples Rated as Acceptable/Proficient Compared with the Percentage That Could Not Be Evaluated (N/A)



Though the improvement was notable, the conversation in 2024 centered around whether the rubric adequately captured the desired learning outcomes. Discussions with the full group of civic engagement assessment liaisons led to the development of a plan to revise the civic engagement rubric to better capture student learning; and in working with faculty to develop assignments that elicit more robust and in-depth reflections from students ([CE Assessment Results 2023 77](#)).

Assessment of Information Literacy

Information literacy is a core part of KCC’s mission and goals and crucial for both transfer and workforce outcomes for students and graduates. Therefore, information literacy assessment is embedded into the General Education Learning Outcomes and assessed in Pathways courses across all programs and is addressed in the Academic Program Review described in Standard III. Additionally, the Library is key to assessment of information literacy skills. One librarian serves on the General Education Assessment Coordinators Committee and has worked with the library to create a multi-year Plan for Assessment of Information Literacy Development during library-conducted workshops ([Information Literacy Assessment Plan 143](#)).

Academic Programs

As described in Standard III, each academic program has Program Learning Outcomes (PLOs) that are posted in the College Catalog ([KCC Course Catalog 43](#); [Program Learning Outcomes 67](#)). The Program Learning Outcomes are reviewed at least once every six years as part of the Academic Program Review process (described in Standard III) to ensure that they continue to meet the students’ and the discipline’s needs. To assist in discussing the effectiveness of the Learning Outcomes and whether they are being met, in 2021 each academic department built out a curriculum map using a provided

template that shows how each required course in the program aligns with the PLOs ([Curriculum Maps 68](#)). The curriculum maps were then used to develop multi-year assessment plans that ensure that each Program Learning Outcome will be assessed at least once in between Academic Program Reviews ([Multi-Year Assessment Plan Template 144](#)). Some departments (for example, biological sciences and mathematics and computer science) had had long-term assessment plans that incorporated assessment of courses each year, but the new multi-year assessment plans helped ensure that all programs were conducting assessment each year, rather than waiting until the APR. In addition to the addition of long-term planning support, the Assessment Committees also worked to develop a program assessment template to support collection and use of assessment results ([Instructions for Program Assessment Reports 145](#)). The template emphasizes not just the collection and reporting of data but also its uses, encouraging programs to develop action plans based on assessment results. These reports may then be used by programs to track assessment results and next steps for their APR process and by department chairs in their annual departmental goals and results reporting, as described in Standard III.

Though assessment for General Education LOs is standardized across departments with regards to the schedule (all courses are assessed in the Spring semester) and number of courses assessed (each department assesses one course each academic year), academic programs are given much more flexibility in the cadence (e.g., number of courses assessed each semester) and types of assessments completed. Academic programs also determine the level of assessment and types of assessment artifacts appropriate for their discipline. For example, the departments of biological sciences and mathematics and computer sciences have worked to develop common test banks, allowing all students to be assessed using the same set of exam questions, while other departments allow faculty to develop or select their own assignments for assessment projects.

Each program incorporates the results and action plans from its Student Learning Outcomes assessments into its Academic Program Review, and the new templates and multi-year assessment plans ensure that programs are conducting systematic, sustainable assessments of its PLOs on a regular basis, and that they can consider those in the context of other student outcomes (e.g., retention, graduation, and transfer outcomes). One area for development, however, is in assessment of the Liberal Arts PLOs. To date, much assessment within the Liberal Arts Program is aligned with General Education LOs or specific discipline-specific LOs, rather than with Liberal Arts-specific PLOs. With the finalization of the Liberal Arts Program Learning Outcomes as discussed in Standard III, the program can begin to develop an assessment plan that targets the Liberal Arts PLOs.

Other Assessments

The culture of assessment is ingrained in the fabric of KCC, and assessment of the student educational experience is taking place in many areas throughout the College in formal and informal ways.

The Learning Communities (LC) Committee regularly collects data about student experiences in the Learning Communities and has developed a common student learning outcome for all learning communities: *“Students demonstrate the ability to engage in integrative thinking by analyzing real-world issues from an interdisciplinary perspective.”* ([Learning Communities 232](#)) Students in all LCs complete integrative or joint assignments toward the end of the semester. Faculty are encouraged to use rubrics to grade the integrative work and use the results of their evaluations to assess the Learning Communities LO achieved by their students at the end of the semester. Starting in Spring 2023, LC leadership gathered quantitative data in addition to faculty reflections. LC faculty were asked to submit the number of students who achieved the LC outcome. For Spring 2023, 84.9% of students assessed met the LC outcome. Faculty are also asked to reflect on student performance, evidence of their learning, and their ability to make connections, and the measures that can be taken (in the assignment, or scaffolding activities) to further improve student learning. This data provides support

for the importance of the Learning Communities and emphasizes the need to continue to support this High-impact practice (HIP). See Standard III for discussion on the Learning Communities and their performance.

Individual instructors also conduct assessments within their courses to better understand the student body and their experiences. The lead instructors of ENG 12, Intro to English Composition, conducted a mid-semester survey of their students to gather information about students' impressions of their own writing ability and identify their perceived barriers to success in their English courses (ENG 1212A0 Student Survey Fall 2023 146). The results showed that of the 611 respondents, 24.6% rated themselves as Confident writers, while 59.3% rated themselves as Average and 16.0% rated themselves as Weak writers. Students were also asked about what they perceived as barriers to success in class. Many cited external factors, such as 21.8% not having enough time and 20.6% having too many responsibilities outside of class; however, a subset of students reported their own relationship with writing or school as a barrier, with 17.2% reporting that writing scares them, 16.9% thinking they are not a strong enough writer to succeed and 16.5% citing that they feel unmotivated about school in general. The results of the survey were shared with the department and sparked the creation of professional development workshops to help faculty learn how to support students in developing as writers.

Administrative, Educational, and Student Support (AES) Services

Assessment of educational effectiveness is a crucial component of analysis and reporting withing AES units, particularly in student-facing and student development areas. The assessment and reporting processes are described in Standard IV, along with a summary of assessment practices and the results and how they were used to spark change in the unit.

In addition to the assessment results described in Standard IV which are related to the improvement of resources that lead to a quality student experience, many student-facing areas also conduct assessment to ensure that its services support a quality educational experience and supports student learning. Post-pandemic, many offices have shifted from a model of high-touch student support to one that teaches students how to navigate the higher education landscape and empowers students to take charge of their own learning. For example, in the Advisement Academies, students are encouraged to utilize resources to develop their own schedules and monitor their own progress toward graduation; the advisors are meant to serve as a resource to help them learn to use the tools effectively and to focus on bigger-picture planning and guidance rather than primarily handling the logistics of scheduling and registration. To identify how effectively they can support students in their learning, the Academies made significant revisions to their annual survey to gather information about student comfort with these tools, to allow them to bolster support in areas where students need additional support. The results of the survey demonstrated a need for additional support, particularly in newer technologies like Starfish, a student retention software, and T-REX, CUNY's transfer support platform. As a result, the College created additional training sessions in these platforms for faculty, staff, and students, which has led to an increase in student comfort in these platforms as demonstrated in Table 5.4 below:

Table 5.4: Average Student Rating of Comfort with Course Scheduling, Registration, Advisement, and Transfer-Related Tools

Tool	Spring 2023	Fall 2023	Spring 2024
CUNYFirst	8.8	8.6	9.0
DegreeWorks	7.6	7.3	7.9
Schedule Builder	7.4	7.3	7.9
Starfish	6.8	6.9	7.5
T-REX	4.7	4.6	6.0

Similarly, the Student Union & Intercultural Center developed a post-session survey following all its events which asks students to provide key takeaways from the session, in addition to overall satisfaction and suggestions for future topics of interest and additional resources that are of interest to the students.

Communicating and Using Results

Another major emphasis since the last self-study has been the communication of assessment results to stakeholders across the College. Communicating assessments and their results provides opportunities and support for data-informed decisions.

In Spring 2022 and Spring 2023, the Office of Institutional Effectiveness hosted Assessment Week ([Assessment Week 2022 271](#); [Assessment Week 2023 272](#)), consisting of daily emails sharing data and a series of events to highlight assessment across the College. However, a dedicated week did not work well with peoples' schedules, so in AY 2023-24, Assessment Week was replaced with a series of virtual forums taking place throughout the entire year, hosted by the Office of Academic Affairs and Office of Institutional Effectiveness. Some of the presentations mirror those covered during Assessment Week (e.g., General Education Assessment, Program Assessment, and the Faculty and Staff Satisfaction Survey ([126](#); [127](#); [128](#))) while others cover more specific topics that are of concern to the College community (e.g., Transfer outcomes, Online Learning, and updates on the Academic Plan) ([124](#); [125](#); [Academic Plan Progress Updates Fall 2023 13](#)). The Office of Institutional Effectiveness also launched the QUEST Newsletter, a monthly series that shares reports on assessment work taking place in academic and non-academic units and highlights how the results are being used to drive change in the area ([QUEST Newsletters – All 129](#)).

Kingsborough also holds a convocation for faculty and staff to open each semester to highlight important topics and provide updates on campus actions and events. Prior to the pandemic, Convocation was often used as an opportunity for division updates, but with the adoption of regular email updates from divisions and divisions websites regularly updated, the focus shifted to bigger-picture updates, such as presenting the results from Strategic Plan implementation, new major initiatives, and campus-wide assessment efforts ([Convocation Presentation Fall 2023 147](#)).

Using Assessment Results to Drive Changes to Curriculum (Criterion 3)

The consideration and use of assessment results is a key component of all assessment cycles across the College, and all reporting templates require departments and units to act on assessment results through the development of action plans responding to assessment results. In some cases, this leads to changes in curriculum or pedagogy; in others, it leads to the realization that assessments within courses need to be further developed to best capture student learning in ways that align with the learning outcomes being assessed.

The Academic Program Review process has always been a major source of feedback, leading to both small and substantial changes to programs, as described in Standard III. Greater attention to assessment of student learning outcomes in general education and program assessment has also led to an increase in the use of assessment results to help drive positive change. The Assessment Liaisons and General Education Assessment committees have engaged in many conversations about the use of assessment results in robust, meaningful conversations within academic departments. The Office of Institutional Effectiveness, in consultation with the Assessment Committees, has created presentations and resources about the use of assessment results and a guide for departments to use to hold productive discussions about assessment results ([Assessment Results and Next Steps 148](#); [Assessment Discussion Guide 149](#)).

As a result, the College has seen both improvements in the curriculum and needed revisions to assessment strategies. For example, the Spring 2021 assessment of Introduction to Anthropology as a part of the General Education Assessment process highlighted issues with the selected outcome, the rubric, and the content and structure of the course. Faculty noted that the assignment and rubric were not effectively assessing the learning outcome and that some course sections did not address the Pathways Learning Outcomes as extensively as they should. This has led to robust discussions about changes both to assessment processes and to the course design as a whole ([Anthropology Gen Ed Assessment Report 2021 150](#)).

Another example involves the faculty in the Department of Biological Sciences who are teaching Anatomy and Physiology I (BIO 1100) and Anatomy and Physiology II (BIO 1200). In the 2020-21 General Education assessment cycle, faculty found that there were large differences in performance on the assessed learning outcome between class sections, and upon discussion decided that much of the variation had to do with the test questions. As a result, they created a common pool of multiple-choice questions as their common assessment tool for both BIO 11 and BIO 12 in Fall 2021. Data analysis showed that in their 2020-21 assessment, 52% of students met expectations for the learning outcome, and in their 2021-22 assessment that number had raised to 61%. Faculty reflected that the test bank did improve faculty confidence in their ability to assess student performance but also noted that the results did not meet the faculty-set benchmark (70%) for the learning outcome. With the better assessment tool in place, faculty could reflect on other aspects, such as the fact that 70% of in-person students met the learning outcome, as opposed to 62% for online asynchronous and 44% for online synchronous students. As a result of the reflection, faculty worked to develop new opportunities for hands-on experience in all modalities, which they believe will help keep students engaged in the material and improve learning. ([Biology Gen Ed Assessment Report 2020-21 151](#); [Biology Gen Ed Assessment Report 2021-22 152](#)).

Table 5.5 below provides a summary of additional examples of how assessment projects have been used to drive further conversations and steps to improve student learning, create more informative or robust assessments, or improve the student experience overall.

Table 5.5: Examples of the Use of Assessment Results to Make Changes to Curriculum, Courses, or Services

Program/Department	Assessment Type	Results	Steps Taken/Proposed
Criminal Justice AA	Academic Program Review	Evaluator identified that course LOs in POL 5100 and CRJ 6300 were appropriate for prerequisite for upper-level courses	POL 5100 and CRJ 6300 made prerequisites for upper-level CRJ courses (CRJ 6400, CRJ 6600, CRJ 6700)
Chemical Dependency AS	Academic Program Review	Achievement of PLOs lower in writing-intensive courses than in non-writing-intensive courses in the program	Course faculty are working to embed more formal and informal writing opportunities that also incorporate deeper engagement with PLOs
Accounting AS	Annual Program Assessment	Though 22 of 26 ACC 12 (Fundamentals of Accounting II) students met expectations, the program still identifies the need for support of individual students	The program proposed using early course assignments to identify struggling students earlier on and refer them to tutoring available through the Perkins grant
Fashion Design	Annual Program Assessment	Though 10 of 13 BF 31 students met the benchmark for performance, the course had a high withdrawal rate (7 of 20 students)	The program recognizes the need for additional student supports to encourage retention
Civic Engagement	Civic Engagement Assessment	Evaluators identified challenges with utilizing the rubric and with the appropriateness of some of the assignments selected for collection	Future steps include revising the rubric to provide flexibility and guidance to faculty in developing the reflective assignments

(Criminal Justice – APR External Evaluator Report 2019 [153](#); Chemical Dependency Counseling - APR Report 2023 [154](#); Program Assessment Report ACC 12 Fall 2022 [155](#); Program Assessment Report BF 31 Fall 2022 [156](#); [77](#))

Assessing and Refining Assessment Practices (Criterion 5)

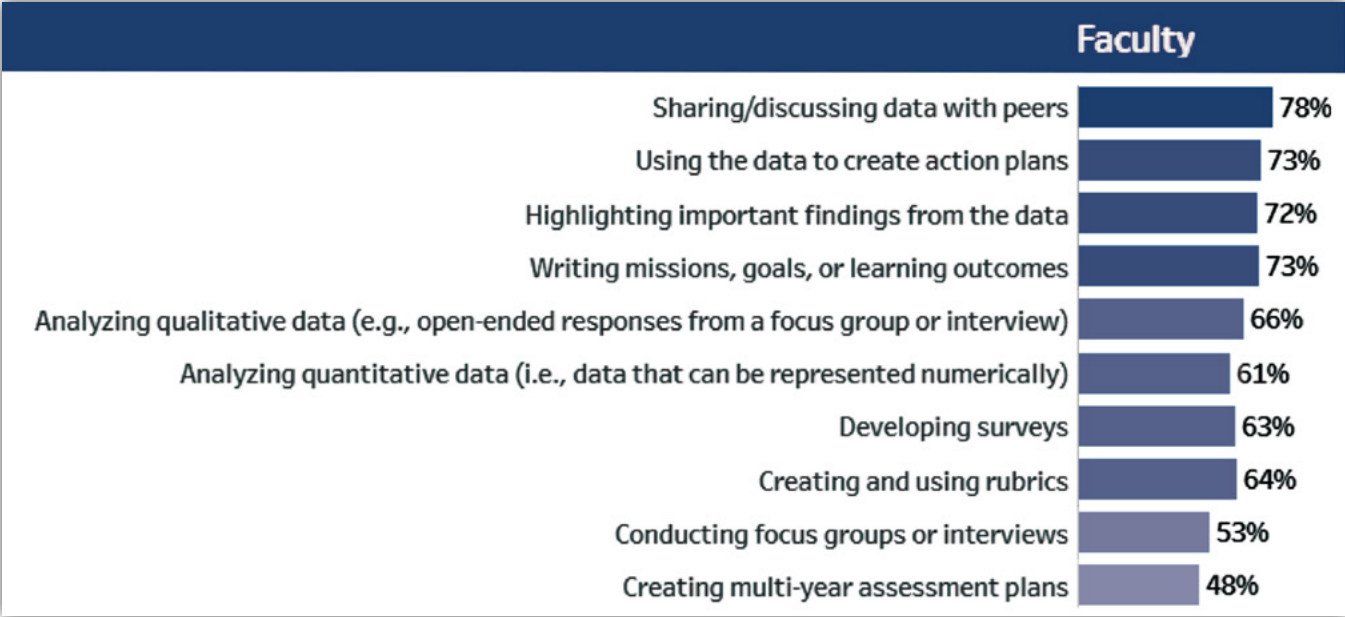
In addition to making changes at the course level, KCC continuously reviews assessment processes on a more global basis to make them more efficient, effective, collaborative, and productive. This iterative assessment process is exemplified in the General Education Assessment and Departmental Assessment Liaisons Committee meetings. For example, in the first three years of the cycle, departments were encouraged to select any Institutional Learning Outcome (ILO) to assess. However, moving into the last year of the current cycle, the committees shifted to a model where the whole College focuses on one or two ILOs at a time so that more data could be gathered across many courses. As a result, assessment efforts in AY 2024-25 are centered around assessment of two key ILOs: ILOs 1 (Gather, interpret, and assess information from a variety of sources) and 4 (Demonstrate quantitative reasoning). As KCC approaches the end of its first five-year assessment cycle for general education, the Dean of Institutional Research, Assessment, and Effectiveness is working with the Assessment Committees to develop a new assessment cycle that follows this model that focuses on the ILOs rather than departments to allow for college-wide discussions.

The Assessment Committee meetings have also led to an increased understanding of the importance of developing rubric templates that can be adapted by different programs and the usefulness of using common assessments to assess student learning. Though in previous years departments were encouraged to develop their own rubrics, for AY 2024-25 the General Education Assessment Committee is developing common rubrics for assessment of all general education courses, starting with ILOs 1 and 4. The purpose of the rubrics is to create a common language and set of expectations that can be used across disciplines and allow the College to draw stronger conclusions about students' strengths and areas where they may need additional support to meet the expected learning outcomes (138; 139).

Kingsborough also assesses its culture of assessment and gathers information to understand faculty and staff needs about increasing their comfort and understanding of assessment practices and data use. In Spring 2022, a survey was conducted to assess faculty and staff views on KCC's assessment culture and received 254 responses. The results of the survey were discussed in-depth with the assessment committees and a summary was shared with the entire College community as the first installment of the QUEST newsletter ([Assessment of Assessment Survey Results Spring 2022](#) 157). The results demonstrated a good start to building an assessment culture, with 46% of faculty and staff believing that the main purpose of assessment is to improve student learning; however, that leaves 54% who believe that assessment is primarily for accreditation, accountability, or compliance purposes. The Office of Institutional Effectiveness will administer the survey again in Spring 2025 to track improvement over time of faculty and staff understanding of and comfort with assessment.

Respondents were also asked about what types of opportunities to discuss and learn about assessment would be of most interest to them (shown in Figure 5.4 below). One major result was that for both faculty and staff, respondents were most interested in hearing from their peers about the assessment work they are doing.

Figure 5.4: Areas of Interest identified by Faculty in the Spring 2022 Culture of Assessment Survey



Survey feedback has helped the Office of Institutional Effectiveness know how better to support faculty and staff and resulted in many of the initiatives described in this chapter.

Strengths/Challenges/Recommendation

Strengths

- The development of many robust assessment committees that provide release time to encourage faculty participation has led to the creation of a community of dedicated, knowledgeable assessment liaisons across the academic departments.
- Many departments have years-long traditions of regular, systematic assessment of their PLOs; since 2021 additional programs have developed similar processes for systematic assessment.
- The assessment systems are interconnected in such a way that allows for both short- and long-term assessment of courses, programs, departments, and the College as a whole.

Challenges

- Though more faculty members are engaging in assessment discussions within their department, the College needs additional opportunities to engage in college-wide discussions about institutional learning outcomes.
- Current assessment processes could more strongly emphasize the connection between assessment results, action plans, and future assessment plans.

Recommendation

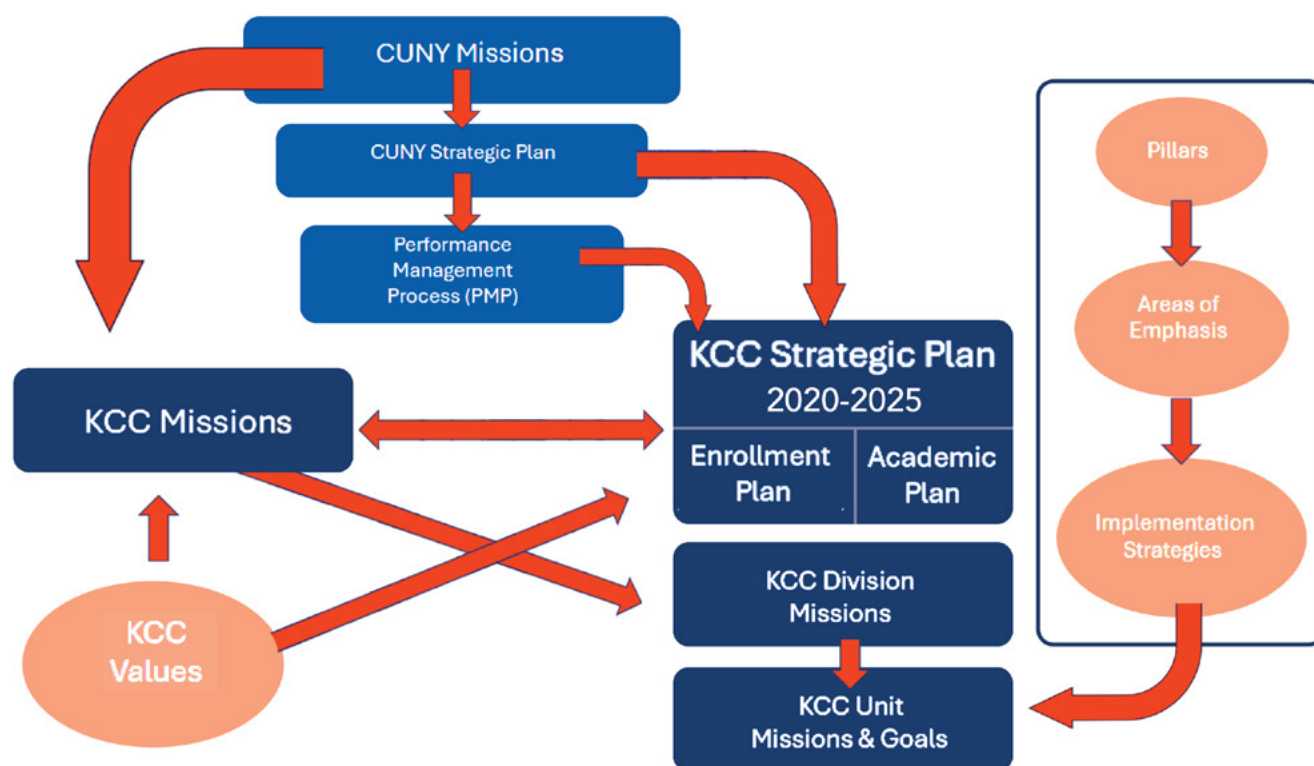
- Develop a robust and effective approach to assessing the Liberal Arts Program that incorporates the assessment of Program Learning Outcomes in key courses in each discipline and connects to a larger analysis of student outcomes including transfer and employment outcomes. This should include the identification of appropriate courses, methods for assessment, and key student success metrics, with the goal being to evaluate the program's effectiveness at creating future career and educational pathways.

Standard VI - Planning, Resources, and Institutional Improvement

Introduction

Building from the foundation of CUNY—its mission, strategic plan and performance management process and structures—Kingsborough developed its own mission, values, strategic plan priorities, enrollment and academic plans (see Figure 6.1 below). Each of these offers essential framing for decisions regarding planning and resource allocation. KCC incorporates assessment and continual improvement efforts into monitoring performance indicators and goals that aid decision making and planning in ways that support the Strategic Plan. In addition to funding strategic initiatives, Kingsborough’s planning and budget involve the maintenance of the physical campus plant and support of technological services needed for the proper functioning of the College.

Figure 6.1: The relationship between the CUNY mission, planning, and assessment processes and Kingsborough’s corresponding mission and processes



Kingsborough incorporates assessment and continual improvement efforts to consistently monitor performance indicators and goals that support decision making and planning in ways that support the Strategic Plan. Kingsborough’s planning and budget process funds general operations, maintenance of the physical campus plant, funding and support for an evolving set of data platforms and technologies, and allocations to support College strategic priorities. Kingsborough’s overall resources are largely set through the CUNY budget and directly affected by City and State funding.

Since the last self-study, the College has faced several challenges that affected funding, including the COVID-19 pandemic, a long-term trend of decreased enrollment, and City and State funding cuts. For example, the KCC budget allocation from CUNY is enrollment-driven; however, full-time equivalency (FTE) of degree-seeking students at Kingsborough decreased from 9,678 in Fall/Winter 2017 to 7,013 in Fall/Winter 2023. The decrease in degree-seeking student enrollment means less tuition revenue and therefore less funding from CUNY. These challenges have led to a need for difficult discussions about staffing and resource needs.

The need for such discussions has helped the College improve communications with the College community regarding the budget, and to increase engagement with the budget and planning process. The Office of Finance and Administration regularly hosts budget-specific town halls and presents regularly at Convocation and College Council to provide updates and answer questions about the College's current fiscal situation, the budget and implications for the functioning of the College ([Fall 2024 Convocation Presentation 18](#); [Spring 2024 Budget Presentation to College Council 158](#)). In developing the 2025-2030 Strategic Plan, College leadership has been clear with constituents that helping set strategic priorities to guide funding is a critical function of the planning process, and has asked each Working Group to highlight existing resources related to proposed initiatives and to provide suggestions for additional resources needed to successfully support each initiative ([Strategic Planning 2025-2030 Initiatives Template 159](#)).

Evaluation of Evidence

Institutional Objectives Are Used for Planning and Resource Allocation (Criterion 1)

As described in Standard I, Kingsborough's work is guided by a series of interrelated plans: the Kingsborough Strategic Plan and the Academic Plan and Enrollment Plans; and CUNY's Strategic Roadmap ([KCC 2021-2025 Strategic Plan 1](#); [KCC 2020-2025 Academic Plan 2](#); [KCC 2023-2027 Strategic Enrollment Plan 3](#); [CUNY Lifting New York Strategic Roadmap 4](#)). The plans are all made available on Kingsborough's 2021-2025 Strategic Planning website, and efforts are made each year to evaluate and share progress toward meeting the action items of each of the plans.

Progress toward the Strategic Roadmap is evaluated through the CUNY Performance Management Process (PMP). The PMP process helps support Kingsborough in collecting and reviewing data and trends, acknowledging strengths and challenges for the College, and helping to determine its future priorities.

Prior to 2023, each year the Office of Institutional Effectiveness utilized a comprehensive report distributed by CUNY's Office of Applied Research, Evaluation, and Data Analytics (OAREDA) to create summary tables that highlight the key targets and metrics aligned with the previous CUNY Strategic Plan and where Kingsborough has met or not met its annual targets ([CUNY PMP Metrics Appendix 2021-22 274](#); [PMP Report 2021-2022 160](#)). Now, these targets and metrics have been replaced by a KPI dashboard managed by OAREDA ([PMP KPI Dashboard 66](#)). These metrics are shared with the College and discussed in-depth with senior staff in developing initiatives and programs to support the outcomes. Many of the offices, initiatives, and strategies currently in place are informed by Kingsborough's performance in the PMP. Table 6.1 below shows a sample of Key Performance Indicators (KPIs) from the previous CUNY Strategic Plan Pillars and the initiatives implemented to address Kingsborough's performance on these metrics. The trends show that Kingsborough made marked improvements in many metrics prior to 2020, but performance later decreased, likely largely due to the impact of the COVID-19 pandemic.

Table 6.1: Key Kingsborough Initiatives to Address Key Performance Indicators from CUNY PMP

2020-2025 CUNY Strategic Plan Goal	Related Indicators	Initiatives and Strategies
A1: CUNY will expand online education, supporting the necessary infrastructure, training, and initiatives	Percentage of FTEs enrolled in partially or totally online courses increased (prior to Covid-19) from 5.6% in Fall 2017 to 9.2% in Fall 2019	KCC FLEX Creation of fully-online programs
A2: CUNY will widen its doors to adult and returning students	Kingsborough's percentage of students over the age of 25 increased from 29.1% in Fall 2017 to 34.4% in Fall 2021 (this has since decreased to 30.6% in Fall 2023)	KCC FLEX CUNY Reconnect
A4: CUNY Colleges will launch college momentum campaigns to raise on-time graduation rates	Kingsborough's one-year retention rate, though still high, decreased from 70.7 for the Fall 2016 cohort to 64.4% in Fall 2022 (up from a low of 60.9% in Fall 2020) Completion of Gateway Math increased from 30.7% in Fall 2016 cohort to 34.6% in Fall 2020 cohort (though this has since decreased to 28.7% in Fall 2022 cohort)	Starfish and Navigate 360 Redesign of co-requisite Math and English courses to replace developmental courses Bolstering of Math tutoring in KLC 15 to Finish Campaign Expansion of CUNY ASAP program
A6: CUNY will double its three-year graduation rate for associates programs	Kingsborough's three-year graduation rate increased from 27.9% for the Fall 2014 cohort to 31.6% for the 2018 cohort; this has since decreased to 23.6% for the Fall 2023 cohort	Expansion of CUNY ASAP program Switch to Advisement Academies model

The current CUNY PMP process was launched in AY 2023-24 along with the CUNY Strategic Roadmap described in Standard I and has built off its previous processes and seeks to help colleges engage in more long-term strategic planning. Each Goal in the Strategic Roadmap has a series of KPIs associated with it and clear five-year targets at the University and College levels. Each year, the College's actual metrics are compared with the targets; any discrepancies are used to help guide the work in the following year ([2024 PMP Strategic Alignment Report 161](#)). The results of the 2024 PMP process are shown in Table 6.2 and highlight the need for development in supporting retention and graduation rates, facilitating post-graduation employment outcomes in AAS programs, and reducing equity gaps.

Table 6.2: Strategic Roadmap Initiatives and KPIs, with 2024 Targets and Actual Outcomes, and 2030 Target

Strategic Roadmap Initiative	KPI	2024 Target	2024 Actual	2030 Target
Increase enrollment	# of students enrolled	18,000	19,070	17,239
Increase retention	Retention rate of degree seeking full-time freshmen	62.2%	63.9%	70%
	Racial gap in retention rate	-10.3	-11.4	-5
Improve transfer experience	Six-year baccalaureate rate	20%	16.6%	33%
	% of transfer credits that transfer seamlessly to a four-year College	TBD	20%	16.6%
Become a model of academic excellence	Racial gap in DFWI rates in general education courses	-13	-17.9	-8
Increase graduation rates	Three-year graduation rate	26.9%	23.6%	30%
Prepare students for successful careers	% of AAS graduates employed at time of graduation	64.1%	76.5%	78%
	% of AAS graduates consistently employed within one year of graduation	63.1%	62.7%	80%
Amplify public research	# of funded research grants	5	4	4
	\$ in research funding	\$409,443	\$235,488	\$269,000
Develop stronger ties with alumni and friends	Fundraising (in millions)	\$1,400,000	\$1,422,754	\$1,965,474

As discussed in Standard I, the five goals of the new Strategic Plan are as follows: reducing equity gaps; improving transfer to the bachelor's degree; improving workforce outcomes; improving retention and timely graduation; and supporting quality programs. Goals and objectives developed in the 2025-2030 Strategic Plan will inform college planning and budget allocations going forward.

College-wide planning and work within individual AES units is also guided by the College's Strategic Plan. In 2023, the budget template was updated to indicate the alignment between the budget line item and the Strategic Plan area of emphasis it targets. This facilitates conversations between divisions and the Office of Finance and Administration during the budget allocation cycle to ensure that funding is being allocated toward strategic initiatives.

The institutional objectives and college mission also inform the work of individual units, which are tracked and assessed annually. Since 2018, efforts have been made to bolster assessment and reporting in administrative, educational, and student support (AES) areas. This overall process of assessment was described in Standard IV.

Clearly Documented Planning and Improvement Processes (Criterion 2)

Kingsborough uses the interrelated processes of the CUNY Performance Management Process (PMP), College-level Strategic Plans and processes, and assessment in AES units to guide its efforts in continual improvement.

Standards I, III, and IV have described how academic departments and AES units report each year on their progress in ways that are aligned with the Strategic and Academic Plan ([AES Reporting Template 117](#); [Departmental Goals Reporting Template 10](#)). These reports are collected each year by the provost (in the case of academic departments) and division heads (in the case of AES units) and are used to guide larger discussions about priorities.

In preparation for the PMP meetings with the CUNY Chancellery described previously in this Standard and in Standard I, division heads collate assessment data and work with their staff to develop annual reports to the President summarizing their work and its impact from the previous year and identifying priorities for the upcoming year. This helps the colleges engage in meaningful discussions about strategic priorities and clearly communicate to the College, as well as the Chancellery, its decision-making processes regarding budget allocation.

An additional source of information for planning and improvement is the Faculty and Staff Satisfaction Survey (FSSS), previously described in Standards I, II, III and IV. The survey contains questions about satisfaction with campus facilities and services. These data are useful for many areas of the College in targeting areas for improvement. The results of the survey are compiled into a report which is shared with the College via email and in a virtual town hall. Additionally, the quantitative results as well as the open-ended responses are shared with the Faculty and Staff Satisfaction Survey Committee, which is charged with proposing revisions to the survey to better capture necessary information and with interpreting the results and providing recommendations to Senior Staff in how to respond to the results ([FSSS Recommendations to Senior Staff Spring 2023 162](#)). For example, the survey administered in December 2022 demonstrated the need for more transparency, communication, and support for faculty related to reappointment, promotion, and tenure (RPT). The FSSS Committee compiled several recommendations including creating a specific email address for RPT-related questions, creating workshops to review expectations, and opportunities for personalized file review prior to RPT actions. The Dean of Faculty implemented all of these suggestions, which led to an 11.8% increase in satisfaction with clarity of expectations for working at KCC (from 75.0% in 2022 to 86.8% in 2023) and a 7.5% increase in satisfaction with support of Academic Affairs during reappointment, tenure, and promotion (from 73.9% in 2022 to 81.4% in 2023) ([FSSS 2023 Results 12](#)).

Financial Planning & Budgeting Process Aligned with Mission and Goals (Criterion 3)

As a college within the CUNY system, Kingsborough's budget is strongly aligned with the CUNY Strategic Roadmap and Five-Year Capital Plan (4; CUNY Five-Year Capital Plan 163). The CUNY Strategic Roadmap, as described above, lays out plans for strategic initiatives and projects at the CUNY level, which then influence funding allocations for the individual colleges. The Five-Year Capital Plan is informed by the CUNY Strategic Roadmap as well as key strategic initiatives at the College. For example, the Capital Plan highlights Kingsborough as a hub for allied health programs and involves updating campus spaces to accommodate the physical therapy assistant and surgical technology programs through the development of new lab spaces, secure storage, and administrative offices. Additionally, as a public institution, budget and financing are driven by New York State laws, regulations and policy priorities, and the resulting State appropriations (CUNY Agency Appropriations FY 2024 164).

In addition to funding appropriated through CUNY, other strategic initiatives are supported by external grants (such as the \$174K JP Morgan Chase grant awarded to Kingsborough to improve support for single mothers) (JP Morgan Chase Grant 273). The Perkins Grant (further described in Standard III) also supports strategic initiatives by providing funding for supplemental instruction, supplies, materials, equipment, advisors, and other supports to students in career and technical education programs (Perkins Grant 175). Kingsborough also offers University-funded college access and success programs (such as College Now and Accelerated Study in Associate Programs (ASAP)).

The Office for Institutional Advancement (OIA) is the lead in public and private sector fundraising and grant management for the College, helping to promote the mission and vision of KCC (Office of Institutional Advancement 275). OIA works with individuals, foundations, corporations, corporate foundations, and government entities to raise funds to support students, faculty, and scholastic activities. It coordinates all fundraising for KCC via relationships with local partners and other supporters, alumni, current and former faculty and staff, and external constituencies. It also provides support to faculty in applying for grants and administering the funds once they are awarded.

CUNY Budget Process

The City of New York appropriates funds to CUNY for all of the community colleges based on a budget model that incorporates a number of factors, the most important being degree-seeking student enrollment; the College has a tuition revenue target in its annual budget that is based on projected degree-seeking student enrollments. The University submits annual "tax-levy" budget requests to New York City and State for the entire system of colleges, which breaks down "mandatory" needs (e.g., baseline requests such as contractual salary increases, rent increases, fringe benefits, and other costs) and a programmatic request for increases to the operating budget based on strategic initiatives laid out in the CUNY Strategic Framework and Five-Year Capital Plan. The Board of Trustees adopts a University-wide preliminary budget allocation in February after the State Executive and City Preliminary budgets are issued, which then is developed into an initial budget allocation in June. Colleges receive an initial allocation of their annual budgets before the start of the fiscal year, but actual allocations and budgeting continue to evolve throughout the year based on new allocations from the City, State and University, and actual enrollment and expenses each year.

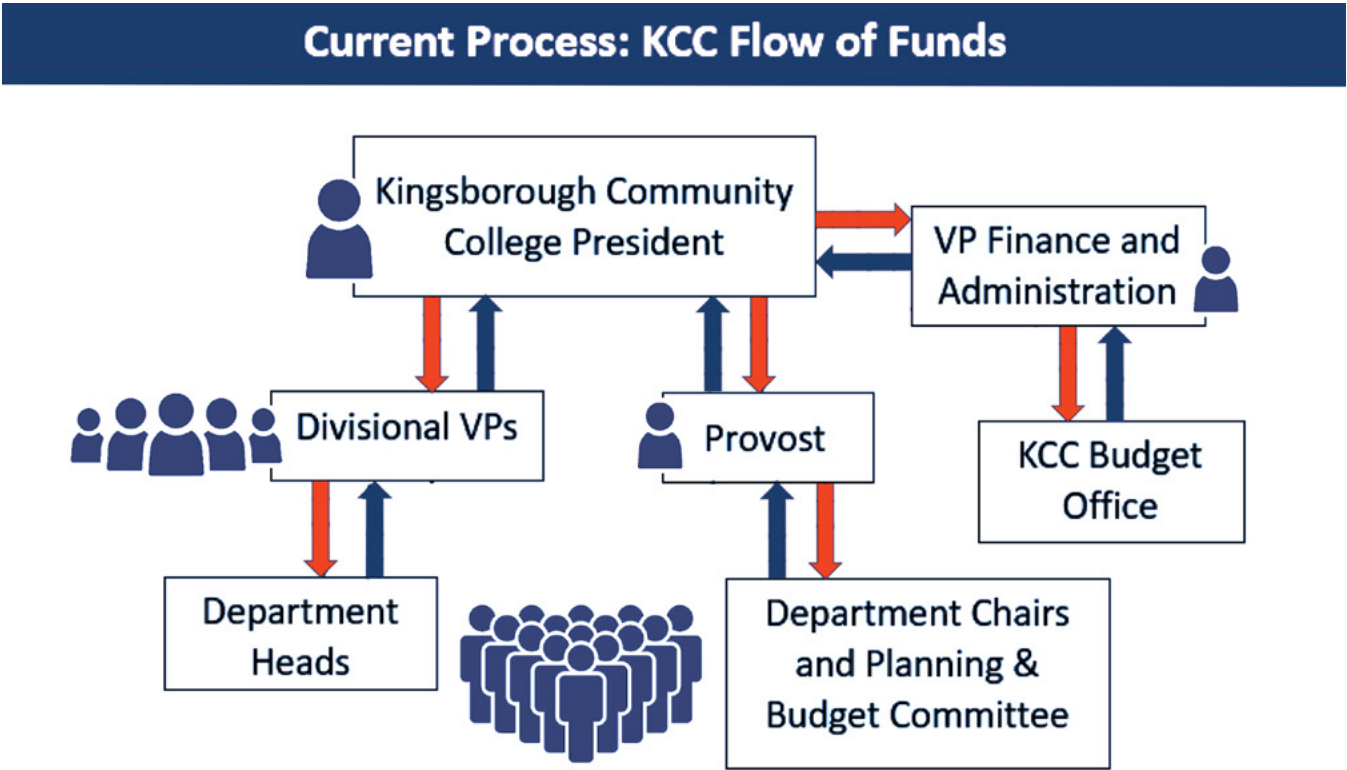
Additional allocations are made to the College to help cover the cost of offering childcare, collaborative programs with the New York City Department of Education (i.e., the College Now dual-enrollment program), the University's Coordinated Undergraduate Education Initiative, university-wide English language and college readiness programs (e.g., the CUNY Language Immersion Program and CUNY Start), the State-funded College Discovery student support program, and accessibility services.

The College is responsible for managing its own annual budget and utilizing its funding allocations throughout the year, periodically reporting to the University on overall revenue and spending. At the same time, the University monitors spending throughout the fiscal year and reports to the Board of Trustees on a quarterly basis.

Budget Planning at KCC

The budget and planning process is guided by the institution’s goals and needs with an eye toward the KCC Strategic Plan and CUNY Strategic Roadmap. The process of developing the KCC budget involves multiple stakeholders and two-way conversations amongst Kingsborough’s President, the Vice President of Finance and Administration, Provost, and various constituents across the College. Figure 6.2 below gives an overview of the various stakeholders and discussions that take place during the annual budget process.

Figure 6.2: The Current KCC Flow of Funds Model



During the year-long process, KCC’s Budget and Finance Office develops a preliminary budget, typically based on prior-year allocations, and reviews it through meetings with heads of departments and divisions, using assessment results and annual reports to identify needs (KCC Budget Timeline 165). The Office then sends out a budget call to each division head providing the upcoming year’s budget for Other Than Personal Services (OTPS), which covers everything other than staffing (e.g., books, equipment, subscriptions, etc.). Because personnel costs are stable year over year and capital costs are determined by external funding, OTPS is the portion of the budget that is most in need of regular revision. The division head completes a draft version of the OTPS and “temp services” (personnel without long-term appointments) budget template, which is reviewed by the Finance and Administration division and then integrated into the overall college budget for submission to CUNY’s University Budget Office for approval (KCC Budget Template 166; KCC Budget Call Letter 167).

Once the budget is finalized and approved by CUNY, funds are allocated to each division. The division heads receive quarterly updates from the Office of Finance and Administration on how the budgets have been allocated so far during the year and information about remaining budgets.

Fiscal and Human Resources, Infrastructure, and Planning (Criteria 4 & 6)

Kingsborough's Buildings and Grounds team is responsible for the safe, reliable, and efficient operation and maintenance of the 70-acre campus, including its buildings and grounds. A team of administrators, maintenance mechanics, and engineers provides maintenance and repairs, engineering, construction services, and project oversight for the campus facilities. They are responsible for all buildings and campus infrastructure. During the pandemic, the Buildings and Grounds staff took advantage of low campus usage to make campus upgrades, including touchless fixtures, improvements to bathrooms and painting of classrooms. Since the campus is located near a large body of water, it is susceptible to environmental threats not normally experienced by urban campuses such as hurricanes, salt corrosion to structures, and high winds, requiring unique maintenance expenditures.

In collaboration with CUNY, KCC is developing a college-wide facilities and infrastructure plan that is based on the CUNY Five-Year Capital Plan (163). KCC's portfolio now has 45 capital projects whose total cost exceeds \$237 million. In keeping with the CUNY Five-Year Master Plan, these projects include renovating conference rooms, classrooms, labs, offices, and common spaces through capital projects. Other capital projects include opening a Holocaust Education Center and renovating the Lighthouse MAC Rotunda, the marina, the Performing Arts Center, and the pool. Additional capital projects are focused on increasing capacity to offer in-demand degrees in fields such as allied health. Major infrastructure and capital accomplishments in FY 2023 included:

- Updating signage throughout campus
- Developing new HyFlex classrooms
- Renovation and development of key instructional spaces including:
 - o The Arts & Sciences Building
 - o Allied health labs and classrooms
 - o Nursing classroom spaces
 - o Developing new labs for nursing, math, and computer support
 - o Installation of charging stations throughout campus
 - o Development of new event spaces
 - o Upgrading entrance gates with security arms, speed bumps and cameras
 - o Installing new classroom projectors

Planning and resource allocations for the maintenance and sustainability of campus facilities are scheduled based on recommended guidelines of installation and replacement. Regular evaluation of equipment is conducted to assess potential issues and challenges. Campus stakeholders can also report facilities concerns to the College using the Service.Issues@kbcc.cuny.edu email address.

In addition to fiscal, human, and physical resources, KCC has a full-service technology division that supports students, faculty, and staff with their teaching and scholarship. The Office of Information Technology Services (OITS) oversees the development and maintenance of technological tools, software, and labs; maintains a safe, efficient, and reliable network; protects the confidentiality of users; and secures data from internal and external threats ([Office of Information Technology Services 276](#)). It works in collaboration with Student Affairs, Academic Affairs, Institutional Advancement, and Continuing Education to identify and meet the needs of all college constituents. Technology initiatives at the College are funded through the Student Technology Fee and tax-levy funding from the College's general operating budget.

KCC's technical infrastructure manages three data centers that are backed up daily, each with a firewall and four networks in a robust Disaster Recovery Center to ensure continuous operation without interruption. The networks also prevent penetration from potential threats and keep pace

with increased demands on bandwidth for administrative and instructional activities. In addition, OITS publishes annual student technology fee plans which outline the use of the student technology fee each year ([Student Tech Fee Plan 2023-24 168](#)).

From the beginning of the pandemic, a major priority for OITS has been ensuring that the campus can function remotely. In addition to using its annual budget, Kingsborough dedicated substantial portions of its federal stimulus funding to acquiring laptops, WIFI hotspots, and other technology that would allow students to attend college remotely. Recently, the campus used operating funds to replace outdated computers, with the goal of ensuring that all computers in use by the College are no more than five years old, and everything less than five years old is under a maintenance contract via a third-party service provider to repair or replace equipment if needed.

Decision Making Processes, Responsibility and Accountability (Criterion 5)

There are several ways in which KCC ensures accountability and responsibility for budgetary decisions. At a broad level, KCC's organizational structure (described more in-depth in Standard VII) lays out a structure of division heads who report to the KCC President, who in turn reports to CUNY's Chancellor and Board of Trustees (BoT) ([KCC Org Chart Winter 2025 169](#)). In addition to this relationship, there are other entities and policies that govern decision-making regarding the allocation and disbursement of funds. These include:

Academic **Department Personnel and Budget (P&B)** committees vote on tenure, promotion, and travel allocations, all of which have financial implications. Decisions by departmental P&Bs are the first in a multi-stage decision making process. Affirmative decisions for personnel go to College-Wide Review Committees, then the College-Wide P&B, before the KCC President makes the final decision. In addition, travel funds may also be discussed and decided by the departmental P&B.

The **KCC Foundation** is a tax exempt 501(c)(3) philanthropic organization through which individuals, foundations and corporations make tax-exempt gifts to benefit students, faculty, and the College. Its purpose, governance, and functioning are laid out in its bylaws. It is governed by an independent Board of Trustees selected on a rotating basis representing the commercial, financial, publishing, philanthropic, utilities, legal, real estate, health care, community development, and public relations industries. KCC alumni, faculty and administrators also serve on the Board ([KCC Foundation Bylaws 170](#)).

The **KCC Association** is organized under New York Not-for-Profit Corporation Law and is operated exclusively for the benefit of KCC. The Association's principal objectives and purposes, as stated in its bylaws, are to promote and cultivate educational and social relations among the students and faculty of the College and to aid students and faculty of the College in their work, study, curricular and extracurricular activities. The Association is responsible for the administration, management, and supervision of student activity fees. It has a Board of Directors of 15 voting members ([KCC Association Bylaws 171](#)).

The **KCC Auxiliary Services Corporation** is a separate, incorporated, and tax-exempt entity whose primary purpose is to benefit students, faculty, staff, and other members of the KCC community via revenue-generating services. Its structure and functioning are laid out in its Bylaws. There is a Board of Directors of 14 voting members. Examples of auxiliary services are food services, including the cafeteria and vending machines, and facility rentals ([KCC Auxiliary Services Corporation Bylaws 172](#)).

Auditing Processes (Criterion 7)

CUNY Audits

The College undergoes four annual independent audits. One for tax levy funding, performed by Grant Thornton, and one for each of the related entities (Association, Auxiliary, and Foundation), performed by the EFPR Group. The contracts for tax-levy, Auxiliary, and Association are procured by the University on behalf of all of the colleges. Foundation auditors are contracted by the College. The audit firms for each of the four entities are rotated every seven years. Once all are fully approved by the respective entity audit committees and board, CUNY consolidates them to produce the annual CUNY financial statement. The final approved financial audit statement is available to the public on CUNY's website. (2023 CUNY Universal Audit 173).








There have not been any unfavorable findings in KCC's financial reports, nor material problems in the College's internal control detected by external auditors, and consequently no management letter has been issued with the need for follow-up for the last eight fiscal years.

Assessment of Availability, Allocation, and Utilization of Resources (Criteria 8 & 9)

The College regularly engages in activities to evaluate the adequacy of resources within its units through the AES assessment process and the Strategic Plan reporting process described in Standard IV. Both processes can highlight areas where additional resources (e.g., tools, technology, or staffing) may be needed to support the unit's effective functioning.

Another opportunity to evaluate the effectiveness of resource allocation is in the Faculty and Staff Satisfaction Survey (FSSS), which is administered to all KCC employees to gauge job satisfaction, administrative support, facilities, and related subjects (FSSS 2023 Results 12). The results are shared with the relevant departments, which can use the information to track the effectiveness of changes in practices and identify areas for improvement. Table 6.3 shows the results from the Faculty and Staff Satisfaction Survey from 2021 to 2023 related to the physical spaces on campus. The results highlight the realities of an aging campus facility in need of maintenance and staffing shortages but also show the result of work to update and maintain spaces. For example, in 2022 the results of the survey showed low satisfaction with office spaces and classrooms (69.2% and 67.3%, respectively), which led to prioritization of classroom and office upgrades. This in turn led to an increase in satisfaction in these areas (to 73.0% and 76.9%, respectively).

Table 6.3: Percent of FSSS Respondents Who are Moderately, Very, or Extremely Satisfied with Aspects of the College's Physical Environment

	2021	2022	2023	2021-2023 Trend
Restrooms	77.1% (219/284)	70.9% (241/340)	67.4% (196/291)	
Hallways	91.2% (258/283)	85.2% (287/337)	87.3% (254/291)	
Roadways	84.5% (223/264)	71.1% (202/284)	57.5% (146/254)	
Elevators	73.3% (181/247)	70.8% (206/291)	68.8% (170/247)	
Office spaces		69.2% (231/334)	73.0% (208/285)	
Event spaces		90.7% (245/270)	90.0% (225/250)	
Classrooms		67.3% (165/245)	74.8% (163/218)	

For example, open-ended comments regarding concerns about facilities are forwarded to the Vice President of Finance and Administration, who uses them to help identify areas of need for improving facilities.

In addition to the big-picture annual assessment work, some units use regular surveys or other data collection methods to ensure that resources are properly allocated within the unit. For example, OITS analyzes its ticketing system data to ensure that the help desk is properly staffed and resourced to meet the College's needs. The shift to emergency online instruction in Spring 2020 led to an increase in support tickets for Blackboard (the LMS). OITS responded by adding dedicated Blackboard support to its call center. Another common request was resetting a password; OITS created a way for stakeholders to do this via self-service. OITS also uses Point of Service surveys to collect data on customer satisfaction and gathers feedback to ensure the support services provided meet the needs of the College community.

KCC also gauges the effectiveness of its resource allocation related to technology in the Student Technology fee survey. This survey is sent to approximately 400 students twice a year; students indicate how the College can use technology fee funding to improve and support the student experience. Responses are used to guide decisions related to allocation of Student Technology Fee funds. For example, students indicated needs for phone charging stations and increased access to student copiers, which led to the creation of phone charging stations in student meeting areas and placement of additional copiers across campus.

Strengths/Challenges/Recommendation

Strengths

- Kingsborough's planning process is a collaborative process that involves annual discussions between CUNY, the Vice President of Finance and Administration, the President, and key stakeholders in divisions across the College. It also involves discussions and transparency with the College community through the College Council (KCC's shared governance body) (College Council, presentations at Convocation, participatory events such as the strategic planning sessions and town halls, and regular discussions with committees whose work is affected by budgetary decisions.
- Kingsborough's assessment processes are connected to the budget and planning process, with unit-wide assessments being used to drive decisions about non-personnel (Other Than Personnel Services, or OTPS) and "temp services" (i.e. staff who do not have long-term appointments or positions) allocations.

Challenges

- While Kingsborough has demonstrated strong efforts toward budget transparency, most notably via the Business Office website, not all constituents are aware that this information is available or fully understand Kingsborough's relationship to University resource allocation, or to New York State and City funding streams and budget decisions.
- Though efforts have been made to increase transparency of many budget decisions, the function and role of college-wide and departmental P&B (Personnel and Budget) committees are much more opaque due to EEOC and Union privacy protections for faculty and staff.

Recommendation

- Utilize the College's new strategic plan to more clearly identify college-wide priorities in order to direct resources toward achieving the plan's goals.

Standard VII: Governance, Leadership, and Administration

Introduction

As a college in the CUNY system, Kingsborough has a clear shared governance structure that involves strong connections between the CUNY Chancellery, the Kingsborough administrative leadership team, the faculty, the Professional Staff Congress (PSC), and individual faculty, staff, and students. The KCC Administration is guided by CUNY's Board of Trustees Bylaws and Kingsborough's own governance plan, the College Council Constitution ([College Council Constitution 2018 174](#)).

Since the last self-study, the issue of shared governance has been a major area of focus for the College, with particular focus on increasing transparency in decision making, improving two-way communication between administration, faculty, and staff, and providing opportunities for faculty, staff, and students to become more involved with governance and decision-making at the College. Though the process has been long, KCC has made extensive changes to the structure and functioning of the College Council, the governance body of the College, that have resulted in a stronger and more inclusive body and re-energized shared governance. These changes include the following: electing a Council Chair and Vice-Chair, rather than having the President serve as de facto chair; instituting a "two-meeting" rule for discussion and voting on proposals to facilitate more thorough discussion and consideration; instituting three new committees: Facilities; Diversity, Equity and Inclusion; and Shared Governance; creation of a new Parliamentarian position; and updating the College Council Constitution and ratifying and submitting it to the CUNY Board of Trustees for approval.

The College is also in a period of administrative leadership transition, with a new President, Chief Academic Officer, and Chief Administrative Officer. While all three positions currently have interim appointments, the transition has provided an opportunity to apply new thinking to longstanding assumptions and practices at the College. In addition, the Vice President of College Advancement and Dean of Institutional Effectiveness have also arrived within the past three years. These new leaders have been able to leverage the College's strong culture of student success, deep administrative and operational capacity, and new energy around shared governance to make positive short-term adjustments to practices, and to position KCC for longer term evolution through the College Council and the 2025-2030 Strategic Plan development process.

Evaluation of Evidence

The Governance Structure (Criterion 1)

Kingsborough is governed by both CUNY and its own internal government structures. Each level of governance has designated roles and responsibilities, laid out in two primary documents: the CUNY Bylaws and the KCC College Council Constitution.

The City University of New York (CUNY)

Kingsborough is one of 25 constituent colleges within CUNY. CUNY has one Board of Trustees (BoT) for the entire university ([CUNY Board of Trustees 277](#)). As described in the Article 125 Section 6204 of New York education law, the CUNY Board consists of seventeen members, ten of whom are appointed by the Governor of New York State and five are appointed by the Mayor of New York City ([NYS Education Law Article 125 Section 6204 278](#)). The Chairperson of the University Student Senate,

who has voting privileges, and the Chairperson of the University Faculty Senate, who is a non-voting member, are the remaining two members of the Board. The BoT Chair and Vice Chair are appointed by, and serve at the pleasure of, the Governor.

Article II, sections 2.1 through 2.6 of the Board of Trustees Bylaws, Article II, sections 2.1 through 2.6 describe the duties of the members of the Board of Trustees ([CUNY Bylaws Article II – Officers of the Board 176](#)). Sections 11.2 and 11.4 of the CUNY Bylaws outline the duties and responsibilities of the Chancellor and the President, respectively ([CUNY Bylaws Article XI - Instructional Staff Duties and Titles 177](#)). The Manual of General Policy (MGP) contains non-bylaw policy action items adopted and amended by the Board and lay out policies and procedures for university- and college-wide processes.

CUNY Bylaws Article VIII stipulates that colleges have the responsibility to organize themselves, and that once the college's governance delegates to each college the responsibility for how the college organizes itself, but this is contingent on college governance plans being first adopted by the Board of Trustees. Kingsborough's College Council Constitution serves as the College's governance plan and was adopted by the Board of Trustees in 2009 ([174](#)). Per the CUNY Bylaws Policy 8.11, all provisions in a college governance plan, once approved by the board, supersede any policies laid out in the CUNY Bylaws ([CUNY Bylaws Article VIII – Organization and Duties of the Faculty 178](#)). This ensures that the Kingsborough faculty can define the duties of academic departments, including methods for appointments and promotions, thus supporting the autonomous academic functioning of the colleges.

Kingsborough Community College

Kingsborough is organized into eight divisions, each responsible for a key function of the College. Kingsborough's Chief Executive Officer is the President, who acts as the executive agent of the Chancellor and the BoT with primary responsibility to Kingsborough Community College, is supported and held accountable by a series of shared governance bodies across the College.

Senior Staff

Senior Staff includes all vice presidents across the College, and in 2022 was expanded to include division heads and other offices previously not represented in the group (e.g., Human Resources and Information Technology). One impetus for the expansion of the Senior Staff was feedback provided in the Faculty and Staff Satisfaction Survey, which highlighted feelings of disconnect between divisions of the College and challenges with the dissemination of information such as upcoming events, personnel changes, and policy changes. Senior Staff meets every two weeks to engage in high level strategic operations planning, address short-term issues and challenges, provide updates on work in their divisions and collaborate on cross-divisional work.

The College Council

The College Council is the shared governance body of the College and consists of both appointed and elected positions. Appointed positions include the President, Chief Academic Officer, Registrar, and Chief Administrative Officer (VP of Finance and Administration) as well as chairpersons of each academic department. Elected positions include one additional delegate from each academic department, full-time instructional staff delegates-at-large equal to the number of departments, two part-time instructional staff delegates-at-large, twenty student delegates, one alumni delegate, and two delegates elected by the full-time regularly appointed non-probationary supporting staff. In addition, there are three at-large seats elected from the full-time professional staff and two seats elected from part-time faculty. These members serve on the College Council standing committees shown in Table 7.1 below. Per its Constitution, the Council meets at least twice per semester, though in practice it meets monthly during the College's fall and spring terms ([174](#)).

Table 7.1: College Council Committees and their Duties

Committee	Duties
Committee on Committees	Appoints the membership of other standing committees, excluding the Steering Committee
Steering	Composed of chairs of standing committees. 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, reports on the Council's activities to all constituencies of the campus community
Curriculum	Receives, reviews, and recommends proposals for the development, evaluation, and modification of curricula
Instructional Legislative	Reviews matters regarding instruction and the instructional process Reviews the governance of the College and proposes amendments to the bylaws of the Council. Includes the Elections Committee, a subset of the legislative committee that conducts departmental elections for chairpersons, department P&B, and at large council member elections
Strategic Planning and Budget	Recommends and reviews the strategic plans for the College and ensures that assessment results affect planning
Students	Proposes policies pertaining to student recruitment, admission, attendance, discharge, discipline, counseling, academic standards, granting of degrees, ceremonies, health, extra-curricular activities, and other services
Facilities (new as of AY 2024-25)	Addresses the functionality, comfort, and safety of the physical college campus environment to enhance its efficiency for the benefit of the College community
Shared Governance (new as of AY 2024-25)	Conducts ongoing assessment of the College's system of shared governance, holds trainings for new College Council members as well as all members of the College community, develops and maintains a Procedural Handbook for the Council, and communicates with the College regarding the Council's work and principles and values of shared governance
Diversity, Equity and Inclusion (new as of AY 2024-25)	Advances diversity, equity, and inclusion across the College community, fostering an environment of respect, understanding, and belonging for all faculty, staff, and students. The committee will collaborate with existing DEI-focused groups to propose recommendations for a unified, campus-wide DEI vision

College Council meetings and meetings of the Standing Committees (all the Committees listed above except the Committee on Committees) are open to the full College community under New York State Open Meetings law ([New York State Open Meetings Law 210](#)). All attendees are encouraged to participate in discussions, but only members may vote.

Departmental Governance

The governance of each department is guided by Sections 9.1-9.3 of the CUNY Bylaws which outline the organization and responsibilities of leadership within academic departments ([CUNY Bylaws Article IX – Organization and Duties of Faculty Departments 179](#)). Kingsborough has 14 academic departments whose chairpersons and departmental Personnel and Budget (P&B) members are elected for three-year staggered terms by department faculty. The composition of departmental P&Bs includes the department chairperson and four faculty, one of which may be nontenured. These definitions, eligibility to vote, and all election procedures are communicated to the College community each year by the Committee on Elections. Elections for departmental chairpersons and their P&B committees and College Council representatives are facilitated by a member of this committee. Two non-teaching departments, the Library and Department of Student Development, have chairpersons appointed by the President.

Each department's governance consists of the chairperson and the P&B Committee. It is the department's chairperson's responsibility to assign teaching schedules. The departmental P&B is responsible for personnel actions such as recommendations for appointment, reappointment, or non-reappointment; tenure; and advancement (except for full professor). Additional budgetary decisions made by departmental P&Bs include disbursement of travel funds, overload assignments, and approval of non-college employment.

Faculty Review Committees

Academic departments are also granted oversight of appointment, promotion, and review of the faculty, as stipulated in the Collective Bargaining Agreement between CUNY and the Professional Staff Congress (PSC) ([CUNY - PSC Bargaining Agreement 98](#)). All candidates recommended for appointment, reappointment, tenure, and advancement are considered and reviewed by the relevant faculty review committee:

- The Committee on Reappointment and Tenure
- The Committee on Advancement to Associate Professor
- The Committee on Advancement to Professor
- The Committee on Reclassification and CLT Series
- The Committee on Fellowship Leaves of Absence

Each committee consists of five members, one being the department chairperson, appointed for a one-year term. The recommendations of the committees are sent to the college-wide P&B, which acts on the recommendation. The President can decide not to accept the decision of the college-wide P&B.

Student Governance

The College also has a Student Government Association (SGA), explained further in Standard IV, whose purpose is to serve as a forum for discussion of matters pertaining to the welfare of the students at the College and to participate meaningfully in KCC and CUNY governance. The SGA consists of seven executive offices and twelve senators, all of whom are elected by their peers ([KCC SGA Constitution 182](#)). Elected representatives sit on the College Council and on its committees as student representatives. The students also serve on the University's Student Senate and participate in university-wide governance decisions for the system's associate and bachelor's degree-granting institutions.

Policies that Ensure Proper Functioning of the Governing Body (Criterion 2)

As a member of the CUNY system, the roles and responsibilities of both CUNY- and Kingsborough-level governance are clearly laid out in Article 125 of the New York Education Law, the CUNY Board of Trustees Bylaws, and the CUNY Manual of General Policy.

Ensures Ethical and Independent Functioning That Supports the Public Interest

Kingsborough and CUNY adhere to regulations of the U.S. Department of Education, the NYS Education Department, and other relevant federal, state, and local laws. Article 125, Section 6201 of New York education law lays out the existence of CUNY as an “independent and integrated system” of higher education that balances the need for joint governance of the whole system with the need for independent operation of individual colleges, and also as a system that exists within the jurisdiction of the state of New York but with enough independent functioning and autonomy to ensure that the needs of its students are met” (NYS Education Law Article 125 Sect 6201 183). Further, CUNY’s Manual of General Policy 2.08 states that “[t]he focus of major decision-making within the University is properly at the college level,” and “[e]ach college should be free to create its own governance structure to enable it to create a climate in which rationality can be focused upon the issues that its members consider to be of the greatest academic importance.” (MGP 2.08 Governance of the University 184)

Kingsborough’s governing body has sufficient independence to establish, maintain, and ensure the integrity of the College, and is committed to ensuring that the College’s activities are performed with the highest level of integrity and ethics. Policy 5.01 of the CUNY Manual of General Policy lays out the rights and responsibilities of the faculty body, such that they are imbued with power over determining – and ensuring – their own qualifications, ethics, and performance. The president of a CUNY college must “be the guarantor of the integrity of all faculty personnel processes.” (MGP 5.01 Academic Personnel 100)

The shared governance structure has established policies and processes to ensure that neither the Board of Trustees nor individual members within it interfere in day-to-day operations of the College, as defined by Policy 2.08 of the Manual of General Policy (184).

While Kingsborough is then granted the authority to exist independently in many respects, the CUNY Board of Trustees oversees the College and ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for itself, and is accountable for the academic quality, planning, and fiscal well-being of the institution.

Additionally, as described in Standard II, Kingsborough adheres to all CUNY policies, including the Conflict of Interest Policy (MGP 6.01 Conflict of Interest Policy 44), which in some cases is more strict than state or local laws in avoiding the existence or appearance of conflict of interest. Furthermore, Kingsborough follows Article 129-A of the New York State Education Law, which regulates conduct on college campuses (NYS Education Law Article 129-A 279).

Oversees Teaching and Learning and Fiscal Management of the College

The CUNY Board of Trustees Bylaws and CUNY Manual of General Policy (MGP) grant final oversight authority to the CUNY Board of Trustees for policies regarding teaching and learning, degree programs, personnel, fiscal management, and appointment of the President. The MGP sets out clear expectations for CUNY colleges, including Kingsborough, regarding academic program planning and academic program review. The Curriculum Committees of each individual department and the corresponding College Council committee oversee the integrity of academic curriculum and set policies and procedures for the development, review, and approval of new and revised courses and programs (Guidance on Curriculum Development at KCC 185). The Curriculum Committees work closely in collaboration with the College’s Director of Curriculum Development and Academic

Planning. Once the department's curriculum committees create the curriculum proposal, it goes to the Standing College Council Curriculum Committee and the full College Council for a vote. Approved curricular changes are included in the Chancellor's Report for approval by the CUNY BoT. Each academic department has a P&B committee that decides on tenure and reappointment before the college-wide P&B votes.

Article 16 Section 9 of the CUNY Bylaws grant final oversight authority to the BoT for fiscal management ([CUNY Bylaws Article XVI – Student Activity Fees and Auxillary Enterprises 186](#)). The Bylaws outline policies and processes to account for activities relating to Revenues, College Purposes Funds, the Auxiliary Enterprise Corporation, etc.

The Chief Administrative Officer (the VP of Finance and Administration) also serves as a member of the College Council and provides updates on the budget at least twice a year ([158](#)). The Chief Administrative Officer is also a member of the Council's Standing Strategic Planning and Budget Committee and provides financial information to the committee and receives input from the committee on issues related to budget and planning.

Financial audits are posted on the CUNY Finance and Administration website as soon as they are available, and the Kingsborough-specific budgets are available on the Kingsborough Budget intranet.

Ensures Good Governance

Article 1 of the CUNY Bylaws detail policies and procedures for the University to engage in Public Hearings and Borough Public Hearings to discuss matters relating to CUNY ([CUNY Bylaws Article I - Board of Trustees 187](#)).

Appoints, Evaluates, and Supports the Chief Executive Officer

Policy 2.12 of the Manual of General Policy outlines the process and procedures to be followed in searching for presidents (see Criterion 3 for more information) ([MGP 2.12 Guidelines for Presidential Searches 188](#)). The Chancellor evaluates the President through the review of University goals, targets, and performance indicators at the College and a review of the College's achievement of these goals ([CUNY Executive Compensation Plan Policies and Procedures Section 189](#)). Policy 5.05 of the Manual of General Policy lays out the process for evaluating the College President ([MGP 5.05 Review and Assessment of ECP 190](#)). Each president is reviewed at the beginning of his or her term of office and then at no more than five-year intervals following their initial review. Major areas that are included in the evaluation are Academic Leadership (4.1), Administrative Leadership (4.2), the President's Relationship with the College Community (4.3), and the President's Role Outside the College (4.4).

As detailed in Criterion 4, CUNY leverages an Executive Compensation Plan (ECP) to attract, retain, and develop talent at the University and its constituent colleges. The members of the ECP are the leadership of the College, who serve to support the Chief Executive Officer in achieving the College's goals.

The Chief Executive Officer (Criterion 3)

Section 11.4. of the Bylaws outlines the scope of authority and autonomy for the President of a CUNY college, and states that a President shall "[h]ave the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his/her jurisdiction." ([177](#))

As highlighted in Criterion 1 above, the President is supported by a strong, well-organized Senior Staff that aids in decision-making and in carrying out the President's vision within the divisions of the College.

The Current President

Kingsborough currently has an interim president, Dr. Suri Duitch ([Suri Duitch CV 191](#)). Prior to joining KCC, Dr. Duitch served as dean of the Tulane University School of Professional Advancement. She also held the additional title of vice president for academic innovation and played a leadership role in the development and deployment of new digital courseware and learning platforms for the university. Under her leadership, the school took a fresh look at how it (and Tulane University) could best meet the needs of working adults and employers in New Orleans and beyond, through both classroom-based and online courses and degree programs.

Dr. Duitch is sufficiently familiar with the CUNY system and has demonstrated her ability to serve as a leader. Before her position at Tulane, she was an administrator in CUNY's Central Office from 2004 to 2016, serving as university dean for continuing education and workforce development, and the deputy to the senior university dean for academic affairs. Her portfolio included continuing education, workforce development, adult literacy and language courses, programs for students on public assistance, several student employment initiatives, and special projects and programs, such as CUNY's Early Childhood Professional Development Institute and its Creative Arts Team.

Prior to joining CUNY, she held policy and program oversight positions in New York City government agencies and worked with nonprofits and private foundations to conduct research in areas such as the arts and economic development, children's health services and nonprofit advocacy.

Dr. Duitch holds a B.A. in English literature from Columbia College, Columbia University, an M.S.W. in community organizing from Hunter College–CUNY, and a Ph.D. in urban education from the CUNY Graduate Center.

Dr. Duitch's experience in workforce development and with adult populations makes her an ideal fit for the Kingsborough mission and context, as the College strives to prepare students for an ever-changing workforce environment and ensure that they have the skills they need to succeed.

The Presidential Search

At the time of this report the search for a permanent president is nearing its end. The CUNY Manual of General Policy outlines the process and procedures to be followed in presidential searches. The presidential search process is carried out by the designated Executive Search and Evaluation Office at the CUNY Central Office, which follows university-wide guidelines and procedures ([188](#)). The search committee consists of trustees, faculty, senior level administrators, students, alumni, and a CUNY college president. The search committee reviews the pool of applicants and conducts first-round interviews, at which point they recommend a list of three to four candidates to move forward for further consideration and a campus visit.

To develop the criteria for the incoming president, CUNY's Executive Search and Evaluation Office first conducted an analysis of KCC's needs and priorities. The Office held a series of meetings with different constituents from across the College and asked for information about the College's needs and priorities as well as any strengths, experiences, or characteristics that the next president would need to be successful in their role as president. This information was used to develop the Presidential Search Profile used to recruit applicants and to guide the search committee in identifying quality candidates to move forward ([Fall 2024 Presidential Search Profile 192](#)). The presidential search opened in Fall 2024 and concluded in late December 2024. It is expected that the CUNY Board of Trustees will approve the permanent appointment of the KCC president in early 2025.

The Administration (Criterion 4)

The College is divided into eight divisions, the heads of which are members of the President's Senior Staff. The divisions and their leadership are given in Table 7.2 below.

Table 7.2: KCC Divisions and Leadership

Division	Leader	Description
Academic Affairs	Interim Sr. Vice President of Academic Affairs and Provost	Consists of all academic departments, Library, KCTL/KCeL
Student Affairs	Interim Sr. Vice President of Academic Affairs and Provost	Consists of two areas: Student Affairs (Student Life, Athletics, Child Development Center, etc.) and Student Success (Advisement, ASAP, KLC, etc.)
Enrollment	Vice President of Enrollment Management	Covers recruitment, financial affairs, admissions, registrar, enrollment
Finance and Administration	Interim Vice President of Finance and Administration	Finance, Budget & Planning, Office Services, Bursar's Office
Institutional Advancement	Vice President of Institutional Advancement	Grants management, alumni relations, fundraising, major grants
Workforce Development & Strategic Partnerships	Vice President of Workforce Development & Strategic Partnerships	Continuing education and workforce development programs, career development, strategic partnerships management
Communications & Marketing	Vice President of Communications & Marketing	Internal and external communications, marketing, branding, government relations
Institutional Effectiveness	Dean of Institutional Research, Assessment, and Effectiveness	Institutional research, strategic planning, institutional effectiveness, academic assessment, accreditation

In addition to these divisions, the Diversity/Equal Opportunity/Affirmative Action, Office of Information Technology Services, Office of Human Resources, and General Counsel also report directly to the President, and the heads of these areas are members of the President's Senior Staff.

Kingsborough has 19 staff on the Executive Compensation Plan, which is reserved for people at the level of assistant dean and above (189). These are considered the upper-level administration of the College and oversee the work of a division or a cluster of units that together serve a crucial function at the College (e.g., the dean of student success and the assistant dean of advisement). As noted in the Terms and Conditions of Employment for Staff in the Executive Compensation Plan, CUNY has procedures to ensure the hiring of qualified candidates for the ECP, including appointments for an acting/interim basis to these positions.

To support college leadership, administrators have access to technology courses, webinars, training, and professional development opportunities in technology and information systems to support their functions at the College. These resources and support are also available for all faculty and staff throughout CUNY. Administrators are encouraged to attend conferences and be a part of national organizations related to their roles and are provided funding in their divisional budgets that they may use at their discretion to support memberships and conference attendance for themselves and their staff.

In addition to administrative staff, department chairs are also considered to be college leadership and are shown in the Academic Affairs organizational chart ([KCC Org Chart - Academic Affairs 193](#)). They receive training each summer through the Faculty Affairs Advisory Board (FAAB) of CUNY ([Faculty Affairs Advisory Board 2024-25 280](#)). At Kingsborough, the Office of Faculty Affairs meets regularly with new chairpersons for their first semester or year to provide them with additional training and support.

Regular Engagement with Faculty and Students on Institutional Goals and Objectives

The Administration interfaces with various constituents of the College community. In addition to many members of the administration, including the President and Provost, being members of the College Council, the President also has meetings at least once a year with the Professional Staff Congress (PSC) Kingsborough Chapter to discuss issues of concern to PSC members.

Since the last self-study, the College administration has made great strides in prioritizing communication and collaboration across the College. For example, the President's Office shares regular emails updating the campus community on major initiatives and events in each division and other major events across the College. Because of these emails, the semesterly Convocation event has shifted from a regular sharing of division-wide updates to an opportunity for larger discussions about the mission and vision of the College. The College has also started emphasizing more targeted events, both in-person and online; many divisions hold regular retreats to discuss major initiatives, and Academic Affairs held regular town halls to share updates and hosted guided discussions about several topics.

The divisions also interact regularly with students to gather their input. The Office of Student Life provides training and support to the SGA members, who are often called upon to attend meetings with upper-level administration. Several students of the SGA also serve on the College Council and regularly attend meetings. They receive orientation and training from Student Life to orient them to the processes and procedures of the Council and training on how to best serve as a member of the Council.

The College Council also regularly communicates with the campus community through campus-wide emails from the secretary of the College Council and information posted on the website. College Council meeting dates and times are provided on the website and academic calendar. In addition, campus-wide emails are used to notify the College community of scheduled meetings and agendas.

College Council meetings are public proceedings held at least twice each semester. A publicly available website provides historical meeting information and includes the agendas, meeting notes, and information about current members ([College Council Website 281](#); [College Council Member List 2024-25 194](#)).

Procedures for Evaluating Administrative Units

Since 2018, the College has been more intentional about assessing the effectiveness of Administrative and Educational Support (AES) units, as described in Standard IV ([AES Planning Worksheet AY 2023-24 11](#)). Efforts to evaluate the effectiveness of academic departments are highlighted in Standard III ([Departmental Goals Worksheet 2023-24 10](#)). Administrative leadership is encouraged to use these reports to develop their own divisional reports, which are submitted to the President each year. In the divisional reports, heads of each division submit a three-page document laying out

- Salient accomplishments or highlights
- Division Priorities/Goals, which should be aligned with the KCC Strategic Plan and should include what data- if any- these goals were informed by
- A discussion of if the priority was addressed/goals were met
- Challenges faced during the year

In previous years, Senior Staff also engaged in an annual planning retreat where they reviewed the information from the divisional report with all Senior Staff members, who could then provide feedback and discuss next steps. These annual retreats have since shifted to more targeted discussions about campus-wide initiatives, and the processes will be revised with the implementation of the next Strategic Plan.

Assessment of Shared Governance and Leadership (Criterion 5)

Assessment of the College Council

To assess its governance, every three years the College Council requires its committees to submit a report on their activities over the previous three years and to consider any proposed changes to their missions. Assessment cycles were completed in 2012 and 2015, and in 2018 the College initiated a more comprehensive review of shared governance. During 2018-2019 faculty and staff completed a campus-wide survey regarding governance, and the faculty completed the COACHE survey, in which governance was identified as an area of urgent concern. Starting in 2018-2019, the President requested an annual summary of goals and activities from each standing committee.

Assessment of Overall Satisfaction With Leadership

Results from the Faculty and Staff Satisfaction Survey have indicated differences in satisfaction depending on the type of leadership, with lower ratings of satisfaction with senior leadership than with administrative or academic leadership. Satisfaction is particularly low with faculty attitudes toward senior leadership in involving stakeholders in the decision-making process ([FSSS Results Fall 2023 12](#)). See Figure 7.1 below.

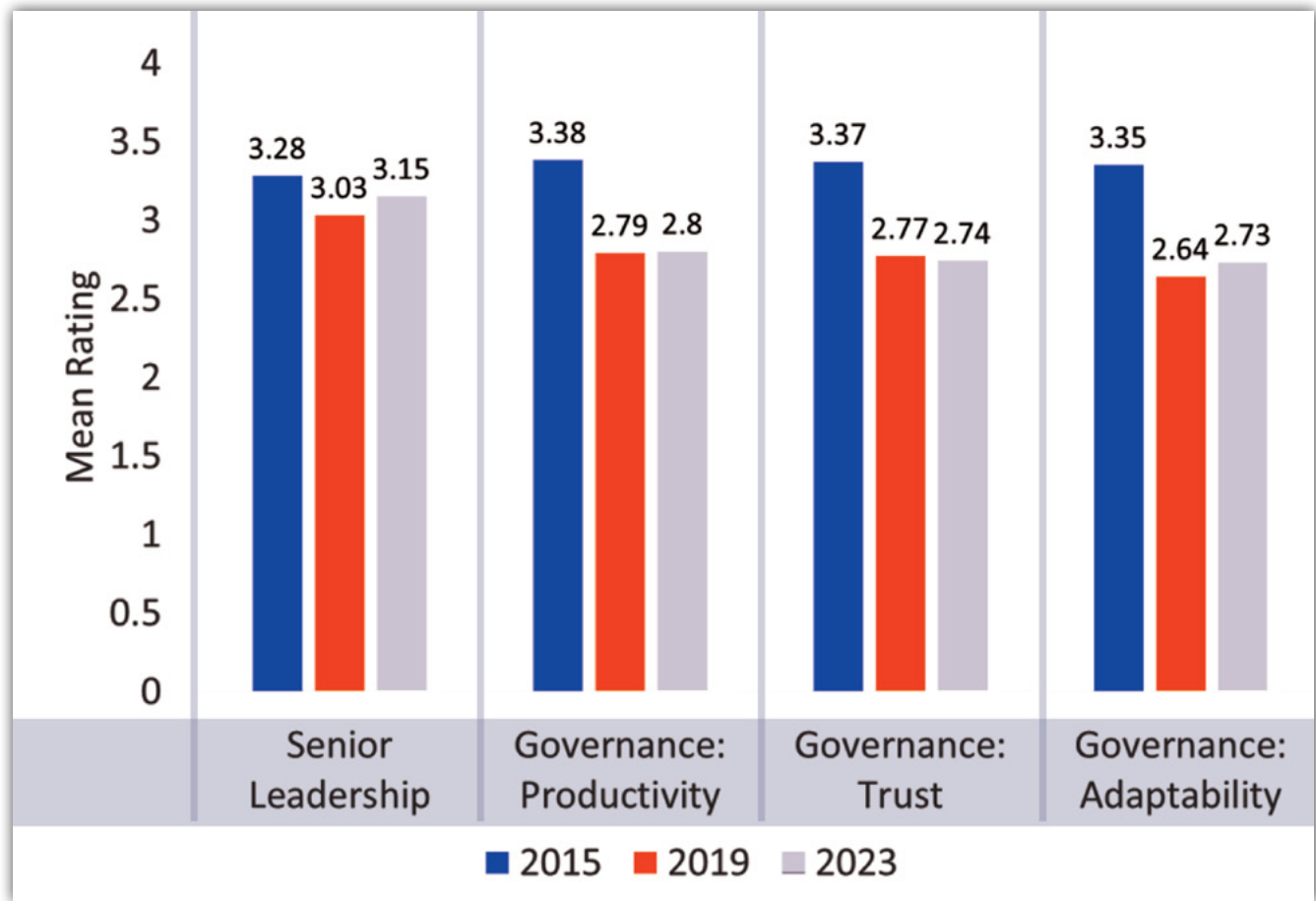
Figure 7.1: Faculty and Staff Satisfaction with Aspects of Leadership

	2022	2023
ACADEMIC/STUDENT AFFAIRS LEADERSHIP:		
Communicating policies/procedures	73.7% (210/285)	74.1% (203/274)
ACADEMIC/STUDENT AFFAIRS LEADERSHIP: Involving stakeholders in decision-making	74.3% (191/257)	73.6% (184/250)
ACADEMIC/STUDENT AFFAIRS LEADERSHIP: Providing effective leadership/guidance	78.0% (227/291)	80.2% (219/273)
ADMINISTRATIVE LEADERSHIP: Communicating policies/procedures	74.5% (216/290)	75.6% (195/258)
ADMINISTRATIVE LEADERSHIP: Involving stakeholders in decision-making	75.7% (199/263)	74.4% (174/234)
ADMINISTRATIVE LEADERSHIP: Providing effective leadership/guidance	79.1% (235/297)	79.2% (210/265)
SENIOR LEADERSHIP: Communicating policies/procedures	67.8% (219/323)	67.9% (199/293)
SENIOR LEADERSHIP: Involving stakeholders in decision-making	63.9% (182/285)	62.0% (155/250)
SENIOR LEADERSHIP: Providing effective leadership and guidance	69.5% (226/325)	69.4% (200/288)

Open-ended feedback from the survey as well as targeted focus groups based on survey feedback have led to the implementation of changes to the structure and functioning of leadership and governance, as well as how information is communicated across the College. One example is the expansion of the Senior Staff mentioned earlier in this Standard, which improved communication by including a larger group of staff in leadership-level communications. Additionally, senior leadership has also increased its efforts to communicate about the work of the College and their specific divisions. Since 2018, the President has sent emails to the College at least once a month, providing summaries of major accomplishments and initiatives across the campus and sharing important updates and information as it arises, such as updates on the budget ([President Email to Campus Community December 18, 2023 195](#)). The vice presidents of Continuing Education & Workforce Development, Finance and Administration, and Enrollment Management also provide regular updates to the college community on major projects and initiatives within their areas ([Campus Updates Workforce Development 1-8-2025 196](#); [Capital Project Update 10-11-2024 197](#); [Enrollment Update Email 8-8-24 198](#)).

The COACHE Survey also contains questions related to leadership, shared governance, and administration as they pertain to faculty. Kingsborough has participated in the COACHE survey in the past three administrations: 2015, 2019, and 2023. An analysis of the COACHE results (see Figure 7.2 below) demonstrates that between 2015 and 2019 there was a significant dip in faculty satisfaction with senior leadership and college governance with regards to trust, productivity, and adaptability. Ratings in these areas showed slight improvement from 2019 to 2023 but remain well below 2015 levels (COACHE Results Preview 2019 199; COACHE Results Preview 2023 200).

Figure 7.2: Results of COACHE Survey Questions Related to Leadership and Governance



Recent Governance Review Processes

In response to the 2019 administration of the COACHE survey, in 2020 KCC hired a consultant to review the governance and leadership practices at the College. After an extensive review that included focus groups, town halls, and a campus-wide survey, the reviewer provided a final report that provided recommendations to improve shared governance at the College ([Shared Governance Review Final Report Spring 2021](#) 201). Though not all the recommendations have since been implemented, many have, and the College has developed structures to continue to address and respond to the other recommendations.

As a result of the review, in Fall 2022 the President formed a system of Governance Review Ad Hoc Committees (GRACs), which were open to all faculty and staff across the College. Each GRAC was given a topic to review (e.g., shared governance; facilities; diversity, equity, and inclusion) and provide their feedback and suggestions for how the College Council Constitution could improve governance in each of these areas. In Spring 2023 the GRACs presented a series of recommendations to the College Council ([College Council Minutes 4-17-2023 GRAC Recommendations](#) 202). However, the subsequent

discussions revealed several challenges of the GRAC system and eventually all the proposals were rescinded except one: the creation of a parliamentarian position for the College Council who addresses issues related to Robert's Rules of Order and helps to ensure that the Council abides by its own Constitution.

The result of this review was the creation of an ad hoc Shared Governance Committee, which was open to all interested members of the College community. In Spring 2024, the Shared Governance Committee brought forth a number of major changes that were approved by the College Council including:

- Changing the Chair and Vice Chair of College Council position from an appointed position filled by the President and College Council Secretary, respectively, to elected positions.
- Creating two new Standing Committees: Facilities and Shared Governance. A third Standing Committee, the Diversity, Equity, and Inclusion (DEI) Committee, was approved in Fall 2024.
- The creation of a two-meeting rule, under which proposals brought before the Council cannot be voted for in the same meeting under which they are raised but must be tabled until the next meeting. This was developed in response to feedback that many proposals were either rejected outright or approved without time to incorporate feedback. This has led to the eventual adoption of at least one proposal that was initially rejected outright: the creation of the Diversity, Equity, and Inclusion (DEI) Standing Committee. Through the two-meeting rule, Council members were able to voice their objections to the Committee and changes were made to the proposal that addressed the objections, allowing it to be approved after subsequent revision.

In Fall 2024, the College Council made efforts to increase understanding of the functioning of the College Council and began incorporating brief presentations from the chairs of the Standing Committees and the Parliamentarian to explain their function and their goals for the year.

With these major changes came the need to revisit the issue of revising the College Council Constitution, which has not been updated since 2018. The Legislative Committee has been charged with updating the Constitution for review and approval during the Spring 2025 semester.

Strengths/Challenges/Recommendation

Strengths

- CUNY's Bylaws, the CUNY Manual of General Policy, and the College Council Constitution set forth foundational governance structures and make them accessible to all community members.
- CUNY and KCC governance plans create opportunities for participation and input from various KCC constituencies – administration, students, and faculty – as well as from the College Auxiliary and Foundation, and at the university level.
- The departmental structure established by the CUNY Bylaws ensures that matters of primary faculty concern are vested in the appropriate entity, i.e., the academic departments, with a host of powers and responsibilities allocated specifically to department chairpersons.
- The Professional Staff Congress (PSC), representing faculty and professional staff at the College) and its KCC chapter have a clearly designated role in negotiating with the KCC administration on a range of issues of concern to union members.
- The committee structure established by the College Council Constitution ensures that Council members engage thoroughly with governance and policy issues through a committee structure. All governance meetings are subject to New York State open meeting laws, so committees are also open to all members of the College community, allowing for broader participation (210).

Challenges

- Student attendance and participation in the shared governance structure is low, particularly since the COVID-19 pandemic.
- Though the newly approved changes to the College Council structure were made to make the body more participatory and democratic, some faculty and staff across the College still express that their interests are not appropriately represented within the College Council.

Recommendation

- Create a Procedural Guide for the College Council, which, in conjunction with the Constitution, will guide the work of the Council and its standing committees.

Conclusion

This Self-Study process has come at a critical time for Kingsborough Community College, which faces significant challenges; a decrease in enrollment that started in 2017 and accelerated during the COVID-19 pandemic, a shifting student population that continues to be highly diverse (including academically) but has overall greater academic and social needs, multiple leadership transitions, and a general sense that the College is overdue for taking stock of itself and charting a path forward for its students, its faculty and staff, and for the communities it serves. The Self-Study, including the development of Institutional Priorities, and the lessons learned through this work have been pivotal in highlighting both its strengths and its opportunities. Having been through this process, KCC is now working on its next Strategic Plan and is optimistic that the institution will become even stronger and more effective at fulfilling its mission going forward.

Student success, as the College's central priority, drives its work at all levels, from its mission and goals to its focus on providing high quality academic programs, resources, and support to our students, and creating a strong and well-rounded college culture that incorporates a full range of resources and activities for student life. Kingsborough emphasizes strong connections throughout Brooklyn, engaging in outreach and partnering with employers and community organizations to ensure that the educational programs it offers align with community and industry needs. The College is also dedicated to removing barriers to success for its students through providing a low-cost education, securing resources to support students, and preparing them academically and socially for success at the college level. KCC recognizes the need to rethink student support and advisement, the way it approaches student transfer, and even aspects of instruction and its academic programs in order to be more responsive to students' needs, to optimize use of new technologies and data, and to increase the college's effectiveness in ensuring positive outcomes for students.

The COVID-19 pandemic created a need for additional avenues of communication and collaboration across divisions of the College and between faculty, staff, and students. The College has increased its use of email and virtual meetings to allow for more effective communication with the community, and new tools such as Starfish/Navigate have allowed for greater opportunities for outreach and connection among students, staff, and faculty. The College has also become more transparent, using its bi-annual convocations and special topics town halls, as well as email and its website, to share updates to the College budget, capital projects, assessment results, and new initiatives and projects.

Since the last Self-Study, the College's use of data and assessment results to support strategic planning has increased greatly through the adoption of Tableau as a mechanism for data sharing and management and the creation of the Assessment Committees with dedicated faculty to guide and support assessment within departments. The new Strategic Planning process is also focused on data and metrics to guide its work in order to ensure that the College follows through on its proposed initiatives and can clearly assess their effectiveness.

Finally, as an institution in the diverse community of Brooklyn, Kingsborough remains committed to creating a diverse, equitable, and inclusive culture. Since the last Self-Study the College has sought out numerous opportunities to engage in DEI work through local and national initiatives (e.g., the CUNY Campus Climate Grant, the Treasure Project, and Achieving the Dream's Community of Practice) and has allocated funds to support its own initiatives (the Sense of Belonging grant) so that it may foster a culture that supports all students, especially first-generation students, students of color, single parents, and justice-impacted students. Despite these efforts, Kingsborough still has a significant equity gap, with under-represented minorities (URMs) having lower course pass rates, credit accumulation rates, and retention and graduation rates than their non-URM peers. Given such challenges, and the opportunities created by its shared governance reforms and leadership transitions,

the College is centering these issues as part of the Strategic Plan process. KCC will utilize this plan to create a cohesive, college-wide approach to reducing these gaps through innovative pedagogy, increased outreach and support, and a continued dedication to fostering a culture of respect and creating spaces for productive dialogue.

The KCC community is proud of the work it has done to adapt and evolve to meet the changing needs of its students. The College remains a mission-driven institution, with a community that is dedicated to providing the best possible experience to its students both in and outside of the classroom. At the same time, the Self-Study process has also highlighted some key areas of focus for the next several years, as highlighted in the Chapters and summarized below:

Standard I: Mission and Goals

1. Develop a 2025-2030 Strategic Plan that is more focused in scope and emphasizes concrete outcomes and metrics to ensure that it may serve as a guiding document for cohesively moving the College forward.

Standard II: Ethics & Integrity

2. Provide support and resources for faculty, staff, and students to engage in constructive debate and conversation around issues such as diversity, equity, and inclusion as well as evolving social and educational concerns that directly affect members of the College community.

Standard III: Support of the Student Learning Experience

3. Provide more support and resources for students to engage in career and transfer exploration to ensure their post-graduation success, and to support both short and long-term preparation for the workforce.

Standard IV: Support of the Student Experience

4. Increase training and support for students, faculty, and staff in the use of tools and technology (e.g., DegreeWorks, T-REX, and Navigate) that support students to make informed decisions about course selection, class registration, and degree completion, and to allow a more holistic relationship between students, faculty and advisors that sufficiently incorporates career and transfer exploration.

Standard V: Educational Effectiveness Assessment

5. Develop a robust system for coordinating assessing the Liberal Arts program. This should include the identification of appropriate courses, methods for assessment, transfer and employment outcomes.

Standard VI: Planning & Budget

6. Utilize the college's new strategic plan to more clearly identify college-wide priorities in order to direct resources toward achieving the plan's goals.

Standard VII: Leadership, Governance, and Administration

7. Create a Procedural Guide for the College Council which, in conjunction with the Constitution, will guide the work of the Council and its standing committees.

Appendix A: 2025 Middle States Self-Study Working Groups

Standard 1: Mission & Goals

Co-chairs: Jessica Cinelli, Grants and Program Development Specialist, Office of Workforce Development and Joan Zaloom Assistant Professor, Department of Nursing

Name	Title/Department
Mabel Chee	Director of Development and Grants Officer
Shoshana Friedman	Associate Professor, Mathematics
Dawn Levy	Associate Professor, Business
Tracy Steffy	Assistant Professor, History, Philosophy, and Political Science

Standard 2: Ethics and Integrity

Co-chairs: Cynthia Olvina, Administrative Specialist, Office of the Senior Vice President for Academic Affairs and Provost and Michael Sokolow Associate Professor, Department of History, Philosophy, and Political Science

Name	Title/Department
John Acosta	Professor, Communications and Performing Arts
Carlos Arguelles	Associate Professor, Library
Mary Dawson	Professor, Biological Sciences
Asif Hussain	Assistant Vice President for Information Technology
Avery Mullen	Enrollment Registrar Director, Registrar
Gila Rohr	Deputy Director of Human Resources
Tisha Ulmer	Assistant Professor, English
Lisa Khandhar	Chief Diversity Officer/Title IX and ADA Coordinator
Shaune Wallace-Bostic	Diversity Specialist, Office of Equal Opportunity & Diversity Management

Standard 3: Design and Delivery of the Student Learning Experience

Co-chairs: Ann DelPrincipe, Professor, Department of English and Helen Margaret-Nasser, Director, Student Union & Intercultural Center

Name	Title/Department
Karolina Bizik	Director of Continuing Education
Shawna Brandle	Professor, History, Philosophy, and Political Science
Evan Caccioppoli	Adjunct Assistant Professor, Communications and Performing Arts
Tyronne Johnson	Assistant Professor, Allied Health, Mental Health and Human Services
Alyse Keller	Associate Professor, Communications and Performing Arts
Helen Margaret Nasser	Director of Student Union & Intercultural Center
Vanda Seward	Assistant Professor, Behavioral Sciences
Dawn Taitt	Adjunct Lecturer, Music

Standard 4: Support of the Student Experience

Co-chairs: Daniel Kane, Assistant Professor, Department of Tourism & Hospitality and Althea Maduramente, Director of Student Wellness Services

Name	Title/Department
Laura Armour	Administrative Specialist, Access-Ability Services
Nefer Bovea	Associate Director, ASAP
Seanna Carter	Enrollment Registrar Coordinator, Academic Scheduling
Ruben Landaverde	Financial Aid Specialist
Melissa Merced	Director of Student Life
Kamili Posey	Associate Professor, History, Philosophy and Political Science
Paula Risolo	Senior Academic Advisor, Health Sciences & STEM Academy
Mary Shannon	Assistant Professor, Nursing

Standard 5: Educational Effectiveness Assessment

Dorina Tila, Associate Professor, Department of Business and Tziporah Stern, Associate Professor, Department of Mathematics and Computer Science

Name	Title/Department
Sarah Bradwisch	Professor, Nursing
Amanda Kalin	Director of Curriculum Development & Program Planning
Lauren Levesque	Director of Institutional Research
Ryan McKinney	Professor, Communications and Performing Arts
Kristin Polizzotto	Professor, Biological Sciences
Penny Soden	Perkins Grant Officer

Standard 6: Planning, Resources, and Institutional Improvement

Andres Escobar, Executive Director of Finance and Business Operations and Mary Ortiz Professor, Department of Biological Sciences

Name	Title/Department
Wendy Chu	Assistant Professor, Library
Tom Eaton	Assistant Professor, Art
Erica Levy	Director of Enrollment Management
Paul Ricciardi	Professor, Communications and Performing Arts
Peter Santiago	Student Psychological Counselor, Access-Ability Services
Jacob Segal	Professor and Chairperson, History, Philosophy, and Political Science
Joseph Velez	Academic Affairs Budget Manager

Standard 7: Governance, Leadership, and Administration

Scott Cally, Professor, Department of Communications and Performing Arts and Carey Manifold, Assistant Dean of Advisement

Name	Title/Department
Aba Agolli	Director of Development and Alumni Relations
Jennifer Corby	Assistant Professor, History, Philosophy, and Political Science
Celeste Creegan	Higher Education Officer, Environmental Health and Safety Director
Carlos de Cuba	Associate Professor, Communications & Performing Arts
Mark Eaton	Associate Professor, Library
Matthew Gartner	Professor, English
Jason Leggett	Assistant Professor, Behavioral Sciences
John Mikalopas	Professor and Chairperson, Physical Sciences

Evidence Inventory

Linda McKernan, Special Projects Assistant

Jonathan Cavalieri, Institutional Effectiveness Manager

Name	Title/Department
Michael Rosson	Professor, Library

Appendix B: Evidence List

Name in Evidence Inventory	EI Number
KCC 2021-2025 Strategic Plan	1
KCC 2020-2025 Academic Plan	2
KCC 2023-2027 Strategic Enrollment Plan.....	3
CUNY Lifting New York Strategic Roadmap.....	4
CUNY Mission.....	5
KCC Mission Vision and Values	6
College Council Approval of Mission 05-23-2019.....	7
Division Level Mission Statements	8
KCC 2021-2025 Strategic Plan Implementation.....	9
Departmental Goals Worksheet 2023-24	10
AES Planning Worksheet AY 2023-24	11
FSSS 2023 Report.....	12
Academic Plan Progress Updates Fall 2023	13
Crosswalk Strat Plan to CUNY Strategic Roadmap	14
Crosswalk Academic Plan to Roadmap	15
Strategic Roadmap Major Initiatives and Metrics Alignment	16
2024 PMP Submission Feedback	17
Fall 2024 Convocation Presentation.....	18
Results from Fall 2024 Convocation Poll	19
Strategic Plan Progress Report Fall 2022	20
CUNY Workforce Demographics Report Fall 2023	21
KBCC IPEDS Data 2023-24	22
MGP 1.03 Academic Integrity Policy.....	23
MGP 1.02 Academic Freedom Policy.....	24
MGP 6.05 Intellectual Property Policy.....	25
CUNY File Sharing and Copyright Infringement Policy	26
Henderson Rules	27
CUNY Student Complaints About Faculty Misconduct.....	28
CUNY GBV Policies and Procedures	29
CUNY Policy on Sex-Based Misconduct.....	30

CUNY Religious Accommodations Policy.....	31
CUNY Reasonable Accommodations Policy.....	32
CUNY Policy on Equal Opportunity and Non-Discrimination	33
CUNY Researcher Handbook	34
SES Survey 2022 Belonging Results	35
PSC HEO Handbook	36
PSC CLT Handbook	37
Blue Collar Agreement.....	38
White Collar Agreement.....	39
PSC CUNY Article 20 Complaints Grievances and Arbitration.....	40
CUNY Student Bill of Rights	41
KCC Student Handbook	42
KCC College Catalog	43
MGP 6.01 Conflict of Interest Policy	44
Annual Financial Disclosure Statement	45
CUNY Policy on Multiple Positions.....	46
Full-Time Faculty Multiple Positions Form	47
Non-Teaching Instructional Staff Multiple Position Form	48
MGP 5.04 Policy on Affirmative Action	49
CUNY Search Committee Guide	50
Evaluation Form - HEOs	51
Evaluation Form - Classified Staff.....	52
Evaluation Form - Peace Officers	53
PSC CUNY - If You Are Being Disciplined	54
ECP Evaluation Memo	55
PSC CUNY Article 18 Professional Evaluation	56
HEO Reclassification Instructions	57
PSC CUNY Article 13.3b - Job Security.....	58
KCC Media Access Protocols	59
KCC Broadcast Email	60
KCC Student Viewbook.....	61
Financial Aid Student Consumer Information	62
CUNY Compliance with HEOA Textbook Requirements Memo Spring 2011.....	63

CUNY Pathways Resolution	64
KCC Transfer Dashboard	65
PMP KPI Dashboard	66
Program Learning Outcomes	67
Curriculum Maps	68
New Program Proposal - CUNY and NYSED.....	69
KCC Enrollment by Academic Program Fall 2023.....	70
Liberal Arts APR Report 2022.....	71
Liberal Arts FYS Sample Syllabus Fall 2024.....	72
Spring 2020 EMSI Report.....	73
HIPS Winter Workshop 2022	74
Learning Communities Outcomes Fall 2020-Spring 2022	75
Civic Engagement Course Application	76
Civic Engagement Assessment Results Fall 2024	77
Degree Maps.....	78
Pathways Courses - KCC	79
Pathways LOs- Required Core.....	80
Pathways LOs- Flexible Core.....	81
Crosswalk Pathways LOs with KCC ILOs	82
Grade Change Appeals Policy	83
APR - Goals Purpose and Process	84
APR Self-Study Schedule Summary.....	85
APR - Template 2023-24.....	86
APR - External Reviewer Report Template	87
APR - Action Plan Template.....	88
Mental Health & Human Services - Action Plan 2021	89
Business Administration- Action Plan 2022.....	90
Business of Fashion - Action Plan 2022.....	91
Fashion Design - Action Plan 2022	92
Theatre Arts - Action Plan 2024.....	93
EMS Long-Range Planning Spring 2023	94
Departmental Goals Memo 2023-24.....	95
Departmental Goals Prompt Question 2023-24.....	96

CUNY HEO Code of Practice	97
CUNY - PSC Bargaining Agreement.....	98
KCC Faculty Handbook	99
MGP 5.01 Academic Personnel.....	100
RPT Guidelines 2024	101
KCC Peer Observation of Teaching Form	102
KCC Student Evaluations of Teaching.....	103
Incoming Freshmen Onboarding Steps Fall 2024.....	104
CUNY Developmental Education Policy Memo Spring 2020.....	105
Report of the CUNY Task Force on Developmental Education.....	106
Resources for Assisting Students in Distress	107
CUNY Credit for Prior Learning Policy.....	108
CUNY Transfer Policies and Procedures	109
CUNY FERPA Model Notification	110
CUNY FERPA Guidelines	111
FERPA Release Form	112
CUNY Records Retention Policy.....	113
RSO Manual 2024-25	114
Mission and Goals Workshop Summer 2022.....	115
2023-2024 Unit Objectives Memo	116
AES Reporting Template 2023-24.....	117
AES Report 2023 Men's Resource Center SWS Survey	118
AES Report 2023 Faculty Affairs.....	119
AES Report 2023 Access-Ability Services.....	120
AES Report 2022 - Access Resource Center	121
QUEST Assessment Narrative Summer 2022.....	122
Assessment Committees 2024-25.....	123
Virtual Forum - Online Learning	124
Virtual Forum - Transfer	125
Virtual Forum - FSSS.....	126
Virtual Forum - General Education	127
Virtual Forum - Program Assessment	128
QUEST Newsletters - All.....	129

Assessment Calendar 2023-24	130
Loss Momentum Framework	131
CUNY Year Over Year Enrollment.....	132
Student Success Summit 2019	133
Student Success Summit 2023	134
Student Success Summit 2024 Data.....	135
Gen Ed Assessment Worksheet 2024-25	136
Gen Ed Learning Outcomes Dashboard 1-21-2025.....	137
Rubric ILO #1 Draft.....	138
Rubric ILO #4 Draft.....	139
CE Learning Outcomes	140
CE Rubric.....	141
CE Assessment Report 2022	142
Information Literacy Assessment Plan	143
Multi-Year Assessment Plan Template	144
Instructions for Program Assessment Reports.....	145
Eng 1212A0 Student Survey Fall 2023	146
Convocation Presentation Fall 2023.....	147
Assessment Results and Next Steps.....	148
Assessment Discussion Guide	149
Anthropology Gen Ed Assessment Report 2021.....	150
Biology Gen Ed Assessment Report 2020-21	151
Biology Gen Ed Assessment Report 2021-22	152
Criminal Justice - APR External Evaluator Report 2019	153
Chemical Dependency Counseling - APR Report 2023	154
Program Assessment Report ACC 12 Fall 2022	155
Program Assessment Report BF31 Fall 2022	156
Assessment of Assessment Survey Results Spring 2022	157
Spring 2024 Budget Presentation to College Council	158
Strategic Planning 2025-2030 Initiatives Template	159
PMP Report 2021-2022	160
2024 PMP Strategic Alignment Report	161
FSSS Recommendations to Senior Staff Spring 2023.....	162

CUNY Five-Year Capital Plan 2023-2028.....	163
CUNY Agency Appropriations FY 2024.....	164
KCC Budget Timeline.....	165
KCC Budget Template	166
KCC Budget Call Letter.....	167
Student Tech Fee Plan 2023-24.....	168
KCC Org Chart Winter 2025	169
KCC Foundation Bylaws.....	170
KCC Association Bylaws	171
KCC Auxiliary Services Corporation Bylaws	172
2023 CUNY Universal Audit	173
College Council Constitution 2018	174
Perkins Grant	175
CUNY Bylaws Article II - Officers of the Board.....	176
CUNY Bylaws Article XI - Instructional Staff Duties and Titles.....	177
CUNY Bylaws Article VIII – Organization and Duties of the Faculty.....	178
CUNY Bylaws Article IX – Organization and Duties of Faculty Departments.....	179
AUP 1940 Statement of Principles.....	180
KCC SGA Constitution	182
NYS Education Law Article 125 Section 6201	183
MGP 2.08 Governance of the University.....	184
Guidance on Curriculum Development at KCC	185
CUNY Bylaws Article XVI – Student Activity Fees and Auxiliary Enterprises.....	186
CUNY Bylaws Article I - Board of Trustees	187
MGP 2.12 Guidelines for Presidential Searches	188
CUNY Executive Compensation Plan Policies and Procedures.....	189
MGP 5.05 Review and Assessment of ECP	190
Suri Duitch CV	191
Fall 2024 Presidential Search Profile.....	192
KCC Org Chart - Academic Affairs.....	193
College Council Member List 2024-25.....	194
President Email to Campus Community December 18, 2023.....	195
Campus Updates Workforce Development 1-8-2025	196

Capital Project Update 10-11-2024.....	197
Enrollment Update Email 8-8-24	198
COACHE Results Preview 2019.....	199
COACHE Results Preview 2023.....	200
KCC Shared Governance Review Report 2021	201
College Council Agenda 4-17-2023 GRAC Recommendations.....	202
CRSP Sample Poster Spring 2024	204
Non-Credit to Credit Articulation Agreements	205
Data Provided for APR.....	206
KCC Student Complaints Reporting Template 2023-24	207
Gen Ed Assessment Timeline 2020-2025.....	208
CUNY Guidelines on Academic Program Review.....	209
DYCD Work Learn & Grow	209
New York State Open Meetings Law.....	210
KCC Foundation.....	211
Riseboro Youth Center	212
Cypress Hills Satellite Location.....	213
CUNY CETC	214
CUNY Reconnect.....	214
Diversity and Inclusion.....	215
Sense of Belonging Initiative Sample Proposals	216
Campus Climate Support Grant at KCC.....	217
Diversity Symposium Sample Schedule 2020	218
Treasure Project at KCC.....	219
ATD RELA	220
ATD Community of Practice	221
HURFS	222
CUNY Discrimination and Retaliation Reporting Portal.....	223
Pathways Student Rights and Responsibilities	224
KCC Student Complaints Website	225
Grade Change Appeals Policy	226
CUNY Cost Comparison.....	227
CUNY Financial Aid Estimator.....	228

CUNY OER	229
KCC OER	230
CUNY Transfer Initiative.....	231
Learning Communities	232
Writing and Reading Across the Curriculum Certification	233
CRSP at KCC	234
Bridges to Baccalaureate Program	235
Service Learning	236
College Now Brochure	237
KECSS Mission	238
Advisement Academies.....	239
Kibbee Library	240
KLC	241
CUNY Innovative Teaching Academy.....	242
KCTL.....	243
KCeL.....	244
CUNY Start/Math Start	245
KCC Immersion Program.....	246
KCC CLIP.....	247
New Start Program	248
EAB Navigate at KCC.....	249
Student Wellness Services.....	250
Assessment and Care Team (ACT).....	251
KCC ASAP	252
KCC EDGE	253
KCC College Discovery	254
KCC FLEX	255
KCC TRiO	256
Men’s Resource Center.....	257
Honor’s Program.....	258
Access-Ability	259
Center for Career Development & Experiential Learning	260
Child Development Center	261

International Student Affairs.....	262
Access Resource Center	263
Military and Veterans Affairs.....	264
KCC Athletics	265
Office of Student Life	266
Student Government Association	267
SU&IC	268
Urban Farm and Garden.....	269
Civic Engagement Fellows	270
Assessment Week 2022.....	271
Assessment Week 2023.....	272
CUNY PMP Metrics Appendix 2021-22.....	274
JP Morgan Chase Grant	273
Office of Institutional Advancement.....	275
Office of Information Technology Services.....	276
CUNY Board of Trustees.....	277
NYS Education Law Article 125 Section 6204.....	278
NYS Education Law Article 129-A	279
Faculty Affairs Advisory Board 2024-25.....	280
College Council	281
New Student Orientation	282
CUNY Transfer Credit Dashboard.....	283
Tutor.com Usage Report July 2023-Aug 2024.....	284
KBCC Institutional Profile	285