KINGSBOROUGH
BROOKLYN'S COMMUNITY COLLEGE

KINGSBOROUGH COMMUNITY COLLEGE
COLLEGE COUNCIL

To:	Members of the College Council and College Community
Date:	November 4, 2026
From:	Amanda Kalin, Secretary
Subject:	Agenda for the 11/10/26 College Council Meeting

The College Council will meet on Tuesday, November 10, 2026 at 3:00 PM in U-219.

AGENDA

I. Approval of the minutes of the meetings held on October 6, 2026 (Posted HERE)

II. Reports

A. Remarks from the Chair of College Council, Daniel Kane

B. President's Remarks, Suri Duitch

C. The Curriculum Committee Report, Scott Cally, Chair

- Votes: Curriculum Committee items (See Attachment A)

D. Legislative Committee, Shoshana Friedman, Chair

- Two-Meeting Rule Discussion: College Council Constitutional Amendment: Clarification of Department Chairperson and Personnel and Budget Committee elections. (See Attachment B)

E. Facilities Committee, Steven Jaret, Chair

- Informational Item: Committee Support of Section 6.2 of the 2025-2030 Strategic Plan (See Attachment C)

F. Strategic Plan, Aaron Charlop-Powers, Vice President of Strategy & Chief of Staff

- Two-Meeting Rule Vote: Strategic Plan (See Attachment D)

G. Budget Report, Andres Escobar, Vice President of Finance & Administration (See Attachment E)

III. New Business

IV. Events/Announcements

COLLEGE COUNCIL CALENDAR 2026-2027

- Tuesday, December 8, 2026 @ 3:00 in U-219

Attachment A: Curriculum Committee Items

The Curriculum Committee proposes the following items from the Fall 2026 Curriculum Committee for approval by the faculty of the College Council.

Vote #1 - New Certificate - Criminal Justice Foundations

Vote #2 – Change in Admission Criteria - AAS Nursing

Department of Nursing			
1. Change in Admission Criteria - A.A.S. Nursing			
FROM:		**TO:**	
To be considered for the Clinical component of the Program, students must comply with the following:		To be considered for the Clinical component of the Program, students must comply with the following:	
~~1. be enrolled in the Pre-clinical Component. Students must complete an application for Pre-Clinical Nursing during the period noted on the Academic Calendar. This application is obtained in the Registrar's Office, A-101. The student must see a nursing counselor to discuss their academic performance and obtain a counselor's signature on the application. The application is submitted to the Nursing Department;~~		**1. Complete a Pre-Clinical Application. It is strongly recommended that you meet with your advisor to review your progress toward clinical eligibility.**	
2. ~~be~~ English and Math proficient as determined by the CUNY Proficiency Index, unless otherwise exempt, or successful completion of any required developmental course(s) before completion of the four (4) courses in the Pre-Clinical Sequence;		2. **Meet** English and Math proficient as determined by the CUNY Proficiency Index, unless otherwise exempt, or successful completion of any required developmental course(s) before completion of the four (4) courses in the Pre-Clinical Sequence;	
3. complete the four (4) courses in the Pre-Clinical Sequence: ENG 1200, PSY 1100, BIO 1100 and SCI 2500;		**3.** Complete the four (4) courses in the Pre-Clinical Sequence: ENG 1200, PSY 1100, BIO 1100 and **SCI 2500 with at least a grade point average of 2.80 and earn at least two (2) B's (one of which must be in SCI 2500 or BIO 1100). Students must earn a minimum of "C" in other prerequisite courses.**	
4. complete the four courses in the Pre-Clinical Sequence with at least a grade point average of 2.80 and earn at least two (2) "B's" (one of which must be in SCI 2500 or BIO 1100);			

5. students who have repeated and/or withdrawn from any of the Pre-Clinical Sequence courses may not be considered for admission to the Nursing program;		**a. Applications of students who have** repeated and/or withdrawn from any of the Pre-Clinical courses **at KCC or elsewhere are reviewed on a case-by-case basis and** may not be considered for admission to the Nursing Program.	
6. all grades received for courses taken in the Pre-Clinical Sequence ~~at Kingsborough~~ will be included in the Pre- Clinical average computation;		**b.** All grades received for courses taken in the Pre-Clinical sequence will be included in the Pre-Clinical average computation**;** letter grades received in Pre-Clinical sequence courses at other colleges will be **calculated in determining eligibility for admission.**	
~~7. submit transcripts from other colleges (NOTE~~: Letter grades received in the Pre-Clinical sequence courses at other colleges will be used ~~to determine eligibility for admission~~); any biological sciences course more than 10 years old will not be accepted for exemption or credit;			
~~8. perform satisfactorily~~ on the Test of Essential Academic Skills (TEAS~~) and;~~			
9. ~~transfer students from other colleges must be in good academic standing~~. ~~Students who are on academic probation or~~ have been administratively dismissed from a Nursing program at a previous school are not eligible for admission to the Nursing program.			
10. ~~The student~~ must earn a minimum of "C" in all ~~pre- and~~ corequisite courses inclusive of BIO 1200, BIO 5100, ENG 2400, PSY 3200, and SOC 3100. Students who have repeated and/or withdrawn from ~~these courses may not be considered for admission to the Nursing Program~~.		**4. M**ust earn a minimum of "C" in all corequisite courses inclusive of BIO 1200, BIO 5100, ENG 2400, PSY 3200, and SOC 3100. Students who have repeated and/or withdrawn from **any of the corequisite courses at KCC or elsewhere are reviewed on a case-by-case basis and** may not be considered for admission to the Nursing Program.	
~~11. Students are permitted to defer for one (1) semester only and with the approval of the Chairperson of the Nursing Department. Upon approval the student must enter the program the following semester. Failure to do so will result in the need to reapply to the program following all the criteria for admission, inclusive of retaking the TEAS.~~			
		5. Any **science course (BIO, PHY, CHEM, SCI 2500)** more than 10 years old will not be accepted for exemption or credit; students must repeat the course for program consideration.	

		6. Pass individual parts of the Test of Essential Academic Skills (TEAS) **exam** and **earn at least an overall proficient score.**	
		a. The Maximum attempts: A student can take the TEAS exam only two times total (no per year or per school, but in total).	
		b. Frequency: You may take the TEAS exam, only once per semester during the official testing period established by Kingsborough Community College (KCC).	
		c. Testing Location and Format: Students must take the TEAS exam in-person at a PSI testing site. PSI site *Testing Conditions* will include ID verification and Audio and Video recording while the exam is in progress. Only TEAS exams that are registered through PSI and taken in-person at a PSI testing site with the listed testing conditions will be accepted.	
		d. Tracking: You are only allowed two attempts for the TEAS exam. Every time you take the TEAS exam - no matter where you take it (for KCC or another nursing program) and whether or not you send your scores to KCC - each attempt sill counts toward your two allotted attempts.	
		Example: **• If you take the TEAS once at another college and once for KCC, that's two total attempts, and you cannot take again.** **• If you take it once in the Fall semester, you must wait until the Spring semester to take it again.**	
		7. Clinical Nursing Program Application: You can apply to the Clinical Nursing Program only once per semester. You are allowed to apply a total of two times. After two applications (whether accepted or not), you cannot apply again.	
		8. There will be no deferrals upon acceptance. Students who would like to reapply for clinical nursing may apply for the following semester. Please note, however, that admission to the current semester does not guarantee admission to the following semester. All prospective students will be re-evaluated with the new pool of clinical applicants.	

		9. A student who has not maintained appropriate academic progress, withdrew while failing or has been administratively dismissed from a nursing program at a previous institution is not eligible for admission to the KCC Nursing Program. If you have attended a previous clinical nursing program and left in good academic standing, you must submit the *Certification of Withdrawal from a Nursing Program in Good Academic Standing Form*.	
To be admitted or advance into a NYSED-approved nursing program in Fall 2020 and beyond, students must provide documentation for one of the categories listed below. Namely, applicants may demonstrate eligibility through documents that verify that they: 1) are U.S. citizens, 2) have legal permanent resident status, or 3) are in another eligible category set forth in the policy, generally through presentation of an employment authorization document (see the below *U.S. Citizen and Immigration Services List of Documents that Establish Identity and Employment Authorization)*		**10**. To be admitted or advance into a NYSED-approved nursing program in Fall 2020 and beyond, students must provide documentation for one of the categories listed below. Namely, applicants may demonstrate eligibility through documents that verify that they: 1) are U.S. citizens, 2) have legal permanent resident status, or 3) are in another eligible category set forth in the policy, generally through presentation of an employment authorization document (see the below *U.S. Citizen and Immigration Services List of Documents that Establish Identity and Employment Authorization)*	
• International student with F-1 status • Asylee • Refugee • Temporary Protected Status (TPS) • Deferred Action for Childhood Arrivals (DACA) • Individuals paroled into the United States whose parole has not expired • Persons residing in the U.S. pursuant to an Oder of Supervision • Persons granted a stay of deportation/removal • Persons granted an indefinite voluntary departure • Persons on whose behalf an immediate relative petition has been approved • Persons who have filed an application for adjustment of status to permanent resident • Persons granted Deferred Action Status • Persons who entered and have continuous residency in the U.S. before 01/01/1972 • Persons granted suspension of deportation or cancellation of removal• Cuban/Haitian entrants • Persons with a pending application for asylum, withholding of removal or deportation, protection under the Convention Against Torture (CAT), cancellation of removal, or TPS • Persons in T or U non-immigrant status • Self-petitioner under the Violence Against Women Act • Other persons living in the U.S. who are not unlawfully present		• International student with F-1 status • Asylee • Refugee • Temporary Protected Status (TPS) • Deferred Action for Childhood Arrivals (DACA) • Individuals paroled into the United States whose parole has not expired • Persons residing in the U.S. pursuant to an Oder of Supervision • Persons granted a stay of deportation/removal • Persons granted an indefinite voluntary departure • Persons on whose behalf an immediate relative petition has been approved • Persons who have filed an application for adjustment of status to permanent resident • Persons granted Deferred Action Status • Persons who entered and have continuous residency in the U.S. before 01/01/1972 • Persons granted suspension of deportation or cancellation of removal• Cuban/Haitian entrants • Persons with a pending application for asylum, withholding of removal or deportation, protection under the Convention Against Torture (CAT), cancellation of removal, or TPS • Persons in T or U non-immigrant status • Self-petitioner under the Violence Against Women Act • Other persons living in the U.S. who are not unlawfully present	

~~Licensed Practical Nurses who are accepted into the Clinical phase of the Nursing Program may receive credit for NUR 1800 - Fundamentals of Nursing by earning a score of level two or better on the ATI Proctored RN Fundamentals Exam. Credit for NUR 1700 - Calculations for Medication Administration may be earned by passing the Nursing Department examination with a grade of "B" or higher~~.			
Licensed Practical Nurses who are accepted into the Clinical phase of the Nursing Program may apply to the LPN to RN Bridge Program (LRN), an advanced standing pathway for Licensed Practical Nurses, that allows students to receive Credit for Prior Learning (CPL) for NUR 1700 – Calculations for Medication Administration (1 credit), NUR 1800 – Fundamentals of Nursing (7 credits), and NUR 2100 – Nursing the Ill Adult I (9 credits). Applicants must hold a current LPN licensure and complete the LPN to RN Bridge Course (NUR 1000) with a minimum grade of "C".		Licensed Practical Nurses who are accepted into the Clinical phase of the Nursing Program may apply to the LPN to RN Bridge Program (LRN), an advanced standing pathway for Licensed Practical Nurses, that allows students to receive Credit for Prior Learning (CPL) for NUR 1700 – Calculations for Medication Administration (1 credit), NUR 1800 – Fundamentals of Nursing (7 credits), and NUR 2100 – Nursing the Ill Adult I (9 credits). Applicants must hold a current LPN licensure and complete the LPN to RN Bridge Course (NUR 1000) with a minimum grade of "C".	

Vote #3 - Change in Retention Criteria - AAS Nursing

2. Change in Retention Criteria - A.A.S. Nursing			
Change: (#4 and addition of #7)			
FROM:		**TO:**	
Criteria for retention in the Nursing Program mandates that students:		Criteria for retention in the Nursing Program mandates that students:	
4. Students must achieve a grade of "B" in order to pass NUR 1700. Students in NUR 1700 who achieve a failing grade of no less than "C-" may repeat the course one time only after submitting an "Intent to Return Form."		4. Students must achieve a grade of "B" in order to pass NUR 1700. Students in NUR 1700 who achieve a failing grade of no less than "C-" may repeat the course one time only after submitting an "Intent to Return Form." **Students who receive a grade of "D+" or below are dismissed from the program.**	
		7. Students in the clinical component are limited to a single, one-time deferral of one (1) semester during their program enrollment. The deferral requires approval from the Nursing Department Chair.	

Vote #4 - New Courses for AAS Computer Information Systems

Department of Mathematics and Computer Science			
1. CIS 2300 - Web Page Development			
Prerequisite: CIS 100 or CIS 200			
Corequisite: NONE			
Pre-/Co-requisite: NONE			
Credits: 3			
Equated Credits: N/A			
Hours: 2 hours lecture, 2 hours lab			
Course Description: This course introduces the principles and practices of modern web design and development. Emphasis is placed on establishing consistent branding and visual identity, designing intuitive user interfaces, and developing responsive web pages using semantic HTML5 and Cascading Style Sheets (CSS). Students will integrate multimedia elements, including graphics, audio, and video, while applying best practices for web optimization and file management. The course also introduces basic JavaScript programming to add interactivity and dynamic functionality to web pages. Upon completion, students will be able to design, develop, and deploy professional-quality websites that balance usability, aesthetics, and technical performance.			
2. CIS 4600 - Cybersecurity			
Prerequisite: CIS 1500			
Corequisite: NONE			
Pre-/Co-requisite: NONE			
Credits: 3			
Equated Credits: N/A			
Hours: 2 hours lecture, 2 hours lab			
Course Description: This course provides students with a comprehensive introduction to the principles, practices, and technologies used to protect information systems, networks, and organizational data from cyber threats. Students will examine the evolving cybersecurity landscape, including common attack methods, system vulnerabilities, and risk management strategies. Through hands-on activities learners will develop foundational skills in securing computer systems, implementing security controls, conducting vulnerability assessments, and analyzing network and system security architectures. The course emphasizes the application of security best practices, including access control, encryption, firewalls, intrusion detection and prevention systems, secure system configuration, and user awareness strategies. Students will gain practical experience using industry-standard cybersecurity tools and methodologies to assess and strengthen security posture. By the end of the course, students will be prepared to identify, evaluate, and mitigate cybersecurity risks while supporting the confidentiality, integrity, and availability of information assets within diverse organizational environments. The course also prepares students for the CompTIA Cybersecurity Analyst (CySA+) (V3) certification.			
3. CP 600 - Computer Programming with Python			
Prerequisite: Math Proficiency per CUNY Guidelines			
Corequisite: NONE			
Pre-/Co-requisite: NONE			
Credits: 3			

Equated Credits: N/A			
Hours: 2 hours lecture, 2 hours lab			
Course Description: Computer programming with emphasis on efficient problem solving techniques for modern AI and data driven world. Topics will include object-oriented programming, file handling, and emerging technologies. Upon completion, students will be prepared for the PCEP(Certified Entry-level Python Programmer) exam.			
4. CP 1800 - Applied Artificial Intelligence and Digital Literacy			
Prerequisite: NONE			
Corequisite: NONE			
Pre-/Co-requisite: NONE			
Credits: 3			
Equated Credits: N/A			
Hours: 2 hour lecture, 2 hours lab			
Course Description: An introduction to artificial intelligence designed for students across all academic disciplines and career pathways. This course focuses on practical AI literacy - understanding what AI is, how it works at a conceptual level, and how to effectively and ethically apply modern AI tools in academic, professional, and daily life environments. Students gain extensive hands-on experience using state-of-the-art generative tools for text, images, audio, data analysis, and workflow automation. Through practical lab activities, students master prompt engineering, output verification, context design, and multi-modal AI applications without writing code. The course critically examines the broader societal impact of AI, covering essential topics such as algorithmic bias, data privacy, intellectual property, deepfakes, hallucination management, and academic/professional integrity. No prior programming or advanced mathematics background is required.			

Vote #5 - Change in Degree Requirements - A.A.S. Computer Information Systems

Department of Mathematics and Computer Science			
1. A.A.S. Computer Information Systems			
HEGIS: 5101.00			
Program Code: 01055			
Change: Degree Requirements			
FROM:		**TO:**	
CUNY CORE		**CUNY CORE**	
REQUIRED CORE: (4 Courses, 12 Credits)	**12**	**REQUIRED CORE:** (4 Courses, 12 Credits)	**12**
When Required Core courses are specified for a category, they are required for the major.		When Required Core courses are specified for a category, they are required for the major.	
ENG 1200 - Composition I	3	ENG 1200 - Composition I	3
ENG 2400 - Composition II	3	ENG 2400 - Composition II	3
Mathematical and Quantitative Reasoning: [1, 2]	3	Mathematical and Quantitative Reasoning: [1, 2]	3
MAT 9010 - Introduction to Mathematics with College Algebra^ **or**		MAT 9010 - Introduction to Mathematics with College Algebra^ **or**	
MAT 9B0 - College Algebra for STEM Majors^ **or**		MAT 9B0 - College Algebra for STEM Majors^ **or**	

MAT 900 - College Algebra^ **or**		MAT 900 - College Algebra^ **or**	
MAT 1400 - Analytic Geometry and Pre-Calculus		MAT 1400 - Analytic Geometry and Pre-Calculus	
Life and Physical Sciences	3	Life and Physical Sciences	3
FLEXIBLE CORE: (3 Courses, 9 Credits)	**9**	**FLEXIBLE CORE:** (3 Courses, 9 Credits)	**9**
When Flexible Core Courses are specified for a category, they are required for the major. Select one (1) course from Groups A to C for a total of three (3) credits. Groups D and E are satisfied by the courses shown (6 credits). Each Course Must be in a Different Discipline		When Flexible Core Courses are specified for a category, they are required for the major. Select one (1) course from Groups A to C for a total of three (3) credits. Groups D and E are satisfied by the courses shown (6 credits). Each Course Must be in a Different Discipline	
A. World Cultures & Global Issues		A. World Cultures & Global Issues	
B. U.S. Experience In Its Diversity		B. U.S. Experience In Its Diversity	
C. Creative Expression		C. Creative Expression	
D. Individual & Society		D. Individual & Society	
CIS 100 - Digital Society		CIS 100 - Digital Society	
E. Scientific World*:[1]	3	E. Scientific World*:[1]	3
MAT 1400 – Analytic Geometry and Pre-Calculus Mathematics * **or**	3	MAT 1400 – Analytic Geometry and Pre-Calculus Mathematics * **or**	3
MAT 1500 - Calculus^	-	MAT 1500 - Calculus^	-
DEGREE REQUIREMENTS: (11-**12** Courses, ~~39~~ **33-36** Credits)	~~39~~ **33-36**	**DEGREE REQUIREMENTS:** (11-**12** Courses, **33-36** Credits)	**33-36**
~~CP 500 - Introduction to Computer Programming~~	~~4~~		
~~CP 2100 - C++ Programming I~~	4		
~~CP 2200 - C++ Programming II~~	4		
-	-	**CS 1200 - Introduction to Computing**	**3**
-	-	**CS 13A0 - Advanced Programming Techniques**	**3**
CIS 1200 - Introduction to Operating Systems	3	CIS 1200 - Introduction to Operating Systems	3
CIS 1500 - Applied Computer Architecture	3	CIS 1500 - Applied Computer Architecture	3
CIS 3100 - Introduction to Database	3	CIS 3100 - Introduction to Database	3
~~BA 1100 - Fundamentals of Business~~	~~03~~		
MAT/BA 2200 - Business Statistics	3	MAT/BA 2200 - Business Statistics	3
		CP 1800 - Applied Artificial Intelligence and Digital Literacy	**3**
		CS 3700 - Data Structures	**3**
		CIS 4600 - Cybersecurity	**3**
		CIS 2300 - Web Page Development	**3**
		CP 600 - Computer Programming with Python	**3**
~~**AND**~~			

~~**Select three (3) courses from the following**~~	~~12~~		
~~CP 6200 - JAVA Programming 2~~	~~4~~		
~~CIS 2100 - Introduction to Webpage Development~~	~~4~~		
~~CIS 2200 - HTML Authoring and JavaScript~~	~~4~~		
~~CIS 3200 - Advanced Database Programming~~	~~4~~		
~~CIS 4500 - Network Server Administration~~	~~4~~		
		If student's initial Math Placement is MAT 1400:	
		MAT 1000 - College Trigonometry	**3**
ELECTIVES: ~~0~~ **3 to 6** credits sufficient to total 60 credits for the degree.	~~0~~ **3-6**	**ELECTIVES**: **3 to 6** credits sufficient to total 60 credits for the degree.	**3-6**
		It is highly recommended that students select BA 1100 - Fundamentals of Business	
TOTAL CREDITS: 60	**60**	**TOTAL CREDITS: 60**	**60**
*This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.		*This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.	
^ Depending on Math placement, students may be required to complete MAT 900, or MAT 9010 or MAT 9B0, and MAT 1400; OR MAT 1400 and MAT 1500.		^ Depending on Math placement, students may be required to complete MAT 900, or MAT 9010 or MAT 9B0, and MAT 1400; OR MAT 1400 and MAT 1500.	
[1] Students that have an initial math placement of MAT 1400 are required to complete MAT 1400 to fulfill the Required Core: Mathematical & Quantitative Reasoning requirement and MAT 1500 to fulfill the Flexible Core: Scientific World requirement.		[1] Students that have an initial math placement of MAT 1400 are required to complete MAT 1400 to fulfill the Required Core: Mathematical & Quantitative Reasoning requirement and MAT 1500 to fulfill the Flexible Core: Scientific World requirement.	
[2] Students that have an initial math placement of MAT 1500 are required to consult with the chairperson of the Department of Mathematics and Computer Science for course substitutions that are consistent with the educational goals of the program.		[2] Students that have an initial math placement of MAT 1500 are required to consult with the chairperson of the Department of Mathematics and Computer Science for course substitutions that are consistent with the educational goals of the program.	

Vote #6 - Change in Degree Requirements - A.S. Computer Science

Department of Mathematics and Computer Science			
2. A.S. Computer Science			
HEGIS code: 5103.00			
Program Code: 01040			
Change: Degree Requirements			
FROM:		**TO:**	
CUNY CORE		**CUNY CORE**	
REQUIRED CORE: (4 Courses, 12 Credits)	**12**	**REQUIRED CORE:** (4 Courses, 12 Credits)	**12**
When Required Core courses are specified for a category, they are required for the major.		When Required Core courses are specified for a category, they are required for the major.	
ENG 1200 - Composition I	3	ENG 1200 - Composition I	3
ENG 2400 - Composition II	3	ENG 2400 - Composition II	3
Mathematical and Quantitative Reasoning: [1, 2]	3	Mathematical and Quantitative Reasoning: [1, 2]	3
MAT 9010 - Introduction to Mathematics with College Algebra^ **or**		MAT 9010 - Introduction to Mathematics with College Algebra^ **or**	
MAT 9B0 - College Algebra for STEM Majors^ **or**		MAT 9B0 - College Algebra for STEM Majors^ **or**	
MAT 900 - College Algebra^ **or**		MAT 900 - College Algebra^ **or**	
MAT 1400 - Analytic Geometry and Pre-Calculus **or**		MAT 1400 - Analytic Geometry and Pre-Calculus **or**	
MAT 1500 – Calculus I		MAT 1500 – Calculus I	
Life and Physical Sciences	3	Life and Physical Sciences	3
FLEXIBLE CORE: (3 Courses, 9 Credits)	**18**	**FLEXIBLE CORE:** (3 Courses, 9 Credits)	**18**
When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the courses shown). Each Course Must be in a Different Discipline		When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the courses shown). Each Course Must be in a Different Discipline	
A. World Cultures & Global Issues		A. World Cultures & Global Issues	
B. U.S. Experience In Its Diversity		B. U.S. Experience In Its Diversity	
C. Creative Expression		C. Creative Expression	
D. Individual & Society		D. Individual & Society	
CIS 100 - Digital Society		CIS 100 - Digital Society	
E. Scientific World*:[1]	3	E. Scientific World*:[1]	3

MAT 1400 – Analytic Geometry and Pre-Calculus Mathematics * **or**	3	MAT 1400 – Analytic Geometry and Pre-Calculus Mathematics * **or**	3
MAT 1500 - Calculus^ **or**		MAT 1500 - Calculus^ **or**	
MAT 1600 – Calculus II		MAT 1600 – Calculus II	
AND		**AND**	
CS 1200 - Introduction to Computing ^		CS 1200 - Introduction to Computing ^	
DEGREE REQUIREMENTS: (7-9 Courses, ~~24-30~~ **22-29** Credits)	~~24-30~~ **22-29**	**DEGREE REQUIREMENTS:** (7-9 Courses, **22-29** Credits)	**22-29**
CS 13A0 - Advanced Programming Techniques	~~0~~4 **3**	CS 13A0 - Advanced Programming Techniques	**3**
CS 1400 - Computer Organization and Assembly Language Programming	4	CS 1400 - Computer Organization and Assembly Language Programming	4
CS 3500 - Discrete Structures	3	CS 3500 - Discrete Structures	3
CS 3700 - Data Structures	3	CS 3700 - Data Structures	3
MAT 5600 - Linear Algebra	3	MAT 5600 - Linear Algebra	3
AND		**AND**	
MAT/BIO 9100 - Biostatistics **OR**	4	MAT/BIO 9100 - Biostatistics **OR**	4
MAT/BA 2200 - Business Statistics	~~0~~4 **3**	MAT/BA 2200 - Business Statistics	**3**
	-		-
If not taken for Required Core or Flexible Core:		If not taken for Required Core or Flexible Core:	
MAT 1500 - Calculus I	3	MAT 1500 - Calculus I	3
MAT 1600 - Calculus II	3	MAT 1600 - Calculus II	3
Select ONLY ONE (1) of the two options below based on initial Math Placement**		Select ONLY ONE (1) of the two options below based on initial Math Placement**	
Option 1: (1 Course, 3 Credits)		Option 1: (1 Course, 3 Credits)	
If student's initial Mathematics Placement is below MAT 1500		If student's initial Mathematics Placement is below MAT 1500	
MAT 1000 - College Trigonometry	3	MAT 1000 - College Trigonometry	3
Option 2: (1 Course, 3 Credits)		Option 2: (1 Course, 3 Credits)	
If student's initial Mathematics Placement is MAT 1500		If student's initial Mathematics Placement is MAT 1500	
MAT 2100 - Calculus III	3	MAT 2100 - Calculus III	3
ELECTIVES: ~~0-6~~ **1-8** credits sufficient to meet required total of 60 credits	~~0-6~~ **1-8**	**ELECTIVES:** **1-8** credits sufficient to meet required total of 60 credits	**1-8**

TOTAL CREDITS: 60	**60**	**TOTAL CREDITS: 60**	**60**
*This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.		*This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.	
^ Depending on Math placement, students may be required to complete MAT 900, or MAT 9010 or MAT 9B0, and MAT 1400; OR MAT 1400 and MAT 1500.		^ Depending on Math placement, students may be required to complete MAT 900, or MAT 9010 or MAT 9B0, and MAT 1400; OR MAT 1400 and MAT 1500.	
** Consultation with the Mathematics Department is HIGHLY recommended to ensure that the student selects the correct option		** Consultation with the Mathematics Department is HIGHLY recommended to ensure that the student selects the correct option	

Vote #7 – New Courses: English as a Second Language (ESL)

Department of English			
1. ESL 100 - Beginner English for Multilingual Learners			
Prerequisite: ESL ACCUPLACER Placement Test Composite Score 20-65			
Corequisite: NONE			
Pre-/Co-requisite: NONE			
Credits: 0			
Equated Credits: 8			
Hours: 8 hours lecture			
Course Description: Beginner English for Multilingual Learners offers students intensive study of and proactive in English language acquisition. The course focuses on developing control of the sound structures and sentence patters of beginning to pre-intermediate-level English incorporating visual aids, repetitive practice, and real-life scenarios to support comprehension and fluence development. All four language skills (reading, writing, listening, speaking) will be targeted with a focus on students' abilities and learning priorities. Students will develop fundamental grammar rules, achieve fluency, build basic vocabulary, master sentence structure, increase reading comprehension, communicate in different settings, and engage in the writing process. Students will develop a digital portfolio showcasing their writing artifacts and learning. This non-credit course is designed for low-beginner-level ESL students to develop listening, speaking, reading, writing, and grammar skills at a basic level.			
2. ENG 1051 - Integrative Language Seminar II			
Prerequisite: ESL 101 or ESL Student Group and ESL ACCUPLACER Composite Score 95-97			
Corequisite: ESL 102			
Pre-/Co-requisite: NONE			
Credits: 1			
Hours: 2 hours lab			
Course Description: Integrative Language Seminar II is designed for students whose first language is not English and whose composite scores on the CUNY ESL Accuplacer test indicate that they need academic support to develop English language proficiency. This course focuses on preparing students for advancement in academic settings. Students in ENG 1051 will build grammatical and language awareness at an upper-intermediate level through an integrative and contextualized approach. Students will investigate more advanced academic uses of the English language and analyze more advanced grammatical structures of authentic, college-level text as they discover how different grammatical choices convey and impact meaning. Students will think critically about language use and analyze errors from a linguistic perspective.			

Informational Items for College Council that do <u>not</u> require a vote are included below

***** INFORMATIONAL ITEMS FOR COLLEGE COUNCIL *****			
VI. CHANGES IN EXISTING COURSES			
Department of English			
1. ESL 101 - Accelerated Academic ESL I			
Change: Course Description, Requisites, and Hours			
FROM:		**TO:**	
This two-semester Learning Community Program course, beginning in the fall and continuing in the spring, open to all incoming students whose first language is not English and whose results on the CUNY reading and writing exams indicate that they need work on developing these areas. During semester one (ESL 101), the focus is on reading, low-stakes writing, and media literacy. During semester two (ESL 102), the emphasis continues to be on reading while building towards more formal academic writing.		This course is intended for students whose first language is not English and whose composite score on the CUNY ESL Accuplacer indicates a need for academic support in developing English language proficiency. It is designed to build academic English language skills necessary for college-level courses, focusing on reading comprehension, and listening and speaking. This course also introduces expository writing (e.g., process, compare/contrast, cause and effect) with emphasis placed on essay organization, idea development, and sentence and paragraph construction. Lastly, students will build critical thinking and digital literacy skills.	
FROM:		**TO:**	
Prerequisite: ESL Student Group and CUNY ESL Accuplacer Composite Score of 66-97.		Prerequisite: ESL Student Group and CUNY ESL Accuplacer Composite Score of 66-94 **or ESL 100.**	
Corequisite: ENG 1050		Corequisite: ENG 1050	
FROM:		**TO:**	
0 credits, 10 hours 10 equated credits		0 credits, **8** hours **8** equated credits	

2. ESL 102 - Accelerated Academic ESL II			
Change: Course Description, Requisites, Credits and Hours			
FROM:		**TO:**	
This is a two-semester Learning Community Program course, beginning in the fall and continuing in the spring, is open to all incoming students whose first language is not English and whose results on the CUNY reading and writing tests indicate that they need work on developing these areas. During Semester 1 (ESL 101), the focus is on reading, low-stakes writing, and media literacy. During Semester 2 (ESL 102), the focus continues to be on reading while building towards more formal academic writing.		This is the more advanced course of the ESL sequence, designed for students whose first language is not English. In this course, students build advanced academic English language skills necessary for college-level courses through engagement with more linguistically sophisticated texts and challenging assignments. Focus remains on reading comprehension and listening and speaking skills with the goal of building proficiency in more formal academic writing genres (e.g., narration, exposition, argumentation). Additionally, this course continues to build critical thinking as well as digital, informational, and media literacy skills.	
FROM:		**TO:**	
Prerequisite: ESL 101		Prerequisite: ESL 101 **or ESL Student Group and CUNY ESL Accuplacer Composite Score of 95-97.**	
Corequisite: NONE		Corequisite: **ENG 1051**	
FROM:		**TO:**	
0 credits, 10 hours 10 equated credits		0 credits, **8** hours **8** equated credits	
3. ENG 1050 - Integrative Language Seminar			
Change: Course Title, Description, and Requisites			
FROM:		**TO:**	
ENG 1050 - Integrative Language Seminar		ENG 1050 - Integrative Language Seminar **I**	
FROM:		**TO:**	
This one-semester ESL Learning Community course offered in the fall semester, open to all incoming students whose first language is not English and whose results on the CUNY Reading and Writing exams indicate that they need to work on developing these areas. Students in ENG 1050 will build language awareness through an integrative, content based, and contextualized approach. Students act as "language researchers," attending to language form as they build fluency, and drawing meaningful links between work in all Learning Community courses from a linguistic perspective.		Integrative Language Seminar I is designed for students whose first language is not English and whose composite scores on the CUNY ESL Accuplacer test indicate that they need academic support to develop English language proficiency. Students in ENG 1050 will build grammatical and language awareness at an intermediate level through an integrative and contextualized approach. Students will investigate the academic uses of the English language and analyze grammatical structures of authentic, college-level text as they discover how different grammatical choices convey and impact meaning. Students will think critically about language use and analyze errors from a linguistic perspective.	

FROM:		**TO:**	
Prerequisite: ESL Student Group and CUNY Assessment Scores on the CATW of 22 to 47 and any ACT Reading score.		Prerequisite: ESL Student Group and CUNY **ESL Accuplacer Composite Score of 66-94 or ESL 100.**	
Corequisite: ESL 101		Corequisite: ESL 101	
Department of Mathematics and Computer Science			
1. CIS 1200 - Introduction to Operating Systems			
Change: Course Prerequisite			
FROM:		**TO:**	
Prerequisite: CP 500		Prerequisite: **CIS 100 or CIS 1200**	
2. CIS 3100 - Introduction to Database			
Change: Course Prerequisite			
FROM:		**TO:**	
Prerequisite: CP 500		Prerequisite: **Math Proficiency per CUNY Guidelines**	
3. CS 1200 - Introduction to Computing			
Change: Course Prerequisite			
FROM:		**TO:**	
Prerequisite: MAT 1400		Prerequisite: **MAT 9010 or MAT 9B0 or MAT 900**	
4. CS 13A0 - Advanced Programming Techniques			
Change: Course Prerequisite, Credits, and Hours			
FROM:		**TO:**	
Prerequisite: CS 1200 with a grade of "C+" or higher		Prerequisite: CS 1200 with a grade of "C" or higher	
FROM:		**TO:**	
4 credits, 4 hours		**3** credits, 4 hours **(2 hrs. lecture, 2 hrs. lab)**	
5. CS 1400 - Computer Organization and Assembly Language Programming			
Change: Course Prerequisite			
FROM:		**TO:**	
Prerequisite: CS 1200 with a grade of "C+" or higher		Prerequisite: CS 1200 with a grade of "C" or higher	

Department of Physical Sciences			
1. EPS 3100 - Meteorology			
Change: Course Title and Description			
FROM:		**TO:**	
Meteorology		Meteorology**: Weather, Climate, and Climate Change**	
FROM:		**TO:**	
Fundamental physical and chemical structure of the atmosphere including weather, climate, meteorological instrumentation, and air pollution.		Introductory study of the Earth's climate system in the context of climate change. Topics include the physical and chemical structure of the atmosphere; interactions with the lithosphere and hydrosphere; radiative balance at different spatial and temporal scales; and circulation patterns from local weather to global winds and ocean currents. Changing weather patterns and air quality are discussed, with emphasis on phenomena occurring during the course. --- Course includes a laboratory component emphasizing observation, data analysis, and interpretation including simple plotting of weather maps and weather forecasting.	
2. EPS 3200 - Oceanography			
Change: Course Title and Description			
FROM:		**TO:**	
Oceanography		**Physical** Oceanography	
FROM:		**TO:**	
Factors that have a major influence on the physical and chemical structure of the oceans includes tides, waves, currents, oceanographic instrumentation and coastal oceanography. Course includes a laboratory component.		Introductory study of the physical and chemical structure of the oceans and the processes that shape them, including tides, waves, currents, air–sea interactions, ocean circulation, and coastal dynamics. Emphasis is placed on oceanographic measurement techniques and data analysis. --- Course includes a laboratory component emphasizing observation, data analysis, and interpretation.	
3. EPS 3300 - Physical Geology			
Change: Course Title and Description			
FROM:		**TO:**	
Physical Geology		Physical Geology: **Minerals, Rocks and Planet Processes**	

FROM:		**TO:**	
Study of the nature of the Earth and its processes includes: mineral and rock classification, analysis of the agents of weathering and erosion, dynamics of the Earth's crust as manifest in mountain building, volcanoes and earthquakes, recent data concerning the geology of other planets, field and laboratory techniques of the geologist.		Comprehensive study of Earth materials and the dynamic processes that shape our planet. Topics include identification and classification of minerals and rocks; surface processes such as weathering, erosion, and sedimentation; and internal processes including plate tectonics, mountain building, volcanism, and earthquakes. The course also examines comparative planetology and recent discoveries about the geology of other planetary bodies. Emphasis is placed on field observation, geologic interpretation, and laboratory analysis. --- Course includes a laboratory component emphasizing observation, data analysis, and interpretation.	
4. EPS 3500 - Introduction to Astronomy			
Change: Course Title and Description			
FROM:		**TO:**	
Introduction to Astronomy		Astronomy	
FROM:		**TO:**	
Concepts and methods of astronomical science, the early theories of the universe, astronomical instruments, the solar systems and its members, stars, galaxies, recently discovered objects, and study of modern cosmological ideas. Course includes a laboratory component.		Comprehensive study of the principles and methods of modern astronomy. Topics include the historical development of astronomical thought, observational techniques and instrumentation, the solar system and its constituents, stellar structure and evolution, galaxies, newly discovered celestial objects, and contemporary cosmological models. --- Course includes a laboratory component emphasizing observation, data analysis, and interpretation.	
5. EPS 3600 - Planetology: A Trip Through the Solar System			
Changes: Course Title and Description			
FROM:		**TO:**	
Planetology: A Trip Through the Solar System		Solar System	

FROM:		**TO:**	
Introduction to the planets, moons and smaller bodies that occupy our Solar System, and to current Space Science research and technology. Topics include the origin and evolution of our solar system, the geological and chemical characteristics of the planets, moons, asteroids, comets and life in the solar system.		Comprehensive study of the planets, moons, and small bodies of our solar system, with emphasis on their origin, evolution, and geologic and chemical characteristics. Topics include planetary formation, comparative planetology, asteroids, comets, planetary atmospheres, and the potential for life beyond Earth. The course also examines current space science research and exploration technologies. --- Course includes a laboratory component emphasizing observation, data analysis, and interpretation.	
6. EPS 3800 - Introduction to Earth Science			
Changes: Course Description			
FROM:		**TO:**	
The earth's environment, meteorology, geology, astronomy, and oceanography. Field trips and laboratory work included.		An integrated overview of Earth's systems, including geology, meteorology, oceanography, and astronomy. The course emphasizes the interactions between the atmosphere, hydrosphere, lithosphere, and biosphere, providing a foundation for understanding environmental processes and planetary change. --- Field trips and laboratory exercises are included to develop practical observation and analytical skills.	

Attachment B - Legislative Committee

LEGISLATIVE COMMITTEE
PROPOSED CONSTITUTIONAL AMENDMENT

The Legislative Committee presents the following resolution to amend the College Council Constitution by vote of the College Council:

WHEREAS, Article III, Section III of the College Council Constitution requires all nominators and nominees to be present for department delegate elections; and

WHEREAS, formalizing the same attendance requirement for elections of department chairpersons and members of Department Personnel and Budget Committees will codify longstanding departmental election procedures and ensure their consistent application;

BE IT THEREFORE RESOLVED, that Article III, Section II of the College Council Constitution be amended as set forth below:

ARTICLE III: ELECTIONS OF DELEGATES TO COLLEGE COUNCIL

b. SECTION II: ELECTION RULES AND PROCEDURES

i. The elections for chairperson must be conducted in the first full week of May. These elections must be in person. All nominators and nominees must be present.

ii. Elections for members of the Department Personnel and Budget Committee must be conducted following the election of the department chairperson. These elections must be in person. All nominators and nominees must be present.

iii. Elections for delegates-at-large must be conducted in May of each year following the elections of department chairpersons and department delegates.

iv. Nominations for delegates-at-large must be conducted by secret ballot. Nominees must affirmatively accept the nomination before preparation of the final ballot. Elections for delegates-at-large must also be conducted by secret ballot. Mail ballots must not be used. Electronic balloting shall be permitted, as determined and administered by the Legislative Committee.

v. Persons eligible to vote for delegates-at-large shall be eligible to nominate candidates and be nominated for the position of delegate-at-large.

vi. Persons who have tendered their resignation or who have received notice of non-reappointment must not be eligible to vote, or be nominated or elected to office. Faculty on Travia leave are not eligible to vote.

Existing subsections vi through ix shall be renumbered vii through x without substantive change.

Attachment C - Facilities Committee

Motion in Support of Section 6.2 of the Kingsborough Community College 2025-2030 Strategic Plan

WHEREAS: the 2025-2030 Strategic Plan was presented to the College Council on Tuesday October 6, 2026

WHEREAS: section 6.2 “Facilities Optimization” is relevant to the charge of the Facilities Committee

Be it RESOLVED: The Facility Committee supports section 6.2 of the Strategic Plan

Attachment D - KCC 2025-2030 Strategic Plan



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

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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 itself.

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.

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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

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Mission, Vision and Values

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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.



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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.

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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
Total non-degree

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

58% transfer to four-year institution



TOP 5 MAJORS BY ENROLLMENT

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

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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

Students 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, 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.

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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."

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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.”

RAFT

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."

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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."

RAFT

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."

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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.).

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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

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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.

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Financial Planning

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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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Kingsborough Community College 2025-2030 Strategic Plan

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.

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

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

Goal 1: Improve Student Retention and Timely Graduation

Increase student retention and timely completion by tracking early momentum (credit accumulation, gateway course success, and term-to-term persistence) and better enable interventions and initiatives to improve these measures.

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Impact Metrics	Baseline	2030 Target
Fall-to-fall retention rate of first-time full-time freshmen	71%	75%
Three-year graduation rate of first-time full-time freshmen	28%	40%

Initiative 1.1: Integrated Student Support Systems

Build a cohesive, effective and efficient student dupport and academic advisement system to maximize student success.

		Baseline	2030 Target
1.1.1	Fall-to-spring retention of first-time full-time freshmen	84.4%	87%
1.1.2	% of continuing students enrolled in an academic year who have either graduated or are still enrolled the following Fall	44.2%	48%

Projects:

A. Use Navigate or similar platforms consistently across campus to consistently across campus to increase student engagement, persistence and success.

B. Develop, implement and improve an early warning system to identify, support and retain students who are at risk of stopping out.

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

Streamline and coordinate campus communication to increase student engagement and bolster a sense of belonging.

		Baseline	2030 Target
1.2.1	Total number of students voting in SGA elections	--	
1.2.2	Total number of students participating in student-facing events (unique students and participation overall)	--	
1.2.3	Open and engagement rates on Kingsborough correspondence – emails, Navigate, etc.	--	

Projects:

A. Enhance the existing college-wide Communication Plan, including campus events, through an annual review and semi-annual update in partnership with key stakeholders, to more effectively engage students, staff and faculty.

B. Convene an annual student-focused convocation.

C. Organize, implement and continuously improve the New Student Experience.

D. Assess, map and streamline student-facing communications, including format/medium, frequency and the sender, to reduce "noise" and improve engagement.

E. Implement student-facing components of constructive dialogue to support students' development of interpersonal and communication skills.

Initiative 1.3: Bolster Academic Momentum

Enhance supports to improve retention and graduation rates.

		Baseline	2030 Target
1.3.1	Gateway Math[2] [3] first-year completion rate	31.6%	44%
1.3.2	Gateway English[4] first-year completion rate	66.5%	73%
1.3.3	% of students earning 30 credits or more in their first year	23.6%	27%

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[1]"--" indicates that the metric is not something that the college measures today and will be developed as part of the Strategic Plan. Baselines and targets will be added as the metrics are developed and data collection methods are established.

[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] Kingsborough defines Gateway Math courses to include: MAT 4A0, MAT 700, MAT 800, MAT 9010, MAT 9B0, MAT 900, MAT 2010, MAT 20B.

[4] Kingsborough defines Gateway English courses as ENG 12, 12A0 and ENG 24.

Projects:

A. Implement evidence-based strategies to promote retention, academic progress, and course success in gateway Math and English courses.

B. Track and adjust course scheduling to meet student needs and support credit accumulation.

C. Implement a "freshman forgiveness" policy to boost retention and bring KCC into line with peer institution policies.

D. Assess the 12/6 course schedule to ensure that it enables student success .

Initiative 1.4: Offer Effective Programs for Immigrants and Multilingual Students
Strengthen and grow courses and services for immigrant and multilingual students.

		Baseline	2030 Target
1.4.1	% of CLIP students who meet English proficiency after CLIP participation	--	
1.4.2	% of CLIP participants who register at KCC after participation	60.6%	
1.4.3	Three-year graduation rate of full- and part-time ESL students	16.2%	

Projects:

A. Assess and update multilingual instruction programs and initiatives to serve more people and build a pipeline to degree enrollment and completion.

B. Launch and expand cohesive and comprehensive supports for immigrant students through the Resources for Immigrant Student Success in Education (RISE) Center.

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

Develop and re-design high-quality academic programs that are effective within the urban community college context and meet the needs of current and future students.

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Develop and re-design high-quality academic programs[5] that are effective within the urban community college context and meet the needs of current and future students.

Impact Metrics	Baseline	2030 Target
% of programs meeting targets for Program Quality Index[6]	--	100%
% of graduates who report being proficient or excelling on all of the nine NACE competency-related Cap & Gown Survey questions	56%	60%
New or substantially revised academic degree programs (annually)	--	3
% of AA/AS graduates either enrolled at a four-year college or employed within one year of graduation	66.5%	72%

Initiative 2.1: Advance Academic Excellence

Engage in regular review of academic programs to ensure they successfully prepare students in their field of study and help them build skills to succeed in their future careers.

		Baseline	2030 Target
2.1.1	% of programs completing action plan follow up reports for program APR self-studies each year	--	
2.1.2	# of Program Learning Outcomes (PLOs) assessed per year	--	

Projects:

A. Enhance annual program review process to ensure that academic program review processes lead to improvements in the student experience and student outcomes including program completion, transfer and workforce results.

B. Utilize student learning outcomes assessment to ensure that the college is consistently providing students with opportunities to acquire relevant knowledge and skills within their field of study and for their future career and educational goals.

C. Engage in regular reviews of the college's portfolio of academic programs to ensure they meet the needs of students and the overall community.

[5]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."

[6]The Program Quality Index is a to-be-developed composite score that incorporates features including enrollment, completion rates, transfer rates, post-graduation employment and wage outcomes, Student Learning Outcomes assessment, and quality of assessment and review processes and follow-up. The parameters of the composite score will be developed through an iterative process by the department chairs, campus leadership and the Office of Institutional Effectiveness.

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

Leverage KCC's history of success in supporting faculty professional development and implementation of High Impact Practices[7] to support integrative and community-connected learning.

		Baseline	2030 Target
2.2.1	# of faculty participating in professional development opportunities that support development of innovative pedagogical practices that foster active student learning and community engagement	--	
2.2.2	# of students participating in at least one High Impact Practice (undergraduate research, internships and/or honors program)	--	
2.2.3	% of in-person sections for Pathways courses	55%	
2.2.4	Fill rates for in-person courses	89.6%	

Projects:

A. Launch and expand the KCC Academy for Excellence in Teaching and Learning and assess the impact of faculty development programming on teaching, learning and student success.

B. Revamp and energize High-Impact Practices that support integrative and community-connected learning such as undergraduate research, honors program, and internships.

C. Assess and improve the efficacy of the Civic Engagement graduation requirement as integrated into KCC Pathways courses.

D. College administration will work with department chairs and the College Council to strengthen and increase the number of in-person courses to help create a more dynamic, vibrant campus and foster a community of learners among Kingsborough students.

2.3 Promote Quality Online Instruction

Establish and apply standards to ensure high-quality online instruction.

		Baseline	2030 Target
2.3.1	% of instructors certified according to national online standards	--	100%
2.3.2	% of courses whose student outcomes are equivalent across modalities	--	100%

Projects:

A. Ensure that all KCC online instructors have completed the college's designated online instruction training program and are qualified for online teaching.

B. Regularly assess student outcomes to ensure equity in student learning and student success in courses across modality.

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[7] 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

Initiative 2.4: Leverage Kingsborough's Unique Strengths
Establish and/or scale programs that leverage KCC's unique programs and other significant assets and expertise.

		Baseline	2030 Target
2.4.1	Enrollment in non-credit programs offered through Continuing Education	**14,000**	**16,378**
2.4.2	Enrollment, in non-credit and for-credit programs- Maritime, Culinary and Allied Health	**2,441** in non-credit programs; **1,437** in for-credit programs	

Projects:

A. Strengthen KCC's position as a leader in Allied Health to better serve more students, offer additional credit and non-credit programs and connect students to quality jobs.
B. Build on the Maritime Program to establish the college as New York City's leading education and workforce institution supporting the maritime industry.
C. Build on the Culinary Arts Program to serve more students, diversify credit and non-credit course offerings and connect students to quality jobs.
D. Expand and modernize Continuing Education and Workforce programs to respond to labor market trends, student demand and employer needs.
E. Develop and launch a Professional Writing Liberal Arts concentration.

Initiative 2.5: Develop and Introduce AI Policies and Strategy
Implement college-wide standards for the use of artificial intelligence (AI).

		Baseline	2030 Target
2.5.1	% of Student Experience Survey respondents that agree KCC offers adequate AI training	**80%**	**90%**
2.5.2	# of college operations that have incorporated AI to improve efficiency	**--**	

Projects:

A. Through the AI Pedagogy & Curriculum Institute, offered by the American Association of Colleges and Universities, develop and deploy a college-wide approach to AI use in pedagogy and instruction, and in college administration and operations (i.e., finance, enrollment management, etc.).
B. Utilize the KCC Academy for Excellence in Teaching and Learning to train college faculty and staff in relevant AI tools.

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Goal 3: Reduce Racial/ Ethnic Equity Gaps

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

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Impact Metrics	Baseline	2030 Target
Racial/Ethnic drop, fail, withdrawal and incomplete (DFWI) gap in general education courses	**-10.5%**	**-5%**
Racial/Ethnic gap retention	**-10.2%**	**-8%**

Initiative 3.1: Course Success Equity
Reduce racial/ethnic disparities in course DFWI rates through targeted interventions.

		Baseline	2030 Target
3.1.1	Utilization of advisement services including one-on-one academic support sessions with advisors and/or group workshops on academic skills such as time management and study skills	--	
3.1.2	Utilization of tutoring support related to courses for students in high DFWI courses		
3.1.3	DFWI gap for the top 50 highest enrolled courses	**-13.5%**	
3.1.4	Faculty participation in professional development opportunities related to enhancing instruction of diverse learners		

Projects:

A. Increase academic support for students in courses with high DFWI rates through increased connections to tutoring support and embedded supplemental instruction.

B. Engage in data-informed course updates and teaching enhancements for high-enrollment classes with significant disparities in completion rates.

C. Strengthen early intervention and targeted advisement by expanding faculty and staff use of Navigate Early Alerts to identify students at academic risk and connect them to timely, individualized support, including proactive advising, academic skills workshops, referrals, and one-on-one coaching to improve course completion and retention.

D. Offer professional development to faculty through the Center for Excellence in Teaching and Learning to enhance instruction of diverse learners.

E. Provide training and support to academic advisors in interpreting Accuplacer Testing results and ensuring adherence to degree map course enrollment.

F. Utilize academic recovery initiatives to guide students to retake courses failed as soon as they are offered and support students through the grade appeal process to remove D, F, and Incomplete grades.

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Initiative 3.2: Increase Educational Access and Persistence
Recruit and support high-need students through proactive, dedicated programs and financial support.

		Baseline	2030 Target
3.2.1	#/$ of need-based scholarships awarded	--	
3.2.2	# of bursar holds	--	
3.2.3	Retention and graduation rates in College Discovery, ASAP, Summer Bridge	**Retention 78% for CD and 74.4% for ASAP**	
3.2.4	Increased utilization of student support services by Under-Represented Minorities (URM)		

Projects:

A. Expand access to need-based scholarships through targeted student outreach, centralized scholarship information and direct referrals to eligible funding opportunities.

B. Increase participation in College Discovery, ASAP, Explorers, and other targeted programs through proactive identification, referral and enrollment of eligible high-need students.

C. Launch KCC Ready, a Summer Bridge Program, providing incoming high-need students with academic preparation, peer connection, advising and early access to campus resources.

D. Increase utilization of student support services through targeted outreach, faculty/staff referrals, classroom presentations, and coordinated follow-up connecting students to Access Resource Center, Men's Resource Center, counseling and other resources.

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Goal 4:

Prepare Students for Successful Transfer

Significantly improve transfer outcomes for students, including rates of transfer, numbers of credits that transfer into bachelor's degree majors and six-year graduation rates.

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Impact Metrics	Baseline	2030 Target
Six-year baccalaureate graduation rate	**13.8%**	**33%**
% of students transfer to another college within one year of graduation	**60.9%**	**64%**
% of former KCC students who graduate with a bachelor's within four years of admissions to a bachelor's degree program	**50%**	**60%**
% Universal Transfer Path courses in an associate program that transfer to the same major in a baccalaureate degree program within CUNY	**93.3%**	**100%**

Initiative 4.1: Center for Career and Transfer Services
Reimagine the Transfer Center to expand resources and build a campus-wide culture of transfer success.

		Baseline	2030 Target
4.1.1	Transfer-intention-to-admission rate	--	
4.1.2	One-year retention rate post-transfer	**72%**	**75%**
4.1.3	# of scholarships awarded to students transferring to a 4-year college	--	
4.1.4	$ of scholarships awarded to students transferring to a 4-year college	--	
4.1.5	% of credits transferred as major/pre-major credits	**18.6%**	**23%**
4.1.6	# of KCC graduates transferring into a program that maintains an articulation agreement with a KCC program	--	

Projects:

A. Emphasize transfer exploration throughout the first year for all students; including but not limited to: early exposure at KCC Ready, transfer planning session in the New Student Experience, increased utilization of transfer plans, classroom visits to first-year gateway classes and other forms of early engagement.

B. Expand resources and technology to support students' decision-making about transfer, included but not limited to the Wave of Support – Center for Career and Transfer Services, Brightspace resource page and transfer technology tools embedded in transfer programming.

C. Update articulation agreements into a student-friendly format and increase student awareness of articulation opportunities.

D. Identify and redesign courses most likely to result in transfer credit loss to maximize credit applicability and support timely bachelor's degree attainment.

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Goal 5: Support Students in Successful Workforce Outcomes

Prepare all students, regardless of major, to launch careers of their choosing at competitive salaries (or family sustaining wages).

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Goal 5: Support Students in Successful Workforce Outcomes[8]

Prepare all students, regardless of major, to launch careers of their choosing at competitive salaries (or family-sustaining wages).

Impact Metrics	Baseline	2030 Target
% of AAS degree graduates employed at time of graduation	59.6%	75%
% of AAS degree graduates consistently employed after 1 year	59%	80%
% of graduates who completed a paid internship while at KCC	18%	30%
Number of employers actively recruiting KCC students for paid internships and post-graduation employment	25	50

Initiative 5.1: Career Exposure and Exploration

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

		Baseline	2030 Target
5.1.1	Lightcast Career Coach usage		
5.1.2	# of CE students converting to degree paths/# of credits transferring from non-credit to credit		

Projects

A. Increase student completion of a career assessment in Lightcast Career Coach by 10 percentage points each year.

B. Provide KCC's continuing education and workforce program students with information on transferring to the college and career advancement.

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[8] 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.

Initiative 5.2: Integrated Career and Academic Advisement:
Provide meaningful, integrated academic and career advising that helps students understand career goals and pathways.

		Baseline	2030 Target
5.2.1	% of students tracking career milestones in Navigate	--	
5.2.2	% of students meeting with advisors (transfer, career, or academic) to plan for their career		

Projects:

A. Display and track career milestones in student-facing platforms (e.g., Navigate) to help students understand their path to academic and career success.

B. Join the CUNY "Inclusive Economy Initiative" to embed integrated Academic & Career Advisors within academic departments.

Initiative 5.3: Career-Connected Learning
Provide students consistent access to career-connected learning that provides skills necessary for career success.

		Baseline	2030 Target
5.3.1	# of faculty participating in career-connected learning through the Academy for Excellence in Teaching and Learning	--	
5.3.2	# of first-year students participating in at least one first-year career-related experience	--	

Projects:

A. Develop a first-year student experience that incorporates career-connected content.

B. Offer training for faculty on career-connected learning through the Academy for Excellence in Teaching and Learning.

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Initiative 5.4: Paid Work-Based Learning
Students participate in early-career work-based experiences, including paid internships and apprenticeships, that are integrated into degree paths.

		Baseline	2030 Target
5.4.1	# of applications to paid-based work opportunities; increased rate of acceptance to CUNY-wide paid internships	--	
5.4.2	# of internship courses by department and total enrollment in courses	--	

Projects:

A. Increase number of applications to and participation in paid work-based learning opportunities (including through participation in CUNY-wide paid work-based programs).

B. Develop and maintain an inventory of credit-bearing work-based learning opportunities within degree programs.

C. Significantly increase the number of on-campus paid internships.

Initiative 5.5: Employer Engagement
Connect students to a good first job (or promotion) through sector-specific employer engagement or transfer with a clear career plan.

		Baseline	2030 Target
5.5.1	Increase # of existing industry partners	--	
5.5.2	# of employers that are "quality partners"	--	
5.5.3	# of AAS students who applied to a FT job	--	

Projects:

A. Double the number of existing industry partners by 2030.

B. Each year, increase by 10% points the colleges' number of employer partners by: (1) targeting Brooklyn-based employers; (2) collaborating with Brooklyn-based employer intermediaries that represent or reach Brooklyn employers; and (3) raising funds to pay students who participate in unpaid internships.

C. Increase by 4 percentage points each year the number of AAS students who are employed at graduation by: (1) raising funds to pay AAS students who participate in unpaid internships; and (2) creating more employer partnerships within academic departments.

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Goal 6: Increase the College's Operational Effectiveness

Develop and improve systems and processes that enable staff and faculty to successfully steward college resources, that support them to achieve the plan's strategic goals and support student success.

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Impact Metrics	Baseline	2030 Target
Operational Reserve	$0	$5M
Strategic Investment Pool	$0	$1.5M

Initiative 6.1: Financial Planning
Achieve a balanced budget each year, build a $5M operating budget reserve and deploy a $1.5M strategic investment pool by FY'30.

	Baseline	2030 Target
6.1.1 Increase fundraising $$ (3-year weighted average)	$575,000	$625,000
6.1.2 Increase tuition collection rates	90%	95%
6.1.3 Increase auxiliary and non-tuition revenues	$653,000	$1.8M
6.1.3 $ year-end balance	$0 (FY25)	$5,000,000

Projects:

A. Engage the college community in financial planning and decision-making.

B. Restructure finance and operations functions, processes and systems to improve controls and more effectively manage both personnel and non-personnel spending.

C. Increase fundraising and auxiliary revenue generation to support college strategic priorities.

D. Design and execute a strategy for increasing administrative overhead rate collection on all external grants.

E. Evaluate student-related expenses and fees to balance maximizing revenue with managing students' financial responsibilities and burdens; where appropriate, increase student fees.

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Initiative 6.2: Facilities Optimization
Maximize space utilization and modernize campus maintenance operations.

		Baseline	2030 Target
6.2.1	Archibus utilization rates	0	100%
6.2.2	Work order on-time completion rates	60%	100%

Projects:

A. Manage transition to CUNY Facilities Hub model.

B. Restructure facilities management to improve the planning and delivery of campus projects.

C. Conduct a comprehensive Space Utilization Assessment to document existing conditions uses and areas for improvement and to increase the efficient use of space across the college.

D. Proactively communicate with the college community about planning, priorities, funding, and management of space/facilities projects.

E. Actively pursue capital funding at the city, state and federal level for upgrades to the college's physical plant.

Initiative 6.3: Business Process Improvements
Develop frameworks and capacity for college-wide process improvement.

		Baseline	2030 Target
6.3.1	# of process improvements scoped, implemented and sustained, per year	0	5

Projects:

A. Conduct business process mapping and improve targeted areas of operations to become more efficient and cost effective.

B. Proactively and consistently work effectively with CUNY Central to design and deliver projects on time and at cost to the Kingsborough campus.

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Kingsborough Community College Foundation

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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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KINGSBOROUGH COMMUNITY COLLEGE FOUNDATION

2025 - 2030

ADVANCE THE DREAM

Acknowledgments

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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

KCC Senior Staff

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
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

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College Council Strategic Planning and Budget Committee (2026-2027)
Chair: Rick Armstrong
Secretary: Dawn Levy
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
Co-chairs: Paul Ricciardi, Professor, Theatre Arts and Cynthia Olvina, Academic Affairs Manager, Vice-Chair College Council
Mina Abusafe, Senior Academic Advisor
Gordon Alley-Young, Professor, Communications
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
Chair: Michael Rodriguez, Program Director, Men's Resource Center
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
Chair: Melissa Merced, Director of Student Life
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

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GOAL 5: Support Students in Successful Workforce Outcomes

Chair: Dmitry Brogun, Assistant Professor, Biology
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

Additional acknowledgements: KCC wishes to thank many advisors and supporters throughout the university and in the CUNY Central Office, with particular thanks to Vice Chancellor for Academic and Faculty Affairs Anne Lopes for her advice and guidance on this strategic plan and many other critical matters.

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The
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Way

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BROOKLYN'S COMMUNITY COLLEGE

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Kingsborough Community College
2025-2030 Strategic Plan

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

Kingsborough Community College 2025-2030 Strategic Plan

College Council

November 10th, 2026

Second presentation to College Council under two-meeting rule

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Timeline

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How the Plan Was Developed

College-wide planning process started in 2024

Process managed by an executive leadership group with input from Steering Committee.

2024

- August: Steering Committee retreat to brainstorm potential goals
- September: Process, structure and potential goals presented at Fall Convocation with a poll for comments; web page launched
- October: Executive Leadership finalized goals
- November: Committees created for each goal to draft initiatives and metrics
- November/December: Committees charged, developed proposed initiatives

2025

- January: Committees submitted draft initiatives
- February: Committees submitted updates and proposed metrics
- February: Steering Committee provided feedback on committee proposals
- April: Additional feedback collected at Spring 2025 Convocation; Middle States Self Study site visit prompts sixth goal on operational effectiveness
- Summer 2025: Operational effectiveness goal committee developed draft initiatives and metrics

2026

- March: VP of Strategy and Chief of Staff hired
- April – May: Meetings of Strategic Plan goal committee
- June: Presentation to College Council

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Current Year Timeline

- **July – August**
  - Monthly updates to the college community
  - Finalize: draft document; Goals, Metrics and Quantitative Framework; Financial Plans
  - Final monthly Update
    - Future updates on Strategic Plan web page: https://www.kbcc.cuny.edu/2025-strategic-plan/
- **September**
  - Senior Staff review: 9/10
  - 1:1 meetings with key stakeholders
  - Present draft plan to Strategic Planning and Budget Committee: 9/16, 12pm
  - Revise the plan based on input and comments
  - Present at College Council Steering Committee: 9/22
  - Present to Chairs: 9/23
- **September and October**: All-college goal-specific workshops
  - Goal 1: Retention and Timely Graduation.
    - Wednesday 9/30, 9-10:30am
  - Goal 2: High-Quality Academic Programs that Support Community Needs
    - Wednesday 9/23, 1-2:30pm
  - Goal 3: Reduce Racial/Ethnic Equity Gaps
    - Friday, 10/02, 3-4:30pm
  - Goal 4: Successful Transfer
    - Thursday 10/1, 3-4:30pm
  - Goal 5: Successful Workforce Outcomes
    - Monday 10/5 10-11:30am
  - Goal 6: Operational Effectiveness
    - Monday 9/28, 3-4:30pm

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Timeline

October (cont'd)

- 20th – Facilities Committee passed resolution in support of Goal 6, Initiative 2
- 21 – Strategic Plan draft sent to College Council Steering and Strategic Planning and Budget Committees
- 22 – Final review, discussion at Senior Staff
- 26th – Present at Strategic Planning and Budget Committee. Unanimous vote in support of the Strategic Plan
- 27th – Present at College Council Steering Committee, vote
- 30th – Final document complete

November

- 3rd – send final plan to College Council as agenda item for discussion and vote under two meeting rule
- 10th – College Council presentation and discussion under two meeting rule, vote
- 10th – Annual Scholarship Dinner
- Continued briefings with Elected Officials

December

- 1 – Workforce event at Industry City; "official" Launch of the Strategic Plan
- TBD – College-wide celebration

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Kingsborough Community College 2025-2030 Strategic Plan

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Kingsborough Community College
2025-2030 Strategic Plan

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

3 "vitals"

6 Goals

20 Initiatives

67 Projects

One vision for Kingsborough by 2030

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Kingsborough 2030

Better outcomes for students – improved retention and timely graduation, more effective transfer for bachelor's degrees, and better preparation for good jobs with livable wages and long-term career tracks

A stronger institution – financially viable, able to support faculty and staff to develop as professionals, and offering academic programs that build on the institution's strengths and on faculty expertise, and are up-to-date and relevant to student interests and 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 development



Strategic Plan Goals

Goal 1: Improve Student Retention and Timely Graduation [Lead: **Dr. Avery Mullen**]
Increase student retention and timely completion by supporting early momentum (credit accumulation, gateway course success, and term-to-term persistence) and enable interventions to help students persist to graduation.

Goal 2: Offer High-Quality Academic Programs that Support Community Needs [Lead: **Provost Warren Cook**]
Develop and re-design high-quality academic programs that are effective within the urban community college context and meet the needs of current and future students.

Goal 3: Reduce Racial/Ethnic Equity Gaps [Lead: **Dean Natasha Edwards**]
Increase equity in access and student outcomes through the implementation of targeted academic support, financial assistance, professional development, and student success programs.

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Strategic Plan Goals

Goal 4: Prepare Students for Successful Transfer [Lead: **Juliana Bayol**]
Significantly improve the transfer experience for students to ensure a smooth transition to a four-year college, high levels of credit transfer and successful post-transfer outcomes.

Goal 5: Support Students in Successful Workforce Outcomes [Lead: **AVP Monica Malowney**]
Prepare all students, regardless of major, to launch careers of their choosing at competitive salaries or family- sustaining wages.

Goal 6: Increase the College's Operational Effectiveness [Lead: **Vice President Escobar**]
Develop and improve systems and processes that enable staff and
faculty to successfully steward college resources, achieve the plan's strategic goals, and support student success.

>> KCC Vitals: Enrollment, Graduation and Financial Position [Lead: **President Suri Duitch]**

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Vitals

The plan tracks dozens of metrics across six goals. The three data points below will serve as the three top indicators to reflect the college's position. Together, they function as the college's fundamental health — whether Kingsborough is attracting students, successfully educating them, and doing so on stable financial footing. These three indicators tell us, at a glance, whether the institution moving in the right direction, in compliment to the data points described throughout this plan.

	Baseline	2030 Target
Annual Full-Time Equivalent (FTE)	6,272	6,657
Three-Year Graduation Rate	28%	40%
Financial Position	$0	$5M reserve

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Strategic Plan Metrics and 2030 Targets, Goals 1-3

		Baseline	2030 Target
Goal 1: Improve Student Retention and Timely Graduation	**Fall-to-Fall Retention Rate of First-time Full-time Freshmen**	71%	75%
	Three-Year Graduation Rate of First-time Full-time Freshmen	28%	40%
Goal 2: Offer High-Quality Academic Programs that Support Community Needs	% of programs meeting targets for Program Quality index	--	100%
	% of graduates who report being Proficient or Excelling on all of the nine (9) NACE competency-related Cap & Gown Survey questions	56%	60%
	New or substantially revised academic degree programs (annually)	--	3
	% of AA/AS graduates either enrolled at a four-year college or employed within one year of graduation	66.50%	72%
Goal 3: Reduce Racial/Ethnic Equity Gaps	**Racial/ethnic DFWI gap in General Education courses**	-10.50%	-5%
	Racial/ethnic gap in retention among full-time students	-10.23%	-8%

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Strategic Plan Metrics and 2030 Targets, Goals 4-6

		Baseline	2030 Target
Goal 4: Prepare Students for Successful Transfer	**Six-year baccalaureate graduation rate**	13.80%	33%
	% of students transfer to another college within one year of graduation	58% (60.9% AA/AS only)	64%
	% of former KCC students who graduate with a bachelor's within four years of admissions to a bachelor's degree program	50%	60%
	% Universal Transfer Path courses in an Associate program that transfer to the same major in a baccalaureate degree program within CUNY	93.30%	100%
Goal 5: Support Students in Successful Workforce Outcomes	**% of AAS degree graduates employed at time of graduation**	59.60%	75%
	% of AAS degree graduates consistently employed after 1 year	59%	80%
	% of graduates who completed a paid internship while at KCC	18%	30%
	Number of employers actively recruiting Kingsborough students for post-graduate employment	25	30
Goal 6: Increase the College's Operational Effectiveness	Operational Reserve	$0	$5M
	Strategic Investment Pool *(to be accumulated and spent by the end of FY'30)*	$0	$1.5M

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Implementation

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Strategic Plan Implementation

Implementation Principles

- ***Kingsborough 2030.*** Once approved, it becomes a shared roadmap for advancing student success, institutional strength, and impact.
- ***College-Wide.*** Each of us has a critical part in the plan's success.
- ***Focused.*** Limited priorities provide clarity and collective focus.
- ***Ownership.*** Each goal and project has a lead. The person is accountable to advance that segment of the plan, working collaboratively across the college.
- ***Measure + Track.*** Regular assessment and measurement keep us on track.
- ***Investments.*** Strategic goals directly tied to resource decisions, financial planning, and staffing priorities.
- ***Modify as Needed.*** Updates and modifications as we go, at least annually.
- ***Transparency.*** Annual college-wide meeting; bi-annual updates on the plan web page.

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Implementation Calendar

Bi-Annual assessment and reporting:

- Early January meeting with Goal and Project Leads:
  - Assess outcomes and identify strengths and weaknesses
  - Course correct, as needed

- Late May college-wide meeting:
  - Assessment of outcomes
  - Update impact framework
    - Tie to CUNY's annual Strategic Alignment Report (SAR/PMP)
  - Tie upcoming FY investments to Strategic Plan priorities
  - Communicate revisions and updates, ensure understanding of coming year priorities

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Strategic Plan Dashboard

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Strategic Plan Metrics Tracking Dashboard

Strategic Plan Overview and Glossary | **Goal Metrics** | Initiative Metrics

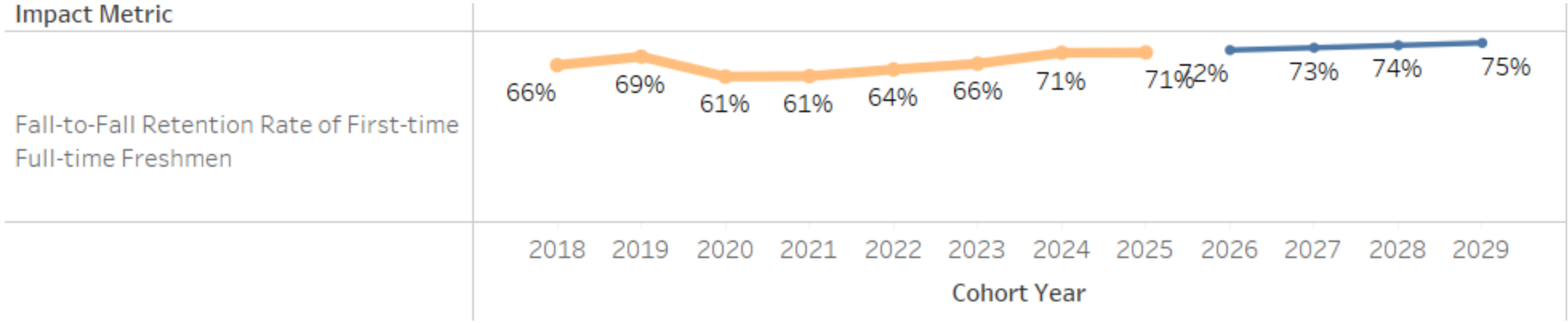
Goal-Level Metrics

Strategic Plan Goal

Goal 1: Improve Student Retention and Timely Graduation

Impact Metric

Fall-to-Fall Retention Rate of First-time Full-time Freshmen



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Strategic Plan Metrics Tracking Dashboard

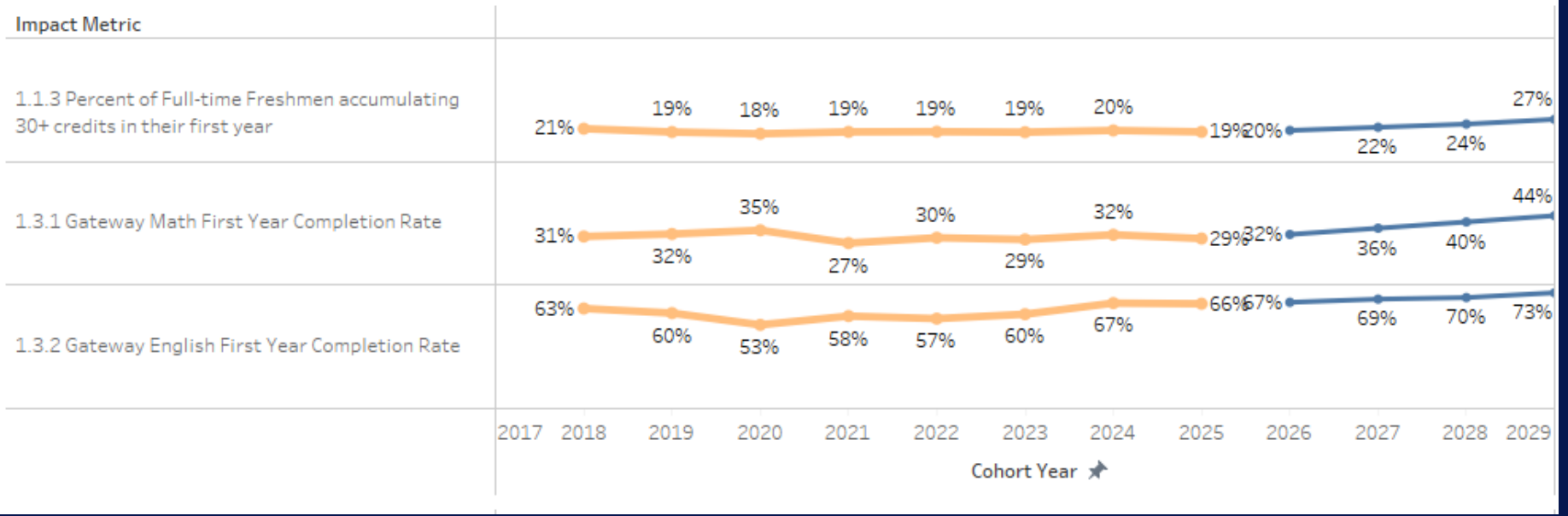
Strategic Plan Overview and Glossary | Goal Metrics | Initiative Metrics

Initiative-Level Metrics

Strategic Plan Goal: Goal 1: Improve Student Retention and Timely ...

Strategic Plan Initiative: 1.3 Bolster Academic Momentum: Enhance supports ...

Metric: (All)



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Strategic Plan Rollout

If the plan is officially adopted at this meeting, the college will:

- Publish the plan, an executive summary and updated web site language on the KCC web site
- Send a college-wide message with the final document
- Share the plan with CUNY for the university web site
- Officially release the plan at a public event on December 1st focused on KCC's role supporting the Brooklyn workforce
- College-wide celebration on December 9th
- Brief elected officials and public and private funders
- Focus on implementation

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BROOKLYN'S COMMUNITY COLLEGE



Randy Peers
President and CEO
Brooklyn Chamber of Commerce

Dr. Jocelynne Rainey
President and CEO
Brooklyn Org

Murad Awawdeh
President and CEO
The New York Immigration Coalition

Lorenzo Daughtry-Chambers
Kingsborough Community College Foundation Board Member
Founder, Institute for Human Advancement

Brooklyn 2030:
A WORKFORCE AGENDA

Join top leaders from industry, government, education and nonprofits to chart a path toward building Brooklyn's workforce of 2030. The future starts here.

Tuesday, December 1 | 8 - 10:30 a.m.

The Landing at Industry City, 237 36th Street, Brooklyn, NY.

RSVP to Attend: brooklyn-workforce-2030.eventbrite.com



Moderator
Suri Duitch
President
Kingsborough Community College

BROOKLYN CHAMBER OF COMMERCE | BROOKLYN ORG | NYIC | INDUSTRY CITY

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One vision for Kingsborough by 2030

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Attachment E - Budget Presentation

College Budget Update

College Council

November 10, 2026

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Key Points

Top Line: Eliminating the structural deficit is an important collective achievement. And, there is much more to do. Now, focus shifts from financial stabilization to building reserves and strategic investments in KCC's future.

- **Structural Deficit Eliminated.**
- **The Work Continues:** Becoming financial stable requires continued fiscal discipline, strategic resource allocation, and careful management of recurring revenues and expenses.
- **Building Operating Reserve:** $5 million operating reserve to support fiscal stability and resilience.
- **Investing in the Strategic Plan:** $1.5 million in investments by end of FY30.

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FY26 and FY27 Resource Summary

Resources have increased due to Collective Bargaining, City and State Support, and Centrally Administered Costs.

Resource	FY26	FY27
Base Budget	$18.78M	**$33.17M**
Model Funding	$68.98M	$68.98M
One Time City and State Operating Support	$3.28M	**$5.48M**
"Program to Eliminate the Gap" City Restoration	$3.00M	
Special Programmatic Funding	$25.63M	**$18.11M**
College Support and Reimbursements	$1.99M	$2.20M
Revenue Target Over/(Under) Collection	$252K	$228K
Centrally Administered	$57.57M	**$71.21M**
CUTRA		**$1.31M**
Total	**$179.48M**	**$200.68M**

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FY26 and FY27 Expense Summary

Expenses have increased in FY27 due to Collective Bargaining.

Expense	FY26	FY27
FT Faculty (Operating)	$36.08M	$37.77M
FT Faculty (Lump Sum)	$1.21M	$1.27M
FT Staff (Operating)	$40.74M	$42.33M
FT Staff (Lump Sum)	$6.08M	$6.93M
Teaching Adjuncts (Operating)	$16.03M	$17.12M
Teaching Adjuncts (Lump Sum)	$3.57M	$4.32M
Temp Services (Operating)	$4.23M	$4.51M
Temp Services (Lump Sum)	$3.13M	$3.74M
OTPS (Operating)	$5.03M	$5.58M
OTPS (Lump Sum)	$4.49M	$4.42M
Centrally Administered	$57.57M	$71.21M
Total	**$178.17M**	**$199.18M**

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FY26 and FY27 Year End Summary

Category	FY26 Final	FY27 (projected)
Total Resources	$179.48M	$200.68M
Total Expenses	$178.17M	$199.12M
Balance	**$1.31M**	**$1.50M**

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Access to Budget Documents

To access budget documents for KCC:

- Use the QR code to get to the Inside KCC homepage
- Click on "Log in to Inside KCC"
- Use your email credentials
  - Ex. Andres.Escobar@kbcc.cuny.edu
- Go to Faculty or Staff Applications (depending on your title)
- View historical and current budget documents for KCC

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Discussion

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