Suffolk County Community College 2021- 2022 Operational Plan

Office of Planning and Institutional Effectiveness
Final Annual Update
August 2022

Suffolk County Community College 2021 -- 2022 Operational Plan

As outlined in the *Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE)*, each year the President's Cabinet submits 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, and to Middle States Standards for evidence of accreditation compliance. 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 College's 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.
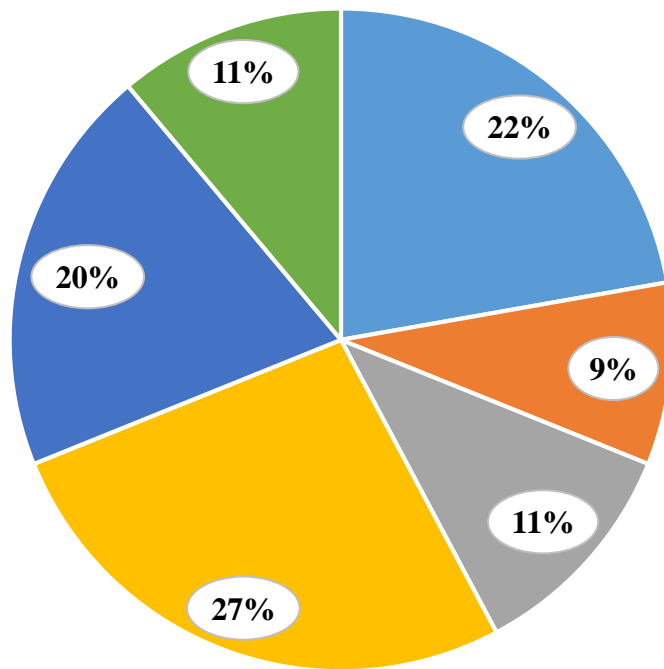
| Institutional Goals	Middle States Standards
1. Student Success	I. Mission and Goals
2. Community Development/Societal Improvement	II. Ethics and Integrity
3. Access and Affordability	III. Design and Delivery of the Student Learning Experience
4. Institutional Effectiveness	IV. Support of the Student Experience
5. Communication	V. Educational Effectiveness Assessment
6. Diversity	VI. Planning, resources, and Institutional improvement
	VII. Governance, Leadership, and Administration

Thirty-five **(35)** targeted action items/initiatives were developed to operationalize goals of the Strategic Plan. All Institutional Goals and Middle States Standards have been addressed by multiple action items. The charts shown on the following pages indicate the percentage of actions/initiatives addressing each focus area for the Institutional Goals and Middle States Standards.

Institutional Goals (IGs)

- ■ 1. Student Success (20 actions/initiatives)
- ■ 2. Community Development/Societal Improvement (8 actions/initiatives)
- ■ 3. Access and Affordability (10 actions/initiatives)
- ■ 4. Institutional Effectiveness (24 actions/initiatives)
- ■ 5. Communication (18 actions/initiatives)
- ■ 6. Diversity (10 actions/initiatives)

Middle States Standards (MSCHE)
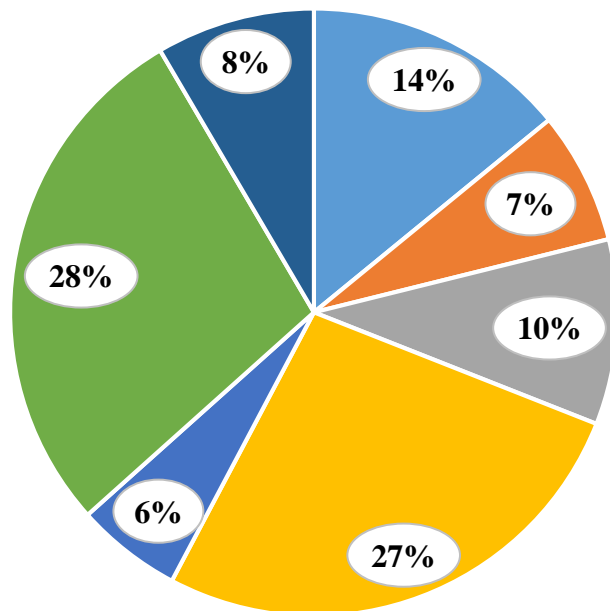
- **I.** Mission and Goals (10 actions/initiatives)
- **II.** Ethics and Integrity (5 actions/initiatives)
- **III.** Design and Delivery of the Student Learning Experience (7 actions/initiatives)
- **IV.** Support of the Student Experience (19 actions/initiatives)
- **V.** Educational Effectiveness Assessment (4 actions/initiatives)
- **VI.** Planning, Resources, and Institutional Improvement (20 actions/initiatives)
- **VII.** Governance, Leadership, and Administration (6 actions/initiatives)

Division or Campus		
Ammerman Campus	Responsible Executive	Dr. Irene Rios, Interim Campus Executive Dean
	Activity/Initiative	The Campus Division of Student Affairs, specifically the Office of Career Services, commits to preparing students to meet local business needs by partnering with the Office of Workforce Development, connecting with the Department of Labor, and blending a peer mentor program into a career readiness program. We will accomplish this by inviting a community business partner once a semester to speak with our student peer mentors about transferable skills and by offering each mentor a one-on-one career counseling session with Career Service staff.
	Lead Responsibility	Assistant Dean for Student Affairs/College Director of Career Services and Assistant Director of Career Services
	Criteria for Success Including measure(s)	Due to this program being a new initiative, criteria will be based on utilization • 75% of peer mentors will participate in career readiness workshops • 75% of peer mentors will participate in a counseling session with a Career Service Staff
	Timeline	Fall 2021, Spring 2022
	IG(s)	1, 2
	MSCHE Standard(s)	IV
	January 2022 Update	Fall 2021: • There were 17 peer mentors who served as Enrollment Specialists, Greeters and BSC Workers. • Thirteen out of the 17 peer mentors (76%) participated in a counseling session with a Career Services Staff member to discuss their future, revise a resume, and/or discuss job search strategies. • Three in-person trainings were held for peer mentors this Fall 2021, with 70.5% peer mentors in attendance at each training. Some peer mentors were unable to attend due to conflicts with obligations to work, family, or academic classes. The topics covered in each workshop included *ABC's of Employment; Diversity, Equity & Inclusion*; and *Career Readiness.* • Jillian Rollo and Micah Schlendorf from employer partner, Suffolk Federal Credit Union, facilitated the December workshop on the transition from being a student to becoming a professional, mastering hard and soft skills, and preparing for a job search and acing an interview. • Dates for more monthly trainings have been identified for Spring 2022, inviting another employer partner to serve as a guest speaker.
	June 2022 Update	Spring 2022: • There were 13 peer mentors who served as Enrollment Specialists, Greeters and BSC Workers (as four peer mentors graduated SCCC in January.) • All peer mentors participated in a counseling session with a Career Services Staff member to discuss their future, revise a resume, and/or discuss job search strategies. • All peer mentors completed the Focus2 online career assessment to clarify their career goals. • Three in-person trainings were held for peer mentors with an 87% participation rate. • SCCC Alumni Mary Locascio and Danielle Speciale from employer partner All Island Media/PS Digital, facilitated the February workshop on effective oral and written communication, active listening, the benefits of teamwork, and the use of technology in the workplace while managing teams.

		• Peer Mentors were recognized and received certificates at the formal Student Recognition Awards Ceremony. • Workforce Development presented to Ammerman Counselors and Career Services. The presentation shared the current programs available and application process.
	August 2022 Update	The Peer Mentor Program was successful. Peer Mentors continued to help students during the enrollment process within the AAMC summer 2022, from July 25 to September 2. Recruiting efforts are taking place to hire new Peer Mentors for the 2022-2023 school year. Two summer information sessions were performed, flyers were included in Orientation Packets, and advertised on social media and bulletin boards about on-campus employment opportunities. Monthly trainings sessions are scheduled and guest speakers for next year are being determined. • 75% of peer mentors did participate in career readiness workshops • 75% of peer mentors did participate in a counseling session with a Career Service Staff
	Responsible Executive	Dr. Irene Rios, Interim Campus Executive Dean
	Activity/Initiative	As students return to campus, the Campus Division of Student Affairs commits to (re)engage our students by strengthening our social media presence, committing to offering both on-campus and virtual programming (inclusive of multicultural events), and providing opportunities for students to connect with college leaders.
	Lead Responsibility	Associate Dean for Student Affairs, Assistant Dean for Student Affairs, Assistant Dean for Student Affairs, and the Director for Campus Activities
	Criteria for Success Including measure(s)	• Increase Ammerman Student Affairs social media account follow-ship by 10% • While most programming won't happen on campus for the fall semester, ensure opportunities (following all guidelines) for students to engage with on-campus and virtual programs. • To ensure students connect with campus leadership, Dr Martinez will host monthly meetings with the student government association executive team. • The Assistant Deans will create a program to connect directly with students. • Encourage the SGA to offer a virtual student town hall. • Partner with the College Chief Diversity Officer to ensure student leaders are JEDI trained. • Evaluate 2 social programs each semester to assess student satisfaction and sense of belonging.
	Timeline	Fall 2021, Spring 2022
	IG(s)	1, 5, 6
	MSCHE Standard(s)	IV
	January 2022 Update	• The Counseling Office has created an assignment for a Human Service student to work on marketing the services of the Counseling Center for the Fall 2022/Spring 2023 year. • Counseling created an Instagram account. • Counseling Center met with Drew Biondo to organize both the Instagram and Facebook accounts. • Counseling Center and Mental Health accounts are both monitored by the office intern. She cross promotes activities of Mental Health and Counseling. • Counseling Instagram account 35% increase, Facebook account increase 20%

		- Assistant Deans created the program "Café con las Tias." Deans had a meet and greet with students. Students were served coffee and snacks and had candid conversation with the Deans. The program was held in September and December. - The Office of Campus Activities (OCA) Instagram Account started with a base of less than 300 followers before the fall orientation. To date there are 657 followers. Other social media outlets include event pictures sent to Drew Biondi for the college's FB page. Events are sent to the VP of Student Affairs for email promotions. Events are sent to Dr. Rios for the Ammerman weekly newsletter. - The OCA produced or assisted with 70 virtual and 80 live programs in fall. - Dr. Martinez held two monthly meetings with the SGA following the formation of their new Executive Board in mid fall. - Satisfaction surveys were created for "Social Justice and the Indigenous People of America" and "Representando! Exploring Authenticity through LatinX Culture". (Data available upon request). - Ammerman led the way to create a data base of first-generation college students.
	June 2022 Update	- Dr. Martinez held monthly meetings with the SGA Executive Board. - Ammerman created and submitted a goal (a project) regarding first generation college students to begin Summer 2022. - The Office of Campus Activities produced or assisted with 86 virtual, 95 in-person programs and 14 off-campus events for the 2021-2022 year. - The Office of Campus Activities saw a 34% increase in followers for the academic year and are now up to 736 followers. 283 posts were sent throughout the year plus countless "stories" that were posted. - The Counseling and Career Services offices collaborated with Liberal Arts and Sciences Program Administrators to sponsor the program "Find Your Future." The program was held in person and virtual in March 2022. - Counseling Office social media (FaceBook and Instagram) increased by 21 % for the year. - Assistant Deans held the third "Café con las Tia" In March 2022.
	August 2022 Update	The Campus Division of Student Affairs made intentional efforts to (re)engage our students by strengthening our social media presence, committed to offering both on-campus and virtual programming and provided opportunities for students to connect with college leaders. We are committed to keeping retention front and center. We met our goals this year and will continue evaluating our practices and institute change as we continue evolving. - Increased Ammerman Student Affairs social media account follow-ship by 10% - Ensured opportunities were available for students to engage with on-campus and virtual programs - Ensured students connected with campus leadership: Dr Martinez hosted monthly meetings with the Student Government Association executive team - The Assistant Deans created programs to connect directly with students - The SGA offered a virtual student town hall - Partnered with the College Chief Diversity Officer to ensure student leaders are JEDI trained

Responsible Executive	Dr. Irene Rios, Interim Campus Executive Dean
Activity/Initiative	Quality Management Initiative for campus maintenance and project tracking
Lead Responsibility	Director of Plant Operations
Criteria for Success Including measure(s)	Institute a Quality Management System to provide CEO/Executive Dean with monthly information as to the status of the condition and improvement of the Grounds, HVAC, Carpentry, Electrical, and Automotive systems. This will include monthly interior and exterior building audits, non-conformance reporting, root cause analysis, stakeholder involvement, and risk register accountability. A metrics rating system will be developed to provide reporting of campus condition with measurable data from industry standards.
Timeline	Beginning of Spring semester 2022
IG(s)	4
MSCHE Standard(s)	VI
January 2022 Update	Interior and exterior audits and non-conformance with root cause analysis review and reporting has been implemented by the Director and reviewed weekly by the Campus CEO/Executive Dean.
June 2022 Update	Plant Operations continues to provide weekly work status audit reports and a new monthly metrics report to Campus CEO/Executive Dean. The monthly reports contain a list of priority campus projects, with anticipated costs, as prepared by the Plant Operations Director. A metrics rating system has been developed and is used to provide performance evaluation from the audits, non-conformance reporting and root cause of project delays.
August 2022 Update	Through the root cause analysis process, several major improvements were made on the campus, and over 2,800 work orders were issued to Plant Operations last year. Highlights of areas addressed: 1. Brookhaven Gym: Roof repaired; gutter system corrected; locker room drainage corrected; septic system corrected 2. Riverhead Building: Air conditioning system failure corrected 3. Exterior Lighting Repairs: The system is over 50 years old and numerous failures have occurred. Plant Operations, with our electrical contractor, located several failure areas and made repairs to minimize exterior lighting failures.
Responsible Executive	Dr. Irene Rios, Interim Campus Executive Dean
Activity/Initiative	Working with the Science, Technology, Engineering, and Math departments, and the head librarian to create and organize an interdisciplinary STEM committee to share and educate our Ammerman campus community regarding STEM programs, scholarships, and projects/research opportunities. STEM Faculty and students will be working together to raise awareness regarding STEM fields and workforce opportunities. Additionally, this committee will be working with our head librarian to set up the STEM Month event at the Ammerman Campus for our students and staff. This committee will also work with our library staff to organize the STEM events at our campus.
Lead Responsibility	Associate Dean of Academic Affairs, and STEM faculty
Criteria for Success Including measure(s)	Events and sessions with the campus community to raise the excitement and awareness of STEM fields/programs.
Timeline	Fall 2021: organize, create, plan, and set goals and event calendars for STEM education.

		Spring 2022: Set up multiple sessions for the campus community. Support STEM month and week at the Ammerman campus
	IG(s)	1, 4, 5
	MSCHE Standard(s)	I, IV, VI
	January 2022 Update	The Fall 2021 timeline actions were accomplished: The interdisciplinary STEM committee was formed with Chairs and Faculty from STEM programs, met multiple times in Fall 2021, discussed the goals and action plans. To raise the student's awareness, a large (wall to wall) display of STEM projects and careers posters was put together with the assistance of Physical Science, Computer Science, and Engineering Chairs and their faculty members. The display is placed in the Ammerman building where student traffic is high during the registration period. This display will be moved to the library for STEM week in Spring 2022. Another large cloth STEM poster was nicely framed by our plant operations staff; we have sent it to the library for a permanent display on the second floor. To raise staff awareness, we reached out to our counselling administrators to schedule an educational meeting with our STEM department advisors for the February Chair's meeting in Spring 2022. For Spring 2022: AAMC is being considered as a general STEM information hub for our students during office hours, 9-5. The next step is to wait for the AAMC move so we can configure an area for STEM facts/display/general information. Finalizing March library STEM event will be our next discussion in the next meeting.
	June 2022 Update	To promote STEM projects and clubs, Ammerman campus academic departments (both faculty & students) and Huntington Library collaborated in various activities during the month of March with the following outcomes: • Short videos featuring STEM faculty and students were gathered and posted on the library website for the month of March. • Flyers were made and shared with the college community regarding STEM Day in Huntington Library • On March 16th, a well-attended physical STEM event was organized to present STEM club activities, projects, equipment, and computer apps that were developed by the students and faculty. At this event, all of our STEM Chairs plus a number of faculty and students participated and collaborated. To raise awareness of the STEM programs in the college: • STEM Chairs and Faculty met with the student affairs advisors and counselors to introduce and present their programs in a workshop on March 6th. • Flyers shared and QA sessions were conducted. • The departments are continuing to work with student affairs team for additional assistance (such as information, flyers, presentations) regarding their programs. • STEM faculty were able to setup tables in the hallways to provide extra access to the students regarding classes, advisement or answer any questions that they might have during the priority registration. • STEM related program and career information were made by STEM faculty, and were installed on AAMC walls.

August 2022 Update	Goals accomplished; STEM program awareness was raised with many activities such as Teams meetings of STEM faculty with the Student Affairs advisors. Student clubs were involved in setting up a well-received STEM event, faculty involvement was increased, new STEM informational and project posters are displayed in the library, AAMC, and other areas. STEM faculty continue to work with each other regarding different student projects and creating new interdisciplinary courses such as one course offering in Physics and Biology for Spring 2023.
Responsible Executive	Dr. Irene Rios, Interim Campus Executive Dean
Activity/Initiative	Develop a collection development plan and an online finding aid for the Long Island Room and Archive collection.
Lead Responsibility	Dana Antonucci-Durgan, Interim Head Librarian, Huntington Library
Criteria for Success Including measure(s)	A completed collection development plan that incorporates criteria for inclusion of material in the LI Room collection and archive. Creation of an online finding aid to provide campus and College community with access to materials that support curriculum.
Timeline	Spring 2022
IG(s)	1, 2, 5
MSCHE Standard(s)	IV
January 2022 Update	A finding aid was created during the Fall 2021 semester detailing all of the print content in the LI Room Archive collection. An online LibGuide has been developed to include the finding aid and the collection development policy for the collection. The collection development policy is still being revised.
June 2022 Update	A revised collection development policy was completed in May 2022. Current items that are outside the scope of the collection development policy have and continue to be removed from the collection. • The revised collection development policy for the LI Room can be found on a new online guide: https://libguides.sunysuffolk.edu/LIROOM. • A video was also created to inform the campus and community about the material in the LI Room: Collection and Archive. The finding aid for items within the collection has been revised and made available on the LI Room guide page.
August 2022 Update	Following the collection development policy for the LI Room and Archive, items were deselected from the collection that did not meet the retention criteria for the collection.
Responsible Executive	Dr. Irene Rios, Interim Campus Executive Dean
Activity/Initiative	Through the Community Through Creativity initiative, promote develop, collaborate, and implement creative campus engagement programs designed to facilitate a lived sense of community connection, safety, belonging, and inspiration. Utilizing a multidisciplinary approach (primarily, but not only, focused in the arts), the committee aims to create situations, projects, and environments where the diverse and connected realities of students are showcased through collaborative artistic productions.
Lead Responsibility	Chair of the committee and Mental Health Counselor
Criteria for Success Including measure(s)	What we can measure objectively: • student presence & interaction • products & productions

		• physical changes to the campus • feedback What we can observe subjectively: • sense of community/empowerment/safety • sharing/building/inspiring (dynamic exchange) • interrelatedness • shift in the environment • feedback from the community
	Timeline	Fall 2021: Meet with committee and develop mission and goals, and generate awareness on campus. Spring 2022: Have an active presence of these creative spaces on campus.
	IG(s)	1, 2, 5
	MSCHE Standard(s)	I, IV
	January 2022 Update	The committee has met several times through the semester and brainstormed ideas for Spring implementation. Our goal is to beautify the campus with a trash can painting event; yarn bombing campus trees; a commemorative mural at the end of the semester on a select building; and other events and workshops (music and dance, digital art, free-writing, etc.). In December, the Music department initiated a flash mob singing event as one of the first action items in this initiative. The collaboration is multi-disciplinary and includes academic and student affairs, as well as the CSJHU and Plant Operations.
	June 2022 Update	The Creativity on Campus Committee has met periodically throughout the year, incorporating ideas from the various academic departments (English, Music, Theater, Visual Arts, Radio & Television) with student service departments (Campus Activities, Counseling, Veterans Affairs, CSJHU, Career Services). Outcomes: • Collaboration between *Perspectives* Literary Magazine and Suffolk Radio students to produce spoken word poetry written by *Perspectives* students to be played on the radio station. • Music Department students engaged in the *Paint a Bin* initiative, creatively transforming with paint a garbage bin in front of the Southampton Building – the first, of hopefully many, garbage bins to be creatively transformed • College Choir flash mob throughout campus buildings bringing celebration and cheer to students at the end of the semester. • Mental Health Services and Campus Activities, with volunteers from CAB, engaged students at Finn Fest with collective mural painting, aromatherapy dough, mindfulness relaxation, and pet therapy (therapy dogs and therapy pig). • Adoption of Visual Arts Department Special Topics course – Mural Painting – for the fall semester. The course will teach basic mural painting techniques so that students can plan and execute a mural project to improve bland spaces on campus and help students feel a sense of ownership and belonging. • Silence the Shame; Empower Yourself – Multicultural Affairs event for Black History Month with poet Lyrical Faith. • One Billion Rising hybrid event – advocacy for women's rights, use of the arts, dance from the SCCC - Dance Team, and advocating social justice from various community agencies.

	The committee cross-promoted events from the academic departments, the Center for Social Justice and Human Understanding, and Campus Activities (music ensembles, theater productions, gallery openings, lectures, etc.). We also supported and promoted college-wide programs: Take Back the Night, Out of the Darkness Walk, Black History Month, Finn Fest. The committee received lively feedback from numerous departments and students interested in further collective art projects – especially mural work, *paint a bin*, music events, and bringing poetry into campus spaces. We will be implementing more feedback surveys and counting attendance more specifically next year. While much of what we want to accomplish here is not specifically measurable, we want to both nurture the organic nature of much of the participation and also work on collecting more data to help assess effectiveness.
August 2022 Update	The two leads met in August to discuss developing measures for attendance and impact for the various events. We will continue with last year's initiatives (trash can painting, etc.) and look forward to implementing ideas that are in the planning stages (such as the poetry walk).
Responsible Executive	Dr. Irene Rios, Interim Campus Executive Dean
Activity/Initiative	Develop a culture of performance assessment and professional development campus-wide
Lead Responsibility	Dr. Irene Rios, Interim Campus CEO/Executive Dean
Criteria for Success Including measure(s)	Performance evaluations completed in a timely fashion, annually.
Timeline	Fall 2021 – Summer 2022
IG(s)	4, 5
MSCHE Standard(s)	VI, VII
January 2022 Update	Annual staff performance evaluations are underway.
June 2022 Update	End-of-Year reports are due from Campus Associate Deans and Directors on June 30, 2022. These reports will include goals accomplished, obstacles to goal attainment, and goals for the coming academic year. Discussions with Campus Executive Dean will follow. Quantifiable results and outcomes will be included.
August 2022 Update	Discussions were conducted to review campus operational goals for 2022-2023 and obstacles to goal attainment that emanated from the End-of-Year reports with campus leaders. Operational goals for 2022-2023 have been developed.
Responsible Executive	Dr. Irene Rios, Interim Campus Executive Dean
Activity/Initiative	Design plans and initiative to open a one-stop advising center, incorporating AAMC and Counseling. Move toward a more integrated student advising support experience at Ammerman to build relationships between students and advisors, crucial to student's success.
Lead Responsibility	Interim Campus CEO/Executive Dean with campus cabinet leaders
Criteria for Success Including measure(s)	Increase in semester-to-semester and fall-to-fall retention rates for the campus.
Timeline	Spring 2022
IG(s)	1, 4
MSCHE Standard(s)	IV, VI

	January 2022 Update	Conceptual plans have been developed for reimagining the emerging new space in the library for tutoring centers (math and writing) and the foyer of the Ammerman Building for support of a one-stop concept. A proposal is under development with financial details for submission to the College's Capital Projects.
	June 2022 Update	Three new office spaces have been designated for the AAMC in the Ammerman lobby. Signage, pointing to the First-Stop Welcome Center, has been ordered. Informational posters, inviting all students to access the First-Stop for advising and general information, are under development with the goal of distribution for the start of the Fall semester. Reminders to Chairs, faculty and staff that there is now a First-Stop in the Ammerman Building will help to drive more students toward the advising and services we offer here, and increase our support to student persistence and retention.
	August 2022 Update	Goal completed with staff in place now reporting to Student Affairs.
Eastern Campus	Responsible Executive	Dr. Mary Reese, Interim Executive Dean
	Activity/Initiative	Highlight library collections that focus on diversity, equity, and inclusion.
	Lead Responsibility	Learning Resource Center: Dana Antonucci-Durgan, Head Librarian
	Criteria for Success Including measure(s)	Create a library guide that highlights how faculty and students can locate library material by diverse authors and/or on topics associated with diversity, equity, and inclusion. Create and add a diversity, equity, and inclusion statement into the collection development policy to guide Eastern campus library purchases.
	Timeline	Completion by July 2022
	IG(s)	6
	MSCHE Standard(s)	II
	January 2022 Update	The library has started to draft a DEI statement for collection development. The following are components of the draft that have been used during the Fall 2021 semester to purchase material. Use technology and online community content to aid in discovery of DEI content: • The librarians have been using the DEI content lists and search criteria in our online book vendor's system to purchase DEI content. • Working from DEI lists from major book publishers, material from a diverse selection of authors have been added to the collection. • Selection of material using the Cite Black Authors database to include material authored by diverse authors. • Develop list of material about DEI or by diverse authors: • Developed a LibGuide to celebrate Native American Heritage Month which included lists of books held both in print and online by indigenous authors. The guide also includes links to online photo exhibits and the Native Cinema Showcase of free streaming videos.
	June 2022 Update	• A DEI statement for the Eastern Campus collection development was developed and will be included in our print and electronic book collection development for FY 2022/2023. • Head Librarian, Dana Antonucci-Durgan, was a member of the SUNYCONNECT Task force that negotiated the inclusion of DEI electronic content into the SUNYCONNECT agreement. As a result of this agreement, 5,105 DEI titles have been added to the Suffolk CCC Libraries' electronic book collection. • An Indigenous Authors and Research Guide was created to provide students support in locating material authored by or about indigenous populations.

		• A [Finding Research and Literature by Diverse Authors Guide](#) was created to help students locate research and books by diverse authors as many commercial library databases lack a method for limiting a search to this material.
	August 2022 Update	No update
	Responsible Executive	Dr. Mary Reese, Interim Executive Dean
	Activity/Initiative	Assess the transition of Disability Testing from Academic Affairs to Student Affairs
	Lead Responsibility	Student Affairs: Theresa Dereme, Assistant Dean for Student Affairs
	Criteria for Success Including measure(s)	In Fall 2021, Disability Testing was moved from the Academic Skills (Support) Center to Student Affairs, aligning the college's service delivery model and improve access between student testing service and counseling. Communication between classroom faculty and students and staff within the new testing center is critical to ensuring ease of access of service for both students and faculty. To this end, faculty will be surveyed on their baseline understanding of how to refer students to disability testing services. Post-semester survey of faculty will investigate the strength of the communication. In addition, utilization of the Center will begin and will be measured against Fall 2019 rates in proportion to enrollment data both in Fall 2019 and Fall 2021.
	Timeline	October 2021: Survey of baseline knowledge of faculty on how to refer and support student utilization December 2021: Post semester analysis of communication and ease of referral from faculty perspective February 2021: Survey of baseline knowledge of faculty on how to refer and support student utilization June 2021: Post semester analysis of communication and ease of referral from faculty perspective
	IG(s)	1, 5
	MSCHE Standard(s)	III, IV
	January 2022 Update	A meeting between AVP Munsch, Dean Dereme, and Dean Reese was facilitated and a rough draft survey was developed. Full survey execution was not realized. No survey was facilitated for Fall 2021 but survey will take place in Spring 2022. A post semester survey was developed and distributed and the survey return deadline is February 4, 2022. Analysis is currently underway.
	June 2022 Update	In January 2022, 19 faculty members were surveyed and a total of 8 responded. Results revealed either strong or general agreement that faculty were aware of the new location and understood how to utilize the test center and schedule an exam. All respondents felt any issues were resolved quickly and felt communication was professional and effective. Use pattern: Scheduled Exams by Month – Fall 2021 September: 12 October: 25 November: 37 December: 43 Total: 117 Scheduled Exams by Month – Spring 2022 February: 38

		March: 34 April: 62 May: 70 Total: 204 In Spring 2022, there was a 57.4% increase in utilization of the disability testing room.
	August 2022 Update	No update
	Responsible Executive	Dr. Mary Reese, Interim Executive Dean
	Activity/Initiative	Academic Affairs: Academic Support Mentoring and Retention Initiative Implementation Plan: Study Hour (STH)
	Lead Responsibility	Dr. Pina Arcomano Britton, Assistant Dean of Academic Affairs
	Criteria for Success Including measure(s)	Fall 2021 the STH initiative was adopted from the Grant Campus and incorporated into the Academic Support Center (ASC). The semester long STH sessions are offered to probationary, readmitted dismissal, and financial appeal continuing students. The zero credit/zero cost STH sessions meet weekly both remotely and in-person for one hour and fifteen minutes for the entire semester. The sessions are designed to assist students to identify ways to overcome obstacles that impede their academic success and permits them to reach their fullest academic potential by improving their academic standing. Criteria for assessment will be evaluated by: • Student attendance • Increase in student cumulative grade point average, semester grade point average, and attempted credits against passed credit hours • Continued volunteered participation in the STH sessions for the Spring 2022 • Continuation toward a degree • Apply findings from Fall to Spring 2022 and evaluate success in Spring 2022 comprehensively.
	Timeline	1. September 2021: Established initial cohort 2. January 2022: Analyze Fall 2021 student performance based on variables noted above. 3. January 2022: Identify students for Cohort 2 4. February 2022: Establish Cohort 2 5. May 2022: Analyze Spring 2022 student performance based on variables noted above.
	IG(s)	1, 3, 4
	MSCHE Standard(s)	III, IV
	January 2022 Update	**Initial STH Cohort/Fall 2021 Semester:** The Eastern Campus offered three (3) remote/real time sessions and four (4) on-campus weekly STH sessions for the entire semester. **Student Attendance:** The Fall 2021semester STH initiative enrolled 49 academically at-risk students. Of the 49 enrolled students, 33 students continued to attended three (3) or more sessions. **Students Cumulative Grade Point Average (GPA):** The average change for the 33 students' cumulative GPA showed an increase of 0.66, or 61.68%, compared to the Cumulative GPA of 8/30/2021. **Semester Grade Point Average:** The average change for the 33 students' semester GPA showed an increase of 1.61, or 176.92%, compared to the previous semester.

		Attempted Credits vs. Passed Credit Hours: The average percent of classes passed among the 33 students is 74.27% of their attempted classes in Fall 2021. *Note*: Three (3) of the 33 students have incompletes that need to be satisfied. **Continued Volunteered Participation in the STH Sessions for Spring 2022:** Twenty-three (23) of the 33 Fall semester students are enrolled for the Spring 2022 semester. **Cohort 2/Spring 2022 Semester:** The Eastern campus is offering (3) remote/real time sessions and five (5) on-campus weekly STH sessions for the entire semester. Fifty-seven (57) students are enrolled.
	June 2022 Update	**STH Cohort/Spring 2022 Semester:** The Eastern Campus offered three (3) remote/real time sessions and five (5) on-campus weekly STH sessions for the entire semester. **Student Attendance:** For the Spring 2022 semester, 63 academically at-risk students were enrolled in the STH cohort. Of the 63 enrolled students, 45 students attended three (3) or more sessions. **Students Cumulative Grade Point Average (GPA):** The average change for the 45 students' cumulative GPA showed an increase of 0.29, or 18.47%, compared to the Cumulative GPA of 12/2021. **Semester Grade Point Average:** The average change for the 45 students' semester GPA was an increase of 0.06, or 3.19%, compared to the previous semester. **Attempted Credits vs. Passed Credit Hours:** The average percent of classes passed among the 45 students is 69.05% of their attempted classes in Spring 2022. Note: Three (3) of the 45 students have incompletes that need to be satisfied. It is of value to note that from the spring semester cohort, of students who attended 50% of the sessions, seven (7) students improved their standing from either academic dismissal, full-time and/or part-time probation to good standing. **Continued Volunteered Participation in the STH Sessions for Fall 2022:** To date, fourteen (14) of the 45 spring semester students are enrolled for the Fall 2022 semester. **Cohort 3/Fall 2022 Semester:** To date, the Eastern campus is offering (3) remote/real time sessions and four (4) on-campus weekly STH sessions for the entire semester. Twenty-four (24) students are enrolled. The number of enrolled students will increase for the start of the semester. **Summary of Academic Standing:** It is of value to note that from the Spring 2022 semester cohort, seven (7) students who attended 50% or more sessions improved their standing from either academic dismissal, full-time and/or part-time probation to good standing. An additional student who attended less than 50% went from probation to good standing. Ten (10) students who attended three (3) or more sessions and were in good standing from the Fall 2021 semester, maintained their good standing status.
	August 2022 Update	No update
Michael J. Grant Campus	Responsible Executive	Dr. Donna Ciampa, Interim Executive Dean
	Activity/Initiative	Design and implement an Academic Retention Initiative for at-risk students.
	Lead Responsibility	Associate Deans for Academic Affairs and Chairpersons
	Criteria for Success Including measure(s)	1. Determine data benchmarks of underserved student populations with regard to retention, GPA, as they relate to the use of current student support services (AAMC, STH, ATC, LRC) 2. Design and implement a clear retention plan for at-risk students by engaging academic faculty, chairpersons, and associate deans

		3. Continuous implementation of retention plan, and ongoing monthly review of metrics throughout the semester as to identified at-risk student usage of academic support services (AAMC, STH, ATC, LRC) 4. Provide academic intervention to students as needed
	Timeline	1. By January 2022 2. By May 2022 3. Beginning September 2022, and continuing monthly, October, November, December 4. Beginning September 2022 and continuing monthly, October, November, December
	IG(s)	1, 4
	MSCHE Standard(s)	I, III, IV
	January 2022 Update	1. Waiting for data from OPIE to determine benchmarks. Request made November 30, 2021 specific to STH. 2. Chairperson communication plan designed and begun for students with majors
	June 2022 Update	**1. <u>Benchmark data was not available from OPIE.</u>** Metrics for impact of ATC (tutoring) on retention and improved GPA was not available from OPIE. Metrics for the impact of AAMC (advising and mentoring) use on retention and improved GPA was not available from OPIE. Metrics for the impact of use of library services on retention and improved GPA was not available from OPIE. Metrics for the impact of STH on retention and improved GPA, although not available from OPIE, was gathered by the Associate Dean Spagnola by reviewing individual student DegreeWorks and transcripts. Turned attention to **current STH program**. Due to the pandemic all these sessions were offered utilizing the real-time online modality through Zoom. 216 students were recommended to take part in the initiative, of which 158 enrolled in STH001; 30 did not enroll in STH but did enroll in classes for the semester; 28 did not enroll in classes at all. A review of student completion for the semester and retention into the following semester of those who registered for and attended 50 percent or more of the STH001 sessions they registered for, and those who registered for and attended less than 50 percent of the STH001 sessions is as follows: • **Of students who attended 50% or more sessions: 58% earned a GPA of 2.0 or higher and 72% registered for the following semester** • **Of students who attended 49% and fewer sessions: 42% earned a GPA of 2.0 or higher and 28% registered for the following semester** Through STH001, students are taught time-management, study skills, understanding financial aid, how to communicate with faculty, and make use of the many professional tutors available to them at the academic tutoring center which allows for these students to increase in our expectations to be retained and to succeed. There are no grade/assessments attached to these sessions, but the session for which the student is registered is indicated on the student schedule. Academic faculty participating has grown from the original one faculty member supporting one session upon its foundation in 2020 to 6 faculty supporting 9 sessions for the upcoming Fall 2022 session.

We are looking to expand this program as the impact on retention and improved GPA for those who participated was significant.

[**Important note:** Data not possible to verify through OPIE. Future validation of this project needs to be vetted through institutional data].

2. **Chair communication plan was implemented with the following activities:**
   - Letters to non-registered continuing students (Let us help you? What can we do to get you registered?) – send in January/June/July
   - Coming Soon (What is there to look forward to at SUNY Suffolk?) – send in January/July/August/December
   - New students welcome to your major (What's this all about? Employability? Expectations?) – send in February/September
   - Event for Major (ex: invited speaker in the major) – send in March/October
   - Prepare for Finals event (ex: organized study groups) – send in May/December
   - New student outreach efforts (ex: workshops in the major) – send in April/June/November

August 2022 Update	There are no additional updates.
Responsible Executive	Dr. Donna Ciampa, Interim Executive Dean
Activity/Initiative	Streamline Students Affairs functionality for improved student service Combine the Counseling and Career and Transfer Centers into a single department to facilitate more holistic, effective, and equitable service delivery to students, while integrating transactional offices into one location for ease of student processing.
Lead Responsibility	Assistant Dean of Enrollment Services, Assistant Dean of Counseling, and Associate Dean of Student Services
Criteria for Success Including measure(s)	1. Begin cross training counseling staff in admissions processes, guided pathways discernment, and career exploration. 2. Offer improved transactional functions in each of the separate transactional offices. (Financial Aid/Registrar/Cashier)
Timeline	1. By June 2022 2. By June 2022
IG(s)	1, 2, 3, 4, 6
MSCHE Standard(s)	III, IV
January 2022 Update	Began scheduling education sessions for all Student Affairs staff. Each department will have a turn educating the Division's Counselors, PAs and support staff about the process and function of their department. The education sessions will begin with a virtual group orientation to the department via TEAMS; then individual meetings with the department's counselors, PAs and support staff to experience the process first-hand. The first department to facilitate an education session will be **Admissions**. TEAMS orientation dates are: • **Counselors, PAs, and Administrators**: January 4th or 11th at 2:00 p.m. or January 19th or 26th at 10:00 a.m. Staff will be asked to choose **one** (1) day and time to attend with either counselor. • **AME**: January 5th or 11th at 2:30 p.m. AME staff will be asked to choose **one** (1) of these dates.

		• Instructions for scheduling the individual departmental observation will be given after the orientation.
	June 2022 Update	Spring semester included the following cross-training within the Division of Student Affairs: • Admissions: 4 information sessions; 24 one-to-one trainings; 24 total staff attended • Counseling: 3 information sessions; 15 one-to-one training; 21 total staff attended • Financial Aid: 4 information sessions; 17 one-to-one training; 38 staff attended This cross-training will continue through the summer.
	August 2022 Update	There are no additional updates.
	Responsible Executive	Dr. Donna Ciampa, Interim Executive Dean
	Activity/Initiative	Implement a facilities/infrastructure plan for campus building upgrades and repairs.
	Lead Responsibility	Director and Assistant Directors for Facilities and Plant Operations
	Criteria for Success Including measure(s)	Review buildings on campus and assess for needed areas of upgrade, repairs, and repurposing for student use. Focus on vacant spaces for re-purposing (South Cottage; rooms in Paumanok Hall; rooms in Nesconset Hall; rooms in Sagtikos). Focus on structural repairs for worn buildings (South Cottage, Nesconset Hall)
	Timeline	Beginning Fall 2021. These facilities/infrastructure repairs and revisions will be ongoing and systematic based on student use and programmatic need.
	IG(s)	4
	MSCHE Standard(s)	I, III, IV, VI
	January 2022 Update	Nesconset: • Rooms and doors are in the process of being painted • Ceiling tiles are being replaces as needed • Wall guards on order, to be installed • Window repairs on-going, waiting for hardware SFCUA: • LED Lighting inside completed Sagtikos – Blackbox Theatre: • Wood floor is in SAG 100 • Risers are being installed • Painted • Dressing rooms are in progress South Cottage Renovation: • Pipes burst weekend of January 14. All radiators need replacement. Water damage to first floor ceilings and walls Health and Wellness Capital Project Request is submitted and waiting approval to seek funding
	June 2022 Update	Focus on vacant spaces for re-purposing: • South Cottage has been reviewed for remodel to house the new Health Services and Mental Health Service Center and approved for funding via capital projects & architectural review

| | | • Caumsett Hall has been reviewed for remodel to house streamlined student enrollment services and approved for funding via capital projects and architectural review
• Paumanok Hall
   o Updates in VetSci animal care area completed
   o HVAC unit for animal surgery suite reviewed and awaiting funding
   o Remodel of the old photo suite for classroom and a lab suite is underway to be ready for Fall 2023
• Nesconset Hall
   o Updated lighting to flat panel LED fixtures
   o Changed ceiling tiles to 2' x 2' grid and installed new tiles
   o Replacing all window balancers, (project ½ completed)
• Sagtikos
   o Renovating the S-100 suite to accommodate:
      ▪ Black box theater
      ▪ Dance floor
      ▪ Show seating
      ▪ Storage and changing rooms
      ▪ Professor office
      ▪ SCCC Honors
      ▪ Office space
      ▪ Teaching lab

Focus on structural repairs for worn buildings:
• South Cottage
   o Reviewed request for the remodel of building for Health and Mental Health Services
• Nesconset Hall
   o Window balancers replaced (to make windows functional again)
   o Interior surfaces replaced/remodeled
   o LED lighting installed throughout building
   o Ceiling grid converted to 2'x2' and tiles replaced
   o Replacement window screens throughout building

Review buildings on campus and assess for needed areas of upgrade, repairs, and repurposing for student use.
• Caumset Hall front steps
• Paumonk Hall loading dock
• Sagkitos dock plates
• HS&E fire pump feed
• Asharoken Hall front entrance and patio area
• Center Cottage front entrance |
| | August 2022 Update | There are no additional updates. |

Academic Affairs	Responsible Executive	Vice President for Academic Affairs
	Activity/Initiative	Develop an introductory Spanish course for culinary workers in Catholic Health Services LI (CHSLI) to further expand community partnerships
	Lead Responsibility	Assistant Dean of Continuing Education
	Criteria for Success Including measure(s)	Successful development of the course so that it will be ready for implementation in Spring 2022
	Timeline	January 2022
	IG(s)	1, 2, 3, 6
	MSCHE Standard(s)	III, IV
	January 2022 Update	Course Developed
	June 2022 Update	Two class sections were held on site at Good Samaritan Hospital in West Islip. A total of eighteen (18) students took the class.
	August 2022 Update	Final class enrollment – 26 students; 13 students/section. Students were able to successfully translate menus and students then successfully performed a role playing to reinforce their Spanish language skills.
	Responsible Executive	Vice President for Academic Affairs
	Activity/Initiative	Development and delivery of faculty professional development in the use of the Brightspace to support faculty usage of the LMS in teaching and learning
	Lead Responsibility	Assistant Dean of Distance Education
	Criteria for Success Including measure(s)	70% of permanently certified faculty (271 faculty) will complete Brightspace professional development by the institutional LMS adoption date 50% of Quality by Design (QbD) provisionally certified faculty (39 faculty) will complete Brightspace professional development by the institutional LMS adoption date
	Timeline	If current Blackboard contract is extended by SUNY: Fall 2023; If current Blackboard contract is not extended by SUNY: Fall 2022
	IG(s)	1, 3, 4
	MSCHE Standard(s)	III, IV, V
	January 2022 Update	Confirmation received from SUNY for participation in cohort 1; SUNY Implementation Work Group to provide faculty and student training and augmented by CIP. Next implementation meeting scheduled for 1/12. Faculty professional development will be available asynchronously, self-directed and guided. Student training will be available asynchronously. Brightspace Ambassadors kick-off meeting conducted in December — all provided with a sandbox environment. This group will provide support to faculty and functional areas by campus.
	June 2022 Update	As of 5/23/22, 294 faculty have registered for Brightspace professional development delivered by SUNY. Completion of the Brightspace Certification offered by SUNY is part of the curriculum for Quality by Design 2, May 2022 cohort (17 faculty enrolled) and the summer eLearning Academy (48 faculty enrolled.) Continuation of Brightspace Ambassador meetings throughout the summer. Continuation of Office of Academic Affairs Brightspace Monthly Discussion Series throughout the summer.

		The Center for Innovative Pedagogy is developing professional development for summer delivery. SUNY-developed Brightspace Orientation for students will be available for the fall semester through each individual student course enrollments.
	August 2022 Update	As of 8/10/22, 212 permanently certified faculty and an additional 32 faculty who completed Quality by Design (QbD) (or have a certification pending) registered for Brightspace professional development through the SUNY-offered asynchronous online, scaled webinar, or remote synchronous pathways. Of these, 116 faculty have earned a SUNY Brightspace Certificate through the completion of assessments in the asynchronous online pathway (as of 8/2/22). Criteria for success measure: Projected Permanently Certified = 70%; Actual = 49% Projected Quality by Design (QbD) provisionally certified faculty = 50%; Actual = 41%
	Responsible Executive	Vice President for Academic Affairs
	Activity/Initiative	Continue to improve access for students by reducing or removing unnecessary academic admission barriers
	Lead Responsibility	Associate Dean for Curriculum Development
	Criteria for Success Including measure(s)	Reduce or remove academic admission requirements from at least seven programs during the 2021-2022 academic year
	Timeline	August 2022
	IG(s)	1, 3, 5
	MSCHE Standard(s)	I, IV, V
	January 2022 Update	Academic admission requirements from six programs have been removed starting Spring 2022.
	June 2022 Update	Completed. Academic admission requirements from eight programs have been removed starting Spring 2022 or Fall 2022.
	August 2022 Update	Completed. Academic admission requirements from eight programs have been removed starting Spring 2022 or Fall 2022.
Business & Financial Affairs	Responsible Executive	VP Business & Financial Affairs
	Activity/Initiative	Develop a robust and efficient business continuity plan for the business and finance office. This is a critical factor that will allow the department to continue to function during times of emergencies.
	Lead Responsibility	VP Business & Financial Affairs
	Criteria for Success Including measure(s)	Complete the written plan that started in 2020-2021
	Timeline	Summer 2022
	IG(s)	4
	MSCHE Standard(s)	VI, VII
	January 2022 Update	In progress and estimated timeline is still realistic.
	June 2022 Update	While the update seemed realistic, it does seem that this may need to be a college-wide initiative, especially as different areas are linked to BFA. While we do not have a formal process documented, there are some operational changes that were made to allow for some effective continuation.
	August 2022 Update	No change from June, but will include in 2022-2023 plan.

Responsible Executive	VP Business & Financial Affairs
Activity/Initiative	In collaboration with ITS, right align employees' cost with budget reporting structure. This will allow for proper financial analysis of labor costs.
Lead Responsibility	VP Business & Financial Affairs
Criteria for Success Including measure(s)	Better analysis of labor costs by budget managers based on direct and indirect reports. This is a rollover as this project did not get started because of lack of resources.
Timeline	Summer 2022
IG(s)	4
MSCHE Standard(s)	VI, VII
January 2022 Update	This project has been delayed due to resource issues from IT. Working to jump-start project.
June 2022 Update	This project has been delayed due to resource issues from IT. Does not seem that this project will start. Need additional software and support from IT.
August 2022 Update	After meeting with Dr. Bonahue on the 2022-2023 plan, we discussed moving this into FY'23.
Responsible Executive	VP Business & Financial Affairs
Activity/Initiative	In consultation with Legal and the Registrar, re-evaluate student financial liability under specific circumstances such as if they do not attend and or have all W's to future student success after lengthy time period. Create College policy to decrease liability and reduce obstacle. This is a roll-over from last year.
Lead Responsibility	Associate Dean of Financial Affairs
Criteria for Success Including measure(s)	Complete the written policy.
Timeline	Spring 2022
IG(s)	1, 3, 4
MSCHE Standard(s)	I, IV, VI
January 2022 Update	Completed and implemented.
June 2022 Update	Completed
August 2022 Update	Completed
Responsible Executive	VP Business & Financial Affairs
Activity/Initiative	The Office of Business and Financial Affairs will lead the effort, and in collaboration with IT, the Campus Business Offices, and Registration, introduce a third-party tuition payment plan system that will increase payment options for students, while reducing the overall processing costs for students. Additionally, the focus is on reducing student A/R and the number of accounts going to collection.
Lead Responsibility	Associate Dean of Financial Affairs
Criteria for Success Including measure(s)	The implementation of a more efficient tuition payment plan system that will be available for Spring 2022 registration, with an estimated AR reduction of 10% for Spring 2022 and thereafter. We expect to go live early November. This project is a rollover from the prior year and is near completion.
Timeline	Fall 2021-Spring 2022
IG(s)	1, 3, 4
MSCHE Standard(s)	I, IV, VII
January 2022 Update	Implementation completed and the process is underway. Looking to add more features to the agreement.

	June 2022 Update	Completed
	August 2022 Update	Completed
	Responsible Executive	VP Business & Financial Affairs
	Activity/Initiative	Implement Bidnet, an electronic bidding system that increases visibility of the College's bids as well as competition among potential bidders. This system will also increase our ability to electronically track multiple activities and add transparency to the bidding process. This system is free of charge to the College.
	Lead Responsibility	Administrative Director of Business Affairs
	Criteria for Success Including measure(s)	The implementation of an electronic bidding system will be rolled out by December 2021.
	Timeline	December 2021
	IG(s)	4
	MSCHE Standard(s)	VI, VII
	January 2022 Update	Expected completion in February 2022. Technical issues with single-sign on delayed project completion.
	June 2022 Update	Completed
	August 2022 Update	Completed
Information Technology Services	Responsible Executive	VP for IT/CIO
	Activity/Initiative	In collaboration with Human Resources work to advertise, conduct a search for and hire individuals to fill four (4) existing positions within the department to meet the increasingly digital demands of the institution.
	Lead Responsibility	VP for IT/CIO and AVP, Human Resources
	Criteria for Success Including measure(s)	Fill four existing vacancies
	Timeline	Q1: Fill one existing vacancy Q2: Fill one existing vacancy Q3: Fill one existing vacancy Q4: Fill one existing vacancy
	IG(s)	4, 5, 6
	MSCHE Standard(s)	VI
	January 2022 Update	Unfortunately, the team has been extremely consumed handling the technology requirements throughout this pandemic that we have not had the time to interview candidates for the current positions posted.
	June 2022 Update	ITS currently has five positions posted. In mid-may we were able to appoint one vacancy.
	August 2022 Update	Goal not met for the year. Postings did not yield viable candidates.
	Responsible Executive	VP for IT/CIO
	Activity/Initiative	Reduce Data Center footprint by migrating local digital resources to already implemented Cloud space
	Lead Responsibility	Infrastructure/Desktop Support
	Criteria for Success Including measure(s)	Migrate 33% personal documents to one drive. Migrate 33% share drives to SharePoint
	Timeline	Three-year commitment. Year 1: Q1: Initiate conversation, brainstorm, start drafting project plan Q2: Develop Project Plan

		Q3: Execute, phase 1 (Control and monitor. Fine-tune as needed) Q4: Execute, phase 2 (Control and monitor. Fine-tune as needed)
	IG(s)	4, 5
	MSCHE Standard(s)	VI
	January 2022 Update	Unfortunately, the team has been extremely consumed handling the technology requirements throughout this pandemic that we have not had an opportunity to discuss this need.
	June 2022 Update	A pilot has been identified in the Athletics department to move their shared-drives to SharePoint. Although this initiative might not directly reduce the data center's footprint, it will prevent further expansion.
	August 2022 Update	Goal not met for the year. A significant amount of projects, in addition to a reduction of staff, have not allowed for the successful completion of this operational goal.
	Responsible Executive	VP for IT/CIO
	Activity/Initiative	Improve/Modernize our VoIP and Wireless environments with a comprehensive unified communications suite
	Lead Responsibility	Infrastructure
	Criteria for Success Including measure(s)	Develop an executable project plan and allocate funding and resources for implementation
	Timeline	Two-year commitment. Year 1: Q1: Assess current environments Q2: Develop a project plan and secure funding Q3: Develop a project plan and secure funding Q4: Start implementation
	IG(s)	4, 5
	MSCHE Standard(s)	VI
	January 2022 Update	Unfortunately, the team has been extremely consumed handling the technology requirements throughout this pandemic that we have not had an opportunity to discuss this need.
	June 2022 Update	A new licensing model has been identified. This license allows for additional "soft-phones" and voicemail to e-mail. ITS has started this implementation and expansion of services.
	August 2022 Update	Goal met for year 1. Year 2 will focus on implementation.
Institutional Advancement	Responsible Executive	VP Institutional Advancement/Associate Dean for Sponsored Programs
	Activity/Initiative	Develop the final two years of the college's four-year Perkins V proposal to NYSED and submit the third year's proposal. **Fall 2021**: Convene the Perkins Local Advisory Council (LAC); Meet with VP AA and at least one of three campus executive deans to develop Goals plan; Meet with at least one of Continuing Ed (CE) and the Workforce Training Center (WTC) to develop Goal plan; Begin data collection effort for the required biennial Comprehensive Local Needs Assessment (CLNA); **Spring 2022**: Meet with other two campus deans and CE/WTC; meet with each Goal director to develop pre-proposals; meet with Perkins V Executive Council to confirm plan; meet with LAC for advice on plan; develop proposal narrative and budget. Complete and submit CLNA to NYSED.

		Summer 2022: Complete and submit proposal.
	Lead Responsibility	Associate Dean for Sponsored Programs/Assistant Dean for Grants Development
	Criteria for Success Including measure(s)	Complete a CLNA and a plan for five goals across the college and submit a complete and compliant CLNA and proposal to NYSED
	Timeline	September 1 – August 31
	IG(s)	1, 2, 3, 4, 5, 6
	MSCHE Standard(s)	IV, V, VI
	January 2022 Update	Convened the Perkins Local Advisory Council (LAC) meeting on 11/23/2021 chaired by Lauren Tacke-Cushing, VP for Academic Affairs. The meeting focused on progress on 2021 Perkins goals, future Perkins goals, and upcoming Comprehensive Local Needs Assessment (CLNA) data collection.

Met with Arlene Jackson and Andrea Dunkirk, Continuing Ed (CE), to develop goal plans for the Pharmacy Technician and Surgical Technologist Programs and investigate future CE program funding opportunities, including funding for the Ophthalmic Technician Program.

Met with James Leopard and Matt Gannotta, Workforce Training Center (WTC), to develop goal plans that support the Heating, Ventilation, Air Conditioning Program that will integrate support for the Perkins grant with the Johnson Controls grant. Will meet with campus executive deans in the spring to discuss campus priorities and Perkins goals.

Began data collection effort for the required biennial Comprehensive Local Needs Assessment (CLNA). Conducted analysis of the local/regional industry and labor market data relevant to all college CTE programs using the NYS 2018-28 Long-Term Industry Employment Projections and Long-Term Occupational Employment Projections for significant industries on Long Island. Completed performance indicators assessment data request for students in Perkins special populations.

Updated industry and community surveys and worked with the Office of Institutional Effectiveness to integrate industry, K-12, and community strategic plan focus group responses with the Perkins grant survey responses in Spring 2022.

Initiated an IT project through the ticketing process and obtained VPAT and security compliance clearance working with IT and the vendor. Issued PO and received necessary graduate data from IE. IE assumed responsibility for transferring data to the vendor. Currently awaiting data transfer and return, which is expected early during the spring semester, hopefully in time for the February data upload to NYSED. |
| | June 2022 Update | We completed the IT project to receive employment data from the external vendor for use in the February CTEA1 and CTEA2 data upload to NYSED on 2/15. We merged the employment data with the rest of the CTE student data and IE successfully uploaded the CTEA1 and CTEA2 data sets to NYSED. We met with IE to finalize industry, K-12, and community focus group responses with the Perkins grant survey responses on 1/20, 2/14, 2/18, and 3/25 and completed this portion of the Comprehensive Local Needs Assessment (CLNA) draft. We then analyzed the CTE upload data (CTEA1 and CTEA2) to document performance measure data compared to NYSED benchmarks for all college CTE programs. This analysis formed the remainder of the CLNA. We successfully uploaded the completed CLNA to NYSED on 4/1. The Perkins Executive |

	Committee met to review the completed CLNA and the Perkins grant pre-proposals on 5/5, with a separate follow-up meeting for Dr. Bonahue on 5/16. The Perkins Local Advisory Council (LAC) Spring 2022 meeting reviewed the CLNA and Perkins goals proposals on 5/24. The Perkins grant was successfully submitted on 6/10.
August 2022 Update	This activity/initiative was completed as of the June 2022 update.
Responsible Executive	VP Institutional Advancement/Associate Dean for Institutional Advancement
Activity/Initiative	Working with Cox Media Group, collaborate with the Office of Planning and Institutional Effectiveness to conduct a custom research study targeting select external audiences to gauge the impact of the college's marketing, assess the perception of the college brand, and compare results with the impact and awareness study conducted for the Office of Institutional Advancement in 2015.
Lead Responsibility	Associate Dean for Institutional Advancement
Criteria for Success Including measure(s)	Develop the study by January 2022. Conduct and complete the research by June 2022. Utilize the research results to target creative content and media strategy development for the 2022-2023 academic year.
Timeline	November 1 – June 31
IG(s)	4, 5, 6
MSCHE Standard(s)	I, II, VI
January 2022 Update	In the fourth quarter of 2021, the Offices of Institutional Advancement and Planning and Institutional Effectiveness (OPIE) developed a series of questions to provide to the researchers at Cox Media Group (CMG) with the intent of conducting a brand perception study in the first half of 2022. In January 2022, these questions were refined and a draft of the questionnaire is being developed. This questionnaire will then be shared with Dr. Bonahue for his input and approval. Once approved, CMG will launch the study using independent panels of individuals (ages 16+) within Suffolk County and Western Nassau County. The study will gauge the impact of the college's marketing, assess the perception of the college brand, and compare results with the impact and awareness study conducted by (OPIE) for the Office of Institutional Advancement in 2015. Ultimately, the answers will also help guide us in the development of prudent media and marketing strategies moving forward.
June 2022 Update	The study was conducted in April 2022. In May, the comprehensive, 48-page summary report was completed. In early June, the summary report results were presented to Dr. Bonahue. The report captured feedback from more than 400 residents of Suffolk and Nassau counties – ages 16 to 54 – who identified themselves as considering enrollment in a degree or certificate program from an institution of higher education or who have a family member considering such enrollment. Key study takeaways included: identification of motivators for choosing an institution of higher education; attributes of importance associated with higher education and measurement of SUNY Suffolk's performance against those attributes; perceptions (unaided and aided) of awareness of the college and its brand; obstacles likely to preclude enrolling in a degree program; and feedback on the effectiveness of the college's marketing creative. During the June meeting of the college's Board of Trustees, Dr. Bonahue shared some of the major highlights from the study, and distributed a copy of the final summary report to the Board members. Next steps include developing a plan to share results from the summary report with the college community, as well as using the feedback from this study to inform how messaging and branding is developed and distributed.
August 2022 Update	This activity/initiative was completed as of the June 2022 update.

Legal Affairs	Responsible Executive	Chief Diversity Officer
	Activity/Initiative	Ensure implementation and prioritization of College-wide and campus goals related to the expansion of diversity, equity, and inclusion practices including reviewing, revising, and providing comprehensive professional development for faculty and staff related to equity and inclusion.
	Lead Responsibility	Chief Diversity Officer and Chief of Staff (co-chairs of the College Diversity Council) Executive Deans, VP Academic Affairs, VP Student Affairs, Associate Directors of Multicultural Affairs, Director of Center for Social Justice, Affirmative Action Officer, AVP of Employee Resource, Black and African American Student Success Task Force members
	Criteria for Success Including measure(s)	Provide quarterly programs across the college that have diversity, equity, and inclusion learning objectives that include target audiences of faculty, staff and students
	Timeline	Fall 2021 and Spring 2022
	IG(s)	1, 2, 3, 5, 6
	MSCHE Standard(s)	I, II, IV, VI

	January 2022 Update	The work of several task forces continue to have a positive impact on increasing the College climate of inclusion and providing resources to students, faculty and staff including:
		
		The Black and African American Student Success Task force held a meet and greet, information and introduction session for students in the *"Rising Black Scholars"* program on November 3, 2021. The program was designed to engage Black students and introduce them to college staff, faculty, and administrators, inform them of internal and external support systems, and provide tools to navigate their college experience.
		
		The LGBTQ+ task force continued its important work and completed a number of educational and inspiring programs which included:
		  o *"Braver Spaces"* training for SCCC employees, creating an opportunity to learn how to create a climate of inclusion for members of the LGBTQ+ community and be a resource person and-ally on November 5 & 12, and December 3 & 17, 2021
		  o *"LGBTQ+ Ally training"* for Grant campus student affairs employees on December 7, 2021, providing specific guidance for enhancing student services
		  o Lecture and presentation by journalist and author Sasha Issenberg on "*The History of Same-Sex Marriage in the United States*" on December 12, 2021.
		
		The Office of Multicultural Affairs continued its work in the following areas:
		  o The *Student African American Sisterhood initiative (SASS)* continued in Fall 2021 to provide ongoing mentoring and development as a part of the College's student retention, support, and fostering a positive climate priority. An interactive program was held on December 15, to engage the mentees and mentors and graduating mentees served as role models for incoming SAAS participants
		  o A wide array of programming was sponsored for Latinx/Hispanic Heritage Month in September and October 2021 (https://sway.office.com/oCqSVPIY5uHwfBoX?ref=Link) including "*John Quinones' Inspiring Journey"* on 10/5; "*Who Am I*" series; "R*epresentando – Exploring and Celebrating Authenticity Through Latinx Culture*"; and "*My People, My Power: Celebrating Latinx Heritage*"; among others

- o An event in honor of First-Generation students was held on November 8, to invite students to self-identify and receive support
- o *"A Journey for Hope for Haitian Migrants"* was hosted on November 16, a program to educate students on the migrant crisis, its origins and impact, provide reflection, poetry, and testimonials from alumni; the program was followed up with donations toward relief efforts

The *Take Back the Night* committee has scheduled the fifth annual walk in March 2022 and has hosted-several supporting programs and engagement projects in Fall 2021 leading up to the walk. This effort provides external and internal resources and support related to sexual violence prevention through the sharing of personal testimonials and building awareness. These activities are a critical resource to students, given the rise in sexual and domestic violence cases due to the pandemic, and included:

- o *October 2021* "*Trunk or Treat*" event at the Grant campus
- o *December 1, 2021* virtual panel discussion – *"Beyond Physical Abuse: A conversation on Domestic Violence"* – a presentation and question and answer session to explain the broad spectrum of sexual violence including mental and financial abuse. Panelists from local sexual and domestic violence advocacy organizations throughout Suffolk County and the SCCC AAO shared information on their services and programs
- o *December 8, 2021* Engagement project event – *Butterflies, Lanterns & Rocks,* providing encouragement and motivation to survivors

The JEDI Institute aims to help SCCC employees develop specific, concrete ways to make work and academic spaces more just, equitable, diverse, and inclusive for students. The institute provides the time, support and resources for each participant to reflect on and develop individual plans for how they can make their work in 2021-22 more "JEDI." (fascc.org/jedi-institute). The program, organized in conjunction with the Faculty Association, held several virtual programs throughout Fall 2021:

- o "*Entering The Apprenticeship*" workshop on September 24, which introduced concepts, defined equity and outlined the institute's principles in order to best incorporate justice, equity, diversity, and inclusion within their offices and classrooms
- o Professional Development Day session on October 12 – *"Hot moments: The Basics of Responding to Tricky Conversations in the Classroom"* – part one and part two on October 22 – to share best practices, strategies, and guidelines for responding to potentially difficult dialogues, include all voices and respond to different perspectives in the classroom
- o Student Affairs – "*You Belong Here*" programming on inclusion during the college activities day on September 29, with a student and faculty/staff video produced as a tool to promote inclusion and what it means to belong at SCCC
- o The structured dialogue series entitled "*Journey to Allyship-Equity into Action*" included a second virtual book discussion of "*Why are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race*" by Beverly Daniel Tatum on November 19, 2021. The discussion addressed equity, race, bias, integration of lived cultural experiences, and its application to participant's roles at the college

		o "*Re-engaging for Spring 2022*" winter workshop on January 7, 2022 featured faculty panelists from across the college who shared examples, activities and best practices that they have implemented within their course content, syllabi, student engagement, and classroom management. The faculty practices and projects included a broad range from disciplines within Mathematics, Science, English, Communications, Social Science and the Humanities.
	June 2022 Update	The work of several departments, task forces and committees continue to have a positive impact on increasing the College climate of inclusion and providing resources to students, faculty and staff including: o Multicultural Affairs hosted several programs for Black History Month in February 2022 including a continuation of the "*Multicultural Listening Circles*" and "*Who Am I*" series, workshops on exploring mental health in the Black community and a "*SAAS/Sister 2 Sister*" social. o Several Women's History Month programs were held including "*Women in Leadership*" on March 29, 2022 featuring a panel discussion of college Deans and administrators sharing their leadership journey. o The *Take Back the Night* had over 250 participants on March 31, 2022 and included representation from students, faculty, staff and community partners. o "*Braver Spaces*" training for SCCC employees, creating an opportunity to learn how to create a climate of inclusion for members of the LGBTQ+ community and be a resource person and-ally on April 7, 20 & 21, and May 2 & 18, 2022 o A public read out of challenged/banned LGBTQ+ books took place on the Ammerman Campus on April 20, 2022 (https://libguides.sunysuffolk.edu/bannedbooksreadout) o The 6th annual Student Diversity Leadership Conference on April 22. 2022 featured a panel of SCCC alumni who spoke on "*Leadership Through Resilience: How to be a Student Leader in Difficult Times*" o Over 50 people participated in marching in the *56th annual Puerto Rican Hispanic Day Parade* taking place in Brentwood. The JEDI institute produced two video episodes of the "*JEDI Journey*" providing information about the JEDI initiative and examples of best practices from faculty. A presentation describing the partnership and goals of this work took place at the National Center for the Study of Collective Bargaining Conference in April 2022. https://fascc.org/content/jedi-journey. The summer institute has been scheduled for June 28, July 12 and July 16, 2022 and includes over 40 participants. A collaborative effort between Student Affairs, Enrollment Management, Advancement and the CDO has produced bilingual marketing and advertising to Spanish speaking families and has begun to translate publications, materials and brochures that describe College services and programs. These include the development of a new "*Guia de los Padres"/"Guide for Families"* to explain the benefits of attending College, support services, options for enrollment and terminology. It is expected that these will be completed in Fall 2022. Recruitment, Selection and Hiring: 16 Search committee education sessions were presented with HR on inclusive selection practices to minimize implicit bias. Academic Affairs, the Executive Deans, HR and the CDO continue to meet to update position descriptions and incorporate language that promotes equity.

		Online compliance training on topics related to Workplace Violence, Data Security and Privacy and PCI Payment card compliance through EVERFI was completed by over 1800 employees. Sexual violence prevention programs were provided for student athletes who competed in Spring 2022.

	August 2022 Update	The work of several departments, task forces and committees continue to have a positive impact on increasing the College climate of inclusion and providing resources to students, faculty and staff including:
		   o The CDO and AAO collaborated the Crime Victims Center for the 2022 "*College Sexual Assault Prevention Enough is Enough Conference*" on 4/14/2022 which featured a panel of Suffolk County and SCCC Community Advocates, hosting over 100 attendees.
		   o A Juneteenth committee was convened inclusive of Multicultural Affairs, the Center for Social Justice, Chair of Take Back the Night, CDO and AAO to share educational information and announcements regarding the commemoration of Juneteenth at the College through various social media. The Juneteenth committee will host a speaker during Fall 2022 on "*Slavery on Long Island*" for the College community.
		   o Planning has begun for programming and campaigns to raise awareness for Domestic Violence Prevention awareness month, Hispanic/Latinx heritage month and the National Dialogue on Race annual program.
		
		The JEDI (*Justice, Equity, Diversity and Inclusion)* summer institute took place on June 28, July 12, and July 16, 2022, and included participation from over 40 full and part time employees from departments and disciplines such as Academic Affairs, Addiction studies, Athletics, Disability Services, Continuing Education, Communications, Honors, Library, Mathematics, Criminal Justice, Humanities, Culinary Arts, Financial Aid, Mental Health and Wellness, Public Safety, Physical Education, Automotive, Multicultural Affairs, Veterinary Science, Veteran's Affairs and Visual Arts. The program included topics such as *Student Success Grounded in Equity, Reframing Classroom Instruction to Engage a Diverse Community of Students*, *Building Capacity to Create Equity Focused Change*, *What You Can Do Now to Create Change on Campus and Online, Responding to 'Hot Moments'.* Ten panelists shared best practices and how they have implemented JEDI principles into their work. Student dashboard data and local demographic data was shared by OPIE (Office of Planning and Institutional Effectiveness), Student Affairs and the CDO. Participants spent dedicated time developing JEDI projects to incorporate for Fall 2022 (https://fascc.org/overview-agendas.)
		
		Recruitment, Selection and Hiring: Search committee education sessions were presented by HR and the AAO on procedures, compliance, best practices, and inclusive selection practices to minimize implicit bias. Academic Affairs, the Executive Deans, HR, and the CDO continue to meet to update and standardize position descriptions and incorporate language that promotes equity. The AAO collaborated with the SCCC Director of Alumni Relations, NAACP, and several other Suffolk County organizations to increase the number of diverse applicants for open positions.
		
		The CDO and AAO have provided sexual violence prevention programs for incoming student athletes and student leaders (including peer mentors and orientation leaders) in preparation for Fall 2022. The AAO has scheduled sexual violence prevention training for upcoming Fall 2022 College Seminar classes.

Responsible Executive	General Counsel/Deputy General Counsel
Activity/Initiative	Update College policies and procedures and assure prompt and effective responses to compliance reviews and regulatory and policy requirements (for example those related to: NY State Education Department civil rights audits, the U.S. Department of Education Final Rule governing Title IX, Accessibility and Disability/ADA and SUNY policies including COVID-19 prevention and enforcement policies, PRODiG and the hiring and recruitment process, discrimination complaint procedures.)
Lead Responsibility	Legal Affairs (Deputy General Counsel; Affirmative Action Officer; Chief Diversity Officer; AVP Employee Resources; Executive Director Risk Mitigation)
Criteria for Success Including measure(s)	Numbers of Board of Trustees' and administrative policies and procedures reviewed, developed, revised, adopted, communicated, and disseminated to Cabinet, executive staff, the College community, and other constituents Timely, progressive, and accurate reports to external agencies (SUNY, NYS Education Department, Office for Civil Rights, etc.)
Timeline	Fall 2021 and Spring 2022
IG(s)	1, 4, 5, 6
MSCHE Standard(s)	II, VI, VII
January 2022 Update	**Policy Amendments and/or Implementation:** • Amended the Facilities Use Policy to permit reduced health club fees for active military and veterans • Amended the Presidential Evaluation Policy to enhance and streamline the presidential review process • Conducted negotiations with Suffolk Federal Credit Union (SFCU) and amended the Naming Rights Agreement authorized pursuant to the Policy on Naming Opportunities • Amended the Policy on Naming Opportunities to permit naming of non-physical assets of the College, such as academic programs • As per the Facilities Use Policy and in support of Suffolk County residents, negotiated license agreements for youth sports camps to be conducted on all College campuses in Summer 2022 **To Support Student Success:** • Continued preparation and issuance of MOUs with external sites available for student cooperative learning/clinical placement, in collaboration with AVP of Academic Affairs and College academic departments • Negotiated and drafted a Memorandum of Agreement with the Suffolk County Department of Social Services to provide on-campus services and resources to students in need of public benefits **To Support Institutional Effectiveness:** • Continued collaboration with the Office of Grants Development and the Office of Business and Financial Affairs in the preparation of BOT resolutions authorizing acceptance of grant funds • Continued collaboration with the Suffolk Community College Foundation and preparation of BOT resolutions authorizing acceptance of donations for the benefit of the College and its programs • Awarded a contract for the construction of a Plant Operations Building on the Michael J. Grant Campus • Collaborated with the Office of Central Facilities to ensure completion of renovations to Kreiling Hall and removal of temporary Nursing Office trailer from the Ammerman Campus

		• Continued collaboration with external stakeholders on the proposal to provide an off-shore wind energy training program
		
		On-going responses to the COVID-19 pandemic:
		• Continued work with the Safe Start Task Force
		• CARES Act (Higher Education Emergency Relief Fund – HEERF I)/CRRSAA (HEERF II) compliance continues (including student emergency financial aid grants, institutional portion funds, documentation of fund use/reimbursement in accordance with USDOE and SUNY guidelines and required quarterly and annual reporting to USDOE).
		• Drafting and reviewing periodic updates to the College's COVID-19 Reopening Plan, protocols, and communications in accordance with NYS, CDC, and SUNY directives for Fall 2021 and Spring 2022 and collaborating with Central and Campus leadership in development and implementation of same, including:
		   – Elimination of employee Daily Health Screening requirement
		   – Fall 2021 semester guidance for Students, Faculty and Staff, including mandatory student COVID vaccination requirement
		   – Requirements regarding submission of vaccination documents for employees and students
		   – Response letters to student applications for religious or medical exemption to COVID vaccination requirement
		• In cooperation with the Procurement Office, solicited proposals from vendors to provide on-campus COVID testing; drafted contract with selected vendor; implemented and communicated new testing procedures College-wide
		• Ensuring remote and face-to-face meetings of the College Board of Trustees are properly noticed and conducted in compliance with NYS Open Meetings Law
		• Drafted COVID language for College contracts, license agreements, and MOUs to ensure compliance with CDC, NYS, and local health department requirements
		
		Compliance:
		• In collaboration with the Central Facilities Office, and as per the Civil Rights Compliance Review, prepared updates to the College's Voluntary Compliance Plan to be submitted to the NYSED Office for Civil Rights in January/February 2022

	June 2022 Update	**Policy Amendments and/or Implementation:** • Amended the Student Records Policy to ensure compliance with State law and SUNY directive, requiring that all public and private institutions cease the practice of withholding student transcripts from students with financial obligations; as well incorporated other revisions to bring policy in full compliance with the Family Educational Rights and Privacy Act ("FERPA") and its implementing regulations. • Amended the Bylaws of Suffolk County Community College to reflect the authorization for Board members to attend meetings by videoconferencing under emergency circumstances, pursuant to Public Officers Law 103-a ("the Open Meetings Law"), and in compliance with the procedures set out in new Policy, "The Use of Videoconferencing to Conduct Meetings of the Board of Trustees".

		• Drafted for adoption a new policy, "The Use of Videoconferencing to Conduct Meetings of the Board of Trustees", which establishes written procedures governing Board member and public attendance at Board meetings conducted with the use of videoconferencing under emergency circumstances. • Amended the Facilities Use Policy to authorize a membership fee waiver for use of the College health clubs/pools by disabled veterans of Suffolk County. • Amended the Policy for Credit Card Usage to enhance College operations and increase workplace accountability. • Amended the Procurement Policy to ensure compliance with the contract "piggybacking" provisions of NY General Municipal Law.
	August 2022 Update	**Policy Amendments and/or Implementation:** • Amended and renamed the Nepotism policy to become the "Employment of Relatives/Family Members" policy
Planning and Institutional Effectiveness	Responsible Executive	Interim Vice President
	Activity/Initiative	In collaboration with the Strategic Planning Council (SPC), President Bonahue and Prof. Theodore Koukounas (SPC co-chairperson), work to guide the College community in the completion and implementation of its 2022-2027 Strategic Plan.
	Lead Responsibility	SPC with facilitation from OPIE and President Bonahue, and communication from the VP, Institutional Advancement
	Criteria for Success Including measure(s)	October 2021 through January 2021: further engage internal and external stakeholders in the Strategic Planning process through calls to conversation, town hall meetings, focus groups and surveys, etc. In addition, IG and Values subcommittee and Focus Group and Survey subcommittees will continue to review existing data, including existing draft documents. February 2021: Analyze new data provided. March 2021: Work to incorporate new results into the data that has already been endorsed and solicit feedback from the College community. April 2022: After feedback from the College community, provide President Bonahue with a draft of the 2022-2027 Strategic Plan for review, feedback, and revisions, if any. May 2022: Draft of final plan presented to the College's Board of Trustees for review and additional revisions, if necessary. September 1, 2022: Implementation of plan.
	Timeline	Fall 2022
	IG(s)	2, 4, 5, 6
	MSCHE Standard(s)	I, II, VI
	January 2022 Update	During the Fall 2021 semester, Dr. Bonahue, in collaboration with the SPC, presented revised draft Values and Institutional Goals (IGs) to the College community via Town Hall meetings on each campus. To invite additional feedback from internal stakeholders, an online strategic planning survey was distributed to faculty, staff, and administrators from December 2nd through December 17th. The feedback received from the Town Hall meetings and the survey responses were compiled and analyzed by the Office of Planning and Institutional Effectiveness. A draft of these documents is under review by the SPC's Values and Goals subcommittee and the Focus Group and Survey subcommittee for further discussion prior to the February

		meeting. To help ensure that internal and external stakeholders can remain engaged in and up-to-date on the strategic planning process, the 2022-2027 Strategic Planning microsite was updated to reflect current processes, documents, etc.
	June 2022 Update	After reviewing the draft feedback from the Town Hall meetings and survey responses compiled by OPIE, Dr. Bonahue and the SPC presented these data to the college community in preparation for the Spring 2022 Town Hall meetings. Similar to the Fall semester, one Town Hall meeting was scheduled on each campus and members of the College community were encouraged to attend either in-person or virtually. Based on the feedback received, draft Strategic Objectives were presented and participants were given an opportunity to provide additional feedback. At the College's May 12, 2022 Board of Trustees meeting, Dr. Bonahue presented the draft 2022-2027 Strategic Plan to the Board for review and suggestions.
	August 2022 Update	At the June 16, 2022, Board of Trustees meeting, Board members voiced their support for the 2022-2027 Strategic Planning Values, Institutional Goals, and Strategic Objectives. A copy of the supported values, institutional goals, and strategic objectives are available online via the President's webpage, and will be prominently placed on the updated 2022-2027 Strategic Planning microsite which should be ready for launch by September 2022. In Fall 2022, the Strategic Planning Council, in collaboration with Dr. Bonahue, will continue to engage the college community in the strategic planning process through a review of the current mission and vision statements.
	Responsible Executive	Interim Vice President
	Activity/Initiative	In collaboration with Information Technology Services, implement phase one of College-wide dashboards focusing on enrollment data including: unduplicated headcount, FTEs, billable credits, instructional modality, status (FT/PT), gender, race and ethnicity, year-to-year enrollment comparisons, comparisons to census date, and other internal benchmarks.
	Lead Responsibility	OPIE: Interim Vice President, Assistant to the Vice President, Specialist I, and Assistant Director, OPIE ITS: Vice President, ITS, College Director of Enterprise Applications, Associate Director, Assistant Dean, College Associate Director Information Security
	Criteria for Success Including measure(s)	Pilot beginning Summer 2022 June 2022: Solicit feedback from internal stakeholders regarding functionality, ease of use, data provided, etc. July 2022: Utilize feedback to make necessary adjustments. Implement by August 2022
	Timeline	Fall 2022
	IG(s)	4, 5
	MSCHE Standard(s)	VI
	January 2022 Update	OPIE and ITS met throughout the Fall 2021 semester to continue discussing the dashboards and the necessary data to begin creating the dashboards. OPIE provided a historical schema to ITS so that they could begin building tables from which the dashboard data would be pulled. Representatives from OPIE and ITS met with a member of the Microsoft team in September to address issues related to security and to answer any additional questions about Power BI. Members of the OPIE team continued to attend weekly Microsoft training sessions to gain additional knowledge about the system and scheduled two additional private sessions with Microsoft for a more in-depth look. In December, OPIE met with President Bonahue to preview the

		beginning stages of the dashboards. Based on the preview, enrollment, general student demographic, and course outcome data will be included within phase one of the dashboard roll out.
	June 2022 Update	In February and March 2022, OPIE presented the historical dashboard to members of President's Council and faculty governance for review and feedback. The dashboard included student demographic data, college-wide, programmatic and campus-based enrollment data, etc., over the past 10 years. At the May 12, 2022 Board of Trustees meeting, Dr. Bonahue presented the historical dashboard to Board members for review and additional feedback. The OPIE team is working to update the historical data to include Winter 2022 and Spring 2022, and conduct a final review prior to launch. In collaboration with ITS, the goal is to have this first offering available to the College community by the end of June 2022. Other dashboards currently in the process of being initiated and completed include: retention and persistence, degree completion, course-level, and program-specific data.
	August 2022 Update	In early July 2022, OPIE, in collaboration with the Office of Institutional Advancement, published the student historical enrollment dashboard on the college's website. This dashboard is public-facing, and will be updated to reflect current student data at the end of each semester. In mid-July 2022, the OPIE team held two demonstrations for team members in the Campus Dean's offices, Student Affairs, and Academic Affairs to gain feedback on the next two dashboards--degree awards and retention and persistence. After the demos, links were sent to the above as well as Cabinet members to gain additional feedback prior to launch. In addition to the degree awards and retention and persistence dashboards, the OPIE team is looking to launch the following dashboards during the 2022-2023 academic year: completion and transfer, degree awards, course-level outcomes, and program-specific data.
	Responsible Executive	Interim Vice President
	Activity/Initiative	Improve the institutional reporting, and the accuracy of institutional data, continue to work with the Data Standards Committee to refine, publish, and implement the Data Standards Manual at the Central and Campus levels.
	Lead Responsibility	Interim Vice President and Data Standards Committee
	Criteria for Success Including measure(s)	Updating of manual and a reduction in fatal errors generated when submitting reports to SUNY and other external agencies.
	Timeline	Fall 2021 through Spring 2022
	IG(s)	4, 5
	MSCHE Standard(s)	VI
	January 2022 Update	The Data Standards Committee met during the Fall 2021 semester to review and update the Data Standards manual. Through these meetings, changes pertaining to language, Banner screens used, the uniformity of processes, and how the manual would be implemented were discussed. In December, there was a call for a final review of the document so that the manual could be updated and disseminated to offices for implementation in Spring 2022.
	June 2022 Update	The Data Standards Committee did not meet in the Spring 2022 semester, and there are still components of the manual that need to be completed. A Data Standards Committee meeting will be scheduled over the next few weeks to begin planning for the Fall 2022 semester.
	August 2022 Update	A Data Standards Committee meeting is being scheduled for the second week in September.

Student Affairs	Responsible Executive	Vice President for Student Affairs
	Activity/Initiative	Build the College Relationship Management software tool to support the enrollment process including the application checklist, enrollment checklist, and enrollment communications which are included in the current IT project request form. Develop an IT project request form to expand the admissions application to include non-credit programs appropriate for new students (surgical technician, manufacturing technology, OSHA training).
	Lead Responsibility	Interim Assistance Vice President and College Dean for Enrollment Management
	Criteria for Success Including measure(s)	The admissions application checklist will be live by March 2022, enrollment checklist will be live by May 2022 and enrollment communications will be live by June 2022. A completed project request form for the addition of non-credit options in the admissions application and a project timeline will be completed by June 2022.
	Timeline	**Fall 2021:** Continued work on the integration between Constituo and Banner, continued work on building the attributes for the application checklist and enrollment checklist. **Spring 2022:** Implementation of both checklists and development of enrollment communication.
	IG(s)	1, 5
	MSCHE Standard(s)	IV
	January 2022 Update	The plan to implement both checklists have been placed on hold Due to security concerns regarding BOT technology. An Internet bot, web robot, robot, or simply bot, is a software application that runs automated tasks (scripts) over the Internet. At current time, BOT technology is being used to manipulate our non-degree application. To further secure the non-degree application, the application will be moved into SLATE CRM system. This project will now be the focus for Spring 2022.
	June 2022 Update	The College's non-matriculated application required development in the **CRM** due to security issues discovered by the IT department on the submission of the current non-matriculated application which placed the development of the non-matriculated application in the **CRM** as an immediate priority. Application check list has been developed and is in production for review. Enrollment checklist has been developed.
	August 2022 Update	The Non-degree application is built and in final review with the Registrar. The email communications were created and are under final review. The procedures for non-degree applications are in discussion on the campuses to ensure uniformity in processing. The registrar will be trained in Slate and Constituo and the go live for the non-degree application is September. There has been significant advancement with the admissions application checklist. Three international checklist items are live and enable uploading of the documents directly into Slate by the student (I-94 form, visa, Permanent Resident card). Twenty items that are not satisfied by Banner have been created in Slate (automotive requirements, EMT, international, etc.). IT is working on the script for the automation of Banner checklist items. The Veteran's Services pilot of Active Scheduler for one-on-one advising appointments has been built in test and will be rebuilt in production. The anticipated go live date for the admissions checklist is November. There has also been significant advancement with the enrollment checklist. Three items that are satisfied by Banner (COVID documentation, MMR, and Meningitis) have been created in Slate. IT is working on creating

	the Constituo integration to satisfy the Banner items. The anticipated go live date for the enrollment checklist is November.
Responsible Executive	Vice President for Student Affairs
Activity/Initiative	Complete the distribution of HEERF III funding to students. Identify and allocate 20% discretionary funds to underserved student populations that have received limited aid thus far.
Lead Responsibility	College Director of Financial Aid
Criteria for Success Including measure(s)	Distribution of HEERF III discretionary funds in amount of $4.5million to three underserved populations that have received limited aid thus far.
Timeline	**Fall 2021:** Identify underserved student populations that have received limited aid thus far, review opportunities to provide funding with Business Affairs, and distribute aid. **Spring 2022:** Identify underserved student populations that have received limited aid thus far, review opportunities to provide funding with Business Affairs, and distribute aid.
IG(s)	3
MSCHE Standard(s)	VI
January 2022 Update	In Fall 2021, English Language Learners, Undocumented Students, and Workforce Development students were able to access block grants. A similar block grant application is predicted for Spring 2022.
June 2022 Update	The grant application or survey opened in April 2022 and 497 students have received approximately $640,534. The block grants were distributed to 5,630 students and $7,574,645 in aid was distributed. The institution received an extension to distribute HEERF through May 2023. The updated goal is to continue to disburse aid to students via the grant application throughout the fall semester
August 2022 Update	From April 2022 to present, 506 students received $644,355.25 in HEERF awards via the grant application or survey. There were no additional block grants awarded during this time and the financial aid team will continue to provide grant or survey awards throughout Fall 2022. There has been no determination at this time if additional block awards will be provided.
Responsible Executive	Vice President for Student Affairs
Activity/Initiative	Design a Spring 2022 and Fall 2022 master schedule that provides student-driven seat availability for high demand classes. Align seat availability with data from new student enrollment
Lead Responsibility	College Associate Dean for Registrar and Master Schedule and College Assistant Director for the Master Schedule
Criteria for Success Including measure(s)	The 25 highest enrolled classes will have a reduced utilization rate than past semesters.
Timeline	In Fall 2021 and Spring 2022, during student registration, monitor course utilization with appropriate response.
IG(s)	1, 4
MSCHE Standard(s)	V
January 2022 Update	Through careful review and management, the 25 highest enrolled classes have reduced utilization. The registration for Spring 2022 is currently ongoing so final utilization rates will be provided in the next update to the operational plan.
June 2022 Update	A review of the top 25 enrolled courses for Spring 2021, Fall 2021 and Spring 2022 shows that the utilization rate came down in Spring 2022, as seat availability increased in these high demand courses.

		Actions/Interventions: Monitor the master schedule and flag courses earlier where utilization reached 80%+. Start conversations and take actions on how and where to add capacity. The same process is being followed for the current Fall 2022 enrollment process.
		
		Average course utilization of top 25 enrolled for each semester:
		       Spring 2021: 94.34%
		       Fall 2021: 90.62%
		       Spring 2022: 79.91%

	August 2022 Update	The average course utilization of the top 25 enrolled courses for Fall 2022 will be determined by 9/9/22.