

# NASSAU COMMUNITY COLLEGE

STATE UNIVERSITY OF NEW YORK



**2023 – 2028**

## **STRATEGIC PLAN**

**BUILDING CONNECTIONS TO OUR  
STUDENTS, COMMUNITY & FUTURE**

# Table of Contents

INTRODUCTION .....	1
INSTITUTIONAL OVERVIEW .....	1
HISTORY AND CULTURE .....	2
ENROLLMENT CHALLENGES.....	2
STRATEGIC PLAN OVERVIEW .....	3
VISION AND MISSION STATEMENTS .....	4
INSTITUTIONAL PRIORITIES .....	4
LOOKING FORWARD: OPPORTUNITIES .....	4
INSTITUTIONAL PLANNING COMMITTEE.....	5
DEVELOPMENT OF 2023-2028 STRATEGIC PLAN INSTITUTIONAL PRIORITIES .....	6
GUIDED PATHWAYS- INSTITUTIONAL PRIORITY .....	7
COMMUNITY INCLUSION & ENGAGEMENT - INSTITUTIONAL PRIORITY.....	8
FINANCIAL STEWARDSHIP - INSTITUTIONAL PRIORITY.....	9
PLAN DETAILS.....	10
SECTION I – ACADEMIC.....	10
Student Outcomes that Inform the Academic Affairs Plan.....	11
IMPLEMENTING A GUIDED PATHWAYS APPROACH.....	12
STRATEGIC PLANNING AND ACADEMIC AFFAIRS PRIORITIES .....	13
INSTITUTIONAL PRIORITIES .....	13
ACADEMIC AFFAIRS GOALS AND STRATEGIES.....	13
ACADEMIC AFFAIRS STRATEGIC PLANNING PROCEDURES .....	16
THE ACADEMIC PLAN PROCESS .....	17
ACADEMIC AFFAIRS PLAN -- COLLEGE-WIDE INITIATIVES.....	18
SECTION II: ENROLLMENT.....	29
COUNTY AND INSTITUTIONAL OVERVIEW.....	29
ABOUT NCC STUDENTS SEEKING CREDIT-BEARING PROGRAMS.....	29
NCC’S EMERGING MISSION, VISION, AND GOALS.....	30
NCC STRATEGIC GOALS .....	30
NCC ACADEMIC STUDENT SERVICES STRATEGIC GOALS .....	31
VISION.....	31
ENROLLMENT CHALLENGES, INFLUENCES AND OPPORTUNITIES BACKGROUND .....	33
RECRUITMENT .....	35
EXPAND HIGH SCHOOL PARTNERSHIPS .....	35

COLLABORATE WITH LOCAL 4-YEAR COLLEGES FOR STUDENTS NOT ADMITTED INTO THEIR FIRST CHOICE SCHOOLS.....	36
INCREASE INTERNATIONAL STUDENT ENROLLMENT .....	36
TECHNOLOGY.....	37
COUNTY BUSINESS RELATIONSHIPS.....	38
EDUCATIONAL OPPORTUNITY PROGRAM (EOP) .....	38
ATHLETICS .....	39
FINANCIAL LITERACY.....	41
HONORS.....	43
DISTANCE EDUCATION .....	44
STRATEGIC PLANNING .....	46
EXPANSION OF DEGREE PROGRAMS .....	46
MICROCREDENTIALS.....	47
MARKETING AND COMMUNICATIONS .....	48
CAMPUS STRATEGIES TO IMPROVE RETENTION AND GRADUATION .....	49
RETENTION STATISTICS .....	51
GRADUATION RATE COMPARISON.....	53
RETENTION STRATEGIES .....	55
STUDENT PERSONNEL SERVICES DEPARTMENT GOALS FOR ENROLLMENT PLAN .....	55
DEAN OF STUDENTS OFFICE .....	56
ATHLETICS.....	56
EXPAND SCHOLARSHIPS FOR NEW AND CONTINUING STUDENTS.....	58
Appendices - Student Enrollment in Programs from Fall 2020-Fall 2022 .....	59
SECTION III: FACILITIES.....	63
INTRODUCTION AND PROCESS.....	63
INSTITUTIONAL PRIORITIES – FACILITIES .....	63
FACILITIES PROJECTS.....	64
SECTION IV: FINANCIAL.....	66
INSTITUTIONAL PRIORITY #1 - GUIDED PATHWAYS: GUIDED PATHWAYS .....	66
INSTITUTIONAL PRIORITY #2 - COMMUNITY INCLUSION AND ENGAGEMENT .....	67
INSTITUTIONAL PRIORITY #3- FINANCIAL STEWARDSHIP.....	68
FISCAL YEAR 2024 OPERATING BUDGET - HIGHLIGHTS.....	69
REVENUE HIGHLIGHTS.....	70
STATE AID SUPPORT .....	71
SPONSOR SHARE: COUNTY SHARE – LOCAL PROPERTY TAXES.....	72

STUDENT REVENUE .....	72
EXPENSES HIGHLIGHTS .....	72
SALARIES .....	73
FRINGE BENEFITS.....	74
OTPS - OTHER THAN PERSONNEL SERVICES .....	74
FUND BALANCE HIGHLIGHTS.....	75
APPROVED BUDGET FOR THE YEAR ENDING AUGUST 31, 2024 .....	76
MULTI YEAR FINANCIAL PLAN - HIGHLIGHTS.....	77
BUDGET 2024 & 2025 – 2028 FINANCIAL PLAN .....	79
SECTION V: TECHNOLOGY.....	80
GOAL #1: EQUITABLE STUDENT OPPORTUNITIES.....	81
GOAL #2: ACADEMIC EXCELLENCE AND STUDENT SUPPORT .....	82
GOAL #3: STUDENT PERSISTENCE AND POST-COMPLETION SUCCESS.....	83
GOAL #4: HIGH SCHOOL, COMMUNITY, BUSINESS, AND INDUSTRY PARTNERSHIPS .....	84
SECTION VI: DIVERSITY .....	85
INTRODUCTION .....	85
SUNY’S COMMITMENT TO DIVERSITY .....	85
NASSAU COMMUNITY COLLEGE’S COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION .....	86
STUDENTS AND DIVERSITY .....	86
ENROLLMENT .....	88
FACULTY, STAFF AND DIVERSITY.....	92
THE NCC DIVERSITY AND INCLUSION STATEMENT .....	93
DEFINING DIVERSITY AND INCLUSION.....	94
DEFINING THE AFFIRMATIVE ACTION PLAN AND DIVERSITY PLAN .....	94
THE ROLE AND RESPONSIBILITIES OF THE CHIEF DIVERSITY OFFICER .....	94
EDUCATION AND EXPERIENCE:.....	95
GOALS AND OBJECTIVES.....	96
REALIZING THE SUNY DIVERSITY PLAN: SUMMARY OF GOALS AND ACTIONS.....	103
SUMMATIVE STATEMENT.....	104
SECTION VII: INSTITUTIONAL EFFECTIVENESS.....	105
Appendix A: Department Chairs’ Initiatives .....	106

# INTRODUCTION

## INSTITUTIONAL OVERVIEW

Established in 1959, Nassau Community College (NCC) in Garden City, New York is a public college within the 64-campus State University of New York system (SUNY).

A 10-member Board of Trustees (BOT) is the governing body of the College. Four trustees are appointed by the New York State Governor, five are appointed by the County Executive of Nassau County, and one Student Trustee is elected by the NCC student body. The BOT negotiates the collective bargaining agreements, assumes fiduciary responsibilities for the College, and serves as the policy-making body that has the responsibility to establish, periodically review and evaluate the policies and procedures of the College, and amend those policies and procedures when appropriate, subject to the law.

NCC educates and supports more than 12,000 students annually. In Fall 2021, NCC awarded more than 130,000 credits to full-time and part-time students, and more than 3,000 continuing education credits. The majority of NCC's students come from New York State with 82% of our students residing in Nassau County, 8% residing in Suffolk County, and 8% living in Queens County. Notable demographic information includes: 53% of NCC students are women, 60% are between 18 – 21 years of age, 32% are Hispanic/Latino, 32% are white, and 20% are black. More than 30% of the students at NCC are first-generation college students and approximately 38% of NCC students receive TAP, Pell, or a combination of both TAP and Pell.

During the 2021-22 academic year, NCC awarded more than 2,200 degrees or certificates. Of those, 1,010 were A.A., 386 were A.A.S., 738 were A.S., 7 were A.O.S., and 81 were for certificate programs. The majority of degree-seeking students enroll in our Liberal Arts degrees with approximately 43% in the Liberal Arts & Sciences: Humanities & Social Science (A.A.) degree, the largest single degree on campus, and an additional 6% in the Liberal Arts & Sciences: Mathematics & Science (A.S.) degree. Liberal Arts degrees offer students the greatest flexibility in exploring different fields of study; helping these students determine career and/or transfer paths is the focus of one of our institutional priorities, Guided Pathways, which will be discussed later.

NCC employs approximately 1,770 full- and part-time staff, including more than 962 faculty, 388 of whom are full-time. They lead and support 87 associate degrees (A.A., A.S., A.A.S., and A.O.S.) and certificate programs. NCC offers a variety of continuing education options including courses in art, business, and computer skills.

NCC's Office of Workforce Development and Lifelong Learning Department serves the needs of the local community by enrolling approximately 6,500 students annually in non-credit classes, including vocational classes. It also serves the local community as a provider of workforce development education to those employed by local corporate partners. The department hosts socially important programs such as the Impaired Driving program, GED /TASC preparatory classes, and preparation for certification and licensing exams, including those for medically related fields.

The College is home to the non-profit 501(c)(3) NCC Foundation, whose primary function is to fundraise for student scholarships, faculty development initiatives, and community-building events. The Alumni Association of Nassau Community College is a volunteer non-profit corporation whose primary function is to support college initiatives, build alumni relationships, and raise funds for student scholarships.

NCC hosts The NEST at NCC. The NEST is a 501(c)3 non-profit organization that is committed to fostering health and well-being by providing nourishment and other vital supports to all members of the campus community. The NEST aims to alleviate the presence of hunger and food insecurity in the lives of NCC students, employees, and their families. In 2018, The NEST at NCC was identified by the Governor's office as an exemplar that other campuses should use for guidance. The faculty who created and are deeply involved in running The NEST were chosen by SUNY Albany to be members of their Food Insecurity Task Force and were asked to take leadership positions as co-chairs of the Task Force's Campus Involvement Committee.

## HISTORY AND CULTURE

The College honors its local identity as the former Mitchel Field military base for the United States. Museum Row, a destination for some of Long Island's finest museums, is located on the campus and comprises the Cradle of Aviation Museum, Nassau County Firefighters Museum and Education Center, Long Island Children's Museum, and the Nunley's Carousel. The campus grounds and iconic red-brick buildings have been home to two centuries of U.S. military and aviation history, including an infantry training center in the War of 1812, base operations during the Civil War, and in World Wars I and II as an Air Force Academy in defense of America and its allies in Europe.

The co-curricular and extra-curricular activities at NCC provide our students with an abundance of opportunities to explore their interests and develop their skills. The College has a theater, where professional-level shows are produced and performed by students and alumni, an award-winning radio station (WHPC 90.3), and the Plaza Art Gallery.

NCC Athletics aims to provide a broad program of athletic opportunities to enhance the student-athlete educational experience and is home to 26 sports teams. In 2021, nine student-athletes were recognized with All-American Honors. In the past few years, the NCC lacrosse and wrestling teams have been national champions and both our wrestling and basketball coaches have earned "Coach of the Year" awards from their respective leagues. NCC clubs and organizations encourage involvement on the commuter campus. There are more than 80 clubs and organizations for students to join; students can pursue interests, develop interpersonal relationships, learn more about majors, celebrate cultures and religions, and attend or plan social and educational programs.

## ENROLLMENT CHALLENGES

Like many colleges and universities across the nation, NCC has experienced a 10-year decline in enrollment (23,767 in the Fall of 2010 to 13,864 in the Fall of 2020), which was exacerbated by the COVID-19 pandemic. This enrollment drop has impacted everything we do on campus as our budget is largely dependent upon full-time equivalents (FTEs) for funding. Due to college-wide efforts to turn this



trend around, a projected 9% decline in enrollment for 2022-2023 was overestimated. The institutional priorities, discussed below, were chosen with an eye toward continuing to rebuild our enrollment.

## STRATEGIC PLAN OVERVIEW

Strategic Planning is performed by the Institutional Planning Committee (IPC), which is comprised of representatives from all campus constituents. The IPC's approach to planning is one of collegiality, self-reflective dialogue, and respect. IPC decisions are made based upon institutional research and evidence.

The approach to strategic planning changed in response to requirements made in our last MSCHE Self-Study. Based on that feedback, the IPC developed a more inclusive and data-informed approach to planning and developed the 2023-2028 Strategic Plan.

As that plan closed and efforts began to develop the next strategic plan, progress slowed while the college administration shifted priorities to focus on responding to the COVID-19 pandemic, among other urgent issues. However, the IPC was able to gather input from the NCC Board of Trustees, the faculty, staff, and students as they crafted the mission, vision, values, goals and objectives for the new Strategic Plan. Periodic meetings between the College President, Vice President of Academic Affairs/IPC co-chair, and the BOT provided board members the opportunity to offer their perspective on the elements of the new Strategic Plan. Annual open meetings for faculty, staff and students, held via videoconferencing during the pandemic, afforded the opportunity for the entire College community to offer their input.

In Fall 2022, our newly appointed Interim President, Dr. Conzatti, convened the IPC and asked that the committee refocus its efforts on developing a five-year strategic plan. At the same time, the College embarked on the MSCHE Self-Study Institute. The co-occurrence of these two efforts presents a unique opportunity to take stock of the processes that were developed for strategic planning based on our last self-study, allowing us to identify the strengths of this new process while also helping us modify where needed as we begin our new plan.

The IPC continues to consider the cultural, economic, societal, and governmental challenges facing the College and its constituents. Specific challenges include a pandemic that greatly impacted teaching, learning and technology; a sea of change in political culture and discourse; and social justice and equity issues that have influenced the way we think about inclusion and opportunities for all members of our community.

The new strategic plan seeks to address these challenges while also assuring that the College is well situated to sustain itself while upholding our values of academic excellence and service to our community.

## VISION AND MISSION STATEMENTS

### **VISION STATEMENT**

Nassau Community College transforms lives.

### **MISSION STATEMENT**

Nassau Community College offers students high-quality, flexible, and equitable educational opportunities, combined with co-curricular learning experiences, continuing education, and professional development opportunities. Distinguished faculty & dedicated staff provide students with a solid foundation for future success and prepare them to enrich our community, economy, and society. We are committed to diversity, equity, and inclusion in all that we do for all whom we serve.

## INSTITUTIONAL PRIORITIES

### **GUIDED PATHWAYS**

We will deliver enhanced academic guidance & support and streamline our business processes.

### **COMMUNITY INCLUSION & ENGAGEMENT**

We will expand our connections to the community, establishing a broader presence and purpose.

### **FINANCIAL STEWARDSHIP**

We will make financial decisions focused on long-range sustainability & quality growth.

## LOOKING FORWARD: OPPORTUNITIES

Fall 2022 was the first semester when students, staff and faculty returned more fully to in-person learning after more than two years of primarily remote operations. Following the pandemic, college students entering Nassau Community College are expected to need additional support in math, English and reading.

While the graduation rate of Long Island's Class of 2022 high school students is reported at 92.6%, local students were granted widespread exemptions from coursework, testing, and Regents exams. Therefore, this data point from the New York State Department of Education may not accurately reflect how well students are prepared for the rigors of college-level work.

Nevertheless, and based on the Guided Pathways institutional priority which ensures that academic and career pathways are designed and structured so that students succeed in their higher education goals, students entering NCC will persist through the attainment of credentials that will enable them to either transfer to a 4-year institution or enter the workforce.

In pursuit of this vision, the College is reviewing its academic and non-degree program offerings and collaborating with the community to incorporate skill-based training programs according to local employer needs. By strengthening programmatic offerings (Guided Pathways) and aligning them with the local economy (Community Inclusion & Engagement), NCC ensures its fiscal health and longevity (Financial Stewardship).



## INSTITUTIONAL PLANNING COMMITTEE

College-wide planning is carried out by the Institutional Planning Committee (IPC) that reports to the President. The IPC ensures that the College is inclusive in its strategic planning process, that the various plans that comprise the Strategic Plan are linked, that the College uses resources effectively to fulfill its mission and goals, and that the strategic planning process meets Middle States Commission standards.

All campus constituent groups have representation on the IPC, as outlined in the chart below. The Committee consists of nineteen (19) voting members and two (2) ex-officio members. Membership consists of appointed representatives of the Academic Senate, Administration, Department Chairs, Student Government, and the various Unions. The Committee Co-Chairs are appointed by the President. Administrators serve at the request of the President. All other members serve three-year terms, which can be renewed by the appointing constituent group.

### INSTITUTIONAL PLANNING COMMITTEE MEMBERSHIP

#### Institutional Planning Committee IPC

##### Co-Chairs

- Genette Alvarez-Ortiz, Acting Vice President Academic Affairs
- Pat Lupino, President's Designee

##### Members

- Mary Floratos, Administration
- David Follick, Administration
- Omar Mayyasi, Administration
- Beth Gaudino-Goering, Administration
- Rita Langdon, Administration
- Robert Jarocki, Professional Administration
- Rosemary Deriso, Academic Senate
- Pamela Flores, Academic Senate
- Liz-Hynes-Musnisky, Academic Senate
- Christine Marchese, Academic Senate
- Laura O'Connell, Academic Senate
- Lynn Bergin, Academic Department Chair
- David Stern, NCCFT
- Garry Ouellette, AFA
- John Serrano, CSEA
- Nathan Cheong, Student
- Coralie Forest, Student

##### Ex Officio

- Maria Conzatti, Chief Administrative Officer
- Nadine Hylton, AVP Institutional Effectiveness & Strategic Planning
- Charmian Smith, Interim VP Academic Student Services
- Administration and Staff Designated for Specific Purposes, as requested by the Committee

The 2023-2028 Strategic Plan consists of five (5) major plans – Academic, Enrollment, Facilities, Finance, and Technology. The Plans are linked through common goals and strategic objectives, in support of the College's Mission. The Strategic Plan also includes a Diversity Plan and two plans that inform and guide strategic planning. The Assessment Plan provides the guidelines for academic assessment. The Institutional Effectiveness Plan provides the framework for the planning process and assessment of our institutional functions. NCC recognizes the importance of DEI as a core value that is embedded in the work we do; we are awaiting updated direction from SUNY to finalize our Diversity Plan. The following map illustrates how the Plans are linked with one another through common goals and objectives.

## 2023-2028 NCC STRATEGIC PLAN INTEGRATION MAP

### GOAL 1

#### EQUITABLE STUDENT OPPORTUNITIES

To maintain an open admissions policy that ensures the availability of educational programs for traditional, non-traditional, and international students.

To provide developmental programs that upgrade student skills for success in college-level courses.

To create educational programs that respond to and satisfy diverse community needs.

To create a multi-cultural environment that fosters the synthesis of knowledge, aesthetic appreciation, and commitment to ethical and social values.

### GOAL 3

#### STUDENT PERSISTENCE AND POST-COMPLETION SUCCESS

To provide an education that fosters critical, analytical thinking and inspires lifelong learning.

To support and strengthen academic and co-curricular programs that prepare students to transfer to a four-year college or university.

To offer career-focused programs, certificates, courses, and credentials that prepare students for regional as well as global employment opportunities.

### INSTITUTIONAL PRIORITIES

**GUIDED PATHWAYS**  
**FINANCIAL STEWARDSHIP**  
**COMMUNITY INCLUSION & ENGAGEMENT**

### GOAL 2

#### ACADEMIC EXCELLENCE AND STUDENT SUPPORT

To encourage faculty development through programs that promote scholarship and creativity, and to encourage the adoption of innovative teaching methods and technology that enhance student learning.

To provide the support services and guidance necessary for students to realize their full potential.

To provide a physical environment and a technological infrastructure conducive to effective teaching, learning, and working.

To provide administrative leadership that assures educational quality, furnishes adequate student support services, maintains effective budgeting and facilities management, and stimulates thoughtful planning for the future of the College.

### GOAL 4

#### HIGH SCHOOL, COMMUNITY, BUSINESS & INDUSTRY PARTNERSHIPS

To offer activities and cultural programs that enrich student and community life.

To enhance the economic and cultural vitality of the County by promoting an educational environment that responds to the changing needs of the community.

To cultivate high school, community, business, industry, and other partnerships that benefit our students, college, and community.



## DEVELOPMENT OF 2023-2028 STRATEGIC PLAN INSTITUTIONAL PRIORITIES

As part of the planning cycle for the 2023-2028 Strategic Plan, the IPC reviewed and updated the College's Mission, Vision, and Values Statements. The statements were shared with the NCC Board of Trustees throughout the development process, resulting in a greater emphasis on connections with the community and a focus on diversity and inclusion. The statements were also shared with the NCC community at various forums and meetings throughout the development process. In response to the emphasis the Administration was also placing on Guided Pathways at these sessions, the IPC established Guided Pathways as its singular Institutional Priority.

At the start of the fall 2022 semester, Interim President Dr. Maria P. Conzatti met with the IPC. She encouraged the Committee to review each of the Strategic Plan elements that were crafted under the prior administration during the pandemic. Dr. Conzatti encouraged them to share, discuss, and address any concerns before moving forward with the creation of the detailed Academic, Enrollment, Facilities, Financial, and Technology Plans.

As part of its review, the Committee reaffirmed the Vision, Mission, Values, and Goals/Objectives that it developed under the previous President during the pandemic. In response to an increased emphasis on community and finances in various meetings at the start of the fall semester from Dr. Conzatti, the

Committee reconsidered its approach with respect to designating Guided Pathways as the singular Institutional Priority. The Committee acknowledged the need to add an Institutional Priority to expand *connections to the community and establish a broader presence and purpose*. It also recognized the need to add an Institutional Priority to make *financial decisions focused on long-range sustainability and quality growth*.

The updated version of the priorities for the Strategic Plan was shared with and affirmed by the NCC Board of Trustees by Dr. Conzatti in the fall semester and shared with the community at an open forum in early March.

These Institutional Priorities serve as the foundation for our 2023-2028 Strategic Plan.

1. **GUIDED PATHWAYS:** We will deliver enhanced academic guidance & support and streamline our business processes.
2. **COMMUNITY INCLUSION & ENGAGEMENT:** We will expand our connections to the community, establishing a broader presence and purpose.
3. **FINANCIAL STEWARDSHIP:** We will make financial decisions focused on long-range sustainability & quality growth.

Our Institutional Priorities are reflected in the Academic, Enrollment, Facilities, Financial, and Technology Plans that make up the 2023-2028 Strategic Plan as outlined in the following ways.

#### GUIDED PATHWAYS- INSTITUTIONAL PRIORITY

In support of the GUIDED PATHWAYS Institutional Priority, the **Academic Plan:**

- Explores and evaluates various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring).
- Provides programs that prepare well-rounded students for transfer, and regional and global employment opportunities.
- Provides schedules that respond to student needs, including a variety of times, modalities, and sequences.
- Ensures students are learning by offering program relevant, high-quality applied learning experiences that begin with the most basic experience and continue providing immersive experiences through graduation.

In support of the GUIDED PATHWAYS Institutional Priority, the **Enrollment Plan:**

- Creates educational programs that respond to and satisfy diverse community needs.
- Provides support services and guidance necessary for students to realize their full potential.

In support of the GUIDED PATHWAYS Institutional Priority, the **Facilities Plan:**

- Provides state of the art teaching spaces which support the mission of the academic programs and facilitate a culture of scholarship and creativity.
- Ensures academic buildings and specifically classrooms and class laboratories are continuously evaluated, updated, and maintained based on their ability to support current and future teaching methodologies as well as technology.

- Provides facilities that serve both traditional and nontraditional students including teaching spaces which support developmental programs as well as tutorial and study spaces.

In support of the GUIDED PATHWAYS Institutional Priority, the **Financial Plan**:

- Conducts a review of internal policies and procedures to identify areas of improvement and streamline processes for greater efficiency.
- Allocates funding to professional development for faculty and staff, and ensure they have opportunities to acquire the necessary skills to support the implementation of Guided Pathways.

In support of the GUIDED PATHWAYS Institutional Priority, the **Technology Plan**:

- Deploys the information technology needed to support exceptional delivery of instruction in a variety of modalities.
- Expands technology professional development and learning opportunities for faculty and staff.
- Utilizes educational technologies to provide students with effective, efficient learning experiences and support services.
- Implements comprehensive and adaptive learning technologies to customize and deliver material to specific students and tailor as needed to meet different learning styles
- 

#### COMMUNITY INCLUSION & ENGAGEMENT - INSTITUTIONAL PRIORITY

In support of the COMMUNITY INCLUSION & ENGAGEMENT Institutional Priority, the **Academic Plan**:

- Provides programs that prepare well-rounded students for transfer and regional and global employment opportunities.
- Ensures students are learning by offering program relevant, high-quality applied learning experiences that begin with the most basic experience and continue providing immersive experiences through graduation.

In support of the COMMUNITY INCLUSION & ENGAGEMENT Institutional Priority, the **Enrollment Plan**:

- Expands high school partnerships.
- Strengthens relationships with community and businesses.

In support of the COMMUNITY INCLUSION & ENGAGEMENT Institutional Priority, the **Facilities Plan**:

- Ensures facilities support a robust student and community life.
- Creates facilities to be flexible to respond to a variety of activities including shifts in community needs.

In support of the COMMUNITY INCLUSION & ENGAGEMENT Institutional Priority, the **Financial Plan**:

- Engages internal stakeholders. Develop the budget and financial plan through a collaborative and transparent process that reflects the institution's goals and objectives. Include input from various departments, faculty, staff, and students. Successful implementation of Guided Pathways dictates ongoing collaboration, assessment, and communication among the various stakeholders – particularly as academic, enrollment, facilities, and technology plans get implemented and evolve.
- Engages external stakeholders. Focus on expanding our connections to the community. The Plan will include investments in marketing and communication initiatives to build relationships with high schools, businesses, and legislators - providing internship opportunities and workforce development programs.

In support of the COMMUNITY INCLUSION & ENGAGEMENT Institutional Priority, the **Technology Plan**:

- Engages with local businesses and community organizations through technology to promote collaboration while becoming a primary resource for workforce development.
- Improves event management by implementing a robust reservation system that allows for a broader spectrum of community stakeholders to request facility rentals.
- Promotes and expands opportunities related to micro-credentials.

## FINANCIAL STEWARDSHIP - INSTITUTIONAL PRIORITY

In support of the FINANCIAL STEWARDSHIP Institutional Priority, the **Academic Plan**:

- Provides programs that prepare well-rounded students for transfer and regional and global employment opportunities.
- Provides schedules that respond to student needs, including a variety of times, modalities, and sequences.

In support of the FINANCIAL STEWARDSHIP Institutional Priority, the **Enrollment Plan**:

- Increases student Financial Literacy.

In support of the FINANCIAL STEWARDSHIP Institutional Priority, the **Facilities Plan**:

- Strategically maintains the campus buildings and systems of over 225 acres and over 1.5 million square feet of space.
- Ensures educational quality and student support by strategically upgrading building integrity, HVAC systems, security systems, parking, and grounds.

In support of the FINANCIAL STEWARDSHIP Institutional Priority, the **Financial Plan**:

- Makes financial decisions focused on long-range sustainability & quality growth.
- Commits to ensuring the highest standards of academic excellence. By focusing on Guided Pathways and Community Inclusion & Engagement the College will develop the foundation on which to build sustainable growth.
- Ensures that the financial plan is data-driven, based on up-to-date and relevant analyses of assumptions, and clear performance metrics.
- Ensures that our budgeting process is transparent and inclusive, with input from all stakeholders, and that we regularly review our financial performance to identify areas for improvement and/or efficiency.

In support of the FINANCIAL STEWARDSHIP Institutional Priority, the **Technology Plan**:

- Adopts a systematic approach to assessing information technology initiatives and implementation, resources (e.g., ITS asset inventory and tracking), services, support, and ITS policies and procedures, including replacement and refresh cycles.
- Uses data to drive continuous improvement in both student success and administrative efficiency.
- Invests in ongoing training to maximize the use of data, allowing for a greater capacity to collect and analyze information and for a more sophisticated use of data to drive decisions.
- Adopts and deploys an integrated set of administrative tools to analyze and track data (e.g., student recruitment, retention and success rates, and other metrics of efficiency and effectiveness) with a simpler, less expensive, approach and more focused on supporting student success.

## PLAN DETAILS

### SECTION I – ACADEMIC

The Office of Academic Affairs looks forward to transforming our approach to community college education by focusing on Guided Pathways, an approach to community college education that helps students identify an academic or career path and then provides them with the support they need to follow that path and achieve post-completion success. We also seek to deepen our commitment to workforce development by supporting our noncredit training and building bridges between noncredit training and credit-bearing degrees and certificates. This will provide students with important onramps to and offramps from their paths so they can best achieve their goals.

The Academic Plan is grounded in research on our student population, as well as important changes in the higher education landscape. During the 2021-22 academic year, NCC awarded 2,141 degrees and 81 certificates. Of the degrees, 1,010 were Associate in Arts degrees, 738 were Associate in Science, 386 were Associate in Applied Sciences. The largest group of degree seekers enroll in our two general Liberal Arts degrees, with 43% in our Liberal Arts & Sciences: Humanities & Social Science A. A. degree and another 6% in our Liberal Arts & Sciences: Mathematics & Science A. S. degree. The rest of our students (51%) enroll in a range of professional studies degrees or discipline-specific transfer-oriented liberal arts degrees. The general liberal arts degrees offer students the greatest flexibility in exploring many fields of study, helping them determine career and transfer paths, while the professional and discipline-specific degrees offer students a clear path to an already-chosen career or transfer plan. Helping students navigate these degree choices is key to one of our institutional priorities, the development and implementation of Guided Pathways approach, which will be discussed later.

In addition to the degrees and certificates, NCC's Center for Workforce Development and its Lifelong Learning and Continuing Education department serve the needs of our local community by enrolling approximately 6,500 students annually in non-credit classes. The Center for Workforce Development provides employment-related training in a range of vocational, healthcare, and technical fields. It also provides workforce training for corporate partners. The Lifelong Learning and Continuing Education department provides a wide range of personal enrichment classes and hosts important programs like the Impaired Driver program, GED/TASC prep programs, and preparation for certification and licensing exams.

In all our efforts, the Office of Academic Affairs prioritizes academic excellence in support of student persistence and success. Our aim is to ensure that students entering NCC will attain credentials that will enable them to transfer successfully to bachelor's degree programs or to enter the workforce directly and earn an income that will allow them to stay on Long Island and support a family if they choose. In this way, nearly everything we do is aimed at developing Nassau County's workforce and supporting our neighboring communities.

In pursuit of this vision, NCC is reviewing its academic and non-degree program offerings and collaborating with the community to incorporate skills-based training programs that meet local employer needs. In alignment with the priorities of the NCC Strategic Plan, over the next five years, Academic Affairs aims to strengthen programmatic offerings (Guided Pathways) aligning them with local economic needs and opportunities (Community Inclusion & Engagement), which ensures the fiscal health and longevity of the college (Financial Stewardship).



## Student Outcomes that Inform the Academic Affairs Plan

The NCC student body is heterogenous, with many different goals for attending and different timelines for completion. The typical First Time in college, Full Time (FTFT) metrics do not capture the full picture of student success at our college, however this cohort is a common way to track student outcomes. Our Fall 2018 FTFT cohort consisted of 3,630 students.

As shown in the chart below, after 2 years, 7% of the students in this cohort had graduated, 34% were persisting, 13% transferred without graduating, and 45% were no longer attending. After 3 years, the number graduating rose from 7% to 20%; the number persisting dropped to 16%, the number transferred without graduating remained the same, and the number no longer attending rose from 45 to 51%. We are particularly interested in using the Guided Pathways approach to help us retain students and improve their completion rates.

### UNDERGRADUATE STUDENT OUTCOMES FALL 2018 AS OF FALL 2021

Year(s) Out from Start Date	Graduates (Cumulative)		Returning		Transfer without Graduation		Non-Attending		Total	
	#	%	#	%	#	%	#	%	#	%
1 Year (2019)	4	0.1%	2,251	62%	287	8%	1,088	30%	3,630	100%
2 Years (2020)	271	7%	1,250	34%	463	13%	1,646	45%	3,630	100%
3 Years (2021)	734	20%	574	16%	483	13%	1,839	51%	3,630	100%

It is also noteworthy that upon entry, 48% of the cohort needed developmental education in one or more areas: 25% in one area, 9% in two, and 11% in three or more. Thus, the need to provide effective developmental education support remains high.

### FALL 2018 FIRST TIME IN COLLEGE (FTIC) DEVELOPMENTAL STUDENT OUTCOMES

Outcomes	3 Years Out			Total Remedials	No Remedial	All FTIC
	1 Remedial	2 Remedials	3+ Remedials			
<b>Graduated</b>	149	45	18	212	522	734
	4%	1%	0%	6%	14%	20%
<b>Transferred</b>	77	32	25	134	349	483
	2%	1%	1%	4%	10%	13%
<b>Persisted</b>	160	62	70	292	282	574
	4%	2%	2%	8%	8%	16%
<b>Non-Attending</b>	529	202	301	1,032	807	1,839
	15%	6%	8%	28%	22%	51%
<b>GRAND TOTAL:</b>	915	341	414	1,755	1,958	<b>3,630</b>
	25%	9%	11%	<b>48%</b>	54%	100%

First generation students fared about the same as our general population of FTFT students, with 19% graduating after 3 years, 17% persisting, 10% transferring out, and 54% not attending after 3 years. It is noteworthy that

the percentage of first-generation students needing at least one developmental course was slightly higher than the general student population at 51%. This indicates that strong developmental education support will help close the equity gap, ensuring that first generation students have the same opportunities for success as the general student population.

#### FTIC AND FIRST-GENERATION UNDERGRADUATE STUDENT OUTCOMES

Year(s) Out from Start Date	Graduates (Cumulative)		Persisting		Transfer without Graduation		Non-Attending		Total	
	#	%	#	%	#	%	#	%	#	%
1 Year (2019)	0	0%	895	61%	85	6%	488	33%	<b>1,468</b>	<b>100%</b>
2 Years (2020)	101	7%	517	35%	143	10%	707	48%		
3 Years (2021)	283	<b>19%</b>	246	<b>17%</b>	145	<b>10%</b>	794	<b>54%</b>		

Our mission as a community college is to serve. Some students come to us seeking a degree or intending to transfer before completing a degree. Others come to us to explore options or acquire credentials. Whatever the reason, we exist to support and serve the students in our community. To do so, we need to address retention with strong developmental education for those who need it, additional academic support and advisement/mentoring for all students; and we need to provide wraparound support, to help students juggle work, family, and financial issues. We view the implementation of Guided Pathways as critical to improving our student outcomes; as such, it is a priority for our 2023-2028 Strategic Plan

#### IMPLEMENTING A GUIDED PATHWAYS APPROACH

Guided Pathways is a national movement supported by SUNY that redesigns the way in which students enter college, choose and pursue programs, and then transition either to bachelor's programs or employment. This is a student-centered approach from the moment of first contact with prospective students through the attainment of degrees, certificates, or noncredit training. Rather than using a self-service model for the selection of their programs and courses, students are guided during the decision-making process and provided the support and monitoring they need throughout their academic journey to ensure that they can refine and follow their path and achieve their goals. NCC joined this movement in 2019 as part of the second cohort of SUNY community colleges learning how to implement the Guided Pathways approach.

The Guided Pathways approach relies on four foundational principles:

1. Clarify the Path-Academic Affairs will create clear curricular pathways to transfer colleges and careers, providing programs that prepare well-rounded students for transfer and regional and global employment opportunities.
2. Get on the Path-Academic Affairs will work with Academic Advisement and support academic departments in their efforts to help students find the best pathway for them through individualized assessment and advisement.
3. Stay on the Path-Academic Affairs will encourage and support faculty in their efforts to provide timely feedback to students as they progress through their coursework. Academic Affairs will explore and implement new models of academic support and will refine schedules and modalities of course offerings to ensure that students can stay on their path.

4. Ensure Learning-Academic Affairs will support faculty development and implementation of high impact practices, such as using applied learning experiences, throughout the educational journey.

## STRATEGIC PLANNING AND ACADEMIC AFFAIRS PRIORITIES

Strategic Planning is performed by the Institutional Planning Committee (IPC), comprised of representatives from all campus constituents. The IPC's approach to planning is one of collegiality, self-reflective dialogue, and respect. IPC decisions are based on analysis of institutional research and other evidence. As the 2018-2021 Strategic Plan closed and efforts to develop the next strategic plan began, progress was slowed by the college's need to respond to the Covid-19 pandemic. Despite this, IPC was able to gather input from NCC's faculty, staff, students, and Board of Trustees. They used this input to craft the mission, vision, values, goals, and objectives for the new Strategic Plan. Based on this collaborative, year-long process, the IPC identified the following institutional priorities:

### INSTITUTIONAL PRIORITIES

#### Guided Pathways

We will deliver enhanced academic guidance & support and streamline our business processes.

#### Community Inclusion & Engagement

We will expand our connections to the community, establishing a broader presence and purpose.

#### Financial Stewardship

We will make financial decisions focused on long-range sustainability & quality growth.

## ACADEMIC AFFAIRS GOALS AND STRATEGIES

The Office of Academic Affairs developed three goals and four strategies to guide its work throughout the 2023-2028 Strategic Plan. As illustrated in the graphic below, they align with and are mapped to the goals and objectives of the Strategic Plan and NCC's Institutional Priorities. These Goals and Strategies are derived from a Guided Pathways approach in the context of the enrollment and financial pressures that the college faces today.

**Academic Affairs Goal and Strategy #1:** To foster an engaging learning environment, consistent with Guided Pathways, which leads to improved student outcomes. Faculty and staff in academic affairs will develop and implement high impact practices to improve student retention and success in multiple modalities. Activities will include developing opportunities for engaging, innovative, high-impact, and research-based pedagogy in the learning environment and proactive student support.

**Strategy:** Explore and evaluate various models of academic support (e.g., Learning Communities, First Year Seminar, Academic Mentoring)

**Academic Affairs Goal and Strategy #2.1:** Using the Guided Pathways model, Academic Affairs will foster a culture of success by providing opportunities for our traditional and non-traditional students to persist and complete their degrees. A culture of success will be supported by degrees that prepare students for a changing world; pathways that promote timely graduation for first-time College, transfer, and nontraditional students; course schedules to accommodate students’ needs; and pedagogy designed for different learning styles.

**Strategy 2.1:** Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities.

**Strategy 2.2:** Provide schedules that respond to student needs, including a variety of times, modalities, and sequences.

**Academic Affairs Goal and Strategy #3:** Academic Affairs seeks to empower and transform our students in their educational and social environments by using Guided Pathways to help them to set and achieve their goals.

**Strategy:** Ensure students are learning by offering program relevant, high-quality applied learning experiences that begin with the most basic experience and continue providing immersive experiences through graduation.

As illustrated in the graphic below, the Academic Plan goals and strategies align with and are mapped to the goals and objectives of the Strategic Plan and are aligned with institutional priorities.



## The Academic Plan aligns with the NCC Institutional Priorities in the following ways:

### Guided Pathways

In support of the GUIDED PATHWAYS Institutional Priority, the **Academic Plan**:

- Explores and evaluates various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring).
- Provides programs that prepare well-rounded students for transfer, and regional and global employment opportunities.
- Provides schedules that respond to student needs, including a variety of times, modalities, and sequences.
- Ensures students are learning by offering program relevant, high-quality applied learning experiences that begin with the most basic experience and continue providing immersive experiences through graduation.

### Community Inclusion & Engagement

In support of the COMMUNITY INCLUSION & ENGAGEMENT Institutional Priority, the **Academic Plan**:

- Provides programs that prepare well-rounded students for transfer and regional and global employment opportunities.
- Ensures students are learning by offering program relevant, high-quality applied learning experiences that begin with the most basic experience and continue providing immersive experiences through graduation.

### Financial Stewardship

In support of the FINANCIAL STEWARDSHIP Institutional Priority, the **Academic Plan**:

- Provides programs that prepare well-rounded students for transfer and regional and global employment opportunities.
- Provides schedules that respond to student needs, including a variety of times, modalities, and sequences.

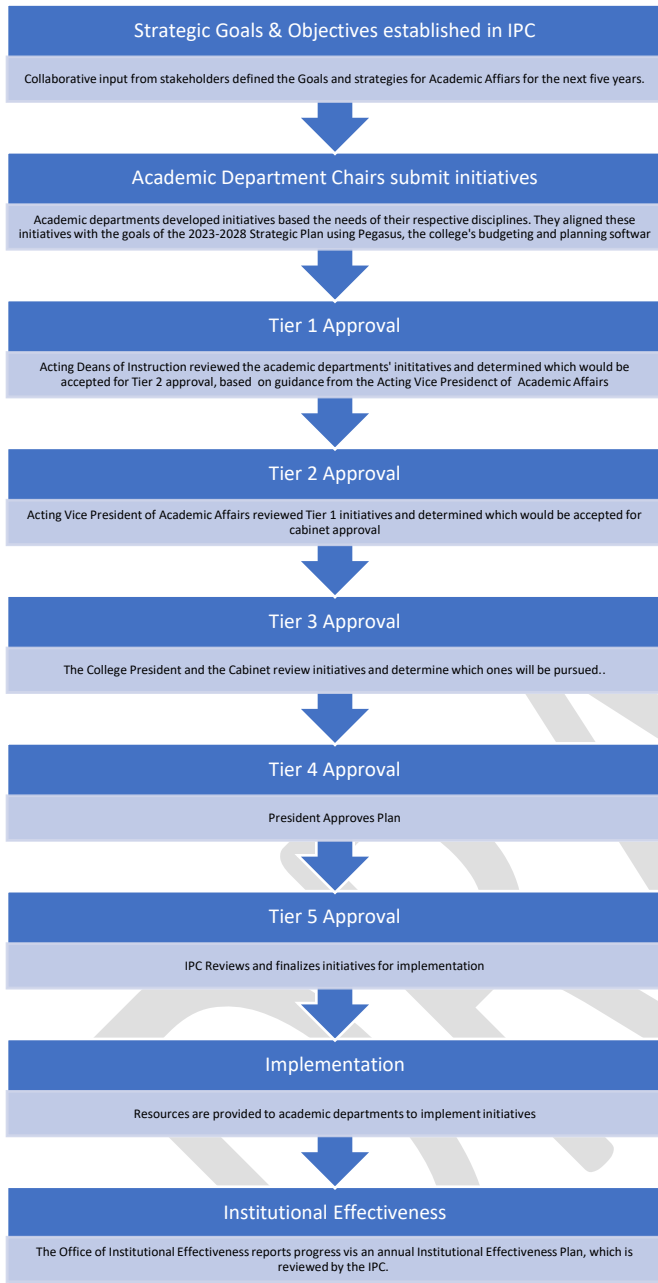
## ACADEMIC AFFAIRS STRATEGIC PLANNING PROCEDURES

As noted earlier, strategic planning is performed by the Institutional Planning Committee (IPC), which is comprised of representatives from all campus constituents. The Strategic Objectives for Academic Affairs that are set forth in the 2023-2028 plan are the product of collaborative input from representatives of the IPC. These Academic Affairs objectives were presented to and accepted by the Institutional Planning Committee in Spring, 2023. Meanwhile, the chairs of the academic departments submitted initiatives that aligned with the NCC Strategic Plan in Pegasus, the college's budgeting and planning software system. The chairs' initiatives were then reviewed by the Acting Deans of Instruction (Tier 1 approval) and the Vice President of Academic Affairs (Tier 2 approval). Consultation between IPC and Academic Affairs continues throughout all stages of planning and implementation. All of the initiatives that met with Tier 2 approval during Spring 2023 are included herein. After Tier 2 approval was complete in Spring, 2023, some academic departments were restructured, which led to a reconsideration of some of the initiatives that will be found in this plan. When the Academic Plan is reviewed in Spring 2024, the status of all of the chair's initiatives will be updated accordingly.

DRAFT



# THE ACADEMIC PLAN PROCESS



## IPC CONSULTATION

The Vice President of Academic Affairs and his/her designee serve as standing members of IPC. Once initiatives are submitted by the chairs, approval of their initiatives moves from Tier 1 through to implementation in consultation with IPC.

ACADEMIC AFFAIRS PLAN -- COLLEGE-WIDE INITIATIVES

The following initiatives are presented by Academic Affairs. They are independent of any particular academic department; in that they require college-wide collaboration and resources. These initiatives were articulated by the Acting Deans of Instruction and submitted for Tier 2 and Tier 3 approval.

<b>Academic Affairs Goal / Objective:</b>	<b>Academic Affairs Goal and Objective Strategy 2.1: Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities.</b>
*Department:	ACADEMIC AFFAIRS
* Priority:	High
* Short Description:	Develop identity of schools/areas
* Institutional Priorities:	Guided Pathways
* Strategic Goal:	Goal 2: Academic Excellence and Student Support
*Strategic Objective:	Objective 2.2 To provide the support services and guidance necessary for students to realize their full potential
Strategy: (What is your strategy?)	Assist departments in developing common goals for their academic area
*Responsibility: (Who will be responsible for Implementing & Assessing?)	VPAA/Deans/Chairs
*Data/Analysis to Support Request: (Include Reference to Taskstream if Applicable):	Although official paperwork has been submitted that describes the six new schools/areas, the chairs and faculty of these areas have not had opportunities to work together and formulate shared goals for the strategic plan.
Funding & Breakdown by Year: Request for funding will be available once the strategic request has been established.	None needed
*Assessment Method: (How do you plan to assess this strategy?)	Survey faculty and students regarding their alignment with areas.

<b>Academic Affairs Goal / Objective:</b>	<b>Academic Affairs Goal and Objective #1 Strategy: Explore and evaluate various models of academic support. (Learning Communities, First Year Seminar, Academic Mentoring) Develop and Implement High Impact Practices</b>
*Department:	ACADEMIC AFFAIRS
* Priority:	High
* Short Description:	Honors Program Redesign
* Institutional Priorities:	Guided Pathways
* Strategic Goal:	Goal 2: Academic Excellence and Student Support
*Strategic Objective:	Objective 2.2 To provide the support services and guidance necessary for students to realize their full potential
Strategy: (What is your strategy?)	Refine course offerings to maximize student enrollment and decrease class cancelations
*Responsibility: (Who will be responsible for Implementing & Assessing?)	Honors Assistant to Directors: Frost/TBA
*Data/Analysis to Support Request: (Include Reference to Taskstream if Applicable):	An increasing number of Honors sections are being canceled or combined with typical sections because students enroll too late and have too many options available
Funding & Breakdown by Year: Request for funding will be available once the strategic request has been established.	Funding to hire two PT Assistant to Directors and a clerk/typist I to work throughout the year, including winter and summer breaks, to communicate with potential Honors students, encourage timely enrollment, and review course offerings to ensure that students are concentrated in critical courses
*Assessment Method: (How do you plan to assess this strategy?)	Track trends in enrollment per section and number of fully enrolled sections going forward.

<b>Academic Affairs Goal / Objective:</b>	<b>Academic Affairs Goal and Objective #1: Strategy: Explore and evaluate various models of academic support. (Learning Communities, First Year Seminar, Academic Mentoring)</b>
*Department:	ACADEMIC AFFAIRS
* Priority:	High
* Short Description:	Learning Communities
* Institutional Priorities:	Guided Pathways
* Strategic Goal:	Goal 2: Academic Excellence and Student Support
*Strategic Objective: --	Objective 2.2 To provide the support services and guidance necessary for students to realize their full potential
Strategy: (What is your strategy?)	Increase the number and types of Learning Communities available to students in ALL degree programs, including the Liberal Arts programs
*Responsibility: (Who will be responsible for Implementing & Assessing?)	Pt Assistant to Director-Golde/Lazaroff
*Data/Analysis to Support Request: (Include Reference to Taskstream if Applicable):	Learning communities are a High Impact Practice, offering shared intellectual experiences for students that enable them to make connections with each other and to ground their academic learning in real-world experiences (see Guided Pathways research). Creating such learning communities and training faculty to ensure that they are executed effectively requires the time and skill of faculty mentors.
Funding & Breakdown by Year: Request for funding will be available once the strategic request has been established.	Funding to hire 2 PT Assistants to Director, shared with Reading Gateways, to work throughout the year, including winter and summer breaks, to communicate with faculty, encourage faculty development for LC, and review course offerings to ensure that students have a variety of LC choices.
*Assessment Method: (How do you plan to assess this strategy?)	Track trends in number of Learning Community sections and enrollment per section going forward.

<b>Academic Affairs Goal / Objective:</b>	<b>Academic Affairs Goal and Objective #1: Strategy: Explore and evaluate various models of academic support. (Learning Communities, First Year Seminar, Academic Mentoring)</b>
*Department:	ACADEMIC AFFAIRS
* Priority:	High
* Short Description:	Gateway Pairings
* Institutional Priorities:	Guided Pathways
* Strategic Goal:	Goal 2: Academic Excellence and Student Support
*Strategic Objective: --	Objective 2.2 To provide the support services and guidance necessary for students to realize their full potential
Strategy: (What is your strategy?)	Increase the number and types of Gateway Pairings available to students who are placed into developmental education courses.
*Responsibility: (Who will be responsible for Implementing & Assessing?)	Pt Assistant to Director-Golde/Lazaroff
*Data/Analysis to Support Request: (Include Reference to Taskstream if Applicable):	Gateway Pairings are a High Impact Practice, offering students who require developmental education the support they need while they take a credit-bearing course. Creating such pairings and training faculty to ensure that they are executed effectively requires the time and skill of faculty mentors. Students who take credit-bearing courses as part of a Gateway Pairing have the same level of success as students without developmental education needs. By comparison, those students with developmental education needs who attempt credit-bearing courses are significantly more likely to fail, withdraw or earn a D in the course.
Funding & Breakdown by Year: Request for funding will be available once the strategic request has been established.	Funding to hire 2 PT Assistants to Director, shared with Learning Communities, to work throughout the year, including winter and summer breaks, to communicate with faculty, encourage faculty development for Gateway Pairings, and review course offerings to ensure that students taking developmental courses have a gateway pairing for their course.
*Assessment Method: (How do you plan to assess this strategy?)	Track trends in enrollment per section and sections offered going forward. Track retention and success of gateway pairing students in comparison to students with developmental ed needs who take credit-bearing courses without this support

<b>Academic Affairs Goal / Objective:</b>	<b>Academic Affairs Goal and Objective #1: Strategy: Explore and evaluate various models of academic support. (Learning Communities, First Year Seminar, Academic Mentoring)</b>
*Department:	ACADEMIC AFFAIRS
* Priority:	High
* Short Description:	La Casa
* Institutional Priorities:	Guided Pathways
* Strategic Goal:	Goal 2: Academic Excellence and Student Support
*Strategic Objective: --	Objective 2.2 To provide the support services and guidance necessary for students to realize their full potential
Strategy: (What is your strategy?)	Develop a Latino/Hispanic Student Center
*Responsibility: (Who will be responsible for Implementing & Assessing?)	Assistant to Director: Leonardo Falcone
*Data/Analysis to Support Request: (Include Reference to Taskstream if Applicable):	NCC enrollment is currently 34% Hispanic/Latino, according to OIESP At a Glance Enrollment report. In order to support the retention and success of this large portion of the student body, a student center that offers cultural and academic support is required
Funding & Breakdown by Year: Request for funding will be available once the strategic request has been established.	Funding to hire one PT Assistant to Director to work throughout the year, including winter and summer breaks, to communicate with potential students, encourage timely enrollment, and develop cultural and academic support programming
*Assessment Method: (How do you plan to assess this strategy?)	Track retention and success of students who participate in La Casa initiatives. Track retention and success of all self-identified Hispanic and Latino students. Track enrollment of self-identified Hispanic and Latino students.



<b>Academic Affairs Goal / Objective:</b>	<b>Academic Affairs Goal and Objective 2.2: Provide schedules that respond to student needs, including a variety of times, modalities, and sequences.</b>
*Department:	ACADEMIC AFFAIRS
* Priority:	High
* Short Description:	Schedules and Modalities
* Institutional Priorities:	Guided Pathways
* Strategic Goal:	Goal 2: Academic Excellence and Student Support
*Strategic Objective:	Objective 1.2 To provide the support services and guidance necessary for students to realize their full potential
Strategy: (What is your strategy?)	Review student persistence and success in all modalities of instruction, stratified by program, and adjust course offerings to maximize retention, success and student enrollment
*Responsibility: (Who will be responsible for Implementing & Assessing?)	VPAA Alvarez-Ortiz, Deans, Academic Department Chairs
*Data/Analysis to Support Request: (Include Reference to Taskstream if Applicable):	OIESP will conduct D/F/W analysis for the past two academic years, stratified by program, modality of instruction, and time of day. Initial evidence suggests that students in ASYNC and SYNCN courses have a lower likelihood of success. More sophisticated analysis will provide evidence for how faculty development in online instruction or changes in the modalities offered might improve student success.
Funding & Breakdown by Year: Request for funding will be available once the strategic request has been established.	None required
*Assessment Method: (How do you plan to assess this strategy?)	Provide pre-post analysis of D/F/W for Spring 2023 vs Spring 2024

<b>Academic Affairs Goal / Objective:</b>	<b>Academic Affairs Goal and Objective 2.2: Provide schedules that respond to student needs, including a variety of times, modalities, and sequences.</b>
*Department:	ACADEMIC AFFAIRS
* Priority:	High
* Short Description:	Liberal Arts Program Mapping
* Institutional Priorities:	Guided Pathways
* Strategic Goal:	Goal 2: Academic Excellence and Student Support
*Strategic Objective:	Objective 1.2 To provide the support services and guidance necessary for students to realize their full potential
Strategy: (What is your strategy?)	Map all Liberal Arts AA and AS programs to transfer and career, -including providing students with information on target career and transfer outcomes, -Providing course sequences, critical courses, embedded credentials, and progress milestones -Aligning core liberal arts coursework to each program of study
*Responsibility: (Who will be responsible for Implementing & Assessing?)	Dean: Gaudino-Goering; Guided Pathways Faculty Rep: Amanda Favia; Department Chairs with consultation from Academic Advisement
*Data/Analysis to Support Request: (Include Reference to Taskstream if Applicable):	A first effort for Liberal Arts Program Mapping was completed. However, the program maps were incomplete and general education requirements needed to be revised due to SUNY's new general education program.
Funding & Breakdown by Year: Request for funding will be available once the strategic request has been established.	3 CH Reassigned time for GP faculty representative
*Assessment Method: (How do you plan to assess this strategy?)	GP Faculty rep, in consultation with Academic Advisement, will have completed program maps for every degree program, including transfer paths for students in liberal arts degrees

<b>Academic Affairs Goal / Objective:</b>	<b>Strategy 2.1: Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities.</b>
*Department:	ACADEMIC AFFAIRS/Workforce Development
* Priority:	High
* Short Description:	Workforce Development Programs
* Institutional Priorities:	Preparing students for employment in regional and global opportunities. Community inclusion & engagement
* Strategic Goal:	Goal 4. High School, Community, Business, and Industry Partnerships (SUNY Engagement)
*Strategic Objective: --	Objective 4.2 To enhance the economic and cultural vitality of the County by promoting an educational environment that responds to the changing needs of the community. (SUNY Engagement)
Strategy: (What is your strategy?)	Continue to develop partnerships with regional employers to upgrade skills of current workers and respond to emerging needs for training in the workforce. Strengthen existing programs and develop new programs with priority placed on trades and health care. Create bridges between noncredit training and credit bearing degrees/certificates.
*Responsibility: (Who will be responsible for Implementing & Assessing?)	Acting Dean: Wood; Acting Assistant Dean of Workforce Development: Naheed Khan
*Data/Analysis to Support Request: (Include Reference to Taskstream if Applicable):	Review current offerings in WFD, responding to local employer needs.
Funding & Breakdown by Year: Request for funding will be available once the strategic request has been established.	2022-2023: SUNY funding for WFD PT Assistants to Director for programs/areas. Consultant to coordinate development of trades curricula.
*Assessment Method: (How do you plan to assess this strategy?)	Track trends in program enrollment. Track employment rates.

<b>Academic Affairs Goal / Objective:</b>	<b>Not Applicable</b>
*Department:	ACADEMIC AFFAIRS/Lifelong Learning and Continuing Ed
* Priority:	High
* Short Description:	Lifelong Learning and Continuing Education Programs
* Institutional Priorities:	Community inclusion & engagement
* Strategic Goal:	Goal 4. High School, Community, Business, and Industry Partnerships (SUNY Engagement)
*Strategic Objective: --	Objective 4.2 To enhance the economic and cultural vitality of the County by promoting an educational environment that responds to the changing needs of the community. (SUNY Engagement)
Strategy: (What is your strategy?)	Continue to develop and provide programming that engages the community in personal enrichment activities, social activities, and skills-building activities. Continue to meet community needs for testing services. Maintain commitment to Impaired Driver program.
*Responsibility: (Who will be responsible for Implementing & Assessing?)	Acting Dean: Wood; Associate Dean of Continuing Education and Lifelong Learning: Beth Hawley
*Data/Analysis to Support Request: (Include Reference to Taskstream if Applicable):	Review current offerings in continuing education and lifelong learning in response to community trends.
Funding & Breakdown by Year: Request for funding will be available once the strategic request has been established.	2022-2023: maintain current staffing and add part-time instructors, proctors, etc., as needed.
*Assessment Method: (How do you plan to assess this strategy?)	Track trends in program enrollment. Track participant satisfaction. Track requests from community.

<b>Academic Affairs Goal / Objective:</b>	<b>Academic Affairs Goal and Objective #1: Strategy: Explore and evaluate various models of academic support. (Learning Communities, First Year Seminar, Academic Mentoring)</b>
*Department:	ACADEMIC AFFAIRS
* Priority:	High
* Short Description:	Increase Full-time faculty lines to address the needs of students using high impact practices
* Institutional Priorities:	Guided Pathways
* Strategic Goal:	Goal 2: Academic Excellence and Student Support
*Strategic Objective: --	Objective 2.2 To provide the support services and guidance necessary for students to realize their full potential
Strategy: (What is your strategy?)	Increase Full-time faculty lines to address the needs of students using high impact practices
*Responsibility: (Who will be responsible for Implementing & Assessing?)	Cabinet, Academic Affairs, Department Chairs
*Data/Analysis to Support Request: (Include Reference to Taskstream if Applicable):	<p>Guided Pathways requires the use of high impact practices, including intrusive, discipline-specific advising, applied learning experiences, and offering learning communities. These high impact practices require professional development and long-term commitments from faculty. We must rely on full-time faculty for these practices because of the extra-time commitment and the advanced planning required to implement them. In the current academic plan, the following departments submitted requests for full-time faculty lines:</p> <ul style="list-style-type: none"> <li>Accounting and Business Administration</li> <li>Art</li> <li>Biology &amp; Chemistry</li> <li>Communications</li> <li>Math-Engineering, Physics &amp; Technology</li> <li>Healthcare Admin, Health Information, Medical Coding, Medical Assistant &amp; Administrative Business Technology</li> <li>Health, Physical Education &amp; Recreation</li> <li>Hospitality</li> <li>Nursing</li> <li>Theater/Dance/Tech Theater</li> <li>Marketing/Retailing/Fashion Merch/Interior Design</li> <li>World Languages and Cultures</li> </ul> <p>In addition, several departments suffered significant losses in their faculty due to retirements and death, making the need for faculty even more urgent</p>
Funding & Breakdown by Year: Request for funding will be available once the strategic request has been established.	Funding to hire full-time faculty members as resources allow and needs emerge. Starting salary \$59,000
*Assessment Method: (How do you plan to assess this strategy?)	Monitor the full-time/adjunct faculty ratio to ensure that there are enough full-time faculty to cover courses that implement high impact practices and to offer support and advisement within their disciplines.

<b>Academic Affairs Goal / Objective:</b>	<b>Academic Affairs Goal and Objective #1: Strategy: Explore and evaluate various models of academic support. (Learning Communities, First Year Seminar, Academic Mentoring)</b>
*Department:	ACADEMIC AFFAIRS
* Priority:	High
* Short Description:	Increase Full-time and Part time TAs to address the needs of students using high impact practices
* Institutional Priorities:	Guided Pathways
* Strategic Goal:	Goal 2: Academic Excellence and Student Support
*Strategic Objective: --	Objective 2.2 To provide the support services and guidance necessary for students to realize their full potential
Strategy: (What is your strategy?)	Increase TA availability to support student learning
*Responsibility: (Who will be responsible for Implementing & Assessing?)	Cabinet, Academic Affairs, Department Chairs
*Data/Analysis to Support Request: (Include Reference to Taskstream if Applicable):	<p>Guided Pathways requires that we offer students academic support to encourage success in their coursework. TAs provide discipline-specific support and technical skills needed to keep laboratories open and running smoothly. The following departments requested either FT or PT TAs:</p> <ul style="list-style-type: none"> <li>Art/Art Gallery</li> <li>English/Writing Center</li> <li>Biology &amp; Chemistry</li> <li>Communications</li> <li>Math-Engineering, Physics &amp; Technology</li> <li>Hospitality</li> <li>Nursing</li> <li>World Languages and Cultures</li> </ul> <p>In addition, several departments suffered significant losses in their faculty due to retirements, making the need for TAs even more urgent</p>
Funding & Breakdown by Year: Request for funding will be available once the strategic request has been established.	Funding to hire full-time and PT TAs as resources allow and needs emerge. Starting salary FT TA: \$59,000 FT TA, PT TA: \$36/hr
*Assessment Method: (How do you plan to assess this strategy?)	Monitor the laboratories to ensure that there are enough TAs to cover courses that implement high impact practices and to offer support and advisement within their disciplines.



## SECTION II: ENROLLMENT

Enrollment management literature indicates that plans for enrollment management must establish clear enrollment goals to serve as measurable objectives. To accomplish the measurable objectives that lead to successful enrollment goals, student-centered strategies and activities need to be executed. This document will outline these strategies and activities. In addition, it will have the goal of assisting the institution in developing an improved structure that will facilitate initiatives conducive to data collection and assessment.

The Assistant Vice President for Academic Student Services was charged with updating the Strategic Enrollment Management (SEM) Plan. This plan addresses the changing student enrollment patterns and the current and future employment and educational needs of the region. This enrollment management plan has been designed as a dynamic document and will help the College community address enrollment in a five-year period (from academic year 2023-2024 through academic year 2027-2028). The plan will be evaluated each year. This evaluation may result in a redefinition of the enrollment goals and objectives.

### COUNTY AND INSTITUTIONAL OVERVIEW

Nassau Community College (NCC), a campus of the State University of New York, provides a comprehensive public college experience designed to transform lives through higher education. Serving 15,000 full-time, part-time, and continuing education students, NCC offers more than 80 programs that lead to an associate degree or certificate. Through on-campus and online offerings, the College educates local and international students, and boasts 160,000 alumni. Situated on 225 acres in Garden City, Long Island, the college grounds reside in historic Nassau County, one of the most desirable locations to live in the United States and an epicenter for business and careers. Since 1959, NCC has earned a nationwide reputation for academic excellence, affordability, and ease of transferability to four-year schools.

Nassau County is a suburban county on Long Island in the state of New York. Nassau County is located immediately east of New York City. The County is one of four counties that occupy Long Island, along with Suffolk County to its immediate east and Queens and Kings Counties to the west, which correspond, respectively, to the New York City boroughs of Queens and Brooklyn. Two cities, 3 towns, 64 incorporated villages, and more than 60 unincorporated hamlets are located within the County. There are 56 public school districts within the County.

### ABOUT NCC STUDENTS SEEKING CREDIT-BEARING PROGRAMS

As a commuter institution, NCC serves a large geographic area, which encompasses the three eastern-most counties of Long Island, as well as parts of the greater New York City area. The College's current enrollment in credit programs is over 12,000 undergraduate students, with most students residing in the counties of Nassau and Queens and significant numbers living in Suffolk County. The College's "feeder" school districts tend to be identified as on the lower end of the socio-economic scale, where students have a greater need to improve their educational preparedness. For the fall 2021 semester, NCC enrolled 910 full-time students between the ages of 25-65, and 2,504 part-time students in that same age range.

NCC's Office of Workforce Development and Lifelong Learning Department serves the local community by annually enrolling about 6,000-7,000 students in non-credit classes, including vocational classes. It also serves the local community as a provider of workforce development education to those employed by local corporate partners. The department is also a host site for socially important programs such as the Impaired Driving

program, GED preparatory classes, and preparation for certification and licensing exams, including those for medical related fields. The College also offers a Language Learning Center; both programs serve those wishing to improve their English language skills in order to pursue an education at NCC and improve their ability to achieve work and personal goals.

## NCC'S EMERGING MISSION, VISION, AND GOALS

Nassau Community College, a constituent member of the State University of New York system, is a comprehensive, full-opportunity institution of higher education. The College is dedicated to high quality, low-cost education, and career preparation to meet the needs and interests of the community it serves. It is committed to academic excellence and the dignity and worth of the individual. All who can benefit from the College's resources can expand their knowledge and skills and pursue the goal of lifelong learning.

To this end, Nassau Community College offers the following degrees: Associate in Arts, Associate in Science, Associate in Applied Science, Associates of Occupational Studies, as well as Certificate and continuing education programs. Its curricula span the liberal arts and sciences, as well as pre-professional and professional areas, for the benefit of a diverse population.

The College places a high priority on small classes, taught by qualified, experienced faculty, to provide an optimal educational environment.

Nassau Community College offers students high-quality, flexible, and equitable educational opportunities, combined with co-curricular learning experiences, continuing education, and professional development opportunities. Distinguished faculty and dedicated staff provide students with a solid foundation for future success and prepare them to enrich our community, economy, and society. We are committed to diversity, equity, and inclusion in all that we do for all whom we serve.

## NCC STRATEGIC GOALS

The 2023-2028 Strategic Plan has four (4) Goals and fourteen (14) Objectives, which provide direction for our strategic initiatives. The Goals and Objectives align with the SUNY Strategic Plan and are as follows:

*Goal 1: Equitable Student Opportunities*

*Goal 2: Academic Excellence and Student Support*

*Goal 3: Student Persistence and Post-Completion Success*

*Goal 4: High School, Community, Business, and Industry Partnerships*

Overall, these goals support the College's institutional priorities, which include:

- Guided Pathways: NCC will deliver enhanced academic guidance & support and streamline our business processes.
- Financial Stewardship: NCC will make financial decisions focused on long-range sustainability and quality growth.
- Community Inclusion & Engagement: NCC will expand our connections to the community, establishing a broader presence and purpose.

Lastly, these goals uphold the NCC values of academic excellence, community, diversity, equity, & inclusion, and integrity.

## NCC ACADEMIC STUDENT SERVICES STRATEGIC GOALS

### Recruitment

- Increase the number of student inquiries.
- Increase the yield rates of inquiries to applications, and applicants to registered students. Increase the number of enrolled international students.

### Retention

- Increase student retention by utilizing the NCC strategic goals. Increase student satisfaction with the registration process.
- Promote more financial literacy for our enrolled students. Increase the number of students who graduate from NCC.

## VISION

Nassau Community College transforms lives. As a college of choice, Nassau Community College provides a comfort level that enables students of all abilities to mature as learners and engaged citizens. A leading community college in the nation, NCC creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the College as a reliable partner and principal provider of workforce development. Nassau County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

### Strategic Enrollment Management Guiding Principles

#### **College Strategic Planning Process**

Under the leadership of a new Interim President appointed on May 3, 2022, Nassau Community College's Institutional Planning Committee (IPC) was reconstituted in September 2022. The IPC was charged with developing a new Strategic Plan for the years 2023-2028. The following mission, vision and goals represent the preliminary efforts of the IPC and should be understood in the context of a college that is developing a new strategic plan.

The College's Strategic Plan provides a general road map for the direction the College should be taking to achieve attainable goals.

Representatives from each division of the College have met to develop a Strategic Enrollment Management (SEM) Plan that includes the overarching ideas of the College's Strategic Plan as guiding tools in preparing SEM's measurable objectives. Specifically, the Strategic Enrollment Plan addresses and responds to Strategic Themes 1: Equitable Student Opportunities, 2: Academic Excellence and Student Support, 3: Student Persistence and Post-Completion Success, and 4: High School, Community, Business, and Industry Partnerships.

### **GOAL 1: EQUITABLE STUDENT OPPORTUNITIES (SUNY Access and Engagement)**

- Objective 1.1 To maintain an open admissions policy that ensures the availability of educational programs for traditional, non-traditional, and international students (SUNY Access).
- Objective 1.2 To provide developmental programs that upgrade student skills for success in college-level courses (SUNY Access).
- Objective 1.3 To create educational programs that respond to and satisfy diverse community needs (SUNY Access and Engagement).
- Objective 1.4 To create a multi-cultural environment that fosters the synthesis of knowledge, aesthetic appreciation, and commitment to ethical and social values (SUNY Access).

### **GOAL 2: ACADEMIC EXCELLENCE AND STUDENT SUPPORT (SUNY Access, Inquiry, Success, and Completion)**

- Objective 2.1 To encourage faculty development through programs that promote scholarship and creativity, and to encourage the adoption of innovative teaching methods and technology that enhance student learning (SUNY Access and Inquiry).
- Objective 2.2 To provide the support services and guidance necessary for students to realize their full potential (SUNY Access, Success, and Completion).
- Objective 2.3 To provide a physical environment and a technological infrastructure conducive to effective teaching, learning, and working (SUNY Success and Completion).
- Objective 2.4 To provide administrative leadership that assures educational quality, furnishes adequate student support services, maintains effective budgeting and facilities management, and stimulates thoughtful planning for the future of the College (SUNY Access, Success, and Completion).

### **GOAL 3: STUDENT PERSISTENCE AND POST-COMPLETION SUCCESS (SUNY Completion and Inquiry)**

- Objective 3.1 To provide an education that fosters critical, analytical thinking and inspires lifelong learning (SUNY Completion and Inquiry).
- Objective 3.2 To support and strengthen academic and co-curricular programs that prepare students for transfer to a four-year college or university. (SUNY Completion)
- Objective 3.3 To offer career-focused programs, certificates, courses, and credentials that prepare students for regional and global employment opportunities. (SUNY Completion)

### **GOAL 4: HIGH SCHOOL, COMMUNITY, BUSINESS, AND INDUSTRY PARTNERSHIPS (SUNY Engagement)**

- Objective 4.1 To offer activities and cultural programs that enrich student and community life. (SUNY Engagement)
- Objective 4.2 To enhance the County's economic and cultural vitality by promoting an educational environment that responds to the community's changing needs. (SUNY Engagement)
- Objective 4.3 To cultivate high school, community, business, industry, and other partnerships that benefit our students, College, and community. (SUNY Engagement)

## ENROLLMENT CHALLENGES, INFLUENCES AND OPPORTUNITIES BACKGROUND

Nassau Community College has seen a decline in enrollment over the last three years. The chart below compares overall student enrollment for the last three fall semesters.

### COMPARING TOTAL STUDENT ENROLLMENT DURING FALL 2022, FALL 2021 AND FALL 2020

Fall 2022	Fall 2021	2022/2021 Change	Fall 2020	2021/2020 Change	2022-2020 Change
12,416	12,647	-231	13,839	-1,192	-9.60%

Source SUNY Dashboard EOT Dashboard

### FULL-TIME/PART-TIME PERCENTAGES

For the past three years, our full-time and part-time percentages have remained consistent, by a ratio of 60% full-time to 40% part-time.

	Fall 2022	Fall 2021	Change Fall 2022/Fall 2021	Fall 2020	Change Fall 2021/Fall 2020
Full-time Male	3,476	3,550	-74	3,879	-329
Full-time Female	3,205	3,364	-159	3,706	-342
Subtotal Full-time	6,681	6,914	-233	7,585	-671
Part-time Male	2,449	2,442	7	2,559	-117
Part-time Female	3,286	3,291	-5	3,695	-404
Subtotal Part-time	5,735	5,733	2	6,254	-521
Total	12,416	12,647	-231	13,839	-1,192

Source: SUNY Dashboard EOT Dashboard

### GENDER BREAK DOWN

For the past three years, our gender breakdown has remained steady at approximately 50% male and 50% female.

	Female	Male	Total
Fall 2022	6,491	5,925	12,416
Fall 2021	6,655	5,992	12,647
Fall 2020	7,401	6,478	13,879

Source: SUNY Dashboard EOT Dashboard

ENROLLMENT BY COUNTY OF RESIDENCE\* FALL 2022, FALL 2021 AND FALL 2020

Nassau Community College student enrollment is primarily made up of Nassau, Suffolk, and Queens County residents. The chart below illustrates our primary market.

County of Residence	Fall 2022	Fall 2021	Fall 2022/ Fall 2021 Change	Fall 2020	Fall 2021/ Fall 2020 Change	2022/2020 Change
Nassau	9,985	10,327	-342	11,280	-953	-1,295
Queens	846	1,004	-158	1,145	-141	-299
Suffolk	890	996	-106	1,138	-142	-248
Other NY Counties	33	47	-14	48	-1	-15
Kings (Brooklyn)	80	109	-29	110	-1	-30
Bronx	19	25	-6	21	4	-2
Manhattan	16	12	4	16	-4	0

Source: SUNY Dashboard Student Enrollment by County Dashboard

\*Residence is defined as legal residence.

FALL 2022 ETHNICITY HEADCOUNT

SUNY Race Ethnicity	Fall 2022 Headcount	Fall 2022 %
White	5,227	42%
Asian	1,138	10%
Native Hawaiian or other Pacific Islander	52	0%
Black or African American	2,790	23%
American Indian or Alaska Native	90	0%
Underrepresented Multi	246	2%
Unknown	2,818	22%
<b>Total</b>	<b>12,361</b>	

Source SUNY Dashboard EOT Dashboard

## RECRUITMENT

This section provides strategic enrollment tactics to meet the College's goals and objectives. Each section will discuss the enrollment goal, strategy, and further define tactics for successful planning. Strengthening and bolstering recruitment, technology, local partnerships, the Educational Opportunity Program (EOP), college athletes and athletics, student financial literacy, honors program, distance education, and re-enrollment of previous NCC students are discussed in this section.

### EXPAND HIGH SCHOOL PARTNERSHIPS

Nassau Community College is seeking to enhance our partnerships with local K-12 school districts. The College has identified courses that the local school districts would like offered for college credit. Local high school teachers teach these classes, with mentoring by NCC faculty throughout the semester. The goal of this program is for students to start pursuing NCC college credit and establishing relationships with our faculty during high school. We currently offer this program to several districts and the feedback has been supportive.

NCC will make the initial outreach to the school districts; secondary schools will select which courses will be offered and the dates and times to allow for the highest enrollment. The goal is to offer the "Scholars" program in at least twenty districts over the next four years, and juniors and seniors are the students targeted for this opportunity. Several academic chairs have been working with the College-wide Curriculum Committee (CWCC) to update their courses and required paperwork to offer these courses in high schools.

Another partnership is with our Concurrent Enrollment Program. This type of program consists of high school seniors taking their senior year courses on the NCC campus. For the fall 2022-2023 year we have 49 students in this program from six school districts. This is a program that the College will continue to market to offer more students the ability to obtain NCC credits while in high school.

#### ***Goal 4: High School, Community, Business, and Industry Partnerships***

Objective: To cultivate high school, community, business, industry, and other partnerships that benefit our students, College, and community.

Strategy 1: Increase conversion of the NCC Dual Enrollment Scholars/Concurrent Enrollment Programs to degree-seeking students by 5% per year through fall 2026:

Tactic 1: Provide a degree evaluation document to registered dual enrollment students indicating "how close" a high school student is to obtaining a relevant credential such as an associate's degree or certificate.

Tactic 2: Expand introductory dual enrollment courses within select Nassau County school districts that serve under-represented students.

Tactic 3: Increase the availability of recruitment material in languages other than English, including Spanish and Creole.

Tactic 4: Invite dual-enrolled students to on-campus events led by their designated NCC faculty liaison.

Tactic 5: Streamline the admission process for concurrent, dual-enrolled students.

## COLLABORATE WITH LOCAL 4-YEAR COLLEGES FOR STUDENTS NOT ADMITTED INTO THEIR FIRST CHOICE SCHOOLS

Nassau Community College has created partnerships with SUNY Binghamton, SUNY-Oneonta, SUNY-Old Westbury, SUNY-Farmingdale, and SUNY-Stony Brook to assist local Nassau County high school seniors. These four-year schools encourage a population of Nassau County high school seniors not accepted directly to their respective college for the fall semester to begin their studies at NCC, and transfer to their desired campus in a future semester.

### **Goal 4: High School, Community, Business, and Industry Partnerships**

Objective: To cultivate high school, community, business, industry, and other partnerships that benefit our students, College, and community.

Strategy 1: Increase the number of participating colleges' students from 5 in Fall 2022 to 10 by Fall 2026: Tactic

1: Assign a personal admissions counselor to prospective students that apply to this program.

Tactic 2: Create communications alerting prospective students of guaranteed acceptance of transfer credit at the four-year institution.

Tactic 3: NCC continues to seek expansion of this opportunity to additional SUNY colleges, as well as several private schools in New York State in the future.

## INCREASE INTERNATIONAL STUDENT ENROLLMENT

Interest in International Education initiatives has increased at community colleges. Both American and international students seek educational opportunities to hone their global skill sets, increase language proficiency, and sharpen knowledge of the world around them. Increasing knowledge of international education programs at NCC can increase enrollment by: 1) increasing the number of local students at NCC who would like to study abroad, participate in international service learning programs, improve foreign language or English proficiency, and 2) increasing the number of international students at NCC through marketing, recruitment, and robust international student services leading to retention and word-of-mouth recommendations in communities in the U.S. and abroad.

Several initiatives can set NCC apart from other institutions regarding international programming, leading to visibility in our local communities and increasing exchange throughout the world.

### **Goal 1: Equitable Student Opportunities**

Objective: To create a wide variety of activities and cultural programs to enrich student and community life.

Strategy: Increase the number of degree-seeking international students from 50 in Fall 2022 to 100 by Fall 2026.

Tactic 1: Enhance user experience for students completing international admissions application.

Tactic 2: Leverage the NCC-Adelphi Gateway (Housing option) for international students to attract students to NCC and provide an essential service in recruitment of students from overseas.

Tactic 3: Collaborate with educational partners to recruit new international students from their home countries.



Tactic 4: Enhance the international new student orientation program.

Tactic 5: Partnership with SUNY campuses to share resources where recruitment of 2 + 2 programming is possible.

## TECHNOLOGY

IT is always working to improve campus technology in order to help students and faculty with their needs. The NCC Student Portal is robust and allows students to take care of daily transactional needs. In addition, IT has created several online programs to assist with the scheduling of placement tests, academic advisement, and new student orientation. The College has also fully implemented the “College Scheduler” software system which gives students the ability to search for classes based on their availability. This information will allow the College to research the optimal student times for all classes to be offered.

During the summer of 2022, the College went live with our updated online admissions application. In addition, the College has implemented SLATE (a Customer Relationship Management CRM), a software system to increase recruitment of new students. This system integrates a scheduled communication plan that assists students with the NCC enrollment process. The data in SLATE has allowed the Admissions Office to review and identify enrollment trends.

Along with other SUNY colleges and universities, Nassau Community College began using Degree Works, replacing CAPP, for the degree audit needs of our staff and students. Degree Works is the primary advising tool for students, faculty, and students. Degree Works enables students to review degree requirements and their progress in their chosen programs. They can also use the “what-if” feature to see how their earned and in progress credits would apply to other majors. In addition, students can see how credits completed at NCC will transfer into degree programs at other SUNY colleges and universities.

### **Goal 2: Student Persistence and Success**

Objective: Improve NCC retention rate

Strategy 1: To enhance our communication with current students using SLATE by spring 2025.

Tactic 1: To expand our SLATE (CRM) functionality by creating a streamlined communication plan targeting students enrolled at NCC by email, text and social media.

### **Goal 2: Student Persistence and Success**

Objective: Improve NCC graduation rate

Strategy 1: To simplify the NCC graduation application process by spring, 2025.

Tactic 1: To enhance DegreeWorks to identify the student population who are nearing the completion of their NCC degree requirements.

Tactic 2: Once students are identified by DegreeWorks, NCC will provide additional advising support to ensure students are provided the resources needed to maximize student success.

## COUNTY BUSINESS RELATIONSHIPS

The College is centrally located in Nassau County. Our campus location makes us an ideal educational partner for many local agencies and businesses. These include local hospitals, industry, technology, and government agencies.

NCC has recently partnered with the Northwell Hospital system to have a cohort of their employees enroll in the Medical Assistant certificate program. This type of collaboration should continue and expand.

### **Goal 4: High School, Community, Business, and Industry Partnerships**

Objective: To enhance the County's economic and cultural vitality by promoting an educational environment which responds to the community's changing needs.

Strategy: Increase partnerships with businesses that encourage continuing higher education.

Tactic 1: Explore offering courses offsite to partners who show interest.

Tactic 2: Award academic credit for training offered by local industries/companies.

Tactic 3: Promote stackable credentials based on business and employment needs.

Tactic 4: Implement a process for combining stackable microcredentials into credit-bearing programs.

Tactic 5: Expand workforce opportunities by engaging with local economic development planning to identify potential for new academic training and program options.

## EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

The Educational Opportunity Program combines access, academic support, and supplemental financial assistance to make higher education possible for students who can succeed in college, despite poor preparation and limited financial resources.

Nassau Community College and SUNY Administration pursued an agreement, after submitting a successful proposal authorizing funding for this program during the 2018-2019 academic year. Given the demographics of the surrounding area, the intended goal was to serve two hundred students.

Since the inception of the Educational Opportunity Program during the 2018-2019 academic year, over two hundred freshmen and twenty-five transfer students have been admitted. To date, sixty (60) have either successfully earned degrees and/or transferred to four-year institutions.

### **Goal 2: Student Persistence and Success**

Objective: To provide the Support Services Necessary for Students to Realize Their Maximum Potential.

Strategy 1: Increase the number of incoming eligible freshman from 50 to 75 by the fall of 2026:

Tactic 1: Target outreach to local Nassau County and Western Suffolk County schools, specifically to students who are eligible for free and reduced lunch.

Tactic 2: Establish in-person and virtual information sessions explaining program operation, eligibility requirements and student responsibilities.

Tactic 3: Visit a minimum of fifteen (15) high schools to meet with school counselors and potentially interested candidates.

Strategy 2: Expand academic support services for program students:

Tactic 1: Outreach to the campus community to hire and train tutors to provide academic assistance to program students experiencing difficulties.

Tactic 2: Collaborate with existing campus Writing and Math Centers to incorporate best practices in serving EOP students.

## ATHLETICS

Nassau Community College Athletics mission, as part of the educational mission of the College, is to provide a broad program of athletic opportunities to enhance the student-athlete educational experience. Consistent with the overall mission of the College, the main objective of the program is the development and welfare of students. Participation on an intercollegiate team provides the opportunity for participants to enhance personal excellence. NCC Athletics will provide student-athletes the opportunity to learn and develop values which foster self-discipline, teamwork, leadership, life skills, and fair play in an equitable and diverse environment. NCC considers intercollegiate athletics a critical co-curricular element in the educational and personal development of student-athletes.

### **Goal 1: Academic Excellence & Student Support**

Objective: To provide support services and guidance necessary for students to realize their full potential.

Strategy: Develop data driven reports to increase enrollment/recruitment of prospective student-athletes and increase persistence/degree completion for current student-athletes.

Tactic 1: Partner with Admissions and Information Technology to maximize use of CRM SLATE to recruit all prospective students with addresses in Long Island and the tri-state area who have expressed an interest in intercollegiate athletics.

Tactic 2: Partner with Admissions & IT to maximize use of the CRM SLATE to develop academic progress communication with student-athletes' professors to monitor academic progress, and to take corrective action, when necessary, by connecting academically at-risk student-athletes with Retention Counselors, and on campus academic advisement and resources.

Tactic 3: Partner with Information technology to develop reports for current student-athletes to track graduation rates, enrollment rates, retention rates and successful transfer to 4-year colleges.

### **Goal: 2: Equitable Student Opportunities**

Objective: to create educational programs that respond to and satisfy diverse community needs.

Strategy: Increase the number of degree-seeking student-athletes.

Tactic 1: Develop intercollegiate athletics JV programs for NJCAA sponsored sports (football, soccer, basketball, wrestling, lacrosse).

Tactic 2: Explore expansion of NJCAA intercollegiate athletics teams (swimming and diving) and emerging sports teams (women's flag football, competitive cheerleading, men's volleyball) for 2023-2024.

Tactic 3: Explore partnership with Music Department to add a drum line team and college band.

Tactic 4: Explore expansion of club sports that are popular in the community (cricket, rugby, roller hockey, fencing, pickleball, water polo, table tennis) but not currently sponsored by the NJCAA.

### **Goal 3: High School, Community, Business, and Industry Partnerships**

Objective: To cultivate high school, community, business, industry, and other partnerships that benefit our students, college, and community.

Strategy: Strengthen partnership with Nassau County high schools and community sports organizations to increase enrollment of prospective student-athletes and increase NCC's viability for future enrollments.

Tactic 1: Collaborate with Nassau County HS/Section 8 Athletics leaders and sports committees to host high school sport championships on NCC campus. Hosting will introduce local high school student athletes to Nassau Community College's campus, PE Complex, coaches, and intercollegiate athletics program and increase viability for them to choose Nassau Community College's as their next academic and academic/athletic step.

Tactic 2: Develop summer camps for children ages 6-16 expanding on campus opportunities to a broader age group so that Nassau Community College's campus becomes a familiar and viable future option for enrollment.

### **Goal 4: Equitable Student Opportunities**

Objective: Create educational programs that respond to and satisfy diverse community needs.

Strategy: Development and strengthening of NCC Lions brand identity to inform, engage and convert prospective students and retain current student-athletes.

Tactic 1: Evolution and expansion of the NCC Athletics brand, reach and visibility with focus on website (NCClions.com) and social media, utilizing personalized online recruitment, targeted student portfolios, strategic communications flow, immersive photography, targeted video campaigns, and customized timetables that connect to the College mission/goals/strategic plan and Admissions' marketing strategy.

Tactic 2: Partner with IT, Marketing Department and NCC Radio Station, etc. to continue enhancements of the NCC Athletics brand. This initiative is a process not a project. We engage in monitoring the analytics and adjusting based on the data.

### **Goal 5: Academic Excellence & Student Support/Student Persistence & Post Completion success**

Objective: To provide support services and guidance necessary for students to realize their full potential.

Strategy: Increase persistence and post completion rates for student-athletes.

Tactic 1: Partner with Dean of Students and the Department of Student Personnel Services to develop intrusive mentoring and advisement for student-athletes.

Tactic 2: Student-Athlete Retention counselors will focus on relationship building with academically at-risk student/athletes and connecting them with solutions to empower student- athletes and connect them with on campus services that support persistence, degree completion, and student satisfaction.

## FINANCIAL LITERACY

The mission of the NCC Office of Financial Aid is to ensure that students have access to a college education by educating students and parents about federal, state, institutional and private aid opportunities, and helping them obtain all the financial resources for which they are eligible. Our goal is to allow students to focus on their academic success by removing financial barriers. We are committed to providing services to all individuals, regardless of background, culture, or lifestyle.

We help incoming students transition to college by guiding them through the application process and providing the means for them to increase their financial literacy. In addition, we promote the college's retention efforts by providing on-going assistance to our continuing students to help them achieve their academic goals.

We adhere to all Federal, State, and Institutional guidelines to ensure that available funds are distributed equitably to all eligible students, recognizing that the primary purpose of student aid is to provide financial resources to students who would otherwise be unable to pursue post-secondary education.

### **Goal 1: Student Persistence and Post-Completion Success**

Objective: Alleviate student financial hardship in paying for non-direct educational costs and increase retention by reducing the number of loan recipients with “holds” that prevent them from future registration.

Strategy: Implement disbursing loans after the census date based on student’s enrollment status of 6 or more credits.

Strategy: Continue to measure the percentage of students who benefit from the earlier loan disbursement date and continued enrollment.

Tactic 1: Reduce financial hardship for students who are using their loan funds to pay for indirect educational costs, such as food, housing, and transportation, particularly the independent students.

Tactic 2: Reduce financial hardship for students who are half-time in winter session and must wait 6 weeks from the end of the winter session to have their loans disbursed and then up to additional 14 days for a refund.

Tactic 3: Enhance retention so that students who receive their loan funds earlier and fall below half-time status at the point of attendance are still able to keep loan funds. Reduces the number of holds that prevent a student from registering for the following semester. Data showed 95% had no change in enrollment status at the point of earlier disbursement and 4% benefitted from receiving the earlier loan disbursement that they would not have if loans were disbursed 6 – 8 weeks into the semester.

### **Goal 2: Student Persistence and Post-Completion Success**

Objective: Increase FAFSA completion and awareness at Nassau Community College and local school districts.

Strategy 1: The FAFSA workshops are designed to encourage new and continuing students to file their FAFSA early. This will increase retention and diversity. Early FAFSA completion allows the Financial Aid Office to communicate with students if documents are missing, check admission status and any other issues before the academic year starts:

Tactic 1: Promotion: Share the FAFSA workshops on more social media networks in addition to the college website. Create Financial Aid posters for 23/24 with QR code for direct access to the FAFSA website. Utilize the TV monitors in the Student Services Center to provide FAFSA tips and play US DoE, FSA YouTube videos.

Tactic 2: Identify students with special circumstances early in the process and eliminate excessive delays due to errors in the FAFSA. Allows us to present true financial aid award packages in a timelier fashion.

Tactic 3: Partner with high schools to implement in-classroom intervention. Work with HS guidance/career counselors to complete a FAFSA as a class or homework assignment. Students would have the needed support while completing the FAFSA, which would be very encouraging for the underrepresented, disadvantaged students who are more likely to file late, if at all.

Tactic 4: Provide incentives and partner with campus clubs, athletics, student government to attend FAFSA workshops and complete FAFSAs before the end of one academic year and the start of a new one.

Tactic 5: Host FAFSA workshops for specific types of students such as EOP, Foster Youths, Veterans, First generation college students and bilingual students.

Tactic 6: Work with local high schools, such as Hempstead, Roosevelt, Uniondale and Westbury to learn what the myths and misunderstandings are in completing the FAFSA. We can then address these common errors moving forward.

Strategy 2: Develop the ability to track school districts FAFSA completion.

Tactic 1: Student-level data can help to identify the students who are or are not completing the FAFSA. This allows school districts and their partners to focus their work on the specific students or schools needing the most support. Pull student data to confirm or change the practice when the need changes.

Tactic 2: Identify the students not completing the FAFSA and the high schools they attended. Reach out to those HS for in-person or virtual FAFSA completion workshops or Financial Aid presentations.

Tactic 3: Build a campus based FAFSA team. Improve staff and student awareness about the importance of FAFSA completion. Meet monthly to review the data and discuss strategies to reach students who have yet to complete the FAFSA.

**Goal 1: Create equitable student opportunities.**

Objective: Streamline the tuition bill process for NCC students.

Strategy 1: Finalize NCC tuition and fees earlier in the year in order to award financial aid earlier.

Tactic 1: The College will try to identify tuition and fees for the upcoming year earlier in the academic year. This will require all College stakeholders to work together for budgetary purposes.

Tactic 2: The College will send out “estimated” financial aid packages based on a projected tuition and fees for the upcoming year.

Strategy 2: Streamline the Certificate of Residency process.

Tactic 1: Create a centralized business process for one office to be responsible for financial decisions, identifying and communicating the Certificate of Residency requirements to new and continuing students.

Tactic 2: Create workshops to assist students with completing the Certificate of Residency documents.

### **Goal 3: Student Persistence and Post-Completion Success**

Objective: Reduce the number of students with an outstanding balance at the end of each semester, thereby reducing students with holds that prevent their future registration.

Strategy 1: Increase outreach to students that have a remaining balance after the midpoint of the semester.

Tactic 1: Encourage students with any balance to apply for all aid for which they may be eligible.

Tactic 2: Offer payment options to cover the balance, including flexible payments and loan options.

Tactic 3: Reduce the number of student accounts ultimately placed with outside collections by helping students to navigate the payment options and make full payments during the academic year.

### **Goal 4: Student Persistence and Post-Completion Success**

Objective: Increase students' financial awareness and understanding of their student account.

Strategy 1: Create materials that will assist students in utilizing the information available to them via the Transact payment portal.

Tactic 1: Encourage students to monitor their real time charges and payments using the dynamic billing feature, to better plan for their financial responsibilities.

Tactic 2: Increase awareness of authorized payor access to students' accounts, to enable parents and guardians to assist students financially.

## **HONORS**

The Honors Program at NCC has been serving academically motivated students for more than 30 years. Students are invited to join the Honors Program via two avenues: directly from high school with a high GPA and competitive SAT/ACT scores; or, after completing courses at NCC and earning a 3.5 GPA. Students must take at least one honors course per semester and achieve a 3.5 GPA to maintain their standing in the Program. The Coordinators of the Honors Program have identified several strategies for recruitment and retention:

### **Goal 1: Create equitable student opportunities.**

Strategy 1: Increase Dual Enrollment/Concurrent Enrollment opportunities for Honors students from 0 students to 50 students in 2027.

Tactic 1: Expand Dual Enrollment/Concurrent Enrollment offerings for students who attend Nassau County high schools that offer AP/IB courses.

### **Goal 2: Academic Excellence & Student Support.**

Objective-Enhance marketing of the NCC Honor's Program

Strategy: Market the benefits of the Honors Program which includes academic advising and career development within SUNY's Guided Pathways framework to new and continuing students.

Tactic 1: Enhance the Honors Program page on the NCC website to provide Honors student accolades such as research accomplishments, and scholarships awarded.

Tactic 2: Enhance the Honors Program page on the NCC website to include Honors graduate highlights that showcase successful transfer to competitive four-year schools and job placements.

#### **Goal 4: High School, Community, Business, and Industry Partnerships**

Objective: Increase community partnerships that will enable students to gain valuable work experience.

Strategy: Increase internship opportunities for Honors students.

Tactic 1: Increase partnerships with companies that will invite Honors students to intern at their place of business.

#### **DISTANCE EDUCATION**

The beginning of the pandemic highlighted the need for educators to quickly adapt to a digital learning environment. Teaching in an emergency mode, the focus was on using innovative technologies rather than intentional design of these courses. In the semesters that have since passed, faculty and students have become more comfortable in this new digital teaching and learning environment through dedicated workshops and resources developed by the Office of Distance Education. We look forward to NCC's upcoming adoption of a new learning management system (LMS) as part of a SUNY-wide initiative which will enhance these experiences even more.

The Office of Distance Education is planning for the fall 2023 transition from Blackboard to D2L Brightspace across the institution. This has been a 2 ½ year undertaking beginning with the formal announcement by SUNY in January 2021. The contract between SUNY and D2L has been approved by the Office of the New York State Attorney General and the Office of the New York State Comptroller. The LMS will serve as the hub of the new SUNY digital learning environment (DLE) in which the 64 campuses comprising SUNY will share a central framework with common data structures. This will allow SUNY to take advantage of economies of scale, share best practices and resources, and provide a familiar platform for students, faculty and staff moving across campuses.

The Office of Distance Education has been providing information on the migration to the new LMS specific to NCC and has created several avenues of communication to keep the college informed. There is a tab on the NCC Blackboard home page entitled "New Digital Learning Environment" with links to the SUNY Digital Learning Environment (DLE) web site as well as the D2L Brightspace sandbox. The Office of Distance Education has also created its own dedicated web site with helpful information regarding workshops, special events, and additional resources.

The formal planning between SUNY and NCC began in December 2022 with a kickoff meeting. In January 2023, SUNY held 4 technical meetings with the campus core team regarding Global ID and Banner Integration, Authentication, Migration, and Global Configuration. This was followed up by NCC System Administrator training. February saw the beginning of individual weekly campus meetings with the D2L and SUNY project leads. D2L Brightspace looks to be a state-of-the-art learning management system that will provide opportunities for faculty to enhance their digital teaching skills and for students to engage in exciting learning experiences.



### **Goal 3: Student Persistence and Post-Completion Success**

Objective: To support and strengthen academic and co-curricular programs that prepare students for transfer to a four-year college or university.

Tactic 1: Prepare for the adoption of the new digital learning environment across the institution and increased preparedness of faculty and students:

- Serve as Campus Lead on SUNY committees.
- Communicate information across the institution.
- Develop plan in accordance with SUNY, system administrators, instructional designers, technologists, faculty, and others.

Tactic 2: Enhance support of faculty using digital learning technologies:

- Provide dedicated support for faculty in D2L Brightspace through drop-in sessions, workshops, individual appointments, and online knowledge center. (Conducting faculty development sessions in a remote fashion has seen increased attendance, enabling faculty to easily join from any location.)
- Increase faculty recognition to teach using digital learning technologies through awarding digital badges.
- Continue to build an online knowledge base for D2L Brightspace and other digital learning technologies.

Tactic 3: Expand support of students using digital learning technologies:

- Provide training and support for students in D2L Brightspace. (Conducting student workshops remotely has seen increased attendance from on-campus sessions.)
- Continue to develop instructional videos and infographics to inform students.
- Create customized messaging through the Impact platform to enhance communication with students within the learning management system.
- Conduct analysis of SUNY Online tickets and update workshop content and development of resources to address current issues students are experiencing.

#### **Re-Enroll Previous NCC Students**

As the College looks to increase enrollment post-pandemic, there is a need to identify those students who stopped attending during COVID and who have not re-enrolled at NCC or another institution.

### **Goal 3: Student Persistence and Post-Completion Success**

Strategy: Continue outreach to eligible re-admits who have not completed their associate's degree.

Tactic 1: Expand "Return to Learn" marketing campaign. •

Tactic 2: Create monthly, virtual Return to Learn information sessions for non-traditional students.

Tactic 3: Identify and begin to resolve reasons students drop out or are unable to re-enroll. (Pell exit interview). Transcript Request Form, why are you leaving NCC?

Tactic 4: Audit potential credential awards for eligibility to re-enroll and re-engage students. (Example: student with an A.A. degree or nearing completion may only need 9 additional credits to receive an additional credential).

## STRATEGIC PLANNING

This section explores strategic planning across the College that will assist future enrollment planning. The areas discussed include the expansion of degree programs, marketing, and improving retention and graduation rates.

### EXPANSION OF DEGREE PROGRAMS

The College looks to expand some of their degree and certificate programs. The academic departments have discussed creating both liberal arts and work-force developmental programs that will assist the residents of Nassau County.

#### **Goal 4: High School, Community, Business, and Industry Partnerships**

Strategy: Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities

Tactic 1: Expand introductory dual enrollment courses in programs such as World Languages, Medical Assistant and other academic areas.

Tactic 2: Develop associate degrees (A.O.S. and a certificate in Entrepreneurship, A.A.S. in Music Education, A.A.S. in Sport Marketing, A.A.S. in E-Sports Marketing, A.S. in Construction Management and an A.S. in Physics).

Tactic 3: Create vocational programs in welding, HVAC, and commercial electrician leading to apprenticeships and employment.

Tactic 4: Expand the number of bridges between noncredit programs and credit-bearing certificates and degrees.

Tactic 5: Increase the number of students participating in the Nassau County Correctional Facility (NCCF) academic program.

#### **Goal 2: Academic Excellence and Student Support**

Strategy: Support and strengthen academic and co-curricular programs that prepare students for transfer to a four-year college or university.

Tactic 1: Expand program articulations with other colleges and high schools to increase enrollment in the academic programs.

Tactic 2: Outreach to community to hire and train tutors for a centralized tutorial center.

Tactic 3: Expand combined Associate/Baccalaureate degree partnerships with other 4-year SUNY schools.

## MICROCREDENTIALS

Nassau Community College looks to increase microcredential offerings. Microcredentials are short, focused credentials, designed to verify that specific skills and competencies have been achieved. They differ from traditional degrees and certificates in that they are offered in shorter or more flexible timespans and tend to be more narrowly focused. Microcredentials may be recognized by certain industries, in which case they may have the advantage of providing validation of industry-specific and frequently highly sought-after competencies.

Microcredentials can also serve as an introduction or entry into a degree program or provide complementary skills in the form of workforce training. They can be used to provide students with skill sets complementary to those learned in their degree program or on the job, helping to distinguish them in a competitive marketplace. Credit-bearing microcredentials are stackable and provide a pathway to a certificate or a full associate degree.

Microcredentials can:

- Serve to motivate students toward completion of a credential or degree program by highlighting progressive attainment of competencies.
- Support academic/industry partnerships through credentials that meet industry requirements and/or are designated to meet a specific need.
- Provide more specificity to potential employers about skills and competencies learned.
- Supplement an existing degree program with complementary skill sets.
- Ladder from noncredit to credit.
- Ladder from a stand-alone credential to a degree program.
- Provide short-term, immediate competency development opportunities valuable for ongoing professional development.
- Nassau Community College currently offers these stackable credentials in art and philosophy. NCC will continue to expand these offerings to meet our constituents' needs.

### **Goal 1: Equitable Student opportunities**

Strategy: Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities

Tactic 1: Create microcredentials in the health and wellness fields. Examples are personal training and athletic coaching.

Tactic 2: Creating microcredentials in the mental health fields. These areas could include Gender/Health, Aging and Gerontology, Maternal and Child Health and Mental Health. These areas could partner with the NCC Center Workforce Development.

Tactic 3: To create and establish microcredentials in World Languages. The department would like to create 9 credit microcredential program to achieve students' proficiency in Spanish for Medical Personnel, 3 courses will constitute this microcredential - SPA151, SPA152, one course in SPA200-level.

Tactic 4: The academic departments will look at the feasibility of adding additional microcredentials to support the growing needs of our county residents.

## MARKETING AND COMMUNICATIONS

The Office of Institutional Advancement (IA) is responsible for managing the College's marketing, communications, and public relations efforts to promote and communicate the mission, goals, objectives and institutional priorities of the College. It is charged with promoting student success, presenting a consistent look and message for the College, and maintaining a positive image for students and the community. The IA Office uses both qualitative and quantitative data from institutional research, surveys, application data, digital media, and student and community feedback to inform the College's promotional and branding activities and to effectively communicate with internal and external audiences. The IA Office supports the Strategic Enrollment Plan by providing branded admissions materials as well as advertising, digital content, writing and editing services.

The IA Office works closely with the Assistant Vice President of Academic Student Services, the Dean of Students, and the Vice President of Academic Affairs to reach the following audiences:

- Traditional students (new high school graduates)
- Transfer students (reverse transfers)
- Non-traditional students (adult learners, veterans, re-entry, ENL)
- Workforce Training (continuing education, new skills, career changers, alumni)
- High school counselors, teachers, principals and superintendents
- Current students, parents, families

### NCC Academic Student Services Strategic Goals

#### Recruitment Goals

- Increase the number of student inquiries
- Increase the yield rates of inquiries to applications, and applicants to registered students
- Increase the number of enrolled international students

#### Marketing Tactics for Recruitment

Tactic 1: Develop an annual, full-funnel enrollment marketing plan to support Enrollment Planning for domestic and international students

Tactic 2: Produce unified marketing and communications plans, working together with the AVP of Academic Student Services, the VP of Academic Student Services, the Vice President of Academic Affairs, and Academic Deans, to help them achieve enrollment goals.

Tactic 3: Manage both traditional and digital media for multi-media platforms (TV, search engines, social media, newspapers, etc.) to attract prospective students and keep them engaged throughout the application process.

Tactic 4: Develop a direct-marketing campaign to communicate the College's programs to high school counselors, teachers, principals and superintendents.

#### Retention Goals

- Increase student retention by utilizing the NCC strategic goals
- Increase student satisfaction with the registration process
- Promote more financial literacy for our enrolled students.
- Increase the number of students who graduate from NCC Marketing

## Tactic for Retention

Tactic 1: In conjunction with the Guided Pathways model, develop an internal marketing plan to communicate with current students and parents about college services, resources, community events, and success stories.

### CAMPUS STRATEGIES TO IMPROVE RETENTION AND GRADUATION

Nassau Community College has a strong history of providing students access to faculty as well as academic programs that provide employment or transferability to a four-year partner college/university.

#### Background

##### **2020-2021 vs 2019-2020**

2,715 degrees and certificates were awarded to students during the 2020/2021 academic year, compared to 2,772 during the 2019/2020 academic year, this represents a 2% decrease in awards granted.

The number of degrees awarded in transfer programs (A.A. and A.S) for the 2020/2021 academic year was 2,057 compared to 2,210 for the 2019/2020. This resulted in an 7% decrease in degrees awarded in transfer programs.

The number of degrees awarded in degree programs (A.A.S, A.O.S. and Certificates) for the 2020/2021 academic year was 658 compared to 562 for the 2019/2020 academic year. This resulted in a 17% increase in diplomas/certificates.

##### **2021-2022 vs 2020-2021**

2,211 degrees and certificates were awarded to students during the 2021/2022 academic year, compared to 2,715 during the 2020/2021 academic year, this represents an 18% decrease in awards granted.

The number of degrees awarded in transfer programs (A.A. and A.S) for the 2021/2022 academic year was 1,748 compared to 2,057 for the 2020/2021. The degrees awarded remained consistent. This resulted in an 15% decrease in degrees awarded in transfer programs.

The number of degrees awarded in degree programs (A.A.S, A.O.S. and Certificates) for the 2021/2022 academic year was 476 compared to 658 for the 2020/2021 academic year. This resulted in a 28% decrease in diplomas/certificates.

Below is a summary of the number of NCC graduates from the Academic Year 2005-2006 through the 2021-2022 academic year.

<b>DIPLOMAS AWARDED AY 2005-2006 THROUGH 2021-2022</b>						
Year	AA	AAS	AS	AOS	Certificate	Total
AY 2005-06	1,453	540	764		79	2,836
AY 2006-07	1,386	527	806		81	2,800
AY 2007-08	1,550	604	987		115	3,256
AY 2008-09	1,446	559	1,017		93	3,115
AY 2009-10	1,374	482	856		101	2,813
AY 2010-11	1,383	505	752		101	2,741
AY 2011-12	1,643	541	822		128	3,134
AY 2012-13	1,725	613	828		120	3,286
AY 2013-14	1,782	557	915		122	3,376
AY 2014-15	1,834	594	997		118	3,543
AY 2015-16	1,855	665	922		117	3,559
AY 2016-17	1,816	571	966		129	3,482
AY 2017-18	1,622	496	898		111	3,127
AY 2018-19	1,473	476	864		100	2,913
AY 2019-20	1,364	444	846	3	115	2,772
AY 2020-21	1,204	536	853	6	116	2,715
AY 2021-2022	1,008	384	735	7	77	2,211

Source OIESP 2021-2022 Fact Book

## RETENTION STATISTICS

Nassau Community College's most recent retention statistics are from the fall 2021 semester. At that time, NCC had 2,191 students designated as a first-time cohort. NCC is currently ranked third for highest retention rates for a SUNY community college.

### Fall 2021 semester

Campus Name	Award Level Description	Initial Cohort Count	1 Year Retention Count	1 Year Retention Percent
Fashion Institute	Associates	1,233	1,089	88.3%
Westchester	Associates	1,481	961	64.9%
<b>Nassau</b>	<b>Associates</b>	<b>2,191</b>	<b>1,409</b>	<b>64.3%</b>
Hudson Valley	Associates	1,492	923	61.9%
Suffolk County	Associates	2,871	1,748	60.9%
Fulton-Montgomery	Associates	235	143	60.9%
Adirondack	Associates	574	347	60.5%
Dutchess	Associates	1,058	639	60.4%
Rockland	Associates	682	412	60.4%
Niagara County	Associates	749	450	60.1%
Columbia-Greene	Associates	172	102	59.3%
Monroe	Associates	1,501	889	59.2%
Mohawk Valley	Associates	762	451	59.2%
Schenectady County	Associates	410	235	57.3%
Ulster County	Associates	321	184	57.3%
Erie	Associates	1,453	826	56.8%
Orange County	Associates	791	448	56.6%
Clinton	Associates	90	49	54.4%
Genesee	Associates	513	275	53.6%
Corning	Associates	399	213	53.4%



Herkimer County	Associates	367	195	53.1%
Sullivan County	Associates	219	116	53.0%
Onondaga	Associates	1,094	566	51.7%
Jamestown	Associates	496	247	49.8%
Jefferson	Associates	462	230	49.8%
Finger Lakes	Associates	850	418	49.2%
North Country	Associates	177	84	47.5%
Broome	Associates	1,061	495	46.7%
Cayuga County	Associates	301	139	46.2%
Tompkins Cortland	Associates	320	143	44.7%

Source SUNY Dashboard Retention: All cohorts 1 Year Retention

NCC GRADUATION RATE FALL 2020-FALL 2017

Fall 2020 Initial Cohort	2 years grad count	Grads Within 2 Years Rate	3 years grad count	Grads Within 3 Years Rate	4 years grad count	Grads Within 4 Years Rate
2,318	234	10.1%	NA	NA	NA	NA

Fall 2020 Initial Cohort	2 years grad count	Grads Within 2 Years Rate	3 years grad count	Grads Within 3 Years Rate	4 years grad count	Grads Within 4 Years Rate
3,009	273	9.1%	644	21.4%	NA	NA

Fall 2018 Initial Cohort	2 years grad count	Grads Within 2 Years Rate	3 years grad count	Grads Within 3 Years Rate	4 years grad count	Grads Within 4 Years Rate
3,004	256	8.4%	685	22.5%	894	29.4%

Fall 2017 Initial Cohort	2 years grad count	Grads Within 2 Years Rate	3 years grad count	Grads Within 3 Years Rate	4 years grad count	Grads Within 4 Years Rate
3,264	260	8.0%	728	22.3%	913	28.0%

Source SUNY Dashboard for Graduation Rates of Associates

**Note:** These Graduation Rate dashboards define a cohort as first-time full-time enrollees (ESS only) in the selected term. The count of awards in this dashboard may differ from that on the Educational Outcomes dashboard. Awards reported retrospectively are included as they appear in the data warehouse, which may increase graduation counts above those on the EOT dashboard or those reported to IPEDS.

#### GRADUATION RATE COMPARISON

Currently, NCC ranks 21<sup>st</sup> compared to other SUNY community colleges for students who graduate within three years of entrance (fall 2018 cohort).

Awarding Campus Name	Initial Cohort Student Count	Grads Within 2 Years Rate	Grads Within 3 Years Rate	Grads Within 4 Years rate	2 Year Grad Count	3 Year Grad Count	4 Year Grad Count
Fashion Institute	17	29.4%	58.8%	64.7%	5	10	11
Fulton-Montgomery	56	7.1%	14.3%	16.1%	4	8	9
Tompkins Cortland	29	6.9%	17.2%	27.6%	2	5	8
Niagara County	59	6.8%	16.9%	18.6%	4	10	11
Broome	138	6.5%	17.4%	20.3%	9	24	28
North Country	20	5.0%	5.0%	5.0%	1	1	1
Schenectady County	94	4.3%	16.0%	17.0%	4	15	16
Finger Lakes	84	3.6%	7.1%	10.7%	3	6	9
Rockland	184	3.3%	7.6%	14.1%	6	14	26
Hudson Valley	189	3.2%	7.9%	11.1%	6	15	21
Corning	67	3.0%	13.4%	14.9%	2	9	10
Onondaga	212	2.4%	7.1%	9.9%	5	15	21
Dutchess	150	2.0%	9.3%	14.7%	3	14	22
Genesee	56	1.8%	5.4%	5.4%	1	3	3
Jefferson	120	1.7%	4.2%	4.2%	2	5	5
Ulster County	60	1.7%	8.3%	16.7%	1	5	10
Empire State	61	1.6%	3.3%	4.9%	1	2	3
Columbia-Greene	63	1.6%	1.6%	4.8%	1	1	3
Erie	217	1.4%	4.1%	8.3%	3	9	18
Orange County	228	1.3%	5.7%	10.5%	3	13	24
<b>Nassau</b>	<b>390</b>	<b>1.0%</b>	<b>7.7%</b>	<b>14.6%</b>	<b>4</b>	<b>30</b>	<b>57</b>

Westchester	410	1.0%	8.0%	14.1%	4	33	58
Monroe	319	0.9%	4.4%	7.8%	3	14	25
Suffolk County	642	0.2%	5.8%	10.3%	1	37	66
Alfred State	5	0.0%	0.0%	0.0%	0	0	0
Canton	2	0.0%	0.0%	0.0%	0	0	0
Cobleskill	18	0.0%	0.0%	0.0%	0	0	0
Delhi	1	0.0%	0.0%	0.0%	0	0	0
Farmingdale	14	0.0%	0.0%	0.0%	0	0	0
Morrisville	13	0.0%	46.2%	61.5%	0	6	8
Adirondack	60	0.0%	5.0%	8.3%	0	3	5
Cayuga County	63	0.0%	6.3%	7.9%	0	4	5
Clinton	13	0.0%	15.4%	15.4%	0	2	2
Herkimer County	26	0.0%	0.0%	0.0%	0	0	0
Jamestown	45	0.0%	15.6%	22.2%	0	7	10
Mohawk Valley	78	0.0%	16.7%	23.1%	0	13	18
Sullivan County	26	0.0%	3.8%	23.1%	0	1	6
<b>Community Colleges Total</b>	<b>4,115</b>	<b>1.9%</b>	<b>7.9%</b>	<b>12.3%</b>	<b>77</b>	<b>326</b>	<b>508</b>

Source SUNY Dashboard Retention: Graduation Rates: Associate Cohort

## RETENTION STRATEGIES

Over the last several semesters, the College has received student feedback indicating that they would like to know the name of the faculty member associated with the course that they are going to enroll in. At the present time, this is not possible due to stipulations in both the full-time and adjunct contracts on how courses are assigned.

### **Goal 2: Student Persistence and Success**

Objective: To support and strengthen academic and co-curricular programs that prepare students for transfer to a four-year college or university.

#### **Strategy: Encourage current students to register for upcoming semester earlier**

Tactic 1: Have the campus administration work with the NCCFT (full-time faculty) and AFA (adjunct faculty) unions to try and have faculty names associated with course offerings.

Tactic 2: To assist department chairs with course planning, open future semester course offerings earlier for planning purposes.

## STUDENT PERSONNEL SERVICES DEPARTMENT GOALS FOR ENROLLMENT PLAN

The Student Personnel Services Department (SPS) provides professional support services aimed at maximizing academic and personal success for all students at NCC. It offers equal access to counseling, resources, programs, and classroom instruction to enhance academic performance and individual, social, and professional development. Data shows students who receive intrusive counseling have increased student success, retention, and graduation rates.

The SPS Department provides services to students throughout the campus in several specific areas including Career and Transfer Counseling, Center for Educational and Retention Counseling, Psychological Counseling, Center for Students with Disabilities, and the Office of Student Activities. To provide services more efficiently to students, our goal is to streamline processes and make the request for, and the offering of services more seamless.

### **Goal 2: Student Persistence and Success**

Objective: To provide the Support Services Necessary for Students to Realize Their Maximum Potential

Strategy 1: Maintain existing and upgrade adaptive technologies for students with disabilities.

Tactic 1: Adaptive technologies are constantly changing and improving. We will work closely with IT to ensure that NCC has the most up-to-date adaptive technologies to best assist students with disabilities in the classroom and in student life.

Tactic 2: Our adaptive technology specialist will notify us when innovative technologies are available and assist us with understanding and providing the most current technologies for student use.

Strategy 2: Implement ACCOMMODATE by Simplicity. This electronic record system for the Center for Students with Disabilities will streamline the process by which students request and obtain accommodations for the classroom. In addition to making the process more streamlined and user-friendly, it will allow CSD to better assess the services provided and utilized by students.

Tactic 1: Once ACCOMMODATE is live, there will be training for all faculty and staff in the Office of CSD. Following that, students will be notified and trained, explaining the new process and identifying benefits. Long term, all NCC faculty will be trained in submitting and requesting tests for student testing in CSD. The implementation of this system will streamline all CSD processes and result in more efficient access to services for students with disabilities.

## DEAN OF STUDENTS OFFICE

### **Goal 2: Student Persistence & Success, Enrollment**

Objective: To provide support services and guidance necessary for students to realize their full potential.

Strategy 1: Develop partnerships with local higher education institutions to provide excellent personal and academic services. Provide housing and co-curricular activities that engage students and increase retention.

Tactic 1: Build on Adelphi/NCC Gateway program allowing students to experience life living on campus, while obtaining a quality education at NCC at an affordable price.

Tactic: 2: Develop new partnerships with nearby institutions of higher education that have residential life programs, which NCC students can participate in. This allows for students to have multiple options regarding what type of campus experience they would like to engage in.

Tactic 3: Increase enrollment by marketing housing partnerships for students who want to experience living on a campus but want to stay local and close to home.

## ATHLETICS

The Athletics Department has a strong tradition of leadership development, pride, and loyalty of student athletes towards NCC, winning, recruitment of student athletes from local high schools and advancement of our student athletes to four (4) year colleges. Data shows that a robust athletic department can significantly impact enrollment, retention, and success for student-athletes and, therefore, the College. The Athletic Department will focus on four specific goals, tied to the College Mission: improve student retention, strategically expand recruitment initiatives, improve the physical and technological infrastructure of the PE Complex, and strengthen and expand community partnerships. The strategies to meet these four goals are interconnected and will be met by re-focusing Athletic Department staff and collaborating with SPS, particularly Academic Advisement and Admissions.

### **Goal 4: Community Engagement**

Objective: To enhance the economic and cultural vitality of the County by promoting an educational environment which responds to the changing needs of the community

Strategy 1: Improve Student-Athlete Retention:

Tactic 1: The Athletics Department will partner with Academic Advisement to train experienced, motivated staff as academic planners for student athletes. Data informs us that students who receive personalized academic planning have increased student engagement, persistence, and degree completion.

Tactic 2: The Department will focus on the First-Year Experience to target integration of freshman student athletes with their academic discipline and enhancement of life skills.

Tactic 3: Athletics will be working with the NCC Grant Department to explore opportunities to secure funding for preparatory English and Math workshops and tutoring for summer months, with the goal that this preparatory work will yield higher success rates on placement tests.

Tactic 4: Development of a mentoring program for academically at-risk student-athletes with English, Math, and Dean of Students Office. The goals include students learning how to take steps to access tutoring and services, take responsibility for their own success, demonstrate to these students that they are valued, and develop positive relationships with faculty.

Strategy 2: Expanding Recruitment Initiatives:

Tactic 1: The Athletics Department will focus on developing a strengthened brand identity for the Nassau Lions. The brand will be consistent with the College legacy and reputation in the athletic arena and classrooms. We will launch the NCC Athletics website, Nassaulions.com; language and style will reinforce NCC's brand and desired public image. Within the Nassaulions.com website, we will personalize online recruitment, develop Target Student Profiles, implement a strategic communications flow, develop a customized timetable connected with our marketing strategy (collaborate with Admissions), and launch targeted video campaigns. The Department has retained a Sports Information Director who will be an integral part of administering the rollout and maintenance of these recruiting initiatives.

Tactic 2: The Athletics Department will refocus outreach primarily to Nassau County HS guidance counselors, HS Athletic Directors, HS Sport Coaches, and Nassau County Section 8 sport leaders. Secondary focus will go towards Suffolk County, Queens, and Brooklyn.

Tactic 3: All coaches and staff will undergo a new training module that emphasizes NCC Athletics as an extension of the College's enrollment and retention initiatives. The Athletics Department will host a fall orientation for all incoming student-athletes.

Tactic 4: The Athletics Department will be collaborating with the NCC Foundation to develop strategies to strengthen relationships with student-athlete alumni, hosting student athlete alumni events, and developing career internship opportunities with local student-athlete alumni for current and graduating student-athletes.

Strategy 3: Improve Physical and Technological Infrastructure of Physical Education Complex:

Tactic 1: The Athletics Department will strategically utilize a \$20 million infusion of capital funding in which allocation of funds will be phased in over a 5-year period. Revitalization of PE Complex will build enrollment and increase operating revenues, while building a greater sense of community and energy on campus and in Nassau County. Athletics will collaborate with NCC Facilities and architects to identify projects and timelines. Projects of high importance include development of athletic turf fields, roofs, fitness centers, computer labs, video signage, locker-rooms, updating classrooms and recreational areas. Strategic incorporation of the Nassau Lions brand throughout all projects will be emphasized.

Strategy 4: Strengthen and Expand Community Partnerships:

Tactic 1: The formerly mentioned initiatives of improving Physical and Technological Infrastructure and Expanding Recruitment initiatives provide details of meeting this goal. An additional initiative to meet this goal is that Athletics will engage in community partnerships focused on NCC Athletics Teams hosting and participating in community service projects identified as meaningful to our student athletes and Nassau County.

## EXPAND SCHOLARSHIPS FOR NEW AND CONTINUING STUDENTS

As the College looks to continue to increase its degree-seeking enrollment, scholarship opportunities should continue to be focused towards our new and continuing students. The NCC Foundation has developed scholarships for up to two new students who graduated from a Nassau County high school. These students are nominated by their school counselors. This is a wonderful opportunity for such deserving students, and the College should continue to develop similar scholarship opportunities.

### **Goal 2: Student Persistence and Success**

Objective: Assist students with additional funding to attend NCC

Strategy: Stronger collaboration with NCC Foundation and Alumni Association

Tactic 1: The College needs to work with the NCC Foundation to increase additional scholarship funding for newly admitted students and the currently enrolled student body. NCC must review its current distribution of funds so new students may apply for scholarship funding as a recruitment tool, and currently enrolled students may apply for the same as a retention tool.

DRAFT



Appendices- Student Enrollment in Programs from Fall 2020-Fall 2022

PROGRAM	DEGREE	Fall 2022	Fall 2021	Fall 2022/2021 Change	Fall 2020	Fall 2021/2020 Change
Acting	A.A.	38	27	-11	35	-8
Adm Business Technology Medical	A.A.S.	31	35	-4	34	1
Administrative Business Technology - Administrative Support	A.A.S.	5	11	-6	6	5
Administrative Business Technology - Administrative Support	CERT	1	1	0	3	-2
Administrative Business Technology - Legal	A.A.S.	6	7	-1	4	3
Administrative Business Technology - Medical	CERT	2	4	-2	2	2
Administrative. Business Technology - Legal	CERT	0	0	-1	0	1
American Sign Language	A.A.	17	16	1	20	-4
Art	A.S.	125	110	15	122	-12
Art Studies	A.A.	9	15	-6	12	3
Biology	A.S.	187	204	-17	233	-29
Bus—Accounting	A.A.S.	0	1	14	2	-3
Bus-Fashion Buying & Merchandising	A.A.S.	70	83	-13	109	-26
Business Administration	CERT	9	15	-6	11	4
Business: Accounting	A.S.	250	230	20	251	-21
Business: Business Administration	A.S.	768	807	-39	821	-14
Business: Retail Business Management	A.A.S.	29	30	-1	29	1
Bus—Marketing	A.A.S.	92	138	-46	144	-6
Case Management	CERT	2	0	2	0	0
Civil Engineering Technology	A.A.S.	90	97	-7	115	-18
Commercial Art: Digital Technologies	A.A.S.	128	134	-6	131	-3
Communication Arts	A.A.	84	88	-4	77	11
Computer Repair Technology	A.A.S.	24	42	-18	34	8
Computer Science	A.S.	146	132	14	131	1
Construction Management	CERT	28	42	-14	51	-9
Creative Writing	A.A.	46	48	-2	48	0
Criminal Justice	A.S.	445	571	-126	705	-134

PROGRAM	DEGREE	Fall 2022	Fall 2021	Fall 2022/2021 Change	Fall 2020	Fall 2021/2020 Change
Culinary Arts	A.O.S.	44	30	14	22	8
Cybersecurity	A.S.	19	0	19	0	0
Cybersecurity	CERT	15	15	0	16	-1
Dance	A.A.	4	4	0	11	-7
Dietary Management	CERT	8	1	7	2	-1
Desktop Publishing & Design	CERT	6	4	2	6	-2
Disability Studies	A.A.	69	89	-20	89	0
Disability Studies	CERT	7	6	1	10	-4
Electrical Engineering Technology	A.A.S.	52	69	-17	63	6
Emergency Management	A.S.	13	18	-5	25	-7
Engineering Science	A.S.	89	83	6	88	-5
Fashion Design	A.A.S.	64	55	9	76	-21
Fire Science	A.S.	36	48	-8	49	-7
Food & Nutrition	A.S.	48	60	-12	75	-15
Food Service Admin, Restaurant Management	A.A.S.	16	27	-11	40	-13
Food Service Technology	CERT	2	3	-1	0	3
Health Information Technology	A.A.S.	60	77	-17	66	11
Health Information Technology	CERT	17	22	-5	43	-21
Health Studies	A.S.	119	130	-11	111	19
Healthcare Administration	A.A.S.	10	25	-15	0	25
Healthcare Data Analytics	CERT	5	1	4	0	1
Hotel Technology Administration	A.A.S.	19	25	-6	35	-10
Human Services: Community Service & Social Welfare	A.A.	85	101	-16	106	-5
Information Technology	A.A.S.	112	133	-21	159	-26
Information Technology	CERT	5	7	-2	5	2
Interior Design - Home	CERT	4	4	0	4	0
Interior Design	A.A.S.	42	64	-22	63	1
Lib Arts & Sciences-Afro-	A.A.	1	2	-1	3	-1
Liberal Arts & Sciences: Adolescence Education (Teacher Education Transfer)	A.A.	72	73	-1	78	-5

PROGRAM	DEGREE	Fall 2022	Fall 2021	Fall 2022/2021 Change	Fall 2020	Fall 2021/2020 Change
Liberal Arts & Sciences: Adolescence Education (Teacher Education Transfer)	A.S.	11	12	-1	14	-2
Liberal Arts & Sciences: Childhood Education (Teacher Education Transfer)	A.A.	95	115	20	116	-1
Liberal Arts & Sciences: Childhood Education (Teacher Education Transfer)	A.S.	15	20	-5	12	8
Liberal Arts & Sciences: Early Childhood Education (Teacher Education Transfer)	A.A.	117	151	-34	155	-4
Liberal Arts & Sciences: Early Childhood Education (Teacher Education Transfer)	A.S.	6	9	-3	18	-9
Liberal Arts & Sciences: Humanities & Social Science	A.A.	4,625	4,673	-48	5,217	-544
Liberal Arts & Sciences: Math & Science	A.S.	520	656	-136	728	-72
Liberal Arts & Sciences: Mathematics	A.S.	7	11	-4	13	-2
Marketing	A.S.	98	117	-19	116	1
Media	A.A.	66	69	-3	83	-14
Medical Assistant	A.A.S.	29	0	29	0	0
Medical Assistant	CERT	1	0	1	0	0
Medical Laboratory Technician	A.A.S.	27	25	2	26	-1
Mortuary Science	A.A.S.	68	63	5	75	-12
Non-Degree		1,568	1,661	-93	1,765	-104
Nursing	A.S.	452	383	69	389	-6
Paralegal	A.A.S.	59	74	-15	96	-22
Paralegal Studies	CERT	42	41	1	39	2
Performing Arts-Music	A.A.S.	46	48	2	68	-20
Photography	A.S.	34	44	-10	40	4
Photography	CERT	2	3	1	6	3
Physical Education Studies	A.S.	111	128	-17	130	2
Physical Therapist Assistant	A.A.S.	64	57	7	65	-8
Radiologic Technology	A.A.S.	63	56	7	59	0

PROGRAM	DEGREE	Fall 2022	Fall 2021	Fall 2022/2021 Change	Fall 2020	Fall 2021/2020 Change
Radiologic Technology: Radiation Therapy Technology	A.A.S.	20	20	0	22	-2
Respiratory Care	A.A.S.	43	42	1	44	-2
Sport Marketing	A.S.	87	75	12	92	-17
Studio Recording Technology	CERT	75	62	13	77	-15
Surgical Technology	A.A.S.	75	47	28	52	-5
Sustainable Design & Renewable Energy	CERT	1	0	1	0	0
Teaching Assistant	CERT	22	23	-1	29	-6
Technical Theatre	A.A.	7	5	2	5	0
Website Design	CERT	5	7	-2	9	-2
<b>Total Number of Students</b>		<b>12,109</b>	<b>12,736</b>	<b>-583</b>	<b>13,935</b>	<b>-1174</b>

N/A-Degree not offered during that semester.

Source OIR: Argos Report of OIR-SIRIS Report of Enrollment Counts by Program

## SECTION III: FACILITIES

### INTRODUCTION AND PROCESS

In February 2013, the NCC Office of Design & Construction (DDC) worked with an A&E (architecture & engineering) firm to provide a campus-wide facilities assessment and comprehensive facilities master plan which reflected priorities from the NCC Strategic Plan. This year, DDC invited firms to submit proposals to develop a new facilities master plan.

NCC academic, support, and leased spaces are located within 47 campus buildings. Apart from the 2012 Life Science Building, most facilities are either part of the original 1930s Mitchel Airfield Base or post-1970 campus additions. While most buildings have been properly maintained, most contain systems that have exceeded their useful lives or are inappropriate for a 21st-century learning environment.

The selected facilities master planning team will inventory, analyze, and collect data on the 47 campus-owned buildings. Based on the information gathered, the team will review current space needs. The facilities master planning team will also meet with campus representatives to gather information on campus operations, campus developments, the academic profile, and an understanding of student life to prepare concept plan alternatives and preferred concept plans. Then the facilities master planning team will also present potential concepts to the steering committee, selected faculty and staff, the NCC Cabinet, and the Board of Trustees to make refinements.

The Successful Firm will also perform a comprehensive infrastructure assessment and assess the building information software; develop design guidelines to establish consistent College standards; update the Aim space inventory data and CAD floor plan; review existing campus room and space reporting systems (Banner, EMS, TMA, AiM) and make recommendations to determine the system of record; and prepare a Property and Space Data spreadsheet to upload to the AiM Application.

Based on academic and operational requirements from the various departmental plans, future space locations will be defined for academic and support programs to enhance campus connections and reflect curriculum initiatives and enrollment reviews. Existing building opportunities and limitations will be identified and integrated into recommended relocations and renovations. In addition, campus circulation, open spaces, and character will be considered. The goals and recommendations noted in this planning document will align and support the Major Strategic Initiatives as defined by the Institutional Planning Committee in the Strategic Plan:

### INSTITUTIONAL PRIORITIES – FACILITIES

- A. Guided Pathways: We will deliver enhanced academic guidance and support to streamline our business processes.
  - Facilities Strategy:

Provide state-of-the-art teaching spaces that support the academic programs' mission and facilitate a culture of scholarship and creativity.

Ensure academic buildings, specifically classrooms and class laboratories are continuously evaluated, updated, and maintained based on their ability to support current and future teaching methodologies and technology.

Provide facilities that serve traditional and nontraditional students, including teaching spaces supporting developmental programs and tutorial and study spaces.

B. Community Inclusion & Engagement: We will expand our connections to the community, establishing a broader presence and purpose.

- Facilities Strategy:

Ensure facilities support a robust student and community life.

Create facilities to be flexible to respond to a variety of activities, including shifts in community needs.

C. Financial Stewardship: We will make financial decisions focused on long-range sustainability & quality growth.

- Facilities Strategy:

Strategically maintain the campus buildings and systems of over 225 acres and over 1.5 million square feet of space.

Ensure educational quality and student support by strategically upgrading building integrity, HVAC systems, security systems, parking, and grounds.

## FACILITIES PROJECTS

Updates to this document will occur based on ongoing deferred maintenance needs and new initiatives noted in the Academic Plan, Enrollment Plan, Financial Plan, and Technology Plan supporting the 2023-2028 Strategic Plan. In the following pages, some of the capital projects are outlined. While these projects have a campus-wide impact and often support multiple goals and objectives, each project has been categorized under the goal it most directly supports.

A - TV Studio renovations and upgrades to reconfigure space will create a better and more user-friendly Media center for higher learning institutions.

A, B - The Culinary Arts project entails renovating a vacant structure to create a new educational facility. The facility will house new classrooms, culinary, dining, and food storage.

A, B - Mitchel Field 1930's Theater Rehabilitation can make an ideal space for the College's Theater and Music departments to practice and hold performances. These performances will allow the College to reach out to the surrounding community. In addition, the space could be leased out to private groups for small theater-seating conferences or performance space, providing the College with revenue.

A, B - Library Design & Phased Renovation will re-envision study space, support learning, and provide additional academic services to the student. The library is an integral component in supporting student success on campus.

A, C - The Cluster Renovation Program has been the primary focus; it is a gut-to-structure renovation of six buildings. The facilities will include new classrooms, laboratories, and common space.

B - The College Union building will get an exterior facelift. Student-centered spaces inside the building are ideally located between the East & West campuses, which is a convenient central meeting point, and a place where many students can gather.

B - Brick Cafe Design & Renovation of a currently vacant one-story masonry building would be a viable home for the temporary Children's Greenhouse building.

B - Campus-wide Wayfinding will redesign all wayfinding types, including campus navigation, campus identification, building navigation, building identification, vehicle navigation, and parking lot identification. This will ensure that students and staff can quickly identify where they are on campus and where they need to go while feeling a "sense of place."

B - NICE Bus Mini Hub on campus will correspond with the current reduction efforts for bus routing through the center of campus. In addition, this will facilitate enhancements to bus and commuter traffic on campus.

C - Tower building renovation of restrooms, mechanical systems, and perimeter fan coil unit will improve energy use.

C - Bridge Tunnel Replacement of the existing concrete ramp structures connecting the Clusters to the library building is anticipated instead of extensive structural concrete repairs.

C - Roof Replacement and maintenance of roofing systems Campus-wide will ensure sustainable infrastructure that enhances functional facilities.

C - Electric Feeder assessment of supply, transformers, switchgear, and other electrical gear on West Campus will be done to implement much-needed upgrades to the electrical feeder system.

C - High Temperature Hot Water and Chilled Water Pipe Systems will be assessed and replaced as needed due to many multiple emergency repairs.

## SECTION IV: FINANCIAL

This comprehensive financial plan embodies the College's commitment to excellence in education and its vision for sustainable growth. This plan focuses on three pillars: Guided Pathways, Community Inclusion & Engagement, and Financial Stewardship.

### INSTITUTIONAL PRIORITY #1 - GUIDED PATHWAYS: GUIDED PATHWAYS

We will deliver enhanced academic guidance & support and streamline our business processes.

The financial plan will be developed with a focus on aligning our academic, enrollment, facilities, and technology plans. To ensure the effective execution of Guided Pathways, the Finance and Administrative units will conduct a review of internal policies and procedures. This review aims to identify areas of improvement and streamline processes for greater efficiency. We will also allocate funding to professional development for faculty and staff, and ensure they have the opportunities to acquire the necessary skills to support the implementation of Guided Pathways.

Goals:

- 1) Allocate resources for academic and career guidance, including investments in technology, training, and additional staff to support students in their chosen academic pathways.
  - a) Objective 1: Establish a dedicated Academic and Career Guidance Center with resources for personalized counseling including academic and career planning.
  - b) Objective 2: Provide ongoing training and professional development opportunities for counselors to enhance their knowledge of available programs, industries, and career pathways.
  - c) Objective 3: Develop an online system for students to access resources, track progress, and explore potential career opportunities aligned with their academic pursuits.
  - d) Objective 4: Allocate funding for career assessments to help students make informed decisions about their academic and career pathways.
- 2) Streamline administrative processes, such as course registration, to enhance efficiency and reduce operational costs.
  - a) Objective 1: Implement an integrated online registration system with user-friendly interfaces, clear instructions, and real-time availability of classes.
  - b) Objective 2: Conduct regular reviews of administrative workflows, identifying areas of redundancy or inefficiency.
- 3) Provide funding for targeted academic support services, such as tutoring and supplemental instruction.
  - a) Objective 1: Expand tutoring services and offer flexible scheduling options to accommodate varying student needs.
  - b) Objective 2: Establish a mentorship program with faculty and students who can provide peer support and guidance to those struggling in specific courses or subjects.
  - c) Objective 3: Use performance metrics to monitor the effectiveness of these services and adjust resource allocations based on highest impact.
- 4) Invest in faculty and staff professional development opportunities to enhance their ability to support students in achieving their academic goals.
  - a) Objective 1: Provide budget resources, inclusive of grants, for faculty and staff to attend conferences, workshops, and seminars focused on innovative teaching methods, student engagement, and academic advising best practices.



- b) Objective 2: Establish a mentorship program for junior faculty and staff to share expertise and strategies for effectively supporting students in their academic journeys.
- c) Objective 3: Encourage cross-departmental collaboration and knowledge-sharing.

## INSTITUTIONAL PRIORITY #2 - COMMUNITY INCLUSION AND ENGAGEMENT

We will expand our connections to the community, establishing a broader presence and purpose.

The College's approach to financial planning involves engaging both internal and external stakeholders. Internally, the budget and financial plan will be developed through a collaborative and transparent process that reflects the institution's goals and objectives. This will include input from various departments, faculty, staff, and students. Successful implementation of Guided Pathways dictates ongoing collaboration, assessment, and communication among the various stakeholders – particularly as academic, enrollment, facilities, and technology plans get implemented and evolve.

Externally, we will focus on expanding our connections to the community. The plan will include investments in marketing and communication initiatives to build relationships with high schools, businesses, and legislators - providing internship opportunities and workforce development programs.

Goals:

- 1) Expand outreach efforts to local businesses, community organizations, and K-12 schools to strengthen relationships and increase awareness of our programs and services.
  - a) Objective 1: Establish a dedicated community liaison role to coordinate outreach efforts, identify collaborative opportunities, and nurture existing relationships.
  - b) Objective 2: Develop strategic partnerships with high schools to introduce students to NCC's offerings and pathways early in their academic journeys.
  - c) Objective 3: Implement a targeted outreach program that includes regular communication, workshops, and networking events to foster stronger ties with local businesses and community organizations.
- 2) Develop and implement a plan to engage alumni and other stakeholders in supporting the institution's mission and goals, including fundraising and volunteering opportunities.
  - a) Objective 1: Build and maintain a comprehensive alumni database that tracks alumni engagement, interests, and contributions.
  - b) Objective 2: Establish an alumni engagement program that fosters meaningful connections between alumni, students, and faculty through events, mentorship programs, and networking opportunities.
- 3) Provide students with opportunities to engage with the community through experiential learning activities that promote civic engagement and social responsibility.
  - a) Objective 1: Establish partnerships with local businesses and organizations to create internship programs that offer students hands-on experience in their chosen fields.
- 4) Ensure funding for the development of the physical and human infrastructure needed to support community engagement efforts, including outreach coordinators, and partnership "managers".
  - a) Objective 1: Identify and allocate capital resources to ensure space needs meet programmatic requirements.
  - b) Objective 2: Allocate budgetary resources for the positions needed to foster community engagement.

## INSTITUTIONAL PRIORITY #3- FINANCIAL STEWARDSHIP

We will make financial decisions focused on long-range sustainability and quality growth.

At the core of our financial plan is the College's commitment to ensuring the highest standards of academic excellence. We will ensure that the financial plan is data-driven, based on up-to-date and relevant analyses of assumptions, and clear performance metrics. We will also ensure that our budgeting process is transparent and inclusive, with input from all stakeholders, and that we regularly review our financial performance to identify areas for improvement and/or efficiency.

Goals:

- 1) Develop a comprehensive multi-year financial plan that prioritizes the long-term sustainability and growth of the institution, including strategies for increasing revenue and managing costs.
  - a) Objective 1: Conduct an analysis of current revenue drivers and identify opportunities for diversification and expansion.
  - b) Objective 2: Align the multi-year financial plan with institutional goals and objectives, ensuring that it serves as a strategic roadmap for the College.
  - c) Objective 3: Implement regular reviews and updates of the multi-year financial forecasts and making adjustments based on evolving financial and operational priorities.
  - d) Objective 4: Develop contingency/scenario planning to mitigate potential risks and plan for uncertainties that may impact the institution's financial stability.
- 2) Involve input from diverse stakeholders, including faculty and administrators to make better informed resource allocation decisions and to ensure alignment of budgets with day-to-day operations as well as institutional mission and strategic objectives.
  - a) Objective 1: Utilize a collaborative budgeting approach that includes input from multiple stakeholders, including faculty and administrators to ensure that the budget is aligned with the College's mission and goals.
  - b) Objective 2: Conduct budgeting workshops and forums to facilitate meaningful discussions and collaborations between stakeholders.
- 3) Implement performance metrics and KPIs to monitor financial performance and inform budgeting decisions, including regular reviews of the budget to ensure alignment with institutional goals and priorities.
  - a) Objective 1: Establish a monthly closing process to ensure timely and accurate reporting. This includes reconciling accounts, reviewing variances, and generating dashboard periodic basis to support decision making.
  - b) Objective 2: Identify and establish key performance indicators that accurately reflect the institution's fiscal health.
  - c) Objective 3: Implement a regular review process to assess these performance metrics with a focus on informing budgetary decision making.
- 4) Maintain a strong system of internal controls, with continued compliance monitoring.
  - a) Objective 1: Provide ongoing professional development for staff involved in the finance and accounting operations.
  - b) Objective 2: Conduct periodic internal audits/assessments to evaluate the effectiveness of existing internal controls and identify areas for improvement.
  - c) Objective 3: Regularly review policies and procedures to identify areas for improvement and address any compliance gaps.
- 5) Leverage technology and other resources to streamline administrative processes, such as hiring and onboarding, financial reporting, course scheduling and registration.

- a) Objective 1: Identify and implement technology solutions that enhance the efficiency of administrative processes.
- b) Objective 2: Leverage Banner Workflow to automate routine financial and student processes.
- 6) Conduct regular assessments of budget utilization to ensure that resources are being used effectively and efficiently to support the institution's goals.
  - a) Objective 1: Conduct periodic projections of operating results with a focus on identifying opportunities for reallocation to better align with institutional priorities.
  - b) Objective 2: Leverage data analytics and reporting tools to gain deeper insights into resource allocation trends.

## FISCAL YEAR 2024 OPERATING BUDGET - HIGHLIGHTS

The items listed below are the major revenue and expense drivers for the 2024 operating budget. Nassau Community College is committed to financial stewardship and sustainability in all areas of operation. The College must continue to maintain a strong system of internal controls to ensure accountability within the financial operations. The finance team is responsible for overseeing all financial transactions and reporting, and ensures compliance with local, State and Federal regulations and standards. This dedication to fiscal responsibility aligns with the College's collaborative approach to the 2024 Budget. By actively involving stakeholders, including faculty and administrators, in making resource allocation decisions, NCC is able to develop a budget that supports its day-to-day operations as well as its institutional priorities and strategic objectives.

The COVID-19 pandemic has had a profound impact on higher education institutions in general and community colleges in particular. The sudden shift to remote learning, coupled with disruptions to campus operations created unprecedented challenges to students and campus leaders and staff. NCC, like many colleges, had to swiftly adapt to new modes of instruction and implement safety measures to protect the health and well-being of the community while continuing to serve a highly vulnerable population.

In March of 2020, as the COVID-19 pandemic took hold, NCC swiftly shifted instruction to an online format. In the Fall of 2020, with over one half of U.S. colleges either partly or primarily online, signaling a tentative return to in-person learning, certain NCC departments were able to reintroduce classes on campus. However, it wasn't until Fall 2021 that every academic department was able to fully resume in-person instruction, marking a return to a pre-pandemic "normal".

With the goal of enhancing the educational experience through improved retention, graduation rates, and overall student success, NCC has committed to excellence in education and sustainable growth. To achieve this, the College is focusing on three pillars: Guided Pathways, Community Inclusion & Engagement, and Financial Stewardship. By aligning College resources with targeted investments in the above areas, the College will be able to provide students with structured academic and career guidance, enhance experiential learning, grow our alumni impact, and ensure a solid foundation for long-term financial sustainability.

The 2024 Budget includes funds to facilitate the implementation of the aforementioned pillars. For example, funds will be allocated towards initiatives focused on providing structured academic and career guidance, as well as investments in technology, and training programs, among other support infrastructures to support students on their educational journey. Additionally, the College will need to continue to emphasize marketing initiatives designed to foster meaningful connections with peer institutions, local high schools, business, and our growing alumni. These investments need to be balanced by a continued focus on operational efficiency, automation and data reporting.

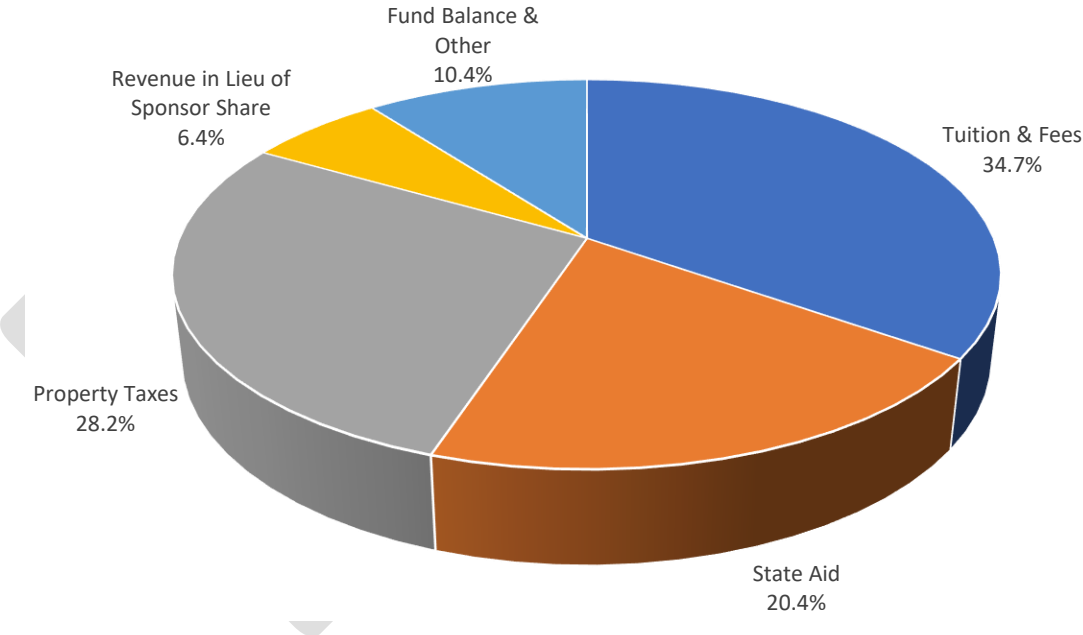
The utilization of fund balance will be instrumental in realizing this vision. The College’s fund balance has been bolstered over the past few years by the Higher Education Emergency Relief Fund enacted by the Federal government in response to the financial constraints imposed by the COVID-19 pandemic. By allocating fund balance to invest in key areas of its operations, the College aims to stabilize and grow enrollment. This balanced approach ensures that the institution remains steadfast in its commitment to affordability and academic excellence, while maintaining fiscal sustainability.

REVENUE HIGHLIGHTS

Nassau Community College was formed in 1959 by the State University of New York and is accounted for as a component unit of the County of Nassau in the County’s financial statements. As a component unit, the college is dependent on the County for ongoing financial support.

Approximately 28.2% of the college operating revenue is provided by Nassau County, with another approximately 6.4% derived from the chargebacks to other NYS counties (NCC charges NYS counties other than Nassau when their residents attend NCC, chargeback is based on FTE’s from other counties times operating chargeback rate calculated by SUNY Administration according to the Section 602.12 of the Community College Regulations). State Aid represents approximately 20.4% of the total revenue sources, with the remaining 34.7% and 10.4% derived from the student tuition and fees as well as other revenue sources, respectively.

**Nassau Community College – Funding Sources**



STATE AID SUPPORT

- Base State Aid is calculated as a function of total Full Time Equivalent Students (FTE) from the prior fiscal Year and the State Aid Rate.
- The State Aid Rate for 2024 is set at \$2,997 per FTE. The same amount as the prior year. The rate is only \$322 or 12% higher than it was in the 2013-14 fiscal year, a decade earlier (\$2,675).
- The projected FTE enrollment for FY 2024 is 9,268.1. This includes an anticipated increase of 2.5% from the 2023 projected FTE number as a result of increased marketing spend, streamed-lined communication plans and revising the transfer credit process. The 2023 budget included a calculated 9% decrease in FTEs from the then projected 2022 FTE number. The 2023 FTE number is projected to be approximately 2% less than the actual 2022 FTE number.
- SUNY allows us to reduce the negative impact of declining enrollment on State Aid by applying a rule that sets the funded FTE level at the higher of the prior years’ FTE enrollment or a weighted average comprised of 50% of the prior year level, 30% of two years’ prior level and 20% of three years prior. Under the 50/30/20 rule Nassau’s funded FTEs in 2023 will be 10,281.
- In 2024 we budgeted State Aid on a projected 10,281.6 FTE’s (Under the 50/30/20 rule) for a total base aid amount of \$28,159,178. Adding Rental Aid of \$494,653 added to a total budgeted State Aid for 2024 of \$28,653,831.
- However, the 2023 State Aid was \$37,678,192 due to a minimum floor that sets State Aid at the higher of the calculation or 100% of the prior year State Aid amount.

<b>State Aid</b>	
Base Aid	\$28,159,178
Rental Aid	494,653
<b>Total State Aid</b>	<b>\$28,653,831</b>
<b>State Minimum Floor</b>	<b>\$37,678,192</b>

- The State Aid Revenue is flat Budget-to-Budget, with the State Aid amount set at the floor minimum.
- State Aid for FY 2024 was \$37,678,192, approximately 20.4% of all operating revenue sources.

Year	State Aid Rate	State Aid \$ Change	State Aid %Change
2014	2,422	150	6.60%
2015	2,497	75	3.10%
2016	2,597	100	4.00%
2017	2,697	100	3.85%
2018	2,747	50	1.85%
2019	2,847	100	3.64%
2020	2,947	100	3.51%
2021	2,947	-	-
2022	2,997	50	1.70%
2023	2,997	-	-
2024	2,997	-	-

SPONSOR SHARE: COUNTY SHARE – LOCAL PROPERTY TAXES

- Revenue Sponsor Share (Local property taxes) remains at \$52,206,883 for FY 2024. This represents approximately 28.2% of all operating revenue sources.
- The Fiscal Year 2023-2024 budget does not assume any increase in the County property tax allocated to the College. Fiscal Year 2023-2024 would mark the fifteenth year in which there would be no increase in the County property tax allocated to the College.

STUDENT REVENUE

- The College is maintaining the full-time tuition rate at \$5,800 for the 2024 academic year. This is the fourth year where the College has held the tuition rate flat.
- Nassau Community College has always maintained a level of tuition that has been very affordable. Student Tuition is the primary revenue source out of the three revenue sources and historically has been burdened when other revenue sources fail to fulfill their obligations to the College.
- Although there is a continued concern on the level of tuition, tuition is the only controllable source of revenue in the three-partner funding model. When adjusted for the cost of living in the area, NCC tuition is still considered among the most affordable tuition in New York State.
- Budgeted Student Tuition Revenue for FY 2024 is \$59,294,916. Our Projected Actual Student Revenue for FY 2023 is \$57,848,699, an increase of \$2,870,362 over budget, or approximately 5.2%.
- FY 2024 Student Revenue estimated for budget purposes is based on our projection for the 2023 fiscal year. It is then adjusted for the change in tuition rates and projected enrollment for the 2024 fiscal year.

**Historical Annual Tuition Rates**

2014	4,088	98	2.46%
2015	4,234	146	3.57%
2016	4,534	300	7.09%
2017	4,868	334	7.37%
2018	5,102	234	4.81%
2019	5,350	248	4.86%
2020	5,600	250	4.67%
2021	5,800	200	3.57%
2022	5,800	-	- %
2023	5,800	-	- %
2024	5,800	-	- %

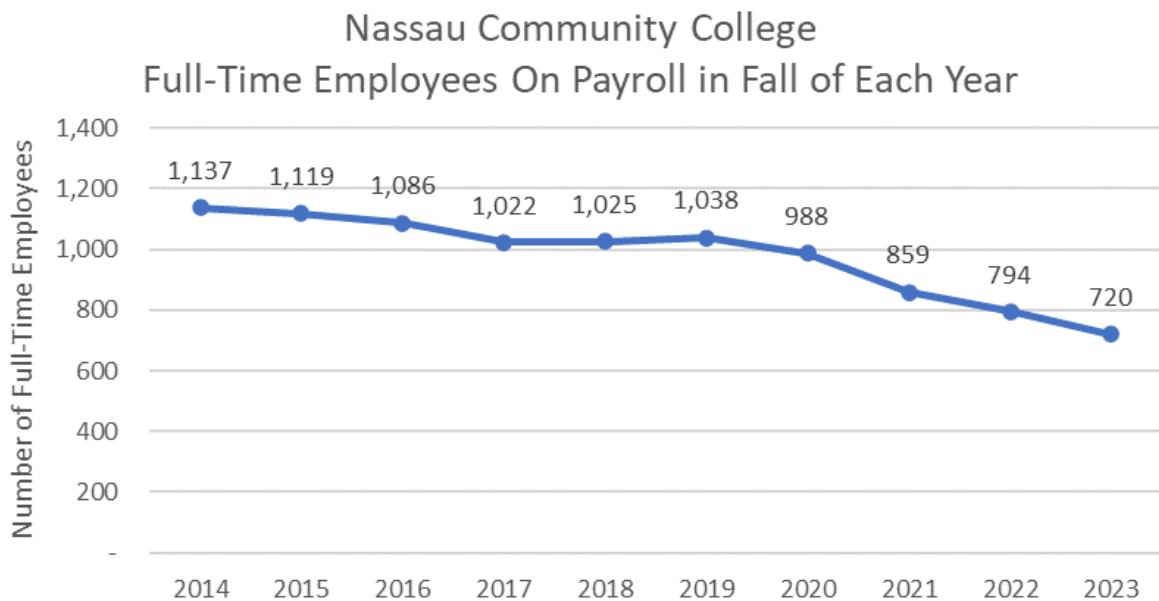
EXPENSES HIGHLIGHTS

An overall review of institutional resources needed to support the College’s mission and goals was performed for the fiscal year ending August 31, 2024. An analysis of historical spending patterns revealed opportunities for optimizing resources in non-salary lines, commonly referred to as other than personnel services (OTPS). OTPS budgets were recalibrated based on this analysis. The recalibrated OTPS budget, along with existing full-time and part-times lines, were distributed to each Vice President in the Spring of 2023. VPs were asked to coordinate with their department/division heads to quantify their financial and human resource needs for the upcoming fiscal year. The responses were compiled and the projected financial needs were reconciled against the College’s estimated enrollment, tuition rate, fee rates, state and local sponsors support, and other related drivers. Budget

balance has been achieved through the utilization of fund balance. While addressing financial constraints, the college continues to prioritize resource allocation in support of its Strategic Plan.

## SALARIES

- Full-time staffing cost is projected by quantifying upcoming needs and estimating costs for collective bargaining agreements, as well as anticipated changes in staffing levels.
- Aggregate salaries for 2024 are projected to be \$101,796,681. This represents 54.9% of all operating expenses. Personnel costs are typically the largest category of expense in organizations similar to Nassau Community College. Changes in personnel costs also have the most impact on the operating budget. Nassau Community College has, over the past ten years, reduced the Full-Time payroll by 417 positions, from 1,137 to 720. That is a reduction of more than 37.67% of the Full-Time workforce since 2014. Variances in salary expenses come as a result of staffing decisions and/or voluntary changes in employment status.
- The contract for the Full-Time Faculty bargaining Unit, the NCCFT, expired on August 31, 2022, and is currently being negotiated. This bargaining unit does not get cost of living adjustments or steps when a contract has expired. Promotions approved by the College Board of Trustees are granted during periods with expired contracts. There is a risk that labor costs will increase above the amounts budgeted as a result of contract negotiations.
- The CSEA contract, which expired December 31, 2017, has recently been approved. We expect retroactive payment in 2024 of approximately \$3.5 million, net of health insurance premium savings.
- The AFA contract term expired on September 30, 2022, and is currently being negotiated.



- Due to budgetary concerns, the College continues to actively manage costs and identify areas for operational efficiency. The majority of the workforce reduction has been realized through attrition and various retirement incentives offered over the years.



## FRINGE BENEFITS

- Fringe Benefit spending is projected on the established staffing levels and the projected costs of fringe benefits (Health Insurance, Social Security, Pension contributions, etc.).
- Fringe Benefits for 2024 are projected to be \$57,811,238. This amount does not include the cost of incremental increases in OPEB or compensated absences liability, but rather includes only projected pay out of these liabilities in the next fiscal year. This amount of \$57,811,238 represents 31.2% of all operating expenses. The major components of Fringe Benefit costs are Health Insurance premiums and Retirement System costs. The FY 2024 rates are based on the best available assumptions and estimates at this time. The largest components of Fringe Benefits are Health Insurance costs and Pension system costs.
- Risks associated with Fringe Benefits relate to any changes in staffing levels and exposure to unexpected rate increases for Health Insurance and Retirement costs. Health Insurance rates are not finalized by NYSHIP until late November, three months into our fiscal period. Retirement rates are estimates provided by the Retirement systems and are subject to change.
- With the settlement of the CSEA contract, 250 of the College’s CSEA staff are moving from the NYSHIP Empire plan to the NYSHIP Excelsior plan. This change will result in savings of approximately \$12,000 per employee family plan per year. We anticipate that this health plan change will save the College approximately \$3 million annually, partially offsetting the overall CSEA contract cost.

## OTPS - OTHER THAN PERSONNEL SERVICES

- Other Than Personnel Spending (OTPS), is established utilizing NCC computerized decentralized budget system, Pegasus. The Pegasus system was developed for department managers to input requests for funding based on the needs they have identified in their departments through formal assessment, informal observations and experience.
- Prior year departmental budgets and spending histories are distributed to the operating departments.
- Departments use Pegasus to request budgets for the upcoming year.
- Departmental requests are reviewed at various levels and ultimately authorized by the President’s Cabinet.
- OTPS for the FY2024 budget are projected to be \$25,654,202. This represents 13.8% of all operating expenses.
- The 2024 OTPS budget includes \$600,000 of funding for the implementation of Guided Pathways and other strategic initiatives.
- OTPS include all expenses for equipment, supplies, contractual services (non-employment related), professional services, dues, fees, travel, fuel, utilities, debt service, other costs and scholarships.

OTPS		Change	
Year	Amount	\$	%
2014	24,147,156	(808,000)	-3.24%
2015	26,900,000	2,752,844	11.40%
2016	25,937,674	(962,326)	-3.58%
2017	26,254,397	316,723	1.22%
2018	26,643,156	388,759	1.48%
2019	26,705,832	62,676	0.24%
2020	26,842,872	137,040	0.51%
2021	25,667,649	(1,175,223)	-4.38%
2022	24,741,494	(926,155)	-3.61%
2023	25,577,222	835,728	3.38%
2024	25,654,202	76,980	0.30%



## FUND BALANCE HIGHLIGHTS

- It is important that the College maintains some minimum level of Unreserved, Unrestricted Fund Balance. The College Board of Trustees has adopted a policy that set Unreserved, Unrestricted Fund Balance minimum level at 4% of the prior year's operating budget, which approximated \$7,358,000.
- The State of New York does not promulgate a recommended reserve balance. SUNY, however, does have Guidelines for Unrestricted Net Assets, they read as follows: "The State University of New York recognizes that the operational and financial circumstances of its community colleges vary greatly. While all community colleges should maintain an unrestricted net balance, determining the appropriate amount for each college will depend on an evaluation of the circumstances of each campus. As a general guideline, each community college, regardless of size, should work to establish unrestricted net assets ranging from five percent to fifteen percent of its operating expenses, although there may be some instances where it is prudent to have unrestricted net assets that either are less than or exceed the range suggested above. Once determined, unrestricted net asset levels will be measured on an annual basis at the end of the community college's fiscal year based on amounts reported in its certified financial statements presented in accordance with generally accepted accounting principles for public colleges and universities as promulgated by the Governmental Accounting Standards Board (GASB)."
- The projected unreserved fund balance at the end of Fiscal 2024 is above the fund balance minimum set by the Board of Trustees policy. If the balance fell below the minimum, Board Policy has a provision to restore the fund balance.
- Nassau Community College is planning to budget \$15.67 million from Fund Balance as a revenue source in FY 2024. This planned use of the fund balance will not cause the balance to fall below the minimum set by policy.
- The College strives to reduce the reliance on Fund Balance as a revenue source over time. By implementing Guided Pathways and identifying public-private partnerships, the College should be able to stabilize and grow enrollment. Aligning the College's resources with students' academic goals and providing tailored support should allow the College to improve retention, graduation rates, and overall student success – in turn, positively impacting revenue. The administrative team has also been working on identifying partnerships that will support sustainable enrollment growth and ensure the continued delivery of high-quality education. Two such partnerships are the Sands Casino and NYU Langone. These partnerships represent a unique opportunity to develop experiential learning and workforce development pipelines for students in hospitality, business, healthcare and many other fields of study. The success of this transition from reliance on fund balance to Guided Pathways and community partnerships will be key in enabling the College to maintain fiscal stability and long-term sustainability.

APPROVED BUDGET FOR THE YEAR ENDING AUGUST 31, 2024

\$ in 000's

	<b>2024 Budget</b>
<b>I. OPERATING REVENUES:</b>	
A. Tuition & Fees	\$64,316
B. State Aid	37,769
C. Property Taxes	52,207
D. Revenue in Lieu of Sponsor Share	11,793
E. Other	3,581
<b>F. Total Operating Revenue</b>	<b>\$169,665</b>
<b>II. OPERATING EXPENSES:</b>	
A. Salaries & Benefits	\$159,608
B. Equipment & General Expenses	9,050
C. Contractual	7,536
D. Utility Costs	7,343
E. Guided Pathways/Strategic Initiative	600
F. Debt Service & Other	1,126
<b>G. Total Operating Expenses</b>	<b>\$185,262</b>
<b>III. Structural Surplus / (Deficit)</b>	<b>(\$15,597)</b>
<b>IV. One-time Funding</b>	
Use of Prior Years' Fund Balance	\$15,597
<b>V. Revised Surplus / (Deficit)</b>	<b>-</b>

## MULTI YEAR FINANCIAL PLAN - HIGHLIGHTS

### OPPORTUNITIES & RISKS

Enrollment sensitive revenue such as tuition, service fees, and state aid will miss target if enrollment declines more than expected; the College built its budget on the assumption that enrollment will grow by 2.5% in fiscal year 2023-2024. NCC management had anticipated enrollment growth based on application data, growing social media presence and a revitalized marketing campaign. Student enrollment has been on a decline with FY's 20, 21, 22 and 23 coming in at -5.6%, -16.7%, -10.5%, and -2.0% respectively. FY'23 actual decline was in comparison to a budgeted decline of 9%.

Nassau Community College has experienced significant decreases in its enrollment numbers from the high levels of 19,691 FTEs in fiscal year 2011 to a projected 9,268 FTEs in fiscal year 2024, which represents approximately 53% decrease in the thirteen-year period. Fiscal year 2023 – 2024 will mark the sixteenth year in which there were no increases in the County of Nassau local support (property tax allocated to the College), which has also contributed to the constraints on its resources. Considering the fact that two components of the revenue (tuition and state aid) are based on the FTE counts, NCC has had to address its fiscal constraints by looking at the tuition rate, closely managing its expenditures, and relying on fund balance in order to maintain fiscal stability.

The FY'23 Executive Budget released by the New York State Division of Budget announced that SUNY will maintain a funding floor for community colleges at 100 percent of prior year funding, up from the 98% floor enacted in FY 2022. They also note that without a funding floor, SUNY community colleges would face a \$45 million, or 11%, loss in formula aid due to enrollment declines. SUNY revising the FTE funding floor formula remains one of the largest financial risks facing the College. It is worth noting that with the current FTE aid formula, the College will not see an increase in State aid until enrollment grows by approximately 3,400 FTE's. Representing a 38% enrollment growth from the FY'24 budget.

A risk to the budget would materialize should the State decide to change the FTE rate formula or modify the aid floor. If these changes are enacted, they could affect future revenue in lieu of sponsor share proceeds.

The institution's reliance on fund balance, while a necessary measure in the face of recent challenges, underscores the importance of cautious financial planning. The State of New York does not promulgate a recommended reserve balance. SUNY, however, does have Guidelines for Unrestricted Net Assets, they read as follows: "The State University of New York recognizes that the operational and financial circumstances of its community colleges vary greatly. While all community colleges should maintain an unrestricted net balance, determining the appropriate amount for each college will depend on an evaluation of the circumstances of each campus. As a general guideline, each community college, regardless of size, should work to establish unrestricted net assets ranging from five percent to fifteen percent of its operating expenses, although there may be some instances where it is prudent to have unrestricted net assets that either are less than or exceed the range suggested above. Once determined, unrestricted net asset levels will be measured on an annual basis at the end of the community college's fiscal year based on amounts reported in its certified financial statements presented in accordance with generally accepted accounting principles for public colleges and universities as promulgated by the Governmental Accounting Standards Board (GASB)."

The College's fund balance has most recently been bolstered by Federal funding resulting from the passage of the \$2.2 trillion Coronavirus Aid, Relief, and Economic Security Act or, CARES Act, which was passed by Congress on March 27<sup>th</sup>, 2020. The CARES Act allocated approximately \$14 billion to the Office of Postsecondary Education which was distributed through the Higher Education Emergency Relief Fund, or HEERF. Over the past few years, NCC has received approximately \$78 million in HEERF funding. These funds provided crucial financial support that enabled the College to address the unprecedented demands brought on by the COVID-19 pandemic. HEERF

allowed the College to fund a range of critical initiatives, including technology upgrades for remote learning, campus health and safety measures, as well as offset lost revenue, among other needs.

The conclusion of HEERF support will present a challenge to the College in the upcoming fiscal years as the College transitions back to the traditional three-partner funding model. Enrollment stabilization is a major element of the College's strategic plan, which is underpinned by the implementation of Guided Pathways and the pursuit of public-private partnerships. As discussed in the Fiscal Year 2024 Operating Budget section, the success of the transition away from a reliance on fund will be key in enabling the College to maintain fiscal stability and long-term sustainability.

The Financial Plan below reflect the following revenue and expense assumptions:

- Enrollment growth of 3% beginning in FY'25
- No increase in the tuition rate
- No change in support from NYS and Nassau County
- No additional/new revenue streams
- Salary increases of 2.5% annually
- Fringe benefit increases of 4% annually
- OTPS growth of 3% to adjust for inflation
- No additional cost reductions
- Approximately \$1 million in departmental OTPS reductions College-wide
- Includes \$0.6 million in OTPS discretionary funding
- OTPS costs escalate at 3% annually beginning in FY'25
- Funding for Guided Pathways and/or Strategic Initiatives at \$0.6 million annually

The Financial Plan, characterized by its conservative estimates, acknowledges the absence of certain elements, particularly on the revenue side. This is due to the lack of clarity on critical information required for comprehensive revenue projections. This approach underscores the College's commitment to providing a realistic plan. More importantly, it compels the institution to retain a keen focus on the need for action rather than merely seeking to eliminate out-year deficits. These deficits, serve as reminders of the importance for the College community to stay focused implementing the strategic plan.

BUDGET 2024 & 2025 – 2028 FINANCIAL PLAN

\$ in 000's

	<b><u>2024</u></b>	<b><u>2025</u></b>	<b><u>2026</u></b>	<b><u>2027</u></b>	<b><u>2028</u></b>
	<b><u>Budget</u></b>	<b><u>Plan</u></b>	<b><u>Plan</u></b>	<b><u>Plan</u></b>	<b><u>Plan</u></b>
<b>I. OPERATING REVENUES:</b>					
A. Tuition & Fees	\$64,316	\$66,245	\$68,232	\$70,279	\$72,388
B. State Aid	37,769	37,769	37,769	37,769	37,769
C. Property Taxes	52,207	52,207	52,207	52,207	52,207
D. Revenue in Lieu of Sponsor Share	11,793	11,793	11,793	11,793	11,793
E. Other	3,581	3,985	4,185	4,385	4,385
<b>F. Total Operating Revenue</b>	<b>\$169,665</b>	<b>\$171,999</b>	<b>\$174,186</b>	<b>\$176,433</b>	<b>\$178,541</b>
<b>II. OPERATING EXPENSES:</b>					
A. Salaries & Benefits	\$159,608	\$164,465	\$169,479	\$174,654	\$179,995
B. Equipment & General Expenses	9,050	9,321	9,601	9,889	10,185
C. Contractual	7,536	7,762	7,995	8,234	8,481
D. Utility Costs	7,343	7,564	7,791	8,024	8,265
E. Guided Pathways/Strategic Initiative	600	1,200	1,800	2,400	3,000
F. Debt Service & Other	1,126	1,126	1,105	1,108	1,108
<b>G. Total Operating Expenses</b>	<b>\$185,262</b>	<b>\$191,437</b>	<b>\$197,770</b>	<b>\$204,309</b>	<b>\$211,035</b>
<b>III. Structural Surplus / (Deficit)</b>	<b><u>(\$15,597)</u></b>	<b><u>(\$19,439)</u></b>	<b><u>(\$23,584)</u></b>	<b><u>(\$27,876)</u></b>	<b><u>(\$32,494)</u></b>
<b>IV. One-time Funding</b>					
Use of Prior Years' Fund Balance	\$15,597	\$13,360	-	-	-
<b>V. Revised Surplus / (Deficit)</b>	<b><u>-</u></b>	<b><u>(\$6,079)</u></b>	<b><u>(\$23,584)</u></b>	<b><u>(\$27,876)</u></b>	<b><u>(\$32,494)</u></b>

<b>Fund Balance</b>					
A. Projected Beginning Fund Balance	28,957	13,360	-	-	-
B. Funds Needed for Operations	(15,597)	(13,360)	-	-	-
<b>C. Projected Ending Fund Balance</b>	<b>\$13,360</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

## SECTION V: TECHNOLOGY

NCC's Strategic Plan 2023-2028 establishes the following four institutional goals – each with a correlating set of objectives:

**Goal #1: Equitable Student Opportunities**

**Goal #2: Academic Excellence and Student Support**

**Goal #3: Student Persistence and Post-Completion Success**

**Goal #4: High School, Community, Business, and Industry Partnerships**

To ensure that the Technology Master Plan provides for the effective implementation of the technology training, hardware, software, services, and processes needed to support the College's Strategic Plan, the Institutional Planning Sub-committee for Technology will ascertain the information technology implications associated with the College's initiatives and the corresponding objectives. These identified inferences, which serve to inform the TMP's strategies and objectives, as well as future planned actions and resource allocations, shall be captured in an accompanying appendix.

GOAL #1: EQUITABLE STUDENT OPPORTUNITIES

<p><b>OBJECTIVE 1.1</b> To maintain an open admissions policy that ensures the availability of educational programs for traditional, non-traditional, and international students.</p>	<p><b>OBJECTIVE 1.2</b> To provide developmental programs that upgrade student skills for success in college-level courses.</p>	<p><b>OBJECTIVE 1.3</b> To create educational programs that respond to and satisfy diverse community needs.</p>	<p><b>OBJECTIVE 1.4</b> To create a multi-cultural environment that fosters the synthesis of knowledge, aesthetic appreciation, and commitment to ethical and social values.</p>
<p><b>STRATEGY 1</b> Provide all students with timely, equitable access to the computing technologies, training, and the IT support needed for successful engagement in instructional activities and connection with critical support services.</p>	<p><b>STRATEGY 2</b> Implement comprehensive and adaptive learning technologies to customize and deliver material to specific students and tailor as needed to meet different learning styles.</p>	<p><b>STRATEGY 3</b> Develop or enhance systems to ensure digital accessibility barriers are identified and acted upon.</p>	
<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Develop policies, procedures, and IT resources to provide students with essential computing technologies.</li> <li>2. Provide students with opportunities to acquire or enhance information technology knowledge and skills.</li> <li>3. Expand institutional support of student success through the development and promotion of educational resources.</li> </ol>	<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Conduct assessments of college technology based upon Web Content Accessibility Guidelines (WCAG) to measure digital accessibility.</li> <li>2. Develop or enhance assistive technology, adaptive tutoring systems and tools (e.g., screen readers, screen magnifiers, color contrast analyzers, speech-to-text and text-to-speech software, and alternative keyboard devices).</li> </ol>	<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Create a digital accessibility campus committee to conduct assessments and provide recommendations of the state of the institution’s digital accessibility.</li> <li>2. Develop and provide resources for an institution-wide accessibility raining plan.</li> <li>3. Develop and enhance technical support services for all stakeholders that address common issues with the learning management system, instructional software and tools, email, and administrative applications.</li> </ol>	

GOAL #2: ACADEMIC EXCELLENCE AND STUDENT SUPPORT

<p><b>OBJECTIVE 2.1</b> To encourage faculty development through programs that promote scholarship and creativity, and to encourage the adoption of innovative teaching methods and technology that enhance student learning.</p>	<p><b>OBJECTIVE 2.2</b> To provide the support services and guidance necessary for students to realize their full potential.</p>	<p><b>OBJECTIVE 2.3</b> To provide a physical environment and a technological infrastructure conducive to effective teaching, learning, and working.</p>	<p><b>OBJECTIVE 2.4</b> To provide administrative leadership that assures educational quality, furnishes adequate student support services, maintains effective budgeting and facilities management, and stimulates thoughtful planning for the future of the College.</p>
<p><b>STRATEGY 1</b> Expand technology professional development and learning opportunities for faculty and staff.</p>	<p><b>STRATEGY 2</b> Deploy the information technology needed to support exceptional delivery of instruction in a variety of modalities.</p>	<p><b>STRATEGY 3</b> Utilize educational technologies to provide students with effective, efficient learning experiences and support services.</p>	<p><b>STRATEGY 4</b> Adopt a systematic approach to assessing information technology initiatives and implementation, resources (e.g., ITS asset inventory and tracking), services, support, and ITS policies and procedures, including replacement and refresh cycles.</p>
<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Continue to develop the role of the Educational Resource Committee (ERC) to support faculty and staff innovations in the use of technologies that foster active, collaborative learning techniques and spaces.</li> <li>2. Develop and implement a training knowledge base for easily accessible solutions to common challenges and how to effectively use available teaching and learning tools. (NCC, SUNY, Vendor, etc.)</li> <li>3. Embrace Universal Design Principles and train Faculty and Staff on the development of flexible learning environments and learning spaces that can accommodate individual learning differences</li> </ol>	<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Develop standards for classroom technology that support various learning modalities.</li> <li>2. Collaborate with divisions to develop standards for the review, purchase, and maintenance of instructional software by academic discipline.</li> <li>3. Develop institutional policy and procedures for grant proposals which include technology.</li> </ol>	<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Integrate technologies into all facilities to increase and support collaborations and computer-intensive learning and research.</li> <li>2. Provide access to electronic communication systems and reliable broadband wireless connectivity throughout all campus locations and facilities.</li> <li>3. Support teaching excellence and student success by regularly assessing, implementing, and promoting the use of emerging technologies.</li> <li>4. Provide faculty and staff, and students with training and support services on all adopted technologies.</li> <li>5. Enhance the effectiveness of the Learning Management System (LMS) by evaluating and integrating instructional resources and technologies</li> </ol>	<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Enhance technical strategies to support business continuity planning objectives to maintain operations in the event of natural disaster, power, or facility failures, or other catastrophic, emergency events.</li> <li>2. Develop an infrastructure roadmap that embraces a cloud-first strategy, provides robust access to Wi-Fi and cellular services in administrative, instructional, and public areas, articulates refresh cycle for core infrastructure assets, and outlines standards on</li> <li>3. Develop and incorporate into the annual (TCO) calculation planning and resource allocation processes Total Cost of Ownership (TCO) calculations.</li> </ol>



GOAL #3: STUDENT PERSISTENCE AND POST-COMPLETION SUCCESS

<p><b>OBJECTIVE 3.1</b> To provide an education that fosters critical, analytical thinking and inspires lifelong learning.</p>	<p><b>OBJECTIVE 3.2</b> To support and strengthen academic and co- curricular programs that prepare students for transfer to a four-year college or university.</p>	<p><b>OBJECTIVE 3.3</b> To offer career-focused programs, certificates, courses, and credentials that prepare students for regional as well as global employment opportunities.</p>
<p><b>STRATEGY 1</b> Use data to drive continuous improvement in both student success and administrative efficiency.</p>	<p><b>STRATEGY 2</b> Provide students, faculty, and staff with readily accessible technology support and opportunities for customized training delivered in a variety of formats to meet stakeholders’ diverse needs for training and support services on adopted technologies.</p>	
<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Adopt and deploy an integrated set of administrative tools to analyze and track data (e.g., student recruitment, retention and success rates, and other metrics of efficiency and effectiveness) with a simpler, less expensive, approach and more focused on supporting student success.</li> <li>2. Invest in training to maximize use of data to allow for a for greater capacity to collect and analyze data, and for a more sophisticated use of data to drive decisions.</li> </ol>	<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Adopt and implement technologies that provide timely, personalized automated notifications, information about support services and college resources, steps to enrollment, class schedule options by degree and certificate programs, early alerts and intrusive advising, and course progress toward their educational and career goals.</li> <li>2. Enhance, automate, and streamline Enrollment Management and scheduling processes, including promoting and expanding the opportunities related to micro-credentials</li> </ol>	

GOAL #4: HIGH SCHOOL, COMMUNITY, BUSINESS, AND INDUSTRY PARTNERSHIPS

<p><b>OBJECTIVE 4.1</b> To offer activities and cultural programs that enrich student and community life.</p>	<p><b>OBJECTIVE 4.2</b> To enhance the economic and cultural vitality of the County by promoting an educational environment that responds to the changing needs of the community.</p>	<p><b>OBJECTIVE 4.3</b> To cultivate high school, community, business, industry, and other partnerships that benefit our students, college, and community.</p>
<p><b>STRATEGY 2</b> Improve event management.</p>	<p><b>STRATEGY 1</b> Through the use of technology, engage with local businesses and community organizations to promote collaboration while becoming a primary resource for workforce development.</p>	<p><b>STRATEGY 3</b> Develop and implement strategies and tools to enhance, automate, and streamline bi-directional communications with students.</p>
<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Invest in and upgrade data systems to accurately maintain facilities information.</li> <li>2. Integrate facilities data with event management systems to show real time and accurate data of facilities availability.</li> <li>3. Implement a robust reservation system that allows for a broader spectrum of community stakeholders to request facility rentals.</li> </ol>	<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Invest in and deploy a streamlined system to expand the creation and offerings of non- credit courses that leverage business partnerships for workforce development.</li> </ol>	<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Fully implement a student focused CRM to track and communicate with all students throughout all stages of their student journey.</li> </ol>

## SECTION VI: DIVERSITY

### INTRODUCTION

Nassau Community College is the largest single-campus community college in the state and part of the State University of New York (SUNY) system. Our beautiful 225-acre campus in the heart of Long Island offers more than 80 fields of study here, with the facilities, technology, small class sizes, and exceptional teaching to help students reach their personal, professional, and educational goals. NCC offers two-year associate degrees in arts (AA), science (AS), and applied science (AAS) and occupational studies (AOS). NCC serves nearly 20,000 day and evening students each year.

NCC successfully serves a diverse student population. Our student population is comprised of approximately 37% White, 27% Hispanic/Latino 20% Black/African American, and 7% Asian. While our diverse student population continues to rise, the College is committed to addressing the needs for a diverse faculty and staff.

Nassau Community College seeks to serve and prepare our students for an increasingly diverse world which is a critical part of a liberal arts education. Thus, our Diversity Plan will advance the goals of diversity and inclusion as well as address the changing needs of the overall campus community.

This plan addresses SUNY's diversity goals and reaffirms the College's commitment to the support of, and desire to attain these comprehensive goals through thoughtful and practical strategies that are sustainable and achievable.

### SUNY'S COMMITMENT TO DIVERSITY

**The SUNY Plan:** In 2015, the Board of Trustees of the State University of New York announced "diversity" as an "intentional strategic focus" through which it sought to "reduce barriers to access, inquiry, engagement and completion" among its 64 college campuses. As a constituent member of the SUNY system, Nassau Community College has steadfastly embraced its role as a comprehensive, full opportunity institution. <sup>1</sup>

**The Goals of the SUNY Plan:** The SUNY agenda encompasses "diversity, equity and inclusion" and establishes a variety of goals through which it will seek to become "the most inclusive institution of higher education in the country." <sup>2</sup> These include:

1. Ensuring that the student population we serve and the administrative staff and faculty we employ are representative of the diversity of our state.
2. Ensuring that diversity and inclusion are integral components of the highest quality academic programs.
3. Providing the broadest possible access to and representation of all segments of the population of New York State.
4. Recognizing the value of international experiences and interactions.
5. Eliminating achievement gaps for minority and low-income students.

---

<sup>1</sup> See Statement of Mission on the home page of the NCC web site at: [www.ncc.edu](http://www.ncc.edu).

<sup>2</sup> See the March 2016 SUNY "Campus Guide for Strategic Diversity & Inclusion Plan Development, page 3.

## NASSAU COMMUNITY COLLEGE'S COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

**The College Mission and its Commitment to Diversity:** The College Mission has long affirmed goals in support of diversity, equity, and inclusion:

The College Mission states:

Nassau Community College, a constituent member of the State University of New York system, is a comprehensive, full opportunity institution of higher education. All who can benefit from its resources have the opportunity to expand their knowledge and skills and to pursue the goal of lifelong learning. The College is dedicated to high quality, low-cost education and career preparation to meet the needs and interests of the community it serves. It is committed to academic excellence and the dignity and work of the individual. To this end, Nassau Community College offers Associate in Arts, Associate in Science and Associate in Applied Science degrees, as well as Certificate and continuing education programs. Its curricula span the liberal arts and sciences, as well as pre-profession and professional areas, for the benefit of a diverse population.

**The College's Goals and Diversity:** In fulfillment of this Mission, Nassau Community College has affirmed a variety of goals. Those that relate directly to issues of diversity, equity and inclusion appear below:

- To maintain an open admissions policy that ensures the availability of education programs for traditional and non-traditional students.
- To create educational programs that respond to, and satisfy, diverse community needs.
- To maintain developmental programs which upgrade student skills for success in college level courses and to provide special courses of study which enhance general education.
- To provide the support services necessary for students to realize their maximum potential.
- To create a wide variety of activities and cultural programs to enrich student and community life.
- To create a multicultural environment which fosters the synthesis of knowledge, aesthetic appreciation, and commitment to ethical and social values.

### STUDENTS AND DIVERSITY

**Equitable Access to Programs:** The College is a full-opportunity open-access institution which grants matriculation to all those who hold a high school diploma or equivalent qualification. No student is denied admission or attendance on the basis of race, ethnicity, geographic origin, gender, religion, age, sexual orientation, prior criminal record, or disability.<sup>3</sup> The nursing program does, however, restrict admission to those who have satisfactorily completed the Test of Essential Academic Skills (TEAS) examination. This examination is offered on campus through the Office of Workforce Development and Continuing Education. The College also offers admission to an initial liberal arts program through which students seeking admission to Nursing can undertake undergraduate credit-bearing courses in preparation for the TEAS.

**Equitable Access to Financial Aid:** All matriculated students have the right to apply for federal, state, and college financial aid including grants, loans and scholarships on the basis of eligibility requirements (such as residence and family financial need) independent of race, ethnicity, geographic origin, gender, religion, age, sexual orientation, prior criminal record, or disability.<sup>4</sup>

---

<sup>3</sup> For the most part, these "attributes" are self-reported and self-defined. However, SUNY does conduct "logic checks" on enrollment data to identify anomalous data.

<sup>4</sup> Federal aid may be denied to those convicted of certain crimes. Students are advised that they may be ineligible for licensing in some program areas on the basis of a criminal conviction or failure to pass drug testing.

**Geographic Diversity and Students:** SUNY’s thirty Community Colleges were founded to serve the needs and demands of the communities in which they were located. They therefore receive a significant proportion of funding from their local sponsor usually through a tax levy on real estate.<sup>5</sup> For this reason, they continue to focus on the enrollment of a largely “local” student body.

Geographic Area of Residence	Fall 2018 Enrollment
Nassau County	80.7%
Brooklyn/Kings County	0.8%
Bronx County	0.0%
Manhattan/New York County	0.1%
Queens County	9.4%
Staten Island/Richmond County	0.0%
Suffolk County	7.5%
Upstate New York	0.2%
Out of State	1.2%

**Access and Enrollments:** While the College does attract students who are not seeking to matriculate, their representation among enrollments is relatively modest at around 20%. The majority of new FT-FTIC student enrollments occur in the fall and is a function of the number of seniors graduating from Nassau County Public High Schools and of the “capture rate” of these students.<sup>6</sup>

NCC’s current enrollments are thus highly dependent on the output of the County’s public high schools which the New State Education Department has projected to decline through 2020.<sup>7</sup> Recent trends in NCC’s enrollments have shown a steeper rate of decline than can be explained simply by a fall in high school graduation rates.

**New Enrollments and the High School Capture Rate:** Accompanying the decline in high school graduation rates has been a decrease in the proportion of those graduating seniors choosing to attend NCC. This “capture rate” has declined from around 25% in fall 2010 to around 20% in fall 2015. The reasons for this are unclear, though there appears to have been some change in the mix of high schools accounting for new student enrollments. It is possible this could reflect differences in college-readiness rates or scores among high schools.

**Differential College-Readiness and Test Performance Rates:** Mindful of research demonstrating a relationship between “diversity attributes” and standardized test scores and of the link between test scores and indicators of “college-readiness,” the College has sought to reduce the impact of “diversity attributes” in evaluating “college-readiness.” It has therefore revised its procedures for determining whether an admitted student is placed in any developmental education courses and in determining which courses are most likely to foster equitable educational outcomes.

**Revisiting Developmental Education:** The SUNY Chancellor has challenged campuses to examine the need for and use of placement in developmental education courses. This challenge is grounded in a concern for social equity, resource efficiency and outcome enhancement. NCC has taken this challenge seriously and changes in its placement policies are designed to achieve these three objectives without diluting its commitment to educational excellence or impacting the quality of the achievements of its students.

<sup>5</sup> In fall 2015, 22% of operating funds derived from New York the State, 24% from Nassau County and 44% from student tuition and fees.

<sup>6</sup> In fall 2015, fewer than 3% of the FT-FTIC student cohort were graduates of local *private* high schools.

<sup>7</sup> The latest published NYSED projections date from 2008 and project a decline through 2020.

To achieve these objectives, the College has adopted multiple measures by which to assess “college-readiness” (or academic preparation) and has revised its standardized test performance requirements to reflect those used throughout the region.

The College has also tasked its academic area deans with initiating a review of course-specific prerequisites which currently preclude enrollment by students assigned to developmental education courses. The deans have also been tasked with assisting departments develop introductory credit-bearing courses which would be available to those enrolled in certain developmental education courses.

**Enrollment Intensity and Outcomes:** The table below shows differences by outcome category based on enrollment intensity. Predictably, those FTIC students initially enrolled part-time were less likely to graduate, more likely to remain enrolled, and also have a higher attrition rate at 150% of normal completion point than their full-time peers.

FIRST TIME IN COLLEGE STUDENT COHORT ENTERING FALL 2015					
OUTCOME AFTER 3 YEARS (AS OF NOVEMBER 2018) BY ENROLLMENT INTENSITY					
	OUTCOME CATEGORY				
	GRADUATED	PERSISTING	TRANSFERRED	UNKNOWN	TOTAL
# Total Full-Time	941	674	748	1,552	3,915
<b>% of Total Full-Time</b>	<b>24.0%</b>	<b>17.2%</b>	<b>19.1%</b>	<b>39.6%</b>	<b>100.0%</b>
# Total Part-Time	45	169	238	628	1,080
<b>% of Total Part-Time</b>	<b>4.2%</b>	<b>15.6%</b>	<b>22.0%</b>	<b>58.1%</b>	<b>100.0%</b>

**Race/Ethnicity and Enrollment Intensity:** Recognizing this, the College examined whether there were marked differences in enrollment intensity by race/ethnicity.<sup>8</sup>

The table below shows that initial enrollment intensity was not substantially disproportionate by race/ethnicity except for Black or African American students (who made up 21.60% of the full-time cohort but 20.6% of all part-time students) and White students who made up 39.8% of the full-time cohort but only 43.4% of the part-time cohort. Future research might focus on factors contributing to this difference to determine if actions by the College could have an impact. It may be noted, however, that recent analyses designed to identify (predict) outcomes by demographic factors or high school attended, did not yield findings that were especially robust for cohorts over time nor high levels of predictability on the basis of discrete demographic factors.<sup>9</sup>

## ENROLLMENT

First-Time (FTIC) students by race/ethnicity and enrollment time status (Full-Time/Part-Time) as compared to the grand total time status. Fall 2015 (used in outcomes data) and Fall 2018

**Race/Ethnicity and Outcomes:** There are differences in outcome metrics (rates) by race/ethnicity at both enrollment intensity levels. The table below shows, for example, that while the college wide graduation rate for the full-time cohort was 24%, it was 47.2% for Whites, 15.3% for Black and African American Students and 25.9% for Hispanic students.

<sup>8</sup> “Enrollment Intensity” refers to full-time (12 or more credits) or part-time (less than 12 credits) enrollment status as of census date. The census date is that on which at least 20% of instruction will have been delivered.

<sup>9</sup> A plan to expand the initial single factor analysis to identify groupings of factors could not be realized because of fiscal constraints. Further, a detailed analysis of socio-economic factors and their relationship to persistence and non-attendance could not be completed because of limited grant-funding.

FIRST TIME IN COLLEGE (FTIC) FULL-TIME STUDENT COHORT ENTERING FALL 2015					
STATUS AFTER 3 YEARS (AS OF FALL 2018)					
IPEDS Race-Ethnicity	GRADUATED	RETURNED	TRANSFERRED	ATTRITION	GRAND TOTAL
	ALL	ALL	ALL	ALL	
American Indian or AK Native	0.1%	0.7%	0.3%	0.4%	0.4%
Asian	6.3%	5.9%	9.0%	4.0%	5.8%
Black or African American	15.3%	22.4%	18.4%	26.7%	21.6%
Hawaiian or Pacific Islander	0.2%	0.1%	0.0%	0.5%	0.3%
Hispanic	25.9%	34.9%	21.5%	28.8%	27.8%
Non Resident Alien	1.1%	0.4%	0.3%	0.8%	0.7%
Two or more Races	0.1%	0.1%	0.1%	0.5%	0.3%
Unknown	3.8%	2.5%	3.5%	3.5%	3.4%
White	47.2%	32.8%	46.9%	34.9%	39.8%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>College Wide</b>	<b>24.0%</b>	<b>17.2%</b>	<b>19.1%</b>	<b>39.6%</b>	<b>100.0%</b>

Source: SDS ESS Fall 2015 and National Student Clearinghouse 11/2018

**Race/Ethnicity and Outcomes:** There are differences in outcome metrics (rates) by race/ethnicity at both enrollment intensity levels. The table below shows, for example, that while the college wide graduation rate for the part time cohort was 4.2, in the case of, white students had a graduation rate of 46.7% compared with 17.8% for Black or African American students and 15.6% for Hispanic students.

FIRST TIME IN COLLEGE (FTIC) PART-TIME STUDENT COHORT ENTERING FALL 2015					
STATUS AFTER 3 YEARS (AS OF FALL 2018)					
IPEDS Race-Ethnicity	GRADUATED	RETURNED	TRANSFERRED	ATTRITION	GRAND TOTAL
	ALL	ALL	ALL	ALL	
American Indian or AK Native	0.0%	0.6%	0.0%	0.3%	0.3%
Asian	8.9%	7.7%	8.0%	6.1%	6.9%
Black or African American	17.8%	23.1%	15.5%	22.0%	20.6%
Hawaiian or Pacific Islander	2.2%	0.0%	0.0%	0.2%	0.2%
Hispanic	15.6%	26.6%	13.9%	18.8%	18.8%
Non Resident Alien	0.0%	0.0%	0.4%	0.2%	0.2%
Two or more Races	2.2%	0.6%	0.4%	0.0%	0.3%
Unknown	6.7%	8.9%	13.4%	8.3%	9.4%
White	46.7%	32.5%	48.3%	44.3%	43.4%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>College Wide</b>	<b>4.2%</b>	<b>15.6%</b>	<b>22.0%</b>	<b>58.1%</b>	<b>100.0%</b>

Source: SDS ESS Fall 2015 and National Student Clearinghouse 11/2018

There are also differences in the attrition rate by race/ethnicity such that for full time white students the rate is 34.9% compared with 26.7% for Black or African American students and 28.8% for Hispanic students. This difference of percentage points between White, Black or African American and Hispanic students is one that the College may wish to conduct further research on to determine if actions by the College could have an impact.

**Gender Equity and Outcomes:** The Cohort shows some outcome differences by gender. Of the full-time cohort females constituted 47.0% of graduates. Of the full-time cohort males constituted 53.0% of graduates. Of the part time cohort females constituted 56.9% of graduates. Of the part time cohort males constituted 43.1% of graduates.

Total Enrollment Fall 2018 by Gender and Time Status as compared to Time Status' Grand Total

ENROLLMENT BY GENDER, TIME STATUS, RACE/ETHNICITY - FALL 2018						
BY RACE/ETHNICITY* AND ENROLLMENT TIME STATUS						
GENDER *IPEDS Race/Ethnicity	FULL-TIME		PART-TIME		GRAND TOTAL	
	#	%	#	%	#	%
<b>FEMALES</b>	<b>4,746</b>	<b>47.0%</b>	<b>4,159</b>	<b>56.9%</b>	<b>8,905</b>	<b>51.2%</b>
American Indian or AK Native	10	0.1%	11	0.2%	21	0.1%
Asian	286	2.8%	266	3.6%	552	3.2%
Black or African American	995	9.9%	1,015	13.9%	2,010	11.5%
Hawaiian or Pacific Islander	12	0.1%	12	0.2%	24	0.1%
Hispanic	1,692	16.8%	1,166	16.0%	2,858	16.4%
Non Resident Alien	84	0.8%	13	0.2%	97	0.6%
Two or more Races	90	0.9%	62	0.8%	152	0.9%
Unknown	162	1.6%	181	2.5%	343	2.0%
White	1,415	14.0%	1,433	19.6%	2,848	16.4%
<b>MALES</b>	<b>5,354</b>	<b>53.0%</b>	<b>3,147</b>	<b>43.1%</b>	<b>8,501</b>	<b>48.8%</b>
American Indian or AK Native	16	0.2%	7	0.1%	23	0.1%
Asian	423	4.2%	276	3.8%	699	4.0%
Black or African American	992	9.8%	644	8.8%	1,636	9.4%
Hawaiian or Pacific Islander	9	0.1%	13	0.2%	22	0.1%
Hispanic	1,485	14.7%	818	11.2%	2,303	13.2%
Non Resident Alien	82	0.8%	5	0.1%	87	0.5%
Two or more Races	120	1.2%	46	0.6%	166	1.0%
Unknown	230	2.3%	119	1.6%	349	2.0%
White	1,997	19.8%	1,219	16.7%	3,216	18.5%
<b>Grand Total</b>	<b>10,100</b>	<b>100.0%</b>	<b>7,306</b>	<b>100.0%</b>	<b>17,406</b>	<b>100.0%</b>

Source: SDS ESS Fall 2018

An alternative way to review outcomes by race/ethnicity looks at each outcome category as its own cohort. This illustrates some marked differences.

For example, of full-time students who graduated within 150% of normal completion, 33.6.0% were White, 18.9% were Black or African American and 34.4.0% were Hispanic.<sup>10</sup> In the case of part time students, comparable figures are 29.1% White, 22.4% Black or African American and 36.2% Hispanic.

This could indicate that while enrollment intensity affects the outcomes rates, within each outcome category race/ethnicity is a more potent force.

<sup>10</sup> The remaining students were of other racial/ethnic groups or did not provide a response.



<b>FIRST TIME IN COLLEGE STUDENT COHORT ENTERING FALL 2018</b>				
<b>BY RACE/ETHNICITY* AND ENROLLMENT TIME STATUS</b>				
*IPEDS Race-Ethnicity	FULL-TIME		PART-TIME	
	#	%	#	%
American Indian or AK Native	10	0.3%	1	0.2%
Asian	174	5.5%	31	6.3%
Black or African American	594	18.9%	110	22.4%
Hawaiian or Pacific Islander	4	0.1%		0.0%
Hispanic	1,078	34.4%	178	36.2%
Non Resident Alien	12	0.4%	1	0.2%
Two or more Races	84	2.7%	5	1.0%
Unknown	128	4.1%	23	4.7%
White	1,054	33.6%	143	29.1%
<b>Grand Total</b>	<b>3,138</b>	<b>100.0%</b>	<b>492</b>	<b>100.0%</b>

Source: SDS ESS Fall 2018

<b>FIRST TIME IN COLLEGE STUDENT COHORT ENTERING FALL 2015</b>				
<b>BY RACE/ETHNICITY* AND ENROLLMENT TIME STATUS</b>				
*IPEDS Race-Ethnicity	FULL-TIME		PART-TIME	
	#	%	#	%
American Indian or AK Native	14	0.4%	3	0.3%
Asian	228	5.8%	74	6.9%
Black or African American	847	21.6%	222	20.6%
Hawaiian or Pacific Islander	10	0.3%	2	0.2%
Hispanic	1,087	27.8%	203	18.8%
Non Resident Alien	27	0.7%	2	0.2%
Two or more Races	11	0.3%	3	0.3%
Unknown	134	3.4%	102	9.4%
White	1,557	39.8%	469	43.4%
<b>Grand Total</b>	<b>3,915</b>	<b>100.0%</b>	<b>1,080</b>	<b>100.0%</b>

Source: SDS ESS Fall 2015

The table below outlines FT FTIC graduation rates longitudinally on a college-wide basis and compares these rates with the average (or sector) rates for all SUNY Community Colleges and nationally for two-year colleges. The College's two-year graduation rate is below the SUNY sector rate. For example, the College's 2014 FT FTIC cohort two-year graduation rate was 5.8% compared with 10.9% for the SUNY community college sector. However, comparable figures for the three-year rate were 19.4% compared with 22.9% for the SUNY Sector and 19.5% nationally. For four years the comparable rates were and for four years were 26.9% compared with 27.8%. This suggests that the average time to degree completion is greater at the College than it is for the SUNY 2-year sector as a whole. This differential may be reduced as a result of the SUNY seamless transfer initiative.

<b>GRADUATION RATES</b>						
<b>ASSOCIATE DEGREES</b>						
Entering Fall Cohort (FT-FTIC Students)	2009	2010	2011	2012	2013	2014
<b>NCC Graduation Rates</b>						
Initial Cohort	4,666	4,882	4,282	4,184	4,087	3,960
Two-Year (100% Normal Completion)	5%	6%	6%	6%	6%	7%
Three-Year (150% Normal Completion)	18%	19%	22%	22%	23%	24%
Four-Year (200% Normal Completion)	25%	27%	30%	31%	31%	31%
<b>Sector Graduation Rates (SUNY)</b>						
Two-Year	11%	11%	12%	13%	14%	15%
Three-Year	23%	23%	24%	26%	27%	28%
Four-Year	28%	28%	30%	31%	32%	33%
<b>National 2-Yr Public Graduation Rates*</b>						
Three-Year (150% Normal Completion)	20%	20%	20%	20%	19%	20%

Source: SUNY Dashboards; \* IPEDS 2-yr public institution, full-time first-time degree/certificate undergraduate students enrolled

**Extra-Curricular Support of Diversity, Equity and Inclusion:** The College's Faculty Student Association supports a wide variety of student clubs and organizations many of which are organized on the basis of racial/ethnic, geographic, and cultural identities or interests.

#### FACULTY, STAFF AND DIVERSITY

**Race/Ethnic Diversity among NCC FT Staff:** The College employs 602 full-time staff, who are not FT classroom faculty, in a variety of occupational categories.<sup>11</sup> Of these 78.3% identify themselves as White, while 10.0% identify as Black or African American, while 6.2% identify as Hispanics.

Employees by Employee Type and race/ethnicity as compared to Total Employees.

<b>EMPLOYEES*BY GENDER, EMPLOYEE TYPE &amp; CLASS AND RACE/ETHNICITY (FALL 2018)</b>										
EMPLOYEE TYPE	American Indian		Black or African		Hawaiian or	Two or more		Unknown	White	Grand Total
	Employee Class	or AK Native	Asian	American	Pacific Islander	Hispanic	rac			
<b>CSEA</b>		0.1%	0.7%	3.0%		1.6%	0.2%		15.1%	20.6%
Full Time CSEA		0.1%	0.5%	2.3%		1.3%	0.1%		10.6%	14.9%
Part Time CSEA			0.2%	0.7%		0.3%	0.0%		4.5%	5.7%
<b>GRANT</b>			0.04%	1.2%		1.0%	0.1%	0.04%	0.6%	3.0%
Full Time Grant				0.4%		0.0%			0.1%	0.6%
Part Time Grant			0.04%	0.8%		1.0%	0.1%	0.04%	0.5%	2.4%
<b>NON-CLASSROOM FACULTY</b>			0.7%	0.8%		0.7%			5.3%	7.5%
Non-Classroom Faculty			0.1%	0.1%		0.0%			1.7%	2.0%
Professional Faculty			0.5%	0.7%		0.7%			3.6%	5.4%
<b>ORDINANCE</b>		0.04%	0.5%	1.0%		1.0%			6.6%	9.1%
Full Time Ordinance			0.2%	0.5%		0.4%			1.9%	2.9%
Part Time Ordinance		0.04%	0.1%	0.2%		0.2%			1.9%	2.5%
Part Time Ord Lifelong Learning			0.3%	0.3%		0.4%			2.8%	3.7%
<b>TEACHING FACULTY</b>		0.04%	2.4%	3.9%	0.04%	1.7%	0.2%	0.04%	44.7%	53.1%
Adjunct Teaching Faculty			1.7%	2.6%		1.1%	0.1%	0.04%	29.7%	35.3%
Teaching Faculty		0.04%	0.7%	1.3%	0.04%	0.6%	0.1%		15.0%	17.8%
<b>TOTAL EMPLOYEES</b>		0.2%	4.6%	10.5%	0.04%	6.6%	0.5%	0.1%	77.4%	100.0%

\*Employees as of November 2018

<sup>11</sup> See Fact Book 2014, page 46

## GENDER AND DIVERSITY

By gender and race/ethnicity, the percentage of employees by class as compared to the Grand Total Employees.

EMPLOYEES*BY GENDER, EMPLOYEE TYPE & CLASS AND RACE/ETHNICITY (FALL 2018)									
EMPLOYEE TYPE	American Indian or AK Native	Asian	Black or African American	Hawaiian or Pacific Islander	Hispanic	Two or more races	Unknown	White	Grand Total
<b>FEMALES</b>	<b>0.1%</b>	<b>2.5%</b>	<b>5.8%</b>	<b>0.0%</b>	<b>3.3%</b>	<b>0.4%</b>	<b>0.1%</b>	<b>43.1%</b>	<b>55.3%</b>
Adjunct Non-Classroom Faculty	-	0.2%	0.3%	-	0.4%	-	-	3.2%	4.1%
Adjunct Teaching Faculty	-	0.8%	1.4%	-	0.5%	0.1%	0.04%	13.5%	16.3%
Full Time CSEA	0.04%	0.3%	0.9%	-	0.5%	0.1%	-	7.3%	9.1%
Full Time Grant	-	0.0%	0.4%	-	-	-	-	0.1%	0.5%
Full Time Ordinance	-	0.1%	0.3%	-	0.2%	-	-	1.3%	1.9%
Non-Classroom Faculty	-	0.1%	0.1%	-	-	-	-	1.1%	1.4%
Part Time CSEA	-	0.1%	0.4%	-	0.1%	-	-	2.5%	3.2%
Part Time Grant	-	0.0%	0.4%	-	0.6%	0.1%	0.04%	0.3%	1.4%
Part Time Ord Lifelong Learning	-	0.1%	0.3%	-	0.2%	-	-	1.7%	2.3%
Part Time Ordinance	0.04%	0.1%	0.2%	-	0.2%	-	-	1.5%	2.0%
Professional Faculty	-	0.2%	0.4%	-	0.2%	-	-	1.6%	2.4%
Teaching Faculty	-	0.5%	0.9%	-	0.4%	-	-	9.0%	10.8%
<b>MALES</b>	<b>0.1%</b>	<b>2.0%</b>	<b>4.7%</b>	<b>0.0%</b>	<b>3.3%</b>	<b>0.2%</b>	<b>0.0%</b>	<b>34.4%</b>	<b>44.7%</b>
Adjunct Non-Classroom Faculty	-	-	0.3%	-	0.3%	-	-	2.0%	2.6%
Adjunct Teaching Faculty	-	0.9%	1.3%	-	0.7%	-	-	16.2%	19.0%
Full Time CSEA	0.04%	0.2%	1.4%	-	0.8%	0.04%	-	3.3%	5.8%
Full Time Grant	-	-	0.1%	-	0.0%	-	-	-	0.1%
Full Time Ordinance	-	0.1%	0.2%	-	0.2%	-	-	0.6%	1.1%
Non-Classroom Faculty	-	-	-	-	0.0%	0.04%	-	0.5%	0.7%
Part Time CSEA	-	0.1%	0.3%	-	0.1%	0.04%	-	2.0%	2.5%
Part Time Grant	-	-	0.4%	-	0.4%	-	-	0.2%	1.0%
Part Time Ord Lifelong Learning	-	0.1%	0.0%	-	0.1%	-	-	1.2%	1.4%
Part Time Ordinance	-	-	-	-	0.0%	-	-	0.4%	0.4%
Professional Faculty	-	0.3%	0.3%	-	0.4%	-	-	2.0%	3.0%
Teaching Faculty	0.04%	0.2%	0.4%	-	0.2%	0.04%	-	6.0%	7.0%
<b>Grand Total Employees</b>	<b>0.2%</b>	<b>5%</b>	<b>11%</b>	<b>0.0%</b>	<b>7%</b>	<b>1%</b>	<b>0.1%</b>	<b>77%</b>	<b>100%</b>

\*Employees as of November 2018

To ensure equality of opportunity for all in the application stage of the hiring process, the College uses a proprietary web-based process (Interview Exchange) through which all applicants must apply. This enables the College to track applicants by race and ethnicity on a voluntary self-reported basis. All applicants who meet diversity-neutral eligibility requirements are reviewed by the personnel and budget (P&B) committees who then select candidates for on-campus interview. Departmental P&B committees then select three candidates for consideration by their Area Dean whose recommendation is then submitted to the Vice President for Academic Affairs and subject to further approval by the President and the Board of Trustees.

## THE NCC DIVERSITY AND INCLUSION STATEMENT

Nassau Community College believes that embracing diversity and inclusion is both an individual and institutional responsibility. We acknowledge that historical and divisive biases based on race, ethnicity, gender, age, socioeconomic status, veteran status, disability, sexual orientation, and religion exist, and we seek to promote awareness and understanding through education.

As we celebrate the diversity of our College, we will proactively identify and recruit and retain students, faculty and staff members of underrepresented groups.

We are committed to cultivating mutual respect, empathy and understanding, and to fostering an equitable intellectual and social climate that is inclusive, and respectful of human dignity—with the ultimate goal of achieving cultural competency.

We will provide resources and space for distinctive projects that further the diversity goals and meaningful engagement, shared interests and ideals.

Nassau Community College is committed to fostering an inclusive campus community, where all members are valued and celebrated, so that the entire campus community can learn, grow and prosper.

## DEFINING DIVERSITY AND INCLUSION

**Diversity** is more than the traditional categories of age, disability, gender, gender identity, national origin, race, religion, sexual orientation, and veteran status. At Nassau Community College, we understand the uniqueness of each and every individual and recognize their psychological abilities, emotional states, learning styles, and even the different communities from which our students, faculty, and staff come from.

**Inclusion** is the ability to recognize and respect the inherent worth and dignity of all members of the campus community. An inclusive college environment promotes and sustains a sense of belonging without demanding that members of the community forsake their own individuality.

Nassau Community College seeks to promote an inclusive environment which best allows students, faculty, and staff to thrive.

## DEFINING THE AFFIRMATIVE ACTION PLAN AND DIVERSITY PLAN

### Affirmative Action Plan (AAP)

An AAP is based on legal directives requiring federal contractors to measure employment practices and to develop a workforce that is reflective of the community in which they work. AAP is designed to ensure that the federal contractors make good faith efforts toward recruiting, hiring, training and promoting qualified minorities and women. In addition, the function of Affirmative Action is to avoid discriminatory behavior and to undo the damage of past discrimination.

### Diversity Plan

The Diversity Plan works to change and or enhance the culture of the institution by providing training and seminars that address cultural competencies, unconscious bias and intolerance. At Nassau Community College, the Diversity Plan will incorporate the Affirmative Action Plan in order to enhance its value of diversity and to improve the management of diversity initiatives.

## THE ROLE AND RESPONSIBILITIES OF THE CHIEF DIVERSITY OFFICER

The College's Chief Diversity officer holds the rank of Assistant Vice President, reports to the President, and directs the Office of Equity, Inclusion and Affirmative Action.

The formal responsibilities of the position are described below:

### **JOB CONCEPT:**

- Provides leadership in the area of AA/EEO, ADA/504 regulations, updates, enforcement and compliance.
- Serves as the College's Title IX Coordinator and Chief Civil Rights Investigator.

Encourages institutional awareness and appreciation of diversity to enhance a culture of inclusion. Serves as Chief Diversity Officer (CDO) providing support and recommendations for diversity and inclusion goals of the College.

**ESSENTIAL FUNCTIONS:**

- Serves as a permanent member of the Academic Senate Affirmative Action Committee (on campus); is also a permanent member of the Academic Senate Liaison Committee for Students with Disabilities.
- Serves as Special Assistant to College President for Community Relations.
- Member of President's Cabinet.

**ADDITIONAL DUTIES AND RESPONSIBILITIES:**

- Responsible for collecting, analyzing and reporting statistical equal opportunity and affirmative action data to State, Federal and Nassau County agencies.
- Responsible for investigating all campus discrimination complaints. Advises campus administrative staff with respect to affirmative action/equal employment opportunities.
- Identifies area on campus where problems concerning affirmative action, equal employment, sexual harassment, bias and discrimination and ADA/504 issues.
- Undertakes periodic institutional evaluation with respect to affirmative action/equal employment opportunities, sexual harassment, and ADA/504 issues.
- Prepares periodic reports for Federal, State, and County agencies.
- Supervises, writes and/or updates the College's Affirmative Action Plans i.e., Utilization Analysis of Academic Departments and Select Areas, Affirmative Action Statistical Compliance Report.
- Represents the College President on all matters relating to affirmative action, equal opportunity, sexual harassment, bias and discrimination, and ADA/504.
- Develops and implements audit and reporting systems for the implementation of affirmative action, equal opportunities, sexual harassment, bias and discrimination, and ADA/504 incidents.
- Carries out such tasks as appropriate to the office and outlined in the College-wide campus grievance procedures instituted for the resolution of discrimination complaints.
- Responsible for coordinating ADA/504 activities campus wide.
- Works on special assignments when needed or required i.e., Black History Month Committee, College-wide Multicultural Fair.
- Investigates complaints of bullying.
- Facilitates mediation and conciliation.
- Carries out other tasks as assigned by the President.

**SUPERVISION:**

- Directly supervised by the College President.

**SKILLS, KNOWLEDGE, AND ABILITIES:**

- Familiarity with working environment in academia.
- Demonstrated ability to work with personnel data and personnel systems.
- Record of accomplishment in a position of responsibility.
- Familiarity with statistics.
- Demonstrated ability to communicate and work well with diverse faculty, students, administration, and staff, including ethnic and non-ethnic diverse groups on and off campus.

**EDUCATION AND EXPERIENCE:**

Familiarity with working environment in academia. Three years' experience in administrative areas of Affirmative Action.

Certified in Affirmative Action a plus. Advanced Degree preferred.

GOALS AND OBJECTIVES

**GOALS & OBJECTIVES OF CHIEF DIVERSITY OFFICER**

**A. Increase Recruitment and Applications of Diversity Faculty**

Objective	Cost	Responsible Person or Entity	Date for Implementation	Deadline Date	Measurement/ Outcome
<p>1. Advertise all new faculty positions on national on-line search sites which include but are not limited to: The Chronicle of Higher Education, Higher Ed Jobs, Inside Higher Education, Hispanic Outlook in Higher Education, Diverse Issues in Higher Education, The Journal of Blacks in Higher Education, Hercjobs.com., (Diversity Resources in High Education), WIHE.com., (Women in Higher Education), abilityjobs.com., disabledperson.com., recruitmilitary.com., vetcentral.com, and HBCUCares.com.</p>	<p>\$6,400.00</p>	<p>Craig Wright, AVP/CDO</p>	<p>December 2016</p>	<p>On-going</p>	<p>Increase Diversity - resumes/vitae by 10%. As of Fall 2017 URM applicant pool increased by 12%making the total URM pool 24% overall. Canceled URM site due to low ROI continued push with the Chronicle of Higher Ed jobs and would use their diversity push.</p>
<p>2. Participate in annual county sponsored job fairs, especially job fairs targeted for disabled persons, veterans and minorities.</p>	<p>\$0.00</p>	<p>Craig Wright</p>	<p>February 2017</p>	<p>On-going</p>	<p>1. Demonstrate NCC's interest to increase diversity 2. Increase application for local residents. NCC hosted a County event, which resulted in visitors seeing welcome signs and job postings, which drove applicants to our hiring system Interview Exchange. 31 walk-ins came to office to inquire about jobs at NCC.</p>

3. Send recruitment announcements to county-wide social, civic, religious, fraternal and business organization such as by limited to: Pan-Hellenic Councils of Nassau, Suffolk and Queens County; Hispanic Chamber of Commerce (locals, villages and county-wide); NAACP Urban League and Veterans Affairs.	\$150.00	Craig Wright	August 2017	Annually	1. Demonstrate NCC's interest in increasing diversity. 2. Increase application for local residents. AVP Wright and Academic Senate Chair Moore met with several groups to explain the hiring process at NCC. Collectively we received 35 resumes from people interested in Faculty (F/T) and Adjunct positions. The curricula vitae were submitted to VP of Academic Affairs for review and consideration for Presidential Appointments. Of the 35 resumes, one (1) was hired full-time and two (2) were hired as adjunct.
4. Publish salary range of all positions	\$0.00	Craig Wright	December 2016	Objective changed	Demonstrate competitiveness in salary. HR conducted a salary comparison of Suffolk CC and the CUNY CCs which revealed that NCC salaries for faculty and administrators are not as competitive. Salaries are not consistently published but are available upon request.
5. Provide Chairs in consultation with Dean the opportunity to consider offering a salary above the first salary step.	\$0.00	Craig Wright, Chairs & Deans	January 2017	Objective changed	Compete with Suffolk Community College and CUNY While a good idea, the full-time and part-time collective bargaining agreements do not allow a new hire to commence outside of the negotiated salary steps.
<b>B. Increase Hiring of Underrepresented Faculty, Staff, Administrators</b>					
<b>Objective</b>	<b>Cost</b>	<b>Responsible Person or Entity</b>	<b>Date for Implementation</b>	<b>Deadline Date</b>	<b>Measurement/ Outcome</b>
1. Provide administrators, Deans, Chairs and Personnel & Budget Committees with current research on the importance and benefits of diverse faculty.	0.00	Craig Wright Diversity Planning Committee, Diversity, Equity & Inclusion (DEI) Committee	December 2016	Annually	Enhance awareness and buy-in DiversityEdu training Accepted by all departments. Successfully completed. All P&Bs are required to complete diversity training prior to review resumes. Also, the CDO conducts a charge meeting with each P&B to discuss search protocol and policies. The AVP for HR conducts charge meetings for Admin searches, the CDO is present for those meetings. The buy-in has been unanimous with all 30 Academic Departments and P&Bs.

2. Establish and implement diversity goals within academic departments with respect to departmental requests for new full-time and part-time hires	0.00	Academic Affairs, Deans, Chairs, Personnel & Budget, Affirmative Action Office	September 2019	April 2020	Set diversity goals and promote an environment which ensures compliance and cooperation. Open Since Fall of 2016 the CDO has been received from the OIESP departmental demographics. The information has been presented to the President, and VP pf Academic Affairs. The We anticipate reviewing and establishing goals upon completion of searches for interim and acting administrative positions with Academic Affairs.
3. Seek Federal, State and Private grants that support the hiring of full-time diverse faculty (Black/African American, Hispanic, Veterans, Disabled, and LGBTQ)	0.00	Ed Koppel, Craig Wright, Academic Affairs	September 2018	On-going	Establish additional funding sources for temporary full-time lines in which diverse faculty can be hired. Open 1. NCC submitted a proposal for SUNY PRODiG (Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth). Currently we are adding information as requested by SUNY. The data collected to apply for PRODiG will support us when we apply for similar grants in the near future. 2. Applied for and received grant support to support Diversity in Academic Excellence; to support First-Year Experience program. \$8,000 award which support the Common Read initiative.
<b>C. Enhance diversity and inclusion awareness and sensitivity campus wide</b>					
<b>Objective</b>	<b>Cost</b>	<b>Responsible Person or Entity</b>	<b>Date for Implementation</b>	<b>Deadline Date</b>	<b>Measurement/ Outcome</b>
1. Designate gender-neutral bathrooms throughout the campus.		Joe Muscarella, Craig Wright	May 2017	October 2017	Accomplished there are six (6) gender neutral bathrooms Conducted two (2) workshops campus-wide to address support and awareness of LGBTQ students. Designated areas on campus which can provide optimum security for gender neutral restrooms.



2. Understanding Cultural Competencies through sensitivity roundtables, colloquia, workshops, town hall meeting and educational activities to promote inclusion, enhance diversity and multicultural awareness with underrepresented communities on campus.		DEI Committee			Each year the CDO in collaboration with DEI Committee, and Lesson of the Holocaust Committee coordinates: Lessons of the Holocaust Colloquium on “preventing & addressing bias & hate incidents & crimes”, Black History Month, LGBTQ Awareness, multi-cultural fairs. In addition, we coordinated two workshops on “Creating an Inclusive Campus”. In total 150 full-time faculty participated in these events. The events were also attended by over 2800 students. Attendance has increased by 30% each year since 2017.
---	--	---------------	--	--	---

**D. Develop Anti-Bias - Anti-Hate Crimes Policy**

<b>Objective</b>	<b>Cost</b>	<b>Responsible Person or Entity</b>	<b>Date for Implementation</b>	<b>Deadline Date</b>	<b>Measurement/ Outcome</b>
1. Review current campus discrimination complaint procedures to determine their alignment with EEOC, OCR regulations.	0.00	Affirmative Action Office (Craig Wright) College Counsel, DEI Committee	December 2016	February 2017	Assess institutional compliance with OCR, EEOC and Middle States grievance standards. Open The College has successfully completed two (2) OCR reviews since 2017 and continues to review policies. The Office of General Counsel has worked with various academic departments to ensure their grievance procedures are consistent and user friendly for our students.
2. Develop policy and response procedures to address complaints of bias and/or hate crimes on campus in accordance with institutional policy development procedures.	0.00	Affirmative Action Office (Craig Wright), College Counsel, DEI Committee, Diversity Planning Committee, BoT, President	February 2017	June 2017	Publish policy and procedure which demonstrates Nassau Community College's commitment to prevent bias and hate crimes. Open President Office of the President and VP for Government & Media Relations created Response Policy. **

3. Launch campus-wide training and information about new policy		Affirmative Action Office (Craig Wright), Affirmative Action Committee, Student Personnel Services, Dean of Students	September 2017	Annually and on-going with all new hires.	Educate community on new policy to prevent violations of policy. On-going
<b>E. Enhance the review of Nassau Community College's MWBE contracts</b>					
<b>Objective</b>	<b>Cost</b>	<b>Responsible Person or Entity</b>	<b>Date for Implementation</b>	<b>Deadline Date</b>	<b>Measurement/ Outcome</b>
1. Develop rapport with Nassau County to obtain current list of certified MWBE contractors.	0.00	Phillip Cappello, Director of Purchasing, Craig Wright, Affirmative Action Officer	January 2017	On-going	Currently under review CDO has a consultive rapport with the Office of Minority Affairs. New Executive Director soon to be hired
2. Review current MWBE contract with College and contracts nearing expiration	0.00	Phillip Cappello, Director of Purchasing,	August 2017	Annually	Open Currently, 4 (four) subcontractors with a total value of \$26,193,681.00
3. Launch campus-wide training, and information about new policy	0.00	Phillip Cappello, Director of Purchasing, Craig Wright, Affirmative Action Officer			

ASSESSMENT AND EVALUATION					
Objective	Cost	Responsible Person or Entity	Date for Implementation	Deadline Date	Measurement/ Outcome
1. Compare academic department's faculty diversity ratio to the students' diversity ratio.	0.00	Institutional effectiveness, Affirmation Action Office, Human Resources, Information Technology	August 2017	September 2018	Determine departments' alignment with overall campus goals. On-going Data collected each fall. As of Fall 2018 URM Faculty was 12%.
2. Review academic departments that have had no full-time or adjunct minority teacher faculty within 10+ years.	0.00	Institutional Effectiveness, Affirmation Action Office, Human Resources, Information Technology Academic Deans, VP of Academic Affairs	March 2017	October 2018	1. Assess what efforts have been made to hire diverse faculty in the departments in the past. 2. Determine what assistance the departments require in identifying diverse faculty. Data collected each fall & spring. To be reviewed after Academic Admin searches are complete. **
3. Review the response to Diversity Edu trainings for search committees.	no additional cost	Diversity Edu, Affirmative Action Office, Diversity Planning Committee, Area Deans	August 2018	December 2018	Determine effectiveness of on-line training and cooperation of participants. Overwhelming accepted. Chairs & P&B request follow-up training and Chairs requested training for all faculty.

4. Seek funding for Campus Climate environment scan for diversity and inclusion on campus.	Avg. Cost \$30,000.	Institutional Effectiveness, Affirmative Action Office, Information Technology	Fall 2018	Annually	Assess effectiveness of overall programs, seminars, workshops and training. Open Average cost is \$30,000, budgetary challenges at this time.
5. Monitor increase of diverse applications and their yield rate (hires).	0.00	Affirmative Action Office, Human Resources, Information Technology	May 2018	May 2021 - Annually	Monitor goal attainment. Open Out of the 24% of URM applicants in 2018, 6 URM F/T faculty and 2 URM Administrators were hired.

DRAFT

## REALIZING THE SUNY DIVERSITY PLAN: SUMMARY OF GOALS AND ACTIONS

As noted earlier in this report, SUNY has established five “diversity, equity and inclusion goals.”<sup>12</sup> The College fully supports each of these and has undertaken a wide range of action that illustrates this:

**1. *Ensuring that the student population we serve and the administrative staff and faculty we employ are representative of the diversity of our state.***

NCC enrolls one of five graduating seniors from Nassau’s public high schools which reflects the County’s demographic changes has become more racially and ethnically diverse. The College serves Nassau County by offering programs supportive of the local and regional economy. NCC would like to broaden the diversity of its staff and faculty to address the issue of equity and inclusion as well as to provide appropriate role models.

**2. *Ensuring that diversity and inclusion are integral components of the highest quality academic programs.***

NCC’s mission includes goals designed to foster diversity, equity and inclusion. The College has also embraced a general education curriculum that requires students to complete at least one course in diversity and one in world cultures. In addition, the College offers a range of academic programs specifically created to foster enhanced understanding of issues related to diversity. These programs include Human Rights Studies, Jewish Studies, Women’s Studies, Africana Studies, Latin American Studies, and Disability Studies.

**3. *Providing the broadest possible access to and representation of all segments of the population of New York State.***

While the College is largely a commuter school, it has been able to achieve wider reach to those who cannot attend the campus through a significant expansion of distance learning. This growth is expected to continue and will enable NCC to reach students throughout the region, the state and beyond as the Open SUNY initiative evolves.

The adoption of the SUNY seamless transfer initiative has enabled the College to rationalize degree requirements and assure those who attend the College that their courses will be fully transferable for credit at any of the 64 SUNY colleges.

The College has also devoted substantial resources to the creation and continuation of a *Center for Persons with Disabilities* which offers a comprehensive range of services and support to students with special needs. The College’s Achilles Project offers support to those with autistic-spectrum disorder who have also shown exceptional academic ability.

The College has also undertaken to offer undergraduate courses without charge to Nassau County seniors, subject only to seat capacity and course availability. Faculty and students report benefiting from having seniors enrolled in their classes.

The College also permits undocumented residents to avail themselves of in-County tuition subject to certain requirements which are administered by the Office of Student Financial Services.

---

<sup>12</sup> See Page 85.

The College's Honors Program offers academically enhanced course options to those students who attain a sufficiently high GPA in their high school or attain outstanding success in their courses at NCC and apply to the program.<sup>13</sup>

#### **4. *Recognizing the value of international experiences and interactions.***

The College's International Studies Office offers courses and programs overseas taught by the College's full-time faculty. The Office has also undertaken active recruitment of international students for enrollment on-campus and is a participant in the Open SUNY Initiative intended to enhance the availability of online courses internationally. Furthermore, The College offers a Language Immersion Program through which non-native English speakers are prepared for admission to this and other Colleges. Through participation in the SUNY Collaborative Online International Learning program (COIL), the College's International Education Committee supports faculty interested in establishing classroom collaboration with a colleague from a foreign university and has offered workshops on the use of technology and distance education to enhance collaboration. The Committee also offers without charge programs to the public in celebration of International Education Week.<sup>14</sup>

#### **5. *Eliminating achievement gaps for minority and low-income students.***

The College recognizes differential student outcome rates based on race and ethnicity as well as enrollment intensity. The differential is especially marked for male Black or African American students, but it is also noticeable in the case of Hispanic Students. The College has enhanced its outreach to selected local public high schools but funding by these schools and by NCC is not adequate to address the complex issues involved.

The College recently received a grant of \$125,000 to enhance its outreach and retention of the Hispanic student population which has recently shown significant growth. The impact of these efforts will be carefully monitored and analyzed.

### SUMMATIVE STATEMENT

The Diversity Planning Committee submits this Five-Year Plan as a living document, subject to annual review by the constituent leaders of Nassau Community College, as well as budgetary constraints. The ultimate goal of Nassau Community College is to recruit, hire and retain a diverse faculty which reflects the cultural, economic, racial, ethnic, gender and intellectual diversity of Nassau County.

Subsequently, the plan was discussed with Ricardo Nazario-Colón, Ed.D. Senior Vice Chancellor for Diversity, Equity, and Inclusion/ Chief Diversity Officer SUNY to make sure it is in line with SUNY's goals until a new SUNY plan is released.

---

<sup>13</sup> A minimum NCC GPA of 3.4 at time of application is required.

<sup>14</sup> In 2016, this occurs between November 14 and 17.

SECTION VII: INSTITUTIONAL EFFECTIVENESS

***The Institutional Planning Committee is waiting for a draft plan regarding the Institutional Effectiveness Plan.***

DRAFT

## Appendix A: Department Chairs' Initiatives

The following tables summarize the initiatives that academic departments have presented in Pegasus during the 2022-2023 academic year, and that the Acting Deans of Instruction (Tier 1) and Vice President of Academic Affairs (Tier 2) have recommended for the next five-year planning cycle. Please note that after Tier 2 approval was complete in Spring, 2023, some academic departments were restructured, which led to a reconsideration of some of the initiatives that will be found in this plan. When the Academic Plan is reviewed in Spring 2024, the status of all of the chair's initiatives will be updated accordingly.

DRAFT



Academic Affairs Plan Strategy:	1.1 Explore and evaluate various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring)
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Respiratory Self-Evaluation program
Strategy:	To purchase Respiratory Self-Evaluation Software Programs, C and S solutions. It is an electronic program to help students pass their board exams.
Fund Type: Perkins      Amount: 2000      Fund Description: Respiratory Self-Evaluation Software to help students to pass their board exams.	

Academic Affairs Plan Strategy:	1.1 Explore and evaluate various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring)
Academic Affairs Priority:	high
Department:	ART
Priority:	High
Short Description:	Computer Graphic Faculty Line
Strategy:	A Full-time Instructor, qualified to teach advanced level courses, are needed to better support the advanced course offerings in the Computer Graphics area. Four Full-time Instructors, each qualified to teach four new programs (Animation, UX/UI Design, Web Development and Design, Gaming). These programs have large potential growth. The availability of an additional FT Instructors would greatly benefit the program and the students. In this area we serve approximately 650 students per year that are majors and non-majors combined.
Fund Type: Operations-Personnel      Amount: 50000      Fund Description: Computer Graphic Faculty Line	

Academic Affairs Plan Strategy:	1.1 Explore and evaluate various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring)
Academic Affairs Priority:	High
Department:	COMMUNICATIONS
Priority:	High
Short Description:	A Sign of Respect- Software
Strategy:	To obtain the updated version of "A Sign of Respect" we currently use the DVD version of this curriculum in our ASL 152 course. The curriculum has been updated and there are no longer DVDs the whole program is streamed through computers and each student is given a user ID and password. This curriculum is critical for ASL students as it outlines how to interact appropriately with members of the Deaf and Hard of Hearing community. We have used the original Sign of Respect for five years and students really benefit from the information especially when expected to attend an event hosted by the Deaf community.
Fund Type: Grant or external source      Amount: 380      Fund Description: \$24.95 x15	

Academic Affairs Plan Strategy:	1.1 Explore and evaluate various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring)
Academic Affairs Priority:	High
Department:	COMMUNICATIONS
Priority:	High
Short Description:	Streaming ASL support for all
Strategy:	Obtain an annual subscription to an ASL streaming site for ASL students to do lab work in a virtual setting. This is the norm in most ASL programs. We are way behind on this in our ASL program EX- ASL TruWay ASL Deafined
Fund Type: Grant or external source Amount: 750 Fund Description: This amount is for the Academic Year. Faculty subscription is free.	

Academic Affairs Plan Strategy:	1.1 Explore and evaluate various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring)
Academic Affairs Priority:	High
Department:	COMMUNICATIONS
Priority:	High
Short Description:	Open lab for all students
Strategy:	Open the COM Lab to all students working on the Oral Communication ILO in classes/departments other than Communications
Fund Type: No new budget required Amount: 0 Fund Description:	

Academic Affairs Plan Strategy:	1.1 Explore and evaluate various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring)
Academic Affairs Priority:	High
Department:	FOREIGN LANGUAGES
Priority:	High
Short Description:	Redesign, upgrade M15 WLC Lear
Strategy:	Redesign and upgrade M15 World Languages and Cultures Learning Center (Nassau Hall, room M15) The current learning center is outdated in terms of its educational design, layout, furniture, and technology. Being as a hub for world languages reinforcement, practice and required laboratory component completion, M15 requires some a capital renovation, furniture replacement, and new layout. Furniture and space are not designed for current technology and type of service that the center provides to students. A total re-design of the space is needed to better serve students and faculty. Student stations require upgrades in technology b/c all iMacs reached their 5-year cycle in 2022.
Fund Type: Capital Funding Amount: 0 Fund Description: Consult with AVP Fac Mgt, ITS and Design and construction	

Academic Affairs Plan Strategy:	1.1 Explore and evaluate various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring)
Academic Affairs Priority:	High
Department:	FOREIGN LANGUAGES
Priority:	High
Short Description:	Redesign, upgrade M15 WLC Lear
Strategy:	Redesign and upgrade M15 World Languages and Cultures Learning Center (Nassau Hall, room M15) The current learning center is outdated in terms of its educational design, layout, furniture, and technology. Being as a hub for world languages reinforcement, practice and required laboratory component completion, M15 requires some a capital renovation, furniture replacement, and new layout. Furniture and space are not designed for current technology and type of service that the center provides to students. A total re-design of the space is needed to better serve students and faculty. Student stations require upgrades in technology b/c all iMacs reached their 5-year cycle in 2022.
Fund Type: Tech Fee Funding    Amount: 44000    Fund Description: Replacement of iMacs	

Academic Affairs Plan Strategy:	1.1 Explore and evaluate various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring)
Academic Affairs Priority:	high-?
Department:	MATH/CSC/ITE
Priority:	Medium
Short Description:	MAT009/109 co-requisite course
Strategy:	To maintain developmental programs which upgrade student skills for success in college level courses, and to provide special courses of study which enhance general education. Consultation with local high schools, review of degree requirements of peer institutions, published national trends and practices in collegiate developmental math education.
Fund Type:    Amount:    Fund Description:	

Academic Affairs Plan Strategy:	1.1 Explore and evaluate various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring)
Academic Affairs Priority:	High
Department:	PSYCHOLOGY
Priority:	Medium
Short Description:	Stem Lab
Strategy:	To create a Stem Lab in coordination with the other appropriate academic departments
Fund Type: Capital    Amount:    Fund Description:	

Academic Affairs Plan Strategy:	1.1 Explore and evaluate various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring)
Academic Affairs Priority:	low
Department:	PSYCHOLOGY
Priority:	Medium
Short Description:	Team Teaching
Strategy:	Have three faculty members team teach and rotate presentation of different sections of the Introductory course. The faculty members chosen will have expertise in the areas to be presented.
Fund Type: No new budget required	Amount: Fund Description:

Academic Affairs Plan Strategy:	1.1 Explore and evaluate various models of academic support (Learning Communities, First Year Seminar, Academic Mentoring)
Academic Affairs Priority:	High=Social Science
Department:	PSYCHOLOGY
Priority:	Medium
Short Description:	Psychology Tutorial Lab
Strategy:	to provide students support to master coursework
Fund Type: Operations-Personnel	Amount: Fund Description:

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	low
Department:	ACCOUNTING&BUSINESS ADMIN
Priority:	High
Short Description:	Purchase desks/tables with computers
Strategy:	Purchase desks with computers to assist students in four of our classrooms.
Fund Type: Perkins?	Amount: Fund Description:

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	Administrative Business Technology
Priority:	High
Short Description:	MAP classroom equipment
Strategy:	<p>The health care community continues to change rapidly. Because of this rapid change, medical assistants will be called upon to do more clinical and administrative responsibilities. NCC and the Healthcare Administration, Health Information, Medical Coding, Medical Assistant, and Administrative Business Technology Department must be properly equipped with the skills, equipment, and resources to maximize the medical assistant students' potential and expand their base of knowledge and professionalism. The Department will continue to work with the Northwell Health Earn &amp; Learn program. This program allows for employees to obtain a certificate in the Medical Assistant Program. These students/employees will work as Medical Assistants within the Northwell Health system upon graduation. The first cohort will graduate from the program in December 2023. Conversations with Northwell continue each week and a second cohort will begin to take shape before May. There has been a conversation for Mt. Sinai to begin a similar MAP program with their employees, but the need for another full-time MAP faculty member and a part-time MAP technical assistant must be approved before we can even entertain a partnership with Mt. Sinai. High school and returning students interested in the program are encouraged to apply. The students currently enrolled in the program are thriving. Many students show an interest in continuing their education in the NCC Nursing program once they graduate from the MAP program. The Department plans to work with NCC Marketing to advertise the MAP program to all Nassau, western Suffolk, and eastern Queens high schools.</p>
Fund Type: Operations-Personnel	Amount: 5000 Fund Description: Additional funds are needed to purchase classroom equipment which includes, but not limited to, utility carts, treatment tables, EKG carts, and safety scissors

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	Administrative Business Technology
Priority:	High
Short Description:	Medical Assistant Program
Strategy:	<p>The health care community continues to change rapidly. Because of this rapid change, medical assistants will be called upon to do more clinical and administrative responsibilities. NCC and the Healthcare Administration, Health Information, Medical Coding, Medical Assistant, and Administrative Business Technology Department must be properly equipped with the skills, equipment, and resources to maximize the medical assistant students' potential and expand their base of knowledge and professionalism. The Department will continue to work with the Northwell Health Earn &amp; Learn program. This program allows for employees to obtain a certificate in the Medical Assistant Program. These students/employees will work as Medical Assistants within the Northwell Health system upon graduation. The first cohort will graduate from the program in December 2023. Conversations with Northwell continue each week and a second cohort will begin to take shape before May. There has been a conversation for Mt. Sinai to begin a similar MAP program with their employees, but the need for another full-time MAP faculty member and a part-time MAP technical assistant must be approved before we can even entertain a partnership with Mt. Sinai. High school and returning students interested in the program are encouraged to apply. The students currently enrolled in the program are thriving. Many students show an interest in continuing their education in the NCC Nursing program once they graduate from the MAP program. The Department plans to work with NCC Marketing to advertise the MAP program to all Nassau, western Suffolk, and eastern Queens high schools.</p>
Fund Type: Tech Fee Funding	Amount: 25000 Fund Description: The Medical Assistant Program will need 20 new computers and monitors for the students to utilize in the classroom. The current computers and monitors are outdated and need to be replaced

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Development of a Medical Sonog
Strategy:	To Develop and implement a Medical Diagnostic Imaging/Sonography Program. This program would include educating students in the various aspects of the Sonography field, such as cardiovascular, gynecological, and Gi imaging. We would hope to begin the program in the fall of 2024, with the acceptance of 20 students. A Program Director, faculty, and staff would need to be in place prior to that date. All CWCC, SUNY, and NYS paperwork will be initiated as soon as possible, once a commitment is made by the college and outside sources.
Fund Type: Grant or external source      Amount: 150000      Fund Description: Start up funds for a new program in Medical Imaging/Sonography	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Air Supply System for Surg. Te
Strategy:	To obtain the HT-Air 1200 Air Supply System. This system provides a safe way to transfer, lift, and position pateints. It is used to assist with lateral transfers and repositioning anywhere in the hospital.    Cost - \$1435.00
Fund Type: Perkins      Amount: 1435    Fund Description: Air supply system needed for safe transfer of patients.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Antistat Patient Shifters
Strategy:	To purchase 2 Antistat Patient Shifters, one for our Surgical Technology Program and one for our Radiologic TechnologyProgram.Anti-Static Shifters slide easily on a bed sheet or stretcher pad. The slippery coating keeps the patient from sticking to the mover and shields against static buildup.    Medline Model ALI9076 - \$421.00 for Surgical Technology    Medllne Model ALIB9719 Standard length=72"- \$245.00 for Radiologic Technology
Fund Type: Perkins      Amount: 700    Fund Description: Antistat Patient Shifters for patient transport needed for program use.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Assorted Equipment for PTA
Strategy:	To obtain supplies and equipment for PTA that are not covered by the AHS budget, grants, or Tech Fund.
Fund Type: Operations-OTPS    Amount: 2000    Fund Description: PTA supplies and equipment needed that are not covered by grants, Tech Fund, or the AHS department budget.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Assorted items needed for our
Strategy:	To purchase the following items for our Radiologic Technology Program: Full Body X-Ray Phantom with Real Human Bones - \$34,900.00 Procedural Stretcher - \$2858.00 Trauma Stretcher - \$5,028.00 Mobile X-Ray Unit - \$123,120.00 With Trade in and warranty total cost - \$80556.00
Fund Type: Perkins    Amount: 190000    Fund Description: Miscellaneous equipment needed for our Radiologic Technology Program	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Head Butler Anesthesia Screen
Strategy:	To obtain a Head Butler anesthesia screen for our Surgical Technology Program. The apparatus attaches/mounts to the rails of standard operating room tables and safeguards your patients head and body from accidental injuries arising from robotic techniques and other procedures. Medline Head Butler - \$1807.14
Fund Type: Perkins    Amount: 1808    Fund Description: Head Butler Anesthesia Screen	



Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Models and supplies for new AP
Strategy:	Models, slides, and supplies are needed to furnish our new Anatomy and Physiology lab with the appropriate teaching tools for our students. Anatomy and Physiology 131 and 132 are the core science courses needed for entry into our AHS programs, as well as other programs on campus. They are the foundation of our guided pathways for our AHS programs. In addition, funds are needed to replace old and worn out models in E 107 and 109.
Fund Type: Operations-OTPS    Amount: 100000    Fund Description: To furnish our new AP lab with the proper educational tools for our students.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Optiflow System
Strategy:	To purchase a high flow oxygen delivery system. It is utilized in all local hospitals, in both the adult and pediatric settings. Students need to be well educated and proficient on the set-up, application, and use of this equipment. \$3000.00
Fund Type: No new budget required    Amount: 3000    Fund Description: An Optiflow oxygen delivery system is needed to educate our Respiratory Care students in its usage.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Optiflow System
Strategy:	To purchase a high flow oxygen delivery system. It is utilized in all local hospitals, in both the adult and pediatric settings. Students need to be well educated and proficient on the set-up, application, and use of this equipment. \$3000.00
Fund Type: Perkins    Amount: 3000    Fund Description: An Optiflow oxygen delivery system is needed to educate our Respiratory Care students in its usage.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Ortho-Clinical Diagnostics Wor
Strategy:	To replace our broken Gel Card Centrifuge for our Medical Laboratory Technician Program. We currently have no functional units and it is needed in 4 different labs and is shared by 15 students.
Fund Type: Perkins      Amount: 6630      Fund Description: A new Immunochemistry Gel Card Centrifuge	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Oxygen Analyzer Fuel Cells
Strategy:	To purchase oxygen analyzer fuel cells as replacement parts for our oxygen analyzers, which analyze the percentage of oxygen delivered. 1000.00
Fund Type: Perkins      Amount: 1000      Fund Description: Replacement parts for our oxygen analyzer.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Smoke Evacuator System
Strategy:	To purchase the Valley Lab Rapid VAC Smoke Evacuator System for Surgical Technology. Smoke evacuators are devices that capture and filter the plume generated during electrosurgical procedures or laser operations, thereby maintaining a safe environment for the surgical team and the patient.    Cost - \$474.00
Fund Type: Perkins      Amount: 474      Fund Description: A smoke Evacuator for the surgical suite.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Smart Board for room E113
Strategy:	To purchase an updated Smart Board for our Medical Laboratory Technician lab, E 113.
Fund Type: Perkins      Amount: 1650      Fund Description: Smart Board for MLT Program lab. Cost will depend on type purchased by AV.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High-scale down
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	PTA Equipment
Strategy:	To acquire PTA equipment to update the program labs. Hotpack machine \$1414.00 Training Staris with platform \$1034.00 Therapy Steps set of 4 \$224.00 DVT Intermittent Pump \$734.00 Sequential Calf Garment \$193.00 Apple Ipad 10.2" \$2296.00 Safety Cases with screen protection and ahndles \$124.00 Dissectible Arm Muscle \$723.00 Skeleton with stand \$1084.00 NuStep Recumbent Cross Trainer \$7753.00 Shorwave Diathermy Machine \$7054.00
Fund Type: Perkins Amount: 25000 Fund Description: To update our PTA labs.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High-scale down
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Stryker Neptune 3 Docking Stat
Strategy:	To purchase a Stryker Neptune 3 Docking Station. The Neptune 3 is a constantly closed waste management system that collects, transports and disposes of surgical waste fluid helping protect staff from exposure while increasing efficiencies in the operating room. For Surgical Technology - \$10,000.00
Fund Type: Perkins Amount: 10000 Fund Description: A Waste Management System for surgical procedures.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Anatamage Table for our new la
Strategy:	Our new Anatomy and Physiology lab was opened this semester and models and supplies are needed to use it as a productive and functional teaching location and environment. Right now we do not have microscopes or models to use it as an effective lab classroom. We are requesting the Anatamage Table to run it as a virtual lab that can teach all of the anatomy through the computer generated images. Our hope is to eventually incorporate this modality with our usual models and slide instruction for Anatomy and Physiology.
Fund Type: Tech Fee Funding Amount: 105040 Fund Description: Anatamage Table - A virtual tool to teach Anatomy and Physiology.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	2 New Computers and Monitors
Strategy:	To receive 2 new computers and monitors for our Radiation Therapy Program.
Fund Type: Tech Fee Funding    Amount: 1500    Fund Description: New monitors and computers for our Radiation Program	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ALLIED HEALTH SCIENCES
Priority:	High
Short Description:	Equipment for the new Sonograp
Strategy:	To build and supply the new Sonography lab with the essential equipment and materials needed to run the new program.
Fund Type: Tech Fee Funding    Amount: 200000    Fund Description: To build and supply the new Sonography lab with equipment and materials.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	Medium
Department:	ART
Priority:	Medium
Short Description:	New Lighting in Art Studios
Strategy:	Install New Lighting in Art Studios G178, G174, G170, G168, and G162. The Studio lights are hard to adjust. Lower perimeter lights are out of reach and ceiling lamps are far too high. This results in dark, unhealthy, and difficult working conditions for faculty and students in Evening Classes. This Health and Safety issue could be resolved by adding accessible, adjustable lighting to all three art studios. Group and individual critics are a direct measure of assessment. Resolving current limitations due to needed repairs/maintenance interrelate to the need to create an environment suitable for teaching and learning, and to furnish adequate facilities. *Frequent outages of lights need to be addressed on a regular maintenance schedule.
Fund Type: Capital Funding    Amount: 10000    Fund Description: Facilities: Renovation of existing lighting to better serve program students. Equipment: Lighting designed to accommodate program.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	Medium
Department:	ART
Priority:	High
Short Description:	Redesign Open Lab in GC50
Strategy:	Redesign Open Lab in GC50 New courses and degrees are being worked on and offered. A total redesign of the space is needed to accommodate new course offering. The current lab is outdated. Exposed network equipment and cabling is problematic. Furniture and space are not designed for current technology. A total redesign of the space is needed. The ongoing availability of GC50 as a full-time open computer lab will fulfill the College's goal to "improve retention efforts across the academy" and to "maximize student satisfaction with instructional and support services." Frequent outages of lights in GC50 need to be addressed on a regular maintenance schedule. Plan redesign of the space. Conduct room renovation, install furnishings and enclose exposed cabling and network equipment.
Fund Type: Capital Funding Amount: 10000 Fund Description: Exposed network equipment and cabling is problematic. Furniture designed for space and current technology.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	ART
Priority:	Medium
Short Description:	Facility Repairs Art Studios
Strategy:	Facility Repairs: The adjustable shades in studios G178, G174, G170, G168, and G162 need repair since about 2010. Some shades do not close completely and some do not operate at all. Creating a darkened room in daylight is impossible, as the improperly covered studio windows allow in too much natural light. In addition to repairs, additional shades are also needed in each studio. Proper lighting is needed for critics, lectures, display viewing, and spot lighting. Group and individual critics are a direct measure of assessment. In G170 the ceiling above the sliding doors is especially a concern. When it rains in a certain direction the water drips from the top of the doors and floods the floor. There is also significant staining above the doors, and the ceiling is leaking on the opposite side of the room. This is a long-standing problem The local exhaust ventilation systems in G170 are inoperative (2 wall units and 1 spray booth). Also, an additional air vent is needed in the darkroom area of G170. The door forms a vacuum making it difficult to open. Resolving current limitations due to needed repairs/maintenance interrelate to the need to create an environment suitable for teaching and learning, and to furnish adequate facilities.
Fund Type: Capital Funding Amount: 5000 Fund Description: Facilities: Repair of studios to better serve program students.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	ART
Priority:	Medium
Short Description:	Redesign GC10
Strategy:	A total redesign of the space is needed. The current Studio space is outdated and overcrowded when filled with maximum students per class. Cabinets, and an unusable ventilation system are taking up space that could accommodate better work station set up for students. Current work stations are in need of replacement. The small utility sink(the replacement for a large double sink) is leaking and is inadequate to meet the needs of the students. The ongoing availability of GC10 as partial storage for 3D Area, and paper towels (purchases in bulk) for the Art Department is still needed, but is not well suited to the aesthetic of an Art Studio. This Redesign will fulfill the college's goal to "improve retention efforts across the academy" and to "maximize student satisfaction with instructional and support services." Resolving current limitations due to needed redesign interrelate to the need to create an environment suitable for teaching and learning, and to furnish adequate facilities.
Fund Type: Capital Funding Amount: 10000 Fund Description: Facilities: Renovation of existing space. Installation of furnishings. Replacement of existing sink to better serve program students. Equipment: Workstations designed to accommodate more students. Sink designed to accommodate space, and program needs.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	Medium
Department:	ART
Priority:	Medium
Short Description:	Redesign of Display Cases G
Strategy:	The replacement of the 16 panels in the two Art Department first floor hallway Display Cases in building G is essential. The panels became damaged over the 2018 winter break. These showcases are used as an advertising tool for art classes, as well as to instill students' confidence and sense of community.
Fund Type: Capital Funding Amount: 10000 Fund Description: The replacement of the 16 panels in the two Art Department first floor hallway Display Cases in building G.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	NA
Department:	ART
Priority:	High
Short Description:	21-24" iMacs Classroom GC45
Strategy:	In order to promote access and excellence in teaching and learning and to maximize student satisfaction with instructional and support services as well as to maintain the technological infrastructure of the college in its effort to meet student, institutional, and service area needs, the Art Department needs to replace 21 - 24" iMac computers with Applecare. The Computers in the computer graphics classroom, GC45 are outdated (2017) and out of warranty and, therefore are in need of replacement. This would put the computer graphics area on the same M1 architecture. Estimated cost - \$41000.00
Fund Type: Done-Perkins      Amount: 41000 Fund Description: 21 iMacs Classroom GC45	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	ART
Priority:	Medium
Short Description:	Increase in BB Budget
Strategy:	Available funding for this budget is critical to continue offering proper equipment in classrooms and open labs for Computer Graphics, Photography, Art History, General Art, Printmaking, and 3D/Ceramic/Sculpture is necessary. Requirements in most Art Department courses demand students use pottery wheels, kilns, printing presses, photography equipment, specialty computers, printers, scanners, and software that offer up to date skills which support transfer to senior institutions and regional/global employment opportunities. The department currently needs: 2 - Brent Model C Pottery Wheels. \$4000.00 15 - Spectrophotometers for Capture-to-Print Calibration for the replacement of older unsupported units. \$8000.00 19 - Digital timers for the replacement of older inaccurate analog timers. \$4,500.00
Fund Type: Perkins      Amount: 12500 Fund Description: 2 - Brent Model C Pottery Wheels.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	NA see above
Department:	ART
Priority:	Medium
Short Description:	Increase in BB Budget
Strategy:	Available funding for this budget is critical to continue offering proper equipment in classrooms and open labs for Computer Graphics, Photography, Art History, General Art, Printmaking, and 3D/Ceramic/Sculpture is necessary. Requirements in most Art Department courses demand students use pottery wheels, kilns, printing presses, photography equipment, specialty computers, printers, scanners, and software that offer up to date skills which support transfer to senior institutions and regional/global employment opportunities. The department currently needs: 2 - Brent Model C Pottery Wheels. \$4000.00 15 - Spectrophotometers for Capture-to-Print Calibration for the replacement of older unsupported units. \$8000.00 19 - Digital timers for the replacement of older inaccurate analog timers. \$4,500.00
Fund Type: Perkins Amount: 8000 Fund Description: 15 - Spectrophotometers for Capture-to-Print Calibration for the replacement of older unsupported units.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	ART
Priority:	Medium
Short Description:	General Art Area iMacs
Strategy:	The iMacs in the General Art Area are outdated and out of warranty and in need of replacement (GC65, GC10, G162, G168, G170). 6 - 24" iMacs with Applecare. Cost \$12,000.00.
Fund Type: Tech Fee Funding Amount: 12000 Fund Description: 6 iMacs.	



Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	ART
Priority:	Medium
Short Description:	Increase in DD Budget – Software
Strategy:	Increase in DD Budget – Software SUNY-Adobe Agreement . In order to cover the cost of the Adobe Creative Cloud Software Suite taught in our classes, an increase in our DD budget may be needed. Additional funds will be needed each coming academic year to ensure that the subscription will not lapse. Students need access to updated technology to prepare them for transfer to senior institutions, and to provide career preparation for regional and global employment. Maintaining updated Software upholds our commitment to creating an environment suitable for teaching and learning, and to furnish adequate facilities. Maintaining the Agreement will support developmental programs which upgrade student skills for success in college level courses, and is necessary for special courses of study which enhance general education. Moving forward, the DD Budget must also be expanded to provide for the increased need for consumables that the technological shifts continue to present. A SUNY-wide Adobe pricing agreement has yet to be finalized for 2023-2024. If the increase in budget granted for the department budget remains the same, it may be sufficient to cover the cost of the current annually recurring software cost, and consumable increases (printer ink). Additional funds may be needed each coming academic year to ensure that the subscription will not lapse. As the costs may change this plan may need to be updated at a later date.
Fund Type: Tech Fee Funding    Amount: 0    Fund Description: As the costs may change this plan may need to be updated at a later date.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High also Perkins
Department:	ART
Priority:	Medium
Short Description:	Increase in BB Budget
Strategy:	Available funding for this budget is critical to continue offering proper equipment in classrooms and open labs for Computer Graphics, Photography, Art History, General Art, Printmaking, and 3D/Ceramic/Sculpture is necessary. Requirements in most Art Department courses demand students use pottery wheels, kilns, printing presses, photography equipment, specialty computers, printers, scanners, and software that offer up to date skills which support transfer to senior institutions and regional/global employment opportunities. The department currently needs: 2 - Brent Model C Pottery Wheels. \$4000.00 15 - Spectrophotometers for Capture-to-Print Calibration for the replacement of older unsupported units. \$8000.00 19 - Digital timers for the replacement of older inaccurate analog timers. \$4,500.00
Fund Type: Tech Fee Funding Amount: 4500 Fund Description: 19 - Digital timers for the replacement of older inaccurate analog timers.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high-Perkins?
Department:	ART
Priority:	High
Short Description:	21-24" iMacs Classroom GC23
Strategy:	In order to promote access and excellence in teaching and learning and to maximize student satisfaction with instructional and support services as well as to maintain the technological infrastructure of the college in its effort to meet student, institutional, and service area needs, the Art Department needs to replace 21 - 24" iMac computers with Applegate in GC23. The Computers in the photography classroom are outdated and out of warranty and, therefore are in need of replacement. This would put the photo area on the same M1 architecture. Estimated cost - \$41000.
Fund Type: Tech Fee Funding Amount: 41000 Fund Description: 21 – 21" iMac computers for GC23.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high-Perkins?
Department:	ART
Priority:	High
Short Description:	21-24" iMacs Classroom GC21
Strategy:	In order to promote access and excellence in teaching and learning and to maximize student satisfaction with instructional and support services as well as to maintain the technological infrastructure of the college in its effort to meet student, institutional, and service area needs, the Art Department needs to replace 21 - 24" iMac computers with Applecare in GC23. The Computers in the photography classroom are outdated and out of warranty and, therefore are in need of replacement. This would put the photo area on the same M1 architecture. Estimated cost - \$41000.
Fund Type: Tech Fee Funding    Amount: 41000    Fund Description: 21 – 21" iMac computers for GC23.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	Medium
Department:	BIOLOGY
Priority:	High
Short Description:	Renovation of F115 a laborator
Strategy:	The strategy of the Biology Department is improve student laboratory experience and enhance their learning by renovating the laboratory classroom F115. In order to attain this strategy, the Chair and Chair liaison will meet with the college construction/renovation team and discuss with them the needs of the students taking Biology Laboratory courses held in F115. This will allow the department to improve the design of the laboratory classroom and to make a more pleasant environment for the laboratory courses held in this room.
Fund Type: Capital Funding    Amount: 503000    Fund Description: General Construction: \$250,000    Electrical: \$36,000    Plumbing: \$27,000    Abatement: \$ 30,000    Miscellanous: \$10, 000 Laboratory and classroom furnitures: \$150,000	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	Medium
Department:	BIOLOGY
Priority:	Medium
Short Description:	Microbiology teaching microsco
Strategy:	The strategy of the Biology department is to increase our student success in their upper-level Biology major elective Microbiology course
Fund Type: Tech Fee Funding    Amount: 1600    Fund Description: The Steindorff S-1100 Dual View Teaching Microscope with a scale micrometer reticle and a stage micrometercosts \$1600 . It features a fully coated optical system with a tube length of 160mm. The binocular heads are inclined at 45° , with a 55-75mm interpu	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	BIOLOGY
Priority:	Medium
Short Description:	Photoshop Creative Suite For
Strategy:	The strategy of the Biology department is to increase student engagement during the lecture and their laboratory classes. By providing professors teaching in the Biology Department a computer set up with Photoshop Creative Suite, installed on the computer in the Biology Faculty Development room, the instructional Faculty will be able to create more up to date and engaging lectures.
Fund Type: Tech Fee Funding Amount: 480 Fund Description: Two subscriptions to Photoshop Creative Suite: each subscription is \$240. One of the subscription will be install on the PC in the Faculty development room and one subscription will be installed on the Mac in the Faculty Development room (F3233, a vacated	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	BIOLOGY
Priority:	High
Short Description:	Visible Body web Suite subscr
Strategy:	The Biology Department strategy is to improve student learning by giving them access to high quality visual 3D representation of the human body. The Biology Department held a meeting with the representative for Visible Body and reviewed their demonstration of the material to assess if it was appropriate for our Biology Classes. The material presented will greatly enhance student comprehension and visualization of the different body systems and how they are related to each other.
Fund Type: Tech Fee Funding Amount: 37000 Fund Description: Visible Body Web Suite: \$37,500/year This subscription can be accessed by 2500 students per year. • This subscription includes access to 5 of our web apps. Plus, a mobile download of the Human Anatomy Atlas 2023+ app so students can take their studies on	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	BIOLOGY
Priority:	High
Short Description:	Digital microscope connected to screen of the lab
Strategy:	The strategy of the Biology Department is to increase student learning, success and retention in all their Biology Classes. IN order to increase student learning and success in the laboratory classes, the department would like to install one digital microscope linked to a screen. This will enable digital microscopy during lab class time whereby the students and the Professor may be able to project as well as capture images for laboratory study purposes in: two (2) BIO101 laboratory classrooms and one (1) BIO 102 classoom on the first floor as well as one (1) BIO204 Marine Biology / Marine Science (and other Field Courses lab room) and one (1) Microbiology laboratory classroom for use on the second floor
Fund Type: Tech Fee Funding    Amount: 12500    Fund Description: 5 digital microscope with digital camera \$2500 each	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	BIOLOGY
Priority:	Medium
Short Description:	Visible Body courseware subscr
Strategy:	The strategy of the biology department is to increase student success and retention in the upper level Biology major elective course BIO 201: Anatomy Note that the Visible Body courseware subscription is NOT the same than the Visible Body Web Suite Subscription. The Visible Body courseware subscription is an integrated tool with the LMS (similar to OER Lumen Learning or to MacGrawHills Connect)
Fund Type: Tech Fee Funding    Amount: 2160    Fund Description: Visible Body Courseware: \$30 per student: the Biology Department offers two to three sections of Anatomy in the Fall semester and one section of Anatomy for first summer session. If the department runs 4 sections per year, 18 students per section, the s	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	
Department:	CHEMISTRY
Priority:	High
Short Description:	To purchase explosion proof refrigerator
Strategy:	The chemistry department store some of the chemicals (volatile and flammable materials) that requires storing in explosion proof refrigerators. They include spark-proof, corrosion-resistant interiors, encased electrical components, hermetically sealed compressors, and nonsparking magnetic door gaskets. This is to provide safety for the students, faculty and staff working in the Chemistry labs and its surroundings.
Fund Type: Done-Capital      Amount: 3798      Fund Description: The chemistry department store some of the chemicals (volatile and flammable materials) that requires storing in explosion proof refrigerators. As of now there are no such devices are available at the chemistry department and it's important due to safety	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	CHEMISTRY
Priority:	High
Short Description:	To develop an experiment with polarimeter
Strategy:	The purpose of these instruments is to perform polarimetry experiments to determine if a molecule or solution of products based on an organic chemistry synthesis rotates plane-polarized light. The rotation of the light will indicate if a particular reaction produced a single stereoisomer or mixture of stereoisomers and allow students to calculate enantiomeric purity. Moreover, the manual operation of this particular polarimeter will allow the students to obtain results through careful calibration and observation which is missing in automated instruments.
Fund Type: Operations-OTPS      Amount: 2190      Fund Description: A total of 10 polarimeters is required with a total cost of \$2190.00 for all 10 pieces. This is to develop a new experiment for Organic Chemistry.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	CHEMISTRY
Priority:	High
Short Description:	To implement AAS in Chemical Technology program
Strategy:	Implementation of the 64 credit new AAS in the chemical Technology program from Fall 2023. This has 5 new chemistry courses, where 3 will be offered in the Fall2023. The Analytical Chemistry (CHE251) and General Chemistry (CHE152) course requires purchasing a Potentiostat of \$10,640.50, and annual preventive maintenance of state-of-the-art HPLC/TOF-MS of \$6,612.48. Total Cost= \$17,252.98
Fund Type: New budget required Amount: 17253 Fund Description: Potentiostat+Accessories = \$10,640.50 HPLC/TOF-MS annual preventive maintenance = \$6,612.48 These are essential parts of the Analytical Chemistry (CHE251) and General Chemistry (CHE152) of AAS in Chem Tech.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	CHEMISTRY
Priority:	Medium
Short Description:	To update desktops and GC software
Strategy:	Three new desktops are needed to link with the instruments for their operation. The GC instrument needs an update of the software.
Fund Type: Tech Fee Funding Amount: 8500 Fund Description: Three Desktops and software updates for GC instruments. Software update \$5,500 + Desktops=\$3,000 = Total cost = \$8,500.00	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	COMMUNICATIONS
Priority:	High
Short Description:	Update Radio Lab in North Hall
Strategy:	Update the hardware and software in the radio production lab/suite located in North Hall With podcasting being one of the hottest trends in media right now we would like to expand our tech capabilities to include podcasting as part of our COM 170 course and media program. It is our goal to create a podcasting micro credential. This includes hardware, software and support for hardware (keyboards, mouse, cables etc.)
Fund Type: Grant or external source Amount: 45000 Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	COMMUNICATIONS
Priority:	High
Short Description:	Update Radio Lab in North Hall
Strategy:	Update the hardware and software in the radio production lab/suite located in North Hall With podcasting being one of the hottest trends in media right now we would like to expand our tech capabilities to include podcasting as part of our COM 170 course and media program. It is our goal to create a podcasting micro credential. This includes hardware, software and support for hardware (keyboards, mouse, cables etc.)
Fund Type: Grant or external source Amount: 13800 Fund Description: Per IT, this is the amount for the upgrade. 17 units. 15 students and 2 faculty members.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	COMMUNICATIONS
Priority:	High
Short Description:	Develop New Program - Social Media
Strategy:	Develop a new program (social media and digital communications) in our department that focuses on social media.
Fund Type: No new budget required Amount: 0 Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	COMMUNICATIONS
Priority:	High
Short Description:	Purchase still cameras
Strategy:	Purchase cameras(5) for new social media program. cameras are cost prohibitive for most students, but necessary for content on IG and other platforms. Cameras will be house in the department (much like we do with our film cameras). Students can use them during class or sign them out during open lab hours
Fund Type: Tech Fee Funding Amount: 5400 Fund Description:	



Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high (site license)
Department:	COMMUNICATIONS
Priority:	High
Short Description:	photo shop
Strategy:	Purchase photo shop software to use in Social Media program
Fund Type: Tech Fee Funding    Amount: 300    Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High-scale down
Department:	COMMUNICATIONS
Priority:	High
Short Description:	New equipment for COM 171 and
Strategy:	To obtain new equipment to replace old and failing equipment for our COM 171 & 172 courses. COM 171 Studio Production and COM 172 Field Production are fundamental classes in our Media Studies program. It is here that students receive hands-on training with equipment such as lights, cameras, and assorted audio equipment. Additionally, students edit all of their work in our post production area. Despite our meticulous maintenance of the studio and studio materials with over 150 students working daily it is bound to break down and fail. The following production equipment is needed to keep the COM 171 & COM 172 courses running smoothly for the 2019-2020 AY: 1) portable XLR digital cameras 2) camera cases 3) headphones 4) Shotgun microphones with cables and shock mounts 5) Universal Shock Mounts 6) XLR cables 7) Microphone protective cases 8) Batteries
Fund Type: Tech Fee Funding    Amount: 22300    Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	CRIMINAL JUSTICE
Priority:	High
Short Description:	Mass Media Advertising of CRJ
Strategy:	Create a mass media marketing campaign geared to high school officials (guidance counselors) regarding our three degree programs. We are losing students due to high schools telling students go to SUNY Farmingdale State College for their BA degree in CRJ. We want them to know about our outstanding programs highlighting our history and alumni network. We believe a modest sum of \$10,000 would be sufficient as we would use internal resources as much as possible.
Fund Type: Perkins    Amount:    Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	Medium
Department:	FOREIGN LANGUAGES
Priority:	Medium
Short Description:	The Latin American City in Lit
Strategy:	Create and introduce The Latin American City in Literature and Film (Advanced Spanish level) course
Fund Type: No new budget required      Amount:      Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	FOREIGN LANGUAGES
Priority:	High
Short Description:	Beginning Spanish for Heritage
Strategy:	Create and introduce Beginning Spanish for Heritage Learners (SPA105-106)
Fund Type: No new budget required      Amount:      Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	FOREIGN LANGUAGES
Priority:	Medium
Short Description:	Micro-credential in Spanish
Strategy:	To create and establish Micro-credential in Spanish. The department would like to create 9 credit micro credential program to achieve students' proficiency in Spanish for Medical Personnel, 3 course will constitute this MICRO-Credential - SPA151, SPA152, one course in SPA200-level
Fund Type: No new budget required      Amount:      Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	NA-see above
Department:	FOREIGN LANGUAGES
Priority:	High
Short Description:	Dual and Concurrent Enrollment
Strategy:	Establish partnership with local High Schools to offer Dual Enrollment and Concurrent Enrollment courses in French, Italian, Latin, Spanish
Fund Type: Operations-Personnel      Amount: 59653      Fund Description: Per Union contract. HR will have to confirm	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	HEALTH/PHYS ED & REC
Priority:	High
Short Description:	Personal Training Certificate
Strategy:	Create a micro credential that combines courses (PED 110, PED 111, HED 202, EXS 193, EXS 194 & EXS 195) and allows students to complete 14 credits and sit for a certificate for personal training.
Fund Type: No new budget required	Amount: Fund Description:

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	HEALTH/PHYS ED & REC
Priority:	Medium
Short Description:	Aging and Gerontology Micro Cr
Strategy:	Create an Aging and Gerontology Micro Credential combining HED 231 Death Education A health Perspective, SOC 216 Aging Society and Culture and a a Foundations of Aging and Gerontology either a work force development course
Fund Type: No new budget required	Amount: Fund Description:

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	HEALTH/PHYS ED & REC
Priority:	Medium
Short Description:	Gender and Sexual Health Micro
Strategy:	To create a micro credential including (HED 251 Human Sexuality, SOC 222 Sociology of Gender, and newly created course HED 280 Contemporary LGBTQIA Health Issues).
Fund Type: No new budget required	Amount: Fund Description:

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	HEALTH/PHYS ED & REC
Priority:	Medium
Short Description:	Maternal and Child Health Micr
Strategy:	Partnering with work force development to create a micro credential in Maternal and Child Health including (HED 203 Infant and Health Care, HED 211 Women's Health, and an Internship that will be developed in conjunction with work force development.
Fund Type: No new budget required	Amount: Fund Description:

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	HOSPITALITY BUSINESS
Priority:	High
Short Description:	Equipment and smallwares for 1
Strategy:	To purchase smallwares for new facility, 108 Duncan. Small kitchen tools. equipment, knives, etc.so students may learn techniques and build skills.
Fund Type: Grant or external source/ Perkins? Amount: 54000 Fund Description: Small Wares: \$ 800.00 Outdoor Grill Kitchen \$ 4,000.00 Hand Blenders, Rice Cooker, Digital Scales and Thermometers Restaurant Ware \$ 3,000.00 Serving platters and bowls Catering Tablescares and Decoration \$ 1,000.00 Deco	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	HOSPITALITY BUSINESS
Priority:	High
Short Description:	Increase in food budget
Strategy:	To be able to provide students with an appropriate learning opportunity and skill building for Culinary arts requires a wide variety of food supplies. Food costs have risen astronomically over the past months with no end in sight. We also will need greater supplies to be able to add classes to accommodate our increased enrollment.
Fund Type: Operations-OTPS Amount: 22000 Fund Description: Increase in food funds	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	LEGAL STUDIES
Priority:	Medium
Short Description:	Create Legal Nurse Consultant
Strategy:	We would like to create a Legal Nurse Consultant Certificate, either jointly with other departments, such as Allied Health and ABT, or individually.
Fund Type: No new budget required Amount: Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	MARKETING/RETAILING/FASHION/INT DESIGN
Priority:	High
Short Description:	Entrepreneurship AOS & Certificate Programs
Strategy:	<p>Introduce an Entrepreneurship AOS degree program and an Entrepreneurship Certificate to support the renewed interest in entrepreneurship in the community. Local communities thrive on small businesses, which create jobs, provide essential goods &amp; services, promote economic security, enhance economic growth &amp; innovation, and enrich our community. Bureau of Labor Statistics (BLS) confirm the failure rate of new businesses is high. Our objective is to prepare individuals with a solid knowledge foundation in the areas of marketing, accounting, communications, finance, and management to enable them to successfully launch and run a small business. Create a Center for Entrepreneurship at NCC. Build a Makerspace. Build a micro website to promote the program. Partner with an organization such as SORE or the Small Business Administration to provide resources to current students and local small businesses. As the Entrepreneurship program grows, add a Director to develop community contacts and oversee the program.</p>
Fund Type: Grant or external source      Amount: 500000      Fund Description: Secure government and/or private grants to create Center, Makerspace, and Director.	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	MARKETING/RETAILING/FASHION/INT DESIGN
Priority:	Medium
Short Description:	E-Sports Marketing AAS Degree
Strategy:	<p>Introduce a Sport Marketing AAS degree program to support an interest in sport marketing in the community. The degree offers a direct path to employment upon graduation. It is an alternative to the current path to a 4-year degree that our Sport Marketing AS degree offers. The program will emphasize the application of marketing principles and concepts to the industry. Upon completion of the program, students will have the skills and foundation needed to secure employment in the industry in areas such as marketing, public relations, media, and/or sales. Build a micro website featuring our Sports, Entertainment, and Hospitality programs, much like Long Island University has done for Roc Nation <a href="https://www.liu.edu/roc-nation-school-of-music-sports-and-entertainment">https://www.liu.edu/roc-nation-school-of-music-sports-and-entertainment</a> (Include our new Gaming degree program as part of this promotional effort as well.) Partner with Nassau County Development Agency, as well as major sports, hospitality, and entertainment organizations to provide internship and job opportunities for graduating students. Support the development of the program by hiring a dedicated faculty member to teach sport marketing, to develop community ties, and to establish NCC as the educational destination for sports, hospitality, and entertainment careers.</p>
Fund Type: Grant or external source micro website	Amount: 50000 Fund Description: Secure grant funding to build

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	Medium
Department:	MARKETING/RETAILING/FASHION/INT DESIGN
Priority:	High
Short Description:	Sport Marketing AAS Degree
Strategy:	Introduce a Sport Marketing AAS degree program to support an interest in sport marketing in the community. The degree offers a direct path to employment upon graduation. It is an alternative to the current path to a 4-year degree that our Sport Marketing AS degree offers. The program will emphasize the application of marketing principles and concepts to the industry. Upon completion of the program, students will have the skills and foundation needed to secure employment in the industry in areas such as marketing, public relations, media, and/or sales. Build a micro website featuring our Sports, Entertainment, and Hospitality programs, much like Long Island University has done for Roc Nation <a href="https://www.liu.edu/roc-nation-school-of-music-sports-and-entertainment">https://www.liu.edu/roc-nation-school-of-music-sports-and-entertainment</a> Partner with Nassau County Development Agency, as well as major sports, hospitality, and entertainment organizations to provide internship and job opportunities for graduating students. Support the development of the program by hiring a dedicated faculty member to teach sport marketing, to develop community ties, and to establish NCC as the educational destination for sports, hospitality, and entertainment careers.
Fund Type: No new budget required Amount: 50000 Fund Description: Secure grant funding to build micro website	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	MATH/CSC/ITE
Priority:	High
Short Description:	Card Readers for Computerized
Strategy:	Computer facilities need to be locked when not in use. Card readers ensure entry by authorized personnel.
Fund Type: Capital Amount: Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	MATH/CSC/ITE
Priority:	Low
Short Description:	SUNY 2020 Infrastructure Grant
Strategy:	To enhance the economic and cultural vitality of the County by promoting an educational environment which responds to the changing needs of the community. Strategy: Participate in SUNY 2020 Infrastructure Renewal Grant funded activities with Farmingdale State College and Stony Brook University, involving three activities: 1) Education and Training with 5 new courses & 2 certificate programs aligned with specific workforce needs in infrastructure improvement. 2) Outreach and awareness targeting underutilized secondary education students for infrastructure careers. 3) Research and development of advanced materials for infrastructure construction and restoration and high speed transportation systems. Work with Department of Design and Construction on plans for renovation of existing lab facilities to accommodate space and equipment requirements. Activate two new programs for N=24 students each. Implement assessment of students learning to identify support needs and curricular content modification.
Fund Type: Grant or External Funding Source      Amount:      Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	MATH/CSC/ITE
Priority:	Low
Short Description:	Agreement with SUNY Empire
Strategy:	Affiliations with other colleges and high schools will hopefully boost enrollment in our programs.
Fund Type: No new budget required      Amount:      Fund Description:	



Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	MATH/CSC/ITE
Priority:	Medium
Short Description:	Const. Management Two yr Degre
Strategy:	To support and strengthen academic programs, which best prepare students for transfer to senior institutions, and to provide career programs to prepare students for regional and global employment opportunities. To create a two-year AAS degree in Construction Management Technology. The degree program will provide New York State general education courses and combine existing courses from both the construction management certificate program and the civil engineering technology program. It will also include new course in construction inspection and an internship. To prepare students for certificate with OSHA construction safety, and construction inspection. To prepare graduates for immediate employment in every phase of building technology, and to be employed as engineering or surveying technicians, inspectors, assistant project managers, assistant estimators, or CAD technicians. In addition, the program will prepare students to successfully transfer to a four-year construction engineering technology degree program. See articulation agreements with City Tech , Farmingdale State College SUNY Polytechnic Institute. RIT
Fund Type: No new budget required      Amount:      Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	MATH/CSC/ITE
Priority:	Medium
Short Description:	Physics Transfer Degree
Strategy:	To support and strengthen academic programs which best prepare the students for transfer to senior institutions and to provide career programs to prepare students for regional and global employment opportunities. To recommend courses within the existing AS Liberal Arts in Math and Science degree, for students intending to transfer to a four year institution as physics majors. The required coursework will comply with the SUNY Transfer Path for Physics and the curricula will be listed on the department website All courses are already approved . This is not a new degree in physics but recommended curricula that future physics majors would require in their first two years of a physics degree. The department does assist future physics majors informally. This will now be a formalized process. . Develop articulation agreements with four year institutions.
Fund Type: No new budget required      Amount:      Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High-scale down
Department:	MATH/CSC/ITE
Priority:	Low
Short Description:	Engineering Science Curriculum
Strategy:	To support and strengthen academic programs, which best prepare students for transfer to senior institutions and to provide career programs to prepare students for regional and global employment opportunities. To better align the Engineering Science curriculum with the SUNY Transfer Path and provide students more opportunities to transfer to university engineering programs as juniors. To increase the number of Engineering Science degree recipients. Engineering Science students who leave NCC without a diploma are those who find the current curriculum is not aligned with their needs. Courses taken in the first two years of an engineering program vary amongst the many engineering disciplines. Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, Environmental, Industrial, and Mechanical. Adding a variety of technical electives into the engineering science program will allow students to complete undergraduate coursework, in one of the above engineering disciplines sooner. It also exposes undecided students to more choices, and helps them explore which branch of engineering they would like to major. We will also be able to market the program to a broader audience because in its current state the program is geared towards mechanical engineering. Courses presently exist that can be added to the list of technical electives to satisfy most disciplines. However, future electrical engineering majors, require a Digital Logic course. This will be a new course in the department that the department will be developing. Fortunately, the equipment and expertise for this new course is in-house already. In addition, solid works and matlab software will be introduced into existing courses. Increased by one credit courses ENS106 and ENS104 to increase the number of transfer institutions excepting credit for these courses. The physics course PHY 222 - Electricity and Magnetism will be a required course of all students rather than an elective. Electricity and Magnetism is part of the Sunni transfer path all engineering disciplines.
Fund Type: No new budget required      Amount:      Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	MATH/CSC/ITE
Priority:	Medium
Short Description:	B218 New AV System
Strategy:	B218 lecture hall has outdated equipment not functional with modern computers, laptops, and tablets.
Fund Type: Perkins      Amount: 120000      Fund Description: Estimate based on Elias configuration	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	MATH/CSC/ITE
Priority:	Medium
Short Description:	Monitors for student lab usage
Strategy:	As students bring in their own laptops and related equipment to work together on class projects, having 27" monitors which student can see better to collaborate, would be beneficial to student success and connectivity.
Fund Type: Tech Fee Funding    Amount: 825.53    Fund Description: 6 27" monitors @ \$137.59 each	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	MATH/CSC/ITE
Priority:	Medium
Short Description:	B225 Chairs
Strategy:	Chairs in our computer student learning center need replacement due to age, mold, etc.
Fund Type: Tech Fee Funding    Amount: 9127.5    Fund Description: replacement of 50 chairs in our student lab facility	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	high
Department:	MATH/CSC/ITE
Priority:	Medium
Short Description:	B227 Chairs
Strategy:	Student chairs in our B227 computer classroom need to be replaced due to age, mold, etc.
Fund Type: Tech Fee Funding    Amount: 3285.90    Fund Description: 18 chairs need to be replaced	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	MATH/CSC/ITE
Priority:	Low
Short Description:	B107/111/113/119 Equipment Upg
Strategy:	To support and strengthen academic programs which best prepare students for transfer to senior institutions, and to provide career programs to prepare students for regional and global employment opportunities. modern computer equipment needed to keep competitive and use current products Courses require the installation of virtual machines to run multiple operating systems and programs simultaneously. Course must be able to be taught in any of the computerized classrooms . Advanced PC specs required Tech Funds to be used for purchase Required PC SPECS: I7 processor , 16GB RAM, 512 GB SSD It has been 7 years since the last replacement of equipment
Fund Type: Tech Fee Funding Amount: 79200 Fund Description: upgrading B107/111/113/119 88 computers x \$900	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	MATH/CSC/ITE
Priority:	Medium
Short Description:	B115 New Projector
Strategy:	Currently there is no overhead projector in the B115 computerized classroom.
Fund Type: Tech Fee Funding Amount: 2500 Fund Description: B115 new projector	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	MUSIC
Priority:	High
Short Description:	AAS in Sound Recording Tech
Strategy:	Create a new Associate of Applied Science degree program in Sound Recording. The Music Department has sponsored a Certificate in Studio Recording Technology since 1989. There is ever-increasing demand for a two-year degree in this field.
Fund Type: No new budget required Amount: 0 Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	MUSIC
Priority:	Medium
Short Description:	AAS in Music Education
Strategy:	Create a new Associate of Applied Science in Music Education. Currently, the Music Department offers an AAS in Performing Arts: Music. A new program would attract students with the intention of entering the music education field. Adding the following information from the chair: A survey of students currently enrolled in the A.A.S. degree program in music performance reveals that 54% of them intend to pursue music education when they enter baccalaureate studies. Furthermore, nearly half the AAS graduates or transfers in the prior three years began music education programs upon completing their studies at NCC.
Fund Type: No new budget required      Amount: 0      Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	low
Department:	PSYCHOLOGY
Priority:	Medium
Short Description:	Micro Credentials
Strategy:	Create a Micro Credential for Mental Health Assitant
Fund Type: No new budget required      Amount:      Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	THEATRE & DANCE
Priority:	High
Short Description:	Drapes for Dance/Lab Classroom
Strategy:	To provide appropriate space and lab for Actors and Dancer Majors for Transfer , Pathways, Resumes and professional job applications.
Fund Type: Capital      Amount: 9500      Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	THEATRE & DANCE
Priority:	High
Short Description:	Hire Architect
Strategy:	The Theatre Department has been in a temporary structure since 1984. in approximately 2009, New York State authorized 20 Million dollars in matching funds which have never been matched by the County. TWICE. Nearly all area colleges with Theatre or Dance programs in the vicinity have seen new facilities and major renovations to old facilities while Nassau has done little except necessary repairs. The building is unsightly, with inadequate interior space, and the Department cannot compete for quality students with the generally poor condition of the facility. Built in 1964 with a 15 year guide line for structural integrity.
Fund Type: Capital Funding Amount: 50000 Fund Description: please high actual Theater Architect	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	THEATRE & DANCE
Priority:	Medium
Short Description:	Heating Repairs
Strategy:	Multi-Year history of repair requests, increasing number of failing units, complaints from classroom teachers and patrons of shows. The College needs to replace at least 1/2 of the unit-ventilators in the building immediately. The second half could be spaced out over time. Purchase and install for total replacement at least 5-6 new univentilators, with local thermostat control. At least 1 new unit should be installed in both Theatres, the two acting classrooms, and the Chair's office.
Fund Type: Capital Funding Amount: 50000 Fund Description: would need in house bid	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	High
Department:	THEATRE & DANCE
Priority:	Medium
Short Description:	Wireless DMX and Headsets
Strategy:	To support and strengthen academic programs which best prepare students for transfer to senior institutions, and to provide career programs to prepare students for regional and global employment opportunities
Fund Type: New budget required Amount: 5000 Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	THEATRE & DANCE
Priority:	Medium
Short Description:	Ticket Box Office Modications
Strategy:	The Box Office is part of the applied learning experince for students in the Theater, Dance and Technical Theater Programs, where they develop skills for managing ticket sales, security and usage of the facility. Students need to learn on modern equipment so that they are prepared for the workforce.
Fund Type: Tech Fee Funding    Amount: 2000    Fund Description: Scanner and Office Monitors and equipment	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	THEATRE & DANCE
Priority:	Medium
Short Description:	Digital Lighting Control
Strategy:	Replace aging and outdated equipment before full failure. There has been one hard drive failure in one console; the hard drive was replaced and the software was reinstalled. There has been one internal fan failure and the technical faculty replaced the failed fan. A second console is showing signs of fan failure. In evaluating the equipment and troubleshooting on going issues with the ETC Technical Support, after serial number verification, collectively the equipment has been deemed too old to qualify for mother board replacement or processor upgrade. The equipment is over ten years old, out of warranty and production for a number of years. Therefore, the best course of action is to replace the items.
Fund Type: Tech Fee Funding    Amount: 45000    Fund Description:	

Academic Affairs Plan Strategy:	2.1 Provide programs that prepare well-rounded students for transfer and regional and global employment opportunities
Academic Affairs Priority:	medium
Department:	THEATRE & DANCE
Priority:	Medium
Short Description:	Computers
Strategy:	Update computers for faculty and student use.
Fund Type: Tech Fee Funding    Amount: 2500    Fund Description: Mac Mini and Monitors	

Academic Affairs Plan Strategy:	2.2 Provide schedules that respond to student needs, including a variety of times, modalities, and sequences.
Academic Affairs Priority:	High
Department:	LEGAL STUDIES
Priority:	High
Short Description:	Marketing New Paralegal Progra
Strategy:	We would like to advertise and market to potential students that our approved American Bar Association Paralegal Certificate can now, for the first time, be earned by taking courses that are Synchronous Online and Asynchronous Online, pointing out to students that they no longer need to come on campus, if that fits their desire and lifestyle.
Fund Type: Marketing	Amount: Fund Description:

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	High
Department:	ART GALLERY
Priority:	High
Short Description:	Increase in BB budget
Strategy:	Available funding for this budget is critical to purchase materials and gallery furniture. Galleries currently needs: 10 Pedestals 4 Shelving 20 Frames These items are needed for exhibitions.
Fund Type: Capital Funding?	Amount: 4000 Fund Description: Pedestals around \$2000 Shelving \$1000 Frames \$1000

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	medium
Department:	ART GALLERY
Priority:	High
Short Description:	Computer & Printer for College
Strategy:	To produce data base of NCC Art Collection for research purposes. Student use and National Standards and Best Practices for U.S. Museums.
Fund Type: Tech Fee Funding	Amount: 2500 Fund Description: Prices of computers and printers fluctuates depending on the market.

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	High
Department:	LEGAL STUDIES
Priority:	Medium
Short Description:	Training in eDiscovery Technol
Strategy:	We will reach to Kcure,, a eDiscovery company that provides software and training for academic institutions for electrotonic discovery and case management for use by our students in the job market and would also provide faculty training.



Fund Type: Grant or external source	Amount:	Fund Description:
Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences	
Academic Affairs Priority:	High	
Department:	MARKETING/RETAILING/FASHION/INT DESIGN	
Priority:	High	
Short Description:	Adobe Named Licenses	
Strategy:	Students entering the field of fashion must be familiar with and able to use Adobe software. It is not currently in the standard suite of programs that is available to upload to our computers/laptops/surfaces.	
Fund Type: Tech Fee Funding	Amount: 6772.5	Fund Description: 42 Named Adobe Licenses. \$161.25 each.

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences	
Academic Affairs Priority:	medium	
Department:	MATH/CSC/ITE	
Priority:	Medium	
Short Description:	Air Quality Monitoring Equipme	
Strategy:	Purchase of Air Quality Monitoring equipment tied to ENV 101/102/104 as well as meterology courses. This equipment will be integrated into the aforementioned courses.	
Fund Type: Tech Fee Funding	Amount: 62150	Fund Description: air quality monitoring equipment for several environmental and meterology classes

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences	
Academic Affairs Priority:	High	
Department:	MORTUARY SCIENCE	
Priority:	High	
Short Description:	Funding for securing cadavers	
Strategy:	To make cadavers available to students to enhance student practical training in the embalming lab. The expansion of the Mort Sci programs and rising cost of cadavers requires additional funding for students to use in the embalming lab.	
Fund Type: Operations-OTPS	Amount: 2000	Fund Description: Additional funds for this increase in price of the Hospital for student embalming. Currently \$11,000

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences	
Academic Affairs Priority:	NA	
Department:	MORTUARY SCIENCE	
Priority:	High	
Short Description:	Increase in budget for laboratory supplie	
Strategy:	To be able to purchase of embalming lab supplies	
Fund Type: Perkins?	Amount:	Fund Description:

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	High
Department:	MUSIC
Priority:	High
Short Description:	Recital Hall for Music Department
Strategy:	To renovate the Navy Movie Theatre for use by the Music Department. The Music Department does not have a performance space for its performing organizations. The County has offered the Navy Movie Theatre to the College. This will be used for public performances of our Concert Band, Orchestra, Chorus, Chamber Ensemble and Jazz Ensemble. It would also be used by the Music Department to hold workshops for the community.
Fund Type: Capital Funding      Amount: 200000      Fund Description:	

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	High
Department:	MUSIC
Priority:	High
Short Description:	Music Department Facilities
Strategy:	To build a new facility that will contain a music performance classroom, used for rehearsals, recitals, lectures, workshops, master classes, etc., and will also contain classrooms, recordings and score library, instrument and sheet music storage facilities, applied music teaching studios, practice rooms, and sound recording facilities. These facilities should have acoustical treatment appropriate for a music facility.
Fund Type: Capital Funding      Amount: 300000      Fund Description: Joint funding by SUNY and Nassau County	

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	High
Department:	MUSIC
Priority:	High
Short Description:	Console for Recording Program
Strategy:	To provide students with current technology in the Lab/Classroom. The console will allow student to gain training on industry standard equipment. It will allow students to enter the workforce with professional training in the area of recording audio.
Fund Type: Done?-Perkins      Amount: 65000      Fund Description: Perkins Funds	

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	High
Department:	MUSIC
Priority:	High
Short Description:	Mac Computers for Classroom/Lab
Strategy:	Replacement of 10 +year old Computer Audio workstations.
Fund Type: Grant or external source	Amount: 75000 Fund Description: Perkins Grant if not funded by Tech Fees

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	high
Department:	MUSIC
Priority:	High
Short Description:	Recording Studio Control Room Computers
Strategy:	Replace two workstations that are obsolete and 8 years old. The workstations can no longer run the current mixing boards and outboard audio gear.
Fund Type: Perkins	Amount: 16000 Fund Description: @ Mac Studio Computers \$8,000.00 ea

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	NA see above
Department:	MUSIC
Priority:	High
Short Description:	Mac Computers for Classroom/Lab
Strategy:	Replacement of 10 +year old Computer Audio workstations.
Fund Type: Perkins	Amount: 75000 Fund Description: 30 Computers \$2,500.00 each

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	Medium
Department:	PSYCHOLOGY
Priority:	Medium
Short Description:	Internship-PSY 490
Strategy:	Place students in internship settings that will foster career growth and hopefully, lead to employment within the agency assigned
Fund Type: No new budget required	Amount: Fund Description:

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	High
Department:	THEATRE & DANCE
Priority:	High
Short Description:	New Stage and House Seating
Strategy:	In the absence of a new facility, maintenance and upgrades needs to happen in existing space. The stage in both the little theatre and the mainstage theatre literally supports the Acting, Dance, Technical Theatre programming. The College needs to make an investment in program.
Fund Type: Capital Funding      Amount: 125000      Fund Description:	

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	High
Department:	THEATRE & DANCE
Priority:	High
Short Description:	Maintenance of Existing Building
Strategy:	Building W Theatre is a structure that was erected over 55 years ago as a temporary solution - a Butler Building. The footprint and structure does not provide support the current needs of the students.
Fund Type: Capital Funding      Amount: 0      Fund Description:	

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	High
Department:	THEATRE & DANCE
Priority:	High
Short Description:	Lumber for Production Lab
Strategy:	Actual building supplies for construction are necessary for education of the Technical students as a real world hands on experience.
Fund Type: Operations-OTPS      Amount: 5000      Fund Description: Increase cost and no stock on hand.	

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	High
Department:	THEATRE & DANCE
Priority:	High
Short Description:	Yearly Sound Rental for Microphones
Strategy:	Live performances is key to the performing artist. Without microphones and speakers et. al. the education of the student is incomplete. It is mandatory that the understand how to modulate and use this equipment. In support of the proposed new Musical Theatre Major, large scale musicals are required with the appropriate technological support.
Fund Type: Operations-OTPS      Amount: 5000      Fund Description: Additional musical	

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	high
Department:	THEATRE & DANCE
Priority:	High
Short Description:	Subscribe to Digital Theatre+
Strategy:	This resource is a web-based service and the only cost is the annual subscription. On-going annual expense.
Fund Type: Tech Fee Funding    Amount: 1000    Fund Description: price increase for subscription	

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	medium
Department:	THEATRE & DANCE
Priority:	Medium
Short Description:	4 ETC Source 4 LED Series 2 Lighting Instruments
Strategy:	To enhance current lighting capabilities to remain up to date with Theatre Lighting Technology. These types of instruments are industry standard for students entering the workforce or continuing to a 4 year program. The new technology is more environmental and educationally sound. The lighting equipment is needed for the Lighting Class, Lighting Fundamentals - THR 202.
Fund Type: Tech Fee Funding    Amount: 8500    Fund Description:	

Academic Affairs Plan Strategy:	3.1 Ensure students are learning by offering program-relevant, high-quality applied learning experiences
Academic Affairs Priority:	High
Department:	THEATRE & DANCE
Priority:	Medium
Short Description:	Kennedy Center American Colleg
Strategy:	Since its inception, KCACTF has given more than 400,000 college theatre students the opportunity to have their work critiqued, improve their dramatic skills and receive national recognition for excellence. More than 16 million theatergoers have attended approximately 10,000 festival productions nationwide.
Fund Type: Operations-OTPS    Amount: 10000    Fund Description:	

Academic Affairs Plan Strategy:	
Academic Affairs Priority:	High
Department:	ART
Priority:	Medium
Short Description:	Update Climate Control GC65
Strategy:	Fix or replace the existing climate control system in GC65. Extreme fluctuations of heat and cold in GC65 create an unhealthy classroom environment for students, and effects the life/performance of computers and equipment. Resolving current limitations due to needed repairs interrelate to the need to create an environment suitable for teaching and learning, and to furnish adequate facilities.
Fund Type: Capital Funding	Amount: 1000 Fund Description: Installation of new climate control units.

Academic Affairs Plan Strategy:	
Academic Affairs Priority:	High
Department:	ART GALLERY
Priority:	High
Short Description:	Signage for Gallery
Strategy:	To provide location and direction signs for new Gallery. Install signage similar to one on Life Science building.
Fund Type: Capital Funding	Amount: 12000 Fund Description: Price varies depending on the provider.

Academic Affairs Plan Strategy:	
Academic Affairs Priority:	High
Department:	MATH/CSC/ITE
Priority:	Medium
Short Description:	Y2M; ID advertising strategies
Strategy:	To encourage faculty development with programs that promote scholarship and creativity, and to encourage the adoption of innovative teaching methods and technology support and strengthen academic programs to enhance student learning. Requested activity by local high schools Acknowledged administrative priority to increase College's marketing program in a cost-effective way
Fund Type: Marketing	Amount: 800 Fund Description: money to advertise and support initiative.