

Kingsborough Community College
2025-2030 Strategic Plan

STUDENT SUCCESS | COMMUNITY IMPACT | REDUCE ACHIEVEMENT GAPS | SUCCESSFUL TRANSFER | WORKFORCE OUTCOMES | INCREASE OPERATIONAL EFFECTIVENESS

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A Message from President Duitch

A Message from President Duitch



Dear Friend of Kingsborough,

Kingsborough Community College (KCC) is Brooklyn's community college. Never has the college been more vital for to the borough's future success.

This is a moment of tremendous opportunity but also one of major challenges. Across the borough, extraordinary promise exists alongside urgent need. Students want an affordable education, clear transfer and career pathways, economic opportunity and mobility for themselves and financial sustainability for their families. They also want an institution that understands and responds to the realities of their lives. This strategic plan represents the commitment of KCC to meet this moment with focus, ambition and accountability.

The promise of Kingsborough is the promise of the community college itself: access that opens doors, quality education that changes lives, and opportunities that strengthen families, neighborhoods and the city.

In this strategic plan, we turn that promise into a focused agenda for 2030—one that advances student success, deepens our responsiveness to Brooklyn and aligns our work to meet the demands of a rapidly changing world. I started the development process for this plan in fall 2024 while serving as KCC's interim president. The two-year process encompassed many steps, including the following:

- A college-wide brainstorming process to surface potential areas of focus, with polling of community members and discussions amongst senior leaders to identify six goals from a broad initial list;
- Committees that proposed initiatives and metrics for assessing progress toward each goal;
- Multiple rounds of feedback on the goals and on the overarching plan through open community workshops, in retreats and in meetings with administrators, academic department chairs and other faculty leaders and leaders of the College Council (KCC's "shared governance" body of elected faculty, staff and students); and
- Presentations and discussions at the College Council and the Council's Strategic Planning and Budget Committee, with final review and official ratification by the Council.

In this process, we identified vital statistics that speak to our institution's health, and six goals that meet the demands of this moment. The goals are focused on supporting student success and on making KCC operate as effectively as possible.

With these goals, we have articulated a vision for KCC in 2030 that includes the following:

- **Better outcomes for students** – improved retention and timely graduation, more effective transfer to earn a bachelor's degree, and stronger preparation for good jobs with livable wages and long-term career tracks; all built on a foundation of an excellent and engaged education and student experience.

- **A stronger institution** – financially viable and operating smoothly and effectively; able to support faculty and staff to develop as professionals and offering academic programs that both build on the institution's strengths and on faculty expertise; and are up-to-date and relevant to student interests and to local labor markets.

- **A Brooklyn institution** – fully participating in the economic, cultural and social life of Brooklyn, with deep and productive ties to communities, employers and organizations that extend KCC's reach and impact, and support equitable economic development.

With this plan, we will work to offer a high-quality experience to our students enrolled in online programs and courses, and to improve the experience of those who come to campus. KCC offers a wide range of options for learning online, but is primarily a college where students learn in person. At this time of labor market volatility, rapid technological change, and a lack of sufficient interpersonal connection, our students need the bolstering experience of being a member of a welcoming, high-functioning community. This community will support student success by offering excellent in-class instruction surrounded with a strong student life and comprehensive, coordinated support services. To ensure that we can do all of this, the KCC community will show up, in person, for our current and future students.

Implementation is the most important part of the plan and so we have created an ambitious but manageable cycle of measurement and review. The plan has a lead administrator, as does each of the six goals. The college will set a regular cadence for college-wide communications, with biannual check-ins and adjustments to our initiatives and metrics for assessing progress, all building up to a final assessment of progress toward each of the goals by the end of 2030.

I look forward to working with you to make the plan a reality, for the future of Brooklyn and to fulfill the tremendous ambitions of generations of KCC students. Thank you for your support of this amazing and important institution!

Regards,



Suri Duitch

Mission, Vision and Values

Mission, Vision and Values

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

MISSION STATEMENT

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 student 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.



About Kingsborough



Founded in 1963, KCC is Brooklyn's community college and a critical generator of upward social and economic mobility within New York City's most populous borough. Located on a 70-acre campus in Manhattan Beach, Brooklyn, it is one of 26 colleges and schools within the City University of New York (CUNY). KCC offers students the opportunity to earn the Associate in Arts, Associate in Science, and Associate in Applied Science in over 37 programs, credit-bearing industry certificate programs, non-credit training programs in a broad range of industries and English language instruction, high school equivalency, educational programs for children and other continuing education opportunities.

KCC serves the educational needs of a highly diverse student population, representing over 140 different countries of origin and speaking more than 70 languages. The diversity of the 2.7 million residents of Brooklyn is reflected in its student body: 52.7% of students identify as an underrepresented minority (URM) (e.g., Black and Hispanic students); 31% are the first in their families to go to college. Throughout the college, there is a strong commitment to ensuring that students are successful in their academic endeavors and to developing well-rounded and informed individuals able to contribute to their communities. As a result of this commitment and an overall college culture of continuous self-reflection and improvement, Kingsborough stands out among CUNY community colleges for its strong student outcomes and has been consistently recognized as a top community college by the Aspen Institute.

Kingsborough 2025

37 / 2
Degree / Certificate programs

58%
Graduates transfer to four-year institutions

8x
Top 10% Aspen Institute recognition

140
Student countries of origin

FALL 2025 ENROLLMENT

19,250
Total enrollment

7,883
Degree students

11,367
Non-degree students

College Now	10,757
KCC Early College Initiative	355
Other non-degree credit-bearing programs	255

ENROLLMENT BY AGE

Under 20	29%
20–22	27%
23–24	9%
25–29	13%
30–44	18%
45+	4%

STUDENT GENDER

56.8% Female

43.2% Male

75%
receive financial aid

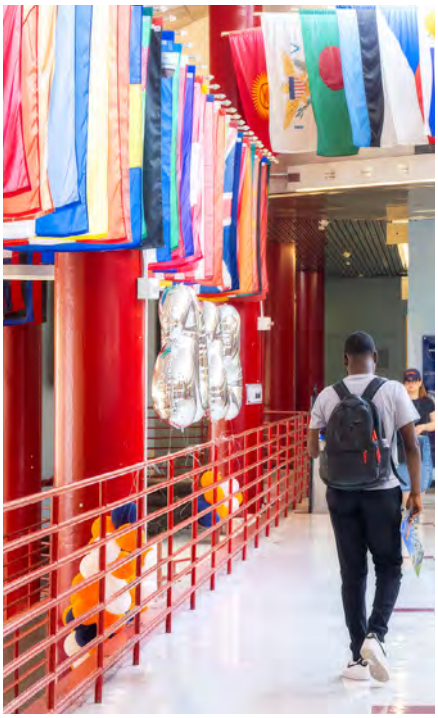


TOP 5 MAJORS BY ENROLLMENT

Liberal Arts	2,452
Business Administration	813
Criminal Justice	521
Mental Health	393
Biology	373

FALL 2025 STUDENT DEMOGRAPHICS

Black or African American	30.9%
Hispanic/Latino	24.4%
White	21%
Asian	13.6%
Noncitizen	5%
Two or more races	4.1%



FIRST GENERATION

69%
Parent completed college

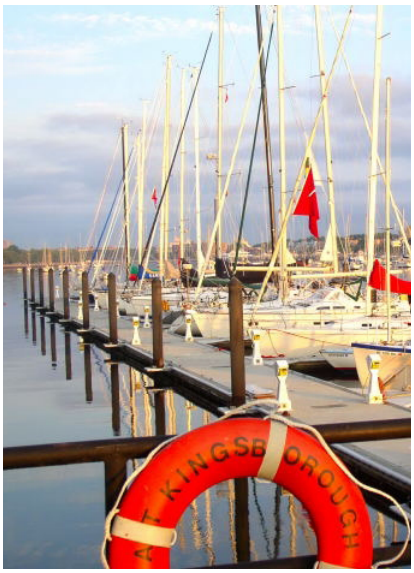
31%
Parent did not complete college



70+
campus acres

14,000
students enrolled in continuing education and workforce programs

35
continuing education certificate programs





OUR FACULTY

309 Full-time faculty

61% Hold a doctorate

719 Adjuncts

Student Profiles

The profile of Kingsborough today makes it clear that KCC students represent the full diversity of Brooklyn, New York City and the region. Here are some examples of how our students benefit from strong educational foundations and the wide range of activities and student supports that KCC offers to each of its students.

Jenniffer Vasquez Felix '27

Mental Health and Human Services



Jenniffer Vasquez Felix always knew she wanted to help others. Born in the Dominican Republic, she moved to Brooklyn at age 13. After stepping away from college at 21 to become a mother, she returned through CUNY Reconnect, a state-supported program that allows adults ages 25 to 55 to earn a free college degree in a high-demand industry. She also enrolled in Kingsborough's KCC Online program so she could balance school with her family. "Returning to school wasn't easy, but it was necessary," she said. "For years, I thought I had missed my chance. But being back reminds me that it's never too late to begin again."

Her work at the NYC Public Advocate's Office, helping constituents access essential resources, inspired her to major in mental health and human services. As a mother, immigrant, and community advocate, Jenniffer understands the challenges families face when starting over.

Wanting to become more connected to campus, she ran for student government president and won. During her presidency, she participated in the CUNY University Student Senate, supported civic engagement and sustainability initiatives and helped strengthen connections between Kingsborough and community organizations.

Post-presidency, she is creating a CUNY Reconnect Student Association at Kingsborough to encourage returning adult learners and other students to take part in campus life, connect with faculty and build community.

After completing her associate degree, Jenniffer will continue her education in social work and explore opportunities in educational policy, mental health advocacy and student success.

Her dream is to one day return to Kingsborough in a professional capacity. Her advice for adults thinking about coming back to college: "Please don't worry about fitting in. Your experiences and dreams belong here, too. Sometimes, showing up for yourself is just the beginning."



Urwa Faraz Malik '26

Engineering, Class of 2026 Valedictorian

Growing up near an airport in Pakistan, Urwa Faraz Malik wondered how something so heavy could stay in the air, a question that grew into a dream of working with NASA. She arrived in the United States from Pakistan in July 2024 determined to earn an engineering degree.

The eldest of four siblings and the first in her family to attend college, she initially struggled to balance family responsibilities, a full-time job and evening classes. At one point, she even considered dropping out. In part inspired by the example of other students, Urwa earned a perfect 4.0 GPA every semester and was named valedictorian of the Class of 2026.

She was one of only 60 students nationwide, out of more than 1,300 applicants, to receive a Jack Kent Cooke Foundation Undergraduate Transfer Scholarship. She was also selected for a Research Experience for Undergraduates program at Cornell University, studying hydrothermal environments and what they could reveal about life beyond Earth. “As I move forward to become a mechanical engineer, I still dream of space exploration,” she said. “Now that dream is a step closer.”

Now an undergraduate at Cornell, Urwa credits the people around her, who directed her toward scholarships, the Cornell program and the valedictorian application itself. “The relationships we build with professors, mentors and peers can transform our lives,” she said. “Kingsborough taught me that asking questions, seeking help and getting involved can open doors far beyond the classroom.”

Kellisha McKenzie '26

Mental Health and Human Services



When Kellisha enrolled at Kingsborough Community College in 2021, she didn't have a clear plan. "COVID had cut my high school experience short, and everything felt uncertain," she said. Reinstated after being academically dismissed, Kellisha found the support and community she needed for success. "I don't think I would've made it this far without it." A suggestion from her academic advisor led her to considering a career in social work, "That gave me a sense of direction I never had before... It made me feel motivated and helped me reconnect with school in a real way."

Kellisha's new-found motivation showed up in everything she did this time around in college: earning a spot on the Dean's List every semester; volunteering as a crisis counselor; completing certifications in suicide prevention, mandated reporting and mental health first aid; and interning at KCC's Wellness Center, Women's Center and Access-Ability Services.

Kellisha credits Kingsborough for helping her turn her life around. "It's a place full of people who care," she said. Now she wants to be the person making sure people get the help they need. Currently enrolled in the care coordination track of Hunter College's Bachelor of Social Work program, her goal is a career helping adults navigate services after major life events. Kellisha is proud of how far she's come. "It's not just a comeback. It's a full transformation," she reflected. "And I did it as myself — not who I thought I had to be. That means everything to me."



Timothy Welch '26

Culinary Arts

Timothy Lee Welch, Jr. (known as "Chef Tastey") traces his love of cooking back to helping his mother make dinner when he was 5 years old.

A car accident had left him unable to walk for nearly two years before he enrolled at KCC. "I refused to get discouraged," he said. "I stayed motivated by focusing on the things I love most: cooking and dancing," mentally rehearsing recipes and dance routines until he could practice them again. "Kingsborough helped me strengthen both my technical and leadership skills," he said, pointing to knife skills, food safety training, time management and teamwork.

An internship found through KCC's culinary job board grew into a role as both store manager and head chef at a Brooklyn restaurant. He says, "My growth [in the new job] happened naturally because I consistently demonstrated dedication, professionalism and the ability to lead others. The college also helped me build confidence in taking charge and leading others." He said his professor, Chef Anthony Marzuillo, played an important part. "He is an amazing chef and mentor. When he sees potential in a student, he makes sure they stay on the right path."

Kenny Rivera '26

Nursing



Born in the Dominican Republic, Kenny Rivera came to Brooklyn at 6 years old. He earned an associate degree in business administration at Kingsborough, a bachelor's degree at Brooklyn College, and then spent eight years as a property manager. But something was missing. "I needed to find purpose in my life," he said. He joined the FDNY, where he has served as a firefighter for seven years. Then Kenny had a dream — a literal one. "In the dream, I was providing care to impoverished people who lacked access to medical services," he said. "I brought the care directly to them and built a community that shared that same vision." That dream brought him back to Kingsborough, this time to study nursing.

Balancing nursing school with firefighting, coaching his child's Little League team and family life wasn't easy. He once failed a class by less than one point and had to wait while his cohort moved ahead without him. Kenny credits the setback with shaping who he became as a student. "My takeaway from this experience was the realization that I will be dealing with people's lives where there is no room for error," he said. But he also learned that failure is not the end of the road.

Kenny has since passed the NCLEX licensing exam and works as a private nurse. He plans to apply to a county hospital and earn a Bachelor of Science in Nursing. Within 10 years, he hopes to open dialysis clinics in Puerto Rico to provide care to underserved communities, including the elderly and children. "I consider myself fortunate to have been able to attend this college," he said. "I wish people knew how great of an education you can get at an affordable price."



Shimiah Williams '27

Surgical Technology

After earning a high school degree from the Academy of Medical Technology, Shimiah Williams worked for a decade as a home health aide, phlebotomist, medical receptionist and biopsy coordinator. She says, "Helping people is my passion."

Hoping to turn that passion into a career, Shimiah chose Kingsborough's accredited surgical technology program. She attends clinicals twice a week for six to eight hours each day, reporting to her assigned hospital at 6:30 a.m. to assist with surgeries alongside experienced surgical teams. "I was confident because we spent so much time practicing in school, but being present during an actual surgery was definitely intimidating at first," she said. "As time went on, my confidence grew." Those clinical hours have become the heart of her experience. "My clinicals have allowed me to apply what I've learned in the classroom, build confidence, and prepare for my future career as a surgical technologist."

Balancing school, clinicals, studying and parenthood is a challenge, so Shimiah relies on KCC's Child Development Center to support her daughter, as well. "I can focus on my education knowing she's in a safe, caring environment. I truly don't think I would have made it this far without their support." Now 5 years old, her daughter has been attending the CDC since she was 2. "Seeing how excited she is to go each day gives me confidence that she's in the best possible place."

Fully utilizing so many of the college's resources, she says, "I'm working toward becoming a skilled, compassionate surgical tech and building a stable, successful future for my daughter and me."

Marvens Jn Baptiste '27

Physical Therapist Assistant



Marvens Jn Baptiste has been playing soccer for as long as he can remember. His father says he started kicking a ball as soon as he could walk. Growing up in Haiti before moving to Brooklyn at age 12, Marvens developed a love for sports that eventually led him to compete on three teams at Kingsborough: soccer, volleyball and track and field.

And he hasn't just competed. Just some of his honors: Region 15 Player of the Year; 2026 CUNY Player of the Year in men's soccer; Kingsborough's Male Athlete of the Year; CUNY Athletic Conference Rookie of the Year honors in volleyball and a spot on the men's volleyball all-conference team. His 30-yard free kick goal helped KCC capture its first NYC community college soccer championship since 2009. And, in his first year of running track, he helped the team reach the national championships.

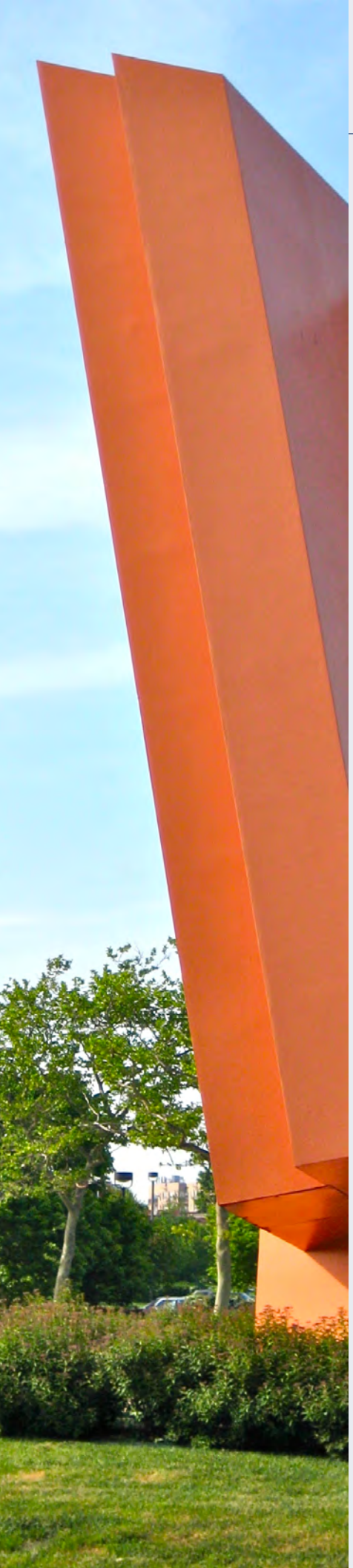
Marvens is a master at time management. Now in his second year, he's added a part-time job to the mix of sports practice, games, studying and attending classes. Though he credits his academic advisor and work manager with helping him make it all fit, he relies on his innate sense of discipline to plan – and follow – a low-stress schedule. "It's really like magic, but I make it work," he jokes.

His experiences in sports have also shaped his career goals. Having dealt with injuries himself, Marvens wants to help others recover and regain their confidence. He's completing the prerequisites for Kingsborough's physical therapist assistant program and hopes to earn a bachelor's degree. He's also keeping the door open to playing soccer professionally.

When he was deciding which college to attend, Marvens said he really liked the vibes he felt while taking a tour of the campus. "Everybody was just so nice and willing to help." He said the welcoming campus, supportive professors and friendships he's made have helped him become more mature and confident. "I've developed into a different person," he said. "Choosing Kingsborough was the best choice I've made."

Academic Programs

KCC offers 37 degree programs, including both transfer degrees (referred to either as an associate of arts, or A.A., or an associate of science, an A.S.) and terminal degrees intended to lead directly into the workforce (associate of applied science, or A.A.S.).



Academic coursework and the faculty who teach it are at the heart of the experience of being a KCC student. The curriculum for each of the college's 37 degree programs reflects both a knowledge base specific to that program, and fulfillment of required general education (or in CUNY terminology, "pathways") coursework that reflects a shared understanding of what it means to be a college-educated person. Fundamental skills and knowledge in reading, writing, computation and critical thinking support KCC graduates to achieve success and fulfillment in all aspects of their lives.

Each of our 37 degree programs prepare students for one of two pathways: the associate of arts and associate of science degrees prepare students for transfer to a four-year institution where they will pursue a bachelor's degree, while the associate of applied science degree is a terminal degree intended to lead students directly into the workforce upon graduation. Most require 60 credits of coursework; a few specialized degrees require 64 credits.

The most frequent transfer degree chosen by KCC students is an A.A. in **Liberal Arts,** which provides a broad grounding in the humanities and social sciences. The Liberal Arts major covers courses within a range of academic fields, offering several pathways to transfer for the bachelor's degree for its students. Students transfer courses that help to satisfy the requirements of a range of majors, as well as courses that count toward bachelor's degree "general education" requirements or satisfy "elective" requirements. KCC students who major in Liberal Arts may also choose one of eleven concentrations. As with all KCC transfer degrees, Liberal Arts coursework is intentionally structured to smoothly transfer into bachelor's degree study at a CUNY senior college, or to an institution outside the CUNY system.

In addition to preparing students for transfer, the program offers deep study in the humanities and social sciences where students explore the history of human life, creative expression, political and social movements and human behavior. These essential areas of knowledge help students to become informed, careful thinkers prepared to address complex problems and work with others to move our world forward. The Liberal Arts program centers students' humanity and prepares them to be engaged and informed citizens able to navigate a complex world. Such preparation is all the more valuable in a time of rapid technological change.

The A.S. in **Mental Health and Human Services** is another transfer degree at KCC, educating students wanting to pursue a career directly supporting individuals, families and communities. Students who earn this degree and additional, related degrees at the bachelor's, master's and doctoral levels go into fields such as social services, mental health, physical rehabilitation, aging

services, and substance abuse treatment. In their courses and in internships, students learn how human service professionals support people facing personal, family and community challenges and how to connect those individuals with the care, services and resources they need.

Two semester-long field internships in real-world community-based placements allow students to put what they've learned into practice. While this is a transfer degree, the skills and professional networks developed through these placements in many cases lead directly to job offers.

Terminal degrees also incorporate critical general education coursework, but the majority of credits focus on the field of study so that students have the skills and knowledge necessary for direct transition to the workplace. These programs also offer opportunities to directly enter or advance in the field by taking credit-bearing and non-credit training, and incorporate industry-recognized certifications the demonstrate graduates' qualifications for employment. KCC's A.A.S. in **Maritime Technology** and **Culinary Arts** programs are among them.

Maritime Technology prepares students for careers on the water and working waterfront and incorporates instruction evenly split between the classroom and hands-on experience in labs and on KCC's teaching vessel, the CUNY1. Graduates leave ready to operate a vessel in New York harbor or beyond, having seamanship skills including ship handling, navigation, engine systems and marine electronics. They're also



prepared to respond safely and calmly under pressure, having had training in first aid, CPR, firefighting and personal survival.

Maritime Technology students train aboard the college's own boats and in its campus marina, working directly with diesel and outboard engines, marine electronics, and vessel repair, including welding and working with fiberglass. Most students complete an internship in the summer between their first and second years. Program graduates go on to work in New York Harbor as captains, mates, and deckhands or ashore as marina managers and in vessel repair and sales.

The Culinary Arts program prepares students for the creative, high-paced food service industry through an associate degree with a concentration in culinary arts or baking. Graduates are ready to work in a professional kitchen, handling tools, food safety, and recipe scaling with skill and precision. They're also prepared to communicate like industry pros and use basic food service management fundamentals, from menu planning to cost control to beverage service.

In 650 hours of hands-on kitchen training with experienced chef instructors in KCC's four learning kitchens, using industry-standard equipment, students learn both "front-of-the-house" and "back-of-the-house" skills in KCC's on-campus restaurant, then put that training to work during a semester-long internship at a restaurants, hotels, bakeries, catering companies or other food business.



Financial Planning

Financial planning is a critical component of this strategic plan in two respects. First, the college seeks long-term fiscal viability, which requires financial reserves sufficient to address funding volatility and shifts in enrollment trends. Second, it is equally important that KCC utilize resources to ensure that the institution grows and evolves. Toward these ends, the college has set two overarching financial goals as part of this plan: assembling a reserve of $5 million (the approximate equivalent of 5% of KCC's annual operating budget, minus expenses covered directly by the University) by the year 2030, and; creating a $1.5 million pool of funds to invest in college strategic priorities by 2030.

This plan takes an "all funds" approach to meeting these two goals, focusing primarily on achievable enrollment growth (in both degree programs and in continuing education) to generate tuition, but also accounting for student fees, auxiliary revenue sources (such as facilities rentals), revenue generated by the college's foundation, and through other forms of fundraising, as well as through expense reductions. Updates on progress toward achieving the $5M reserve balance and investing the $1.5 million in strategic priorities will be provided to the college community both as part of periodic budget updates and strategic plan updates.



Kingsborough Community College 2025-2030 Strategic Plan

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Purpose

Kingsborough is Brooklyn's community college.

Each year, KCC serves roughly 10,000 degree students, 14,000 in continuing education, and 11,000 in dual enrollment courses for high school students. These students originate in 140 countries, most of them first-generation and low-income, coming to Kingsborough seeking education and economic opportunity to better themselves and to support their families and communities. Kingsborough's 2025-2030 Strategic Plan is the roadmap for delivering on our commitment to them.

To serve students effectively requires focus and attention to execution. As a result, the plan is deliberately limited in its goals, initiatives and projects. It does not reflect everything the college does, but rather, what the college believes will matter most in the coming years.

This plan is a decision-making tool for the college and a map for all Kingsborough stakeholders, identifying collective goals toward which the college will strive by 2030.

Values Guiding the Development of the 2025-2030 Strategic Plan

The process and substance of the 2025-2030 Strategic Plan were guided by the following values, as articulated early on in its development:

- Collaborative, participatory and transparent;
- Data-informed and technology-supported;
- Equity-focused and respecting diversity of all types;
- Maximizing success through operational effectiveness and strategic resource management; and
- Forging community through strategic communication and purposeful relationship building.

KCC Vitals

The plan tracks dozens of metrics across six goals. Three numbers will be tracked, to use a medical analogy, as "vitals" for KCC in the coming years: enrollment, three-year graduation rate and financial position. Together, they will function as indicators of the college's fundamental health — whether it is attracting students and successfully educating them, and doing so on stable financial footing. Reviewed regularly, these three indicators help to indicate whether the institution is moving in the right direction, in complement to the data points described throughout this plan.

Metric	Baseline[1]	2030 Target
Annual Full-Time Equivalent (FTE)	**6,272**	**6,657**
Three-Year Graduation Rate	**28%**	**40%**
Operating Budget Reserve	**$0**	**$5M**

Goals and Initiatives

Goal 1: Improve Student Retention and Timely Graduation

Increase student retention and timely completion by tracking early momentum (credit accumulation, gateway course[2] success and term-to-term persistence) and delivering interventions to support student success.

Initiative 1.1: Integrated Student Support Systems

Maximize student success by building a cohesive, efficient advisement and support system anchored by consistent campus-wide use of platforms and early warning systems to facilitate student retention, graduation and transfer.

Initiative 1.2: Improve Campus Communication and Students' Sense of Belonging

Cultivate an inclusive campus environment and sense of connection to Kingsborough by aligning institutional messaging, programming and engagement throughout the student experience.

Initiative 1.3: Bolster Academic Momentum

Enhance efforts that improve retention and graduation rates, including evidence-based professional development programs, adjustments to academic policies and responsive course scheduling.

Initiative 1.4: Offer Effective Programs for Immigrant and Multilingual Students

Strengthen and expand course offerings and services for immigrant and multilingual students to facilitate their degree enrollment and pathway to completion.

Goal 2: Offer High-Quality Academic Programs that Support Community Needs

Develop and redesign high-quality academic programs[3] that are effective and meet the needs of diverse current and future Kingsborough students.

Initiative 2.1: Advance Academic Excellence

Ensure academic programs prepare students for career and transfer success through annual program reviews, learning outcomes assessment and periodic examination of the college's overall program portfolio.

Initiative 2.2: Advance High-Impact Practices Among Students and Faculty

Increase faculty professional development support, utilization of evidence-based High-Impact Practices[4] and KCC's vibrant community of on-campus learning.

Initiative 2.3 Promote Quality Online Instruction

Ensure high-quality online instruction by supporting certification of instructors who teach online, and assessing student success in online learning.

Initiative 2.4: Leverage Kingsborough's Unique Strengths

Leverage KCC's unique programmatic assets and faculty expertise by scaling high-demand credit and non-credit programs, updating and expanding workforce-focused programs and connecting more students to career opportunities aligned with employer needs and labor market demand in the greater New York City region.

Initiative 2.5: Develop and Introduce AI Policies and Strategy

Develop and implement a set of cohesive, responsive and durable policies on the use of artificial intelligence (AI) for students, staff and faculty.

Goal 3: Reduce Racial/Ethnic Equity Gaps

Increase equity in access and student outcomes through the implementation of targeted academic support, financial assistance, faculty and staff professional development and student success programs.

Initiative 3.1: Course Success Equity

Reduce racial and ethnic disparities in D and F grades, course withdrawals and incompletes ("DFWI") by pairing data-informed course improvements and support for faculty with expanded tutoring, early alerts, advising and academic recovery support.

Initiative 3.2: Increase Educational Access and Persistence

Support high-need students through proactive, dedicated programs and initiatives that foster their success.

Goal 4:

Prepare Students for Successful Transfer

Significantly improve transfer outcomes for students, including rates of transfer to study for a bachelor's degree, numbers of credits that transfer into bachelor's degree majors and increases in timely degree completion.

Initiative 4.1: Center for Career and Transfer Services

Build a campus-wide culture of transfer success and establish a transfer center to engage students early; expand transfer resources and technology; clarify articulation pathways and reduce students' loss of credits when they transfer.

Goal 5:

Support Students in Successful Workforce Outcomes[5]

Support all students, regardless of major, to connect college learning to workplace success, to develop their career interests, gain direct exposure to the workplace and maximize their potential for good jobs with family-sustaining wages.

Initiative 5.1: Career Exposure and Exploration

Help students to identify and explore careers aligned with their interests early in their educational journey.

Initiative 5.2: Integrated Career and Academic Advisement

Provide meaningful, integrated academic and career advising that helps students understand career goals and pathways.

Initiative 5.3: Career-Connected Learning

Ensure all students have consistent access to career-connected learning by integrating career-related content into the first-year experience and equipping faculty through professional development.

Initiative 5.4: Paid, Work-Based Learning

Integrate paid, early-career work-based experiences into degree paths by offering more on-campus paid internships, expanding participation in CUNY-wide internship programs and expanding paid internship opportunities for students in degrees that lead directly into employment.

Initiative 5.5: Employer Engagement

Increase the number and quality of engagements with employers, utilizing those relationships to connect students to paid internships and jobs in fields related to their majors.

Goal 6:

Increase the College's Operational Effectiveness

Develop and improve systems and processes that enable staff and faculty to successfully steward college resources and support student success.

Initiative 6.1: Financial Planning

Achieve long-term financial sustainability for the college with strong, transparent financial management and balanced budgets, a significant operating reserve and an investment pool to support strategic priorities.

Initiative 6.2: Facilities Optimization

Improve space utilization and modernize campus facilities and their operations by transitioning to a facilities hub model, restructuring facilities management and securing capital funds for physical plant upgrades.

Initiative 6.3: Business Process Improvements

Improve college operations and efficiency by streamlining critical operations.

Endnotes

1. Baseline data throughout derived from the most recent year for KCC at the time of publication.

2. Per CUNY: “Gateway course completion includes 1) Gateway courses (defined by the English composition requirement of the Pathways Common Core for Gateway English and the Mathematical and Quantitative Reasoning requirement for Gateway Math) passed at the college of entry or 2) credits earned that have been articulated at the college of entry as satisfying the Pathways Common Core requirement from programs such as College Now or tests such as Advanced Placement (AP) and International Baccalaureate (IB)."

3. The Goal 2 Committee that met in early 2025 defined a high-quality academic program as follows: “High-quality community college programs are student-centered, with clear objectives, regular assessments and meaningful feedback. These programs promote collaboration, critical thinking and real-world problem-solving, aligning learning experiences with program goals. They support personal and professional growth, offering skills development for academic and career success. Academic assignments and projects, including capstone projects, cater to individual needs and internal assessments, such as Accuplacer testing, to ensure proper placement. Early faculty and staff counseling guides students efficiently, and program effectiveness is measured through grades, graduation rates, satisfaction surveys and alumni feedback. Stakeholder input from students, employers and partner institutions helps assess quality. Programs should offer practical experiences such as research, industry visits and interdepartmental collaborations.”

4. As defined by AAC&U, High Impact Practices include “...teaching and learning practices that research has shown to provide significant educational benefits for students, including those historically underserved by higher education. High-impact practices can take many forms, and their effectiveness depends on how they are designed and implemented. Across different institutional settings and student populations, they create opportunities for students to engage deeply in their learning, make connections across experiences, and apply what they learn in meaningful contexts.” From: www.aacu.org/featured-topics/high-impact

5. Please note that targets and initiatives are adopted directly from CUNY Beyond, a three-year $5.5M initiative granted to the college by the University Central Office and implemented July 1, 2026.

Kingsborough Community College Foundation



Since 1982, the Kingsborough Community College Foundation, a tax-exempt 501(c)(3) organization, has supported the mission of Kingsborough Community College by connecting generous donors with meaningful opportunities to invest in our students, faculty and programs. Through the Foundation, individuals, corporations and philanthropic organizations can make tax-deductible gifts that help create life-changing educational opportunities and strengthen the college community. The Foundation is guided by an independent board of trustees elected on a rotating basis.

The Foundation's board of trustees brings together a diverse group of dedicated leaders from across New York City's business, professional and nonprofit sectors, including finance, law, healthcare, real estate, publishing, public relations, community development and philanthropy. It includes Kingsborough alumni, faculty and administrators whose shared commitment helps ensure that the foundation remains closely connected to the college and the students it serves.

United by a belief in the transformative power of a community college education, foundation trustees and supporters invest in the potential of every student. Together, they help create opportunities, inspire achievement and strengthen the communities that Kingsborough students will one day lead and serve.

Learn more at www.kbcc.cuny.edu/advancement/foundation.

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2025 - 2030

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Acknowledgments

Acknowledgments

GOAL LEADS

GOAL 1: Retention and Timely Graduation
– Avery Mullen, Registrar
GOAL 2: High-Quality Programs
– Sharon Warren-Cook, Senior Vice President of Academic Affairs and Provost
GOAL 3: Reducing Equity Gaps
– Natasha Edwards, Dean of Student Affairs
GOAL 4: Successful Transfer
– Juliana Bayol, Transfer Manager
GOAL 5: Successful Workforce Outcomes
– Monica Malowney, Assistant Vice President for Career & Industry Partnerships
GOAL 6: Operational Effectiveness
– Andres Escobar, Vice President for Finance and Administration

STRATEGIC PLAN EXECUTIVE LEADERSHIP

Suri Duitch, President
Sharon Warren-Cook, Senior Vice President of Academic Affairs and Provost
Deon Bergeron, Vice President for Enrollment Management
Aaron Charlop-Powers, Vice President for Strategy and Chief of Staff
Colleen Davy, Dean of Institutional Research, Assessment, and Effectiveness
Thomas DeGrezia, Buildings and Grounds Department, Former Chair of the College Council Strategic Planning and Budget Committee
Andres Escobar, Vice President for Finance and Administration
Amanda Kalin, Director of Curriculum Development and Program Planning, Secretary of the College Council
Daniel Kane, Assistant Professor, Tourism and Hospitality, Chair of the College Council
Avery Mullen, Registrar
Cynthia Olvina, Academic Affairs Manager, Vice-Chair College Council and Adjunct Lecturer, Mental Health Program
Simone Rodriguez, Vice President for Workforce Development and Continuing Education

STRATEGIC PLAN STEERING COMMITTEE

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Sharon Warren-Cook, Senior Vice President of Academic Affairs and Provost
Deon Bergeron, Vice President for Enrollment Management
Aaron Charlop-Powers, Vice President for Strategy and Chief of Staff
Colleen Davy, Dean of Institutional Research, Assessment, and Effectiveness
Mary Dawson, Associate Provost and Dean of Health Programs
Beth Douglas, General Counsel
Natasha Edwards, Dean of Student Affairs
Andres Escobar, Vice President for Finance and Administration
Asif Hussain, Assistant Vice President and Chief Information Officer
Corina Lozada Smith, Chief Diversity Officer
Simone Rodriguez, Vice President for Workforce Development and Continuing Education
Gila Rohr, Director of Human Resources
Nancy Lee Sanchez-Badillo, Vice President for Institutional Advancement
Cheryl Todmann, Vice President for Communications and Marketing

Academic Department Chairs

Scott Cally, Communications and Performing Arts
Mark D'Alessandro, Tourism and Hospitality
Jeffrey Delgado, Library
Sarah Dillon, Art
Donald Hume, Health, Physical Education and Recreation
Tyronne Johnson, Allied Health
Jeffrey Lax, Business
John Mikalopas, Physical Sciences
Kristin Polizzotto, Biological Sciences
Ann del Principe, English
Michael Spear (Jacob Segal, former), Political Science, History and Philosophy
Keisha Thompson (Stuart Parker, former), Behavioral Sciences
Rina Yarmish, Mathematics and Computer Science
Joan Zaloom, Nursing

College Council Strategic Planning and Budget Committee (2026-2027)
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Shawnea Brown
Judith Cohen
Michelle Davidowitz
Mary Dawson
Emral Devany
Suri Duitch
Andres Escobar
Penny Soden
Adam Wianecki

PARTICIPANTS IN GOAL COMMITTEES

GOAL 1: Improve Student Retention and Timely Graduation
Co-chairs: Althea Maduramente, Director of Access-Ability and Student Wellness Services and Michael Weisenfeld, Academic Resources Center Director
Andrew Bartholomew, Student Success Technology Manager
Zuleika Clarke, Academic Student Support Program Director
Faith Fogelman, Program Director of TRiO Student Support Services
Anna Geller-Koplan, Director of Strategic Partnerships and Professional Training
Martha Greasley, ASAP Program Director
Ryan McKinney, Professor, Theatre Arts, Director of the Theatre Arts Program and Director of KCTL
Melisa Jn Pierre, Lecturer, Continuing Education

GOAL 2: Offer High-Quality Academic Programs
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Mina Abusafe, Senior Academic Advisor
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Monica Joseph, Associate Professor, Allied Health
Boris Furchin, Doctoral Lecturer, Mathematics and Computer Science
Hun Bok Jung, Assistant Professor, Physical Sciences
Cia Kessler, Instructional Designer and Faculty Development Manager
James Pacello, Doctoral Lecturer, English
Anupam Pradhan, Assistant Professor, Biological Sciences
Dorina Tila, Associate Professor, Business

GOAL 3: Reduce Racial/Ethnic Achievement Gaps
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Ann Del Principe, Professor and Chairperson of English
Andrea Gabbidon-Levene, Director of Pre-Matriculated Programs
Lisa Khandhar, former Chief Diversity Officer and Title IX and ADA Coordinator
Kristine Mariano, Lecturer, English and ESL Program Co-Director
Michael Spear, Assistant Professor and Chair, History, Philosophy and Political Science
Keisha Thompson, Professor, Behavioral Sciences and Human Services and Director of HURFS-RC
Brenda Vargas, Director, College Discovery Program

GOAL 4: Prepare Students for Successful Transfer
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Chanel Bishop, Assistant Dean of Advisement
Juliana Bayol, Transfer Manager
Tian Cai, Lecturer, Mathematics and Computer Science
Scott Cally, Professor and Chair, Communications and Performing Arts
Stefan Mallie, Enrollment Registrar Specialist
Tommy Mintz, Associate Professor, Art
Joseph Verdino, Assistant Professor, Psychology and Area Coordinator for Psychology



GOAL 5: Support Students in Successful Workforce Outcomes
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John Acosta, Professor, Director of Media Arts
Karolina Bizik, Director of Continuing Education
Jonathan Cavalieri, Institutional Effectiveness Manager
Nathan Cooper, Lecturer, Art
Asif Hussain, Assistant Vice President and Chief Information Officer
Marisa Joseph, Director of Career Services
Penny Soden, Grants Development Manager and Perkins Grant Officer

GOAL 6: Increase the College's Operational Effectiveness
Co-chairs: Suri Duitch, President and Andres Escobar, Vice President for Finance and Administration
Amanda Allison, Academic Success Coach, KCC FLEX
Nadine Browne, former Executive Chief of Staff and Deputy to the President
Scott Cally, Professor and Chair, Communications and Performing Arts, College Council Curriculum Committee Chair, and Co-chair, KCC Professional Staff Congress chapter
Mary Dawson, Associate Provost and Dean of Health Programs
Asif Hussain, Assistant Vice President and Chief Information Officer
Luz Martin del Campo, Lecturer, Behavioral Sciences
Rodney Moye, Chief Administrative Superintendent for Buildings and Grounds
Avery Mullen, Registrar
Johana Rivera, former Vice President for Enrollment Management
Nancy Lee Sanchez-Badillo, Vice President for Institutional Advancement

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