



KINGSBOROUGH COMMUNITY COLLEGE
STRATEGIC PLAN
2021-2025



CHARTING A COURSE TO EQUITY, EXCELLENCE AND RESILIENCE.

RESPECT DIVERSITY INTEGRITY EXCELLENCE ACCOUNTABILITY INNOVATION

**OPERATIONAL
EXCELLENCE**

**STUDENT
SUCCESS**

**GOVERNANCE
AND
PLANNING**

**WORKFORCE
DEVELOPMENT
AND
STRATEGIC
PARTNERSHIPS**

**COMMUNITY
AND
COMMUNICATION**

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Charting a Course for Equity, Excellence, and Resilience:

Kingsborough Community College Strategic Plan 2021-2025

The year 2020 presented an important crossroads for Kingsborough Community College. Social and structural phenomena have placed several challenges in our path that have strengthened our commitment to serve our community effectively, thoughtfully, and compassionately. We now find ourselves poised to encounter these challenges and forge an even brighter future for our community. Now, perhaps more than ever before, it is critical for the College to intentionally care for its resources: our community and the physical campus, and prepare for the future by investing in the priorities identified in a consensus-driven, evidence-influenced strategic plan. The 2021-2025 Strategic Plan described below is guided by our commitment to our mission, vision, and values in serving our students, faculty, staff, and community while proactively and meaningfully addressing future demands. This plan addresses the foundational challenges facing the College and identifies central themes that will guide our path forward.

Strategic Plan Guiding Principles

Mission, Vision, and Values

Mission:

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

Vision:

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

Values:

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

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

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

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

Accountability - Taking responsibility for our actions and outcomes

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

Institutional Context – Challenges Facing KCC

In order to fulfill the College's mission and affirm its central values, there are two foundational challenges that will influence every aspect of our strategic work for the next five years and beyond: **building enrollment**, and **striving for equity**.

In 2015 College Council passed the following equity statement:

Equity, often confused with equality, recognizes that there are hindrances for some in attaining equality. Equity is achieved through inclusion and through the active removal or mitigation of hindrances to full access to opportunities, resources and support for all members of a community. It also means ensuring that all members of said community have consistent and meaningful opportunities to participate in communal life and to play a role in shaping the culture of the community. (Approved by the College Council 5/21/2015)

This statement clearly and concisely defines and affirms the college's pledge to build upon our focus to provide *equality of access* to our programs and facilities, by striving to achieve **equity** of outcomes for all members of our community. Despite our collaborative efforts to address the inequities that we have observed and analyzed, these have stubbornly persisted. A great deal of work remains to be done. Therefore, equity remains a central challenge that influences every aspect of the strategic plan.

The second foundational challenge that is central to our future thriving as an institution is **building enrollment**. Over the past 10 years, our student enrollment has fluctuated significantly. After a peak of 15,864 on-campus students registered in Fall 2011, as of the Fall of 2020, this number had declined to 9,372. While this shift could partially be explained by our relatively remote location, a recovering economy, and demographic changes, the College has invested a great deal of energy and resources in ensuring that we attain a level of enrollment that is optimal for its human and physical resources. Programs and practices throughout the College have significant impacts on student enrollment, retention, and completion. As such, the enrollment challenge is present through all areas of College functioning and therefore, the Strategic Plan.

The year 2020 will forever be remembered as the time when everything changed. The worst-case scenario many of us imagined but few ever thought to prepare for became a reality with the global Coronavirus-19 pandemic. Kingsborough students, faculty, and staff showed their compassionate and thoughtful resilience in the effective, almost overnight shift to remote delivery of instruction and services, even while facing difficult new realities and threats to personal health and safety.

Simultaneously, the social and racial injustices that have been part of our society for centuries intersected with the COVID-19 pandemic to exacerbate the social crisis. Their combined impact on many of the communities Kingsborough serves has been disproportionate. This has been reflected in higher virus-positive rates and increasing housing and food insecurity, mental health challenges, and poor-quality internet connectivity for online instruction.

It has been a stressful time, and we have expended tireless efforts to make the unprecedented situation less onerous for our community and to provide opportunities to begin to address social inequities and make meaningful change. Many challenges remain, and more than a year into the crisis, we continue to adapt as well as we can, on both social and educational fronts. Our community reflects the grit of New York City and Brooklyn, and we are confident that we will come out of this crisis even stronger than we were before. Confidence, however, cannot replace preparation. As a result, the Strategic Plan addresses a third foundational challenge of **institutional resilience** throughout. The goal is not to return to the pre-crisis status quo. Rather, the global pandemic has exacerbated existing inequities and challenges to our enrollment issues that will need to be addressed through careful planning and preparation. As Rosowski (2020) stated, “business as usual is not the goal, but rather business in the ‘new normal,’ with conditions dictated by [new] realities.” This Strategic Plan places this “new normal” centrally in its priorities and strategies.

Strategic Planning Process

Late in the Spring of 2019 the College Council Strategic Planning Committee was expanded for the purposes of developing the Strategic Plan for 2021-2025. Representatives of academic departments that were not already included in the elected membership of the committee were added, along with Dean of Faculty Cathy Leaker and representatives of several administrative offices. The committee convened at the end of Spring 2019 and began its work in earnest in Fall 2019. The committee identified five critical areas of concern, and created the Strategic Framework:

- Student Success
- Operational Excellence
- Governance and Planning
- Community and Communication
- Workforce Development and Strategic Partnerships

Definitions of the five areas were drafted by the committee, and aligned with Kingsborough’s stated Values. This alignment is shown above the definitions in the Strategic Framework 2021-2025. During the Fall/Winter of 2019-2020 a survey was created to gather feedback on the definitions from the College community. This survey, fielded in two stages, garnered a total of 399 responses. In March 2020 the committee began to review the feedback and incorporate it into new drafts of the definitions.

The original intention was to complete the revision of the definitions and to hold conversations with broad campus constituencies to begin to operationalize the Strategic Framework into actionable objectives. However, in response to the Coronavirus pandemic, the University implemented an emergency switch to distance learning for all classes, and remote delivery of all campus functions and services. This made it impossible to convene in-person conversations. During the switch, the committee convened remotely and completed revising the definitions, while recognizing that they had to maintain the flexibility to modify them as the situation continued to evolve. As the first step in operationalizing the Strategic Framework into actionable objectives, the committee identified critical Areas of Emphasis within each domain of the Framework.

The Areas of Emphasis developed by the committee provided a point of departure for a campus-wide survey, since remote instruction and delivery of services continued during the Fall 2020 semester. The survey gathered ideas that would begin to operationalize the Areas of Emphasis into an actionable plan. There were 124 responses to the survey, which were summarized by the committee and forwarded to

Senior Staff as resource material to aid in composing the action plans at a retreat during Winter of 2020-2021. This retreat was attended by senior staff, the Strategic Planning Committee membership, the academic department chairs, a student representative, and additional individuals responsible for union matters and faculty professional development. Led by five facilitators representing each area of the Strategic Framework, retreat participants discussed and evaluated potential initiatives to operationalize the Areas of Emphasis. Embedded scribes took notes of the proceedings which were forwarded to the subcommittees addressing each area of the Framework. The subcommittees then integrated the input recorded by the scribes with the survey results and the subcommittees' previous work. The results provide activities that could address the issues that had been collaboratively identified and validated in the Areas of Emphasis.

Solutions – Three Interrelated Themes that Emerged Across the Framework

Meeting as a group, the five facilitators began to synthesize the work done in the separate areas of the Framework and identified three central themes that characterized many of the solutions proposed for the different Areas of Emphasis. These interrelated and somewhat complementary strategic principles should guide the College as we move forward. They are: **collaboration, coordination, and communication**. All refer to some aspect of reaching out beyond organizationally defined “silos” and working together across boundaries.

Collaboration entails working together across the boundaries of the College's organizational chart. **Coordination** ensures that the various structures of programs, services, and policies work together to serve the mission of the College as effectively as possible. **Communication** makes information easily accessible and keeps students, faculty, and staff up to date as services, policies, or circumstances change.

Kingsborough Community College - Strategic Framework 2021-2025 – Definitions and Areas of Emphasis

1. Student Success

This area of strategic importance connects to the following, which are the stated values of the college: Excellence; Innovation; Respect; Diversity.

<p>Definition</p>	<p>Student success requires access to high-quality teaching and individualized supports to help students achieve their goals. These goals may include completing an academic program and either transferring to a four-year college or entering the workforce directly, or taking courses needed to update skills or change careers. Just as critical to the overall learning environment are opportunities to participate in meaningful co-curricular activities and to build capabilities for scholarship, fellowship, leadership, and resilience. Student success is dependent upon effective coordination among the administration, faculty, and staff in responding to diverse student needs and addressing barriers that might otherwise hinder student success.</p>
<p>Areas of Emphasis</p>	<p>Through coordinated efforts among faculty and administration, and reflecting student voices, provide:</p> <ul style="list-style-type: none"> • robust onboarding and continuing student experiences that improve retention and graduation rates, • clear academic and career pathways, • accurate, consistent, responsive, and high-quality advisement, • programs and services that foster student preparedness, resilience and leadership, • support services that address barriers to success and relieve student stressors, and • a culture of service excellence and respect.

2. Operational Excellence

This area of strategic importance connects to the following, which are the stated values of the college: Excellence; Accountability; Innovation.

Definition

“Operations” refers to the essential underlying systems, processes, and mechanisms through which any enterprise or organization functions. These are often not immediately visible but nonetheless are indispensable. Kingsborough Community College (KCC) strives for excellence throughout all of its operations while working continuously to increase transparency, efficiency, and effectiveness in its practices.

Areas of Emphasis

Strategically and collaboratively allocate resources that support excellence in:

- Facilities that are safe and conducive to learning
- Technology that is state-of-the-art and promotes student success
- Public Safety that maintains a secure environment while respecting members of the community as individuals
- Business processes that are functional and adaptable

3. Governance and Planning

This area of strategic importance connects to the following, which are the stated values of the college: Respect; Diversity; Integrity; Accountability; Innovation.

Definition

Effective governance is grounded in an educational institution's capacity to engage in substantive, collaborative decision-making through structures that allow for widespread participation. When governance structures and systems work, there are transparent mechanisms that ensure accountability for institutional decision-making.

Planning is the component of governance that continuously engages the college and community in analyzing and responding to the internal and external environment. Through effective governance and planning, KCC can position itself strategically as a forward-thinking institution that effectively balances careful stewardship with focused innovation.

Areas of Emphasis

Collaborative governance, planning, and decision-making that reflect the College's values by promoting:

- Governance that includes:
 - Increasing equitable representation in governance, governance committees, and college leadership.
 - Regular reporting from college leadership and governance committees to college community on major activities and decisions
 - Comprehensive governance reform grounded in the [five ingredients for effective governance](#) outlined by COACHE: Trust, Shared Sense of Purpose, Understanding, Adaptability, and Productivity.
 - Enhanced digital capacity to support remote governance meetings and processes
 - Shared agreement regarding the purpose and functioning of effective governance
- Strategic and operational planning that facilitates:
 - Improving our institutional alignment with [Middle States Standard VI](#) on Planning, Resources and Institutional Assessment (“a financial planning and budgeting process that is aligned with the institution’s mission and goals”).
 - Integration of strategic planning/priorities, budgeting, and resource allocation (people, technology, funding)

	<ul style="list-style-type: none"> ○ regular reporting on relationship between institution spending and strategic goals ○ Broad, routine sharing and discussion of data related to progress toward strategic goals, including: <ul style="list-style-type: none"> ■ Equity: Disaggregated data on student success metrics, faculty and staff hiring and advancement, employment outcomes, impact of strategic decision-making etc. and ■ Enrollment: Disaggregated data on enrollment and outreach among diverse communities; ○ Regular, ongoing and structured planning and decision-making processes that provide opportunities for broad participation, clear assessment protocols and transparent lines of leadership accountability.
<p>4. Community and Communications</p>	
<p><i>This area of strategic importance connects to the following, which are the stated values of the college: Respect; Diversity; Integrity; Accountability.</i></p>	
<p>Definition</p>	<p>Communication is vital to our mission. Internal communication is the means through which we share information about our values, programs, offices, protocols, goals, and plans. These communications promote respect and values among individuals, students, faculty, staff, and offices. External communication is directed towards prospective students, alumni, and off-campus audiences. Our communication strives to include fairness, excellence, accountability, inclusivity, and mutual respect to strengthen the community.</p>
<p>Areas of Emphasis</p>	<p>Through the use of direct correspondence, digital media, specialized events; and advertising in print, television, radio, and online; the College will:</p> <ul style="list-style-type: none"> • Reinforce collegiality, civility, and faculty and staff satisfaction • Brand and market our educational services • Encourage student enrollment and retention • Maintain communication to keep our community informed and up to date on emergencies, occurrences, and policy changes affecting our campus

5. Workforce Development and Strategic Partnerships

This area of strategic importance connects to the following, which are the stated values of the college: Excellence; Innovation.

Definition

A comprehensive workforce vision fulfills a key part of Kingsborough's institutional mission: Empowering students to achieve their desired goals through career readiness and access to opportunity. Our focus on providing a pathway for students to high quality, salaried jobs and/or further study is always partnered with maintaining our College's high standard of providing meaningful intellectual growth through excellent, well-rounded coursework. Collaboration with local, business, industry, and educational resources is vital for expanding our capacity to meet the needs of our students, our partners, and the community.

Areas of Emphasis

Facilitate entry of students choosing to join the workforce and further develop strategic partnerships with the community by:

- Coordinating job placement efforts between departments and offices on campus
- Providing meaningful employment opportunities alongside the college experience
- Enhance student success by providing professional and technical skills with an academic component that will add value in an increasingly competitive job market
- Strengthening relationships with industry and employers
- Increasing Kingsborough's visibility and presence in the community
- Expanding on-campus partnerships to increase awareness of available career resources

Kingsborough Community College 2021-2025 Strategic Plan Implementation Plan

Approved September 2022

Student Success

A positive and successful student experience is a college-wide responsibility that requires collaboration and coordination across all areas of the college.

SS1. Create robust onboarding procedures and continuing-student experiences

SS1.1. Increase enrollment pipeline from partner high schools by developing career pathway programs and bridge programs that connect to KCC's programs.

SS2. Increase the yield of students from those who have applied and been admitted to the College by offering program specific information sessions prior to registration, and robust onboarding experiences post-registration

SS2. Provide students with clear academic and career pathways

SS2.1. Increase student completion of gateway English and Math in their first year with strategic use immersion interventions, math and English course registration in the first year, and use of targeted academic support

SS2.2. Expand enrollment of adult learners with FLEX programming and support

SS2.3. Enhance articulation agreements with CUNY colleges

SS3. Provide accurate, consistent, responsive, and high-quality advisement

SS3.1. Improve retention, credit accumulation and graduation rates for students by strengthening advising initiatives such as enhancing the Advisement Academies, increasing the usage of Starfish, re-invigorating the 15 to finish campaign, and making degree maps more visible

SS4. Develop programs and services that foster student preparedness, resilience, and leadership

SS4.1. Promote, recruit, sustain student engagement in co-curricular activities, including student government, student ambassadorship, and other student organizations

SS4.2. Expand opportunities for students to engage in high impact practices, especially Learning Communities, Undergraduate Research, Civic Engagement; assess student access (who has access, demographic breakdown) and effectiveness of HIPS

SS4.3. Develop Faculty/staff :: student mentorship programs

SS4.4. Identify a student engagement software platform that improves efficiency in student event planning, tracks student engagement, and generates a co-curricular student record.

SS5. Provide support services that address barriers to success and relieve student stressors

SS5.1. Connect students to resources that mitigate barriers: e.g., ARC, New Americans Center, mental health counseling, child care, legal support, OER resources, tutoring, first-gen student support

SS5.2. Develop strategies for working with special populations (men of color, athletes, single parents, first generation students, probation students) to increase enrollment and success, and decrease equity gaps

SS6. Maintain a culture of service excellence and respect

SS6.1. Identify and utilize the communication platforms that work best for students.

SS6.2. Streamline processes for student success: user-friendly navigation to student resources to make it easier to know where to go for help

SS6.3. To inform decision-making, survey students (both current and those who left) about their KCC experience and/or why they left

SS6.4. Create professional development for faculty and staff (with emphasis on supporting special populations)

Operational Excellence

Strategically and collaboratively allocate resources by doing the following:

OE1. Maintain facilities that are safe and conducive to learning

OE1.2. Develop a facilities master plan that reflects future academic priorities, including regular review of the space utilization and necessary renovations

OE1.2. Retrofit buildings and public spaces with more touchless facilities – faucets & doors, T building repairs/upgrades, cafeteria space and furniture

OE1.3. Ensure effective use of outdoor grounds: green space, parking lots, roadways, external lighting, tent set up for instruction and recreation

OE1.4. Create more gathering spaces for students

OE2. Provide technology that is state-of-the-art and promotes student success

OE2.1. Improve access to technology for students at home

OE2.2. Implement tools that increase connection to students

OE3. Maintain a secure environment while respecting members of the community as individuals

OE3.1. Improve and reconfigure access to campus and on-campus surveillance including adding and upgrading cameras and technology; and improving campus lighting

OE3.2. Increase officer campus presence, particularly for classroom visits

OE3.2. Create a calendar of policy and procedure trainings for campus community (e.g., emergency shooter trainings, crisis emergency trainings)

OE4. Support excellence in business processes that are functional and adaptable

OE4.1. Take an inventory of all business processes and develop and publish written protocols

OE4.2. Improve and streamline business processes, particularly through expanding on online/automated solutions (e.g., project management platforms, Time and Leave system, annual evaluation processes in Dynamic Forms)

OE4.3. Increase staff knowledge of effective use of technology; develop online training modules for key business processes

Governance and Planning

Review, revise, and reimagine processes of collaborative governance, planning, and decision-making that reflect the College's values:

GP1. Ensure that governance provides equitable representation, regular reporting, and shared agreement

GP1.1. Complete a comprehensive governance reform that increases trust and addresses the college's challenges

GP1.2. Develop onboarding protocols for college council members, committee chairs, and other governance leaders.

GP1.3. Promote shared agreement regarding the purpose and functioning of effective governance across the college

GP1.4. Increase equitable representation in governance, governance committees, and college leadership

GP1.5. Require regular reporting from college leadership and governance committees to the college community on major activities and decisions

GP2. Engage in strategic and operational planning that facilitates alignment with the institutional mission and provides regular opportunities for sharing and discussion of progress toward strategic goals

GP2.1. Promote planning processes that serve the College's mission, vision, and values and align with the allocation of resources

GP2.2. Report regularly on the relationship between institution spending and strategic goals

GP2.3. Engage in broad, routine sharing and discussion of data related to progress toward strategic goals (e.g., equity, enrollment)

GP2.4. Increase alignment between the college strategic plan and PMP university goals.

GP2.5. Create regular, ongoing, and structured planning and decision-making processes that provide opportunities for broad participation, clear assessment protocols, and transparent lines of leadership accountability

Community and Communications

CC1. Reinforce collegiality, civility, and faculty and staff satisfaction

CC1.1. Create pathways that allow for more collaborative decision making between faculty and administration

CC1.2. Host morale- and team-building activities as well as other activities to engage faculty, staff, and students

CC1.3. Conduct regular surveys of faculty and staff to identify and address strengths and areas of concern

CC1.4. Maintain consistent communication of community standards.

CC2. Brand and market our educational services to the community

CC2.1. Update marketing materials; include data and infographics

CC2.3. Implement "Did You Know" campaigns to inform campus community about campus resources and highlighting faculty, staff, and students across campus.

CC2.3. Improve website visuals, layout, and navigation and convene an annual website liaison meeting to review and update its contents.

CC2.3. Increase footprint of marketing area (local advertising, commercials, MTA ads in the neighborhood)

CC3. Promote student enrollment and retention through increased communication and outreach

CC3.1. Increase communication modalities with students

CC3.2. Increase outreach to older/under-represented groups

CC3.3. Utilize KBCC Van in traditionally underserved communities

CC4. Maintain communication to keep our community informed and up to date on emergencies, occurrences, and policy changes affecting our campus

CC4.1. Increase communication regarding changes to policy, personnel, procedures, and resources

CC4.2. Engage in intentional community building through sharing student success stories, community chats, underrepresented groups

CC4.3. Utilize message bulletin boards and screens across campus to provide updates and information

Workforce Development and Strategic Partnerships

Collaboration, coordination, and communication in all departments across campus are important in helping students to achieve their desired goals of career readiness and access to opportunities in their chosen path.

WD1. Coordinate internship and job placement efforts between departments and offices on campus

WD1.1. Create a centralized workforce location on campus and/or online for students and faculty that offers internships and job opportunities

WD1.2. Increase communication between departments so faculty become more aware of available internships

WD1.3. Continue to hold job fairs on campus and virtually for credit and non-credit students

WD1.4. Create a Workforce Committee with representatives from selected departments

WD2. Enhance student success by providing professional and technical skills with an academic component that will add value in an increasingly competitive job market

WD2.1. Further develop efforts to educate students about the skills needed to increase their employability in the 21st century

WD2.2. Offer/expand micro-credentialing opportunities

WD2.3. Strengthen connections between credit and non-credit courses and programs (credit for prior learning)

WD3. Strengthening relationships with government, industry, and employers

WD3.1. Further develop partnerships with employers to assist employees to earn degrees/obtain certifications (upskilling)

WD3.2. Increase collaboration with local businesses and government to provide students with internship opportunities, paid and non-paid

WD3.3. Explore innovative ways to increase community/business relationships (e.g., provide space in exchange for internships, further existing relationships with vendors, etc.

Appendix A – Strategic Planning Committee Members

Ms. Aba Agolli, Community and Communications Subcommittee
Prof. Chris Chapman
Ms. Judith Cohen, Community and Communications
Ms. Maureen Daly, Community and Communications (Committee Secretary)
Ms. Mickie Driscoll, Community and Communications
Ms. Barbara Fairweather, Operational Excellence
Prof. Chris Fey, Governance and Planning
VP Richard Fox (Committee Chair)
Prof. Richard Garavuso, Student Success
*Prof. Matthew Gartner, Governance and Planning
Prof. David Goldberg, Workforce Development and Strategic Partnerships
Mr. Asif Hussain, Operational Excellence
Prof. Tyronne Johnson, Governance and Planning
Mr. Michael Klein, Operational Excellence
Ms. Alissa Levine, Workforce Development and Strategic Planning
*Prof. Dawn Levy, Student Success
Ms. JoAnne Meyers, Student Success
Prof. Thomas Mintz, Community and Communications
Mr. Rodney Moye, Operational Excellence
Prof. Joachim Oppenheim, Workforce Development and Strategic Partnerships
Prof. Bryan Powers, Student Success
VP Eduardo Rios, Operational Excellence
*Prof. Anna Rozenboym, Operational Excellence
Ms. Chana Sandberg, Student Success
*Ms. Cheryl Todmann, Community and Communications
Ms. Raquel Torres, Student Success
Prof. Julie Turley, Workforce Development and Strategic Partnerships
Ms. Brenda Vargas, Student Success
*Prof. Joan Zaloom, Workforce Development and Strategic Partnerships

*Retreat subcommittee facilitators

Committee Members who have left Kingsborough:

Dean Cathy Leaker

Dr. Chris Calienes