



## SUFFOLK COUNTY COMMUNITY COLLEGE OPERATIONAL PLANNING FINAL PROGRESS REPORT

**September 2016**

Office of Planning and Institutional Effectiveness

## **The Suffolk County Community College 2015-2016 Operational Plan**

The Operational Plan was created in accordance with the steps outlined in the College's Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE). All Cabinet members responsible for a division or campus were asked to provide an area operational plan containing action items meant to address one or more of the College's Institutional Goals, which are the priorities the College has set to advance its Mission. These area plans are developed early in the academic year and compiled into the College Operational Plan, which is approved by the President and forwarded to the Strategic Planning Council for its review. This 2015-2016 Operational Planning Final Progress Report is designed to document progress on those action items and initiatives.

**SCCC Integrated Planning:** In addition to associating actions and initiatives with one or more institutional goals, divisions and campuses were asked to tie their actions to the Presidential Goals, SUNY Excels Goals, and College Measureable Institutional Objectives, if appropriate. For the purposes of this report, only association with Institutional Goals was considered.

The report provides: the division or area responsible; the action or initiative; reports of progress; and associated institutional goal(s). This final report follows two interim reports assessing progress on action items: January 2016 and June 2016.

**College Mission Statement:** Suffolk County Community College promotes intellectual discovery, physical development, social and ethical awareness, and economic opportunities for all through an education that transforms lives, builds communities, and improves society.

### **College Institutional Goals:**

- 1 – **Student Success:** To foster the intellectual, physical, social, and civic development of students through excellent and rigorous academic programs and comprehensive student support services.
- 2 – **Community Development/Societal Improvement:** To promote the social and economic development of the community we serve.
- 3 – **Access and Affordability:** To provide access to higher education by reducing economic, social, geographic and time barriers.
- 4 – **Institutional Effectiveness:** To monitor and assess the performance of the institution to ensure continuous improvement in achieving the mission, vision and goals of the college.
- 5 – **Communication:** To promote transparent and effective communication within the college community and between the college community and external constituencies.
- 6 – **Diversity:** To reflect the ethnic, demographic, and economic composition of Suffolk County.

## Executive Summary of Final Report

There are fifty (50) strategic initiatives or actions detailed in the College’s 2015-2016 Operational Plan. All six institutional goals are addressed by multiple actions/initiatives. The numbers of initiatives or actions addressing each Institutional Goal are as follows:

Goal 1 – Student Success	<b>35</b>	Goal 2 – Community Development/ Societal Improvement	<b>20</b>	Goal 3 – Access and Affordability	<b>30</b>
Goal 4 – institutional Effectiveness	<b>14</b>	Goal 5 - Communication	<b>23</b>	Goal 6 - Diversity	<b>20</b>

The activities that are elements of the Operational Plan are *strategic* in nature. They are not day-to-day standard area functions, but are designed specifically to advance a particular goal or objective, or set of goals or objectives. **Of the 50 planned activities, 36 have been completed or met initial goal(s); 12 are in process, of which nine include steps or stages that have been completed; and two have been suspended.**

It should be noted that the Strategic Planning Council is developing Key Performance Indicators (KPIs) as part of its review of the College’s Measureable Institutional Objectives. Several new or modified potential KPIs have been submitted by SPC subcommittees and the office of Planning and Institutional Effectiveness is researching these measures to establish benchmarking thresholds and potential target metrics. Future reports will be able to tie these KPIs to specific actions/initiatives of the College’s Operational plan. These metrics will be used to gauge effectiveness in “moving the needle” to better advance our Strategic Plan and Institutional Goals.

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
Academic Affairs	Comprehensive evaluation of Academic Affairs operations	<p>The AAC Program Review subcommittee met on 1/28/16 and resolved to review and revise the program review template and make recommendations to Academic Affairs.</p> <p>Catalog revision process was established in Fall 2015, which includes oversight by Executive Deans and Vice Presidents of submitted revisions.</p>	<p>The AAC Program Review subcommittee made recommendations to Academic Affairs including a reorganization of the program review template and the possible option for expedited review.</p> <p>The Catalog revision process was successfully implemented. The publishing of the next two year catalog is imminent.</p> <p>Communications were shared with the College community identifying appropriate contact people in Academic Affairs for specific activities.</p> <p>Overall assessments of workload and flow of all positions in Academic Affairs is underway. Review of current job descriptions and areas of responsibility is in process.</p>	<p>Based on some of the feedback from the AAC Program Review subcommittee and in collaboration with The College Dean of Instruction for Assessment and the Assistant Director for Institutional Effectiveness, The program review template and guidelines have been revised for efficiency and effectiveness. Further revisions are planned to be discussed and implemented during the 16-17 academic year.</p> <p>The SCCC 2016-2018 Catalog is at the printer and is expected to be delivered to appropriate SCCC faculty and staff prior to the beginning of fall 2016 classes.</p>	4, 5
Academic Affairs	Complete an Applied Learning report for SUNY	<p>Committee formed. Meetings have been held. Trip to SUNY Applied Learning conference by 3 committee members.</p> <p>90% of the data has been collected and placed into Excel. Report will be filed by February 15 deadline.</p>	<p>Applied Learning Committee sent its four reports to SUNY.</p> <p>The first one was sent in mid-February (a registry of over 100 AL learning experiences available to SCCC students.</p> <p>Three additional reports sent in mid-April (reports on data collection, faculty engagement, and student engagement).</p>	Completed.	2

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
			Timeline established for '16-'17 at May meeting for the spring '17 submissions to SUNY.		
Academic Affairs	Develop career pathways/credit bearing curriculum between workforce development and appropriate academic departments	The new advisory board is supporting a new Grant Initiative for Career Tech training and will provide internship opportunities for our students.	<p>In Fall '16, we will welcome our first high school student (Bay Shore HS) into our HVAC program in a for-credit program. Students met all the requirements for admission into the Early College Program.</p> <p>Vice President of Academic Affairs and the Dean of Instruction met with the leadership of four of our largest high school feeders to discuss their interest and need for a career pathways program during spring '16.</p> <p>In Spring '17 we will expand the pilot to include a group of high school seniors from Bay Shore and North Babylon high schools. These students will enroll in a manufacturing course and the co-requisite mathematics class. Students will be prepared through an early intervention mathematics program at their high schools in the fall to assure readiness for MAT 112.</p> <p>A newly convened Advanced Manufacturing Advisory Board has agreed to utilize a Career Pathways approach to filling skill gaps. Programs being discussed that could benefit from integration with credit are Cost Estimation and Operations Management</p>	<p>In progress: The newly convened Manufacturing Advisory Board formed to support skill gap needs for the "Restore Grant", has met several times to discuss program relevancy and to support a Talent Management Survey presented to the Regional Economic Development Council. Salary and wage data was shared as well as a five year jobs projection.</p> <p>In progress: A Tech Hire grant has been awarded to the College for 2.9 million that will support our ability to provide both credit and non-credit pathways to workforce development / employment in advanced manufacturing, health informatics, and cybersecurity.</p> <p>In progress; spring 2017 pilot to run with help of a grant to provide early intervention for student tutoring to make students better prepared for MAT 112, a co-requisite to MFT 101. Planning continuing with</p>	1, 2, 6

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
				Dr. Sepulveda and with the support of Dean Keane.	
Academic Affairs	Increase the number of non-traditional students served in continuing education.	Specific program: College - Community Access Program. New grant funded by NYSED to provide adult literacy education and TASC (formerly GED) to residents of Help Suffolk, a transitional housing provider in North Bellport. Program includes instruction and mentoring and targets 75 residents per 12-months.	Provided modern language instruction to 20 NYS certified teachers associated with the Peconic Teachers Center in '16-'17. These teachers from four eastern Suffolk school districts are seeking to extend their licensure to include ESOL to better serve the residents of the east end whose L1 is other than English.	Designed and implemented program through which Hampton Bays high school students may earn a nationally recognized Child Development Associate credential, which qualifies completers to work in a pre-schools as assistants – initial program served 5 students; Through the new Adult Literacy Education grant, partnerships with HELP Suffolk and Moriches Community Counselling are new venues for delivering TASC instruction, assessment and testing; provide TASC instruction, assessment and TASC testing to United Way Long Island for students participating in the YouthBuild program with tuition costs being paid for through a grant to the College's Foundation. Students may select a career pathway in energy, energy efficiency, health IT, ophthalmic tech or pharmacy tech to pursue concurrently as they work toward their high school equivalency. Patchogue-Medford School District students are now served by STEP.	2, 3, 6

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
Academic Affairs	Evaluate the effectiveness of the College's developmental education advisement and placement policies, procedures, and practices	Developmental "summit" held by academic and student affairs to share best campus practices to reduce unnecessary placement into developmental courses. This includes, but is not limited to, recommendations to high school counselors for earlier testing; the use of holistic scoring of student writing samples for students on the cusp; and, retesting of students. The real success of multiple measures of intervention will be revealed in Fall '16.	Considerations to move forward for placement: -reconsider the use of the 85% score on the Algebra II Regents as waiver on placement exam; -more universal use across campuses of writing sample for students just below the English cut score; -notification to high school guidance staffs of the availability and encouragement of retesting.	Completed in July, 2016 with the research report <i>Rethinking Developmental Placement at SCCC</i> completed. Document now in limited distribution for the purpose of planning implementation.	1, 2, 6
Academic Affairs	Expand internal and external professional development opportunities for faculty at the College throughout the academic year	One Friday PD activity was scheduled for Dec 2015 but had to be rescheduled for Feb 2016. We still need to work with the TLCs. The E-Learning academy has completed its first run, went through its first major round of assessment & evaluation, and underwent revisions based on the results. The second pilot has just begun. Assessment and evaluation will continue.	40+ professional development opportunities have been offered to date. Many of these have been internal but faculty have also attended external programming such as the MSCHE and Quantway conferences. External experts have been brought in to facilitate programming as well. The e-Learning academy has completed its 2 <sup>nd</sup> successful run. OIT is looking at ways to expand. Our Quality Matters model received national recognition. Training sessions were offered throughout the AY and are currently running now. Launched a "Professional Advancement" webpage.	Held successful Chair Academy; Created Long Island Advanced Leadership Academy (LIALA); Held 2 successful college-wide professional development days featuring outside speakers; Created a yearlong professional development structure; Ran 25 professional development workshops; Completed 2 <sup>nd</sup> run of the eLearning Academy – schedule is set for AY 2016-17 with a waiting list for seats; Piloted an academic chairs online observation training program; Developed 3 new Assistive Academic Technology Training programs; Co-ordinated and hosted the SUNY FACT2 Regional meeting;	1, 4

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
				Coordinated to experiences specifically focused on the differently-abled “Walk in My Shoes” and “Dining in the Dark.”	
Academic Affairs	College-wide assessment of faculty line needs	Completed - submitted to the President 12/17/15.	This goal was completed in December 2015. Further development of faculty line needs will begin this summer with Executive Deans to broaden the depth and data analysis used in conjunction with program stability, growth, and development.	Completed	1, 6
Academic Affairs	Increase credits taken by students in our high school programs	Goal already met. Excelsior enrollments have increased by 4% from Fall '14 to Fall '15. Early College Program added 2 high schools in Fall '15 (McGann-Mercy & Sayville) with a new MOU signed for Bayport-Blue Point to begin in Fall '16. Ammerman campus will begin ECP in Fall '16 with three more high schools added to this group.	New PT advisor hired to handle the influx of new ECP students coming to the Ammerman campus. In addition to McGann-Mercy, Sayville, and Bayport-Blue Point, the following high schools will be joining the program in '16-'17: Ward Melville, Upper Room Christian Academy, Smithtown Christian, Mattituck, Connetquot, and Central Islip.  Recruitment has begun to expand the Excelsior Program into Nassau County with three schools thus far committed to Excelsior participation in Fall '16.	Completed. Over 15,000 credits taken this year by high school students enrolled in Excelsior and Early College representing approximately \$2,000,000 in tuition and FTE revenue.	2, 3
Academic Affairs	Decrease the number and percentage of students placed into developmental education at the College through	Goal of 25% has already been exceeded. At present over 30% of Suffolk high schools are working with the Dean of Instruction and his colleagues to address issues related to lack of student mastery of concepts tested on the CPT.	Participated with Walt Whitman High School in South Huntington on an early intervention experiment in Spring '16. Participated with Deer Park, North Babylon, and Bay Shore ECP programs on the impact of retesting students on subtests of Accuplacer.	In progress. The results of the '15-'16 efforts will be judged by the fall data made available on or about September 15, 2016.	1, 2, 3

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
	high school early intervention programs	Relationships built with both the College Board and McGraw-Hill to support Suffolk high schools in achieving this goal.	<p>Held more than 30 meetings in spring '16 on early intervention with high school partners, representatives from the College Board, and McGraw-Hill. 55% of county high school administrators have met with the Dean of Instruction on matters related to early intervention and developmental placement.</p> <p>Will engage some 15 high schools in a mathematics early intervention study with the collaboration of McGraw-Hill in '16-'17 with an involvement of nearly 1,000 Suffolk County high school seniors.</p>		
Academic Affairs	Comprehensive examination of College and 4-year college and university partnerships	All articulations more than 5 years old are being re-examined. In addition to the more than 30 articulations completed by August 31, 2015, new articulations are in process/have been completed with Stony Brook Nursing, Social Work; St. Joseph Nursing, Education, Criminal Justice, Human Services; Old Westbury Education; Molloy Social Work; and more than 25 programs at LIU.	In Spring '16, new articulations completed with St. Joseph College (umbrella); Hofstra engineering. New relationship developed with Vaughn College (engineering and business). Financial incentive for transfer negotiated with St. Joseph's, LIU, and Hofstra.	Completed. All agreements which been reviewed. All those older than five years are being updated as of July 31, 2016. New agreements received or forthcoming from 15 partner schools. In-service of counselors has taken place.	2, 3, 6
Academic Affairs	Institutional learning outcomes (ILOs) will be revised, mapped, and assessment plans developed	In Fall 2015 ILO mapping workshops were held at each of the college campuses. To this date 20 ILO maps have been submitted.	In Spring 2016 Institutional Educational Goals were adopted as the institutions learning goals for all students. The Goals, based on the Middle States Educational goals, were approved by all three campus governance bodies, the VPAA and the President.	Completed	4, 5

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
Academic Affairs	Resolve program integrity as it relates to SUNY and SED expectations and registration issues	<ul style="list-style-type: none"> <li>• We submitted the SUNY Seamless Transfer Inventory in October 2015;</li> <li>• We submitted a list of programs for discontinuance to the College-wide Curriculum Committee for approval through the governance process;</li> <li>• Concerns at this point include:               <ol style="list-style-type: none"> <li>a) The SUNY response time to revisions submitted in early Fall 2015 semester</li> <li>b) Curricula on the College website have been out-of-date for the entire Fall 2015 semester and now into the Spring 2016 semester. Revisions began in January, but have been delayed due to competing projects and priorities.</li> </ol> </li> </ul>	<p>The list of programs for discontinuance was recommended for approval by all three campus governance bodies. The VPAA and President approved the governance recommendation and the paperwork has been drafted for submission to SUNY.</p> <ol style="list-style-type: none"> <li>a) In May 2016, SUNY communicated to the Office of Academic Affairs that SCCC proposals submitted in Fall 2015 have been forwarded to SED. We are awaiting SED approval on those proposals.</li> <li>b) The work on updating the curricula on the College website continues and is near completion.</li> </ol>	<p>The list of programs for discontinuance has been submitted and approved by SUNY. We are waiting for SED approval.</p> <ol style="list-style-type: none"> <li>a) The SCCC proposals submitted Fall 2015, including Nursing, AS, LAS Science, AS and Computer Science, AS have been approved by SED.</li> <li>b) The curricula on the degree granting pages of the College website have been fully updated.</li> </ol>	4, 5
Academic Affairs	Develop credit bearing curriculum program focusing on sustainability among appropriate academic departments with multiple career pathways options	<p>An energy industry task group was convened to solicit input on workforce educational needs and industry trends. A summary report was drafted which will be utilized in program development. Grant funding was obtained from AACC for provisioning of a mentor institution (Lane Community College - Eugene, OR) to provide guidance and support in program selection and curriculum development. Several program outlines and curriculum models were been</p>	<p>Several grant applications (Green Roofs, Energy to Lead Competition, Aquatic Pollution Prevention) were developed which would provide opportunities for faculty release time and student internships that could eventually evolve into more enduring coursework models. The framework for a high level college-wide committee to advance all sustainability initiatives (including Curriculum Development) has been proposed, and is currently in review. A workshop on the <u>SENCER</u> (Science Education for New Civic Engagement and Responsibilities) program was organized by Dr. Nina</p>	<p>In progress – more attention to this effort will be continued</p>	1, 2

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
		<p>obtained from similar institutions currently offering academic programs in disciplines such as: Energy Management, Renewable Energy Technology. Subcommittees were established for input, and a white paper drafted outlining potential curriculum models for deployment associated with new Renewable Energy &amp; STEM Center - currently under review.</p>	<p>Leonhardt. This activity highlighted the promising overlap of operational sustainability initiatives and classroom instruction, and faculty attendance/interest was strongly evident. SCCC was also recognized by New York State as an early mover on the Governor's REV Campus Challenge, which provides a platform for resource sharing on all sustainability topics.</p>		
Academic Affairs	Operationalize the Title III grant as it relates to academic advising	Planning in process.	<p>This goal has really already been met and exists in a variety of manners on the three campuses. Dean of Instruction visited the Faculty Advisement Center on the Grant campus where a number of faculty met with dozens of students during a peak advisement activity period in dedicated space. At the Eastern campus training of adjunct counselors is a key component which has been operationalized and a PA has joined the advisement team there.</p> <p>The Chair of the Advising Committee met with the Executive Deans and VPs for Academic Affairs and Student Affairs to discuss next steps for the 2016-2017 academic year to further develop the Advising Centers at each campus and to consider expanding engagement and discussion of the faculty. Additional plans are being discussed in who to better integrate</p>	Completed on a campus level, a model program is in place at the Grant campus.	1

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
			the various groups at the College who engage in advising.		
Student Affairs	Completion of the College Enrollment Management Plan	The strategic enrollment plan cohorts have been identified. Lead people have been identified for each cohort group and the rubrics for the plan have been completed.	All of the cohort groups have met and the 8 of the 10 groups have completed their action plans, meetings will be scheduled with Institutional Effectiveness to develop measurable outcomes. The content draft will be completed by June 24 <sup>th</sup> .	The strategic enrollment plan has been completed and has been distributed to members of the Cabinet for their review.	1, 2, 3, 4, 5, 6
Student Affairs	As one of the priority actions included in the College Enrollment Management plan, increase the F-1 International student population through the development of and outreach plan and partnerships	At this time there has been an 11% increase in international students from spring 2015 enrollment to spring 2016 enrollment.	In order to increase access for international students, the international counselor is working across all three campus with specific office hours on each campus which has been advertised to students. Information sessions have been designed and implemented for international students and information cards have been produced as a reference as well. Finally, letters have been designed and approved and will be distributed across Long Island and Queens private high schools along with outside agencies that support international students.	The strategies to increase international enrollment are currently being executed. At this time there are 85 international students registered for the Fall 2016 semester.	1, 2, 3, 5, 6
Student Affairs	In order to decrease the number of students who lose their financial aid eligibility provide communications to students	In Fall 2015 all conditional financial aid students were sent a letter suggesting they meet with a financial aid counselor to develop an academic plan also any student who indicated he or she wanted to drop or withdraw from a class in Fall 2015 was sent to speak with financial aid regarding potential eligibility	For conditional waivers allocated in Spring 16, 62% passed Satisfactory Academic Progress. For conditional waivers allocated in Spring 15, 38% passed Satisfactory Academic Progress. So after the additional communication and outreach there was an increase of 24% of students who had successfully met academic progress.	The additional communication strategy was determined to be successful and will be continued for the 2016-2017 academic year.	1, 3, 5

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
	regarding compliance with state and federal regulations.	issues. We have fewer students who are federally blocked for aid in Spring 2016.			
Student Affairs	As an opportunity to enhance student and faculty discourse develop a Presidential Lecture Series.	At this time speakers have been identified, a date has been determined, and a location has been secured for the lecture. In order to execute this program the contract needs to be finalized and advertisement and recruitment must begin.	The first Presidential Lecture Series program was held on April 4 <sup>th</sup> . The speakers, Jessica Posner and Kennedy Odede, provided two classroom presentations, one on the Grant Campus and one on the East Campus, along with a full lecture held on the Ammerman campus. A total of 11 classes participated college-wide. A meeting to discuss next year's lecture series took place on May 3, 2016.	As a follow up to the meeting on May 3, 2016, a committee of PTK student leaders from across the three campuses is being formed to execute the second Presidential Lecture Series for Spring 2017.	1, 3, 5, 6
Student Affairs	As a means to broaden student scholarship opportunities there will be a transition from the Stay on Long Island to the Stay in New York State Initiative	At this time two institutions, located in New York but not on Long Island, have agreed to provide a student scholarship.	It was determined that "Stay in NY" would be called the New York State Presidential Transfer Scholarship (NYSPTS). Two institutions have signed formal agreements so far, Iona College and LIM College. A full scholarship from each college has been awarded and accepted by the students who would be starting there in the fall.	The New York State Presidential Transfer Scholarship is continuing to grow. Four additional institutions have expressed interest; Nyack College, SUNY Cobleskill, SUNY Delhi, Utica College. Discussions with each institution are underway for potential scholarship opportunities.	1, 3, 5, 6
Student Affairs	Completion of the Student Engagement Plan	At this time the Student Engagement Committee has developed work teams, each team has identified an action item to further develop, all action items will be presented to the entire committee in March, and the steering committee will	On March 11, 2016 the entire committee was invited to come together and review the proposals of the action teams. The action teams received feedback and suggestions to improve their interventions. There are seven current proposals that have been submitted from the action teams. The	The student engagement plan has been completed and has been distributed to members of the cabinet for their review.	1, 3, 4, 5, 6

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
		then provide final selection for which action items will be incorporated into the student engagement plan.	proposals will be reviewed, additions of current college and campus engagement initiatives will be added and a content draft of the student engagement plan will be submitted on June 24, 2016.		
Student Affairs	In order to provide additional support to students in the transfer process increase the visibility of transfer counselors to work directly with students regarding the entire transfer process	An additional transfer fair was hosted in Fall 2015 with all Spring 2016 fairs also underway. In addition four dates for transfer information were executed with additional dates planned in the spring.	All transfer fairs were successfully executed. Additional on-site advisement was provided and transfer services met with institutional advancement and a college-wide transfer brochure will be developed along with a transfer postcard that will be mailed to all students who have accumulated 30 or more credits in early Fall and early Spring.	The college-wide transfer brochure and postcard have been developed and the mailing will be executed in Fall 2016.	1, 3, 5
Student Affairs	Develop a comprehensive virtual orientation program for the College	The team has developed the content for the program and set a date for filming.	The video shoot to film students for the various sections, quizzes and virtual tour was completed successfully the week of April 25 at all 3 campuses, Culinary Arts and Sayville. The final content screens and final quiz edits were sent to the vendor May 27.	We are currently reviewing the virtual tour videos, the other videos to be included in the virtual orientation and overall virtual orientation content screens in the templates in order to send comments back to the vendor.	1, 3, 5
Student Affairs	Develop a pilot program designed to increase partnerships	Along with a committee meeting, the College Dean of Enrollment Management and the campus Directors of Admissions have reached out to	The resource guide provided by National College Credit Recommendation Service as recognized body by the American Council on Education has been acquired.	This project is currently on hold awaiting the new Senior Associate Vice President for Workforce Development,	1, 2, 3, 5, 6

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
	between the College and Long Island industries to offer for credit courses on site	13 Long Island Industries to share information regarding educational opportunities and potential partnerships.	Workforce development can utilize the resource to identify industries with certification that we can provide college credit for as a pathway into a degree. Secondly, an outreach to all businesses that had course offerings through Dowling will occur in order to provide similar opportunities.	Community Partnerships, and STEM/CTE	
Ammerman Campus	Proactive Advising. Four counselors have been designated to work with 25 specific developmental students as a test group. A "Purposeful Intervention" model will be adopted to work individually with these students, employing early-intervention and regular follow-up strategies to increase retention of this population.	After one semester, 20 of 25 students completed the fall semester and returned for the spring 2016 semester. 80% retention rate.	As of June 6: 16 of the original 25 first level developmental students have completed a full academic year and have fall 2016 schedules. 8 are attending FT and 8 PT. This is a retention rate of 64%. Mean GPA : 2.72 : mean earned credits: 5.3. The coming semester will be critical since these students are now through with their remediation Coursework and begin largely taking credit bearing courses.  NOTE: Earned credits are credits that count in the student's degree program.	As of the first day of day classes (8/29), 17 of the original 25 students have a fall schedule. This is a retention rate of 68%. The average credit load is just over 9 credits per student. 12 students still had to take at least one remedial or developmental course this fall. Math, particularly Algebra 1, is the most prevalent among the 12 students. We will continue to monitor the students throughout the fall semester.	1
Ammerman Campus	Community Engagement Observatory Project. A community	HALTED. This EXCELS program has been placed on hold due to a delay in the County issuing an occupancy permit for the observatory.	SUSPENDED. This program remains halted due to the ongoing occupancy permit issue for the observatory.	SUSPENDED. No change in status as of this time.	2, 5

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	<p>engagement project will bring the public to campus to participate in the use of the observatory. The intention is to increase community understanding of astronomy, and to spark interest in the sciences among community members and children.</p>				
Ammerman Campus	<p>Financial Aid Early Warning. Students will be counseled on the 150% Rule, as well as the appeals process and graduation goals. It is anticipated that students who otherwise might lose their financial aid will be able to avoid doing so.</p>	<p>A need was identified to inform and counsel students about the "150% rule" and the potential loss of federal financial aid eligibility at an earlier point in the student's academic career. Commencing with the Fall, 2014 semester, students who have attempted more than 79 credits and are not scheduled to graduate are notified of the regulation and invited to meet with a counselor and/or submit a formal appeal which often results in re-establishing eligibility (resetting a student who has already completed one Associate's Degree, for example,</p>	<p>At the end of the 15-16 academic year , the FA office had sent out 425 letters notifying students that they were in danger of losing their aid . Of the 425 warning letters sent out this year , we estimate that we counseled or will have counseled, By the end of the summer 310 students. Most cases are resolved satisfactorily , though even more importantly, we are achieving our goal of spreading the word about the 150% limitation on federal financial aid.</p>	<p>Conclusion: Target numbers reached. This pilot project has been very successful on a number of levels. Most importantly, we help students achieve their academic goal (usually of graduation) without unnecessary roadblocks (having their financial aid suspended, even temporarily. We will continue the project and incorporate it into our normal operations.</p>	1, 5

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		<p>or removing developmental classes which gives the student additional credits to attempt. More than 100 students are contacted each semester and the results have been extremely positive.</p>			
Ammerman Campus	<p>Accelerated Learning Program (ALP). Students learn writing skills in an intense and extended learning environment in smaller classroom settings. Instead of spacing out their writing courses, students will learn and apply writing skills throughout the semester and continue to work through the college's writing sequence (ENG 010/ENG 101/ENG 102).</p>	<p>In the fall 2015 semester we were able to run 4 sections with 4 different full time teaching faculty. For the spring 2016 semester we were also able to run 4 sections with the same 4 full time faculty from the fall. Statistical data have not yet been compiled, but there is improvement in retention of the students who are participating in the ALP program.</p>	<p>In the spring 2016 semester, 4 sections ran with 4 full-time faculty members. For the fall 2016 semester, we will be running 4 more sections. Three of the full-time instructors from the spring semester will be returning to teach 3 of those sections; one adjunct instructor will also be teaching a section of the course. While we are in the process of compiling and analyzing data from this pilot, initial reviews continue to suggest that there is improved retention among the students who have participated in this program.</p>	<p>For the fall 2016 semester we are running 4 full sections with 3 full time faculty and 1 part time faculty member teaching the courses. After the spring 2016 report we have revised pre and post surveys for the ALP ENG 010 section and developed surveys for the ENG 101 cohort. We are still in the process of compiling data from this pilot in order to determine the success an ALP program can have on student retention and persistence.</p>	1

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
Eastern Campus	Expand and enhance the Campus' Honors Program course offerings.	The enrollment in honors classes has been level over the past two spring semesters. Three personnel changes in the Honors Office have impacted the continuity of the program. The Coordinator is on sabbatical, the Adjunct PA is on maternity leave and the College Aide has assumed many additional responsibilities. A new Coordinator was appointed and Dean Pina Britton has helped maintain good communications with other campus groups. A year to year comparison will be completed at the end of the Spring term to determine enrollment patterns.	Current Honors Program student enrollment remains relatively consistent with last year's participation. Sixty (60) students in good standing (fully accepted into Honors) make up the base of our programming. Twenty-two (22) students graduated this May, seven (7) transferred before completing their degrees, and thirty-five (35) will be '16-'17 continuing students. As of early May 2016 twenty (22) new students have been accepted. Recruitment and enrollment of new and provisional students will continue through the summer. Eight Honors sections are in our Master Schedule for the Fall. This is an increase of three additional sections over Fall 2015.	To date for the fall 2016 semester the Honors Program (HP) has eighty-one (81) students. The HP has accepted thirty-eight (38) new students, twelve (12) provisional new students and has thirty-one (31) continuing students. From 2015-2016, the Honors new student enrollment has increased by 5.6% and the total Honors enrollment has increased by 16%. For the fall 2016 semester, the HP Coordinator, Adjunct PA and Assistant Dean have partnered with Admissions to recruit future Honor students during high school, on-site acceptances to the College. Seven (7) Honor courses plus an Honor COL101 and LIB101 are in the Master schedule for the fall 2016 semester.	1, 2, 3, 6
Eastern Campus	Expand the use of Campus facilities by community groups.	A review of Fall 2014 and Fall 2015 data on campus use by outside groups indicates a flat pattern. The number of events dropped from 394 to 387. More data will be reviewed at the end of the Spring 2016 semester to determine longer term trends and level of success.	Data is still being collected and June is a very high usage month by external partners. Currently I can report that the usage of our Culinary Arts Institute, in downtown Riverhead, increased from 19 events in spring 2015 to 28 events in spring 2016 (47% increase).	A total of thirty-six events were hosted by our Culinary Arts Institute in the Spring of 2016. This represents a healthy expansion of the use of our site by community groups and others.	2, 3, 6
Eastern Campus	Expand and enhance the	Our ELL program has grown over the past four semesters. A	Our ELL programming continues to increase in both anticipated sections	Recruitment efforts for our campus ESL (non-credit)	1, 2, 3, 6

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
	Campus' non-credit ESL course offerings.	comparison of ELL In a comparison from Spring 2015 to Spring 2016 the number of ELL sections has increased from 40 to 48 and the number of ELL courses increased from 22 to 27. The overall enrollment from Spring 2015 to Spring 2016 increased from 509 students to 580.	and enrollment. Starting in fall 2016 ELL courses (2 classes) will be offered at Easthampton H.S. to expand our community involvement and reduce the amount of travel time for prospective ELL students from the south fork.	programming have resulted in an annual increase in enrollment (as of August 1, 2016) from 497 students to an unduplicated headcount of 545 registered students (9.7%). Registration continues until early September.	
Grant Campus	Design and Implement a Faculty Learning Community Program (FLC) and offer two staff development opportunities for faculty, chairs and coordinators/specialist per semester to enhance teaching practices in gateway courses and with diverse student populations, retention /completion rates and improve	Under the Direction of Dr. Greg Ryan we have begun our first FLC Program with 9 faculty participants. The participants have met 7 times in the fall and scheduled for 6 meetings in the spring semester. The FLC theme, <i>Creative Classroom: Developing Your Response to Student Engagement</i> , focuses on the topics of Pedagogy, Technology, and Diversity. Faculty members selected to participate engage in interactive workshops focusing on: creating an engaging and student centered classroom, learning ways to incorporate new technologies to foster learning, having interdisciplinary discourse on topics of diversity and innovative methods to teach a constant changing demographic of students.	<ul style="list-style-type: none"> <li>Completed year 1 of the Faculty Learning Community. The Program continued with 5 facilitated meetings during the Spring Semester and participants will present their "capstone" this coming fall</li> <li>Recruitments efforts are currently underway for cohort 2 of the Faculty Learning Community</li> <li>On February 26th the Campus hosted an AME Professional Development Program and Appreciation Day on the topic of Student Retention and Success</li> <li>The Campus hosted the following professional development opportunities for Academic Chairs and Assistant Chairs (these are outside of Chair Meetings and were specific to development): <ul style="list-style-type: none"> <li>Kevin Peterman, FA President, to speak on the FA contract and what it means with regard to chairpersons (held on March 4, 2016).</li> </ul> </li> </ul>	<p>Goal Met:</p> <ul style="list-style-type: none"> <li>Year one cohort has successfully completed the program whereby the faculty addressed the theme of student engagement in their respective courses by augmenting their syllabi, incorporating new technology in their lectures and discussing the significant contribution of our students' diverse backgrounds in their classrooms. Recruitment for year 2 cohort is underway.</li> <li>Executive Dean Dine &amp; Discussion Programs: This year, under the purview of the TLC, we began a Dean's Dine and Discussion Series. The series picked a relative topic pertaining to teaching</li> </ul>	1, 5, 6

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
	communication and leadership.		<ul style="list-style-type: none"> <li>o Christina Vargas, Chief Diversity Officer and Title IX Coordinator, to speak on what constitutes bullying in the workplace (held on March 9, 2016).</li> <li>o Volpe, PhD, to conduct a workshop on Staying Mentally Healthy as a Middle Manager: Managing Frustration and Stress (held on May 11, 2016).</li> <li>• Student Affairs Administration hosted: <ul style="list-style-type: none"> <li>o The, Ignore? Deplore? Explore?: Encouraging a Positive Environment Knowing Oneself in Order to Work Better with Others...Including difficult personalities Professional Development Program, was presented on Thursday, Summer, 2015, by Dr. Mary Childers.</li> <li>o Behavior, Blurred Lines and Boundaries: Navigating Title IX as a Student Affairs Professional-Make-Up Session, presented by Christina Vargas, Chief Diversity Officer/Title IX Coordinator - December 1, 2015</li> <li>o Emerging Trends in Drug Abuse, presented by Steven Chassman, LCSW, CASAC, Executive Director, Long Island Council on Alcoholism and Drug Dependence, December 18, 2015</li> </ul> </li> </ul>	<p>and learning and hosted a facilitated discussion with a prior reading assignment distributed. This year the following topics were discussed: Mental Health and the Classroom, Assessment and the Impact to Teaching and Success Strategies for Teaching Students with Exceptionalities. Program attendance ranged from 6 to 12 faculty participants.</p> <ul style="list-style-type: none"> <li>• Campus Read: To foster student success the Campus provided the book, <i>Make it Stick</i>, by Peter Brown for each faculty member. Chapters were broken down into discussion groups with an assigned leader.</li> </ul>	
Grant Campus	Design an “Academic Support Center” to foster student success	Beginning Spring 2016 we have hired Ms. Christine Crowe, Assistant Dean, for Academic Support Programs. Dean Crowe has already began reorganizing	<ul style="list-style-type: none"> <li>• Dean Crowe began team meetings consisting of the Directors of the Writing Center, Math Center, and Skill Center to hone activities and foster collaboration in services</li> </ul>	Goal Met: The following programs have been designed throughout the spring and summer and are being implemented now:	1

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
	<p>by offering enhanced tutoring services, drop in tables, pilot learning communities, and assessment measures to track success.</p>	<p>the Skill Centers which includes changing the hours of service to better serve our students, has sent a mailing to all students over the mid-winter break to advertise services and opportunities, and has called each probation student to foster engagement with the staff of the skill centers. In addition she has begun looking at the structure needed to move the resources under unit in the new LRC.</p>	<ul style="list-style-type: none"> <li>• We removed computer stations in the Skill Center and added drop in tutoring stations</li> <li>• We changed the tutor hours to provide better access to students in need of services and utilization of personnel</li> <li>• We have created the “Transitional Scholars” learning community which will be piloted this fall with 42 students</li> <li>• Probation students were highlighted as “at-risk” and the Assistant Dean of Academic Support and a faculty member is working with a direct caseload of 192 students. (intrusive advising and use of skill center resources.)</li> </ul>	<p>1. “LAGS-A- Palooza” Festival: Knowing our most “at-risk” population for retention is our Liberal Arts / General Studies students Dr. Ciampa and Dean Spagnola have worked collaboratively and pulled in their respective areas to offer a “festival” atmosphere type program in April (Field House / MD 105) where students can attend a brief Career Center Presentation, meet Academic Chairs and faculty to discuss majors and learn about (1) what can I do with a major in.... (2) as well as how to actually to declare a major at SCCC. The goal is to have these students interface with academic chairs and career counselors, learn about the great opportunities they have at SCCC, and what majors connect to certain jobs/fields. We are hoping the “festival” atmosphere of "give-a-ways", food, etc. will foster student participation and allow them an easy way to meet key staff</p>	

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				<p>while learning important information.</p> <p>2. Transitional Scholars Learning Community: Dr. Ciampa, in collaboration with Professors Horan, Holfester, Liebert-Marx, Tracy-Hanley, Kauffman, Fox and Dovell are going to run our first “Transitional Scholars Cohort” Learning Community in the fall 2016. The community will be comprised of 42 students we identify as “at-risk” in regards to retention/success. Faculty will be working in learning teams and discuss student progress regularly, prepare joint lessons and assignments, advise students and reach out to support services as needed for the students. This will create a “safety-net” to reach a student before they begin to fail or leave the College. The faculty will also collaboratively offer programs during common hour for the students.</p> <p>3. "Back on Track" Program: Dr. Ciampa and</p>	

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
				<p>Dean Spagnola have the staff in the Faculty Advising &amp; Mentoring Center reaching out to students who this semester (spring 2016) who should have re-registered and have not. (they get a hand written mailing to get them to the advising center and then they triage the services needed and get them to a counselor assist getting the student re-enrolled.</p> <p>4. "Achieve the Dream" (Mentoring Program, not new college initiative): Dr. Sepulveda has developed of a "Success Coach Program". This would incorporate 2<sup>nd</sup> semester or later students in need of mentoring. Each student gets assigned to a faculty in his/her major and they meet weekly either in a larger group or 1-1.</p> <p>5. Probation: Christine Crowe and Alyssa Kauffman are working with a selected group of 194 probation students this summer and fall semester through intrusive advising and</p>	

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
				linking them with skill center programs.	
Grant Campus	Redesign of intake process of students enrolling at the campus including redesigning how students move from admissions, testing, counseling, registration, financial aid and bursar to foster student enrollment and completion.	Under the direction of Counselor Baldassare Laudicina the committee was charged late fall and is designing a recommendation paper for the Leadership Team's Review. The team has meet with several constituents from the College and a working draft is expected late March.	<ul style="list-style-type: none"> <li>The full report by the committee was completed and submitted for my review May 11, 2016</li> <li>Committee was comprised of the following Student Services personnel: Andrea Bhella, Assistant Professor of Counseling, Patricia Buehrle-Johnson, Professional Assistant , Sandra Gattuso, Counselor, Ben Laudicina, Associate Professor of Counseling , Jeanine Murphy, Assistant Professor of Counseling , Daina Rieder, Adjunct Counselor</li> </ul>	<p>Goal: In Progress</p> <ul style="list-style-type: none"> <li>The full report by the committee was completed and submitted for my review May 11, 2016. My leadership team has reviewed, created a plan, and this will be submitted to the President for review August 15, 2016</li> </ul>	1, 3
Grant Campus	As a result of thorough review, revision, and recruitment into the HIT, MFT, OTA, Credit ESL, Business Programs, the campus will experience increased enrollment, greater	Two of the programs are undergoing curriculum enhancements and revisions (IT and HIT). In addition there is a new potential academic restructuring which will foster greater synergy among the Manufacture and Engineering Programs. We have increased internship sites for the OTA program by 8 to allow for greater enrollment of qualified students. Lastly, we have a new	<ul style="list-style-type: none"> <li>Alignment of the academic programs (HVAC &amp; Manufacturing) with the VPAA's new vision for workforce development</li> <li>Hired a new HVAC faculty member to foster enrollment and program curriculum updates</li> <li>The IT program created an advisory board to review curriculum and make edits to offer a more relevant and competitive program</li> <li>Our ESL Program saw continued growth by partnering with</li> </ul>	<p>Goal: Did not Meet All</p> <ul style="list-style-type: none"> <li>We have worked to enhance the Credit and Non-Credit ESL Program partnership by meeting jointly, planning recruitment efforts, have the Credit ESL Program recruitment events advertised through the non-credit classes and the two programs worked collaboratively to address the student residency issue</li> </ul>	1, 3, 4, 6

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
	<p>connection to business and industry, and outreach to non-credit ESL while implementing appropriate assessment tools and expanding the diversity of faculty.</p> <p>To improve student learning and create viable programs, while working collaboratively with Student Affairs to increase enrollment, the following action steps will be taken:</p> <ul style="list-style-type: none"> <li>• Action Plan— increase enrollment rates in programs mentioned above by working collaboratively</li> </ul>	<p>Chair of the Business Program who began this spring.</p>	<p>the non-credit ESL (added 2 additional sections)</p> <ul style="list-style-type: none"> <li>• Through working with our Early College Program the MFT program is expected to see an additional 20 students through Bayshore High School in the Spring 2017. This collaboration is through the Dean of Instruction and Campus Academic Affairs</li> <li>• We have run 5 year enrollment and application trends for the OTA program and have set new targets for enrollment based on this data (to increase incoming class)</li> </ul>	<p>(coding issue to avoid double tuition being charged). We are up two ESL sections at this time.</p> <ul style="list-style-type: none"> <li>• The AAMC and Admissions worked together to foster enrollment via the “Back On Track Program” created by Dr. Ciampa and Dean Spagnola. This program outreaches to students who have stopped out with collaborative efforts of the two departments.</li> <li>• Enrollment Changes: OTA: No Change HIT: Decrease 10 CDC: Increase 12 VET: No Change HVAC: Down 6 MFT: Increase 2</li> <li>• Learning Outcomes: Academic Chairs from each areas have reported back to the Dean of Instruction regarding the annual assessment of learning outcomes assessment plans from their respective area.</li> <li>• Diversification of Faculty Hiring: All of our searches have been charged by Diversity Officer Christian Vargas to promote and educate the faculty on</li> </ul>	

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	<p>with departments, AAMC, and admissions.</p> <ul style="list-style-type: none"> <li>• Action Plan—enhance local workforce by increasing student enrollment in OTA, HIT, Bus and MFT programs.</li> <li>• Action Plan—expand targeted outreach to non-credit ESL constituents to increase their student enrollment in credit courses.</li> <li>• Action Plan—devise, implement and monitor specific assessment tools to assure student learning outcomes are being met.</li> <li>• Action Plan—assess, document and develop an initiative to</li> </ul>			<p>issues of diversity. However most of our positions were filled by internal candidates via the transfer policy.</p>	

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
	recruit diverse faculty reflective of students enrolled in the program.				
Budget and Finance	Fully implement the SharkMart e-procurement system to ensure compliance with New York State Municipal Laws and the College procurement policy, provide greater visibility and transparency regarding the purchasing process, and create a reporting tool for management.	Phase 1, including stand up, pilot group use, and training is complete. An assessment has been done to gauge satisfaction with the new system, garnering positive feedback. Phase 2, on-line contracts is in process. Phase 3, on-line bidding is in process, with the policy developed and it is scheduled to begin on time.	Phase 2 (Contracts, non -catalogue orders and blanket orders) has been rolled out on a pilot basis with continuous feedback. The remainder of the College will migrate to Phase II through the summer. Phase 3 (online bidding) is being evaluated to assure compliance with NYS legal requirements.	Shark Mart Phase 1 and Phase II are completed. Phase III is under consideration and requires discussion with Legal regarding the requirement to accept paper bids under NYS Law.	4
Budget and Finance	In an effort to enhance the student experience, ensure that all of the food service components under the Aramark	Service by the new provider began June 1, 2015. Subway was opened at the Grant Campus. The two other national chains are awaiting permits, which are at the County offices for approval. A survey of student satisfaction is being developed for deployment scheduled for mid-semester.	The student food services satisfaction survey is completed. The College is still awaiting permits before construction can begin on two retail outlets at Ammerman.	Finance provided the Board of Trustees with a memo reviewing the first year of operation. The Board approved moving forward with the Aramark contract. Student survey showed general satisfaction by the students. Permits are still outstanding for Starbucks and Chick-fil-A.	1, 3

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
	contract are fully functional and that students are satisfied with their dining options.				
Budget and Finance	Decrease the accounts receivable by transitioning from the use of one collections agency to two.	This has been done with the transition scheduled to take place at the end of the semester.	Contracts with two additional collection agencies are complete. Placements will begin after the Spring semester.	Placements have begun with the 2 new collections agencies. An additional staff person is added to improve the rate of placements.	1, 3, 4
Budget and Finance	Enhance the efficiency and effectiveness of the College's budget request process.	Done. The enhanced process was fully implemented and engaged during this budget hearing cycle.	Done	Done.	3, 4, 5

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Legal Affairs	Implement an on-line 1126 program as a result of comprehensive policy, process, and procedure review.	The form itself has been prepared, reviewed, and approved by HR. It is now with IT to perform the necessary work to allow the electronic use of the form.	IT is still working on reprogramming in order to implement the online 1126 form. IT has "Workflow," the necessary software to implement the changes loaded on the College server. IT needs to test Workflow and are currently testing it with the College purchasing area through Shark Mart. IT has received information from another College who uses Workflow to help them with the testing.	IT is still working on reprogramming in order to implement the online 1126 form. The testing of Workflow by IT is continuing with the College purchasing area through Shark Mart and progress has been made IT is still configuring and testing as well as researching page creation and how to input fields for the ultimate development of the 1126. Concurrent with the research, IT has been fine tuning the flow diagram of the 1126 paper process with HR.	3, 4, 5
Legal Affairs	Ensure compliance with Title IX through training and the development, dissemination, and communication of procedures, policy, and expectations.	<ul style="list-style-type: none"> <li>The college effectively implemented NY State Law 129-B that went into effect during October 2015. This resulted in updates to policy, the student conduct code and student handbook. <a href="http://department.sunysuffolk.edu/LegalAffairs/5122.asp">http://department.sunysuffolk.edu/LegalAffairs/5122.asp</a></li> <li>12 training sessions were provided to employees including the Cabinet, new employees and adjunct orientation, chairs, student affairs staff and counselors, and at professional development day. A new 3-</li> </ul>	<p>Implemented bystander training</p> <ul style="list-style-type: none"> <li>The college hosted a SUNY wide training of trainers program for bystander intervention entitled "Bringing in the Bystander." Four college members were trained and have initiated bystander training programs on each campus.</li> </ul> <p>Build and enhance network of referral services for sexual violence</p> <ul style="list-style-type: none"> <li>Meeting was held with the Campus Sexual Assault Victims Unit – NY State Police to discuss training collaborations, referrals and protocols.</li> </ul>	<p>The College continues its compliance with NY State Law 129-B in preparation for the 2016-17 academic year including:</p> <ul style="list-style-type: none"> <li>Updating the policy and procedure for preventing sexual violence and sexual harassment, expected to complete in fall 2016.</li> <li>Updated Title IX brochure; distributed to all new students at orientation, student athletes and student leaders.</li> </ul>	1, 2, 3, 4, 5, 6

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		<p>hour face-to-face training program was developed for student affairs faculty and staff. Over 150 employees were trained.</p> <ul style="list-style-type: none"> <li>Comprehensive training on Title IX was conducted throughout the Fall semester for student leaders, clubs and organizations, peer mentors, orientation leaders, student athletes, conduct board members, and COL 101/105 guest lectures. Additional training was provided by Campus Activities for new students during orientation.</li> </ul> <p>In honor of Domestic Violence Prevention Month, media services area launched the College's "No More – Together We Can End Domestic Violence &amp; Sexual Assault" campaign. This video series (survivor stories and dramatizations) <a href="http://scccmedia.weebly.com/domestic-violence-series.html">http://scccmedia.weebly.com/domestic-violence-series.html</a> and photographic series <a href="http://www.scccmedia.com/nomoredv">http://www.scccmedia.com/nomoredv</a> includes testimonials, educational and public service announcements. More than fifty students, faculty and staff had</p>	<ul style="list-style-type: none"> <li>A meeting was held with the Victims Information Bureau of Suffolk (VIBS) to discuss and begin the process of signing an MOU for training and services as per the requirements in NYS Education Law, Article 129-B. VIBS has done outreach, participated in the annual college health fair and visited each campus.</li> </ul> <p>Prevention Training</p> <ul style="list-style-type: none"> <li>Two members of the Eastern Campus staff were certified in the "Rape Aggression Defense" (RAD) program in order to implement self-defense training programs at the College starting in the Fall semester.</li> </ul> <p>Ongoing training and education for students, faculty and staff</p> <ul style="list-style-type: none"> <li>Training was given to peer mentors, COL 101/105 classes and to students enrolled the PED 191 "Aspects of Coaching" class.</li> <li>RFP and selection was completed for student online training. Program will be implemented through a new Workplace Answers contract.</li> <li>Training was provided to new adjuncts during adjunct orientation.</li> <li>SCCC Media Department produced a series of videos and public service announcements on Domestic</li> </ul>	<ul style="list-style-type: none"> <li>The "What Is Title IX" video developed by the SCCC Media production department is being used as a discussion tool in training: <a href="https://www.youtube.com/watch?v=gGUmOK-373k">https://www.youtube.com/watch?v=gGUmOK-373k</a></li> <li>Updated language related to sexual violence in the student handbook.</li> <li>Provided training for student orientation leaders, student peer mentors, and athletics coaches. Orientation leaders were trained to include a Title IX awareness briefing as part of orientation.</li> <li>Worked with the Offices of Campus Activities and Student Leadership Development to schedule mandatory college-wide student leader training on all three campuses throughout the month of September.</li> <li>A year-long education, training and programming schedule will be formalized. This will include ongoing awareness campaigns, required training, bystander intervention and guest speakers.</li> </ul> <p>The College is continuing to build and enhance its network</p>	

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		<p>their photos taken for the campaign.</p>	<p>Violence Awareness and Prevention including, stories of dating and domestic violence survivors, domestic abuse warning signs and the definition of consent <a href="http://scccmedia.weebly.com/domestic-violence-series.html">http://scccmedia.weebly.com/domestic-violence-series.html</a></p> <p>The series will be embedded and used in ongoing training programs.</p> <p>Employee training</p> <ul style="list-style-type: none"> <li>RFP and selection was completed for employee training which includes new information on Title IX specific to NY State requirements.</li> </ul> <p>Training for those with Title IX responsibilities</p> <ul style="list-style-type: none"> <li>The Title IX coordinator, deputy coordinators and public safety participated in face to face training, webinars and conferences to ensure compliance with Title IX and SUNY expectations (including training held in Farmingdale and Albany.)</li> <li>Title IX Coordinator trained public safety officers and answered questions on reporting and referrals.</li> </ul>	<p>of referral services related to issues of sexual violence, intimate partner violence, domestic violence and stalking.</p> <ul style="list-style-type: none"> <li>A meeting was held with a representative from <i>Parent's for Megan's Law and the Crime Victims Center</i> to review services and the education and training that they provide.</li> <li>MOU's are being completed with the Victims Information Bureau of Suffolk (VIBS) and the Crime Victim's Center to cover services and education for all three campuses.</li> <li>VIBS and the Crime Victim's Center will have a presence at student orientations.</li> </ul> <p>Completed a review of Workplace Answers online courses for sexual violence. Planning for a fall 2016 implementation for students, faculty and staff.</p> <p>SUNY-wide Title IX investigator training is taking place in September and will be attended by College representatives.</p>	
Legal Affairs	By the end of the year,	In September 2015 the SUNY Board of Trustees passed a	<ul style="list-style-type: none"> <li>A Diversity Strategic Plan will be submitted to the Chancellor by the</li> </ul>	<ul style="list-style-type: none"> <li>Planning meetings were held with Academic Affairs,</li> </ul>	1, 3, 5, 6

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
	complete and implement an approved College-wide Diversity Plan.	<p>Diversity policy  <a href="http://www.suny.edu/sunyp/ documents.cfm?doc_id=804">http://www.suny.edu/sunyp/ documents.cfm?doc_id=804</a></p> <p>The SUNY policy is in alignment with SCCC’s Strategic plan (goal #6 – Diversity) and outlines the following vision: “SUNY aspires to be the most inclusive State university system in the country. We will achieve this goal by: striving to ensure that the student population we serve and the administrative staff and faculty we employ are representative of the diversity of our state; recognizing the value of international experiences and interactions; and eliminating achievement gaps for minority and low income students.” SUNY requires a plan that will outline student recruitment, retention and completion strategies; administrative, faculty and staff recruitment and retention progress and; cultural competence training.</p> <ul style="list-style-type: none"> <li>The first action item under the policy has been achieved by the appointment of a College wide Chief Diversity Officer in September 2016.</li> </ul>	<p>deadline of November 1, 2016 as per the SUNY policy. The Chief Diversity Officer (CDO) participated in inaugural SUNY wide meeting of CDO’s and received guidance and expectations of what plan should include. The college intends for the goals and objectives in this plan to align with the college strategic plan, SUNY Excels reporting, Middle States Self Study, and the newly launched “Achieving the Dream” initiative.</p> <ul style="list-style-type: none"> <li>The College has been chosen as one of several colleges in Achieving the Dream’s 2016 cohort. The program includes tracking and evaluating and improving student learning and success while equitably serving diverse student populations.</li> <li>Enrollment Management formed a campus strategic enrollment plan which includes diversity outreach in community and civic organizations and libraries.</li> <li>A community leader forum was held in March on the Grant campus. Attended by over 35 community members and senior administrators, this forum engaged and updated the community on efforts related to student recruitment and retention. Photos</li> </ul>	<p>Multicultural Affairs, Disability Services, and Veteran’s Affairs to review existing initiatives and activities and to discuss future goals. Fall plans include meeting with cabinet members, governance, faculty, constituent groups and students for completion of the Diversity Strategic Plan by November 1 deadline.</p> <ul style="list-style-type: none"> <li>The Chief Diversity Officer (CDO) attended the Association of Public and Land-Grant Universities Committee on Access Diversity and Excellence Summit to receive information on best practices related to faculty recruitment, student diversity and inclusion and promoting a climate of inclusion.</li> <li>The CDO is serving on the SUNY wide diversity conference planning committee that will take place in November 2016. Several College faculty are submitting workshop proposals for consideration to share the College’s efforts in this area.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• During summer 2015, the President established a working group of cabinet members to review the status of the College’s diversity initiative. The group will be reconvened this semester to help enhance and develop strategic plan objectives and action items related to the SUNY diversity policy.</li> <li>• All College employees, both full-time and part-time, are required to take online training related to Diversity, Equal Opportunity and Harassment prevention. Over 2600 employees completed their assigned courses. These courses cover topics such as dimensions of diversity, identity, protected classes, stereotypes, privilege, bias, respect and inclusion.</li> <li>• The Vice President for Student Affairs has established an LGTBQ taskforce that will hold its first meeting in March 2016. Outcomes from this committee will also inform the strategic plan.</li> <li>• The College-wide committee on Diversity and Multicultural Affairs is hosting a nationally known speaker on student success, Dr. Steven Perry, on March 28, 2016 (flyer</li> </ul>	<p>here:  <a href="http://www.scccmedia.com/cl2016">http://www.scccmedia.com/cl2016</a></p> <ul style="list-style-type: none"> <li>• LGBTQ task force has met several times, formed goals, organized into subcommittees and hosted a college-wide webinar entitled “Beyond LGBTQ: Supporting the Spectrum of Sexual &amp; Gender Identities of Your Students.” The task force will continue to meet during the 2016-2017 academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving the Dream (ATD) has been launched and one of its focus areas is equity. The CDO serves on the Core team and the Affirmative Action Officer (AAO) serves on the data team. The key elements and goals of ATD will be aligned with the Diversity Strategic Plan.</li> </ul> <p>The LGTB task force subcommittees continued to meet throughout the summer.</p> <ul style="list-style-type: none"> <li>• On June 23, a College wide day of reflection on the impact of the Orlando tragedy was held and attended by over 125 faculty, students and staff.</li> <li>• The task force has been identifying restroom spaces on each campus that could be designated as gender-inclusive. The goals include recommending terminology, appropriate signage, a list of available bathrooms, communications plan and a resource of frequently asked questions.</li> <li>• Plans continue for an LGTBQ faculty, staff and student training plan and counselor professional development.</li> </ul>	

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		<p>attached.) The committee has also begun publishing a monthly diversity programming newsletter.</p> <ul style="list-style-type: none"> <li>The Center for the Holocaust, Diversity and Human Understanding held its annual Unity Day in January 2016. As part of this effort, a film entitled "Fear, Hate, Hope and the Power of Symbols" was produced and will be used internally and externally:  <a href="https://www.youtube.com/watch?v=jD9zLz73l-Q&amp;feature=em-sub_digest">https://www.youtube.com/watch?v=jD9zLz73l-Q&amp;feature=em-sub_digest</a></li> </ul>			
Legal Affairs	Provide training and materials and conduct outreach for search committees to enhance the diversity of the applicant pools.	<ul style="list-style-type: none"> <li>Charged 35 search committees in the calendar year 2015.</li> <li>Ammerman campus held a special topics chairs meeting in December 2015 where we had a dialogues about strategies, best practices, and future needs for upcoming searches.</li> <li>Would like to implement a survey of past search committee chairs and members to ask for additional feedback about HR/CDO presentation during first meeting to include additional topics and meet needs.</li> </ul>	<ul style="list-style-type: none"> <li>Met with 16 search committees from January – May 2016. New examples on best practices and updated information has been included in the presentation using experiences from past searches.</li> <li>Currently drafting assessment survey for search committee chairs and members.</li> <li>The Affirmative Action Officer position will be filled in summer 2016.</li> </ul>	<ul style="list-style-type: none"> <li>The Affirmative Action Officer started in June 2016.</li> <li>25 search committee were charged in 2015-2016 fiscal year (18 took place in the 2016 calendar year)</li> <li>We will consult with OPIE on implementing the search committee assessment.</li> </ul>	1, 3, 5, 6
Institutional Advancement	Develop and Institutional	Although the College is holding off on the development of a lot	Staff in the offices of Institutional Advancement and CIS are currently	The development of a website presence for the College's	4,5

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
	Advancement website	<p>of new website content until the migration to our new design has been achieved, we have successfully developed and posted most of the content we would like to feature for the Office of Institutional Advancement (IA). All that remains to be done, is to produce the IA departmental home pages--work which is well underway and will be live by the end of this semester. The build-out of our departmental pages is being designed to meet the new website template and framework so that the site won't need to be re-done after the full College website is relaunched later this year.</p> <p>The following web pages have now been developed and completed and are live and accessible at this time:</p> <ol style="list-style-type: none"> <li>1. From "About SCCC" public and internal audiences can select "Publications" and will arrive at the Publications home page. From there, they can select "Branded Publications," which lets them access in PDF and/or Flip Book format the following:</li> </ol>	<p>completing the final stages of the work required to finish the Institutional Advancement (IA) website. Since the last operational planning update, the conceptual design, logistics and templates have been discussed and the final content has been agreed to. The build-out of the departmental pages has been designed to meet the new website template and framework so that the site will not need to be re-done when the next iteration of the College's website is ultimately launched. The new IA site combines and presents content related to marketing, publications and the Office of Grants Development. Final completion of the IA site will occur before the end of August 2016.</p>	<p>Office of Institutional Advancement is now complete. We have successfully combined our online presence under the overarching banner of the Office of Institutional Advancement, within a site that now combines and presents content related to marketing, publications, and the Office of Grants Development.</p>	

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		<p>Career Focus (all editions), the 2014-2016 College Catalogue, the Spring 2016 Course Schedule, all versions of the Annual Report of Accomplishments, the current version of Suffolk at a Glance, the most recent College Viewbook, and numerous other printed materials, such as program brochures.</p> <p>2. Visitors can also select "Contact Us" for a list of marketing and publications staff</p> <p>3. College staff can select "Working with us" for guidelines on how to plan for the production of communications materials with the office of publications.</p> <p>4. As with all websites, content changes and needs to be updated continually. The staff is updating the "Style Guide" content at this time.</p> <p>From "About SCCC" visitors to the College website can now also access "SCCC Videos," which will bring them to the complete library of College videos, including student and</p>			

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		<p>alumni Spotlight videos, training and special event videos, and College TV commercials, all organized into categories that them easy to find. These videos are displayed on the College's Website as part of an overall strategy that helps engage and inform both internal and external audiences about the ways in which Suffolk is continually transforming lives.</p> <p>The Office of Grants Development site presents information accessible by selecting the following options from its home page: Services, Funding Sources, News/Awards, Forms, Grant writing assistance and About Us. Within these pages, content includes the department mission, information on preparing and submitting grant proposals, federal, state and other funding opportunities, recent institutional grant awards, grantwriting guidelines for faculty, grantwriting assistance, required grant forms, departmental contact information, and CTEA documents and information.</p> <p>At this point in time, all the above information has been</p>			

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
		<p>developed and posted to a live environment. The final step of combining our presence under the overarching banner of the Office of Institutional Advancement is all that remains to be done. As previously stated, work to complete this final step is well underway, and is making good progress. By the end of the 2015-2016 academic year, we will have a completed IA site that combines and presents content related to marketing, publications and the Office of Grants Development.</p>			
Institutional Advancement	<p>Quantitative and qualitative research will be conducted to better Understand the impact of marketing</p>	<p>On the heels of our successful opinion survey to measure the awareness and impact the College’s marketing and communications have upon the general public, as well as among targeted populations (i.e., guidance counselors, high school administrators, high school students, and parents of high school students), we are currently engaged in a new survey designed to demonstrate the scope of opportunities available at the College, while allowing us to get responses that will help us deliver targeted communications follow-up. Working with the Office of Special Events, we have included</p>	<p>The Office of Special Events’ questionnaire was distributed as anticipated. The Office of Planning and Institutional Effectiveness is concluding the tabulation and analysis of the results. OPIE anticipates sharing the questionnaire findings with the Office of Institutional Advancement shortly, in order to assure IA’s ability to consider this input as part of the planning associated with future communications efforts.</p>	<p>OPIE will provide a summary of the results obtained for questions from Institutional Advancement that were included in the survey conducted for the office of Special Events. These results will be considered as part of the input used in the development of future College communications</p>	5

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
		<p>questions as part of their questionnaire, which is being distributed to parents, high school students and visitors to the Field House who are attending athletic and special events.</p> <p>The questionnaire is currently being distributed. Later this spring, results will be tabulated, analyzed, and shared with the Office of Institutional Advancement for its consideration as part of the planning associated with future communications efforts.</p>			
Institutional Advancement	Pursue additional National Science Foundation Resource Development	<p>The NSF S-STEM grant competition proposal will be due May 16, 2016. Grants staff have been working with the S-STEM proposal Project Director, Dr. Candice Foley, since October to analyze the results of the prior two S-STEM projects at the College and gather the data needed for next proposal. The first week in December, Noel Blackburn of BNL sent a message to Dr. McKay officially commending the College on supplying the second largest group of interns over the last 10 years to the lab, noting that our students successfully compete with those from MIT, Yale, Columbia and other top colleges</p>	<p>A competitive NSF S-STEM grant proposal was submitted on time on May 16, 2016.</p> <p>A grant-writing contract was executed between the College and a consultant to assist with the writing of the S-STEM grant between January and May. The first week in April, the NSF grant-writing consultant visited the College and spent an entire day with the writing team to develop the goals, objectives, outcomes, and data presentation for the proposal. He then provided continuous feedback on each draft of the proposal up until the day it was submitted.</p> <p>The same consultant had helped write three previous successful NSF proposals at the College: S-STEM II, LIGHTES and LIGHTES^2. As a part of</p>	<p>Over the summer, the College received notification that it will be awarded a five-year grant of \$997,656 from the National Science Foundation (NSF) entitled <i>Support for Undergraduates at the Community College Engaged in STEM Studies (SUCCESS)</i>. This is our third consecutive National Science Foundation Scholarships for STEM grant and it is important to note that the College's submitted proposal received unanimous "Excellent" scores from the NSF reviewers. With receipt of this</p>	1,2,3,6

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
		<p>and universities. The first week in January, the Office of Planning and Institutional Effectiveness delivered the clearinghouse data on S-STEM students from fall 2008 through fall 2015. These are two examples of data being collected and collated for use in the S-STEM proposal.</p> <p>A grant-writing consultant has been selected and a contract is being written to assist with the writing of the S-STEM grant between January and May. The consultant responded to a Request for Qualifications last May and will begin working with the S-STEM writing team soon. The same consultant helped the Project Directors write three previous successful NSF proposals at the College: S-STEM II, LIGHTES and LIGHTES<sup>2</sup>. As a part of the consultation, he will meet in the spring with members of the College administration and the NSF ATE center grant writing team to discuss the partnerships that need to be in place for a successful ATE center grant proposal and help secure support for the proposal.</p> <p>The Office assisted with the writing of two NSF project</p>	<p>this year’s consultation contract, he is scheduled to meet on June 28, 2016, with select members of the College administration and the NSF ATE Center grant writing team in order to discuss the partnerships that need to be in place for a successful ATE Center grant proposal and to provide guidance on securing support for the proposal.</p> <p>The Office continued to assist with two NSF project grants that were received last fall: 1) Project Director Sean Tvelia’s 3-year \$298,688 grant entitled GEO CORE, and 2) Dr. Candice Foley’s subaward through Stony Brook University for a successful proposal entitled “Fostering Pathways into the Geosciences.”</p> <p>Meanwhile, the College’s second ATE project grant, entitled LIGHTES<sup>2</sup>, and its NSF SENCER grant-funded project also continued to make progress. These successful NSF-sponsored programs help to provide the foundation needed for a successful ATE center grant proposal, which remains OGD’s priority goal.</p> <p>Grants Office personnel participated on several NSF-sponsored webinars and also attended NSF-sponsored sessions at national meetings. This included participation by OGD personnel during an NSF and Department of Education joint webinar entitled, “Funding Opportunities for Two-Year Institutions.”</p>	<p>most recent funding, Suffolk County Community College becomes the recipient of over \$2.16 million dollars of funding over a period of 15 years in this S-STEM scholarship track alone—we are one of only a handful of community college nationally that can make this claim.</p> <p>In addition, our grants team and select members of the College's administration met with an NSF grant-writing consultant regarding next steps required in the development of an NSF ATE Center grant proposal. The group was able to outline a series of next steps and staff continues to develop its timeline and activities toward creating a proposal submission.</p>	

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
		<p>grants in the fall, both of which were awarded. Project Director Sean Tvelia received a 3-year \$298,688 grant entitled GEO CORE, and Candice Foley will receive a subaward through Stony Brook University for a successful proposal entitled "Fostering Pathways into the Geosciences." Meanwhile, the College's second ATE project grant, entitled LIGHTES^2, continued to make progress during the year, completing the scheduled DACUM activity and the design of the new cybersecurity curriculum, aligned with local industry need. The College's NSF SENCER grant-funded project also continued. These successful NSF-sponsored programs help to provide the foundation needed for a successful ATE center grant proposal, which remains our goal.</p> <p>Grants Office personnel recently attended the NSF-sponsored webinar entitled "Leveraging Grants to Achieve Mutual Goals," presented by Dr. Celeste Carter, NSF's Director of the Division of Undergraduate Education. Office personnel have attended several of these</p>			

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
		NSF-sponsored webinars over the previous six months, as well as attended NSF-sponsored sessions at national meetings, to prepare to write competitive S-STEM and ATE center proposals.			
Office of Planning and Institutional Effectiveness	Full implementation and use of the College's Federal Compliance Database.	Database has been created and 73.8% of included statutes have been reported on. Ten areas within the College are 100% complete in reporting compliance; three areas are between 80-99%; three areas are below 60%.	The College is now at 83.6% of statutes that have been reported on. Only one area remains at below 60% reporting compliance. It is expected that there will be further progress over July and August 2016.	College-wide 87% of statutes have been reported on. Only one area remains at below 60% reporting compliance. The Assistant to the VP has been charged with completing the database for Middle States compliance by 1/1/17.	4
SCC Foundation	Increase the number of scholarships available and awarded to students.	The major scholarship award season is later in the school year, so no comparative data are available yet, but there has been a significant increase in the monies available for scholarships to be awarded during this year's scholarship cycle. Efforts to increase these opportunities continue.	We received the largest ever unrestricted gift from an Alumnus to support student scholarships in the amount of \$1M.	The Foundation secured 9 additional scholarship opportunities. In addition, 2 new hardship funds were established to help students in need of immediate financial assistance.	1, 3
SCC Foundation	Develop alumni volunteer opportunities in support of Student Success.	Several alumni volunteer opportunities have been developed to increase community involvement and getting students involved in these opportunities to support their studies.	Added volunteer support category for Admissions <a href="https://sunysuffolk.thankyou4caring.org/alumni/volunteer">https://sunysuffolk.thankyou4caring.org/alumni/volunteer</a>	119 alumni volunteers subscribed to support with - Career networking with other alumni; Community Development / Societal Improvement initiatives; Contributing to fundraising priorities; Hiring alumni or students; Mentoring for Student Success; Organizing local alumni events; Speaking	1, 2, 3

Division/ Campus	Action	Progress (January)	Progress (May)	Final Status (August)	IG (s)
				to campus organizations; Recruiting new students	
SCC Foundation	Increase alumni engagement in support of the College's Mission.	Many more alumni have been part of the Foundation's efforts over the last several month, including greater alumni engagement in fundraising activities, such as the gala, and alumni-specific events, like reunions.	Volunteers led Career Panels, Reunions, Donor Cultivation Events, Business Networking programs and more.  Students were provided alumni insights for college transfer process, scholarship application advice, career development skills and resume critiques.	Alumni Relations hosted and promoted 8 mission related programs in collaboration with volunteer Alumni Affinity Groups, Enrollment Management, Academic Departments, Career Center and Student Activities.	1, 2, 3, 5