Middle States Commission on Higher Education

Self-Study Design

Presented by:

Kingsborough Community College

of the City University of New York

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Chief Executive Officer:

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President

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Kingsborough Community College

City University of New York

Self-Study Design

INTRODUCTION

Kingsborough Community College (KCC) is one of the 24 colleges and schools in the City University of New York (CUNY) and is the only comprehensive community college in Brooklyn, which has a population of over 2,500,000. Located on a 70-acre campus in Manhattan Beach, on the southern tip of Brooklyn, the campus overlooks three bodies of water: Sheepshead Bay, Jamaica Bay, and the Atlantic Ocean.

Governance for Kingsborough occurs on two levels. A single Board of Trustees sets policies for the University and appoints a chancellor; presidents of each college report to the chancellor. A College Council composed of faculty, administrative and support staff, and students, serves as the on-campus governance body. Funding for CUNY's community colleges is primarily obtained from New York State, New York City, and student tuition.

Founded in 1963, KCC offers a comprehensive range of credit and non-credit courses in the liberal arts and sciences and in career education. KCC is dedicated to serving the educational needs of its highly diverse student population, who represent more than 140 different countries and who speak more than 70 languages. Of the student body, 64% are people of color, 42% are from families with annual incomes of less than $20,000, and over 50% are foreign born. Their academic skills are as varied as the cultures they represent. Over 18,000 students are enrolled in credit courses each semester and there are an additional 20,000 enrollments in continuing education courses each year. Kingsborough now averages more than 2,000 graduates each year and consistently ranks among the top two percent of community colleges in associate degrees awarded to minority students as reported annually in *Community College Week*.

The College's primary mission is to equip students with the information and skills they need to survive and thrive in today's world. KCC provides opportunities for academic, vocational, and lifelong learning—associate programs for transfer, career-oriented curricula that move students

directly into the workforce, and workforce development programs for youth and adults seeking to enter the labor market.

Kingsborough is an institution at which there is agreement about and active commitment to the belief that all students have a right to higher education and have the potential to be successful, and that it is our collective responsibility as faculty and staff to provide them with excellent teaching, appropriate supports, and an environment for learning which enables them to do their best work. This purpose has driven the work of the College over the past ten years and resulted in the increased retention and graduation of students and the significantly larger number of transfers to a wide variety of baccalaureate institutions.

A hallmark of KCC's approach is meeting students where they are, and then ensuring that they receive the programs and support services to bring them to where they want to be. Thus, from developmental course work to honors programs, from tutoring to food pantries, Kingsborough offers students what they need to succeed.

As a result of these efforts, Kingsborough was recognized by the Aspen Institute College Excellence Program as one of the top four community colleges in the nation. In 2013, the Institute chose Kingsborough as a Finalist with Distinction for the Aspen Prize, praising KCC for achieving outstanding outcomes in learning, completion, minority and low-income student success, and employment/earnings.

MISSION

Although its broad mission has remained largely unchanged since its founding, the College has updated its formal mission statement several times. The current mission statement, updated in 2011, reflects a contemporary view of our goals for students and the support we aim to provide to help students reach those goals and appears below:

> Kingsborough Community College of The City University of New York is a comprehensive community college providing both liberal arts and career education. It is dedicated to promoting student learning and development as well as strengthening and serving its diverse community. To these ends, we strive to fulfill the following goals:
>
> - To offer a superior general education to all degree students
> - To provide programs of study for those intending to transfer and those seeking immediate employment
> - To promote critical reading, writing, and thinking

- To develop student competence in information literacy, oral communication, quantitative skills, and technological literacy
- To promote civic engagement, global awareness, civility, and respect for diversity
- To provide life-long learning opportunities in credit and non-credit programs for the non-traditional as well as the traditional student
- To provide comprehensive services that address student needs in order to support academic success
- To respond to the educational, social, cultural, and economic needs of the communities we serve

RECENT DEVELOPMENTS

- **Curriculum and Instruction**
  - Learning Communities – A random assignment study showed that students who participated in Kingsborough's Opening Doors Learning Communities completed Developmental English, were retained, and graduated at higher rates. In light of these results, KCC expanded Opening Doors Learning Communities and created an Integrative Studies Program targeting students beyond the first semester. The College continues to build upon this success by developing new learning community configurations, deepening faculty collaborations, and extending its reach to new student populations. Kingsborough's Learning Communities programs have been supported in part by a series of grants from the Robin Hood Foundation, and over the years a number of positions within the program have been converted to internal institutional funding.
  - Developmental Education – Given our recognition of the importance of student success in Mathematics, we have begun to develop, implement, and evaluate targeted interventions that will improve success in developmental Mathematics for pre-freshmen, students engaging in the developmental Math sequence, and multiple repeaters. These approaches include workshops, supplemental instruction, tutoring, and employment of technological supports.
  - General Education – In order to ease the process of transferring to upper-division colleges, CUNY adopted the Pathways system of general education requirements and transfer guidelines. Student learning outcomes were identified for each requirement within a 30-credit general education Common Core, and students may fulfill these requirements by completing approved courses that address these outcomes. Approval of courses for inclusion in Pathways was carried out by University-wide faculty committees. Once fulfilled at one CUNY

college, these general education credits will carry over seamlessly if a student transfers to another CUNY college, regardless of whether the receiving college offers the exactly equivalent course.

- Writing Across the Curriculum – All degree-seeking students are required to complete at least one writing intensive course before graduating. KCC offers some 100 writing intensive sections of courses in many different disciplines each semester. Courses are not certified as writing intensive; the College certifies individual faculty members to teach in the writing intensive program, and they offer an additional emphasis on writing within the context of their courses. A group of CUNY Ph.D. candidates serve as Writing Fellows to assist in the program each semester.
- Civic Engagement – Kingsborough accepts as a fundamental principle that higher education requires social awareness, acceptance of social responsibility, and engagement in a modern society. As a result, it has implemented a graduation requirement for all students to have a minimum of two civic engagement experiences. This can be satisfied via approved courses, course components, or non-course experiences.
- Honors – The recently expanded Kingsborough Honors Program is designed to provide a challenging, enriching, and rewarding educational experience for highly motivated students. Honors courses or course components emphasize critical thinking, independent research, analytic writing, oral debate, and public speaking. The Honors program strives to nurture excellence in leadership and service, in addition to excellence in academics, and offers a variety of co-curricular enrichment activities.
- Career and Workforce Development – KCC has undertaken new career development initiatives in both its credit and non-credit programs.
    - New degree programs were created in high-demand and emerging career fields such as Biotechnology, Criminal Justice, Culinary Arts, Fashion Merchandising, and EMS/Paramedic.
    - The Center for Economic and Workforce Development (CEWD) has been established to provide New York's under- and unemployed residents with the training and skills necessary to advance their current careers or transition into a degree program. This is accomplished through a series of primarily non-credit programs offered in partnership with Kingsborough's Office of Continuing Education.
    - Cooperation between credit and non-credit career programs has increased via the creation of career ladder programs allowing students to

move from non-credit into credit and to apply certain work accomplished in non-credit classes to A.A.S. degree requirements.

- Nursing – Kingsborough's A.A.S. program in Nursing was accredited by ACEN (formerly NLNAC) for forty years; however in 2013 that accreditation was withdrawn. Although the College had legitimate questions about the process by which this decision was reached, it accepted the result and resolved to submit a new Application for Candidacy for Accreditation and complete a new Self-Study within the next few cycles. Since then, the Nursing faculty have worked to revise the A.A.S. Nursing curriculum, expected outcomes, and assessment procedures; and the program was awarded Candidacy for Accreditation by ACEN in June 2014. In the meantime, the program continues to be accredited by New York State and graduates are still eligible to sit for the NCLEX-RN.

- **Students**
  - Improved Academic Advisement – Recognizing the importance of early engagement with entering students, KCC often begins academic advisement at an early stage – often at the placement testing sessions for freshmen and transfers. We have worked strategically to examine each of our contacts with students including sending letters of acceptance, and testing, advising and registering students. We've brought together working teams to ensure that our initial contacts are supportive, welcoming, and place the student in appropriate classes at the outset. Students are also assigned advisors specific to their academic disciplines. Based on the success of freshman learning communities centered on English courses, all freshman students who place into developmental English are now required to take English in their first semester.
  - Personal and Financial Counseling – KCC recognizes that many challenges in students' lives reach far beyond the bounds of the classroom and the campus. These roadblocks can thwart even the most ardent educational aspirations. To address them, the College partnered with Single Stop, USA, an organization that assists individuals in obtaining all of the public assistance that is available to them. Over the past three years the total value of benefits for KCC students and their families amounted to approximately $3.5 million. In addition, 82% of students who utilized Single Stop services during the year continued to be enrolled at the College in the following year.

- **Faculty**
  - Faculty Development – Activities at Kingsborough focus on pedagogical innovation, outcomes assessment, curriculum redesign, and scholarly or applied research. The activities take place in a number of settings, including academic departments, the Kingsborough Center for Teaching and Learning (KCTL), the

Kingsborough Center for Advanced Technology Training (KCATT), Writing Across the Curriculum (WAC), and our learning community programs. In addition, faculty are supported through an annual President's Faculty Innovation Award.

- Promotion / Tenure Criteria – In 2008 criteria were articulated and promulgated by a faculty task force, and adopted by the College Personnel & Budget Committee, and a faculty committee is currently reexamining these criteria.

- **Organizational Development**
  - Governance – The College Council has been restructured, eliminating standing committees which were no longer relevant and creating a new committee to coordinate strategic planning.
  - *The Community College Jigsaw* – This project, funded by a FIPSE grant, allowed the College to mentor four community colleges in adapting Kingsborough's model for sustainable student-centered institutional change. Results of these activities showed that although each participating college was able to advance a specific project, efforts for colleges to change concrete practices do not necessarily result in larger institutional transformation.

- **Additional Planning Initiatives**

  Kingsborough Community College has been participating in a variety of national collaborative initiatives to share best practices and expand the resources we draw upon to develop and improve strategies for student success. These initiatives include:
  - Identifying and Promoting High-Impact Practices in Community Colleges / Center for Community College Student Engagement (CCCSE).
  - Achieving the Dream
  - White House Education Summit (2014)

  Each of these processes required broad campus participation and extensive reviews of outcome data. Consistent with its strategic plan, the College has made commitments to each organization that it will implement or expand specific student success programs. To ensure that College priorities remain clear in the presence of multiple planning processes, we have constructed an "All-College Plan" that shows the relationships between and among the objectives of each planning effort and, further, delineates the relationship of each of these plans to various College initiatives.

- **Outcomes**
  - Accountability and Strategic Planning – CUNY continued to streamline and focus its Performance Management Process (PMP), which serves as a main vehicle for institutional assessment. In order to better align University efforts with College

priorities, the system now includes eight "University Goals," three "Sector Goals" for the community colleges, and three to five "College Focus Area Goals" (provided by the colleges with broad input from campus constituencies). The included goals are primarily student outcomes (such as progress towards degrees, graduation, and transfer), balanced with several goals that reflect inputs and processes (such as student: faculty ratios and efficiency in use of resources). In cooperation with CUNY, the colleges set performance targets in each of these areas and report on how well they have achieved them at the end of each academic year.

- Graduation Rates – Kingsborough continues to achieve the highest graduation rate of any of CUNY's comprehensive community colleges. In the past year, CUNY introduced an index of graduation rates adjusted for student background and preparation, and Kingsborough achieved the highest rating on that index as well.

SELECTION OF THE SELF-STUDY MODEL

Dr. Regina Peruggi was appointed as President of Kingsborough Community College in August, 2004. Under her guidance, the College engaged in systematic planning and in many self-reflective activities. Recommendations from the 2006 MSCHE Self-Study were wide ranging, and many were echoed by the visiting team. The Periodic Review Committee, co-chaired by Dr. Janine Graziano (Professor of English and Director of the Kingsborough Center for Teaching and Learning) and Dr. Richard Fox (Dean for Institutional Effectiveness and Strategic Planning and Accreditation Liaison Officer), addressed these recommendations in 2011 in the Periodic Review Report.

The process of organizing for the current Self-Study began under President Peruggi and continued under Interim President Suss, who was appointed upon President Peruggi's retirement in 2013. During the summer of 2013, the College identified the faculty who would serve as co-chairs of the Steering Committee and guide the College through the self-study process—Dr. Graziano and Dr. Loretta Brancaccio-Taras (Professor and Chair of Biological Sciences)—working with the support of Dr. Fox. This team brings the expertise and experience necessary to lead the College through this process. The Self-Study process will be completed with the supervision and support of Mr. Farley Herzek, who was appointed President of Kingsborough as of September 1, 2014.

Significant progress has been made in organizing the College to carry out the Self-Study. In November 2013, Drs. Graziano and Brancaccio-Taras were unavailable due to other commitments, so Dr. Fox and Dr. Laura Kates (Professor of Early Childhood Education and co-

chair of the working group on Standards 7 and 14) attended the Self-Study Institute. The College so far has:

- developed a master timeline for the Self-Study process;
- created a schedule for the Middle States Prep Visit in May 2014;
- determined the bundling of standards into nine groupings;
- identified co-chairs and members of the nine working groups;
- drafted a set of research questions to address the fundamental elements of the 14 standards that compose the *Characteristics of Excellence*;
- solicited and received modifications of the draft questions from the working groups, who also identified sources of quantitative data, documentation, and other evidence;
- identified the objectives and desired outcomes of the Self-Study; and
- drafted this Self-Study Design.

Every effort has been made to ensure that the College conducts an open, honest, and inclusive Self-Study. There are issues on every campus and in every University that may not have been resolved to everyone's satisfaction, and the working groups have been welcomed, to the extent that those issues are relevant to the *Characteristics of Excellence*, to address those issues in a complete, unbiased, and balanced manner. In all cases, the leadership and membership of the working groups have been arranged to maximize faculty voice and input, while including the appropriate representatives of student services and administration, who can provide background information and support. As a result, 44 of the 63 Working Group members are faculty, as are both Co-Chairs and 15 of the 21 members of the Steering Committee.

NATURE AND SCOPE OF THE SELF-STUDY

Given the extensive nature of educational programs and student support at Kingsborough Community College, it was a natural choice to decide upon the Comprehensive Self-Study Model. This model will be best suited to the College's existing inclination towards self-reflective inquiry. The Self-Study will address all major aspects of the *Characteristics of Excellence* while critically reviewing how KCC carries out its mission and provides the foundations for student success. Through the Comprehensive Model, the College will be able to demonstrate how it meets all 14 standards in the *Characteristics of Excellence* by:

- reaffirming its mission;
- showing how College and CUNY strategic planning processes work in concert;
- clarifying for the College community how financial decisions are made and showing how they are related to College priorities;

- reporting the changes that have been made to governance and showing how they have improved the functioning of the governance body;
- reviewing all policies, procedures, and communications to ensure integrity;
- communicating the efforts taken to assess College outcomes;
- reviewing admissions and enrollment procedures and examining the effectiveness of the comprehensive support services provided for students;
- explaining policies and procedures primarily affecting the lives of faculty and examining how consistently they have been applied and modified, when necessary;
- elucidating the nature of teaching and learning at Kingsborough, explaining the structure of the degree programs and general education, and showing how they relate to one another;
- investigating the College's success in providing developmental education, workforce development, collaborative programs, and distance education; and
- summarizing and illustrating the faculty's efforts to use information gained by assessing student outcomes to implement improvements to curriculum and pedagogy.

INTENDED OUTCOMES OF THE SELF-STUDY

Through this Self-Study, Kingsborough intends to:

- document how well the College meets or exceeds the 14 standards of the *Characteristics of Excellence* and reaffirm its accreditation;
- critically examine its governance, administrative, instructional, and student support processes, and provide recommendations for improvements that will lead to student academic success and workforce preparedness;
- clearly explain how decisions about finances and the allocation of other resources are made by the College within the context of the City University of New York;
- highlight systematic assessment and strategic planning processes and illustrate how assessment results have been used to support decision making regarding administrative processes, instruction, and student services; and
- document administrative, instructional and student support processes and procedures to serve as an archive of information for descriptions and a source upon which to base improvements.

ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

The Steering Committee is composed of faculty and administrative leaders who will:

- facilitate communication with, and serve as co-chairs of, the Working Groups;

- coordinate the framing of questions and conduct of the research, analysis, and conclusions that address the *Characteristics of Excellence;*
- ensure adherence to the Self-Study Timeline;
- promote and communicate the Self-Study process to the College community;
- oversee the writing of the draft document;
- compose and maintain the Inventory of Support Documents; and
- play a critical role in reviewing the Self-Study draft. To address the 14 standards within the *Characteristics of Excellence*, nine Working Groups were created. The following lists the membership of the Working Groups, Steering Committee, and Editing Committee:

Steering Committee

Prof.	Michael	Barnhart	History, Phil., Pol. Sci.
Prof.	Maria	Bartolomeo	Behavioral Sciences
Ms.	Linda	Biancorosso	Institutional Research
Prof.	Loretta	Brancaccio-Taras (Co-Chair)	Biological Sciences
Prof.	Audrey	Cohen	Business
VP	Peter	Cohen	Student Services
Ms.	Mickie	Driscoll	Human Resources
Prof.	Susan	Farrell	Behavioral Sciences
Dean	Richard	Fox	Institutional Research
Prof.	Janine	Graziano (Co-Chair)	English
Prof.	Don	Hume	Health, Phys. Ed. & Rec.
Prof.	Laura	Kates	Behavioral Sciences
Prof.	Michael	Miranda	Behavioral Sciences
Dean	Brian	Mitra	Student Services
Prof.	Josephine	Murphy	Library
Prof.	Gloria	Nicosia	Comm. & Perf. Arts
Mr.	Peter	Pobat	Office of the President
Prof.	Kristin	Polizzotto	Biological Sciences
Prof.	Maria	Scordaras	English
Prof.	Cheryl	Smith	English
Prof.	Michael	Sokolow	History, Phil., Pol. Sci.
Prof.	Gordon	Young	Comm. & Perf. Arts

Editing Committee

Prof.	Loretta	Brancaccio-Taras	Biological Sciences
Mr.	Chris	Calienes	Institutional Research
Dean	Richard	Fox	Institutional Research
Prof.	Janine	Graziano	English
Prof.	Richard	Graziano	Tourism & Hospitality

Standard 1: Mission & Goals
Standard 2: Planning, Resource Allocation & Institutional Renewal
Standard 3: Institutional Resources

Dr.	Elizabeth	Basile	College Advancement
Prof.	Audrey	Cohen (Co-Chair)	Business
Mr.	William	Correnti	Budget & Finan. Planning
Prof.	Mary	Ortiz	Biological Sciences
Mr.	Peter	Pobat (Co-Chair)	Office of the President
Ms.	Marissa	Schlesinger	Academic Affairs
Prof.	Jacob	Segal	History, Phil., Pol. Sci.

Standard 4: Leadership & Governance
Standard 5: Administration

Prof.	Tamara	Bellomo	Nursing
Ms.	Judith	Cohen	Comm. & Perf. Arts
VP	Peter	Cohen (Co-Chair)	Student Services
Prof.	Frantz	Leconte	Foreign Languages
Prof.	Dawn	Levy	Business
Prof.	Michael	Sokolow (Co-Chair)	History, Phil., Pol. Sci.
Prof.	Petra	Symister	Behavioral Sciences

Standard 6: Integrity

Prof.	Michael	Barnhart (Co-Chair)	History, Phil., Pol.Sci.
Ms.	Julie	Block	Office of the President
Ms.	Mickie	Driscoll (Co-Chair)	Human Resources
Prof.	Gregory	Fletcher	Comm. & Perf. Arts
Mr.	Michael	Klein	Registrar
Ms.	Colleen	Maeder	Student Services
Prof.	Hope	Parisi	English

Standard 8: Student Admissions & Retention
Standard 9: Student Support Services

Prof.	Maria	Bartolomeo (Co-Chair)	Behavioral Science
Prof.	John	Descarfino	Art
Prof.	Kevicha	Echols	Health, Phys. Ed. & Rec.
Dr.	Wayne	Harewood	Financial Aid
Ms.	Cindy	Liu	Student Services
Dean	Brian	Mitra (Co-Chair)	Student Services
Prof.	Frank	Percaccio	English

Standard 10: Faculty

Prof.	Janice	Farley	Art
Prof.	Cindy	Greenberg	Comm. & Perf. Arts
Prof.	Kieren	Howard	Physical Sciences
Prof.	Don	Hume (Co-Chair)	Health, Phys. Ed. & Rec.
Prof.	Theresa	Mastrianni	Business
Prof.	Rick	Repetti	History, Phil., Pol. Sci.
Prof.	Maria	Scordaras (Co-Chair)	English

Standard 11: Educational Offerings

Prof.	Carlos	Arguelles	Library
Dean	Stanley	Bazile	Academic Affairs
Ms.	Lavita	McMath	Office of the President
Prof.	Michael	Miranda (Co-Chair)	Behavioral Sciences
Prof.	Tziporah	Stern	Math & Comp. Science
Prof.	Bridget	Weeks	Nursing
Prof.	Gordon	Young (Co-Chair)	Comm. & Perf. Arts

Standard 12: General Education

Prof.	Mary	Dawson	Biological Sciences
Prof.	Susan	Farrell (Co-Chair)	Behavioral Sciences
Ms.	Amanda	Kalin	Academic Affairs
Prof.	Gloria	Nicosia (Co-Chair)	Comm. & Perf. Arts
Prof.	Caterina	Pierre	Art
Prof.	Angela	Toscano	Foreign Languages

Standard 13: Related Educational Activities

Prof.	Babette	Audant	Tourism & Hospitality
Ms.	Christine	Beckner	Continuing Education
Dr.	Reza	Fakhari	Associate Provost
Prof.	Gabrielle	Kahn	English
Mr.	Igor	Melamed	Math & Comp. Science
Prof.	Josephine	Murphy (Co-Chair)	Library
Prof.	Cheryl	Smith (Co-Chair)	English

Standard 7: Institutional Assessment
Standard 14: Assessment of Student Learning

Prof.	John	Acosta	Comm. & Perf. Arts
Prof.	Homar	Barcena	Physical Sciences

Prof.	Rachel	Ihara	English
Prof.	Laura	Kates (Co-Chair)	Behavioral Sciences
Prof.	Kristin	Polizzotto (Co-Chair)	Biological Sciences
Prof.	Thom	Smyth	Tourism & Hospitality
Prof.	Margaret	Vanderbeek	Nursing

RESEARCH QUESTIONS

During Fall 2013 the Editing Committee compiled a set of possible research questions and shared them with the working groups. These committees convened during the winter of 2013-2014 to review and revise the questions as they saw fit, and to start to identify data sources and tentative assignments to carry out the research and writing. After the MSCHE Staff Liaison's visit to the KCC campus, the Editing Committee asked the working groups to revise the research questions – removing those that could be answered in other sections or were, upon reconsideration, felt not to be needed, and identifying those for which existing documents were deemed sufficient (in lieu of full narrative explication). The research questions were then finalized via consultation with the Editing Committee. They are as follows:

Standard 1

- Are the College's mission and goals clearly defined?
    - Where are they found?
    - Do they focus on student learning, institutional improvement, and/or other outcomes? (**ANSWERED WITH DOCUMENT)**
- How well do the goals of KCC align with the KCC mission?
- In what ways do internal and external constituencies impact the mission and goals?
- What process does the College have for regularly reviewing its mission and goals?
- How are the mission and goals communicated to the college community (faculty, staff, students, community)?
- How are the College's mission and goals used to guide planning, inform program and curriculum development, and evaluate institutional effectiveness?

Standard 2

- What are the relationships between CUNY's Master Plan, Compact, and Performance Management Process and KCC's Strategic Plan?
- To what extent do KCC's long range and annual planning processes involve a wide range of college constituencies?
- How clearly delineated is the resource allocation process?

- Who allocates the resources?
- What role does College governance play in the planning process?
- What role do the mission and goals play in setting priorities for resource allocation?
- What degree of flexibility does the College have in allocating resources?
- Who reviews the allocation plan and how often is it revised?
- Who monitors the use of the allocated resources at each level of the College?

- What evidence is there that resources are allocated in a manner consistent with the Strategic Plan? (**ANSWERED WITH DOCUMENT)**
- What mechanisms are in place to evaluate the effectiveness of planning and resource allocation?

Standard 3

Human Resources

- What efforts does KCC make to ensure adequate human resources to achieve its mission and goals?
  - How are KCC's human resource needs determined?
  - How well does the College meet these needs?

Financial Resources

- What efforts does KCC make to ensure adequate financial resources to achieve its mission and goals?
  - What are the financial resources available to the College?
  - How does KCC develop, revise, and update its long-term financial projections to reflect changes in curriculum and enrollment? How are the projections evaluated?
  - What role do regular audits play in monitoring financial transactions?

Technical Resources

- What efforts does KCC make to ensure adequate technical resources to achieve its mission and goals?
  - How does the College determine technology needs for student, faculty, and administrative use?
  - Is there a formal implementation and assessment plan for technology? Is there feedback from the units/departments as part of this plan?
  - How does the College's process for the acquisition, maintenance, and replacement of technology and equipment assure adequate support for the educational mission?

Physical Facilities Resources

- What efforts does KCC make to ensure adequate physical resources to achieve its mission and goals?
    - Does KCC have a comprehensive facilities master plan to support the mission of the College that is linked to programmatic and operational requirements? How often is it assessed and revised, and by whom?
    - How does the College include maintenance of the physical facility into its financial plan? How does the College maintain and upgrade its facility resources?
    - How does the capital budget plan support KCC's mission and goals?
    - How is space allocated to fulfill KCC's mission and goals?

Standard 4

- Structure: What are the respective roles of the KCC and CUNY governance systems?
- Constituencies: How does KCC's governance system define appropriate roles in the decision-making process and ensure participation for all constituents? Are there written policies outlining governance responsibilities of administration and faculty? Does the student body have adequate input into the governance system and does it represent their interests and concerns within the context of the institutional mission?
- Communication: How transparent is the governance system to the college community? Is there a transparent process for the selection of governing body members?
- Assessment: Are periodic assessments conducted of the effectiveness of the institutional governance body in shaping and carrying out its missions and goals? Do these periodic assessments track, measure, and evaluate any actions/changes generated by the governance body?

Standard 5

- What are the qualifications of the college's administrative leaders for the jobs and responsibilities they hold? To what extent are they appropriate for their roles? How clearly documented are the lines of authority and organization?
- To what extent do administrators have the appropriate support, technology, information systems, services, and staff necessary to carry out the mission and goals?
- How does the administration ensure that the policies and procedures are implemented properly? What are the mechanisms for the dissemination, implementation, and review of policies?
- How effectively can department chairs carry out their roles under the current system, and what barriers or supports impact their efforts?

- How are administrative operations reviewed? How has the college defined effectiveness, and what evidence does it use to assess its effectiveness? How has the administration responded to these assessments in ways that improve its delivery of services?

Standard 6

- How are existing policies and procedures publicized? How does the College ensure that they are applied equitably to all constituencies at the College? How are they assessed? How often?
- Through what policies or procedures does the College foster a climate of open academic inquiry? How does it protect academic freedom?
- What policies and procedures address violations of academic integrity? How does the college inform and educate the community about academic integrity? (**ANSWERED WITH DOCUMENT)**
- Through what policies or procedures does the College protect intellectual property rights generally? (**ANSWERED WITH DOCUMENT)**
- What policies and procedures ensure the avoidance of conflict of interest or the appearance of conflict of interest? (**ANSWERED WITH DOCUMENT)**
- How does the College ensure fairness and diversity in the recruitment, hiring, evaluation, support, promotion, tenure, reappointment, dismissal, and retention of faculty (full- and part-time) and staff?
- How does the College promote fair and equitable processes for the recruitment and admission of students—including those with disabilities—to all degree programs?
- What evidence is there that students are given fair and equal consideration for financial aid and access to student services?
- How does the college ensure that student grievance and appeals policies are effective, consistent, impartial, and fair? How does the college ensure student disciplinary cases are handled in a consistent and equitable manner?
- How does the College ensure that required and/or elective courses in programs of study are scheduled to facilitate timely completion of degree requirements? How does the College ensure that necessary services are provided (e.g., library, technology, academic advising) to support timely completion of degree requirements?
- What does the College do to ensure access to its catalog? Does the College's web page provide an index or guide to the online catalog? Are copies archived as sections of the catalog are updated? How does the College ensure the accuracy of the catalog?

Standard 7

- How is success defined and measured for the College's mission and goals? Is the college effective at meeting them?
- To what extent is the institutional assessment, including the CUNY Performance Management Plan (PMP), aligned with the College's mission and goals? (**ANSWERED WITH TABLE AND BRIEF NARRATIVE)**
- How effectively does the college use the CUNY PMP in institutional assessment, improvement, and renewal?
- How does the college leadership demonstrate support for and foster a culture of assessment? What is the level of college commitment for assessment in terms of guidance and resources? Is there collaboration between faculty and administration in assessment?
- Does the college effectively manage assessment activities and, when necessary, modify the assessment plans? Is there sufficient and effective administrative support for institutional assessment?
- How are assessment results shared with appropriate constituencies?

Standard 8

- How has the college managed the demand from potential freshman and transfer students within the CUNY system in a way that recognizes the limited resources of the college?
- How does the College ensure that current and prospective students have accurate and comprehensive information about academic programs and policies, basic skills, and financial aid?
- Are statements of expected student learning outcomes and information on institution-wide assessment results available to prospective students?
- What programs help new students successfully make the transition into the College?
- How successfully has the College taken into account student attributes in the planning of appropriate changes in policies and practices (for example, enrollment management, skills assessment, developmental education, advisement) that affect student admission and retention?
- How effective have KCC's efforts been to improve student retention? How are the College's programs guided by institutional assessments?
- How do the College's financial aid and other related institutional policies influence student enrollment and retention?

Standard 9

- To what extent has the College been successful at informing students, faculty, and staff about the wide range of student support services available at the college?
- What is the evidence that student support services such as advising, counseling, tutoring, career development, student life, library, financial aid, bill payment, child care, the Women's Center, athletics and recreation, access-ability, and technology are effective at meeting the wide-ranging needs of KCC's student population?
- To what extent are students aware of the procedures for filing a grievance or complaint? How does the College provide information on these procedures?
- What policies and procedures are in place to ensure the safe and secure maintenance of student records and to ensure that the release of student information is in compliance with FERPA regulations?

Standard 10

- Are Kingsborough's standards and procedures for the evaluation of faculty and instructional staff (full time, adjunct, Higher Education Officer series, College Lab Technician series, and graduate fellows) -- including appointment, reappointment, promotion, tenure, and dismissal -- equitable and clearly articulated? Are these standards and procedures applied consistently for all faculty and staff members?
- How does the College ensure that the faculty and other professionals are appropriately qualified?
- What professional development activities are available to assist faculty with their teaching, research, and scholarship? What evidence exists of faculty productivity in research and scholarship? What supports are available to faculty? How is research/scholarship shared within the community?
- How effectively is the faculty involved in the creation and continuous review of the curriculum? (describe the process of curriculum development)
- How does the College encourage and support academic freedom and what measures are taken to ensure that the College's policy on academic freedom is effectively communicated and adhered to?
- How are faculty attitudes and satisfaction assessed? How are results used to inform planning?

Standard 11

- How does the College ensure that its educational offerings are consistent with the mission?

- (a) Do all majors and degree programs have learning outcomes that are clearly stated and easily accessible by students? (b) Are assessments being used to ensure students' achievement of learning outcomes and to improve or change courses?
- How does the College develop new degree programs in response to potential student needs and demands?
- How does the college curriculum promote transfer and/or job success of graduates?
- What evidence exists that graduates are well-prepared academically: (a) to find employment in the areas of their majors and (b) are provided with clear and widely posted transfer policies in order to transition into baccalaureate programs?
- How does the college ensure educational effectiveness regardless of delivery mode?
- What support services are in place to support educational effectiveness?

Standard 12

- What is the history of KCC's general education requirements, reforms, and the development of the CUNY Pathways initiative? How are general education requirements communicated to students? How successful is Kingsborough in communicating accurate general education to students?
- How is Kingsborough's curriculum designed so that students acquire and demonstrate competency in essential general education skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency?
- In what ways are values, ethics, and diversity incorporated into the educational experiences of students in coursework throughout the curriculum?
- In what ways are general education and major programs connected and integrated across the curriculum?
- How are general education outcomes assessed and what evidence is there that such assessment results are utilized for curricular improvement?

Standard 13

Developmental Education

- What procedures exist for identifying students who are not fully prepared for college-level study and referring these students to relevant courses? How effective are these procedures?
- How well do the programs in developmental education and related support services in writing, mathematics, and reading help students transition to credit bearing courses and remain on track to receive degrees?

- To what extent have the College's innovative programs improved the rate at which students progress from basic skills to college level courses? (e.g., Learning Communities, ALP, math initiatives)

Certificate Programs

- Are certificate programs at the college consistent with the institutional mission? Do these programs have clear and published goals, objectives, expectations of student learning, and curricular sequences? Are they administered and periodically evaluated under established institutional procedures?
- Where relevant, are these programs comparable and transferable to degree programs and consistent with national criteria?
- What support services are available for students enrolled in certificate programs and how effective are they?
- How are student skills, knowledge, and competency levels measured in certificate programs?

Non-Credit/Continuing Education Offerings

- What evidence exists that shows non-credit/Continuing Education offerings are aligned with the College's mission and goals?
- What measures ensure that non-credit/Continuing Education courses are consistently created, reviewed, administered, and evaluated with clear goals, objectives, and expectations of student learning?
- When applicable, what procedures ensure that non-credit/Continuing Education courses are compatible and transferable to degree programs?

Collaborative Programs

- How effectively are collaborative programs monitored for adherence to College standards, including quality of instruction, academic rigor, and educational effectiveness? (e.g., The Kingsborough Early College Secondary School, College Now)

Distance or Distributed Learning

- How well do departments monitor online offerings to ensure that they meet departmental standards concerning learning goals, academic rigor, and educational effectiveness?

Standard 14

- Does the college disseminate clearly worded statements of expected student learning outcomes at the institutional, program, and course levels? Are these outcomes integrated with one another?
- How well is the college able to assess students' competencies in general education and other programs that aim to foster student learning and development (such as integrative learning in learning communities)?
- How effective is the assessment of student learning outcomes at the degree program level? What is the evidence that expected student learning outcomes are being achieved? Do the academic program reviews reflect these assessments?
- How are results of the college's academic assessment process used to inform curriculum development and revision, and pedagogical strategies?
- How are assessment results, and subsequent changes to policy, curriculum, and teaching being documented and communicated to the college community?
- Does the college's assessment program include realistic guidelines and timetables, and does it have sufficient simplicity, faculty ownership, and administrative support to be sustainable?
- What changes have been implemented as a result of the college's periodic evaluation of the effectiveness and comprehensiveness of its student learning assessment process?

INVENTORY OF SUPPORT DOCUMENTS AND OTHER RESOURCES

	Standard												
Documents	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Academic Advisement Newsletter								x	x		x		x	
Academic Advising Form									x		x			
Academic Dismissal Policy						x			x					
Academic Integrity Policy (CUNY)						x				x				
Academic Personnel Practice Policy (CUNY)						x				x				
Academic Program Reviews											x			x
Access-Ability Documents - Mission Statement, Accomodations and Documentation Procedures						x		x	x				x	
Accreditation Report						x								
ACE/ESL dynamic assessment report											x			
Administrator Biographies		x		x	x	x								
Admission and Retention Policy						x		x						
Admissions Information Documents								x						
Affirmative Action Policies						x				x				
Annual Crime Stats						x								

	Standard													
Documents	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Annual Security Report						x								
Articulation agreements											x			x
Aspen Prize for Comm. Coll. Excellence Application							x							
Center for Civic Engagement - Information for Students and Faculty, Community Partners, Activities								x			x		x	
Center for Workforce Training Reports							x		x				x	
College Advancement Reports - Grants received							x			x				
College Assessment Committee Minutes							x							x
College Catalog	x			x	x	x		x	x		x	x		
College Council - Instructional Committee documents										x				
College Council Constitution	x	x	x	x	x	x	x	x	x	x	x	x	x	x
College Council Minutes	x	x	x	x	x	x	x	x	x	x	x	x	x	x
College Discovery Documents								x	x				x	
College Now Documents								x	x				x	
College Website	x	x	x	x	x	x	x	x	x	x	x	x	x	x
College-wide Personnel and Budget Committees reports		x	x							x				
Community College Survey of Student Engagement						x	x		x		x	x	x	
Complaint Procedure - student grievances and appeals						x			x					
Conflict of Interest Policy (CUNY)						x								
Continuing Education Registration System (CERS)													x	
CUNY Bylaws				x	x	x				x				
CUNY Common Core / Pathways								x			x	x		x
CUNY governance documents					x	x				x				
CUNY Graduate employment database											x		x	
CUNY Library services									x	x			x	
CUNY Manual				x	x	x				x				
CUNY Master Plan	x													
CUNY Mission	x													
CUNY OIRA reports													x	
CUNY Research Foundation Grant documents										x				x
CUNY Student Experience Survey						x	x		x		x	x	x	
CUNY Trustees bylaws						x				x				
Curriculum Committee minutes											x	x		
Decision Tree for Assessment of Integrative Thinking														x
Department Personnel and Budget Committees reports		x	x							x				
Department Websites											x			
Departmental Assessment Reports								x			x	x		x
Departmental Job Descriptions										x				
Departmental Organizational Charts										x				

	Standard													
Documents	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Discussion with Admissions Information Center regarding recruitment, advertising and PR						x								
Discussion with Admissions Office regarding catalog						x								
Discussion with College webmaster regarding catalog						x								
Discussion with KCC Foundation regarding recruitment, advertising and PR						x								
Discussion with Office of College Advancement regarding recruitment, advertising and PR						x								
Discussion with President regarding policies and procedures						x								
Discussion with Provost regarding policies and procedures						x								
Discussion with Registrars Office regarding catalog						x								
Employee Discrimination Complaint Procedure				x		x				x				
Equal Opportuny Compliance and Diversity Policy						x								
Ethical Behavior Handbook (KCC)						x								
Events and Workshops Documents - Major Fair, Transfer Day, Financial Aid Workshops, New Student Orientation								x	x					
Faculty Experience Survey										x				
Faculty Forum brochures										x				x
Faculty Handbook						x				x				
FERPA documents						x		x						
Financial Aid Policy (CUNY)						x			x					
Freshman Services Documents								x	x					
General Education Committee minutes											x	x		
Grade Change Policy						x			x					
Guidelines and Protocols for Teaching Online/Hybrid Courses											x		x	
Henderson Rules of Student Conduct						x		x						
Honors College Reports							x				x		x	
Human Resources webpage						x				x				
Industry Certification Passing Rates for Certificate Programs													x	x
Information Literacy reports - ALA											x			
Intellectual Property Policy (CUNY)						x				x				
Interview with Profs. Carlos Arguelles and Betsy Tompkins - library workshops									x		x		x	

	Standard													
Documents	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Interview with course/program coordinators											x		x	
Interview with Provost David Gomez regarding proper implementation of policies					x	x								
Interview with Director of Accelerated Learning Program											x		x	
Interview with Director of AHRC program													x	
Interview with Director of Liberty Partnership													x	
Interview with Director of Opening Doors LC											x		x	
Interview with Director of Summer/winter immersion program													x	
Interview with VP Peter Pobat regarding proper implementation of policies					x	x								
Interview with Program coordinators for developmental courses											x		x	
IR - Data Book		x	x			x		x	x	x	x			
IR - Data Reports	x	x	x	x	x		x	x	x	x	x	x	x	x
IR - Quick Facts and Trends		x	x			x		x	x	x	x			
Justice Academy report											x		x	
KCATT documents										x				
KCC Annual Report							x							
KCC Goals	x													
KCC Grants office										x				x
KCTL - Faculty Interest Groups descriptions										x				
KCTL - Mission Statement										x				
KCTL - SoTL documents										x	x			x
KCTL - Workshop descriptions										x				
Kibee Library - services									x	x			x	
Kibee Library - workshops									x	x			x	
Kingsborough Digest						x								
Learning Communities Reports								x		x	x		x	x
Liberal Arts Assessment Form												x		x
MDRC Reports							x	x	x	x				x
Men's Resource Center Documents								x	x				x	
Mission Statement	x		x	x	x	x	x	x	x	x	x	x	x	x
Multiple Position Form						x								
NCLEX passing rates											x		x	x
New Start program documents									x		x			
Noel Levitz Survey											x		x	
Non-Discrimination Policy						x								

	Standard													
Documents	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
NYS Domestic Violence in the Workplace Policy				x		x				x				
Office of Financial Aid website						x			x					
Online education documents										x	x		x	
Organizational Chart - Academic Affairs				x	x				x	x	x	x	x	x
Organizational Chart - Budget		x	x	x	x									
Organizational Chart - College Advancement		x		x	x									
Organizational Chart - Enrollment Mgmt				x	x			x						
Organizational Chart - Finance & Admin				x	x	x								
Organizational Chart - Financial Aid				x	x	x								
Organizational Chart - Human Resources				x	x	x								
Organizational Chart - Institutional Research				x	x		x							x
Organizational Chart - Overall				x	x									
Organizational Chart - Student Affairs				x	x				x				x	
Organizational Chart - Student Life				x	x								x	
Pathways documents											x	x		
Performance Management Report		x	x	x	x	x	x	x	x	x	x	x	x	x
Periodic Review Report		x	x				x							
Perkins Grant Reports							x							
Policy Against Sexual Harassment				x		x				x				
Policy on Violence in the Workplace				x		x				x				
President's Faculty Innovation Award documents										x				x
President's Scholarly and Applied Research Award documents										x				x
Procedure for Reasonable Accomodation						x				x				
Promotion and Tenure Criteria						x				x				
PSC-CUNY Academic Freedom Committee documents						x				x				
PSC-CUNY Collective Bargaining Agreement						x				x				
PSC-CUNY Website						x				x				
PTA exam passing rates											x		x	x
Reappointment and Tenure Committee documents						x				x				
Retention and Graduation Policy						x		x						
Roadmap to Success								x	x		x			
Search Committee Documents		x	x							x				
Sexual Assault Policy and Procedure				x		x				x				
Single Stop Brochure								x	x					
Strategic Plan	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Student Conduct - Policies, Rules and Regulations						x			x					
Student evaluations of teaching										x	x			x
Student Handbook						x		x	x			x		

	Standard													
Documents	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Student Learning Outcomes - Syllabi								x			x	x	x	x
Student Rights and Responsibilities						x			x					
Summary of Financial Aid (CUNY)						x			x					
Surveys about library workshops									x		x		x	
TIPS transfer system website									x		x			
Transfer to 4-year colleges reports											x			
TRiO Documents - Program Services and Expectations, Calendar of events, Tips for TRiO students						x		x	x				x	
University Faculty Senate blog										x				
University Faculty Senate of CUNY - Committee on Academic Freedom documents										x				
WAC documents										x				

GUIDELINES FOR WORKING GROUP REPORTS

The following guidelines will be given to the working groups:

- Since the Self-Study is a prose document, working groups should write a narrative of no more than 10-pages in length.
- In addition to the narrative, please also prepare a list of your main points in bullet form.
- APA style guidelines should be used for references and style elements.
- The document should be written in the active voice.
- All terms specific to the College should be defined.
- You should try to answer all of the guiding questions, but the *Fundamental Elements* are not a checklist for determining whether or not the College meets the standards. Instead, you should develop an assessment of the totality of these elements and how the College meets each standard as a whole. In your report you should identify the College's strengths in meeting the standards, and also report any concerns regarding its ability to meet the standards.
- Working groups may propose suggestions (to improve practices and outcomes) or recommendations (to ensure compliance with Middle States standards). Please be sure that all suggestions or recommendations are based on evidence given in the narrative for that standard.

SELF-STUDY TIMETABLE

The timetable was developed by working backwards from the time of the team visit in Spring 2016 and identifying the milestones that would need to be met for the College to be adequately

prepared for the visit. This timetable allows adequate time for preparation of the Self-Study report and to gather the supporting documentation. During Spring 2014, the working groups are further identifying sources of information to answer the research questions, gathering that evidence, designing surveys to be fielded in the fall, and gathering thoughts that will later be put into writing.

SUMMER 2013	• MSCHE reminds institution of the pending evaluation and invites it to the Self-Study institute.
FALL 2013	• Self-Study Institute was held to orient institutions beginning self-study. • Steering Committee Chair(s) and members chosen. • MSCHE staff liaison schedules self-study preparation visit to the institution.
SPRING 2014	• Institution chooses its self-study model. • Institution determines types of working groups that will be needed. • Draft self-study Design finalized, including charge questions for working groups. **APRIL 1, 2014**
SPRING 2014 / FALL 2014	• MSCHE staff liaison conducts self-study preparation visit. **MAY 6, 2014** • Staff liaison approves institution's self-study design.
FALL 2014 / SPRING 2015	• Steering committee oversees research and reporting by working groups. • Working groups involve the community. • Working groups submit reports. **DRAFTS JANUARY 1, 2015**
2015	• MSCHE selects the evaluation team Chair, and the institution approves the selection. • Chair and institution select dates for team visit and for the Chair's preliminary visit. • Institution sends a copy of the self-study design to the team Chair.
SPRING 2015	• MSCHE selects evaluation team members. • Steering Committee receives drafts text from working groups and develops a draft self-study report.
FALL 2015	• Campus community reviews draft of self-study report. • Evaluation team Chair reviews draft self-study report. • Institution's governing board reviews draft of self-study report. • Institution sends draft self-study report to evaluation team Chair, prior to Chair's preliminary visit. • Team Chair makes preliminary visit at least four months prior to team visit. • Institution prepares final version of the self-study report.
2016	• Institution sends final report to evaluation team and to MSCHE at least six weeks prior to team visit.
SPRING 2016	• Team visit. • Team report. • Institutional response.
SUMMER 2016	• Committee on Evaluation Reports meets. • Commission action.

PROFILE OF THE EVALUATION TEAM

Kingsborough Community College would benefit most if the team collectively were to bring the following background and expertise:

- Understanding the context of a large, urban community college
- Kingsborough Community College is a constituent of a comprehensive university system, and approximately 70% of KCC student enrollments are in transfer-oriented programs. While experience with career and workforce development programs is important, an understanding of the role of a community college in preparing students for transfer to upper-division institutions is critical
- KCC's signature pedagogy is embodied by its Learning Communities programs. Faculty, student service professionals, and administrators who have experience with this mode of instruction would be desirable as evaluators
- Perspective on financial management and strategic planning within multi-college or multi-campus systems
- Knowledge about best/innovative approaches to developmental education, curriculum, teaching, and the supports needed to maximize student success
- Experience using assessment results to improve student learning outcomes
- Understanding of faculty and staff roles in an environment with collective bargaining and tenure-bearing tracks
- Experience with a predominantly doctorally prepared community college faculty that has publishing requirements for tenure and advancement.

While Kingsborough Community College serves an urban population, its programs and other characteristics make it comparable to a number of suburban colleges as well. Several excellent colleges have missions and demographics that are similar to Kingsborough, and would be seen as appropriate peers from which evaluators could be drawn. Examples of them are:

<u>Urban Colleges</u>

- Community College of Allegheny County (PA)
- Erie County Community College (NY)
- Harrisburg Area Community College (PA)
- Monroe Community College (NY)
- Onondaga Community College (NY)

<u>Suburban Colleges</u>

- Anne Arundel Community College (MD)
- Bergen Community College (NJ)
- Brookdale Community College (NJ)
- Community College of Baltimore County (MD)
- Montgomery College (MD)

- Montgomery County Community College (PA)
- Union County College (NJ)

GLOSSARY

Accelerated Learning Program (ALP): An innovative program designed to advance students through Developmental English and Freshman Composition more quickly by inviting students whose placement is in the upper Developmental Writing course to register into Freshman Composition, and providing additional support via a companion course.

Achieving the Dream: Kingsborough is a member of the Achieving the Dream, a national network of community colleges allied to promote institutional change and improve student outcomes.

ACEN (formerly NLNAC): Accreditation Commission for Education in Nursing

Center for Economic and Workforce Development (CEWD): An entity within CUNY that provides under- and unemployed residents with the training and skills necessary to advance their current careers or continue toward achieving a higher educational goal.

College Council: The on-campus governing body of Kingsborough Community College. It is responsible, subject to the guidelines established by the Board of Trustees of the City University of New York, for the formulation of policy relating to the admission and retention of students, including health and scholarship standards, student attendance, curricula, and the award of college credit. The faculty reserves the right to confer degrees. The Council makes its own by-laws, consistently with the policies and regulations of the Board of Trustees, and conducts the educational affairs customarily cared for by a college faculty. The College Council membership consists of chairs and faculty elected by the academic departments, delegates-at-large elected from the instructional and support staff, and officers of the student government.

College Now: A program enrolling high school juniors and seniors designed to smooth their transitions to college. Depending on their academic skills level, students are offered developmental instruction of college-level courses. Instruction takes place at the high schools, outside of regular school hours.

CCCSE - Identifying and Promoting High-Impact Practices in Community Colleges: A program of the Center for Community College Student Engagement that colleges use as a catalyst for planning and instituting best practices.

CUNY: The City University of New York is a system of 24 colleges and schools offering degrees at the Associate, Baccalaureate, and graduate levels.

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

CUNY Compact: This funding mechanism for the university seeks to provide stable funding through a balance of public allocations, private philanthropy, operational efficiencies, revenues from increased enrollment and modest, predictable tuition increases.

Fund for the Improvement of Postsecondary Education (FIPSE): A grant program of the U.S. Department of Education that provided funding for KCC's project, *The Community College Jigsaw*, in which the College mentored four community colleges in adapting Kingsborough's collaborative model for sustainable student-centered institutional change.

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

Kingsborough Center for Teaching and Learning (KCTL): A faculty-owned center that supports and promotes faculty exploration and dialogue regarding professional development, including best practices, particularly those that incorporate innovative and integrative pedagogical methodologies.

Kingsborough Early College Secondary School: A small school where students may have the opportunity to earn an Associate's Degree during their time in secondary school.

Learning Communities: Programs in which faculty collaborate to thematically link two or more courses that enroll a common cohort of students. KCC has three learning community programs: *Opening Doors*, primarily for entering students, *ESL Learning Communities*, and the *Integrative Studies Program*, for continuing students in selected majors.

Pathways: A CUNY initiative that establishes new general education requirements and transfer guidelines across the University. The centerpiece of this system is a 30-credit general education Common Core. Once fulfilled at one CUNY college, these general education credits will carry over if a student transfers to another CUNY college. Pathways also aligns gateway courses for a number of popular majors.

Performance Management Process (PMP): A CUNY process to promote accountability and improvement, which requires Kingsborough to set performance targets for University goals,

goals for community colleges, and college focus area goals. At the end of each academic year, the College reports its progress meeting those goals, and sets goals for improvement for the following year.

White House Education Summit: In 2014, Interim President Suss was invited to attend a summit of higher education leaders at the White House. Each college was asked to make specific commitments to enhance student success. Consistent with its Strategic Plan, KCC made commitments to increase student success in developmental Mathematics through a variety of initiatives.

Writing Across the Curriculum (WAC): A program that certifies faculty to teach writing intensive sections of courses, emphasizing the development of writing skills in many disciplines. All degree-seeking students are required to complete one WAC class before graduating.