Suffolk County Community College
2016 – 2017 Operational Plan



Office of Planning and Institutional Effectiveness

August 2017, Final Annual Update

Suffolk County Community College
2016 -- 2017 Operational Plan

As outlined in the *Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE)*, each year the President of the College charges his Cabinet to submit divisional/campus operational plans. These plans, when taken together, form the College's Annual Operational Plan. In creating the plan, the responsible executives tie action items or initiatives to the College's Institutional Goals, which are central to our Strategic Plan, to Middle States Standards, to the President's Annual Goals, and new this year, to Achieving the Dream Institutional Capacities. Tying the plans to our Institutional Goals allows strategic focus on achieving the College's Mission:

> *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.*

The Plan, once reviewed and approved by the President, is reviewed by the Strategic Planning Council. This review serves as an accountability measure in the process, and the Council may make suggestions regarding the planning process (timelines, templates, communication, etc.).

Three times each year, a progress report is compiled – after the fall semester, after the spring semester, and the final report in August.

Institutional Goals: 1. Student Success; 2. Community Development/Societal Improvement; 3. Access and Affordability; 4. Institutional Effectiveness; 5. Communication; and 6. Diversity.

Middle States Standards: 1. Mission and Goals; 2. Ethics and Integrity; 3. Design and Delivery of the Student Learning Experience; 4. Support of the Student Experience; 5. Educational Effectiveness Assessment; 6. Planning, resources, and Institutional improvement; and 7. Governance, Leadership, and Administration.

Achieving the Dream Capacities: Student-Centered Focus; 1. Leadership and Vision; 2. Data and Technology; 3. Equity; 4. Teaching and Learning; 5. Engagement and Communication; 6. Strategy and Planning; and 7. Policies and Practices.

2016-2017 President's Goals:

Goal 1: With the appointment of the new Senior Associate Vice President of Workforce Development, Community Partnerships, and STEM CTE, the College will review, assess and make recommendations for the seamless alignment of all programs within that area. (Workforce, Community, STEM CTE)

Goal 2: Through the implementation of action items linked to our comprehensive Enrollment Management and Student Engagement plans, we will work to stabilize College enrollment and grow student retention. (Enrollment/Engagement)

Goal 3: In 2016-2017 I will work even more closely with the Foundation to build on the successes we achieved last year and the new culture of support for the College we have established to raise even more funds for student scholarships and innovative programs. (Foundation)

Goal 4: I will continue to personally direct and support the efforts of the Middle States Self-Study committees as they gather evidence of our compliance with the Middle States Commission on Higher Education new Standards to generate an exceptional Self-Study report for submission to the Commission. (Self-Study)

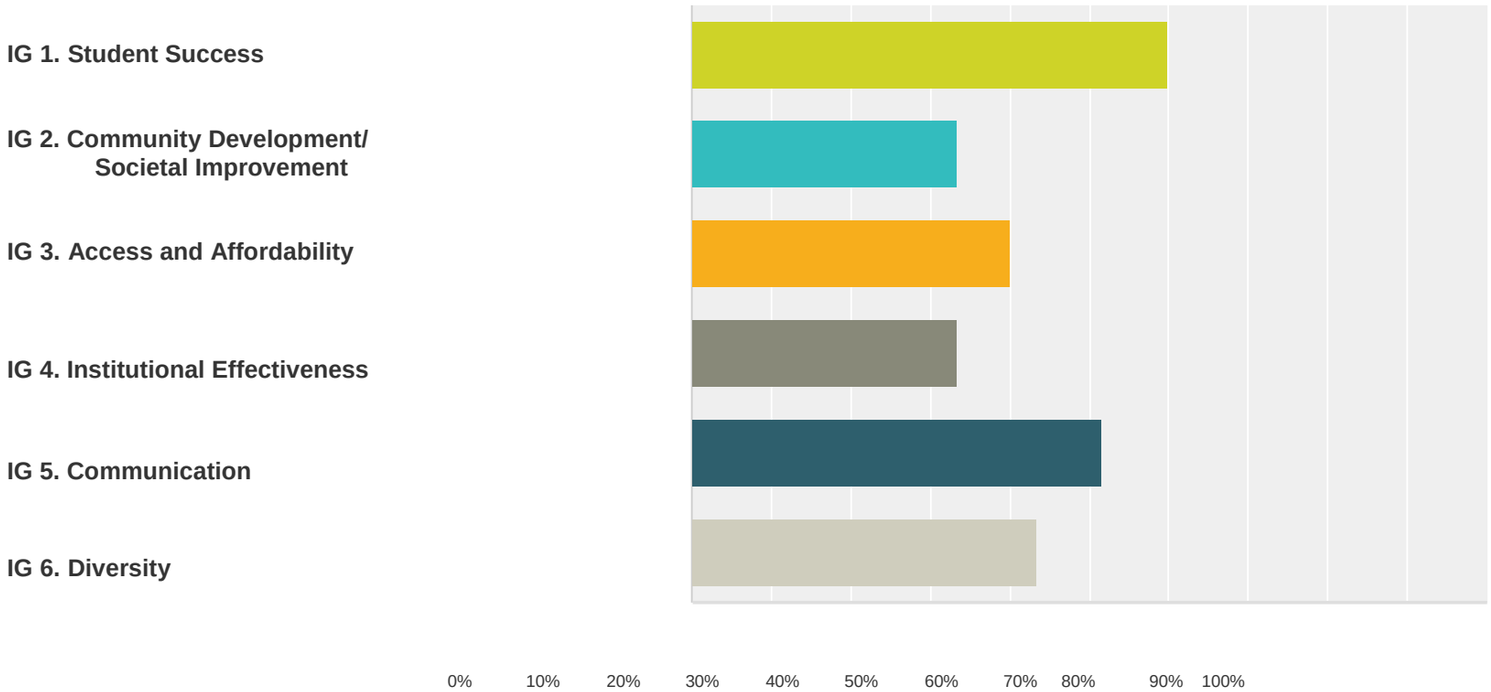
Goal 5: Middle States and SUNY officials have told us we need to be more outspoken about our successes, and so the College will utilize its work on new metrics to gauge effectiveness and engage new opportunities to "tell our story" and communicate the successes of community colleges and Suffolk, in particular. (Communicate Success)

Goal 6: Use Achieving the Dream and its focus on "equity" to strengthen our efforts regarding the College's Diversity goal. (Diversity)

The charts on the following pages indicate the percent of actions/initiatives addressing each focus area in the Goals, Standards, Capacities, and/or President's Goals.

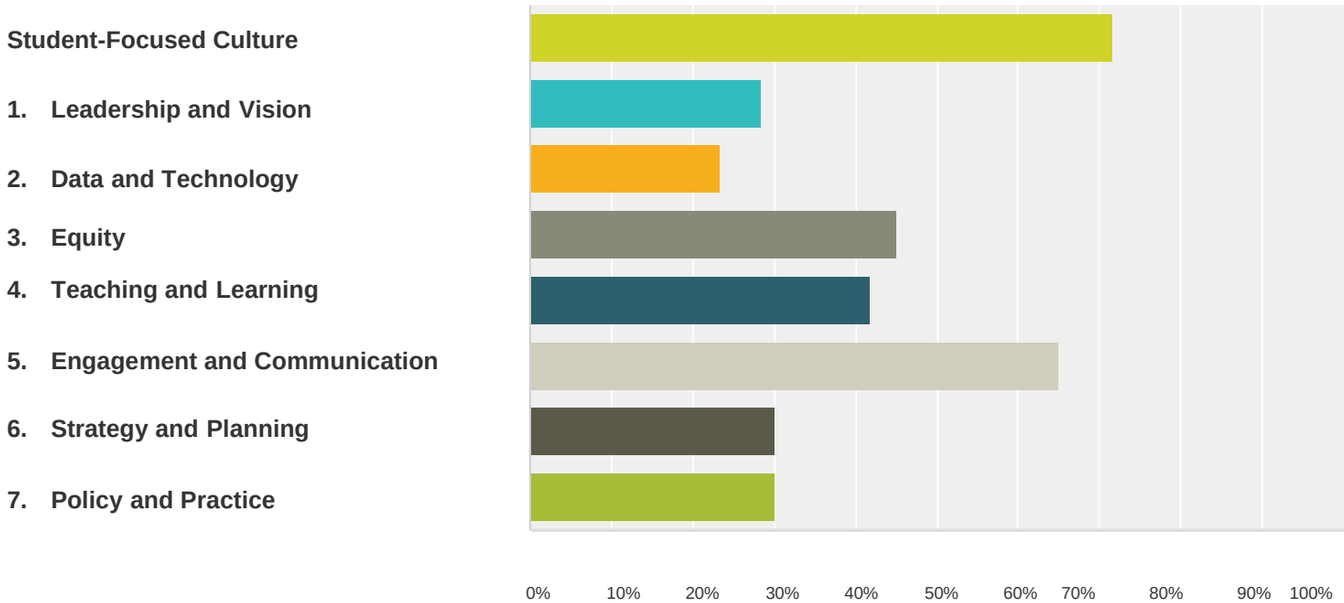
<u>Final Progress Report</u>: 68 action items/initiatives were submitted, some with multiple phases. The status of every action item is reported below. Of those action items, 46 were completed in full; 14 were part of a multi-year initiative, but had met the target for the phase; 7 were delayed, but are still "in progress"; and one was halted due to the redesign of the College website. Eighty-eight percent (88%) of actions were completed as planned. Many of those actions that are a phase of a larger initiative, or those delayed, are elements in the 2017-2018 Operational Plan, or the updated date of completion appears in the progress report below. For a full picture of integrated planning at Suffolk County Community College, this Progress Report should be read in tandem with the Annual Report of Institutional Effectiveness, which will be published in January 2018 and will provide further updates.

Institutional Goals (IGs)



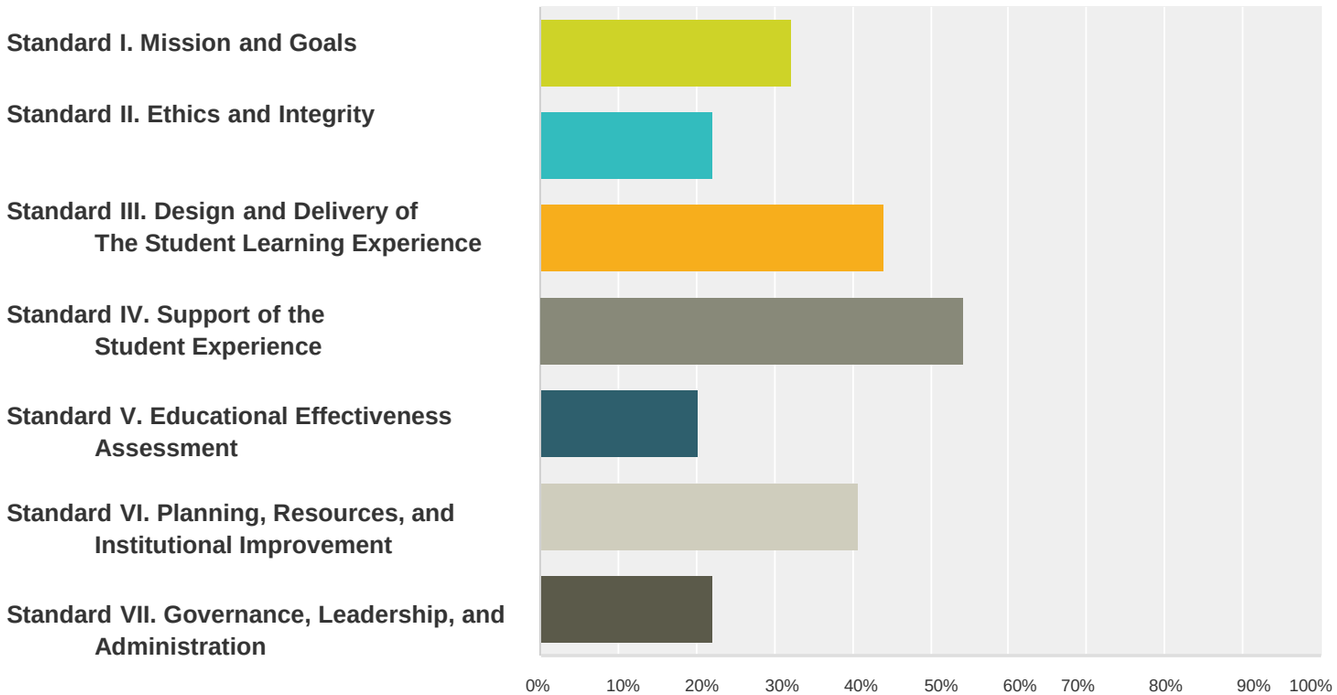
Percent of Action Items/Initiatives addressing each Institutional Goal		
IG 1. Student Success	**60.00%**	36
IG 2. Community Development/Societal Improvement	**33.33%**	20
IG 3. Access and Affordability	**40.00%**	24
IG 4. Institutional Effectiveness	**33.33%**	20
IG 5. Communication	**51.67%**	31
IG 6. Diversity	**43.33%**	26

Achieving the Dream Institutional Capacities



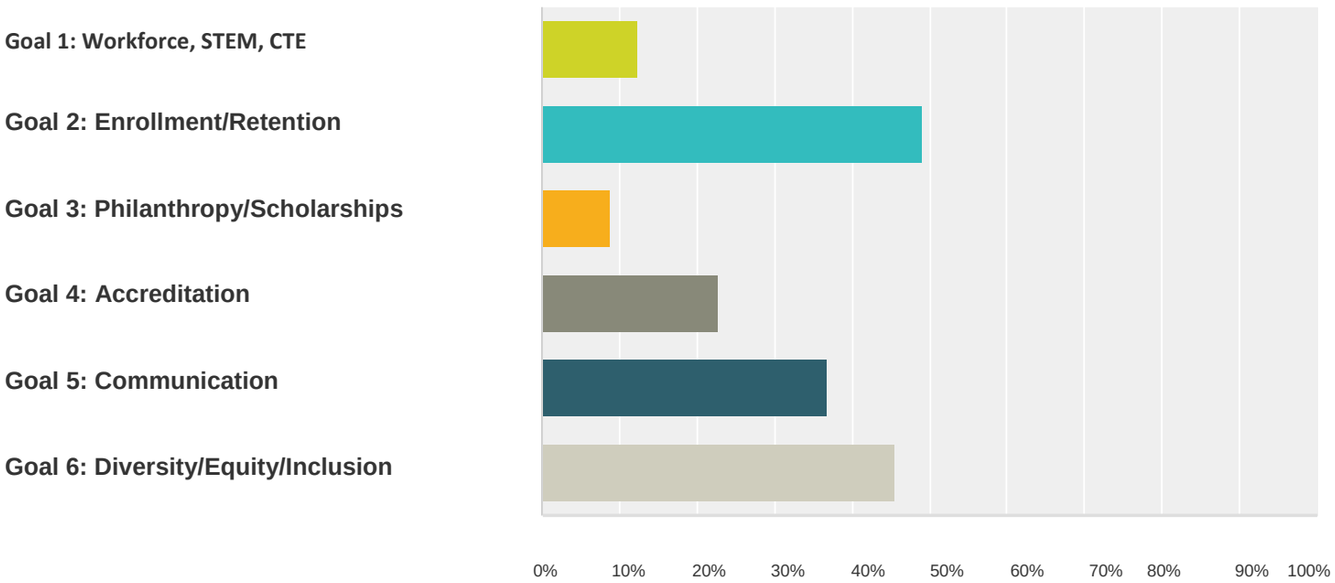
Percentage of Actions/Initiatives addressing AtD Capacities		
Student-Focused Culture	**71.67%**	43
1. Leadership and Vision	**28.33%**	17
2. Data and Technology	**23.33%**	14
3. Equity	**45.00%**	27
4. Teaching and Learning	**41.67%**	25
5. Engagement and Communication	**65.00%**	39
6. Strategy and Planning	**30.00%**	18
7. Policy and Practice	**30.00%**	18

Middle States Standards



Percentage of Actions/Initiatives addressing each Middle States Standard		
Standard I. Mission and Goals	**26.32%**	15
Standard II. Ethics and Integrity	**14.04%**	8
Standard III. Design and Delivery of the Student Learning Experience	**36.84%**	21
Standard IV. Support of the Student Experience	**52.63%**	30
Standard V. Educational Effectiveness Assessment	**17.54%**	10
Standard VI. Planning, Resources, and Institutional Improvement	**38.60%**	22
Standard VII. Governance, Leadership, and Administration	**14.04%**	8

President's Goals



Actions/Initiatives addressing President's Annual Goals:		
Goal 1: With the appointment of the new Senior Associate Vice President of Workforce Development, Community Partnerships, and STEM CTE, the College will review, assess and make recommendations for the seamless alignment of all programs within that area.	**12.28%**	7
Goal 2: Through the implementation of action items linked to our comprehensive Enrollment Management and Student Engagement plans, we will work to stabilize College enrollment and grow student retention.	**49.12%**	28
Goal 3: In 2016-2017 I will work even more closely with the Foundation to build on the successes we achieved last year and the new culture of support for the College we have established to raise even more funds for student scholarships and innovative programs.	**8.77%**	5
Goal 4: I will continue to personally direct and support the efforts of the Middle States Self-Study committees as they gather evidence of our compliance with the Middle States Commission on Higher Education new Standards to generate an exceptional Self-Study report for submission to the Commission.	**22.81%**	13
Goal 5: Middle States and SUNY officials have told us we need to be more outspoken about our successes, and so the College will utilize its work on new metrics to gauge effectiveness and engage new opportunities to "tell our story" and communicate the successes of community colleges and Suffolk, in particular.	**36.84%**	21
Goal 6: Use Achieving the Dream and its focus on "equity" to strengthen our efforts regarding the College's Diversity goal.	**45.81%**	26

Division/ Campus	Responsible Executive(s)	Activity, initiative, or action developed to assist the College in addressing one or more of its Institutional Goals.	Lead Responsibility	Criteria for Success	Progress/Status January 2017	Progress/Status May 2017	Progress/Status August 2017
Ammerman Campus	Executive Dean, Associate Dean of Student Affairs	Students with Disabilities Enrollment Project. The Admissions and Disability Services Offices will work together to improve communication and the flow of information between students who request disability services on their initial admissions application and the disability services office. This pilot project will be an attempt to test a new system that will seek to "close the gap" between the initial admissions application and the forwarding of the student's information to the DS office.	Associate Dean of Student Affairs, Director of Disability Services	A significant increase in the communication between the pilot project high schools and the Ammerman Campus Office of Disability Services.	Progress as of January is that on-sites were completed at our three partner schools (East Islip, Connetquot and Pat/Med). 20 students self-identified on their application as being students with disabilities or interested in Disability Services. 2 of those students had already sent in documentation to Disability Services. The other 18 students were mailed home DS brochures with information on how to complete registration. At this time, Disabilities Services Dept is monitoring the 20 students to see if and when they submit documentation in hopes they will submit the required documentation prior to the start of placement testing.	As of May, 11 students submitted all required documentation to Disability Services and had their files reviewed. The information has since been sent to Advising and Testing to have placement tests scheduled. 2 students have submitted partial documentation and missing information has been requested from these students. 7 students have not submitted documentation to Disability Services. Of the 7 who did not submit documentation, 1 took the placement test without accommodations and 1 is scheduled to take it without accommodations.	As of August 22, 17 students submitted all required documentation to Disability Services and their files were reviewed. 2 students did not submit documentation and were not tested by Advising and Testing. 1 student tested without accommodations and has not followed up with Disability Services.

Ammerman Campus	Executive Dean, Associate Dean of Academic Affairs	Automotive Admissions Program: The Ammerman Campus Admissions and Automotive Technology Departments will work to create a new admissions model for the Automotive Technology Program. This initiative will seek to address the "application gap" that exists between overall applications to central admissions compared to automotive applications received by the automotive department. This effort will seek to raise the number of automotive program applicants by streamlining the application process and removing roadblocks in the existing admissions process.	Associate Dean of Academic Affairs, Chair of the Automotive Technician program	An increase of 15% of received applications to the Automotive Technician program.	The new application process, which includes a mandatory information session and on-site application event, has significantly improved the early application and acceptance of program applicants. Last year, there were 59 total applicants with 0 accepted applicants at this point in the year; this year there are 92 total applicants with 25 accepted to date.	This initiative has revealed a means for resolving a past problem and the new admissions model has been adopted for future automotive program admissions.	Completed.
Ammerman Campus	Executive Dean, Head Librarian	Spring semester: Create a program with external visitors participating in demonstrating the history of radio and TV on Long Island. Assignment tied to curriculum in Prof.	Head Librarian, Chair of RTV Program	Implementation of the planned program will serve as measurement of the success of establishing this program.	Fall Program: The program was held November 9, 2016. The club “Suffolk Broadcasters” were present as was Bill Terry’s History of Radio Class and the LI Radio and TV Historical Society. Introductions were made and	Spring 2017 program: The program was held April 26, 2017 at the reception of the Society, Suffolk Broadcasters, and included students of Advanced Radio. Special presentation by Prof. Al Bernstein: “Nathan	Continue to have one reception each semester, modify handout for students with Bill Whitnum (Terry). Increase number of Radio/TV students beyond Prof Whitnum’s class and

		Whitnum's class and reception honoring radio pioneers on LI.			there were speakers. Students completed their assignment which was based on the artifacts in the display case of the library. Approximately 40 participants were present.	Stubblefield: Did he really invent radio?" 55 attendees at the reception, the highest number in the past three years, reflecting continued success of the initiative. **Measurable Institutional Outcomes:** **Student success** – Students all filled out the assignment and gave thoughtful comments on the pros and cons of the display in the display case, accompanying video, value of the reception, content of the reception and community involved and value of having the receptions in the library. **Student Success** – Content: Students filled out the handout learning, through the display case, video and lectures some of the critical history of radio and the critical part that Long Island plays in that history. **Community Development:** Students appreciate the value of the members of the LI Radio and TV Society, their depth of knowledge of the History of Radio on Long	students not in Radio/TV program. Increase number of members of the LI Society. Assessment: 10% student attendees should be from majors other than Radio TV for each of the receptions, Fall 2017 and Spring 2018. Five additional new members of LI Historical Society to attend either Fall 2017 or Spring 2018 receptions combined.

						Island and the value of sharing information among the two groups, students and Society members as well as faculty. Members of LI Historical society enjoyed being among the students, talking to them and inspiring each other. **Institutional Effectiveness –** Partnerships like these promote Suffolk County Community College as a valuable member of the community and innovative partner in the County.	
Ammerman Campus	Executive Dean, Head Librarian	COL Library Instruction: Group activities for increased student engagement and learning opportunities for COL library instruction. Improved critical thinking and understanding of library resources. Pilot of handout and group activities modality for Fall semester. In Spring 2016 semester all non-career related COL classes will use same handout and modality to assess student engagement and critical thinking. Increase in	Executive Dean, Head Librarian	By the end of the academic year, 80% COL classes will use form.	A new handout has been developed for use in COL courses. All students of COL have a session in the library to learn about library resources, research and ethical use of information. The Ammerman campus librarians have observed that the methodology of lecturing to students before they go to search individually for resources on the computers appears ineffective. A new handout enables faculty librarians to teach using group learning methodologies. All COL instruction by faculty uses either the handout for generic instruction (Attachment I) or	In the Spring semester all full time and adjunct librarians used the new handout using group presentation methodology in the library component of COL information literacy classes. 55 sections came into the library for COL library instruction. All faculty instructors that brought their classes in were polled to rate whether they thought this methodology was an improvement over the previous method of instruction (lecturing with a demonstration). All faculty that completed the survey except for one faculty	Fall 2017 information literacy assessment activities will move over to assessing the SUNY Gen Ed. COL classes with surveys administered by library faculty for the gen ed. assessment team. Spring 2018: Use students' filled out COL handouts to evaluate "hashtags" (keywords provided by individual students) in order to assess whether students read and understood the abstract of the article they have chosen in class (critical thinking).

		qualitative selection of keywords for research. By the end of the academic year, 80% COL classes will use form. Hashtag subject headings reflect critical thinking. Hashtag subject headings to be compared to Search All database subject headings to see which ones retrieved better articles and increased number of relevant articles. Qualitative evaluation.			the handout focusing on careers (Attachment II). The faculty librarians are looking to assess whether the new modality increases students' critical thinking skills and ability to find the best keywords for their search. The assessment for this first semester will be a survey administered to COL faculty to find out whether they find their students to be more engaged than in previous terms. Librarians will assess the effectiveness using a survey. Measurable Institutional Objectives for Library Instruction using Group Activities: 1. Student Success: Assess the success of different methodology in teaching library skills 4. Institutional Effectiveness: Students become better scholars and researchers 5. Communication: Increased interactivity among students for increased engagement, with librarians as facilitators	member, prefer the new methodology and all librarians found it engaging to instruct in this way (Exact percentage of survey participants will be available after July 9 when Prof. Jenny Farquhar returns from her leave). Further analysis of the hashtag subject headings will be the focus of the analysis in Fall 2017. **Results of Measurable Institutional Objectives for Library Instruction using Group Activities:** **Student success** – Students participated in, and succeeded in their own formative learning. More interaction and active participation by students and all students completed the handout. **Institutional effectiveness** – Faculty instructing in COL, according to the survey they completed, agree that the new method of instruction is better than the old method i.e. group activities are more engaging than listening to a lecture, and students did more research as a result of the group method.	Outcome should be greater than 70% success rate. Previous COL assessment (2011) showed a 67% success rate for critical thinking.

					6. Diversity: Addressing the needs of students with different learning styles	**Communication** – Students communicated more with each other, librarians were facilitators rather than lecturers, students felt more empowered, COL faculty communicated their satisfaction with the new teaching modality. **Diversity** – This methodology was used with COL101 as well as COL105 and all students were more engaged. Each group did as much as they could together, the librarians facilitated additional research when each group gave their presentation, and librarians adjusted the level of explanation tailored to each group's ability and resulting presentation. **Goal for Fall 2017** – To create a methodology to assess degree of summative learning by evaluating the hashtag subject headings students provide on the handout they fill out during class. Need to evaluate if the hashtag subject headings adequately define the content of the article the student has chosen and	

						evaluated on their handout. This would indicate a success in critical thinking. The formative learning is well developed and improved by students working in groups. The summative learning will need to be assessed.	
Ammerman Campus	Associate Dean for Academic Affairs, Chair of the English Department	Accelerated Learning Program (ALP): Year 2. Students take ENG010 and ENG101 simultaneously in order to learn writing skills in an intense and extended learning environment with the same professor. We will continue to work with the faculty and deans involved in this initiative to track student progress and assess whether or not this program should be adopted on a larger scale. This will be the second year of the program.	Executive Dean, Associate Dean for Academic Affairs	There will be a 25% increase in success rates among the student/participants in the ALP, as opposed to the traditional sequence of courses.	During the spring 2016 semester 4 sections of ALP taught by 3 fulltime and 1 part time instructor were offered on the Ammerman campus. Anecdotally faculty have observed and reported that there has been a significant improvement in students' written and oral communication skills when taking the ALP courses. The English department on the Ammerman campus is currently in the process of creating a course that would act as a permanent ALP course. The course will go through the governance process via the curriculum committee. The course will be designed as a bridge course that will teach the same skills as a traditional ENG 010 course but the final course assessment will be altered so that it is paired better towards the goals that	Throughout the spring 2017 semester the Accelerated Learning Program committee worked to create a new course to be offered for students that would be the equivalent of the ENG 010 course that had been paired with Freshman Composition ENG 101 during our pilot run. ENG 012 Emerging Writers Workshop was proposed on the Ammerman campus and was unanimously approved by the English department and the Ammerman Curriculum Committee. We are working with Dean Jenn Browne to organize course options for the spring 2018 semester in order to figure out more effective ways to have the courses in banner. Additionally, English chairs and faculty are designing faculty and student handbooks, developing faculty training, and re-creating	The Assoc. Dean for Academic Affairs and English Dept chair met with Dean Browne at the end of the spring semester to discuss effective ways of linking the 012 and 101 classes for registering students. We have a draft of the 012 schedule for the spring, and some faculty from the pilot program have already expressed interest in adding sections to their schedules. We also have drafts of promotional materials and are planning an 012 committee meeting for faculty in the fall, in preparation for next spring.

					national ALPs have moved towards. The goal of the course is to help students develop their writing skills and oral communication which links to college's ILOs.	promotional materials for students and counselors. We have already reviewed course offering schedules and will be discussing those options with faculty who have taught in the pilot program. We are steadfast in our goal to have our spring 2018 ENG 012 classes organized and ready for students and faculty.	
Ammerman Campus	Executive Dean	Proactive Advising: Year 2 The project will continue this academic year. 17 of the original 25 first level developmental students are still enrolled as of October 14, 2016.	Associate Dean of Student Affairs	70% of first-level developmental students will remain enrolled after the academic year.	13 students from the original cohort are enrolled for the Spring 17 semester. 10 FT and 3 PT. All are in good academic standing. Counselors focusing on maintaining momentum for degree completion and reaching out to students throughout the semester.	This initiative has ended its test phase and the approach to advising is being implemented for the campus.	Completed.
Business and Financial Affairs	VP Business and Financial Affairs	Assure that resources in the operating budget are allocated consistent with institutional planning and goals, with an emphasis on data-driven decision-making.	VP Business and Financial Affairs and Associate Dean of Financial Affairs	As assessment rubric is used to determine the % achieved in allocating budgeted resources with planning and assessment efforts. The target is to maintain a 75% compliance rate for each division. Overall, the assessment of College resources allocated in the operating budget is currently at 87.8%	Budget hearings for the 2017-2018 year are being held throughout January. An assessment of a compliance rate for each divisional and campus budget will take place following the conclusion of the budget hearings and the compiling of the full institutional budget.	In the aggregate, the assessment of College resources allocated in the proposed 2017-2018 operating budget is currently at 87% compliant with planning and institutional goals. This is consistent with last year.	The 2017-2018 operating budget has been approved by the Board of Trustees and the Legislature. As required Suffolk's 2017-2018 operating budget was sent to SUNY for approval by the SUNY Board of Trustees.

				compliant with planning and institutional goals.			
Office of Academic Affairs	Vice President for Academic Affairs	Development of an Institutional Educational Goals assessment plan to be implemented in 2017- 2018.	College Dean of Instruction for Assessment and Accreditation and General Education Faculty Coordinator	Completion of the Assessment Plan for Implementation in Academic Year 2016-2017	**In progress.** Anticipated meeting with Academic Chairs in the spring semester to share plan.	**Achieved.** We collected IEG Alignment maps from the Academic Chairs in June 2017. Assessment of the IEG's begins in Fall 2017.	**Completed.**
Office of Academic Affairs	Vice President for Academic Affairs	Create and maintain document repository in Nuventive for all the accredited programs and Middle States accreditation evidence.	College Dean of Instruction/ Accreditation Specialist	Creation of online document repository Fall 2016. Maintenance of repository is ongoing.	**In progress.** Document repository is completed. Maintenance continues.	**Achieved.** Maintenance continues.	**Completed.**
Academic Affairs/ Central	VP for Academic Affairs	A definitive plan will be put forward for development of new curriculum initiatives connected with the proposed Renewable Energy & STEM Center at the Grant Campus.	VP for Academic Affairs	Hiring of new faculty, or designation of program/curriculum development lead.	**In progress.**	**In progress.** An educational consultant was hired as part of the architectural team for the new STEM building. This documentation will be used as we continue to plan programming, both credit and non-credit.	**In progress.** The Office of Academic Affairs is working collectively on this with Dean Keane and Associate Dean Fara Afshar.
Academic Affairs/ Central	Executive Director of Sustainability Programs	Utilizing the AASHE STARS framework, a benchmark for institutional sustainability will be established and contribute towards the stated goals of our	Executive Director of Sustainability Programs	Leveraging the influence of the newly created President's Sustainability Council, a means of benchmarking and assessing sustainability efforts in all aspects of	**In progress.** Institutional Membership in AASHE obtained, enabling use of online STARS benchmarking tool. Student internship established (starting Spring '17) to focus on data collection and documentation.	**In progress.** Initial setup and background information uploaded to AASHE STARS site. Preliminary category review and readily available data (constituting approximately 10% of all reportable information) also	**In progress.** Initial setup and background information uploaded to AASHE STARS site. Category review and preliminary data (constituting approximately 25% of all

		participation in the New York State REV Campus Challenge.		college activity will be established.		uploaded. Additional categories will require input from various administrative & academic units. Full completion not required for "Reporter" Status. Recommend as priority assignment for President's Sustainability Council.	reportable information) also uploaded. Additional categories will require input from various administrative & academic units. Full completion not required for "Reporter" Status. Recommend as priority assignment for President's Sustainability Council.
Academic Affairs/ Central	Executive Director of Sustainability Programs	Formation of President's Sustainability Council. Creation of a new organizational structure to advance all seven dimension of sustainability at Suffolk County Community College. Committee will identify specific goals, ways and means – ideally incorporating development of a Green Revolving Fund to make this effort self-sustaining.	Executive Director of Sustainability Programs Vice President for Academic Affairs College President	Committee will be established, membership appointments made, meetings convened, goals set.	**In progress.** Call letter for President's Sustainability Council sent to Campus Executive Deans – awaiting campus level membership recommendations.	**In progress.** Nominees for President's Sustainability Council membership were provided, but final approval of participants has not yet been received.	**In progress.** Nominees for President's Sustainability Council membership were provided, but final approval of participants has not yet been received.
Academic Affairs	College Associate Dean of Curriculum Development	Create a series of curriculum development workshops.	College Associate Dean for Curriculum Development	Develop topics and schedule by November 15, 2016.	**In progress.** One workshop regarding curriculum development fundamentals and recent revisions has been developed and presented. A second workshop on the curriculum development	**Achieved.** Three workshops and/or training sessions on curriculum development fundamentals were planned and delivered during the 2016-20017 academic year.	**Completed.**

					process and forms is under development.		
Academic Affairs	College Assistant Dean of Curriculum Development	Expand faculty advising through increasing faculty participation and student use of the Academic Advising and Mentoring Centers.	College Assistant Dean for Curriculum Development	Increase faculty participation by 10% and student participation by 5% by May 2017.	**In progress.**	**In progress** – The initiative was reprioritized for a future year to consider its involvement within the College's advising structure.	**In progress** – The initiative was reprioritized for a future year to consider its involvement within the College's advising structure.
Academic Affairs	College Director of Student Support Services	Demonstrate a higher rate of academic success and persistence for Student Support Services students over the general College population	College Director of Student Support Services	Monitoring, demonstration and communication of results by January, 2017	**Achieved**. Completed with a monitoring report sent to federal government department of education. Sent 11/30. Indicated persistence rate of 91% (year-to-year); good academic standing rate of 95%; and graduation rate of 4-year prior cohort was 57% (AA/AS/AAS) and 4-year prior cohort with transfer to 4-year institution was 23%.	**Completed.**	**Completed.**
Academic Affairs	College Director of Student Support Services	Prepare revised informational and recruitment materials for the college community on Student Support Services	College Director of Student Support Services	Development and completion of new materials by July, 2017	**In progress**. Initial conversation held to develop joint brochure with EOP for recruitment.	**In progress.** On 5/23/17, a meeting was held with EOP and it was decided that each program will have its own brochure instead of a combined one. There will be a photo shoot using SSS models in August for the brochure.	**In progress.** We pushed back the photo shoot to have it done in our new office and when students return to the college. September/October
Academic Affairs	College Associate Dean for Continuing Education	Develop two new STEM partnerships	College Associate Dean for Continuing Education	Development of two new STEM partnerships by July, 2017	**In progress.** 50% of goal achieved with review of basic electricity, pneumatics, servo drives to machinist/technicians at Luitpold Pharmaceuticals in Shirley to begin on 1/28/17.	**In progress.** Closer ties with the University of Hawaii system as the result of SENCER meeting. The system submitted a proposal to the Teague Foundation with SCCC and SBU named as partners. If	**Partially completed.** Luitpold training completed in March 2017. Teague project was not funded but discussions continuing with U. Hawaii

					Developing new partnerships with other higher ed institutions as a result of the SENCER conference held at SCCC on 10/15/16.	funded, this project will provide continued support for SCCC students to study water quality issues (with Candice Foley).	re: funding opportunities for program targeting Native Americans. SENCER conference led to Helmsley-funded project involving construction tech, engineering, journalism and chemistry students recommended a septic solution to Nitrogen loading. Findings presented at SENCER Summer Institute in August (with Candice Foley)
Academic Affairs	College Associate Dean for Continuing Education	Develop four new courses/partnerships aligned with community needs	College Associate Dean for Continuing Education	Development of four new courses/ partnerships by July, 2017	**In progress.** Health IT online courses being adapted to hybrid courses to meet the needs of nurses. TASC instruction now offered at a community counseling center in Mastic. STEM courses – Automotive diagnostic series (3 courses) now included in continuing education brochure.	**In progress.** Working with SBU health IT unit to develop non-credit health IT programs (such as professional development for community health workers) in response to their needs. Additionally, had a meeting with representative from Plum Island Research Facility to develop research opportunities for students.	2 Luitpold courses Summer TechHire boot camp course. Toured Plum Island on June 28 to identify research opportunities (including remote). SBU Partnership being developed by Diane Fabian.
Academic Affairs	College Director of Educational Opportunity Program Assistant Dean for	Expand partnerships with local high schools and school districts to ensure successful and smooth transitions within the EOP program	College Director of Educational Opportunity Program College Assistant Dean	Visits to 10 Suffolk County high schools by May, 2017	**In progress.** 30% of goal has already been achieved.	**Achieved.** Visited 13 highs schools.	**Completed.**

	Academic Affairs	by visiting 10 high schools	for Academic Affairs				
Academic Affairs	College Director of Educational Opportunity Program	Redesign the content of the EOP website and printed materials for the EOP program	College Director of Educational Opportunity Program	Completion or lack of completion of these important communication tools by July, 2017	**In progress.** Initial conversation held to develop joint brochure with EOP for recruitment.	**In progress.** Waiting on photo shoot at end of August to complete brochure.	**In progress.** We pushed back the photo shoot to have it done in our new office and when students return to the college. September/October
Academic Affairs	College Associate Dean for Special Programs and External Partnerships	Develop a comprehensive internationalization plan to address SUNY commitment to global education and students' interests in global education opportunities	College Associate Dean for Special Programs and External Partnerships	Completion or lack of completion of this important document by July, 2017	**In progress**. A plan has been developed on what new programs/courses will be developed. Identification of funding entities to support growth. Addressed staffing to accommodate growth.	**In progress.** Final draft completed. Recommendations from SUNY Global will be incorporated into the draft in July 2017.	**Completed.**
Academic Affairs	College Associate Dean of Faculty and Professional Advancement	Collaborate with the Teaching and Learning Centers on the three campuses to provide 3 workshops (one per campus) promoting student success during 2016-'17	College Associate Dean of Faculty and Professional Advancement	300% increase by May, 2017 over 2015-'16	**In progress**. 33% completed. Ammerman workshop held. East and Grant to be planned for spring.	**Achieved.** 200% increase over academic year 2015-16. Did not hold an event with the TLC on the Grant Campus but my office sponsored 3 PD workshops specifically for the Grant campus staff.	**Completed.**
Academic Affairs	Director of English as a Second Language Programs	Expand the Intensive English Program on the Eastern Campus by 3%	Director of English as a Second Language Programs	3% increase on the Eastern Campus by May, 2017 over 2015-'16	**Achieved**. 100% increase has already been achieved.		**Completed.**

Academic Affairs	College Associate Dean of Nursing, Dean of Instruction & Associate Vice-President for Academic Affairs	Create & execute one joint admission/early assurance agreement of our AS in nursing with a BS program	College Associate Dean of Nursing Dean of & Associate Vice-President for Academic Affairs	Creation and execution of one joint admission/early assurance agreement by January, 2017	**In progress.** With renewed articulations in nursing with SUNY Canton, SUNY Empire State.	**Achieved**. Suffolk-Stony Brook Nursing First program launched March 2017. Farmingdale State University 2 +2 enhanced articulation agreement signed in April 2017.	**Completed.**
Academic Affairs	College Associate Dean of Nursing	Increase the number of students admitted directly from high school to the nursing program by 20%	College Associate Dean of Nursing	Increase of 20% by February, 2017	**In progress.** Admission decision being made on February 15. Will have data after that.	**Achieved**. The number of students admitted directly from high school was increased by 20% for the fall 2017 day program option.	**Completed.**
Academic Affairs	College Associate Vice-President for Academic Affairs	Complete 25% of the Middle States Commission of Higher Education Distance Education Hallmarks	College Associate Dean of Instructional Technology	Completion of 25% by March, 2017	**In progress.** Some 15 hallmarks were embedded into the DE study which will be completed by March 31, 2017.	**Achieved.** Distance education report completed and presented to Dr. McKay on March 31, which addressed 28% of hallmarks.	**Completed.**
Academic Affairs	College Associate Dean of Instructional Technology	Create four academic technology newsletters this year for the college community	College Associate Dean of Instructional Technology	By producing 4 issues, we will obtain a 400% increase over 2015-'16 by May, 2017	**In progress**. With the departure of Troy Hahn, only 1 publication has thus far been generated.	**Project canceled in order to update the website.**	
Academic Affairs	Assistant Dean for Academic Affairs Dean of Instruction & Associate Vice-President for Academic Affairs	Increase the number of high schools partnering with Suffolk County Community College through the Excelsior Program for the 2017-2018 academic year by 2% (completion June, 2017).	Assistant Dean for Academic Affairs Dean of Instruction & Associate Vice-President for Academic Affairs	Upon the end of the high school academic year, June, 2017, account for the number of high schools partnering with Suffolk County Community College though the Excelsior Program. An increase of 2% from	**Achieved.** 24% increase in the number of high schools participating.	**Completed.**	**Completed.**

				June 2016, will determine a success.			
Academic Affairs	Assistant Dean for Academic Affairs, Dean of Instruction & Associate Vice-President for Academic Affairs	Revise and implement reassigned time reporting documents for all Excelsior Program departmental faculty liaisons to mirror the newly created college wide reassigned time reporting documents. Communicate reports to respective Campus Executive Deans, to ensure reporting accuracy and consistency: § Reassigned Time Request Form - EXCELSIOR PROGRAM DEPARTMENTAL FACULTY LIAISON § Reassigned Time Semester Outcomes Report- DEPARTMENTAL FACULTY LIAISON	Assistant Dean for Academic Affairs & Campus Executive Deans	Prior to end of December 2016, new reporting documents will be written to mirror the newly created college wide reassigned time reporting documents. Documents will be shared with 2016-2017 participating Excelsior Program departmental faculty liaisons. Upon the submission of all end-of-semester reports for the 2016-2017 academic year, the reports will be communicated to the respective Campus Executive Deans. Submission of 88% of all updated forms shared with the respective Campus Executive Deans, will determine a success.	**Achieved.** The reassigned time request form is now completed once per year and forwarded to the respective campus deans. The reassigned semester outcomes report is completed and forwarded to the respective campus deans by December 30 and May 30 for each semester. Both forms mirror the College-wide forms.	**Completed.**	**Completed.**

Academic Affairs	Dean of Instruction & Associate Vice-President for Academic Affairs	Increase the number of students enrolled in MAT 009 by 10% over 2015-'16	Dean of Instruction & Associate Vice-President for Academic Affairs Campus Quantway Coordinators	10% increase over 2015-'16 as of May, 2017	**In progress**. Awaiting the spring enrollment numbers. However, the fall-to-fall numbers demonstrate an increase of 52%.	**Achieved.** The number of students enrolled in MAT 009 during fall 2016 and spring 2017 semesters increased over 17% from the 2015-'16 total.	**Completed.**
Academic Affairs	Dean of Instruction & Associate Vice-President for Academic Affairs	Increase Early College Program participation by 5% over 2015-'16.	Dean of Instruction & Associate Vice-President for Academic Affairs Campus ECP Coordinators	5% increase over 2015-'16 as of May, 2017	**Achieved**. The total increase of schools participating from last year to this one is 100%.	**Completed.**	**Completed.**
Workforce and Economic Development/ Corporate Training Center; Grant Campus	Associate Vice President for Workforce and Economic Development	Expand Industry Partnerships to meet skill gap needs by cluster. Enhance opportunities to strengthen "career pathways programs". Strengthen economic empowerment through training focused on under-served communities.	AVP Workforce and Economic Development	Expand Industry Partnerships to meet skill gap needs by cluster – expected increase of 5 newly established partnerships Enhance opportunities to strengthen "career pathways programs" – projected expansion through the TechHIRE RESTORE initiative Strengthen economic empowerment through training focused on under-served communities – projected expansion to	1. Hosted Event 1/12/17; 5 industry led sub-committees were formed to identify skill gaps and assist in the development of new training courses. 2. TechHIRE is underway; 2 key personnel were hired, DOL partnership was formalized and career quest event scheduled; training is projected to begin late spring 2017. 3. REDC-UWT grant was received Dec '16 and will target dislocated workers	**Achieved.** All three previous initiatives are progressing successfully. Future initiatives include: 1. Two career fairs were held to link program completers with workforce opportunities. 2. Contract was negotiated and approved by the New York State Department of labor with an effective start date of 6/1/17.	**Completed.**

				three new communities.	from underserved communities.		
Office of Legal Affairs	General Counsel	Review and revise Board and College-wide policies and procedures.	College Deputy General Counsel, AVP for HR, Affirmative Action Officer, Chief Diversity Officer	Complete review of all policies by December 2016; Receive final approval by board and cabinet (where appropriate) by April 2017 for submission as part of NYS Department of Education Compliance review and Middle States accreditation compliance needs.	The following policies and procedures have been drafted and are under review: • Equal Opportunity and Anti-Discrimination policy • Sexual Harassment and Sexual Violence Prevention policy • Discrimination and sexual violence complaint procedures • Additional policies will be identified and updated by the Office of Legal Affairs.	The Equal Opportunity and Anti-Discrimination policy, Sexual Harassment and Sexual Violence Prevention policy, and Discrimination and sexual violence complaint procedures will be finalized with input from human resources.	EEO, Anti-Discrimination, Sexual Harassment and Sexual Violence Prevention policies are awaiting final review. In addition, because of the New York State Education Department Civil Rights Compliance review, the College updated its notice of nondiscrimination. It is posted online at www.sunysuffolk.edu/nondiscrimination and has been included in all contracts and disseminated. Religious Observance policy and procedures are being presented to the Board for adoption in September 2017. In the 2017-18 academic year the following Board and College policies were updated and adopted: • Student Complaint Resolution Policy

						The policy and guidance on Pregnant and Parenting students is finalized and a college brief will be prepared for the 2017-18 academic year. All requirements of 129-A and 129-B education laws (related to alcohol and drugs, hazing, bias crimes, credit cards, security and sexual violence) were reviewed. Updates to the student Code of Conduct will be proposed to the Board of Trustees for their adoption. The middle states compliance committee will communicate any additional needs prior to the 2018 visit.	• Facilities Use Policy (and schedule of fees) • Board of Trustees Code of Ethics • College Procurement Policy • SCCC Association Procurement Policy The Office for Civil Rights informed the College of an investigation on ADA Web accessibility and the College has taken proper steps to ensure compliance. Policy for Pregnant and Parenting Students is completed and ready for September dissemination. Included as part of New Employee Orientation presentation on 8/25/17. Completed.

						Updates to policies will be included in the 2017-18 student handbook.	Code of Conduct to be reviewed in the fall 2017. Completed. Completed.
Office of Legal Affairs	Chief Diversity Officer	Implement College-wide Diversity and Inclusion Plan. Update College-wide and campus-based goals for equity, diversity, and inclusion that are in alignment with Presidential Goals and AtD.	Chief Diversity Officer, VP Student Affairs, VP Academic Affairs, Coordinator for Multicultural Affairs, Affirmative Action Officer, AVP for HR, Campus Executive Deans.	Finalize institutional plan; create College-wide and campus-based goals; and implement ongoing activities and programs.	President McKay issued a college brief on November 21, 2016 outlining modifications and a renewed vision for the College's Multicultural Affairs structure. This outlines: • dedicated multicultural affairs positions on each campus; • the establishment of a standing Presidential Multicultural Affairs Committee that will include Executive Deans, Directors of Campus Activities and cabinet members; • standing updates to the President on policy and practices in the areas of	Extension was given by SUNY to submit final diversity plan in September 2017. The following activities all support strategic initiatives related to Goal 6.1 and 6.2 in our current strategic plan. The finalists for the Assistant Directors for multicultural affairs positions (Ammerman and Grant) have been identified. It is anticipated the search will be completed by July 2017. The start dates for these positions will be in time for the Fall 2017 semester. These positions will work to establish programs to improve the climate for all students and educate on diversity and inclusion.	SUNY communicated that the plan is due on October 10, 2017 and it will be submitted on time. To be presented to Cabinet. Searches and appointments are completed and Assistant Directors have begun their work.

					multicultural affairs and diversity. Search committee is appointed and recruitment has begun for the campus Multicultural affairs positions. Search committee has been formed and recruitment effort has begun for the Coordinator for the Center for the Holocaust, Diversity and Human Understanding. This position will align with the Diversity and multicultural affairs structure for academic and programming purposes. The President has established a social justice and 'Transforming lives through equity and equality' working team that will establish a year-long series of programs and activities to address social justice, climate and inclusion concerns. Several professional development and educational efforts on diversity, equity and inclusion continued throughout the fall semester including during Fall 2016	The first meeting of the standing Presidential Multicultural Affairs Committee/Diversity Council that will include Executive Deans, Directors of Campus Activities and cabinet members will take place once the hires are finalized and coincide with the fall semester. In April 2017 the Board of Trustees approved the renaming of the "Center for Social Justice and Human Understanding." An interim director was appointed in April 2017. The Center hosted a college-wide dialogue entitled "In Our Backyard" in collaboration with the office of Multicultural Affairs and Campus Activities and was attended by students, faculty and staff. The Ammerman dialogue session was facilitated by the Chief Diversity Officer. Follow up dialogues and educational/programming efforts are being planned for the 2017-18 academic year. The Chief Diversity Officer (CDO) is working actively as	Chief of Staff and Chief Diversity Officer have met with Cabinet members to regarding the Council to discuss goals and priorities. First meeting will be held in September 2017. Renaming Completed. Center programs have begun including the Presidential Lecture Series featuring keynote speaker Ndaba Mandela on the legacy of Nelson Mandela.

					Professional development day. Extension was given by SUNY to submit final diversity plan to allow for review by Cabinet and Board of Trustees. Plan will incorporate elements from and be in alignment with the College's strategic plan, Achieving the Dream, Presidential goals, Strategic Enrollment plan, Student engagement plan, Veteran's Affairs goals, Disability Services unit review, and Multicultural Affairs plan. Elements will potentially include: • Building a climate of inclusion and internal community • Education, training and professional development • Hiring, selection and retention of faculty and staff • Student recruitment, outreach and enrollment • Student success, engagement, and retention	part of the Achieving the Dream (AtD) Core Team and attended the annual conference in February 2017. The Affirmative Action Officer (AAO) serves on the AtD Data team. The information shared during College-wide forums and relevant student outcomes data will be included in the college's Diversity Plan. In March 2017, the Grant Campus Executive Dean established a committee for Diversity and Inclusion. The group has met with student groups, faculty and staff to conduct a needs analysis. Their results and priorities will also inform the Diversity Plan. In addition, the Grant Campus Academic Assembly passed a resolution in December 2016 on "Affirming Support for an Inclusive Campus" (http://depthome.sunysuffolk.edu/Governance/assembly//1617/Resolution_EC_2016_17_07_approved.pdf) The current Strategic plan goal 6.1 requires "measurable improvement in decreasing ethnic disparities within the	AtD committee has continued to meet and finalize plan to be submitted by September 1, 2017. The Committee completed focus groups and submitted a set of recommendations to the Executive Dean. Results were shared with the Chief Diversity Officer.

						faculty and employees. " The CDO and AAO continue to work with Human Resources to educate search committees on the hiring process and importance of compliance, diversity and inclusion. In addition to the meeting held at the beginning of each search, the President has implemented and mid-search review process that includes monitoring the racial and gender diversity of the applicant pool, interview pool and finalists.	Ongoing. 27 Search committee meetings were held in 2017 and reviews of all pools and selections were completed.
Office of Planning and Institutional Effectiveness	Vice President Office of Planning and Institutional Effectiveness (OPIE)	Deploy operational planning processes in ActionPoint/ PlanningPoint to 100% capacity, to provide College-wide support for MSCHE reaccreditation, AtD, all assessment and evaluation activities, as part of SCCC's integrated planning processes.	Assistant Director of OPIE Assistant to the Vice President of OPIE	Utilizing 100% capacity with 2016-2017 operational plan integrated into the system by January 1, 2017. Two semesters of operational planning performed using system by June 2017.	ActionPoint/PlanningPoint are operational. All templates for planning, assessment, and accreditation have been uploaded. All templates have been aligned to IGs, MIOs, MSCHE Standards, AtD competencies, President's Goals, and SUNY Excels. Strategic and Operational Plans have been input. Next step is to train users.	More OPIE staff members have been trained in the use of ActionPoint/PlanningPoint. Once the Strategic Enrollment Management Plan and Student Engagement Plans are approved, they will be entered into the system. Middle States reaccreditation material has been entered. All assessment information has been updated.	While the architecture of the operational planning process has been completed, a delay in the deployment of Office 365 caused a delay in putting the process into action. Now that the architecture is in place, reporting for the 2017-2018 operational plan will use ActionPoint/PlanningPoint
Office of Planning and Institutional Effectiveness	Vice President of Planning and Institutional Effectiveness (OPIE), Co-Chairs of SPC	Use Achieving the Dream analytics, along with IPEDS and VFA data, to construct/modify metrics that help gauge College effectiveness.	Strategic Planning Council, OPIE, AtD Teams.	Development of potential KPIs and benchmarking them by May 2017.	The Strategic Planning Council has recommended enhanced KPIs for student success to use is effectiveness assessment. Potential KPIs have been developed using the Loss of Momentum Framework	Strategic Planning has approved the continued development and incorporation of a set of new metrics for use in the Annual Report of Institutional Effectiveness. These metrics	The SPC has recommended enhanced KPIs, which were endorsed by JPAC in May 2017. Work has been done to set benchmarks. The hiring of a new data

		New or modified Key Performance Indicators can serve as a means toward review of Measureable Institutional Objectives in the College Strategic Plan.			Model. KPIs for remaining IGs are under development.	will begin to be used in the January 2018 report on the 2016-2017 year.	specialist in OPIE will allow for development of a set of KPIs for all IGs, with eventual dashboarding to take place.
Student Affairs	Vice President for Student Affairs	2016 -2021 Strategic Enrollment Plan * Completion of two (2) Action Plans for each cohort group * Committee members will select the two (2) Action Plans for development and implementation for the 2016-2017 academic year with the associated costs.	College Dean of Enrollment Management and Campus Directors of Admissions.	The identification of two Action Plan items from the cohorts selected by the cohort committee members, success will be 66% of the Action Plans implemented with a 2-3% increase of the identified cohort enrollment increase.	A total of 12 action items have been identified and progress is being made on each item. A progress meeting is planned for March for each team to provide information on their progress and a full report will be completed in October.	100% of action plans cohorts have identified 2 to 3 action items and all have been implemented. The Impact on enrollment will be determined in October.	Action plans have been completed the impact on enrollment for the identified cohorts will be determined in October.
Student Affairs	Vice President for Student Affairs	Research the implementation of a fully functional Customer Relationship Management system for the College's admissions operation. The current manual system of communicating with students does not support an efficient communication plan for prospective students who make inquiry. The CRM system should	College Dean of Enrollment Management and College Directors of Admissions	A ten percent (10%) increase in the yield rate of inquiry to enrollment.	A committee has been established to research and identify vendors for a Customer Relationship Management systems. Currently, Ruffalo Noel Levitz has been identified to provide a no-cost assessment focused on our Enrollment. It is a two-day comprehensive review of the enrollment processes at Suffolk. The benefit of this service is that it better identifies what specific areas of the enrollment processes at	The request for the CRM system has been placed in the budget. The College Dean of Enrollment Management has entered into an agreement with SUNY to explore the purchasing of a SUNY-wide CRM system. Ellucian sales representatives have received the elements needed for a CRM system.	Complete Met with the Vice President for Information Technology Services to discuss plan of action for selecting a CRM system. Future actions include: Development of a white paper regarding the advancement of enrollment services through a CRM system and preparation for a

		provide for greater increase yield from inquiry to enrollment. The College's response to a student's inquiry does not provide for the current best practice for communicating with prospective students. The CRM system would enhance the College's communication plan as well as provide data to assess areas of information delay to prospective students.			Suffolk need to be supported, reorganized, etc. It also includes a recommendation for appropriate technology upgrades and a CRM. In essence, it is valuable so that a RFP can be created that is reflective of what our college does or does not need from a consultant. The visit from Ruffalo Noel Levitz will take place in February or March. Following the review of the findings an RFP will be created with expectation of work to commence in Fall 2017.		budget presentation once a system has been selected.
Student Affairs	Vice President for Student Affairs	Selection of the following two (2) Action Plan recommendations from the completion of the Admissions AES Unit Review: 1. Staffing * Development of a Professional Assistant position description to assist with the implementation of the 2016-2021 Strategic Enrollment Plan as well as provide direct assistance with community/civic outreach and exposure which was highly recommended by the	College Dean of Enrollment Management and the College Directors of Admissions	Professional Assistant - Identification of an existing line to convert to a Professional Assistant in the 2017-2018 budget to support both the implementation of the 2016-2021 Strategic Enrollment Plan and the Student Engagement Plan. The measure of success of the Student Ambassador action plan which would allow for assistance with on-campus recruitment activities would be the	1. Staffing- The line request has been placed in the 2017-18 budget as prescribed the CAPIE and a job description for a recruiter has been created. 2. Student ambassador program is in development college-wide based on current model of the Peer Mentor program on Eastern Campus. 3. A team has been identified for the	Staffing-same. Student ambassador program-same. The outline of the training manual for alumni has been developed. Space renovations-same.	Staffing-same Student ambassador program-same Alumni ambassador program-same Renovations-office was painted, new floors and new carpet were installed

		outside reviewers. * Develop a job description and qualifications for student ambassadors to assist with campus recruitment activities in support of the 2016-2021 Strategic Enrollment Plan. The student ambassadors would be paid through College-Workstudy funding. A training manual would be developed. * Develop a training manual for alumni ambassadors to assist with community and civic recruitment which supports the 2016-2021 Strategic Enrollment Plan and provides for greater exposure of the College within the community. 2. Intra-structure * Complete renovation to the Admissions Offices at the Ammerman and Michael J. Grant Campuses, the outside reviewers were extremely critical of the layout, functionality of the current assigned		development of the Student Ambassador training manual, training a cohort of students and the assignment of the students through the College-work Study program of at least ten (10) Student Ambassadors. The measure of success of the Suffolk Alumni Recruitment Team action plan which would allow for assistance with community and civic events; the development of the Suffolk Alumni Recruitment Team training manual, training a cohort of alumni and assigning members of the Suffolk Alumni Recruitment Team one quarter of the community and civic events from the Office of Enrollment Management's recruitment calendar. Intra-structure - Funding placed in the respective campuses	development of an alumni ambassador program 4. A presentation of the unit review findings took place in Fall 2016 to all executive deans to discuss findings and request consideration of space renovation and allocation.		

		space for admissions staff and services as well as the confidentiality issues. The Admissions Office is the first impression of the institution, the space should reflect the branding of the institution.		operating budgets to support the design and renovation of the Admission Offices space.			
Student Affairs	Vice President for Student Affairs	In support of new student recruitment, Disability Services will identify and outreach to additional partners to share information regarding opportunities at Suffolk County Community College. The office will determine the number of outreach events (high schools, community resources and government agencies) they attended during the 2015-16 academic year and also track the number of outreach events they attended during the 2016-17 academic year.	College Assistant Director of Disability Services in coordination with Disability Counselors college wide.	Disability Services will increase outreach by 15%.	At this time there are six planned for Spring 2017 with the expectation of additional outreach activities. This is a 50% increase from Spring 2016. Additionally, three outreach events were conducted in the Fall 2016.	The criteria for success has been met and the program will continue.	Complete

Student Affairs/ Ammerman Campus	Vice President for Student Affairs and Executive Dean of the Ammerman Campus	Space Utilization and Testing Accommodation Needs for Disability Services on Ammerman Campus. In order to provide appropriate testing accommodations, Disability Services will assess the current structure and develop an action plan for improvement. The office will determine the number of times testing accommodations spaces change after being secured for a student to test. We will evaluate the appropriateness of space and facilities in accordance with ADA guidelines.	College Assistant Director of Disability Services	A total of 85% of testing accommodations will remain in the same space as predetermined by the Office of Disability services.	Data was collected during the beginning of the semester and again during finals with continued plans to identify space changes during the Spring 2017 semester.	Data collection will continue through the final exam period in Spring 2017. Upon completion of exams a full report determining the number of occurrences of testing moves will be provided.	Due to staffing issues, the data collection was incomplete. In review of a 2 week time sample in mid-September the following results were found: The criteria for success was not met, in a two week period in September 2016 64.8% of students were able to remain in their original testing space and 35.2% of students had to be moved due to space limitations. Overall 202 tests were administered and 71 of those had a space conflict and the student had to be moved from the original testing space. The time period that was analyzed is considered the lightest time in the academic semester, yet 35.2% of students had to be moved from the testing space due to space conflicts and limitations. In the next academic year, a review of the testing

							accommodations for math exams specifically will be conducted to determine if a testing space in the Riverhead building would be appropriate.
Student Affairs	Vice President for Student Affairs	Financial Aid will increase the education of current students, prospective students, and the community on how to finance their college education. 1. Outreach to all faculty who teach college seminar classes. 2. Presence at financial aid nights at feeder high schools. 3. Participation at College Open House and SUNY Financial Aid Day.	College Director of Financial Aid and Campus Directors of Financial Aid	1. Increase the number of FAFSA applications by 4%. 2. Increase the number of students receiving financial aid (federal aid, state aid, scholarships, and/or loans) by 2%.	All of the outreach has been completed including additional high school outreach not listed in the original initiative. The packaging of financial aid awards and reviews of FAFSA's will begin on 1/31/17.	There was a 7% increase in the number of students who received aid in 15-16 from 14-15. In 2015-16 a total of 23,438 students were eligible to apply for financial aid, and a total of 23,216 applied a total of 99% In 2014-15 a total of 26,697 students were eligible to apply for financial aid, and a total of 24,302 applied, a total of 91%.	Complete
Student Affairs	Vice President for Student Affairs	Decrease the number of students who lose their financial aid eligibility	College Director of Financial Aid and Campus Directors of Financial Aid	70% of students will pass satisfactory academic progress in the 16-17 academic year, an increase of 8% from the 15-16 academic year.	As a result of increased communication to students, 72% of financial aid applicants passed Satisfactory Academic Progress for Spring 2017.	The criteria for success has been met for the 16-17 academic year and the program will continue.	Complete
Student Affairs/ Academic Affairs	Vice President for Student Affairs and Vice President for Academic Affairs	Review and revise the student complaint policy and procedures.	Vice President for Student Affairs, Vice President for Academic Affairs, College Assistant Dean	An updated student complaint policy will be implemented and three areas of concerns will be identified.	A revised student complaint policy was approved by the Board of Trustees on January 19, 2017. The updated policy has been posted to the student portal and college website.	The complaint policy was approved by the Board of Trustees on January 19, 2017. The Division of Student Affairs is monitoring complaints via the student portal and via in person complaints. In July	Complete

			for Student Engagement Assessment			2017 the total number of complaints and complaint types will be provided in a full report.	
Student Affairs	Vice President for Student Affairs	Begin implementation of student engagement plan proposal for undecided students.	College Assistant Dean for Student Engagement Assessment	As a result of phase one of the undecided student engagement plan, undecided students will be identified beyond identification in Liberal Arts General Studies.	A discussion has started about the best way to identify undecided students.	A meeting with held with the Interim AVP of Academic Affairs to discuss collaborative approaches to working with undecided students. There was full support to move forward. Funding was requested for the 2017-18 budget to outreach to the students. The remaining goal is to determine the best method to determine who, within LAGS, is actually undecided.	Complete Action plan for 17-18 is to continue discussions of how and when to ask students if they are undecided.
Student Affairs	Vice President for Student Affairs	E-Transcripts. Secure, efficient transmission of official transcripts; insures expedited transcripts without additional cost to students; supports the processing of other SUNY institutions utilizing Credentials as well as SUNY initiatives such as Reverse Transfer and Applied/Experiential learning. This functionality will solve the issue of delivering official transcripts in	College Associate Dean/Registrar Administrator, Central Records Office, Computer Information/ Networking Administrators	Increase in student utilization of electronic transcript request software. Decrease in current process of requesting of hard copy documents be printed and sent via mail. Delivery of services will be direct and meet deadline expectations-- supporting students' ability to provide documentation of completion/credentials . Approximately 20% of transcripts will be	At this time technical readiness is underway and contracts are being processed. The expected implementation by all units involved in Spring 2017.	The implementation kick-off meeting has occurred and implementation will occur in 2017.	Complete with implementation planned for October 2017

		time to support SCCC students' ability to transfer to other institutions or provide documentation to prospective employers. The electronic transmission format is secure, and more timely than U.S. mail. In addition, the solution provides tracking of retrieval and production of transcript requests. The electronic solution will result in reduced purchases of official transcript paper, envelopes and postage.		requested electronically during the first year of implementation.			
Student Affairs	Vice President for Student Affairs	Update Student Email Addresses and Phone Numbers. Student addresses are constantly and frequently found to be incorrect, with "undeliverable" mail being returned on a regular basis. This causes hours of research as offices attempt to contact students for updated information. The inability to effectively reach students by mail	College Associate Dean/Registrar Computer Information/ Networking Administrators	Mail, Phone and Text Message outreach will result in an increase in the effective delivery of communications. Surveys will be conducted to determine how students received information related to key events and directives.	The Banner Project Request Form has been submitted and is currently under review. The procedural documents for this function in self-service Banner is being finalized.	The status remains the same. This project is within the list of IT Banner projects for Student Affairs.	The project is complete and is ready to “go live” waiting for IT to determine an opt-out for the text message service.

		causes multiple problems related to their enrollment and obligations to the College. Similarly, we miss out on the opportunity to contact students by phone due to numbers being incorrect. This negatively affects our ability to reach out to students at peak times of the year. Finally, we have invested in text communication software. However, despite several communications to students to update their text phone, the vast majority of our students have not yet done so. Students who do not enter a text phone # cannot receive our text messages. A forced survey will go a long way in rectifying this situation--and will enhance the efforts of enrollment services offices to quickly deliver key information.					

Office of Computer and Information Services	VP/Chief Information Officer	Implementation of Office 365 for Business Pilot to be conducted with Computer Information Systems, started in January 2017, it will conclude in March 2017. If pilot is successful, we will develop plan for College roll-out.	IT Evaluation Team	At least 90% of pilot users should be satisfied throughout pilot and would recommend for college-wide implementation	Pilot to begin in January 2017.	The pilot was completed. Feedback received indicates that the need for a full college implementation must begin. We have started taking steps towards developing a project plan.	Completed
Office of Computer and Information Services	VP/Chief Information Officer	Upgrade to Banner 9 and migrate Banner 8 - INB to Banner 9 Administrative Pages by June/July 2017.	Laura Levine	**Success metrics:** • 2Q 2017: Banner 9 prerequisites completed in PROD • 1Q 2018: Migrate to new data center • 2Q 2018: Banner 9 PROD install	First phase to begin 1Q of 2017.	Project plan modified due to SUNY ITEC hosting services moving to a new data center and Ellucian announcing end-of-life for Banner 8 - INB. Banner 9 prerequisites installed 2Q 2017	GR: Major tasks identified and added to the IT Roadmap. New project plan and charter created and awaiting sign-off by VPs.
Office of Computer and Information Services	VP/Chief Information Officer	Security: Defense-in-Depth approach needs to be implemented at SCCC	Stephen Clark	**Timeline**: 18-24 months **Success metrics** Six months to develop a defense in depth model, create evaluation method such as ACDC method and identify needs. Twelve months to Implement a layered	In process.	We have identified three different components that were lacking which could allow for immediate strengthening of our posture. Endpoint security which desktop support has begun an implementation on the admin side. Once we have a full proof of concept this will be mimicked on the educational side as well. Secondly, there is	End point security is fully deployed on the admin side for all machines that have Internet access. The non-Internet devices are in progress. Firewalls have been received and deployment will begin early September. Write for process of evaluation in progress and

				approach if budgets are approved. Six months to complete configurations and identify re-evaluation process.		no sound method of identified internal traffic and its impact on the network. This will be addressed in our EOY purchase of Next Gen Firewalls as far as building the infrastructure.	will be delivered end of September
Office of Computer and Information Services	VP/Chief Information Officer	Creation of an Information Security unit	VP/Chief Information Officer, Director of Information Technology	**Timeline**: Summer 2017 **Success metrics** 80% completed by Sumer 2017, Information Security program in place by December 2017	Summer 2017 deployment.	We are in the process of posting an Information Security Officer position. Upon completion, the incumbent will work on developing an Information Security Program. In the interim, we have taken the necessary steps to develop a draft of an Information Security Program.	In progress -- The Information Security Officer position posted on August 9, 2017. As soon as the vacancy fills, we will start the creation of an Information Security program.
Office of Computer and Information Services	VP/Chief Information Officer	Deployment of Windows 10	Associate Director Computer Support Services	**Timeline**: 18-24 months **Success metrics** (60% complete by 9/30/17)	In process.	We are in the process of working with the third release of Windows 10 Enterprise 1703 code named Creator. We have upgraded many ancillary software products three times to remain compatible with the latest releases of Windows 10 Enterprise. This has caused delays in the development of Windows 10 at the desktop. Example: Most recently (5/26/2017) McAfee has pulled their latest agent from distribution due to a bug with the latest release of Windows 10, which we reported and McAfee has confirmed. The	Still in progress, Desktop deployment is going to be delayed at minimum of 3 to 6 months. Tablets abilities are completed enough to move forward as needed, but work will continue until fully configured and completed. With the last release of the McAfee EPO Agent, the last error known to us has been resolved on Windows 10 1703, also known as the Creator update.

						continued upgrades and changes within the releases of Windows 10 have caused delays and have put us a few months behind with a configuration we can use at the desktop. Currently we are working on a configuration for the new Microsoft Surface Pro 4 and have taken knowledge from that configuration to utilize on the desktop configuration.	We continue to make progress, but simply not as fast as we would like.
Eastern Campus	Executive Dean	Expand professional development opportunities to all members of the campus community. Programming will be directed at (1) creating a safe, secure campus that (2) reflects an appreciation for the individual experience, (3) values diversity, inclusion, success through good work and engagement, and (4) recognizes the importance of sustainability and environmental awareness and protection.	Campus Associate Dean for Student Services, Campus Assistant Dean for Educational Programming & Resources	Initially, success will be measured by number or events, attendance and post-program survey results. Our ongoing success will be determined by observing campus improvement directly related to achieving the learning outcomes of the professional development programs (reduced energy costs, more recycling, improved service to all constituents), expanded diversity awareness and services, etc.)	Professional development activities continued in the area of emergency preparedness; Another program with the local police dept. is planned for the Spring term. In the areas of Student Success and Student Services workshops for employees were held on AED training; Orientation on Generation Millennial; Protecting sensitive student information; Security protocols; gender inclusivity; and computer training in business practices (ARGO and Shark Mart). A new area of professional development for our Culinary and Diet Tech faculty and staff is planned for the Spring term. The subject is Blood Born Pathogens.	Campus safety training continued and included: Active shooter training 2/15/17 AED training 2/27/17 Rape Aggression Training – 6 week training throughout semester Blood borne pathogen training 3/8/17	New Southampton Police Department Chief opened conversation around issues of safety on campus and programming included: Southampton PD Table top exercise-31 people attended 6/28/17 Opiates in the Community training with the SC Sheriff's Department-29 people attended 8/8/17 and 8/9/17

Eastern Campus	Executive Dean	Improve retention and enrollment in English as a Second Language, non-credit programming while improving the student's campus and college participation and engagement.	Executive Dean College Director of English as a Second Language Programs Campus Coordinator for ESL	2016-17 Academic Year - First time enrollment will increase by 15% from previous academic year (by term). Overall completion rate will increase by 10% from previous academic year. Student survey will support increased satisfaction with campus facilities, services, faculty and staff support, and general impression. Program will be given more publicity in community using a variety of media. Use number of articles, announcements, etc. to measure progress. At least four public communications will be developed and shared during the academic year.	Our enrollment in non-credit ESL continues to grow over last year's Spring numbers. We implemented a partnership with Easthampton H.S. and delivered two evening classes in the fall and will continue to participate with this secondary school's evening programming for the Spring term. To increase hospitality and student satisfaction we initiated Friday night food service in our cafeteria to support the ESL students enrolled in on-campus classes. We are in the process of creating emergency information materials in both English and Spanish, the primary second language used by our ESL students. Publicity regarding the ESL graduation (Jan. 20) will be circulated to area news outlets. NOTE: Our enrollment numbers are up from last Spring, however, the final number of paid students is not available at this time.	As reported by the non-credit ESL program, enrollment grew 11% from fall 2015 to fall 2016 and 10% from spring 2016 to spring 2017. Efforts to improve retention and enrollment included: • College Aide hours have been increased to 17 hours each per week and this offers our potential students more opportunities to talk to someone (in both Spanish and English) when they inquire about classes on the Eastern Campus • This office added a week day orientation where students were able to immediately register and pay for classes. This was especially helpful for students who live in the east end of LI • Classes on the East Hampton Satellite continued in the spring and are on the schedule for the fall	No new report for summer months. Will continue endeavor in fall 2017.

						• Our office has invited Mattituck High School Students onto campus for a one-hour orientation • The program visited a big employer in Jamesport to assist in signing students up for placement tests and registering for classes • Peer Mentors on the Riverhead Campus have invited our Saturday students to 3 programs over the semester which included a Jeopardy Game and a dance activity during lunch • 2 female students received the Zonta Scholarship from the Zonta organization in Peconic • Pictures of scholarship recipients were uploaded on the ESL website at sunysuffolk.edu/esl	

Michael J. Grant Campus	Executive Dean Associate Dean of Student Services	Complete 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.	Associate Dean of Student Services, Assistant Dean of Student Services, Directors of Student Services	To increase the current number of students "lost" in the enrollment process. Currently we lose 35% of students from Admissions Applications to Testing. We would like to reduce this number by 10% summer of 2017.	- White paper created from a committee - Plan presented to the President and approved (step one of moves and construction needed) - New "Testing Coordinator" line approved and search soon underway - Summer construction planned	- New coordinator of testing (fulltime) hired and began June 19th - Moving Career Center to Caumsett Hall is in progress (move / construction complete July 1) - Dean Elizabeth Spagnola charged with overseeing summer enrollment process to address "yield" issue	- We hired Pat Burle-Johnson as the fulltime testing coordinator - We moved the Career and Transfer Center to Caumsett Hall to have all departments in one building - Assistant Dean Elizabeth Spagnola was asked to lead new student intake (all functions of the process) - New Monday morning huddles were created to ensure seamless communications among enrollment services.
Michael J. Grant Campus	Executive Dean Director of Plant Operations	Design, Construction, and/or Open the Following New Buildings: 1. Learning Resource Center (New Building - Capital Project) 2. STEM Building (New Building - Capital Project) 3. Plant Operations Building	Executive Dean Director of Plant Operations Central Engineering	1. Learning Resource Center (New Building - Capital Project) - Target: Opening of Building this Summer 2. STEM Building (New Building - Capital Project) - Complete RFP and Design with Architect	- LRC is on schedule to open this May - Move schedule meetings are being conducted - STEM Building RFP issued - STEM Building Design Committee selected an architect for the building	- LRC is scheduled to open September 5th - STEM Center RFP complete and architect selected. An educational consultant was hired and made final presentation June 12th. President	- LRC opened for the Campus on September 5th - Sagtikos Re-Design Architect recommendation made to the President - STEM Building Design Complete and

		(New Building - Capital Project) 4. Sagtikos Arts Center (Renovation- Capital Project) This will include working through the RFP Process, working with the architect and builders, prepare the building for opening (and reallocation of space vacated by opening of new building).		3. Plant Operations Building (New Building - Capital Project) - Complete RFP and Design with Architect 4. Sagtikos Arts Center (Renovation- Capital Project) - Work with Design Committee to produce a Phase 1 RFP Document	- Board approved recommendation - Kick off design and program meeting took place January 20th - Sagtikos Renovation committee charged and draft document is currently being edited for presidential review - Sag Renovation next step is transition the white paper to an RFP	approved floor plans for LRC - Former Library space redesign RFP submitted – July 11 the committee selects a firm to design the new space - Plant Operations new building architect selected and designed approved by president	Architect working on second phase - Plant Operations building design complete – schedule open Fall 2018
Michael J. Grant Campus	Campus Associate Dean of Academic Affairs Campus Assistant Dean of Student Services	In order to provide continued support to students the staff in the Faculty Advising and Mentoring Centers and Admissions are outreaching to continuing students who have not yet registered for the following semester. Goals • Provide a direct contact to continuing students to register for courses. • Triage and find appropriate resources for students who are unable to register for courses.	Campus Associate Dean of Academic Affairs Campus Assistant Dean of Student Services	Foster semester to semester retention (working on an appropriate target)	- 800 individual mailings sent - 50 students responded for specific assistance from these mailings - All probation students called personally for a 1-1 meeting (to hone their schedule or about services) - 90 students agreed to come in for meetings and / or participate in a study skills workshop - Mentor Program launched for 2nd year students who	- Individual mailings sent to all Grant students who did not register from Dean Crowe (Associate Dean of Academic Support Services) - Students are currently responding and we are tracking their status - All probation students called personally for a 1-1 meeting (to hone their schedule or about services) - Students are coming in for meetings and / or	- Summer 2017: Individual mailings sent to all Grant students who did not register from Dean Crowe (Associate Dean of Academic Support Services) - All new probation students called personally for a 1-1 meeting (to hone their schedule or about services) - AAMC did specific outreach to fall students who did not

		Objective: To develop relationships with continuing students so that they are aware of the resources and support available regarding academic planning and registration.			were identified as "at-risk" - 41 students are in the mentoring program	participate in a study skills workshop - Mentor Program launched for 2nd year students who were identified as "at-risk" - 41 students completed the mentoring program in the Science majors and Business	come back spring 2017 for possible fall 2017 re-enrollment
Michael J. Grant	Associate Dean of Academic Affairs Campus Executive Dean Academic Chairs	Grant Campus Initiative-Transitional Scholars Learning Community: In order to support students who have been identified as at-risk regarding their retention and success, the faculty worked collaboratively with the Grant campus leadership to develop a learning community. The community will be comprised of 42 students. The faculty will be working in learning teams and discuss student progress regularly, prepare joint lessons and assignments, advise students and reach out	Associate Dean of Academic Affairs Academic Chairs	The students who participate in this program will demonstrate strong sense of belonging to the College. 65% of students who participate in this program will successfully complete the academic semester (Fall 2016) and return the following semester (Spring 2017).	- The transitional scholars were recruited and enrolled - 19 students started the program (much lower than targeted). - 14 students completed the program and re-enrolled for spring semester	- (This was a fall only program (see January 2017 updates) – the spring semester we continued the mentoring program (see above)	- (same as May Update)

		to support services as needed for individual students. Objective: To create a "safety-net" to reach a student before they begin to fail or leave the College.					
Michael J. Grant Campus	Executive Dean Assistant Dean Academic Affairs Associate Dean Student Services TLC Coordinator	Using feedback from cohort 1 revise and implement a second cohort 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 communication and leadership. Special outreach to adjunct faculty as well as departmental development programs for Academic and Student Affairs Personnel.	Executive Dean Assistant Dean Academic Affairs Associate Dean Student Services TLC Coordinator	1. FLC Participation (attracting and enrolling a second cohort for the FLC) 2. Adjunct Meeting Participation (in the new established Campus Adj. Meeting Program) 3. Foster a 2% increase in gateway courses	- FLC Program went through an evaluation from cohort 1 and changes were made - Advertising for the new FLC was created and outreach occurred in December - 8 new participants were enrolled in cohort 2 - We have conducted 4 adjunct faculty meetings throughout the fall semester to foster engagement with our part time faculty. The goal is to provide a better understanding Campus resources for our students	- 8 new participants completed cohort 2 - A new CLC (Counseling Leaning Community is being launched this fall) - We completed 6 adjunct meetings this past year with a total of 88 faculty participating	- Cohort 2 completed program (May 2017) - New Counseling Learning Community formed (fall 2017) - New Honors Learning Community formed (fall 2017) - New TLC and faculty development center open in the new LRC
Institutional Advancement	Vice President of Institutional	Develop and implement specific communications that support enhanced	VP Institutional Advancement, VP OPIE	Through the use of a broad range of communications	From 9/16 to 2/17, Shark Byte data points were shared each	Achieving the Dream updates were shared with the college	A Middle States and an Achieving the Dream update were shared with

	Advancement, Vice President Office of Planning and Institutional Effectiveness	internal awareness regarding the College's Middle States and Achieving the Dream activities.		options (College Briefs, presentations, web presence, etc.) the Vice Presidents will work together to develop proper, frequent messaging related to both projects that will keep the College stakeholders and the college community apprised regarding progress on these major initiatives.	week via email with members of the college community. An AtD joint teams meeting was held on 1/26. Timely MSCHE updates were presented at BOT monthly meetings and updates were also provided as part of the BOT Update report, issued weekly. MSCHE steering committee meetings were held in line with the calendar schedule. Faculty, staff and students were updated on MSCHE and AtD as part of the semester Town Hall meetings.	community via College Briefs issued on 3/20 and 5/8. AtD joint team meetings were held on 3/30 and 4/19. Our AtD coaches visited in February and will return in June. A comprehensive 60-minute AtD data presentation was developed and presented across the campuses to shared governance groups (5/3-Ammerman Faculty Senate, 5/9-Grant Assembly, and 5/16- East Congress). General sessions were also presented on each campus (Grant-5/10, Eastern-5/11, and Ammerman-5/16). MSCHE writing committee meetings were held on 5/2 and 5/25 in anticipation of receipt of the first Self-Study chapters from the standard working committees. Timely MSCHE updates were presented at BOT monthly meetings and updates were also provided as part of the BOT Update report, issued weekly.	the college community via College Brief issued on 9/5. Our AtD coaches visited in June and will return in October. A 9.5-minute video that shares student stories and faculty perspectives about Achieving the Dream was produced and shared during the College's fall Professional Development Day (PDD). The PDD program was primarily focused on AtD and included a breakout session that shared the comprehensive data found during the Phase I work. During the summer, members of the core team steering committee for AtD drafted and submitted the College's proposed AtD Action Plan. The plan sets forth several short-term priorities for the College's work in

						MSCHE steering committee meetings were held in line with the calendar schedule. Faculty, staff and students were updated on MSCHE and AtD as part of the semester Town Hall meetings.	ensuring student success and completion. The Middle States writing committee met all summer, taking the draft copy developed by each of the seven Standard committees and placing the content into a unified document that delivers unduplicated information into a single voice. The finished draft document reflected our success in utilizing data to perform, sustain and bring about profound changes across the College, thereby strengthening our institution. At the start of the fall semester, the Self-Study draft document was made available for online review by the college community. Feedback has been incorporated into the draft document.
Institutional Advancement	Vice Presidents for Institutional Advancement and Academic Affairs	Support implementation of the U.S. Department of Labor TechHire RESTORE grant through the development of post-award infrastructure.	VP of Institutional Advancement, VP Academic Affairs, College Dean of Sponsored Programs	During the forthcoming measurement period, the effort will include development of budget, purchasing, hiring, and oversight processes, as well as completion of a	The TechHire budget reconciliation and planning spreadsheet was completed in the new MS Office 365 environment with access through SharePoint in collaboration with the CIS department. This system	Work continued on developing the TechHire project narrative reporting framework as the agency continued to modify the reporting template and the third quarterly narrative progress report was delivered	Work was completed on developing the TechHire project narrative reporting framework as the agency's modifications were sent to OMB for final approval. The reporting template

				spreadsheet system for tracking compliance and reconciling grant reporting with Banner.	tracks every transaction recorded on the grant budget, allows for compliance review of all purchases and hires with links to the proposal and budget narratives and the Funding Opportunity Announcement, and is designed for reconciliation with the Banner finance system to ensure all charges are recorded correctly. The MS Office 365 environment is collaborative, which will ultimately allow access to multiple project staff. The system allows for planning purchases and encumbers payroll, two grant management capabilities not available in Banner. The TechHire project narrative reporting framework was begun and the second quarterly narrative report was delivered on time. Hiring and purchasing was begun and continued according to schedule. The project case management system was outlined in preparation for the development of the project outcomes data reporting system which will be required in August.	on time. The project outcomes data reporting system was developed in MS Access ahead of the finalization of the data definitions by the agency. The system is integral to the case management system and will export the file type required by US DOL for upload. Hiring and purchasing continued, tracked in the project reconciliation and planning spreadsheet, which is maintained in balance with Banner. Planning has begun for the system to track program compliance with time and effort reporting and outcomes progress. The agency has assigned a technical assistance coach from Jobs for the Future to assist the project with the development of technical and project management systems development.	and the fourth quarterly narrative progress report was delivered on time. The outcomes data reporting system developed in MS Access was upgraded and modified to include eight additional data fields as the agency continued to change both the number and the definition of fields and the field total rose to 88. The agency again postponed the first upload from the database from August 2017 to October 2017. The MS Office 365 TechHire budget reconciliation and planning spreadsheet continues to perform the task of tracking hiring and purchasing, with a compliance time and effort reporting module planned for development in the next year. Project staff met with technical assistance coaches from Jobs for the Future in person at a

							meeting at US DOL headquarters in Washington, DC as well as over the phone and online. Technical assistance tasks for the fall include the development of a paid work experience procedure and protocol, the exploration of costs and benefits of various methods for awarding credit for non-credit workforce training, and an exploration and analysis of models for recruiting veterans to workforce development training.
Institutional Advancement	Vice President for Institutional Advancement	Implement new post-award grants development office activities to include measures for tracking program compliance, deliverables, and progress.	VP for Institutional Advancement and College Associate Dean for Sponsored Programs	The Office of Grants Development and Sponsored Programs will expand its monthly grant awards report to include reporting on all ongoing sponsored program deliverables and progress. As a new responsibility within this office, the reporting goal is to grow the information capture rate from 0% to 90%.	The grant submission form was updated to streamline data collection and prepare for outcomes reporting.	The grants database upgrade is underway. 90% of pending, received, declined, and ongoing grants are listed in the database reporting system with monthly updates. We are exploring electronic grants management systems including Banner pre- and post-award modules in collaboration with CIS. Also in collaboration with CIS, we completed planning for a	Grants database upgrade continues with lessons learned from the development of the TechHire RESTORE project outcomes data reporting system, including the tabbed entry fields, drop down boxes, and online field-specific definitions and help. We are piloting a home-grown system for tracking deliverables, timelines, and responsibilities. The grant office filing system

						system to track grant deliverables, timelines, and responsibilities in coordination with the grant budget reconciliation and planning spreadsheet, captured in the new MS Office 365 environment with access through SharePoint.	has been upgraded to match the upgraded database and streamlined grant submission form. Additional suggestions for streamlining the grant approval process have been received and a next round of streamlining, upgrades to the database, and improvements to the workflow are planned for next year.
SCCC Foundation	Vice President of Institutional Advancement, Executive Director of Foundation	Complete the Foundation's Vision 2020 Major Gifts Campaign by the end of the calendar year 2017.	Executive Director of the Foundation, College Director of Development and Alumni Affairs, College Director of Development, College Assistant Director of Development	By December 31, 2017, raise the remaining $1.4 million necessary to conclude the Vision 2020 Major Gift campaign	New Foundation scholarships established through January 2017 include, but are not limited to: • John and Kim Parbst Scholarship • Noriko Okada Scholarship for Courageous Pursuit of the Study of Art • The Frank & Michael Vertullo Faith and Hope Foundation Scholarship • Suffolk Community College Foundation Military & Veterans Scholarship • William Teason Memorial Scholarship for Art • The Fellenz endowed student hardship fund (Michael J. Grant Campus) • American Cancer Society Survivors and Caregivers Scholarship	New Foundation scholarships established through May 2017 include, but are not limited to: • Executive Dean Dorothy “Dee” Laffin Student Success Scholarship • Azzam-Gomez Family Aspira Scholarship • Jay Schwartz Scholarship (Endowed) • Shwachman Diamond Project STEM Research Scholarship (Endowed) and SURC Conference Sponsorship (Fully Underwritten Grant) • The Dr. Randolph Manning ’69 Memorial Student Success Fund • The John J. and Kevin Foley Family Scholarship Fund In addition, we are at 100% of giving by the President, the	A completion report for this activity is being prepared and will be shared with the President before the end of the calendar year.

					With a campaign goal of $7,000,000, the total raised to date = $5,910,693 Total remaining to goal = $1,089,307	members of his Cabinet, and the Foundation Board of Directors With a campaign goal of $7,000,000, the total raised to date = $6,200,335 Total remaining to goal = $799,665 Gala revenue met the established event goals. To further support the February launch of the John J. and Kevin Foley Foundation Scholarship Fund, Kevin Foley has agreed to serve as one of the honorees for the upcoming summer 2017 Golf Classic. In addition, plans are under way for significant outreach this fall targeted to faculty, staff and alumni athletes seeking their support for this scholarship. To support the goal of raising funds that can be directed toward expansion of the College's automotive program, Foundation staff are aggressively pursuing relationship building with program partners, area dealerships and trade groups	

						such as the Greater NY Automobile Association.	