

CUE

**[Coordinated
Undergraduate Education]**

at

KINGSBOROUGH

2007-2008 Proposal

KINGSBOROUGH COMMUNITY COLLEGE
Coordinated Undergraduate Education Initiative

Kingsborough CUE Coordinators Team 2007-2008

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Prof. Jonathan Deutsch, Tourism and Hospitality Dept., Coordinator of Dean's Reading Circle

Prof. Lea Fridman, English Dept., Coordinator of KCC Reads

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Prof. Betsy McCully and Prof. Tara Weiss, English Dept., Co-Coordination of KCC Eco-Festival

Prof. Rick Repetti, History, Philosophy, and Political Science Dept. and Ms. Janine Palludan, Office of the Associate Dean of Academic Affairs, Student World Assembly Chapter Advisors

Prof. Edgar Troutt, Tourism and Hospitality Dept. and Prof. Katherine Opello, History, Philosophy, and Political Science Dept., National Model United Nations Faculty Mentors

Prof. Francis Kraljic, History, Philosophy, and Political Science Dept. and Prof. Susan Farrell, Behavioral Sciences and Human Services Dept., Co-Coordination of Kingsborough Interfaith Forum

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Dr. Rachelle Goldsmith, Director of the Honors Program

KINGSBOROUGH COMMUNITY COLLEGE
Coordinated Undergraduate Education (CUE) Proposal 2007-2008

OVERVIEW

The Coordinated Undergraduate Education initiative is a powerful means for Kingsborough Community College to implement priorities it has included in its 2006-2007 Revised Campaign for Student Success Plan. These priorities reaffirm Kingsborough's abiding commitment to providing a world-class education for all of its students and ensuring that they receive the support they need to succeed.

Kingsborough is a college on the move! It was named by the *New York Times* "Education Life" supplement in April 2007 as one of the ten top community colleges in the nation. This resurgence is largely due to the programs and activities initiated under the overall umbrella of CUE. These include:

1. *General Education*. Reform of General Education at Kingsborough is an ongoing project. Given the University's renewed emphasis on strengthening undergraduate education, mainly through the CUE vehicle, the Kingsborough Faculty Committee on General Education was created in Fall 2005. Through its work and the Colloquium on General Education for the College community held in March 2007, the Committee has been defining, questioning, discerning and discussing what constitutes general education at Kingsborough. It is anticipated that a revamped General Education program will be adopted that not only provides quality liberal education to our students, but also facilitates the transfer of their credits to senior colleges, especially to CUNY.

2. *Writing Across Curriculum*. Recognizing that reading and writing are essential to a quality general education, the WAC program is also being reviewed to make it more accessible to faculty and to streamline/expedite the WAC certification process. One way that has already been developed is the creation of an online module for WAC certification. Eight faculty members have already signed up to participate in the online WAC Seminar since its introduction in April 2007. WAC training will be ever more important as among the recommendations included in the General Education report to be submitted to the College Council in late May 2007 is the possibility of requiring two writing intensive courses for graduation for students across all majors. The emerging flagship Honors Program, which is included for the first time in the CUE proposal, will also require that all proposed Honor courses be writing intensive.

3. *Learning Communities.* Expansion of our nationally-recognized Learning Communities is a top priority for Kingsborough as we continue to transform the first-year experience for our students. By the year 2010, the College plans to expand learning communities to 40 cohorts (from 26 currently) in order to serve 80% of incoming freshmen. The fall-to-spring retention rate for students participating in Learning Communities has been an impressive 88.8%, as compared to 78.4% for non-participating freshmen. The Intensive ESL Learning Communities Program, under CUE, has continued to get students off to a strong start during their first semester in the College by having them participate in a very intensive academic program. Through the extra support students receive from tutoring and from the coordinated coursework, they are more likely to succeed in the first semester and thereafter. The Program enhances student success in such important areas as course retention and pass rates, retention, GPA, and the time required to pass the CUNY ACT Reading and Writing exams.

4. *Faculty Development.* Since its inception, the Kingsborough Center for Teaching and Learning (KCTL) has made great strides in fulfilling its mission, that is, to provide a supportive environment for cross-departmental faculty discussions on fostering student learning through effective teaching. In its first year, Fall 2005 through Fall 2006, KCTL coordinated 88 faculty development events, with a combined attendance of 1,043 full- and part-time members of the faculty. To date, over 230 individual members of the faculty, both full- and part-time, have participated in activities and workshops sponsored by KCTL. In the Winter of 2007, to address the challenge of finding workshop times that were convenient for faculty, KCTL moved from a workshop format to a faculty learning community model of faculty development. KCTL also works closely with Kingsborough Center for Advanced Technology Training (KCATT) to help faculty enhance teaching through technology. Faculty use of KCATT also increased appreciably during 2006-2007.

Supporting the College's commitment to providing students with a solid General Education, KCTL promotes the active-learning and integrative pedagogies on which General Education depends. To show how deeply the College is committed to advancing student learning through support of the efforts of faculty to explore and develop innovative pedagogies, to engage students in research efforts, and to use the tremendous advances in technology to enhance instruction, the President established, through KCTL, the President's Faculty Innovation Awards and awarded 12 proposals for a total of about \$50,000 in 2006-2007. For the next academic year, seven faculty proposals have recently been selected for a total funding of \$25,000.

The Faculty Development Program/KCTL was put under CUE in 2006-2007. Due to the centrality of promoting effective teaching to strengthen student learning through CUE, and the

tremendous success of KCTL, the funding request for faculty development has been increased by \$20,000 over this year. We hope to establish stronger bridges to the CASTL project in the coming year by having our faculty showcase the innovative work that they are doing through KCTL.

5. *Honors and Co-Curricular Enrichment Programs.* Two other programs, placed under CUE last year, experienced impressive success during the past year. The Power-Up Mentoring (PUMP) Program was effectively implemented and became very popular among students, especially the Honors students. Given our emerging flagship Honors environment, we have reconceived PUMP as KSAP (Kingsborough Student Ambassador Program) and placed it under the supervision of the newly-hired director of the Honors Program who is assisted by three faculty co-coordinators. The Co-Curricular Enrichment Program really grew last year as well, fulfilling its mission of infusing key competencies into a rich menu of activities on- and off-campus designed to produce well-rounded learners and (global) citizens. We have expanded the funding request for this program which has been so effective in creating an “engaged campus” at KCC.

6. *Developmental Education.* We plan to strengthen the Immersion Program further by recruiting the best instructors, using the new KSAP Mentors, and adding an Assistant Director to the Program. Immersion is the “Welcome Wagon” for Kingsborough Community College, as the students make their transition from high school to college. Though its budget request for 2007-2008 has been reduced, there will be no reduction in the number of Immersion sections offered. ASAP will supplement the Immersion budget since some of the sections have been designated this summer for the ASAP cohort.

Despite our many successes this year, we have encountered a few challenges as well. This spring, we realized that the one-year fall-to-fall retention rate of full-time entering freshmen dropped to 64.7% from last year’s rate of 67.3%. This occurred in spite of the higher retention rate for students participating in our learning communities. Identified early in the review of student outcomes for this academic year, a second area in need of concentrated attention and improvement is developmental education. The preliminary pass rate in writing on exit from remediation was 50.3%, compared with 56.3% the previous year. Additionally, although the rate of passing mathematics increased from 55.9% to 57.5%, it is still not at the level we would like it to be. Finally, review of the Fall 2006 passing rates on the CPE showed a pass rate of 65.0% among all test takers, which was below the 70.7% achieved in Fall 2005. To address these issues, we moved retention, developmental education (in both English and Math), and CPE preparation to the top of the College’s priorities for the Revised Campaign Plan.

We will be restructuring developmental education in English and redesigning ACT workshops under CUE. The English Teacher Cohort Program that we put under CUE last year was very successful and it will continue in 2007-2008. The Cohort Program is designed to increase student retention and academic progress in English 92 and English 93 (two developmental courses focused on reading and writing before Freshman English I) by creating a collaborative model for instructors.

A new project, “New Course Configuration for English W,” put under CUE for 2007-2008, with a proposed budget of \$51,800, will further redesign developmental English education and ACT preparation. This English W project is designed to increase student pass rates on the ACT Writing Exam by creating a new configuration of the course hours (two double period instructional hours twice per week) that will facilitate the implementation of “best practices” in this test prep course. This longer, more concentrated instructional time will enable the completion of an entire module each class session. That is, students can benefit from reviewing/discussing prompts and supplemental reading material and writing a complete practice ACT during a single class session. There is no “time lag” between the discussion of the topic and the practice prompt. This new six-week (double period) model of instruction will allow students to be re-tested at midterm. Those who pass the ACT Writing exam will be released from the course, while those who do not will be offered an ACT Workshop (led by their English W classroom teacher) during the remaining six weeks. At the end of the workshop, these remaining students will be retested. The subsequent workshop for those who remain provides a more intimate setting in which another modality can be introduced by a highly qualified workshop facilitator (the same English W teacher) who is familiar with the students’ writing. In order to ensure the success of the dual interventions, instructors will be offered paid faculty development hours during August and a three-hour retreat at the end of the Fall semester to reflect on their experiences and revisit the newly developed protocols.

7. *CPE*. To address low CPE passing rate, the College has initiated a number of activities to heighten awareness of the CPE, i.e., the nature of the test, the rubrics used to grade it, and the tasks required. To begin, students will learn about the CPE during the Immersion Program. Recently, all Departmental Chairs collectively and individually met with the Provost to review the College’s CPE results. At these meetings student success rates were analyzed and suggestions for improving outcomes were made. In a number of instances, specific examples of integrating Task 2 into required curricula were demonstrated. The emphasis was on faculty responsibility for assisting students in acquiring the academic skills needed to succeed on this exam. Visits to Departmental meetings by the Associate Dean of Academic Programs and the

Director of the CPE are planned. The purpose of these visits is to make clear the tasks required of students and to give classroom instructors tools to integrate these objectives into their courses.

The writing-intensive program at KCC aims to provide students with experiences with reading and writing that will help them perform well on the CPE. Into each writing intensive course we hope to plant at least one CPE-like experience so that students who are experiencing difficulty will have opportunities for practice and feedback on their problems. The College also plans to redesign and create a more student friendly CPE webpage on the College website, enhance the availability of on-line CPE workshops, and open a dedicated CPE Office in order to provide students with a One-Stop location for all CPE matters.

A number of initiatives are underway at Kingsborough to improve the preparation of our students in mathematics. Responding to the Executive Vice Chancellor Math Cutpoint Memo to all CUNY colleges, we will intensify our efforts to significantly improve our pedagogy, curriculum, and academic support for students enrolled in developmental and credit courses in mathematics. Our Mathematics Department has actually been ahead of the curve in terms of acting in advance on the need for a course in quantitative reasoning. A new course, entitled “Practical Mathematics in Today’s World,” which satisfies the constraints and requirements for a course in quantitative reasoning, will be offered at KCC for the first time in Fall 2007.

8. *Transfer.* Finally, as the Campaign Pillar One work group report recommended, “the claims we make about ‘an integrated university’ and ‘seamless’ transfer from community to senior colleges must reflect the realities students will experience as they move between campuses.” Kingsborough is determined to facilitate transfer of our graduates to CUNY and other senior institutions by articulating more transfer agreements and updating the existing ones. This is a strategic plan objective and priority in the Revised Campaign Plan as well as one that was recommended by the Middle States Review in 2006. Under CUE for 2007-2008, we are including a new project that addresses the transfer challenges for students in the jointly registered Early Childhood Education Program between Kingsborough and Brooklyn College. When Early Childhood students transfer from Kingsborough to Brooklyn College, records indicate a precipitous drop in GPA. Transferring from one college to another is not an easy process because the transition requires adaptation to new institutional information, rules, and norms. The purpose of this project is to identify obstacles and existing supports in the transfer process in an effort to improve this transition, thus learning what is needed to strengthen and support undergraduate education before and after the transition. These findings will provide us with information for revisions in curriculum and program design that will bolster student success.

Under CUE, Kingsborough has drawn together the College's best efforts and most effective programs in order to provide our highly diverse students with a coherent and meaningful undergraduate education from the moment they arrive on our campus. Committed to the core principles of the Campaign for Student Success, we continue to transform Kingsborough, under the leadership of President Regina Peruggi, into one comprehensive learning-centered and student-centered institution determinedly focused on student success.

Program Description Form

Title of Program: The Immersion Program

Description (include a description of which faculty/students are served by this program):

The Immersion Program at Kingsborough Community College serves both currently enrolled students as well as incoming freshmen who have not passed one or more of the CUNY Skills Tests. The population includes ESL and College Discovery and Bilingual students. The Program is dedicated to building students' overall academic abilities through the development of their reading, writing and mathematics skills. The Immersion Program will include:

A. Supplemental Instruction and Support

The Summer Immersion Program will serve fall incoming freshmen who have not passed any of the three placement tests, including those who are placed into ESL and CD. Two sessions will be available for incoming students (a four-week and a two-week intensive). (Special sections of the Summer Immersion as well as sections of the Math Express have been designated to address the needs of the ASAP students this summer.) The Program will also serve currently-enrolled students who are multiple repeaters of the English placement test, have been placed into the ESL sequence of coursework, or have not passed the COMPASS test.

The faculty is a mix of both adjunct and full-time faculty who teach developmental English and mathematics courses regularly. There will be an Orientation program before the beginning of the sessions and faculty development meetings during the sessions where full-time faculty, counselors and program directors will discuss on-going curricular and pedagogical issues with the Immersion instructors.

With the exception of the two-week session, evening courses will accommodate a variety of schedules. The two-week session is an intensive module where classes meet for eight days for six hours and forty-five minutes per day. In all of the upper level courses, the appropriate CUNY Skills Test is given at the conclusion of the class. Comprehensive tutorial and counseling support services will be provided.

During the six-week module for currently enrolled students, offerings will include a four-day Math Express designed for the arithmetic and algebra portions of the COMPASS, a three-week ACT Reading express, and a six-week ACT Writing course.

The three sessions of the Summer Immersion Program generally total fifty sections.

The Winter Immersion Program will serve currently enrolled KCC students who

- have re-taken one or more of the CUNY placement tests at the conclusion of a course or workshop, but did not pass
- are ESL students at the highest level of English writing proficiency
- are within four points of passing the COMPASS

The six-week Winter module offers the same classes as the above mentioned six-week Summer module. The Winter Immersion Program generally runs between twenty-five and thirty sections.

B. Faculty Development and Tutor Training

At our Summer Immersion Program Orientation for faculty and tutors, three breakout sessions will be scheduled: one for math instruction, one for English writing instruction, and one for English reading instruction. In addition, the director of ASAP will explain this new CUNY initiative. We also intend to have a speaker who will discuss the CPE (especially Part Two) and how to better prepare students for it, even at this early stage of their academic careers.

A smaller orientation for ESL instructors will be offered before the second summer session begins. This will feature pedagogical techniques for improving ESL reading and writing skills, and will also cover specific end-of-term testing and placement issues.

In addition to the orientations, there will be on-going support from the Immersion Office throughout all the sessions, including e-mail contact and informal, personal meetings.

Tutor training takes place in the Reading and Writing Center on a weekly basis. Weekly meetings, where the focus is on theory and practical application, are scheduled for both day and evening tutors. Tutors will learn and practice effective strategies in weekly workshops. The emphasis will be on the ACT, but the far-reaching goal is improvement in college reading and writing skills. CPE staff development will take place during monthly sessions; these workshops are for tutors as well.

Rationale:

The Immersion Program's main goal is helping students to pass the CUNY Skills Tests which determine placement in and out of remediation. Incoming and continuing students who have not yet passed the CUNY Skills Tests can, through the Immersion Program, accelerate their progress from remediation to credit-bearing college courses, without financial cost.

The Summer Immersion Program, which has two sessions specifically for incoming students, has an additional goal: to make students' transition from high school to college as smooth as possible.

Goals:

By the end of English BW, students should be able to:

1. Critical Writing

- identify and explore issues of social and personal significance through writing.
- analyze personal, specific experiences within larger frameworks and contexts.
- demonstrate the ability to observe the basic conventions of academic writing.
- analyze an issue, breaking it down into smaller, more manageable parts.
- employ generalizations strategically to create structure within their writing.
- use transition words and phrases meaningfully.
- paraphrase and respond to other writers' positions.
- become comfortable participating in a conversation among texts.

- incorporate other texts in their own writing (selecting appropriate material to support their point of view, integrate quotations or paraphrases in their own writing, citing quotations correctly according to MLA style).
- proofread their own work for grammatical correctness.
- reflect on their own writing, and recognize reflection as an integral part of the writing process.

2. Passing the CUNY Writing Test

- identify and explore issues of social and personal significance through writing.
- demonstrate the ability to observe the basic conventions of academic writing.
- analyze an issue.
- use transition words and phrases meaningfully.
- proofread their own work for grammatical correctness.

By the end of English BR, students should be able to:

3. Critical Reading

- generate their own questions about complex readings.
- read carefully to note subtle patterns in texts and analyze them.
- identify significant details in a text and relate them to text as a whole.
- summarize a complex text.
- compare and contrast their own experiences and those of people portrayed in texts.
- recognize different genres.
- distinguish different voices in texts.
- use continuous prediction in their reading process.
- read actively, marking meaningful passages as they read.
- read critically, understanding writers' arguments, biases, and use of evidence.
- reflect on their own reading.
- facilitate their reading through use of journal entries and writing questions.

By the end of English R, students should be able to:

4. Passing the CUNY Reading Test

- read carefully to notice patterns in texts.
- identify significant details in texts.
- distinguish different voices in texts.
- use continuous guesswork, prediction, and reconsideration in reading process.
- read actively.

5. Plan to Improve Outcomes

This is an on-going concern for all involved with the Immersion Program. Success depends on the students, the instructors, the tutors, and the counselors—all doing their best and working as a team. For this summer, the Immersion Math courses will separate currently enrolled and incoming students (in the past, the Math classes were heterogeneous).

In addition, we are working closely with the chairs of both the Math and English departments to make sure that the instructors are best possible faculty for this program. Our expanded Orientation will emphasize the importance of our tasks, and there will be continual follow-up

with faculty and tutors. Concerns will be addressed in a timely fashion. All involved with the Immersion Program will be made aware of the importance of our mission: helping students move through remediation and acquire the skills to be successful in credit-bearing college courses.

We will make every effort to work closely with the Admissions, Registrar, and Health Offices to deal with non-academic concerns that often cause students to drop out. These issues include immunization concerns, certificate of residency problems, name/address/social security number mix-ups, and co- or pre-requisite issues.

The Immersion Program will continue its policy of using tutorial support and emphasizing small group and individualized work in the classroom as well as lab time in the Reading and Writing Center. The Kingsborough Student Ambassador Program (KSAP) Mentors will be available to serve as peer role models, helping Immersion students to navigate the College system and inspiring them to work hard and succeed.

Coordination with Campaign priorities and other college programs (including grant-funded projects):

The Immersion Program will begin a new campaign to increase KCC's passing rate for the CPE. Although most of our students are entering freshmen or have not yet reached the point of taking the CPE, faculty will receive information about the exam and how to incorporate the skills needed to pass the exam into their courses. We particularly want to use the expertise of our Math faculty to make students familiar with Part Two of the CPE. The earlier our students are exposed to the CPE, the more practice they will have honing their skills, and the better their chances of passing this important exam.

The Immersion Program is an important tool to foster retention. We believe that this program will be helpful in achieving this goal. All incoming students will be seen on an individual basis; our tutors and counselors all assist in guiding our students. We give the personal touch that is needed for making the students feel confident that they are beginning their successful college careers.

The Immersion Program has and will continue to work closely with the following CUE and non-CUE programs:

- Freshman Year Initiative
- Academic Advisement Center
- Opening Doors Learning Communities
- ESL Intensive Program
- Bilingual and College Discovery Program
- Allied Health Careers Advisement Center
- Reading and Writing Center
- Power Up Mentoring Program
- Honors and Phi Theta Kappa Programs
- ASAP

In its Revised Campaign Plan, the College has identified improving developmental education (in both English and Math) and the CUNY Proficiency Exam preparation as two of the top four priorities for the Campaign. As the "Welcome Wagon" for incoming students needing remediation, the Immersion Program is designed to accelerate students' progress through

remediation, help them to pass the CUNY Skills Tests, transition them into credit-bearing courses, and familiarize them early on about CPE. If the program is successful, more students will be retained and equipped to complete their degrees.

Assessment Plan:

As in the past, the Immersion Program will focus on PMP indicators for evidence of the effectiveness of the interventions offered. The indicators are: percentage enrolled in the Immersion Program, pass rates on CUNY Skills Tests following remediation, and percentage of remedial students at 30 credits who pass all basic skills tests.

As part of new college-wide developments in strategic planning and outcomes assessment, there are three strategic planning committees each focused on an aspect of improving student outcomes and success: Teaching Effectiveness, Developmental Education, and Innovative Delivery of Instruction. Immersion results are being reviewed by the Committee on Developmental Education in their planning discussions. Recommendations of the Committee on Teaching Effectiveness and the Committee on the Innovative Delivery of Instruction will influence the future plans of the Immersion Program as well.

Number of Students served: 1,200

Full-time faculty participating: 60

Part-time faculty participating: 20

Staff participating (Describe their roles: tutors, professional advisors, etc.): Tutors 62; Counselors/Advisors 6

Reading and Writing Center tutors attend reading and writing classes once a week at the request of the instructor and facilitate mandated lab hours for certain English courses. Additionally, one-on-one tutoring is available for students. Accounting tutors staff an accounting lab for introductory level accounting courses. First-Year Experience staff inform incoming freshmen who are in need of remediation about the Immersion Program, enroll them, and assist on the days of Immersion registration. Counselors are available for all Immersion students for academic and/or personal counseling.

Program Description Form

Title of Program: Writing Across the Curriculum (WAC)

Description (include a description of which faculty/students are served by this program):

Kingsborough's WAC Program consists of three overlapping parts:

- A *faculty development component* through which faculty are certified as teachers of writing-intensive sections of existing courses.
- A *writing-intensive program* through which students are offered enriched versions of existing courses in smaller classes, with more attention to their learning.
- A *Writing Fellow program* that provides faculty with assistance in developing courses, supports students in completing papers in writing intensive courses, and helps the college realize its goal of providing a richer undergraduate experience for its students.

The WAC Program certifies primarily full-time faculty as eligible to teach writing-intensive sections of their courses. Exceptions are made in the case of adjunct faculty who are highly recommended by their department Chair. The program serves students majoring in the liberal arts as well as the career areas. As of the Spring 2007 semester, WI courses are offered in the following disciplines: Art, Philosophy, English, Speech, Communications, Sociology, Psychology, Political Science, Biology, Chemistry, Health, Mathematics, Business, Tourism and Hospitality.

The current list of WAC-certified faculty comprises of:

Art: Brian Hack, Caterina Pierre

Sociology: Charles Swift, Barbara Walters, Fran Smith

Psychology: William Winter, Petra Symister, Michael Miranda

Biology: Carol Biermann, Mary Dawson, Christina Hurley, Mohamed Lakrim, Ted Markus, Loretta Taras

Chemistry: Pat Lloyd

Business: Theresa Mastrianni, Maxine McGarvey, Fredric Mayerson

Speech: Holly Krech-Thomas, Gordon Young, Gloria Nicosia

Communications: Marvin Williams

English: Lea Fridman, Matthew Gartner, Tom Lavazzi, Betsy Mc Cully, Kasumi Parker, Kate Garretson

Health, Physical Education & Recreation: Rebecca Arliss, Michelle Bracco, Mel David, Chris Fey, Pat Hazlewood, Don Hume, Gail Levine, Nick Skirka, Silvea Thomas, Karen Goldman, Jose Nanin

Philosophy: Rick Repetti

Political Science: Jacob Segal

Tourism and Hospitality: Anthony Borghese, Rosemary Bufano, Jonathan Deutsch, Richard Graziano, Laurel Marshall, Joan Paduano, Christoph Winkler

Mathematics: Nataniel Green

Rationale:

The writing intensive program: Faculty certified to teach on a reading and writing intensive basis at Kingsborough become familiar with ways to think about active learning. Rather than consider what they, the faculty members, will say and do in class, WAC faculty consider what students will say and do, and how to construct rich contexts that facilitate their doing so in a disciplinary-appropriate way. More specifically, the writing-intensive program at KCC aims to provide students with experiences with reading and writing that will help them perform well on the CPE. Into each writing intensive course we hope to plant at least one CPE-like experience so that students who are experiencing difficulty will have opportunities for practice and feedback on their problems. It is our hope to offer writing intensive courses in each of the majors at or around the 40th credit. These courses will ultimately fulfill a graduation requirement, but will also be useful within the major, and in support of student achievement in reading, writing, and graph literacies.

The faculty development program: In an institution in which some 70% of incoming students do not place into freshman composition, and in which developmental English students are barred only from natural science courses, it is imperative that the faculty teaching their subject area hold students to a standard in both reading and writing. Since graduate programs in traditional college disciplines do not generally include a focus on pedagogy, let alone the integration of appropriate reading and writing assignments into instruction for developmental English students, there is a great need for faculty development in this area. Faculty who learn strategies for working with reading and writing will contribute to the success of KCC's Learning Communities as well as stand-alone upper-level courses in the majors.

The Writing Fellow program: In order to realize the above goals, Writing Fellows are available to work with faculty on assignment design and in-class activities using reading and writing; to meet with students in those sections to support their learning; and to support a variety of college initiatives, from Eco-Festival to KCC Reads/Common Reading, the Honors Program, Phi Theta Kappa activities and services, Dean's Reading Circle, National Model UN, etc. Fellows participate in activities offered by the Kingsborough Center for Teaching and Learning, and work with any faculty member requesting assistance with Blackboard.

Goals:

The following are the goals of the Program for this year:

- Requirement of two writing intensive experiences of graduates of all KCC programs, one of which may be fulfilled with a Learning Community course. This proposal is to be submitted to College Council as part of KCC's General Education Initiative. This step is seen as imperative to the institutionalization of the WAC Program at Kingsborough and to the continued health of all three of our component programs (writing intensive sections, faculty development, and Writing Fellow program).
- To be able to meet the demand for an increased number of certified faculty, an online version of the WAC Faculty Seminar has been developed that will allow faculty to complete the requirements at their own pace and from locations other than campus. There is a need to recruit from underrepresented disciplines such as education, and to certify more faculty teaching in very popular majors such as business. The Learning Communities administrators have expressed a strong interest in collaborating with Writing-Across-the Curriculum to insure that KCC faculty in the LCs are also WAC certified.

- Expand the services offered by Fellows to include a “Student Scholarship Application Service” through which students can get help with the crafting of personal statements, curriculum vitae, as well as scholarship and senior college transfer applications.
- Our interest in blogging as a tool in instruction was piqued by this year’s Fellows conference, and several Fellows would like to explore the possibility of offering a training and consulting service to interested faculty. A blogging component will be part of our online faculty certification program as well.
- There is a need to make our work on campus more visible through brochures and other public relations tools (our website, a flyer, our online course). In spring 2007, we published a flyer intended for faculty and administrators describing the program, and we are working on a “newsletter” that would provide a sense of our ongoing work to the College community. Our “Making Our Work Visible” PowerPoint presentation contains footage which we will post on our website.

Coordination with Campaign priorities and other college programs (including grant-funded projects):

In our 2006-2007 Campaign for Student Success plan, expanding WAC was identified as a College priority for the next 3-5 years. This expansion is closely related to the reform of General Education and the expansion of the Learning Communities at Kingsborough. As noted in the Goals section above, recommendations to require two writing intensive courses for graduation and to strongly urge the faculty involved in the Learning Communities to become WAC-certified are under consideration. There is a strong collaboration between the Intensive ESL Program and WAC; many faculty teaching in the Program are WAC-certified. As a flagship Honors environment at KCC is built and more Honor courses are offered to our students, all Honors faculty will be encouraged to seek WAC certification. Finally, we are becoming creative in the use of our Writing Fellows, deploying them in new areas.

Improving the passing rates on CPE has become a top College priority under the Campaign. Review of the Fall 2006 passing rates on the CPE showed a pass rate of 65.0% among all test takers, which was below the 70.7% achieved in Fall 2005. We hope the planned expansion of WI courses will contribute to more students passing the CPE.

Assessment Plan:

We want to continue to refine our program assessment using data from our pilot SurveyMonkey sampling. We looked at faculty and Fellow perceptions of what worked and what needed improvement in our faculty/Fellow collaboration model. Our next step will be to evaluate the Assignment Lab. How do students perceive the help they receive there, and what do Fellows believe would help them be more effective?

Number of students served: 2,000

Full-time faculty participating: 48

Part-time faculty participating: 2

Staff participating (Describe their roles: tutors, professional advisors, etc.): 6

Program Directors: Kate Garretson (English), Gloria Nicosia (Communications)

The Directors offer faculty seminars, coordinate certification procedures, conduct regular meetings, provide workshops by outside experts, represent KCC at CUNY Central, support the work of Writing Fellows, write reports, design structures to further “good practice.” Each director receives 3 credits of release time per semester.

WAC Advisory Board: Ted Markus (Biology), Kate Garretson (English), Theresa Mastrianni (Business), Florence Schneider (Behavioral Sciences/Early Childhood Education), Gail Levine (Health, Physical Education & Recreation), Gloria Nicosia (Communications), Mike Sokolow (History, Philosophy & Political Science), Jonathan Deutsch (Tourism & Hospitality), Pam Mahon (Nursing), Don Hume(Health, Physical Education & Recreation)

Appointed by the Provost, the Advisory Board represents every major in the College. Advisory Board members receive information, provide counsel, recruit new faculty from their areas, provide support for WAC policy and procedures within the various disciplines and career areas, and plan our future development.

Area Coordinators: Business: Jonathan Deutsch; Allied Health and Human Services: Don Hume; Arts and Sciences: Ted Markus.

Area Coordinators read and evaluate certification packets, notify candidates of the outcome, are available for certification “coaching,” create processes and documents to support certifying procedures, provide information about WAC to their community, serve on the Writing Fellow hiring committee, meet with Writing Fellows assigned to their area and facilitate WAC faculty meetings. Area Coordinators receive one hour of release time per semester.

Administrative Assistant: The assistant will perform various clerical and support duties for WAC.

Program Description Form

Title of Program: Intensive ESL Program

Description (include a description of which faculty/students are served by this program):

At Kingsborough Community College, all ESL courses are offered through the English Department and include the teaching (and assessment) of both reading and writing. Three levels of ESL are offered: ESL07 (low intermediate); ESL09 (intermediate); and ESL 91 (high intermediate). During the 2006-2007 academic year, Kingsborough's ESL Program served more than 170 students born in many different countries and speaking many different native languages.

The Intensive ESL Program is a comprehensive Learning Community Program for ESL students in their first semester at the College, which has operated continuously since the spring of 1995. The Program is designed to get ESL students off to a strong start as college students. Each semester, entering students from highly diverse backgrounds enroll in this block program, which meets from 9:10 a.m. to 2:50 p.m. five days a week. Students at each of the 3 ESL levels take their required ESL course (10 equated credits) as well as well as 4 regular KCC courses (totaling 8 "real" credits). Students at each of the three levels take speech, student development 10 and 11 (taught by counselors), and one of the following courses: HPE 12 (a general health course), Introduction to Psychology, Introduction to Sociology, or Popular American Culture (a history course). The Program's structure encourages an interdisciplinary, collaborative approach to general education. Follow-up studies have shown that ESL students who begin their college work in the Program have higher GPAs and higher rates of retention in the College than students who do not take the Program. Retention rates as of Spring 2004 for freshmen who participated in the Fall 2002 Intensive ESL Learning Community remained at 66.4%. The percentage retained of those students who had not participated in any Learning Community or WAC was 50.6%. Furthermore, also in the Fall 2002 semester, ESL Intensive Learning Community students had an average GPA of 2.9 as opposed to 2.64% for those students who had not participated in any Learning Community or WAC.

Rationale:

As would be expected in a complex, interdisciplinary program, the major challenge in the Intensive ESL Program is how to provide meaningful professional development to help faculty and tutors coordinate coursework across disciplines so that students have a coherent, integrative educational experience in their first semester. We have developed several ways of providing this faculty development, which comprises the main area in our budget request. We would like to continue the following initiatives, which have worked well for us in the past:

1. Each ESL or "content area" instructor who teaches in the Intensive program receives the equivalent of 1 hour of released time. Full-time faculty actually receive the released time; part-time faculty receive 25 hours of payment at the 60% rate, which works out to approximately \$1,000.

2. New faculty teams have the option to engage in 25 hours of curriculum development work during the summer or winter before their block runs for the first time. These faculty members meet with the ESL Director, Rebecca Mlynarczyk, ESL Assistant Director, Gabrielle Kahn, and English Department Chair, Marcia Babbitt, at the beginning of the summer or winter to plan their work as a team and again at the end to share and discuss their approaches, syllabi, shared assignments, etc. For this work, each participating faculty member is paid for 25 hours at the 60% rate.
3. In order to collaborate on curriculum, all faculty, counselors, and tutors in the Intensive ESL Program are expected to attend regular Program meetings. These meetings include a two-hour pre-semester workshop as well as three two-hour monthly meetings during the semester. Part-time instructors are paid at the 60% rate for their participation in these meetings. We also request refreshments for these meetings.
4. It is expected that all faculty, counselors, and tutors will meet and communicate regularly with their team members throughout the semester. We recommend that they meet, speak on the phone, or e-mail at least once a week. This regular communication is expected, and no extra compensation is given.
5. Each year we plan an additional faculty development initiative to promote the professional growth of participating faculty, counselors, and tutors. This year we plan to hold an all-day workshop on writing across the curriculum during the spring semester, with an outside speaker such as Prof. Nancy Sommers of Harvard University.

Goals:

The general goal of the Intensive ESL Program is to get students off to a strong start during their first semester in the College by having them participate in a very intensive (25 hours a week) academic program. Through the extra support students receive from tutoring and from the coordinated course work, they are more likely to succeed in the first semester and thereafter. Previously conducted statistical research studies indicate that the Program does enhance student success in such important areas as course retention and pass rates, retention in the College, GPA, and time required to pass the CUNY ACT Reading and Writing exams.

Coordination with Campaign priorities and other college programs (including grant-funded projects):

The Intensive ESL Program coordinates effectively with several other important programs at KCC that are geared to improving retention (in courses and in the College) and also to enhancing the development of academic literacy. The Intensive ESL Program served as the prototype for the other Learning Community program on campus, Opening Doors. This Program also relates to the WAC program since faculty in the Intensive ESL Program, including those in other disciplines such as history, social science, health, speech, and student development ask students to think and write critically in their courses. These faculty, many of whom are WAC-certified, work with ESL faculty to develop and coordinate writing assignments. We also encourage articulation with majors that are not “taught” in our Program. For example, since the beginning of the Intensive ESL Program, we have had regular participation from Theresa Mastrianni, a professor in the Business Department, who attends all of our Program meetings and who schedules visits to each of the groups of ESL students to provide orientation and information for students who plan to major in Business.

The Intensive ESL Program at KCC has been an innovative and effective Learning Community approach that has allowed a very diverse immigrant and foreign student cohort with varying needs to be immersed in intensive English language learning and also take a limited number of credit-bearing academic courses at the same time. As discussed earlier, the model has proven successful over the years in transitioning ESL students from developmental coursework to their credit-bearing curriculum. The Intensive ESL Program contributes significantly to meeting a major priority of the KCC Campaign for Student Success, i.e., to ensure the speedy progress of students from remedial work to academic coursework.

Assessment Plan:

- (1) Formative student assessment is ongoing throughout the semester as faculty members assess student learning and progress through a variety of means: in-class reflective writing (CATs, or Classroom Assessment Techniques), quizzes, exams, essays, and small- and large-group class discussions. Faculty members compare notes about specific student problems and progress at the monthly meetings and devise approaches for helping these students.
- (2) End-of-semester assessment complies with the requirements and standards of the various departments. The ESL courses follow the English Department requirements of a cross-graded departmental reading exam and a cross-graded writing portfolio. The ESL Director collects final grade results from all courses in the Intensive ESL Program.
- (3) End-of-semester student assessment is qualitative, consisting of a questionnaire soliciting student satisfaction and suggestions. These questionnaires are filled out in the ESL courses and turned in to the Program Director.
- (4) Institutional assessment of the Program's effectiveness is ongoing and includes such measures as retention in the courses, subsequent retention in the College, average GPAs, time required to pass the ACT reading and writing exams, and performance in freshman composition (ENG 12).

Number of Students served: approximately 190

Full-time faculty participating: 11 (many teach both semesters; some teach several sections)

Part-time faculty participating: 4

Staff participating (Describe their roles: tutors, professional advisors, etc.):
18 tutors (Reading and Writing Center)

Program Description Form

Title of Program: Kingsborough Center for Teaching and Learning (KCTL)

Description (include a description of which faculty/students are served by this program):

KCTL is the faculty-owned center for faculty development at Kingsborough. The KCTL Advisory Board is composed of thirty-two faculty members, who are at various stages of their professional development and who collectively represent all fifteen academic departments and all major initiatives. In addition to the Steering and Needs Analysis committees, Advisory Board members serve on committees that represent four branches of faculty development interests: the Scholarship of Teaching and Learning (SoTL), Pedagogy, Instructional Technology, and Scholarship in the Disciplines.

In its first year, Fall 2005 through Fall 2006, KCTL coordinated 88 faculty development events, with a combined attendance of 1,043 full- and part-time members of the faculty. In Winter 2007, to address the challenge of finding workshop times that were convenient for faculty, KCTL moved from a workshop to a faculty interest group model of faculty development. With this shift, all technology training moved to our partner, Kingsborough's Center for Advanced Technology Training (KCATT) – although the exploration of the pedagogical implications of using technology in the classroom remains a focus of KCTL.

Our first faculty interest group, the Scholarship of Teaching and Learning (SoTL), is composed of 13 faculty members representing six academic departments. Faculty attended a four-day SoTL seminar (facilitated by Connie Schroeder of the University of Wisconsin), submitted IRB applications, and committed to participate in monthly meetings over the following year to support each other's SoTL research. This semester, nine additional faculty learning communities have formed – Contemplative Practices, Critical Thinking, New Faculty Group, Scholarship in the Disciplines, Service Learning, Teaching Toolbox, Teaching with Technology, and two Faculty Reading Groups, whose members are reading Grubb's *Honored But Invisible*, and Bain's *What the Best College Teachers Do*. Each is facilitated by a faculty member, who is referred to as a "KCTL Faculty Associate." All groups meet at least monthly, with some meeting more frequently. Currently, these groups have a combined membership of over 80 faculty members.

In addition to coordinating and supporting these faculty interest groups, KCTL also serves as a liaison between faculty and other College centers and offices such as Instructional Computing (utilizing Blackboard, etc.); the Registrar (faculty training in eGrading, eXRosters, Degree Audit, etc.); and the Academic Advisement Center (co-sponsoring workshops on eAdvising and the Liberal Arts requirements). To date, over 230 individual members of the faculty, both full- and part-time, have participated in activities and workshops sponsored by KCTL.

Rationale:

KCTL was established 1) to provide a locus for faculty development that could respond to the needs of faculty in their efforts to grow as professionals, and 2) to provide a venue for coordinated faculty development that can address broader, college-wide concerns. While faculty

development clearly takes place at Kingsborough through College-wide initiatives such as Learning Communities and Writing-Across-the-Curriculum, and, to varying degrees, through academic departments, it had no home, before KCTL, where faculty across disciplines could bring ideas and share expertise in a supportive environment. KCTL serves as such as home, and the grass-roots development of our faculty interest groups attests to our faculty's desire to create a culture of faculty development at Kingsborough.

Goals:

KCTL has identified its mission as supporting Kingsborough faculty in their efforts to foster student learning, and sees this mission as achieved by the facilitation of faculty interest groups that focus on 1) the exploration and promotion of student-centered pedagogies, 2) the support of faculty research and scholarship, and 3) the facilitation of interdisciplinary/inter-departmental faculty communication and collaboration. In its first year and a half, KCTL has made great strides in fulfilling this mission, providing a supportive environment for cross-departmental faculty discussions around fostering student learning.

Coordination with Campaign priorities and other college programs (including grant-funded projects):

KCTL is the hub of faculty development at Kingsborough, embodying one of the four pillars of the CUNY Campaign for Success. With the ultimate goal of fostering student learning, KCTL complements and supports, but does not duplicate, faculty development activities that take place through college-wide initiatives such as Kingsborough's Learning Communities, Service Learning, Virtual Enterprise, and Writing-Across-the-Curriculum programs. KCTL also works closely with KCATT in helping faculty enhance teaching through technology. Further, supporting the College's commitment to providing students with a solid General Education, KCTL promotes the active-learning and integrative pedagogies on which General Education depends.

Assessment Plan:

Although KCTL hopes, through faculty development activities, to facilitate student learning, it would be difficult to assess the impact of faculty development on student learning outcomes as a larger goal, although faculty participating in our SoTL group are currently looking at the effect of their own pedagogical innovations in their classes.

However, outcomes such as faculty participation are assessed quantitatively and qualitatively. Quantitatively, KCTL assesses its faculty development program by tracking attendance by event, and by identifying new and returning faculty participants. Qualitatively, as faculty learning communities form, KCTL surveys participating faculty to determine their goals and expectations for joining the group. A post-participation survey is also planned, which will ask faculty to reflect on the degree to which their goals and expectations were met, as well as the degree to which their participation in KCTL has had an impact on their teaching and other professional activities.

Number of Students served: *4,000/year, indirectly

Full-time and part-time faculty participating: 230, to date

Staff participating (Describe their roles: tutors, professional advisors, etc.): 1

* Students are served indirectly, through impact on the teaching of participating faculty. Given that, to date, 230 faculty members have participated, and the fact that each might teach up to 175 students per semester, a large number of students are potentially served. However, given that many faculty members teach fewer than 175 students and that these students may be taught by more than one participating member of the faculty, a *conservative estimate* would be approximately 2,000 students per semester or, possibly, 4,000 per year.

Program Description Form

Title of Program: English Teacher Cohort Pilot

Description (include a description of which faculty/students are served by this program):

This program, which began last year under CUE, is designed to increase student retention and academic progress in English 92 and English 93 (two developmental courses focused on reading and writing before Freshman English I) by creating a collaborative model for instructors. The small teacher cohorts replace the large end-of-term norming and grading sessions with smaller cohorts of teachers who meet on a regular basis throughout the term to share and discuss the effectiveness of scaffolded assignments, to review samples of student writing, and to formulate criteria for midterm and end of term assessment. These small cohorts are comprised of four or five teachers and one cohort leader each semester. The cohort leader is responsible for creating a schedule, leading the cohort meetings and end of term grading session, reviewing appealed portfolios for the members, and meeting with the director at regularly scheduled intervals.

Cohort leaders receive one hour released time to perform the following tasks: researching the protocols and success rates other developmental programs that use small teacher cohorts; reviewing midterm and end term assessment forms to make them more accessible to students; evaluating a range of possible texts and teaching materials for English 92 and English 93; devising special interest formats for future cohorts, such as those that facilitate classes using Blackboard, those that center on KCC Reads/Common Reading, those that center on Learning Communities, or those that assist members in co-creating a common reader/curriculum. During the Spring 2007 semester, cohort leaders received one hour released time for conducting an evaluation of the findings from their Fall 2006 research and compiling the data into a comprehensive report to be reviewed by all instructors of the courses.

Rationale:

The small cohort pilot has already been embraced by instructors in English 92 and English 93 because it shortens the extended and tiresome grading sessions and appeals processes at the end of the term—there are fewer appeals. Cohorts provide a more intimate setting for teachers to share students work and to discuss teaching philosophies and classroom practices with one another throughout the semester. Sustained interaction among the members of a cohort allows teachers to become familiar with one another's teaching styles and assignments. This has mitigated the imbalance of power (between adjuncts and full-timers) and reduced the number of teacher and student complaints.

Another benefit of this model is the role of the cohort leaders who have been instrumental in fostering mutual respect and honest communication among members of their groups. Faculty members were invited to lead the first cohorts based on their experience with the course (or relevant experience from their work in other institutions), participation in activities that surround and support developmental English in the department and in the college, and their ability to devote the necessary time to the project in its initial stages. Once the model is fully integrated this position will be rotated among members, inviting both part-time and full-time faculty

members to be leaders. The benefits of cohorts also encourage dynamics that promote a more collaborative atmosphere where the needs of students can be at the forefront and where pedagogical concerns are on an equal plane with assessment procedures.

Students will also benefit from the research tasks being performed by cohort leaders in the following concrete ways:

Our cohort activities and assessment protocols will be enhanced by integrating ideas from successful program designs at other institutions.

- Our midterm and end-of-term assessment forms will be made more accessible, thus leveling the playing field among students in different classes so that students in classes with instructors who are not very familiar with our portfolio assessment forms will be able to better understand the reader's commentary and analysis of their work.
- Our a wider collection of texts and teaching materials that have been collaboratively selected and endorsed by cohort members will enhance the educational experience of our developmental students.

Goals:

- To increase student satisfaction, academic performance, and retention in English 92 and English 93.
- To increase teacher satisfaction, productivity, and performance in English 92 and English 93.
- To raise the number of passing portfolios and ACT scores among students in English 92 and English 93.
- To enhance the academic performance of students who move from the developmental sequence to the Freshman Composition sequence.
- To use a small collaborative setting to clarify the integration of the department's philosophy and the mandates of university wide testing measures through collaboration among teachers at all levels of experience and expertise.
- To weave together a more coherent model of instruction that provides for both long-term literacy goals and success on college-wide examinations.
- To level the playing field among students and teachers in developmental English through more democratic process of teacher interaction and student assessment.
- To streamline the midterm and end-term assessment process in order to refocus teacher interest and energy on pedagogy and collaboration with peers.

Coordination with Campaign priorities and other college programs (including grant-funded projects):

Restructuring developmental education in English is a top Campaign priority. This project is an effort at enhancing student academic success in English developmental courses.

The teacher cohort pilot will make use of other instructional models (for example, Blackboard instruction) initiated by the Kingsborough Center for Teaching and Learning. It will also foster participation in the KCC Reads/Common Reading Program and enhance the teacher collaborative model used in Learning Communities. The cohorts will also provide a possible model for teacher collaboration in the Summer and Winter Immersion Program.

Assessment Plan:

During the Spring 2007 semester, student outcomes for the academic years (2005-2007) will be calculated and compared to the two previous years before teacher cohorts were implemented. Preliminarily, we will be looking at student retention and pass rates (both portfolio and ACT). Later in the process, data collection and review will include retention rates and letter grades in English 12 and English 24 for those students who have come through the sequence under the cohort model. Finally, we will reassess both student and teacher satisfaction with the developmental sequence by way of a questionnaire and interviews.

Data Collection: At the close of the Spring 2007 semester, cohort leaders will submit written assessments of their cohort meetings, as well as documentation of an individual project that each leader completed during the Fall 2006-Spring 2007 semesters. These reports will include a rationale and description for the project and a discussion of the benefits derived from their work. A brief description of projects underway follows:

- Prof. J. Brady is piloting an alternative final exam for student portfolios in English 92. Her cohort administered different types of exams over the course of two semesters to evaluate the effectiveness of a shorter reading selection that is not reviewed in class or taken home before the test date.
- Prof. S. Amarnick is piloting an alternative reading exam for English 92 that would be administered before the final exam period, instead of the current model that folds reading questions into the essay exam.
- Prof. R. Levy is compiling a collection of reading materials from Bedford St. Martin's that would be made available to teachers in English 93 cohorts. These common readings may help to thematize the course around issues of community and/or education – those topics highlighted in the CUNY ACT.
- Prof. C. Rudisel is revising the portfolio response forms used in English 92 to make them more student-friendly and less cumbersome for instructors
- Prof. E. Dill is compiling readings and classroom activities around issues of gender and women's studies in order to facilitate a "Special Interest Cohort" for interested faculty members.
- Prof. T. Greene is running an online cohort using Blackboard and a Wiki for members whose schedules conflict with regular cohort meetings.
- Prof. T. Lavazzi is making cohort materials and conversations visible on our department website.
- During the summer, Eileen Ferretti and Tom Lavazzi will compile these documents into a comprehensive report on the use of teacher cohorts.
- Sylviane Baumflek (Assistant Director of developmental English) is gathering and analyzing statistical material on the Winter 2007 English 93 courses, half of which followed the new curriculum.

Number of students served: 1,500

Full-time faculty participating: 24 members, 10 leaders

Part-time faculty participating: 22

Staff participating (Describe their roles: tutors, professional advisors, etc.): 0

Cohort members meet with the group four times during each semester for approximately two hours. They also participate in an end-of-term grading session that lasts an additional two hours. Cohort leaders plan and lead the sessions, review and adjudicate portfolio appeals and meet with and report to the director of developmental English at the beginning and end of the semester. During Spring 2007 cohort leaders performed the research and evaluative tasks.

Program Description Form

Title of Program: New Course Configuration for English W

Description (include a description of which faculty/students are served by this program):

This program is designed to increase student pass rates on the ACT Writing Exam by creating a new configuration of the course hours (two double period instructional hours twice per week) that will facilitate the implementation of “best practices” in this test prep course. This longer, more concentrated instructional time will enable the completion of an entire module each class session. That is, students can benefit from reviewing/discussing prompts and supplemental reading material and writing a complete practice ACT during a single class session. There is no “time lag” between the discussion of the topic and the practice prompt. This new six-week (double period) model of instruction will allow students to be re-tested at midterm. Those who pass the ACT Writing exam will be released from the course, while those who do not will be offered an ACT Workshop (led by their English W classroom teacher) during the remaining six weeks. At the end of the workshop, these remaining students will be retested. The subsequent workshop for those who remain provides a more intimate setting whereby another modality can be introduced by a highly qualified workshop facilitator (the same English W teacher) who is familiar with the students’ writing. In order to ensure the success of the dual interventions, instructors will be offered paid faculty development hours during August and a three-hour retreat at the end of the Fall semester to reflect on experiences and revisit the newly developing protocols.

Rationale:

Students who enter English W have already received at least one semester of developmental writing instruction; in fact, the majority of these students have had multiple semesters in portfolio courses. Due to their prolonged relationship with the developmental sequence, students who enter English W need a more expeditious course model to accelerate their movement through the English requirements. In addition to facilitating student progress, the new configuration of English W will attract a wider range of competent instructors who currently avoid the “quick and dirty test prep mill”—an “add-on” to fill in required teaching hours. Therefore, the main purposes of the more concentrated six-week instructional model, followed by a teacher-led workshop are as follows:

- To better serve the most at risk student population (multiple repeaters) by allowing for a fuller, more complete classroom experience (reading, discussion, writing) in a single two-hour time period twice per week
- To offer our best instructors an incentive to create and implement “real instruction” in an English W class, as opposed to providing an hour of practice for the ACT Writing Exam
- To increase overall student pass rates by offering the ACT Writing Exam twice each semester
- To facilitate a variety of instructional modes (reading, discussing, writing, peer review, teacher commentary) in a single two-hour class period, twice a week
- To offer an additional model of instruction (workshopping) for those students who do not pass using the instructional model described above and to do so in a quiet, spacious

classroom, rather than a set of noisy, crowded cubicles in the Writing and Reading Center (L-219)

- To release students who pass the Writing ACT at midterm to concentrate on their other academic courses
- To assure continuity of instruction and foster connections between students and instructor over a twelve-week semester, which is particularly important for those students who do not pass the ACT Writing Exam at midterm
- To offer the most academically needy students a high quality workshop experience during the second six weeks of the course under the guidance of their classroom teacher who knows their individual academic strengths and weaknesses in relation to the task of passing the ACT
- To give students access to two types of academic intervention within a single semester.

Goals:

The newly configured W course aim to:

- increase student pass rate on the ACT Writing Exam
- increase teacher satisfaction, productivity, and performance in English W
- create two different modalities of instruction for students in a single semester, thus offering them two chances to take the ACT Writing Exam
- weave together a coherent model of instruction that provides more than weekly “test prep” in the form of multiple instructional practices (reading, discussing, writing, revising) in a longer, two-hour time frame.

Coordination with Campaign priorities and other college programs (including grant-funded projects):

Restructuring developmental education in English is a top priority in the Revised Campaign for Student Success Plan. This English W project is an innovative effort at enhancing student academic success in a critical English developmental course and in the passing of ACT Writing Exam.

Assessment Plan:

During the Spring 2008 semester, student outcomes for the academic years (2005-2007) will be calculated and compared (as before and after the new English W reconfiguration was implemented). Preliminarily, we will be looking at Writing ACT pass rates. Later in the process, data collection and review will include teacher questionnaires and interviews with the goal of highlighting the most successful classroom pedagogies and workshop activities.

Number of students served: 375

Full-time faculty participating: 8

Part-time faculty participating: 7

Staff participating (Describe their roles: tutors, professional advisors, etc.): 2

Project Director:

The Director will facilitate four (two-hour) faculty development workshops in July. She will provide participants with a variety of reading selections, suggested classroom activities and prompts, and access to on-line sources. She will utilize a number of team building and collaborative activities to generate involvement of faculty participants in the process of creating a fuller, more complete classroom experience (reading, discussion, writing activities, peer review, teacher commentary, student/teacher conferencing) for the new two-hour versions of English W. She will model the process of “workshopping” through this faculty development seminar so that instructors will be able to adapt the approach to their particular course materials and preferences.

The Director will ensure that all participants engage in the process of rethinking the course and exit the faculty development seminars with specific readings, lesson plans, and standardized assessment measures for students, as well as their own teaching process. She will facilitate teacher cohort meetings and end-of- term retreat for participants. She will design, review, interpret, and produce a written report on teacher questionnaires and interviews with the goal of highlighting the most successful classroom pedagogies and workshop activities. She will develop questionnaires for students to be used during the second semester of the pilot program. Finally, she will create a Faculty Handbook for English W.

Assistant Director:

The Assistant Director will assist Director with all of the above activities and edit the Faculty Handbook.

Faculty Participants:

The faculty involved will gather and provide descriptions of successful readings, lessons, and classroom approaches they have used in English W. They will review all materials submitted and discussed by fellow participants. They will attend all faculty development workshops and actively participate in the creation of the new curriculum, including a detailed syllabus and course outline for their particular section of the course. They will also attend all cohort meetings and end-of-term retreat in the Fall 2007.

Program Description Form

Title of Program: Transfer Challenges for Students in the Jointly Registered Early Childhood Education Program between Kingsborough Community College and Brooklyn College

Description (include a description of which faculty/students are served by this program):

This project proposes to identify and remediate the challenges in the transfer from community to senior college for Early Childhood Education students. It will do so by focusing on the transition in the Jointly Registered Early Childhood Education Program between Kingsborough Community College and Brooklyn College (BC).

The project will study equivalent and prerequisite courses to see how closely KCC students' common information and background prepare them with the skills and perspectives needed to continue successfully at Brooklyn College. To do this, one approach will examine coursework through documents such as syllabi, readings, assignments, exams and rubrics, and the weighted criteria for grading. If our courses do not parallel those at Brooklyn College for content and level of complexity, we will realign our coursework.

Another approach will use interviews with students before transfer, and during their junior and senior years. Interviews will present a nuanced picture of KCC transfer students' experiences at BC, from both the students' and the BC faculties' perspectives.

Initially, a cohort of graduating KCC students, planning to attend BC in the fall, will be interviewed. Areas of inquiry will include their career goals, analysis of their experiences at KCC, and projected expectations at BC. Follow up interviews with this cohort will be conducted in the Fall and Spring semesters, in order to learn what they actually experience. Interviews with 2nd year transfer students will be conducted as well.

Topics of inquiry for these interviews will include students' responses to their course and fieldwork and their perceptions of the factors that have made for success or struggle as they've moved through the BC program. Those who do not complete the program will also be interviewed, in order to identify the reasons why they left.

A questionnaire will be administered to students in order to gain additional information. Questions such as the number of credits taken, the number of hours spent on studying per class, type of class, and number of hours per week spent on other obligations such as job or family responsibilities will be asked to assess the relationship between these variables on GPA. Demographic variables will also be collected and considered.

Another avenue of inquiry will involve interviews with members of the Brooklyn College Early Childhood Education faculty. The purpose of these interviews will be to learn about faculty perceptions on preparedness, and the strengths and weaknesses of KCC transfer students.

Some of the assets that students bring to a program are intangible, that is, they are difficult to quantify but may be valuable to the success of future teachers and the welfare children with

whom they work. Such assets include diversity of perspective and appreciation for and identification with urban children, which can, in turn, lead to greater responsiveness to children's learning needs. These intangibles may be lost when Kingsborough students give up because of the difficulties they encounter at Brooklyn College. Our aim is to prevent this from happening.

Rationale:

When students transfer from Kingsborough Community College to Brooklyn College, records indicate a precipitous drop in GPA (DeBey, 2007). Transferring from one college to another is not an easy process because the transition requires adaptation to new institutional information, rules, and norms.

The purpose of this project is to identify obstacles and existing supports in the transfer process in an effort to improve this transition, thus learning what is needed to strengthen and support undergraduate education before and after the transition. These findings will provide us with information for revisions in curriculum and program design that will bolster student success.

Goals:

Our goal is to insure that our students are adequately prepared to transfer and to continue successfully by providing them with realistic expectations of the coursework and culture at the senior college. We intend to learn this through course inspection and student and faculty interviews. We will examine equivalent courses in a jointly registered program in Early Childhood Education between KCC and Brooklyn College to determine whether discrepancies exist that could account for lower GPA in students transferring from Kingsborough to Brooklyn College. If this is so, it is our intention to create greater synchrony between courses and early childhood programs. We will seek additional information about impediments and support to the transfer process through interviews with students before and after transfer and with Brooklyn College faculty to help improve student outcomes.

Coordination with Campaign priorities and other college programs (including grant-funded projects):

As the Campaign Pillar One work group report recommended, "the claims we make about 'an integrated university' and 'seamless' transfer from community to senior colleges must reflect the realities students will experience as they move between campuses." This KCC-BC collaborative project will identify and remedy the challenges in the transfer from community to senior college for Early Childhood Education students. Making transfer easier for our students and enabling them to complete their undergraduate education at a senior college successfully is one of the priorities in our 2006-2007 Campaign plan.

Assessment Plan:

The Action Plan for this project will start in July 2007 and the analytical report will be issued in June 2008. The findings will be presented at a forum sponsored by the Kingsborough Center for Teaching and Learning and to the CUNY Professional Development Institute Articulation Workgroup, which consists of CUNY Department Chairs and Program Directors representing community and senior colleges. KCC Early Childhood program faculty, with support from the Office of Academic Affairs, will collaborate to implement recommendations.

Our hope is that the findings will provide us with critical information for revisions in curriculum and program design that will bolster student success before and after transfer to BC. A tracking system will be put in place, in collaboration with Brooklyn College, to monitor the progress of the transfer students after these modifications have been implemented and assess the improvements in retention, GPA, and graduation rate that will result at BC.

Number of students served: Approximately 40 students per semester in the Education Studies Program, another 15-20 students in the Early Childhood/Child Care Program and an unknown number from Liberal Arts transfer into the Early Childhood Program at Brooklyn College.

Full-time faculty participating: 2

Part-time faculty participating: 0

Staff participating (Describe their roles: tutors, professional advisors, etc.): 2

The Project Principal Investigators will be Dr. Laura Kates and Dr. Barbara Weiserbs of the Department of Behavioral Sciences and Human Services at KCC. They will be responsible for communications with the Office of Undergraduate Education at BC and with the other participants. They will develop categories and protocols and to carry out this investigation. Professor Kates will develop and analyze interview protocols with students and faculty, and Professor Weiserbs will develop categories for inspecting and comparing coursework between BC and KCC. They will synthesize the data that they acquire through qualitative and quantitative research techniques in order to make recommendations to improve student success upon transferring from CUNY Community Colleges to Senior Colleges.

Program Description Form

Title of Program: The Kingsborough Student Ambassador Program (KSAP)

Description (include a description of which faculty/students are served by this program):

The Kingsborough Student Ambassador Program (KSAP) provides highly motivated and academically capable students with the opportunity to:

- develop communication and personal skills that enable them to represent the College at public functions
- tutor honor students who request assistance with their studies in courses such as mathematics and genetics
- mentor incoming ASAP students throughout the year and tutor them in subjects in which they need help on a weekly basis
- assist with appropriate on-campus and off-campus efforts and activities such as retention interventions, Summer Immersion Program, ASAP Summer Institute, Black Male Institute, CampusFest (orientation for incoming Fall and Spring freshmen), Alumni gatherings and annual Homecomings, KCC Reads/Common Reading, KCC Annual Eco-Festival, National Model UN Conference recruitment and preparation, New York State Model Senate, Phi Theta Kappa recruiting and organizing activities, and KCC Author Series.
- staff an information table to be set up outside the Office of Freshman Services during peak pre-enrollment, advisement, and registration periods. Student Ambassadors may participate in contacting students to remind them of pre-enrollment activities.

As KCC proceeds to fulfill its strategic goal of developing a flagship Honors environment, KSAP will take advantage of the growing number of Honors and Phi Theta Kappa students by recruiting and training them to become mentors, helpers and role models for entering freshmen and continuing students. The Student Ambassadors, in turn, will receive leadership training, become familiar with the College's academic policies and procedures as well as the student support offices, and will participate in a number of enrichment activities. In a series of meetings and outings, this cohort will develop a life plan, gain financial literacy skills, improve interpersonal skills, polish speaking skills, explore healthy lifestyles, improve formal dining etiquette, learn about dress codes, appearance and grooming standards, and polish their cultural/social/intellectual skills.

This Program, piloted successfully as "Power-Up Mentoring Program (PUMP) in 2006-2007 CUE, attracted a large number of applicants and 30 mentors were selected to participate in the Program. The Program is being reconfigured as KSAP and placed under the supervision of the newly hired Director of the Honors Program, who will be assisted by three faculty members.

Any student with a 3.50 or higher grade point average may apply for one of 15 seats available in KSAP each semester. Students must complete an application and will be interviewed by a committee comprised of the KSAP director and coordinating faculty: Dr. Rachelle Goldsmith, Prof. Rosemary Bufano, and Prof. Wendy Shatzman-Sherry.

By providing each KSAP Ambassador with a stipend, KCC aims to keep these student leaders on campus as much as possible, to contribute their service and to act as inspiring role models for other students, thus promoting a culture of success on campus.

Successful KSAP students will receive a Co-Curricular Transcript upon graduation and may choose to participate in the Service Learning Program.

Rationale:

There are many occasions where students represent the College to the public and special audiences, e.g., visiting and lobbying legislators in Albany or in the New York City Council, presenting at Kingsborough Foundation Board meetings, speaking at CUNY/Kingsborough Open Houses, helping with and presenting in Honors Recruitment and Orientations, and advocating for the College in other events as requested by the President Office.

Given the importance of these events in terms of funding and/or fund-raising for the College as well as recruitment of students, it is critical that the College showcase its best achieving students. KSAP will help up to 30 students from different degree programs acquire and improve the skills needed to perform at their best in high impact social and political situations of importance to the financial well-being and public persona of the College.

Moreover, extensive research has shown that student to student assistance and support is a most powerful retention strategy. The President's Task Forces on Recruitment and on Retention highly recommended the service of Student Ambassadors to increase recruitment and enhance retention.

Goals:

The purpose of the Kingsborough Student Ambassador Program is to provide a forum and structure for high-achieving students to assist and support each other with the benefit of receiving training and supervision that will allow them to gain competence in communicating clearly and effectively, develop leadership skills and responsibility, and participate in experiences that increase their sense of competence and self-worth. An important goal of KSAP is to provide a student-based forum for the dissemination of knowledge of school rules and procedures while minimizing help-seeking barriers. For Student Ambassadors, the goal of this program is to maximize students' potential for personal growth in college, including graduating from Kingsborough, transferring successfully into a four-year school, polishing their cultural/social/intellectual skills, and developing viable majors and career goals.

Coordination with Campaign priorities and other college programs (including grant-funded projects):

KSAP students will be provided with extensive support in applying to transfer to top colleges, will be assisted to apply for various scholarships, and will be invited back to KCC after successful transfer to continue to inspire current and incoming students by the examples of their success. All of these aims, and those detailed earlier, are in line with the Campaign goals of establishing a culture of success at the college and raising expectations and standards for our students.

KSAP will closely collaborate with these college offices and programs: Office of Student Life; Office of Freshman Services and College Advisement; Office of Enrollment Management; Admissions Information Center; Immersion Program; ASAP; College Now Program; Office of

Career Development, Transfer and Scholarship; Office of Public Relations; Office of Governmental and External Relations; Alumni Association; Office of College Advancement; Learning Communities Program; Service Learning Program; and the Black Male Institute.

Assessment Plan:

In the beginning, assessment measures shall be based mainly on quantitative analysis of surveys and qualitative analysis of the Student Ambassadors' weekly journal entries and logs. Assessment of student growth shall be conducted mainly through supervisory meetings and evaluation of students' journal entries. Students are also encouraged to record their development as persons and helpers outside training sessions. Surveys for both Student Ambassadors and mentorees/students served shall be given in the middle and at the end of each semester in order for both populations to provide feedback on the quality of their experience and to offer suggestions for improving the program.

To further facilitate interactions among KSAP students, a Blackboard-based KSAP virtual community will be established where the participants can share experiences and learning in the Discussion Forum section and foster a supportive network for each other. These postings will also be analyzed to assess the program effectiveness.

Finally, a tracking process will be put in place to record which senior colleges the Student Ambassadors will be accepted to and with how much scholarship to assess the impact of the Program in influencing their choice and success.

Number of Students served: 30 Student Ambassadors (who in turn will serve mentorees and other students in various venues mentioned above)

Full-time faculty participating: 3

Part-time faculty participating: 0

Staff participating (Describe their roles: tutors, professional advisors, etc.): 7

Dr. Rachelle Goldsmith, Director of the Honors Program, will supervise the KSAP Program. There will be two faculty Co-Coordinators working with Dr. Goldsmith: Prof. Wendy Shatzman-Sherry from the Speech Program (mainly responsible for public speaking training) and Prof. Rosemary Bufano from the Tourism and Hospitality (TAH) Dept. (mainly responsible for formal dining and social etiquette). Dr. Richard Graziano, Chair of HAT Dept., will present workshops on developing a life plan, gaining financial literacy skills, exploring healthy lifestyles, and learning about dress for success. Dr. Goldsmith, Prof. Shatzman Sherry, and Prof. Bufano will form the committee that will select KSAP Student Ambassadors. They will take turns in accompanying students to the cultural/social/intellectual outings.

The Directors of Public Relations and Governmental Relations will participate in the training of the Student Ambassadors as needed and will recruit them for lobbying/hearing/press events.

The supervising dean for Honors, Dr. Reza Fakhari, will be involved as well.

Program Description Form

Title of Program: The Co-Curricular Enrichment Program

Description (include a description of which faculty/students are served by this program):

Kingsborough Community College not only aims to meet the challenge of offering a solid liberal education for today's world in its curricular offerings, it is also focusing on infusing key competencies in its proposed rich menu of co- and extra-curricular activities to produce well-rounded learners. These enrichment activities will help to prepare our students to become full participants in the economic and civic life of the city, the nation, and the world.

The proposed activities will include:

1. Global Civic Education Project: This project aims to develop a globally and multiculturally competent learners and citizens by engaging students in the National Model UN, Student World Assembly, KCC Reads/Common Reading Program, Kingsborough Interfaith Forum, and Eco-Festival. Students will develop an understanding of the responsibilities of global citizenship, how to participate productively in a global civil society, how to see the world as others see it, how to work peacefully and diplomatically together to discuss and resolve global concerns that closely parallel the "real" world, articulate the universal human values and interests including care for the global environment, and arrive at a vision of international solidarity, collective security, and global sustainability.
2. Dean's Reading Circle: To enrich the intellectual climate for the students at Kingsborough, the expanding Honors Programs inaugurated the "Dean's Reading Circle" where students will discuss a selected book and have dinner. The selected book will be provided free of charge to the students who sign up for the Reading Circle event in the Honors House. Students are required to read the book and be prepared to have an intellectual conversation—with the author, whenever possible—about its main themes, ideas, or arguments in the Reading Circle. The Associate Dean of Academic Affairs will moderate the discussion; interested faculty will be invited to join as well. One Reading Circle will be offered in Fall, another in Spring.
3. Honors Journal, Distinctions: The Honors Program publishes its student Journal, *Distinctions*, twice a year, under mentorship of Dr. Barbara Walters of Behavioral Sciences Department. The cover of every issue also features an artwork of a student in the Art Dept. The Journal has received much praise, including from Chancellor Matthew Goldstein.
4. Field Experience to Reinforce Classroom Learning: This off-campus experiential enrichment activity is designed to offer business students the opportunity to witness the American industrial process firsthand, through "real world" experience. It is a five-day field experience program where students will travel to different manufacturing and industrial facilities. Students will gain insights into the social, political, economic, and

operational aspects of American business in a variety of industries by researching, speaking with company officials, and observing the mass production of products. Students who successfully complete the BA 11 course may apply to participate in this activity.

5. The Safe Zone Program: This KCC program is designed to address the issues faced by lesbian, gay, bisexual, and transgender (LGBT) students, faculty and staff. Its most concrete goal is to identify and educate campus members who will become Safe Zone allies—a campus-wide network of committed people who serve as the first points of contact for those who need to speak to a caring person about LGBT issues. But in a broader sense, the existence of a thriving Safe Zone program will send a message to all members of the Kingsborough community that LGBT people are welcome members of our community. The program will offer frequent workshops, inviting guest lecturers to the campus, establishing a film series, and collaborating with student clubs to publicize the events.

The Co-Curricular Enrichment Program was inaugurated under CUE in 2006-2007. The progress thus far in the academic year for all the enrichment programs has been tremendous. A delegation of 15 KCC students and two faculty advisors participated in the National Model UN Conference in NYC in March 2007, representing New Zealand. They met with the President and the Provost a week before the Conference to share the position papers they had developed and to discuss the intensive preparation in which they had engaged.

A group of five students and two advisors participated for a week in March 2007 in the Student World Assembly International Convention in Accra, Ghana, on the theme of Human Trafficking. The students and advisors conducted, with two guest speakers, an educational forum on Human Trafficking for the campus community on May 2, 2007, with a number of classes attending.

The KCC Reads program had a number of workshops and speakers on the theme of Genocide throughout the year and on the selected KCC Reads book by Philip Gourevitch, *We Wish to Inform You that Tomorrow We Will Be Killed With Our Families: Stories from Rwanda*. The culmination of the program was the author's visit on April 12 to the campus, engaging the whole College Community. The KCC Reads program is being expanded to KCC Common Reading, with every incoming freshman receiving a cost-free copy of the selected Common Reading, which for the next year will be *The Kite Runner* by Khaled Hosseini. There will be faculty-led discussions of the Common Reading during the Student Orientation on August 30, 2007.

The faculty-run 2nd Annual Kingsborough Eco-Festival, celebrating Earth Week and raising global environmental awareness, was held from April 17-19, with hundreds of students attending the keynote speeches (by Andrew Revkin of the *New York Times* and Dean James Gustave Speth of Yale University), faculty symposia, and student club presentations.

The Dean's Reading Circle was inaugurated in March 2007 with 50 Honor students and faculty receiving a cost-free copy of the book, *In Memory's Kitchen: A Legacy from the Women of Terezin* by Cara De Silva and reading and discussing it before they met with the author and the translator (a Holocaust survivor of Terezin) for dinner and discussion. Students from our Culinary Arts Program prepared some dishes from the recipes contained in the book.

Our Chapter of Phi Theta Kappa has become a forceful presence on campus and has won regional and national awards. It has been accorded a Five-Star recognition by the PTK Headquarters for its activism. The PTK members attended the Regional Honor Institute and the Regional

Convention and participated in the International Convention in Nashville in April. The President of our Chapter was named a New Century Scholar and the Vice-President was named to the All-New York First Academic Team for 2007.

Six Kingsborough students, accompanied by a faculty, attended the Salzburg Seminar on Global Citizenship in Austria in April 2007 and five KCC students will participate in the LIU one-month international experience on Peace and Reconciliation in Costa Rica in June-July, 2007 on substantial scholarship. Two Kingsborough students participated in the Vassar College Exploring Transfer Program in the summer of 2006 with full scholarship. Due to their impressive achievement, Vassar accepted three this summer as well as a KCC faculty to team-teach a course.

Rationale:

The Co-Curricular Enrichment Program promotes a culture of success among our students. It provides key skills and competencies for them to survive and succeed in the global economy and become responsible world citizens. By engaging students in the college through these activities, allowing them to develop new social networks on campus, and actively validating and supporting their ability to learn, we believe that our retention, graduation, and transfer rates will increase too.

The Program will create a community of student leaders and achievers who could serve as role models to incoming and current students. These leaders will also be instrumental in assisting the College to achieve its strategic goal of building a flagship Honors environment at Kingsborough by 2010.

The Program will also promote a general atmosphere of respect, understanding and dialogue on campus—an atmosphere that will welcome diversity in many guises.

Goals:

The primary goal of the Co-Curricular Enrichment Program is to create an “engaged campus,” creating conditions for students to achieve excellence while serving the college community as exemplary student leaders. The Program will expand the consciousness of the participants so that they think of themselves as responsible world citizens, believing they can make a difference in creating a better global future for all. The Program will inspire these students to create a road map for their educational and professional journey ahead in an increasing globalized world and marketplace.

Coordination with Campaign priorities and other college programs (including grant-funded projects):

This Program brings under one umbrella a number of activities and programs that provide optimal environment for student success and retention. These include the Honors Program, Phi Theta Kappa, Student World Assembly (now headquartered at KCC), Eco-Festival Program, and KCC Reads/Common Reading.

We believe we have enriched our students’ educational experiences greatly through these co-curricular enrichment programs which the Campaign expects the campuses to embark on.

Assessment Plan:

Each participant in the Cultural and Etiquette Module will be provided with a “Student Leader Portfolio” in which they will record a log of their activities and reflect on the learning they have achieved. A Blackboard-based supportive “Virtual Interest Community” will be created for the cohort, allowing them to utilize the Discussion Forum to share their experiences, their problems, and their achievements. The Portfolios and the online exchanges will be regularly read by the Faculty Coordinators of the Co-Curricular Enrichment Program, Director of the Honors Program, and the Associate Dean to track the progress of the students, to resolve problems, and to make any modifications deemed necessary. Data will be collected comparing the retention rates and grades of the participating students with the non-participating students. The graduation rate and transfer/scholarship of this cohort will also be measured against non-participants.

We will also measure the effectiveness of the various components of this Co-Curricular Enrichment Program through formal questionnaires at the conclusion of each activity or event.

The College is also working to develop assessments of student learning outcomes of these activities.

Number of Students served: 1000

Full-time faculty participating: 12

Part-time faculty participating: 0

Staff participating (Describe their roles: tutors, professional advisors, etc.): 3

Honors House secretary will provide information to students regarding the Co-Curricular Enrichment Program and handle the clerical aspects. Faculty Coordinators for the Co-Curricular Programs will collaborate in implementing the projects. The Associate Dean will oversee the whole project.

Program Description Form

Title of Program: Honors Program

Description (include a description of which faculty/students are served by this program):

One of Kingsborough's priorities is to develop a flagship Honor programs for its high-achieving students under the CUE initiative. The Honors Advisory Committee, composed of faculty from all academic departments and other key areas, reviewed the existing criteria and rules for the Honors Programs (Honors Program, Phi Theta Kappa, and the Dean's List) and approved revised criteria and policy changes at its May 2006 meeting. These changes, which were subsequently approved by the College Council in September 2006, will afford KCC students enhanced opportunities to participate in the Honors Programs and be acknowledged for their academic achievement in various College events. The new guidelines also allow outreach into high schools to recruit potential Honor students into KCC with scholarships. College Now students, who have excelled in college courses, will also be able to take Honors courses while still in high school. A new director of the Honors Programs, who for many years was the director of the KCC College Now Program, assumed her new role in February 2007. An Honors Open House, inviting high school students and their parents, was successfully held by the new director on April 30th. The new director is revamping the Program and has proposed a sequence of Honors courses which is now under review. The College will also establish Presidential Honors Scholarships to recruit promising high school graduates who commit to complete 7 Honors courses into the Honors Program. The Kingsborough Student Ambassador Program (KSAP) and the Co-Curricular Enrichment Program (included in CUE as separate programs) are primarily designed for the students in the Honors Program. A number of other benefits are being put in place as well, including laptop borrowing privilege for the duration of stay in the Honors Program.

Rationale:

The number of high achieving students at KCC has increased. The Phi Theta Kappa Honor Society Chapter here is one of the largest in the country. In its just concluded annual Induction Ceremony, 224 new members were inducted. These are students with GPA of 3.50 or higher. There are around 400-500 Phi Theta Kappa students in a given academic year at Kingsborough. A good number of them have been asking for more Honors courses, better scholarship and transfer assistance, and increased Honors activities. Since students can enroll in the Honors Program with a GPA of 3.20 or higher, we have a large pool of Honors Program candidates to recruit in addition to the higher level Phi Theta Kappa members. The graduating high school students attending the Honors Open House on April 30 along with their parents showed a great deal of interest in what KCC's new Honors Program will offer them.

Goals:

There is an ambitious agenda for the Honors Program at Kingsborough. These are some of the goals:

- Engage faculty in the Honors Steering Committee and provide them with release time to develop guidelines for Honors course proposal and for them to develop new Honors courses.
- Complete the development of the Honors Programs website.
- Develop a glossy brochure for Honors.
- Continue with the aggressive recruiting plan in high schools and among current eligible students. Select Honors Presidential Scholars for next Fall.
- Continue to build up perks for participation in the Honors Program.
- Develop a better system of dissemination of information about scholarships.
- Continue to develop more transfer articulation agreements with public and private colleges allowing Honors students a smooth transfer with scholarships into senior colleges.

Coordination with Campaign priorities and other college programs (including grant-funded projects):

Raising the expectations for our students, and making their education more challenging and enriching, are goals at the heart of the Campaign for Student Success. Our Honors Program with its two associated KSAP and Co-Curricular Programs will deliver on that promise under the auspices of CUE.

To cohere various Honors programs and activities, all of them have been put under the supervision of the Associate Dean of Academic Affairs who also manages CUE at Kingsborough.

Assessment Plan:

Through surveys and director and/or dean “Chat and Chew” meetings with Honors students, we will assess their satisfaction with the revamped Honors Program. The director of the Honors Program held a number of focus groups with current Honors students to find out about their likes and dislikes of the Honors Program. All of that feedback has been shared by the director with the dean and recommendations for improvements are being implemented. We expect the enrollment in Honors programs and courses to increase during the next year, as will student satisfaction with the programs.

Number of Students served: 300

Full-time faculty participating: 15 (excluding the Honors Advisory Committee Members)

Part-time faculty participating: 0

Staff participating (Describe their roles: tutors, professional advisors, etc.): 2

The Director of the Honors Program is responsible for running the Program. She reports to the Associate Dean for Academic Affairs who is closely involved in implementing a flagship vision for the Program.