resource allocation processes. These assessments and evaluations have resulted in the development of action plans in many areas of the College, designed to improve the teaching and learning environment and to become more efficient in support services.

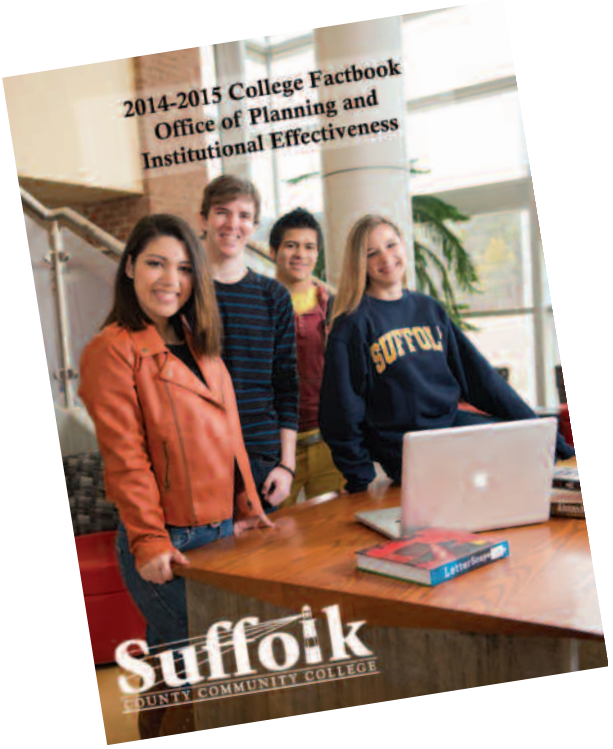
Many of these assessment and evaluation efforts were helpful as academic departments worked to comply with the SUNY Seamless Transfer imitative which sought to align curricula between two and four year schools, and to hold total program credits to a reasonable level. Tools like curriculum maps and program reviews were used to make decisions on curricular changes.

At my direction, the College joined the Voluntary Framework for Accountability (VFA), an effort of the American Association of Community Colleges, which seeks to collect data and develop metrics that can be used to better gauge the effectiveness of community colleges.

The Strategic Planning Council and Assessment Advisory Council have been active in looking at metrics available to determine the effectiveness of College programs and to review and strengthen our assessment practices. In addition, the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) was reviewed by a subcommittee of the Strategic Planning Council, resulting in a streamlined document that clearly outlines the College's assessment and evaluation processes. This review was recommended by Middle States to ensure the plan was practical and sustainable.

The Office of Planning and Institutional Effectiveness developed the College's first ever Fact Book, which became available online this summer, and has created Program Vitality Dashboards, which can be used to evaluate the health of our academic programs.

In response to Middle States changing accreditation standards, the Office of Planning and Institutional Effectiveness developed a compliance database to track the College's adherence to federal, state, and local regulations.



Workforce and Economic Development

In the past year, workforce training has seen continued growth in the area of Advanced Manufacturing. There has been strong demand in the areas of welding, soldering and CNC Machining. We have placed an emphasis on bringing outside companies to our facilities so that they can witness our in-progress programs. This has allowed these companies to make valuable suggestions on ways in which we can further improve the relevancy of our training programs. Accordingly, it has enhanced the input we have received from our Advisory Board and developed a better pathway for our graduates to be hired.

Associate Vice President for Workforce and Economic Development John Lombardo presented the final outcomes for the College's Wyandanch Rising workforce training project to a working group of the Long Island Regional Economic Development Council (LIREDC). With support from a state grant offered through the LIREDC, the project offered certification training in soldering for displaced workers from Wyandanch, leading to national certification and employment offers for program participants. Our staff has been active in increasing awareness about this project through speaking engagements at many community events.



The workforce team has supported the changing landscape of Long Island, including the New York State Regional Economic Development Council's project, "Wyandanch Rising."

As a leader in workforce development education, the College continues to deliver relevant programs driven by the findings in a state and local skills gap analysis. This analysis has become the driving force behind numerous presentations hosted by the