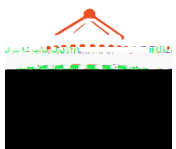


1.



I. Institutional Overview

About KCC

Kingsborough Community College (KCC) is the only community college in Brooklyn, New York, the largest and most populous borough of New York City. As one of the 25 units of the City University of New York (CUNY), KCC offers learners the opportunity to earn Associate in Arts, Associate in Science, and Associate in Applied Science credentials in over 35 programs and four certificate programs. Most students (over 60%) receiving a degree transfer to a four-year institution within CUNY. Founded in 1963, KCC is dedicated to serving the educational needs of its 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 our student body with 52.7% of students from underrepresented groups. Throughout the College, there is a strong commitment to ensuring students are successful in their academic endeavors and developing well-rounded, informed individuals that contribute to the communities they interact with. As a result of this commitment, Kingsborough has one of the highest CUNY community college graduation rates (the Fall 2017 cohort had a 35.0% three-year graduation rate and a 39.5% four-year graduation rate) and has been recognized as one of the top ten community colleges by the Aspen Institute.

KCC's Mission, Vision and Values

Since our last self-study, KCC's Mission has been updated and a Vision and college Values have been developed. Several college-wide open sessions were held to gather input on revisions of the Mission and Vision. In addition, the college governing body, known as the College Council, developed the Values. In May 2019, the following revised version of the Mission, Vision, and Values was approved by college governance:

Mission

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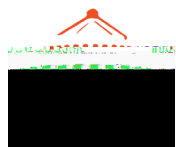
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Kingsborough Community College responds to the needs of its diverse community by offering high quality, affordable, innovative, student-centered programs of study that prepare graduates for transfer and the workforce. The college strives for equity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

Vision

Kingsborough Community

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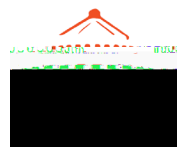
In addition, KCC has articulated clearly-stated student learning outcomes that have been approved by college governance. The outcomes are:

- x Gather, interpret, and assess information from a variety of sources and points of view
- x Evaluate evidence and arguments critically or analytically
- x Produce well-reasoned written or oral arguments using evidence to support conclusions
- x Apply quantitative reasoning skills to solve problems
- x Demonstrate knowledge of human cultures and the physical and natural world through the study of:
 - o World Cultures and Global Issues
 - o U.S. Experience in its Diversity
 - o Creative Expression
 - o Individual and Society
 - o Scientific World
- x Describe civic engagement and its importance in a global society

Context for Changes and New Developments at KCC

Many higher education institutions, particularly community colleges, have experienced enrollment decline. For CUNY Community Colleges, enrollment peaked in 2014 with a total of 99,958 students, which has decreased to 67,479 students (degree and non-degree)

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Because enrollment serves as a major revenue stream, the College is looking for ways to make Kingsborough a place that students want to attend and see the value in attending. As a nationally-recognized engine of economic mobility, Kingsborough Community College understands the importance of expanding our reach to those who may not be able to easily access the many benefits of a college education.

In addition to seeking out ways to increase enrollment, the College also

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Additionally, over the past few years the College has made efforts to upgrade and modernize the campus. COVID campus closure provided an opportunity to address concerns raised through means including KCC's Faculty and Staff Satisfaction Survey and make repairs and improvements to our facilities. Bathrooms were upgraded with touchless faucets and hand dryers were installed; hallways and classrooms were painted; new furniture was added to the cafeteria seating area; and the faculty and staff dining room was upgraded. In addition, a number of classrooms were upgraded to accommodate HyFlex course delivery.

Beyond improvements to the Manhattan Beach campus, KCC opened its first satellite campus in 2022. Located in Cypress Hills, Brooklyn, this location has two classrooms and an office space and will offer credit and non-credit courses, including KCC's credit-bearing Student Development course, Career and Life Planning.

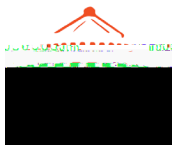
Support for Faculty & Staff

To further support our minoritized faculty and staff, the Historically Underrepresented Faculty and Staff Resource Center (HURFS-RC) was created in 2019. The purpose of HURFS-RC is to address barriers to 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 resource.

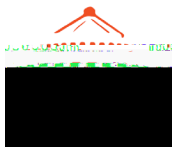


Data and Assessment

To promote a culture of assessment and data informed decision making, KCC has devoted greater energy to its assessment processes since our last self-study. The Office of Institutional Research and Planning was renamed to the Office of Institutional Effectiveness, and similarly increased its scope of work to support regular, systematic assessment of all areas of the College. Assessment of student learning at the programmatic level and General Education assessment have become more standardized so that data can be collated and shared in a more uniform

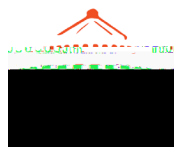


New Programs and Articulations

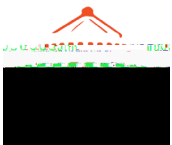


regional elected officials, employers, and community-based organizations (CBOs) through the newly-created Community Partnership database. This database contains data about external partners, including the primary point of contact and information about past and current programs, reducing confusion and repetition. In 2022, the Kingsborough Bridges to Opportunity Network (K-BON) was created to formalize partnerships with local CBOs with the mission prioritizing the health, educational, and employment needs of local residents by identifying needs, proposing solutions, and implementing new or refining existing programs.

Developmental Education



students. The current model consists of four Advisement Academies, each focused on disciplinary clusters or meta-majors: Liberal Arts & Humanities, Business, Health Sciences & STEM, and Education & Justice.



II. Institutional Priorities to be Addressed in the Self Study

In a series of meetings, the Steering Committee discussed the institutional priorities that would guide the self-study. During these discussions, we took into consideration the priorities identified in our 2021-2025 Strategic Plan ay001 Tw 0c 0 Tw217 Td(P)-A2

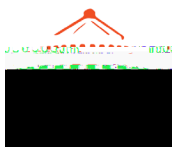


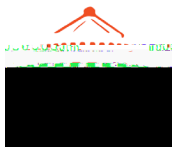
III. Intended Outcomes of the Selfstudy

The Steering Committee identified the following outcomes for our self-study. These outcomes were shared with Senior Staff for feedback and final approval.

- x Demonstrate how the institution currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation
- x Focus on continuous improvement in the attainment of the institution’s mission and its institutional priorities
- x 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
- x Utilize the findings from our self-study process to create an action plan for 2026-2030 that aligns with our strategic plan and CUNY’s master plan

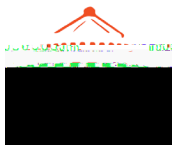
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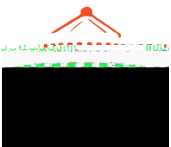


Working Groups (Confirmed As of 5/31/2023)

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
Shoshana Friedman	Associate Professor, Mathematics
Dawn Levy	Associate Professor, Business
Gavin Ireland	Student Life International Student Director, Enrollment Management
Tracy Steffy	Assistant Professor, History, Philosophy, and Political Science
Standard 2: Ethics and Integrity	
Co-	



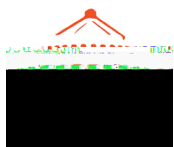
Standard 4: Support of the Student Experience



Celeste Creegan	Higher Education Officer, Environmental Health and Safety Director
Carlos de Cuba	Associate Professor, Communications & Performing Arts
Mark Eaton	Associate Professor, Library
Barbara Fairweather	Higher Education Associate, Academic Affairs, Administrative Manager
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 Cavaliere, Institutional Effectiveness Manager	
Name	Title/Department
Michael Rosson	Professor, Library

Lines of Inquiry

During the Fall 2022 and Winter 2023 semesters, the co-chairs of the seven working groups met. During the six meetings, lines of inquiry for each standard were developed. The co-chairs developed a series of overarching questions for each standard. They also developed sub-questions to assist their working groups in gathering the evidence required to prepare drafts of their section of the self-study. In addition, the co-chairs indicated the evidence they would need.



fair, impartial, avoid conflicts of interest or its appearance, and allow for prompt and equitable

- x How does the College provide evidence to show how its publications and communications with internal and external constituents?
- x What is the evidence that the College promotes affordability and empowers students to understand and
- x How does Kingsborough Community College demonstrate compliance with applicable federal, state and
- x How does the College assess its policies and processes and the implementation of these policies and processes?

Opportunities for Connections with Students: Invite students from SGA and student leadership to attend meetings to discuss appeals process and other policies and procedures.

Standard III- What practices do we currently implement to ensure that faculty members are qualified and provided with professional development experiences to design, maintain, and assess high-quality learning environments?

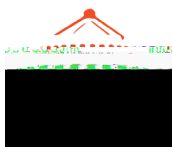
- x How are student educational opportunities provided by third party providers approved, reviewed and assessed?
- x What evidence is there that all academic programs are designed for coherence and synthesis of
- x Where and how are programs of study described, and what processes ensure the descriptions are clear,
- x What systems are in place to ensure that courses are offered when students need them to move
- x What assurances are present to ensure (confirm/certify) students make sufficient academic progress?
- x What evidence is there that our required core general education courses are designed to be expansive
- x What is the process for periodic review and assessment practices for all programs providing learning

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Opportunities for Connections with Students Invite representatives from student clubs and groups; Conduct focus groups on satisfaction with courses.

Standard IV- What are the student support services and programs offered? How are the programs assessed and results reported?

- x What third-party platforms are used in supporting the student experience? How do they impact student success and how is their effectiveness assessed?
- x Where is data about the student experience stored? What is the process by which the data is secured and which access to this data is garnered?



- x How does the College use assessment data to consistently strengthen student support services and enhance the student experience? Based on a review of the College's current evidence, what are the data gaps and what are the opportunities for improvement?
- x How effective are the policies, procedures, and processes of KCC and CUNY in supporting student success?
- x How are policies and practices integrated through the entire student experience, (including recruitment, admission, academic success, completion, and post-completion placement for all educational offerings and modalities)?
- x What opportunities exist for continuous improvement and enhancement of student support efforts?

Opportunities for Connections with Students: Invite representatives from student clubs and groups (e.g., NYC Men Teach, Military & Veterans Affairs, etc.) to meetings; recruit student workers to assist with collecting and interpreting input from students; conduct focus groups on satisfaction with student services

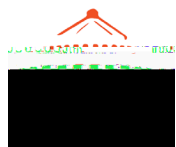
Standard V- Educational Effectiveness

- x How does the College implement an effective assessment process that demonstrates accomplishments and continuous improvement?
- x How successful is the College at fostering a culture of assessment and faculty support for continuous improvement?
- x How does the College implement its systemic assessment process and measure student learning outcome across levels (course, program, pathway, and institution) as well as implement data-informed change?
- x How are assessment results and their impact on policy documented and clearly and timely?
- x Assessment of assessment: How does the College review assessment practices to determine how effective they are?
- x Based on a review of the College's current evidence, what are the data gaps and what are the opportunities for improvement?

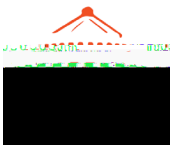
Opportunities for Connections with Students: Invite representatives from student clubs to meetings for their input and review

Standard VI- Financial Stewardship

- x How does KCC demonstrate and practice a culture of data-informed decision making that is linked to the mission, strategic priorities and CUNY system-wide goals?
- x How does KCC ensure the financial planning and budgeting processes at the College are aligned with both the institution's missions/goals and to the CUNY system-wide goals?
- x What strategies and data does KCC use to assess the appropriateness and efficiency of institutional resource allocation?
- x How does KCC develop, document, and communicate the resource allocation process (fiscal, operational, and programmatic)?
- x What are the decision-making processes, who is responsible and accountable for them, and what are the findings from assessment of these processes?



- x What are the processes used to determine the resources (staff, facilities, tech, infrastructure) for new initiatives (programs, courses, and services) and how are the resources aligned with college's mission and strategic %o CE] } CE] š] • M ®
- x What is the audit follow up process at the college, how does it address the management letter and



When developing their chapters, Working Groups should adhere to the following guidelines. The chapters should be

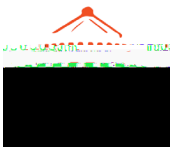
- x Written in active voice
- x Defining abbreviations at first use in the chapter (even if they may have been used in previous chapters)
- x No longer than 10 pages in length (assuming Calibri 11, one-inch margins, left justified, single-spaced)

They should be organized as follows:

1. Begin with a one to two sentence phrase to connect the Standard to the KCC context. Although each standard has specific lines of inquiry, phrased as questions, the chapter should not be a series of answers to all of the questions. Rather, the evidence and analysis should tell the “Kingsborough story” and help guide the future directions of the College.
2. An Introduction providing background information about KCC related to the Standard, including
 - a. Major initiatives or changes that have taken place since the last Middle States review
 - b. Any additional context that impacts the College’s ability to meet the Standard
3. An evidence-based analysis of how the College meets/does not meet the Standard, citing specific items that are part of the Evidence Inventory, so that:
 - a. Each assertion or conclusion is backed up by a piece of evidence
 - b. That piece of evidence is linked to an Appendix. During the draft development committees can use the placeholder “Appendix XX” which will be updated during the final report compilation
 - i. E.g., “General Education is assessed on a five-year schedule, with each department that has Pathways-approved courses evaluating one course per year (See Appendix XX for the five-year assessment plan)”
4. Opportunities/recommendations for ongoing institutional improvement and innovation, so that the chapter:
 - a. identifies the College’s strengths in meeting the standard
 - b. Highlights opportunities for improvement and recommendations for next steps, if applicable
5. Summary: a paragraph stating the major highlights of the chapter in the areas of meeting/not meeting the standard, supporting evidences and future improvements

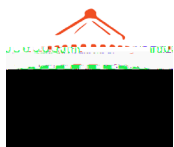
Once the rough drafts are ready for review, the Working Group co-chairs will be responsible for uploading the text and inputting their sources for their final Evidence Inventory





IX. Self Study Timetable

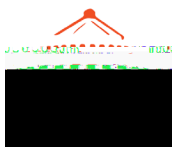
Semester	Activities
Summer 2022	
August 2022	x Self-study co-chairs (Steering Committee) selected
Fall 2022- Winter 2023	
October 2022- November 2022	x A co-chair from each standard and the self-study core group attend the Middle States Institute (MSI) x MSI attendees meet to review institute information and begin to formulate self-study work
December 2022- February 2023	x



Below is a rough timeline for developing and implementing the Communications plan:

Semester	Activities
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Spring 2023

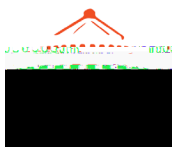


Passaic County Community College
Community College of Philadelphia
Community College of Baltimore County
Union County Community College
Baltimore City Community College
Delaware County Community College

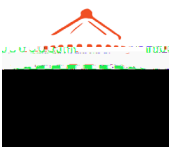
Top Programs by Enrollment

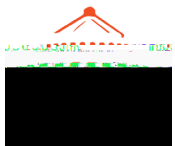
Based on KCC Fall 2022 enrollment data, the following degree programs have the highest enrollment, with over 300 students:

Degree Program	Enrollment
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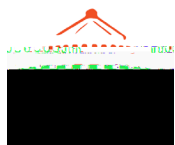


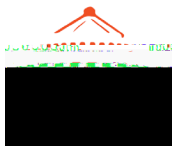
The Evidence Inventory Co-chairs will be responsible for ensuring that the uploaded evidence is appropriately uploaded and all the links between the text of the Chapter and the evidence in the Evidence Inventory are appropriately linked.



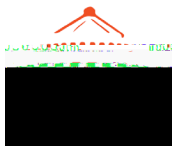


	<p>General Education website/Outcomes CUNY Pathways</p> <p>CUNY Coordinated Undergraduate Education (CUE) college documents</p> <ul style="list-style-type: none"> x https://www.kbcc.cuny.edu/faculty/cue/ x https://www.kbcc.cuny.edu/faculty/cue/cue_projects.html <p>College student support programs: SEEK, ASAP, etc.</p> <p>Reports from analyzing data</p>	<p>CUNY Master Plan (most recent) CUNY 5 YEAR CAPITAL PLAN https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/fpcm/departments/capital-budget/2021-22_CIP-Compiled-Digital_FINAL.pdf</p> <p>Agendas and minutes of CUNY Board Committee on Academic Policy, Programs, and Research</p>
<p>II: Ethics and Integrity</p>	<p>Links from college websites to relevant CUNY policies</p> <p>College-specific policies (as aligned with CUNY policies)</p> <p>Student Rights policies, Bill of Rights</p> <ul style="list-style-type: none"> x Student Rights Policies x CUNY Student Bill of Rights x Henderson Rules <p>Recruitment materials (students, faculty, staff) Surveys (satisfaction), institutional reports specific to this Standard, such as NSSE or COACHE</p> <p>Affirmative Action statements</p> <p>College office of diversity, equity, and inclusion</p> <ul style="list-style-type: none"> x Diversity, equity, and inclusion programming x Office of Equal Opportunity <p>Student Handbook</p>	<p>CUNY History</p> <p>CUNY Manual of General Policy</p> <p>Article I Academic Policy, Programs and Research</p> <ul style="list-style-type: none"> x Policy 1.02 Academic Freedom x Policy 1.03 Academic Integrity x Policy 1.24 Research Misconduct <p>Article VI Legal, Policy 6.04 Freedom of Information Law Compliance</p> <p>Article VI Legal, Policy 6.05 Intellectual Property</p> <p>CUNY Legal Affairs</p> <ul style="list-style-type: none"> x Intellectual Property x Copyright Materials x Academic Integrity Policy <p>CUNY Research Compliance</p> <ul style="list-style-type: none"> x Responsible Conduct of Research <p>CUNY Student Affairs</p> <ul style="list-style-type: none"> x Statement on the Freedom of Student Expression x CUNY Student Policies & Procedures





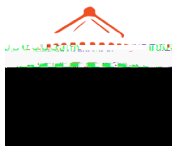
		CUNY Student Affairs Disability Services
III: Design and Delivery of the Student Experience	KCC Curriculum Committee Agendas, Minutes KCC Gen Ed Assessment Microsite or Pages on KCC Site KCC Gen Ed Requirements List of Accreditations - <ul style="list-style-type: none"> x KCC Accreditations Web Page x KCC Accreditations and Affiliations PDF KCC Pathways Pages	



Facilities space for research faculty

[IPEDS Human Resources \(HR\) reports](#)

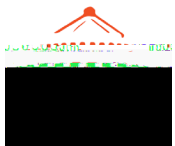
Professional development funding; travel funds; PSC funds

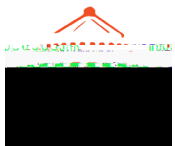


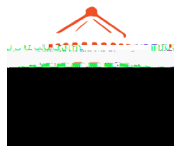
	<p>Institutional Effectiveness Plan</p> <p>Institutional Effectiveness assessment/report</p> <p>Guidelines, calendars, results, and reports of APR reviews, unit reviews</p> <p>Reports from academic assessment committees, nonacademic assessment (AES) committees</p> <p>College's PMP targets and reports</p>	<ul style="list-style-type: none"> x Single Stop College Initiative x Foster Youth College Success Initiative x CUNY TRIO Programs <p>CUNY Open Educational Resources (OER)</p> <p>CUNY Policy Compliance with Textbook Requirements of HEOA</p>
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IV: Support of the Website, Registrar, Student Handbook (18-19), Faculty Handbook, Advisor Handbook
 Student Experience

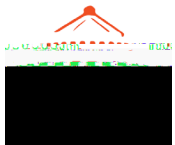
College admissions and proces.96 305.884.64 T.7 (n)2.3 (s)-1. g-053II



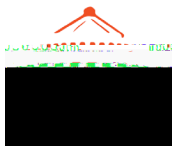




		CUNY University Student Senate (USS) CUNY PMP (including Data Book) ASAP Evaluation
V: Educational Effectiveness Assessment	Institutional and program learning outcomes, Gen Ed Assessment website Department and General Education assessment reports Degree maps/Curriculum maps Links to what parents and students see about learning outcomes, Gen Ed Data on success outcomes and how shared Consumer information page APRs Center for Teaching and Learning CUNY Coordinated Undergraduate Education (CUE) college documents Uses and assessments of Student Technology Fees Assessment reports describing improvements made as a result of assessment PMP cycle: annual realignment of college goals	<u>Manual of General Policy, Article 1 Academic Policy, Programs and Research, Policy 1.06 Academic Program Review</u> CUNY Academic Program Resources CUNY General Education Assessment CUNY Assessment Council CUNY Centers for Teaching and Learning Council CUNY-wide Remediation Reform (TBD) <ul style="list-style-type: none"> x Strong Start to Finish Grant x Mathematics Remediation x CUNY Office of Undergraduate Studies <ul style="list-style-type: none"> o Developmental Education o CUNY Immersion Program Evaluation <u>CUNY Office of Career Success Initiatives</u> Adult Learners at CUNY CUNY Experiential Learning



Examples of sharing assessment reports for peer review/faculty review and feedback outside of your college, working with assessment networks and associations



Capital Improvement Email Updates ®

KCC Budget Intranet Page ®

[IPEDS Human Resources \(HR\) reports](#)

