



# **Internal Focus Group Report – Rationale, Questions, and Data**

**Office of Planning and Institutional Effectiveness  
February 2012**

## **RATIONALE AND FRAMEWORK FOR THE FOCUS GROUPS**

While strategic planning cannot and must never be used as fortune telling (Mintzberg, 1994), it is, at its core, about providing a method for aligning the operations and budgeting with changing external conditions (Cope, 1989) and has been a central planning process within colleges and universities since the early 1980s (Keller, 1983). As such, there are two foundational elements that must be included – the use of multiple data points and the involvement of individuals throughout the college. Effective strategic planning requires that qualitative data, intuition, opinion, and interpretation maintain a central place given that hard data is best synthesized when filtered through the understandings, expectations, and intuition of the stakeholders (Mintzberg, 1994; Rowley et. al, 1997, Cope, 1989). Brainstorming efforts, involvement of multiple groups, and integrated direction-setting activities are critical both in the data gathering and interpretation stages. The Strategic Planning Council (SPC) is the inclusive, integrated body that will ensure that the opinions, understandings, and intuitions of the college community are included throughout the process, but the entire effort will be strengthened significantly by ensuring that one of the initial data-collection activities is also inclusive and based upon intuition. This is where the focus group effort fits into the strategic planning process. Clearly, the members of the SCCC community, both internal and external, are our primary “storehouses of knowledge” (Cope, 1989, p.55) and as such, we need to ensure that their voices are heard.

### **THE FOCUS GROUP**

Focus groups offer a powerful opportunity for introducing intuition, opinion, and emergent thinking during the information gathering portion of the strategic planning process (Mintzberg, 1994) and by providing a voice to those most knowledgeable about the college, the institution will be provided with an avenue for access to tacit knowledge - a resource which often goes under leveraged (Alfred, Shults, Jacquette, and Strickland, 2009). By increasing the dialogue and allowing for the formalization of conversations that address changing environments, college stakeholders will become partners in the change process and invaluable contributors to institutional direction-setting. Another benefit is that it provides a formal opportunity to examine the cultural expectations and aspirations of stakeholders (Rowley et. al., 1997). When considering that intuition and opinion are important in ensuring alignment between college operations and the changing external environment, gaining an understanding of cultural expectations will help us to appropriately frame the process. To gather information that is useful and provides a structure for analysis, we must consider the conceptual/theoretical framework that will be used to develop the questions and probes included in the interview protocol (list of questions) and to analyze the collected data.

### **FOCUS GROUP FRAMEWORK**

The focus group approach is strengthened by developing an appropriate theoretical framework that drives the development of questions, interpretation of the data, and presentation of the analysis. The process is strengthened because the framework becomes the basis for both trustworthiness (validity) and dependability (reliability), allows for greater interpretation of emerging themes, and increases the rigor of the study (Lincoln & Guba, 1985; Strauss & Corbin, 1997; Yin, 1984). To

develop an appropriate framework, we have examined six publications (the first five of which are seminal works) that deal with planning, strategy, institutional effectiveness, and the future trajectories of community colleges. These include the following:

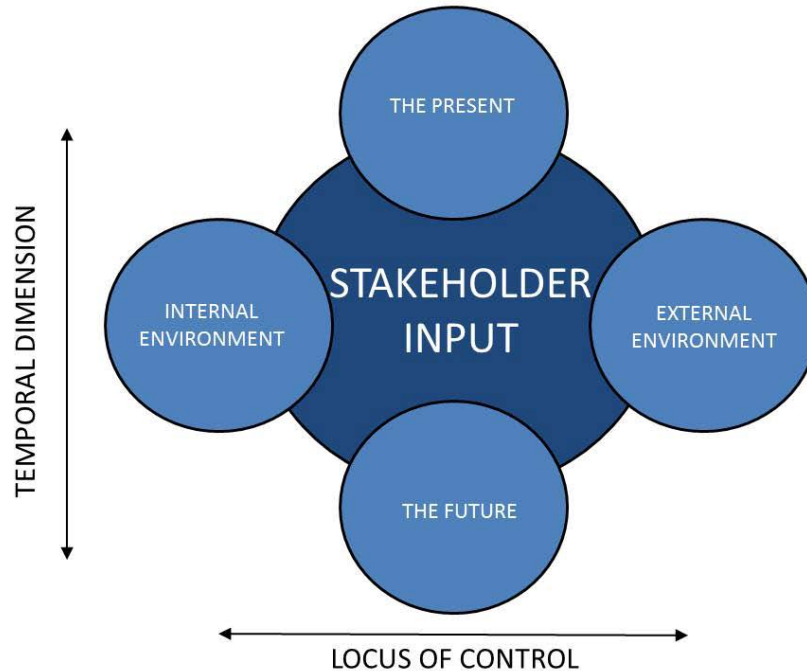
- Cope's High Involvement Strategic Planning: When People and their Ideas Really Matter.
- Rowley, Lujan, and Dolence's Strategic Change in Colleges and Universities: Planning to Survive and Prosper
- Mintzberg's The Rise and Fall of Strategic Planning (a publication that supports and helped to reframe how strategic planning is conducted – not eliminate it as the title may suggest)
- Alfred, Shults, and Seybert's Core Indicators of Effectiveness for Community Colleges
- Alfred, Shults, Ramirez, Sullivan, Chambers, and Knabjian-Molina's Managing the Big Picture in Colleges and Universities: From Tactics to Strategy
- Alfred, Shults, Jacquette, and Strickland's Community Colleges on the Horizon: Challenge, Choice, or Abundance

Based upon a thorough analysis of these publications, the following information emerged as foundational for SCCC's strategic planning focus group framework:

- Stakeholders must discuss where the college is now, the direction it is going, and ideally where it will be in the future
- Change is constant and, as such, the impacts of change on college members must be assessed
- Strategic planning must seek to find where opportunities are being met as well as where they are not
- Strategic planning must seek to find out what people want from the college
- Stakeholders must discuss the uniqueness of the college
- Stakeholders must discuss the impact of the external environment on the college
- Stakeholders must consider how the college will need to align itself to take advantage of future opportunities, both internal and external.

As a result of this information, it is clear that the questions will need to garner input from stakeholder groups regarding their views on the direction of the college, assessment of strengths and weaknesses, assessment of opportunities and threats (external), and the impact of change on the college. All of these issues must also be addressed across the categories of time (the present and the future) and control (internal environment vs. the external environment). Based on this information, the following framework has been developed to guide the development of questions and probes within the interview protocol.

## Graphical Representation of the SCCC Strategic Planning Focus Group Framework



Based upon this information, the following questions and probes have been developed<sup>1</sup>

Question 1: Based upon your experiences with Suffolk County Community College, what would you say our institution should be most proud of?

Probe 1: What do you feel the strengths of the college are?

P2: What aspect(s) of the college do you feel we are most known for?

P3: If there was one thing you felt that our county needed to know about our college, what would it be?

Q2: All institutions of higher education have areas where they can improve and Suffolk County Community College is no different. Therefore, could you share your opinions about areas where you want to see our college improve?

P1: What do you feel the weaknesses of the college are?

P2: What are some areas that you feel could be strengths with some modifications and what modifications do you feel are needed?

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<sup>1</sup> It must be noted that this is an interview protocol and there is a small chance that all probes will be asked. Qualitative focus groups are typically semi-structured and, as such, the facilitator will strive to engage respondents in a conversation that elicits strong and relevant opinions. As such, there is no guarantee that all questions will be asked since a highly productive session may require the facilitator to allow lengthy discussion.

P3: What, do you believe, is keeping us from reaching our full potential?

Q3: As the college moves forward with its strategic planning efforts, what areas, initiatives, or activities would you like to see our institution focus on in the future?

P1: What do you want Suffolk County Community College to be known for?

P2: What is the college not currently doing that you would like to see us do in the future?

Q4: In your opinion, what are some of the most dramatic impacts that the external environment (i.e. politically, economically, socially, or technologically) is currently having on Suffolk County Community College?

P1: How is the external environment negatively impacting the college?

P2: How is the external environment positively impacting the college?

P3: How effectively is SCCC responding to current external influences?

Q5: Looking forward into the next 5-10 years, what do you feel the biggest impacts of the external environment will be on SCCC (i.e. politically, economically, socially, or technologically)? How should the college move forward in addressing them?

P1: Moving forward, what are some trends that will significantly impact SCCC in a negative manner?

P2: What are some potential opportunities that SCCC must take advantage of?

### INFORMATION FROM THE FOCUS GROUPS

A total of 30 internal focus groups were convened and facilitated between December 13<sup>th</sup> and February 9<sup>th</sup> with nearly equal representation across the campuses<sup>2</sup>. To ensure that the College could

#### Focus Group Breakdown by Campus and Group

	Students	Faculty	Staff	Administrators
Ammerman	2	2	4	1
Eastern	3	2	2	2
Grant	3	3	2	2

<sup>2</sup> While there were 28 groups convened on the campuses, an additional 2 sessions were convened with our alumni who work at the college. Alumni participants included College faculty, staff, and administrators.

gather all of the information offered from our constituents, the conversations were recorded and transcribed so that a process known as “stage-coding” could be utilized. Put simply, this is a qualitative data analysis procedure that pulls statements (known as codes), line by line, from each of the transcripts and then utilizes two different categorization stages (known as axial and selective coding) to elicit a final set of themes that provide the overarching perspectives of participants. The initial line by line analysis resulted in more than 1,500 unique statements and was categorized into 65 themes through the use of the framework identified earlier in this report. Using the framework to both craft the questions and to guide the first categorization process increased the rigor of the process and added to its trustworthiness and dependability. At Suffolk, this analysis was strengthened by the fact that OPIE conducted the first two portions of the analysis (line-by line analysis and the first categorization process) while the final stage was conducted by the Focus Group task group of the Strategic Planning Council. The task group did an excellent job of taking the 65 statements they were provided and categorizing them into the 8 final themes (selective codes) that the Environmental Scanning and Gap Analysis task groups will be using in their work. In all, around 250 of our student, faculty, staff, and administrative voices were heard and are a foundational element of our burgeoning strategic plan.

The final 8 themes that emerged from the analysis of the data are as follows:

- Review policies, systems and resource (funding, infrastructure, technology) distribution to improve efficiency, compliance and equality
- Improve senior leadership visibility, communication and information flow both college-wide and within individual units
- Ensure operations are collegial and mission-centric, with change only as needed
- Improve faculty and staff recruitment, training and recognition
- Enhance marketing and partnership efforts while improving image and correcting misconceptions
- Benefit from external forces, including partnerships and articulation agreements
- Build on the positive learning environment that has been created by faculty and staff
- Address challenges presented by student academic, cultural and economic circumstances while reinforcing the college's student-success focused mission

There are two appendices within this report that provide a breakdown as to the more than 1,500 statements that were categorized into 65 themes as well as how the 65 categorized themes were then categorized into the eight themes listed above. It should be noted that this is not the final time that the College will engage in this level of input gathering from the entire community. In fact, we will be looking to conduct focus groups on a yearly basis to ascertain whether adjustments need to be made

to the strategic plan. Finally, we want thank all of the students, faculty, staff, and administration who gave of their time to participate in the focus groups and provides such a rich amount of data to work with. We also want to thank the Executive Deans, their office, and all of the faculty, staff, and administrators who facilitated the focus sessions as this effort would not have been possible without their leadership. Especially critical was the work of the facilitators who took on the added responsibilities of going through facilitator training, attending an introductory qualitative research session, and working to both schedule and facilitate the sessions on their campus. The individuals who facilitated the sessions (outside of OPIE) were:

**Ammerman:**

Dr. Tom Coleman  
Dr. Dorothy Laffin  
Susan Lieberthal  
Linda Sprague

**Eastern**

Richard Amster  
Jim Banks  
Suzanne Dela Raba

**Grant**

Kathleen Burger  
Bruce Segar  
Dr. Hector Sepulveda  
Dr. Jane Shearer

This report marks the completion of one extensive data gathering effort, yet at the same time marks the beginning of our enhanced efforts to gather input from all of our stakeholders. This information is critical as we, as a community, collaboratively plot our future trajectory, a trajectory in which we all have a stake and a responsibility to see through to fruition.

**Appendix 1: Final Themes (Selective Codes) and Supporting Themes (Axial Codes)**

<b>I.</b>	<b>Review policies, systems and resource (funding, infrastructure, technology) distribution to improve efficiency, compliance and equality</b>
1	The college should re-examine its institutional policies
2	The college should re-examine the efficiency/effectiveness of its systems
3	Internal constituents would like a better Banner experience
4	The college is operating with inadequate funds
5	The college should re-examine its approach to funding
6	The college needs to ensure adherence to its policies
7	The FT/PT faculty ratio is unbalanced
17	Internal constituents feel the College should review its institutional procedures
18	Internal constituents note that there are inequities across the campuses
34	The college needs to effectively address personnel matters within departments/units
39	Internal constituents want to see technological enhancements across the College
43	Internal constituents feel there is too much bureaucracy at the College
46	The College should review the transportation needs of students, faculty, and staff
50	The College needs to address its infrastructure
54	Internal constituents have concerns about Dover
59	Internal constituents have concerns about fairness/equity at the college
60	Internal constituents expressed a number of security concerns
<b>II.</b>	<b>Improve senior leadership visibility, communication and information flow both college-wide and within individual units</b>
15	The College needs better communication within divisions/units
16	The College needs better communication between divisions/units
23	Overall college communication is problematic
25	Internal constituents want the administration to gather and utilize institution-wide input
26	Internal constituents want the administration to visit the campuses
32	Internal constituents are looking for guidance from its senior leadership
41	Internal constituents want to see a greater connection between the campuses and their surrounding communities
52	Students want more input into the College’s direction setting and decision-making
53	Students desire more interaction with leaders inside and outside of the College
58	There are numerous concerns about information flow at the College
<b>III.</b>	<b>Ensure operations are collegial and mission-centric, with change only as needed</b>
44	The college needs to become more comfortable with change
45	The College needs to ensure it is operating in accordance with its mission
48	Internal constituents feel that SCCC should enhance the “collegiate feel” of the college



57	Internal constituents feel the college does not live up to the “One College” motto
62	The amount of change at the College has negatively impacted morale
<b>IV.</b>	<b>Improve faculty and staff recruitment, training and recognition</b>
8	The college should review its training activities and initiatives
9	The college should review its orientation activities
27	The college is significantly understaffed
28	The college needs to increase and expand its recruiting efforts
36	Internal constituents expressed a desire for institutional appreciation and recognition of work
<b>V.</b>	<b>Enhance marketing and partnership efforts while improving image and correcting misconceptions</b>
20	Some external forces provide the College with opportunities
31	The College needs to more effectively connect with high schools
35	There are many misconceptions about the College within Suffolk County
42	Internal constituents want to see an expansion of the College’s marketing efforts
49	Enhancements at the College are improving the image within the county
64	Internal constituents want to see more pervasive alumni involvement
<b>VI.</b>	<b>Benefit from external forces, including partnerships and articulation agreements</b>
19	There are significant, negative external forces that impact the College
20	Some external forces provide the College with opportunities
29	The College needs to enhance its external partnerships
33	Suffolk County receives numerous benefits from the College
40	Suffolk County values the college
55	The college needs to stay current with its articulation agreements
<b>VII.</b>	<b>Build on the positive learning environment that has been created by faculty and staff</b>
22	The college has very strong academic programs
30	The College needs to more fully understand and enhance student success
37	Suffolk students are educated by the College’s outstanding faculty
38	Suffolk students are supported by the College’s outstanding staff
47	The College is committed to providing an outstanding learning environment
63	The libraries are a great resource to the college
65	The Suffolk experience changes our students’ mindsets
<b>VIII.</b>	<b>Address challenges presented by student academic, cultural and economic circumstances while reinforcing the college's student success- focused mission</b>
9	The college should review its orientation activities
10	Faculty are educating an increasing number of non-traditional students
11	Caring for students is at the core of the College’s values
12	Internal constituents believe the College should review its academic offerings

13	Internal constituents believe the College should review its student/educational support services
21	Internal constituents believe the college should review student advisement
61	Internal constituents would like to see a shift towards more student-focused behaviors
14	The College is serving an increasing number of economically challenged students
24	Faculty are educating an increasing number of underprepared students
51	Students have varying levels of commitment
56	Students have numerous concerns regarding textbooks

## **Appendix 2: Supporting Themes (Axial Codes) and Participant Statements (Open Codes)<sup>3</sup>**

### **The college should re-examine its institutional policies**

Academic policies need to be reviewed regularly  
The College needs a standardized class attendance policy  
We need policy exceptions for graduating students  
Some faculty feel there are too many "wishy-washy" policies  
Some faculty want more clarity in academic policies  
Some faculty want to see a policy that mandates final grades be submitted the last week  
Contracts need to consider what is best for the institution  
Major weather events are becoming more common and will impact academic programs  
People live by the letter of the contract even when it negatively impacts students  
Printing limits sometimes means that students can't print out complete papers  
Union policies should consider changing external circumstances  
Some staff would like to take courses here but can't afford it  
Some staff would like discounts so they can afford to take course at SCCC  
Some faculty want to see course retake limits

### **The college should re-examine the efficiency/effectiveness of its systems**

Good teamwork allows the College to compensate for faulty systems  
Students get removed from courses when they shouldn't be (de-enrollment)  
Some individuals want the college needs to maintain a central information repository  
"The college needs call centers at each campus"  
Some individuals would like to see if the financial system can provide immediate updates  
Waivers need to be kept in a central location so that those who need access know where to look  
Some individuals feel the auditing process is slowing everything down  
Some students would like to connect the emergency messaging to student phones  
"We need more college-wide support systems"  
Some staff want to see a continuation of efforts to create more cohesive college-wide systems  
Some faculty and staff are frustrated by the amount of time it takes to receive orders  
Some individuals feel the purchasing process prevents faculty and staff from offering up to date products  
The College should continually examine new delivery systems  
Some staff would like to see the student support systems need to be automated  
Some individuals would like for the academic systems to be fully automation  
Some individuals would like to see better, formalized systems  
We need simplified student intake systems  
Some students would like to see a more robust emergency management system  
Academic holds need to be taken off by hand  
Some individuals want to ensure our systems and processes are electronic  
Students become impatient with how much waiting they are asked to endure  
Individuals would like greater efficiency and flexibility in backbone operations  
We need more streamlining of operations

### **Internal constituents would like a better Banner experience**

Some individuals would like for the notes on the bill need to be more prominent

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<sup>3</sup> Statements in quotations were taken verbatim from the transcripts while the other statements reflect paraphrasing of the comments

“Other colleges make better use of Banner”

There is a concern that messages in Banner are inconsistent between the campuses

Some individuals feel that Banner's setup makes it difficult to follow academic policies

“Program changes throw Banner off”

“The academic catalog and Banner don't always line up”

Some individuals indicate that there is confusion about Banner policies and procedures

Some people feel that we are not utilizing all of Banner's functionality

“We are still struggling with Banner”

“We need greater standardization in Banner”

Some individuals feel that Banner issues prevent us from reaching our full potential

People want a better understanding about what "violates the standards of Banner"

Some individuals believe that Banner should easily provide all information on students

Some staff feel that Banner should indicate which information is available for parents to see

“Banner crashes too frequently”

People are experiencing “incremental improvements” with Banner

Individuals feel there is not enough technical support to fully unlock Banner

### **The college is operating with inadequate funds**

Some individuals feel that Retention will be higher with greater funding

Some individuals would like to see the college increase its fundraising efforts

There is a concern that the lack of resources is preventing us from operating effectively

We need more money to “effectively assist and support students”

Salaries are not keeping up with the cost of living

Some people feel that college employees made sacrifices to work at the college and should see some benefit

Some individuals believe that we need to gain access to new revenue streams to support students

Some faculty believe pressure may come to build dorms

Some faculty feel that dorms should not be on the table given the finances involved

Some students feel that they are “going to be paying forever”

Increasing the number of scholarships would help students

We need to continually explore opportunities for grants

Some individuals believe that we need to explore opportunities to establish affordable housing

Some individuals would like to see the college find a way to make computers available to students at a discount

We need to ensure resources are available to meet opportunities

Some faculty want to see the college pursue more private money and "benefactors"

Some individuals would like to see the college could give naming rights to individuals interested in supporting the college

The college should “pursue private funds more aggressively”

Some individuals believe that the college overachieves given the budgetary restraints

There is a concern that students are footing too much of the operational budget

Increasing enrollments have not led to increased support for faculty

We need to find resources that support our diverse student population

“We need more resources”

Some faculty want to see business and industry share our educational costs

Some students expect more cuts from Albany

Some individuals believe that a lack of funding is impacting our ability to implement innovative ideas

### **The college should re-examine its approach to funding**

“There are too many unfilled lines”

Money needs to be appropriately distributed so that students benefit  
“We can't jump at every funding opportunity”  
Some individuals want to see more strategic cuts instead of “across the board cuts”  
Some individuals would like to see the College more effectively distribute lines  
“We need to move away from zero based budgeting”  
Some people would like to see the college explore strategically reallocating funds  
Some staff feel that under resourced areas lead to student delays  
“Unfilled lines need to be filled”  
Some individuals would like to see vacant lines moved to where they can be better utilized  
“We can't have zero equipment money in academic programs”  
Some faculty wants the College to ensure rational and appropriate funding for academic programs  
“We need more funding for faculty”  
Some individuals believe there is too much non replacement of lines  
Some individuals believe that our honors program is under resourced  
“We are playing catch up with some of our programs”

### **The college needs to ensure adherence to its policies**

Some individuals would like to see policies on ID cards need to be enforced college wide  
Some individuals would like the College to force students to use their Suffolk e-mails  
Some students want to see policies applied with empathy for the students  
Some students want to see policies enforced equally  
Some students feel that individuals on campus should show IDs  
Some faculty wants administration to step up and follow through with policy adherence  
“Administrators need to enforce policies”  
“We need to change the policies that limit online enrollment”  
We need to prevent departments from "getting around" policies  
Some students believe that College policies are preventing students from operating the food pantry  
Some students don't want to be prevented from helping as a result of college policies  
Some students want logical and flexible policies  
We need to ensure that students know the policies  
Some individuals believe that the college should be leading efforts to change energy policies  
There is a concern that practices and policies don't match  
Some individuals want to ensure that students are held accountable to policies  
Some students suffer from the inconsistent application of policies  
Some students pick and choose which campus to receive service based on desirability of the policies  
Some individuals feel that institutional policies and procedures are inconsistent  
Some individuals would like to see that rules in the library need to be better enforced  
Some students want the smoking rules to be enforced

### **The FT/PT faculty ratio is unbalanced**

There is a concern that Middle States may have issues with the number of adjuncts  
There is a concern that too many adjuncts teach freshman seminar  
Some faculty feel that too many of them are asked to serve on too many committees  
“FT to PT ratios are getting worse at night”  
Some faculty believe that the College needs more faculty for high enrollment programs  
There is a concern that the College has too many adjuncts teaching  
“We need full-time faculty”  
Some faculty want to see the faculty and staff lines filled with full-time people  
The full-time to adjunct ratio "has become embarrassing"  
Some faculty want more oversight of the adjuncts

There is a concern that there are not enough full-time faculty to teach courses

### **The college should review its training activities and initiatives**

Some individuals believe that faculty and staff would benefit from training on how to meet the changing needs and expectations of students

Some faculty feel that they need more training on how Banner works

Some faculty have issues with the professional development choices (more input is desired)

Some faculty would like to see more discipline specific professional development

Parents are more involved in the student's lives and staff needs to learn how to adjust

Some individuals would like to see more professional development through funded training

Some faculty would like to see more training opportunities for adjunct faculty

There is a concern that we ensure greater sensitivity from faculty and staff regarding students with disabilities

Some individuals would like to see the bring back the conversational Spanish course for college employees

“Faculty need to take advantage of training opportunities”

Some faculty believe that we need to provide training on technology to students

Some staff believe that Fridays could provide opportunities to close down and have whole office training

There is a concern that individuals across the College are not comfortable enough with the technology

Some individuals feel they are more self-trained than trained through formal activities

Some people want hands on classes, not just one hour workshops

Some people want more training on Banner so that we can utilize it more

Some people would like to see a training center for new employees

Some faculty feel they need more training for the Title III grant

“Retreats are helpful for building camaraderie”

“Some of our students come in technologically deficient”

Some individuals feel that some of the restrictions get in the way of training opportunities

Some individuals believe there needs to be training on basic computer skills

There is a desire from some individuals for more inter-office professional development

Some faculty want a professional development center for faculty

Some faculty want more technical help in the use of the VLC

Some faculty are working to keep up with students technologically

Some faculty feel their colleagues would benefit from training designed to help them keep up with the students

Some students want more opportunities for faculty receive training on technology

Some individuals would like to see more hands on technical support or courses, not just one time workshops

There is a concern from some faculty that some of their colleagues don't take advantage of the TLC sessions

“We need faculty retreats during the summer and intercession”

Some faculty would like to see the college provide more hands on training for faculty

Some individuals would like to see the College use more of its “internal experts” to provide more professional development

“Ongoing development turns individual[s] into part of a greater change”

Some individuals believe we need to provide training and refreshers electronically

### **The college should review its orientation activities**

Some individuals would like to see the development of specialized seminars for our diverse population

Some individuals would like to see more mandatory orientations

Parental involvement has intensified  
Parents are flustered by FERPA  
“Students feel more entitled”  
“We need parent orientations”  
Parents are more involved in the admissions process  
Some faculty want a parent orientation to guide expectations  
Some students would like more than a stack of papers at orientation

### **Faculty are educating an increasing number of non-traditional students**

The College is enrolling more students with individual educational plans/special needs  
The College is enrolling more undocumented students  
The College is enrolling more single moms due to the flexibility of the courses  
The night program ensures that working adults have a chance at an education  
Some individuals feel that we need people to be the go-between with Veterans Affairs  
Some individuals feel that we need to better integrate ESL students into the college  
Some individuals feel that we need to better serve students who will never look for a four-year degree  
Some individuals feel that we need to do a better job of working with returning adult students  
Some individuals feel that we need to proactively meet student’s disability needs  
Some individuals feel that we need to show great understanding with the veterans  
Some individuals feel that we need to make ourselves really veteran friendly  
Some individuals feel that we should have peer mentors for older students  
Some individuals feel that Adult students are overwhelmed by the technology requirements in some classes  
“Its hard for our non-traditional students to finish on time”  
Some individuals feel that we are serving different types of students than we did previously  
The college is receiving a broad range of students with different life circumstances  
Some faculty are seeing in increase in the demand for upper level courses  
Some faculty are educating more students with advanced degrees  
Some night students want access to food and the bookstore  
The changing high school demographics give us an opportunity to serve other markets  
Some individuals believe that the college only goes after adult students during high school declines  
Early morning and late night classes represent outreach to working adults  
Some students feel that everything closes too early for night students to fully experience college life  
The College is enrolling more students with emotional and behavioral issues  
Some faculty notice that they are educating more students who are homeless  
We are experiencing a greater degree of swirling attendance patterns at Suffolk  
We get students who take their pre-requisites here  
We have "desperate career changers"  
We get a number of students who tried taking courses elsewhere  
Some individuals feel that we must prepare for a decreasing number of traditionally aged students  
Some faculty have noted that students are coming with more medical concerns  
There are concerns that the college is ill-equipped to deal with the changing psychological profile  
Some students note that common hour presents an issue for some of our working students  
Students are carrying heavy burdens outside of school (life concerns)  
The faculty needs to be aware that veterans are in their classes and adjust accordingly

### **Caring for students is at the core of the College’s values**

Providing individual attention to students is a college value  
College staff works to provide answers to students  
SCCC helps students as they find their way educationally

Student service is a value at the college  
Some students appreciate the service once they see what other colleges offer  
Some individuals feel that students are effectively served given the understaffing  
Some individuals feel that Students benefit from a seamless flow of services  
We need to talk to the students more to find out about their changing needs  
Some staff want to see the College continue to improve on its service to the students  
Student input is valued at the college  
Some individuals believe that Suffolk meets the individual needs of the students  
Some individuals believe that the application process is simple for students  
Suffolk has numerous scholarships available to support students  
Some students enjoy the book rental policy  
Some students feel that there is great camaraderie between the students  
People want to see the Title III project produce changes that benefit the students

### **Internal constituents believe the College should review its academic offerings**

There is a belief that all programs should have a program specific freshman seminar  
There are concerns that freshman seminar is too broad  
There are concerns that some courses have become unnecessary over time  
Some faculty would like to see more consistency within General Education  
Some faculty would like to see General Education aligned more with student goals  
Some faculty would like to see a more rigorous curriculum review  
There are concerns about “credit creep”  
Some students would like to see an examination and elimination of redundant coursework  
Some faculty want a thorough review of pre-requisites  
Some faculty want a review of course scheduling  
There are concerns about the structure and content of freshman seminar  
Some faculty would like to see the Developmental Studies program better supported  
Some students feel there is not enough communication between professors who teach pre-requisites and those teaching the subsequent courses  
Some faculty don't feel we have enough sections to effectively serve the large number of students  
Some faculty would like to see a greater institutional emphasis on math and science  
Some faculty would like to see more “service oriented” classes  
Some faculty would like to see the college should provide more support to our ESL population  
There is a belief that the general education requirements should be simplified  
There is a belief that we should embed sustainability within our academic programs  
Some faculty note that courses are being canceled because they are not mandatory within programs  
Some faculty would like to see more job training and basic job skills courses  
Some faculty would like to see the college focus more on academics and citizenship  
There is a belief that “if we build programs then the businesses will come”  
There are concerns that there is not enough flexibility within our offerings  
We need to reconsider class limits to allow more students to get the courses they need  
We should incorporate our website into intro classes so that students learn how to better navigate the site  
Environmental trends need to be considered within our academic programs (health and culinary were given as examples of where they have been)  
Some students would like to see greater consistency regarding course offerings  
Some students would like to see required courses offered “at reasonable times” on all campuses  
Some students feel there is too much overlap in some of their major courses  
Some students want greater integration of courses from other programs  
Some students want more challenging courses  
Some students want more courses that will prepare them for the world of work  
The academic programs should have a Spanish language requirement



Some students would like to see a course on basic finances  
We need more introductory to technology courses  
People want to see staggered schedules so that students can be better served  
Many students need hand holding their first semester  
New programs attract new students  
Some faculty see the need for growing the technical programs  
Some faculty want to ensure students have access to curriculum maps  
Some faculty want to see more uniformity in departments  
Some faculty see an uneven quality of teaching  
Some faculty want to see all their colleagues teach until the end of the semester  
Some faculty would like a "faculty common hour" where there are no standing meetings  
We need to carefully examine new programs for success  
The college should develop some smoking and drug cessation courses  
Learning communities need to become an institutional priority for them to succeed  
We need to increase the number of learning communities  
"Academics moves slower than economics"  
There is a belief that academics need to be aligned with changing economic conditions  
The academic departments need to "respect the common hour"  
Some faculty feel that students are looking to move out of arts and humanities  
We need to better support existing programs before expanding  
We need to get politicians into our faculty and student showcases  
We need to increase the number of faculty and student showcases  
We need to modify some courses to deal with social etiquette  
We need to more critically examine student intents and goals  
Being large means we can offer more classes  
Being large means we can offer more special topics classes  
Class scheduling is becoming more difficult with our current buildings  
Curriculum changes faster here than at four-year colleges and universities  
Existing courses should not have to go through an adoption process  
Freshmen seminar needs more support from senior level administration  
Only restricted courses should go through an adoption process  
Students need to use the same software in class that they will in their careers  
Some students are experiencing issues with not getting classes  
Some students want scheduling that does not make them wait a year for classes  
Some students want some "real life" courses  
Some students want some courses offered during common hour  
Some students like the variety of courses offered  
Courses don't always have to lead to a job  
The College should to provide more enrichment courses to the community (i.e. climate change)  
The college should provide a more cohesive package of enrichment courses  
We need to better promote the transferability of courses  
Faculty feel the changing demographics will lead to courses taught in Spanish  
We have tremendous flexibility in course offerings  
We need to reexamine course scheduling given that students take courses at multiple campuses  
Budget concerns cannot dominate academics  
We need an articulate vision about academics at SCCC  
Some faculty would like to see greater accountability in academics  
We need to ensure that academics prepare students to meet changing external environments  
We need to increase the support for our academic programs  
Some faculty want data on academic practices

We need more Apple computers for some of the academic programs  
Some students would like to see that academic computers are being used for academic purposes  
The College needs to ensure that standards are balanced by academic freedom  
The College needs to prepare students for careers that are emerging  
The College needs to consider whether program structures are appropriate  
The College needs to examine new certificate or degree programs  
The College needs to be innovative when developing new programs  
Some potential students are concerned that a college degree will not make them more employable  
We need to increase the number of one year and short term certifications  
We need to look at the future occupations against our offerings  
We need to ensure that our programs are connected to jobs  
There needs to be more congruence between the college programs and workplace  
We need to consider that some students can't commit to internships  
We need to pursue more internships  
The lack of appropriate budgets leave some of our programs outdated  
Not having a calculator for the mathematics placement exam presents a problem  
Programs have to be aware of shifting expectations in their fields  
Some share the opinion that we are trying to offer too many programs (be all things to all people)  
The variety of programs attracts a variety of students  
Internships need to be integrated throughout our programs  
Internships should not just be for the A.A.S. degrees  
Students aren't always well served by exemptions  
Some faculty need to adapt to changing times  
Some faculty believe that increasing educational standards will enhance our image  
There are concerns that the prerequisites aren't listed consistently  
Our size gives us the capability of adapting programs to meet needs  
There is the belief that "We can't operate like a business or corporation"  
We need more short-term certificates  
Some faculty feel the current "developmental education system sets students up for failure"  
Some faculty want a better and stronger accountability system  
Some faculty feel that some of their colleagues teach classes they are not qualified to teach  
Some faculty see the benefits of enacting comprehensive curriculum maps  
Some faculty feel there is too much variability between sections  
Some faculty want to see the English Department establish "some standard writing" expectations for  
SCCC students  
There is collegiality amongst the faculty  
Some faculty are concerned about the College's focus on assessment  
Some faculty feel that some of their colleagues are "lowering their standards"

### **Internal constituents believe the College should review its student/educational support services**

Our disability services need to be reviewed and revamped as appropriate  
The College should consider embedding tutoring into freshman seminar courses  
We need a centralized department for vets  
The College should review and revamp the career placement functions as appropriate  
We need to ensure greater transferability of courses  
People would like to see an overhaul of the de-enrollment process  
The de-enrollment process severely hampers student course-taking  
Students require appropriate support to finish their degrees on time  
Some students want priority registration to be based on grades

The College has and is continuing to enhance educational support  
Flex scheduling (employees) would ensure coverage all year (There are concerns about the number of 10 month support staff)  
Having adequate and qualified support improves retention  
We need more people in support services for students  
Without better assessing student intentions, we are not sure if students are getting what they come for  
There is a concern that not all support services show an appropriate level of care for students  
We need to better serve students the first time they come so they don't have to run around as much  
People need to take the time to provide individual support  
If we don't serve our populations well, they will go somewhere else

### **The College is serving an increasing number of economically challenged students**

“Being affordable still prices some students out”

An increasing number of students have to work given the bad economy  
Unemployment policies are forcing individuals to maintain full-time course loads  
The cost of gas really impacts students  
The economic situation is diversifying the student population (more students need a college degree or certificate)  
Students accumulate large financial burdens  
We need to find ways to change the financial infrastructure to benefit students (too keep tuition as low as possible)  
The depressed economy more greatly impacts our low SES students  
The college has to work to freeze tuition  
The county is not paying its fair share  
The college welcomes all but not all will be able to come with higher tuition  
Students will have to start taking out loans  
Many students find they can't afford the tuition  
The College should reexamine its fee structure so that students are not disadvantaged

### **The College needs better communication between divisions/units**

Better connection between counselors and programs is necessary  
The one-stop will increase departmental knowledge of what other departments do  
Departments only know what they do  
Communication between departments needs to improve  
Different departments need to communicate with each other better  
Changes to staffing makes directing calls to outside departments more difficult  
Individuals need to be willing to help other departments if schedules allow  
Providing more opportunities for inter office dialogue helps with communication  
The staff needs to ensure they remain involved all across the campus  
We need more opportunities to interact with people from different departments  
We need more all college meetings  
We need more college wide departmental meetings  
We need more cross-campus department collaboration  
The college needs to consider establishing formal liaisons between departments that work together often  
Some faculty feel that some of their colleagues are unaware of what other faculty teach

### **The College needs better communication within divisions/units**

Individuals within departments don't always operate as teammates  
Some departments need more inter office teamwork  
Some departments don't communicate well within the division/unit

Some departments don't work well together  
Some staff don't know where to send students and parents  
Some staff have to be willing to pick up the phone  
There are offices where personality conflicts impact cohesiveness  
Some departments need to create opportunities for faculty to connect with each other  
There are still too many individuals want to operate in silos  
Recently, departmental faculty from all three campuses met for the first time in a decade

### **Internal constituents feel the College should review its institutional procedures**

Campuses sometimes send students back to their home campus instead of providing assistance  
Often, Eastern students are told they need to go back to the Eastern Campus to be served  
There are concerns about the lack of consistency regarding institutional policies and procedures  
Some students complain that they receive different answers from different areas  
The different admissions procedures across campuses causes confusion  
The College should ensure universal procedures for all departments, regardless of campus  
It is common for students from Ammerman or Grant to come to Eastern for student services  
Students pick and choose which campus to visit for which service  
We need a college wide initiative to develop the necessary standard operating procedure manuals  
We need to have manuals that provide information to college employees  
Processes are too inconsistent and not systematic  
“The procedures at the college lead to a waste of human resources”

### **Internal constituents note that there are inequities across the campuses**

Each campus should have an opportunity to regularly report on local events through WSHU  
Some faculty suggest that all faculty should teach at different campuses  
Students want more consistency of opportunities across the campuses  
There is a lack of "tri-campus equity"  
We need more uniformity with all student support services  
If a course is offered at any campus, it should be able to be offered at all  
Students want all programs offered on each campus

### **There are significant, negative external forces that impact the College**

Changes in local laws impact us severely and we have little influence  
Some individuals are concerned that county politics influence college operations  
Declining enrollment will be our biggest problem  
Fewer residents means that there will be a declining county tax base  
Financial aid regulation changes are negatively impacting students  
A lack of new businesses means stagnant tax revenues  
The county does not support the college financially to the degree it should  
The county is not meeting its funding obligations  
The outmigration from the Island will hurt the college enrollment  
There is a lack of incentives for businesses to move into Suffolk County  
There is inconsistency between SUNY and SED  
Being connected to the county allowed people to more easily move between agencies  
Economic troubles are creating uncertainty and an inability to commit to 2 years of college  
There are feelings that nothing has changed since SCCC separated from the county  
There are feelings that the college may benefit from more county oversight  
There are feelings that politicians help the college only when it benefits them  
Some fields are now requiring a four-year degree  
There is the belief that some positions have been transformed due to “unnecessarily high educational

requirements’

The cost of oil is negatively impacting the college

There are concerns that the new county executive will attack the unions

The College is in a position of having to “take the county's input since we take the county's money”

There is a feeling that Economics affects everything

Some faculty would like to see a SUNY comprehensive, centralized transfer system

The increasing prevalence of standardized testing in K-12 makes teaching more difficult

Higher education, as an industry, is changing rapidly

It is too expensive for young adults here on Long Island

There are feelings that the college has reacted poorly to changing economic conditions

The county’s economy is placing pressure on the college

If the economy improves, there is a concern that more students will go away to college

The state and county need to pick up their share

There is a feeling that we need more county support moving forward

Some staff believe that the issues between the county and AME affect morale

“We are at the mercy of the county”

Some individuals feel that we are still “very tethered to the county”

Given gainful employment legislation, we need to ensure students are in a position to get a job

Course are not guaranteed to transfer even within SUNY

We need to look at the reasons for enrollment leveling

There is a concern that people being laid off aren't coming for retraining anymore

There is a concern from some students that there aren't any jobs

There is a belief that education is expensive everywhere on Long Island

Outside influences have significant impacts on enrollment

Changes to federal healthcare will impact enrollment (students don’t need to be in college anymore)

Changing environments are making it hard for ADN's to get jobs

The merging of K-12 schools will result in smaller populations of traditional aged students

Teaching is being "demonized" across the county

Area colleges receive unequal treatment from legislators

“Some jobs are gone for good”

We need to keep an eye on changes to the political system

Some faculty feel that our students don't get the same access to companies as Stony Brook students

Some feel that county purchasing rules cost us time and money

Some feel that high school students are not being pushed to finish high school

### **Some external forces provide the College with opportunities**

Its too expensive for parents to send their children away to college

There is a belief that more students will be coming to Suffolk because parents can't afford to send them away

President Obama is impacting CCs with the push for workforce development

Programs are growing due to increased enrollment

Some individuals believe there is less political power over the college than in years past

Community college is becoming a better option for many families

The college needs to increase opportunities for student input

A down economy provides some opportunities

We need to look at difficulties as opportunities

The down economy leads students to discover the "wealth of opportunities" at Suffolk

The down economy has made Suffolk an option for more families

Student populations will increase due to the affordable tuition

Nursing is experiencing an increase in the need for home healthcare workers

Changing expectations in healthcare will provide opportunities for our allied health programs

Some faculty feel that rising educational costs will lead to more students at SCCC  
Some students feel Suffolk has a higher education “monopoly on the East End”

### **Internal constituents believe the college should review student advisement**

Some individuals believe the college should go back to more curriculum based advising  
There is a concern, from some, about the quality of student advising at the college  
Some individuals would like to see advising move back to the faculty  
Some students feel its too easy to place students in the wrong courses  
When courses are mis-assigned, students are forced to go back and forth  
Some students want a stronger connection with their programs early in their academic career  
Some students believe they would benefit from more advisement with faculty  
There is a concern from some that students are assigned incorrect courses too often  
There is a feeling that the breadth of general education requirements makes the counselors' job more difficult  
Some students want more consistent counseling  
Some students feel they are placed in the wrong classes  
Some students get frustrated by being locked out from the courses they need  
Some faculty appreciate the opportunity to advise students  
Some faculty see potential in the faculty advising center  
Some faculty are embracing the virtual learning commons  
We need to ensure our advising system prepares students to successfully transfer  
Students want counseling and advising handled on line  
Some staff believe that registration should be finalized only after advisor approval  
There is a concern that we have too few advisors and counselors  
Some faculty would like to see the amount of time adjunct faculty advise increased  
Some faculty are concerned that new courses don't make it onto the advisement radar  
Some individuals believe that students need “stronger advisement advocates”  
Some students feel that advisement has caused them to spend extra semesters at Suffolk  
Some students feel that the advising procedures disadvantage them (not as much interaction with faculty)  
There is a concern from some students that faculty may not be the best advisors  
Some faculty would like to see academic departments take the lead in advising their students  
Some faculty indicate that some of their colleagues don't follow the advising policy (not spending the required hours)  
There is a concern from some that there are not enough special services counselors  
There is a 5,000 to 1 ratio of students to financial aid counselors  
Staffing from those versed in psychological counseling needs to increase  
Staffing patterns are counterintuitive in counseling (10 month instead of full-year)  
The counselors are equipped to work with diverse groups of students  
We need a counseling function specific to adult and returning students  
Some individuals would like to see continuing education counselors  
We need more counselors trained to meet the unique needs of veterans  
Some faculty want to ensure there are official liaisons between departments and counseling  
Faculty want to see more appropriate counseling staffing levels  
Some staff are concerned that counselors don't always have the most up to date information on program changes  
There is a concern from some students that counselors distribute inconsistent information about requirements  
Student funding will run out if they take the wrong sequence of courses  
Students are being forced to take some courses at 4-year colleges that they were exempted from at Suffolk  
We need to guide students so they don't take unnecessary courses

Students need to be prevented from taking courses they are unprepared for  
Some students would like more clarity on course-taking prioritization  
Some staff would like to see undecided students advised towards programs with jobs waiting  
Students get caught in the middle when the four year colleges adjust programs without communicating  
Changes to major present issues with transfer  
Some students would like to see a more staggered approach to registration  
The more effective the management of our General Education program, the greater the ease of transfer for our students  
Some students want more counseling to be handled more comprehensively

### **The college has very strong academic programs**

The College has highly respected and recognized STEM programs  
Connecting the culinary arts program to the community has improved the reputation of the college  
The culinary arts program is one of our great strengths  
Some faculty feel that the music program is one of the college's strengths  
Some faculty feel that automotive technology is meeting academic and occupational needs  
The nursing program negotiated a solution regarding transfer with Stony Brook and has improved transfer for the students  
Some faculty believe we have a solid liberal arts core  
The honors program is strength of the college

### **Overall college communication is problematic**

“Communication comes in second due to the amount of work”  
Individuals believe that information about the college is not shared well with the external groups  
Individuals believe that information is not shared well within the college  
Students sometimes receive information that college offices don't  
Some individuals feel there is no time for effective communication  
We need better communication between central and the campuses  
We need better communication between our systems  
We need more systematic communications  
Individuals feel that a lack of communication prevents us from being one college  
Students have not been informed about some of the departments on campus  
Individuals believe that communication is poor within and across campuses  
The three campuses need to talk to each other more  
Some people want more updates on union issues from HR  
Individuals feel that people are more willing to communicate when they have a relationship  
Some students would like regular updates regarding their finances during de-enrollment  
There is a concern from some that we send out too much misinformation  
There is an information disconnect since “important information is mailed”, but is not always updated on the web  
The college should look into ways of sending all pertinent information electronically  
The information provided needs to be consistent  
Some students don't pay attention to information on the electronic media  
Some students want the option to post more information for other students  
Students are not able to see multi-semester information  
Some students feel they have to track down information  
The college should be an” information conduit”  
Some individuals believe we should run more public information sessions  
Some students want a better information flow  
Some staff feel that the community needs to get the information that the alumni receive

There is a concern that the greater the number of departments involved in communicating information to students, the more distorted the information becomes  
Some individuals would like to see us build a graduate information network throughout the college  
Some people would like to see us gather information on grads from department chairs  
Some people want more opportunities to see and have the budget explained  
There is a concern that our communications sometimes have errors in them  
There are concerns that changes occur without notice or review  
We need to showcase what is available internally to faculty and staff  
Communication about events and deadlines could be texted  
Communication between the campuses must be improved  
Some individuals feel that communication regarding registration is problematic  
There is a concern that students are unaware of the honors program  
Some students feel they need to be better informed about online registration  
Some students see a lack of communication regarding class scheduling  
Some students want better advertising of the study abroad program  
Some students want to see where their money is going  
There is a feeling that the informal communication networks are more effective at SCCC than formal communication networks  
Individuals feel we need better communication about how institutional processes work  
Individuals feel we need to better communicate what we are doing well  
Some students feel that poor communication forces them to run all over  
Some students don't understand how higher education works and need better communication  
If communication is fixed, being large is an advantage  
Individuals are concerned that changes are not communicated well  
Individuals want better communication regarding progress on initiatives  
There is a concern that we don't have enough communication with our transfer institutions  
The College needs to continue ensuring that updates are posted to the website  
There are concerns that the website is not intuitive  
Some individuals would like to see a more robust FAQ section so that students are provided with answers without having to travel to campus  
Some individuals would like to see regular "flowcharts" (organizational charts) with responsibilities sent to the entire college community periodically  
The county needs to know about the strength of our academics

### **Faculty are educating an increasing number of underprepared students**

Students who would not typically be looking at college are being encouraged to go to college  
Some individuals would like to see a re-evaluation of what basic skills are necessary for students to succeed  
Some faculty note that students' communication skills are diminishing  
Some individuals believe we struggle to effectively educate underprepared students  
Some individuals feel that many students are not ready for the transition to college  
The ESL population provides an opportunity to reach out to the community  
The ESL population will continue to grow  
Some faculty believe we should develop a study skill course or program for developmental studies  
Some believe that students in developmental studies need more one on one time with faculty  
Some believe that students in developmental studies need more computer time  
Some believe that students in developmental studies need more higher level support  
Some believe that learning communities in developmental students would benefit the students  
There is a feeling that students in developmental studies need more guidance  
Some faculty are concerned that we are best known for our developmental studies



Some faculty would like to see deans over developmental studies and freshmen seminar  
Many Suffolk students are trying to find their way through education  
Some faculty feel that math is effectively tackling developmental education  
Some faculty want to see exit exams required for exit from developmental courses  
The college needs to reexamine which college-level courses developmental education students can take  
We need to look at developmental education as an opportunity  
Developmental education is lengthening time to completion  
Some believe that students who repeat developmental courses multiple times are not served well  
There is a concern that the % of underprepared students will increase  
Some faculty feel the students become more underprepared each year  
Some students are put into classes they are unprepared for  
Some faculty note they are seeing more students in the 200 level classes who are not prepared  
Some faculty want to establish mandatory pretests and posttests in developmental studies  
Some faculty feel some students are too far behind to be college ready with a few courses

### **Internal constituents want the administration to gather and utilize institution-wide input**

Administrators need to make changes based on student input  
Administrators are trying to integrate forecasting with planning  
Some believe that administrators are driving too many of the changes  
Some believe the administration needs to reach out more to the students  
Some faculty want administrators to break the inertia that stops change from occurring  
Some faculty indicate that the faculty respects the administration  
Some faculty indicate that the administration respects the faculty  
Some faculty feel there is a divide between the faculty and administration that must be dealt with  
Some faculty are concerned that support for faculty is limited only to the classroom  
Some individuals feel there is not need involvement beyond the official leaders (faculty, staff, student, and administration)  
There is a concern that those with budget oversight don't listen to those on the front lines  
Some individuals believe that too many decisions are based solely on politics  
The perception that political decision making dominates the college is eroding morale  
Receiving requests without context or input leads to confusion  
Receiving directives and tasks without context leads to an erosion of morale  
Some faculty believe they are involved in major decision-making late in the process  
People want more chances to provide information that will be used by the college  
The College needs to empower people to share ideas across the college  
The College needs to encourage creative thinking  
The College needs to find ways to open up dialogues that spawn ideas  
Some individuals believe that we need to seek assistance from adjuncts who are current in their fields  
Some faculty want us to find ways to involve them more college-wide, not just at their campus  
Front line staff need to be tapped because they are the experts in their areas  
Some individuals believe that front line staff need to be better integrated into college decision-making  
Some individuals believe that front line staff need to be better integrated into college planning efforts

### **Internal constituents want the administration to visit the campuses**

Some individuals believe that senior administrators need to spend more time interacting with students in their environment  
Some people feel that we have administrators who need greater expertise in their areas  
The campuses need a chance to develop relationships with newer senior administrators  
Some students feel that some administrators have prevented them from getting as involved as they would like  
Some individuals feel that senior administrators should come and shadow them

Some individuals believe that senior administration needs to walk the campuses  
People would like to see senior administration travel outside of NFL more  
Some individuals feel there is too little interaction between the senior administration and the campuses  
Staff, faculty, and administrators need to connect, college-wide, more often  
Some faculty feel that too many administrators don't know who the faculty are  
Some students feel that when administrators reach out to them, they feel valued  
Some students are appreciative with the opportunities they have had to meet with administrators  
There is a feeling by some that the decision makers are uninvolved with campus activities  
There is a feel that people in NFL are unaware of what occurs daily on the campuses

### **The college is significantly understaffed**

The number of faculty hires don't match growing enrollments  
Some individuals believe that a lack of staffing in student services is impacting retention  
People get burnt out with all their responsibilities  
Understaffing is an issue  
Some believe that we need more front line staff  
There is significant understaffing across the college  
Some individuals believe that staffing levels are inequitable across departments  
Given the understaffing, we are a very effective college  
Some individuals feel that important units are understaffed  
Some individuals feel that the number of CAs leads to inconsistent information  
The lack of full-time leads to heavier loads for faculty  
The number of full-time prevent departments from meeting  
Staffing has not kept up with enrollment growth  
The lack of staff is leading to a backlog of applications  
Staffing patterns are the inverse of the student attendance patterns  
The college encourages creativity from its faculty and staff  
There is a concern that having too few full time staff impacts the quality and consistency of communication  
There are too many college aids in positions that should be full time

### **The college needs to increase and expand its recruiting efforts**

Some believe that Faculty, staff, and administrators need to go out recruiting  
Some faculty believe that the college needs to free up time for professors to recruit  
Some feel that the college needs to step up recruiting efforts  
Some individuals would like to see us recruit good students like we do with athletes

### **The College needs to enhance its external partnerships**

Some individuals would like to see more formal connections between business and the college  
Some faculty would like to see a greater connection between subject areas and corresponding industries  
Some feel that our programs need to be better connected to the job market  
Some would like to see senior administrators lobby the county and state  
Some suggest that the college needs to learn how to more effectively lobby the county  
Some individuals would like to see the college look more externally for guidance  
Some individuals would like for the college to partner with local festivals  
Some suggest that the College needs to be more involved with SUNY  
Some suggest we have to increase communication between the college and community employers  
Some suggest we need greater connections between the programs and the workforce

Some suggest we need more partnerships with companies for the students  
Some suggest we need to increase internship opportunities  
Some suggest we need to learn from those outside the college and even the state  
Some suggest we need to do a better job of connecting graduates with employers  
Some suggest we need to respond more quickly to workforce changes  
Some suggest we need more partnerships with our businesses  
Some students want a broader array of internships  
Some suggest we need to continually monitor industry changes and develop certificate programs  
Partnerships with businesses will help ensure our curricula are current  
Some want to see the college build a partnership with the DOL  
Some want to see the college develop a partnership with a computer retailer  
Partnerships must enhance the academics (at all levels)  
The College must establish a strong partnership with the new executive  
Some faculty want to see more partnerships with industry  
Individuals would like to see a greater number of partnerships and connections with businesses on Long Island  
Some suggest we need to build better relationships with our local politicians  
Some suggest that politicians should be given the chance to walk in the student's shoes  
Some would like to see our local politicians should shadow a student for a full day  
We can find ways to expand our connection to the DOL and Dept. of Health  
We can find ways to expand the excelsior program  
Some students recognize the college's efforts to better connect with four year colleges  
The College would benefit from quickly connecting with businesses that relocate to Suffolk County  
The community colleges have to partner with each other to gain access to expensive technology

### **The College needs to more fully understand and enhance student success**

The College needs to better assess student's long term goals  
The College needs to look at skills and abilities and not just graduation as success  
The College needs to reaffirm student success as its primary goal  
We need to enhance the programs that are preparing students for future success  
We need to focus on how we transition students out of Suffolk  
Suffolk really is a stepping stone to other colleges  
Suffolk students are successful after transfer  
Some faculty are seeing online dropout rates decline  
Students grow socially and emotionally at Suffolk  
Success is not necessarily getting a degree  
The career program prepares students for success in the workforce  
The liberal arts program prepares students for success  
We need to assess the future success of students to really assess our effectiveness  
We need to define student success here at Suffolk  
Our students achieve great success  
Our students make great strides  
Suffolk will always be here to support student success  
Suffolk works to keep students from slipping through the cracks  
We need to show the stages of success at Suffolk

### **The College needs to more effectively connect with high schools**

Some individuals feel we need to better connect with high school counselors  
Some individuals would like to see increased math and science preparation in K-12  
Partnering with local high schools will decrease the need for basic skills training  
Some individuals would like to see the college reach out to high schools and middle schools

We need better relationships with our high schools  
We need to find out what is going on with technology in the high schools  
We need to help students transition from high school more effectively  
We need to focus more on how we transition students in to Suffolk  
Students indicate that college trips (from high schools) don't stop at Suffolk  
Some individuals feel that guidance counselors advocate against Suffolk  
Some individuals feel that teachers are providing incorrect information to high school students about Suffolk  
Some students want to provide the "real information" to high school students  
SCCC students can help recruit future SCCC students  
Suffolk is not the first choice for too many local high school students  
Some individuals feel that Suffolk needs a greater presence in the high schools  
Some individuals feel that Suffolk needs to reach out more to high school parents  
Suffolk could send student ambassadors to the high schools to promote the college  
Some students feel that college clubs need to connect with the high school clubs  
Some students want to speak to potential students through YouTube  
Some individuals feel that high school students are uninformed about the level of education available to them at Suffolk  
Some faculty want to see our students going back to their high schools as ambassadors  
We could reconnect successful SCCC alums with their high schools  
Some students would like to see the College bring our successful alums back to the campus and high schools  
Some individuals feel that high school counselors try to ensure that their students see the benefit of a Suffolk education  
Some students indicated that high school students are embarrassed to admit they are going to Suffolk  
Some people in the school districts support the college by helping high school students see the importance of education  
We need consistent, persistent outreach to the high schools  
Some individuals would like to see the College enhance the online information available to high schools  
Some faculty feel that grades in high school are not connected to college readiness  
Some faculty feel that students come from high school without classroom etiquette  
Some local restaurants partner with high schools and would work with SCCC if we reached out  
Some individuals feel that Suffolk needs to more actively recruit in the high schools  
Some individuals feel that the college does not sell itself strong enough in the high schools  
We need to better communicate to the high schools what college readiness is  
Some people would like to see the college assist the high schools in working beyond the standardized tests  
We need to ensure that we work closely with the teachers and counselors in high schools  
Some individuals feel that some high school counselors discourage students from attending Suffolk  
Some individuals feel that some high school teachers are actively encouraging students not to attend SCCC  
Better connecting with the high schools should improve student preparedness  
Some individuals feel that the athletics department needs to make their presence known in the local high schools  
Non-AP high school students are using calculators and are surprised by the CPT exam  
Some individuals feel that some high school teachers filter students to Suffolk  
Some individuals believe that the high school counselors are not fully aware of the articulation agreements that Suffolk holds  
Some faculty feel that the high school standards need to change  
Some faculty would like to see the high school students come to Suffolk with the ability think critically broadly

Some individuals feel that, regardless of the situation, high school counselors want don't want students going to a community college

Some students indicate that some high school counselors tell students that Suffolk is not for the best students

### **Internal constituents are looking for guidance from its senior leadership**

The College needs to ensure strong academic leadership

Some individuals believe that campus leadership has improved in recent years

College staff appreciates opportunities to interact with senior leadership

Some faculty feel that if the president's letters came in paper and were signed, it would show a desire to connect with the campuses

Some faculty want greater consistency from the College's leadership

There is a concern from some that innovative ideas are not followed through

Some individuals want to see more individuals with expertise leading efforts

Some note that workshops without long term support or application don't result in changes

Some faculty expressed concern over who is responsible for freshman seminar

Some faculty indicated that they want to see greater accountability in academics

Some faculty believe that, without accountability, nothing will change in academic programs

Some individuals indicated that they want to see greater accountability across the college

Some faculty want "big idea" people

### **Suffolk County receives numerous benefits from the College**

Our facilities benefit our communities

Rolling admissions is a great benefit to potential students

SCCC makes college possible for students

Some individuals feel that better serving the community better will increase our influence

We are equipped to meet local needs

We bring college into communities that don't have options

Some individuals believe that we can retrain better than many of the local businesses

We offer a very convenient education

Local four-year colleges want Suffolk students

The college provides students with the opportunities travel off Long Island and come back with exposure to new cultures

"Suffolk is a great education at a great price"

Suffolk is an effective stepping stone

"All students have an opportunity for success at Suffolk"

Students leave Suffolk prepared for four-year success

Some individuals feel that the stay on long island initiative will help support student success

Open access is one of our College's strengths

Suffolk is accessible to all

Students have opportunities to better themselves

Students leave and go to outstanding colleges

Some individuals believe that Suffolk effectively meets the needs of a diverse group of students

Some individuals believe that Suffolk has helped to grow the middle class in the county

Suffolk helps students "get a profession instead of a job"

Suffolk is "just the perfect place for someone to break into academia"

Suffolk is open to allowing students to "dabble"

Suffolk provides a tremendous enrichment service to the community

Open enrollment benefits the community

Our community is built on Suffolk graduates  
The county benefits from our presence  
Suffolk provides a needed service to the county  
Some feel that the campuses must continue to reflect the personality of their communities  
Many of our students are just looking for the credential to get "a decent job"  
Many of our students don't want to go to college beyond two years  
We are the "major vehicle for keeping people on the island"  
Some individuals believe that being "broken" into three campuses allows us to reflect our communities  
The college provides a "student-friendly atmosphere"  
Some students explain that service is better at Suffolk than the four-year colleges they attended  
The College should recruit in the community like the Marines do  
We offer an incredible array of programs  
Coming to Suffolk "is like going around the world" (the level of diversity)  
Some of the students want the college to reach out and help community members  
A Suffolk strength is the variety of the programs offered to students  
People need to constantly retool and Suffolk is here for them  
Some believe that SCCC has seen such a population boom because parents see the value of saving on two years of college  
SCCC serves some students who can't go anywhere else  
The College aims to provide students with the individual attention they need  
Some individuals would like to see us better illustrate how we prepare students to succeed in four-year colleges  
We serve both traditional and working students  
Programs are being designed to ensure students have the needed skills  
Some individuals believe that Suffolk is becoming the first choice for a number of students  
Suffolk is here for all students  
The college serves a very diverse population  
Cost is the main reason why students come to Suffolk  
We offer greater flexibility in our programs than most colleges  
Our transfers are high quality  
We provide very personalized service to students  
The college focuses on providing opportunities for growth for all the students we serve  
The college has worked to create growth within the community  
SCCC is more accessible than big universities  
Individuals believe that we have truly embraced our role as a community college

**The college needs to effectively address personnel matters within departments/units**

Some individuals indicate that some departments are unhelpful to students  
Some individuals indicate that departments have to pick up the slack left by others  
Some individuals indicate that the professionalism is inconsistent across departments/programs  
Departments need to be willing to go the extra mile to provide satisfactory answers  
Offices need to always have coverage  
Some students feel powerless when confronted with professors acting unprofessionally  
Some students feel their complaints are "thrown away"  
Some students want an education program established for faculty who act unprofessionally  
Some students feel that their professors need to show more understanding  
There is a concern about a general lack of professionalism with some faculty and staff  
Some faculty want sanctions to curb unprofessional behavior  
Some individuals would like to see greater accountability for unprofessional behavior

### **There are many misconceptions about the College within Suffolk County**

Some students come to Suffolk believing that they won't be able to transfer  
Some feel we are not getting the recognition we deserve from the county  
Some of our students feel they have to defend attendance at Suffolk  
The public is not as aware of the transfer possibilities as they should be  
Some faculty feel we have the "stigma of a romper room school"  
Some potential students don't understand that Suffolk is the begging of an educational path  
Some individuals believe there is a community perception that we are primarily a vocational college  
We need to educate the community on what we provide  
Some individuals believe that middle to upper class families don't want to send their children to Suffolk  
There are negative generalizations about the college  
Some individuals don't believe the community knows about the transferability of courses  
Some individuals don't believe the public understand the amount of work faculty actually do  
There are numerous derogatory names for Suffolk  
We need to ensure that we are known for more than just developmental education  
Classless at SCCC have rigor  
There is a false belief in the community that the courses here are easier  
There is a false belief in the community that the curriculum is easy  
Perceptions impact whether students will come to Suffolk  
NCC does not have the same negative connotation as Suffolk (its not just about being a community college)  
There is a belief that students with options will choose four-year colleges  
Open enrollment may be leading to the perception that we do not have a rigorous academic program

### **Internal constituents expressed a desire for institutional appreciation and recognition of work**

Support functions need to be recognized for their importance  
Some individuals feel the college does not show appreciation to the college members  
Some individuals feel offices don't receive enough praise for their good work  
Some individuals feel administrators don't value the work of their employees  
Personal recognition would go a long way in helping morale  
Receiving appreciation would enhance the morale  
People have to feel as though the college values them  
People want to feel wanted  
People want to receive recognition for their good work  
Students need to feel like they are a priority  
Some individuals feel the college needs to emphasize that its employees are valued  
Some faculty indicated that faculty should receive more recognition for their contributions  
Faculty are feeling 'meetinging' out  
Some individuals feel we are overstretching as an institution  
Some individuals feel we are inundated with e-mail

### **Suffolk students are educated by the College's outstanding faculty**

Teaching faculty are a strength  
Teaching faculty support our students  
Faculty "feeds off the enthusiasm of the students"  
The faculty are focused on quality teaching  
The faculty are sympathetic to student needs  
The faculty invest personal time  
There is great collegiality within the faculty

Faculty make time for students regardless of their loads  
Our faculty build lasting relationships with students  
Faculty support for the mentoring program is strong  
The professors are committed to building strong faculty-student relationships  
The professors are open to being challenged by students  
The professors at Suffolk really love teaching  
The faculty offer a personal touch  
Faculty and students develop strong relationships  
Faculty are supported in their work  
Some faculty feel that they need to ensure they are current in their field  
Faculty spend their personal time helping students  
Freshman seminar provides a potential foundation for relationship building  
Some faculty indicate that personal time with faculty members is a hallmark of Suffolk  
Our faculty are teachers first and foremost  
Some students feel that their professors reflect and teach the changing social mores  
Some students indicated they appreciate it when their professors refrain from teaching straight from their books  
Teaching at SCCC is up to par with other colleges  
Faculty are working to help students see the bigger life picture  
Faculty at Suffolk love teaching  
The quality of teaching is respected throughout the community  
Students get to really know their professors at SCCC  
The adjuncts work with students beyond their compensation  
The professors are knowledgeable  
The professors are approachable and helpful  
The professors know their fields  
Professors spend time to aid the underprepared  
Professors show great concern for student life goals  
Students get to really know the professors at Suffolk  
Professors get involved with activities  
Professors will partner with students to make things happen  
The college has high quality instruction  
Faculty have great credentials and experience  
“We [faculty] go out of our way for students”  
Some faculty feel that the faculty must take charge in leading change  
Faculty show support to diverse student communities  
Faculty understand that students have complex lives  
Faculty use a variety of pedagogies  
Our faculty have a great reputation  
Some faculty want that the College needs to remember that “we are here to educate students”  
Some faculty feel that the college has to prepare students for occupations with openings  
Some faculty feel they need to find a way to meet as a department more regularly  
Faculty help students achieve their life goals, not just program goals  
Faculty see Suffolk as the "safe bet" for students  
Some faculty want external input without being told what to do  
Some faculty want the students to see Suffolk as more than "a landing pad" for a degree  
Faculty are the experts when dealing with faculty concerns  
Some faculty want to connect with departments from other campuses  
Some faculty want to see input from industries on what graduates need  
Faculty wants to make adjustments that benefit the college  
Some Faculty work to connect students with the community



Faculty want students to experience true growth  
Incoming students are consistently impressed with the quality of the faculty  
Some students felt that their faculty are comparable to faculty at four year colleges  
Some students felt that their faculty are better than faculty at four year colleges  
Our faculty motivates our students  
Some faculty indicated that we must model professionalism to our students  
Some faculty see great benefit in the growth of the VLC

### **Suffolk students are supported by the College's outstanding staff**

The college has many professional staff  
Some staff really reach out to students  
Our staff realize they must show patience with difficult and frustrated students  
Some staff want to see the college known for helpful staff  
Staff want to see us move towards more electronic methods  
Staff wants the college to be know for being student friendly  
Students appreciate it when staff goes the extra mile for them  
Some students feel that the staff goes out of their way for them  
Some students felt that their colleagues need to make better use of the outstanding support services provided  
The staff is accessible to students  
College staff are prepared to serve the students  
The college staff like supporting the College  
The support staff truly care for the students  
Staff members need to show sensitivity to the diverse populations  
Some students believe the disability support services are exceptional  
There is adequate support for students  
The staff is willing to take the time to address student needs  
Support services are able to meet the needs of the students

### **Internal constituents want to see technological enhancements across the College**

Individuals want to see more technology built into our academic programs  
Individuals want to see more technology integrated into disability services  
Individuals want to see more robust services on the web  
Individuals want to see the College utilize go to meeting® more  
Individuals want to us to use technology to connect the campuses  
Individuals want to see us increase our meeting space through technology  
Some individuals feel that D2L does not offer the same features that other colleges have  
Some individuals feel that D2L will have to improve to serve growing student populations  
Some students want tele-courses to connect them to the other campuses  
Some individuals feel that a lack of new and premium technology is keeping the college back  
Some students want on-line classes in inclement weather instead of having make-up dates  
Some students would like to see a virtual tour as part of the website  
The facilities that are technologically advanced should be opened up for all students and staff  
Some individuals want to see the College move away from using paper for basic processes  
Technology can bring faculty together virtually and more regularly  
Some faculty want more videoconference meetings  
Students come in expecting access to better technology  
Some students feel like the technology is below their high schools  
Some students feel we don't have enough computers for them  
Some students feel we need more server space

Some faculty believe that we need a greater level of technical support on each campus for faculty  
Some individuals feel we need technology to permeate every aspect of the college  
We need to ensure that our technology plan is implemented  
Even with technology, we need to be available for face to face  
The longer we wait to upgrade technology, the more behind we find ourselves  
Some individuals feel we are schizophrenic with technology (advanced in some areas and behind in others)  
Some students feel that outdated technology drives students away from some programs  
The technology in some programs is out of date  
Continuing to enhance the effective use of technology helps remedy some “manpower issues”  
Some individuals would like to see us find ways to make technology more pervasive  
Some individuals believe that SCCC is behind in technology when compared to other colleges  
Some students feel that students don’t want to attend a “technology inferior college”  
Technology can be used to provide better information to students  
Technology can enhance student services  
Some individuals feel that technology is not advanced at SCCC  
Some individuals want to see technology addressed more prominently in the mission and vision  
Some individuals believe we are always playing catch-up in technology  
Some individuals would like to see a more comprehensive vision of technology  
Some individuals would like to see a greater use of technology in our libraries  
Some individuals would like to see more current technology integrated into the classrooms  
Some former students found that they used different software in the workplace  
We don’t provide the level of technology that some students expect  
There are concerns that we don’t have enough technical support to grow our technological infrastructure  
Some individuals believe that “we are up to date, technologically, for a community college”  
“We can’t compare ourselves technologically to Stony Brook”  
Some students “expect us to look like Stony Brook technologically”  
Students are frustrated with system crashes during registration  
Some students feel the technological infrastructure is insufficient given the number of students  
Some individuals believe that technological change is providing unreasonable expectations  
Some individuals feel the college is not keeping up with technological changes  
There is a concern that there are not enough computers for students to use  
Students are frustrated with the frequency of the internet outages  
There is a concern that too many computers don’t work properly  
Some individuals would like to see more computers across the campuses and in multiple buildings  
Some individuals would like to see us find ways to put everything that can be handled electronically on the web  
We need to provide services that drive students to use the electronic resources  
Some students want a completely wireless campus  
Some of our equipment is outdated  
There is a concern that too much information on our website is outdated  
Some students would like to see smart boards in all classrooms  
Some individuals would like the college to hire a webmaster  
Some individuals feel that “Technology is a strength”  
Some individuals believe that the “monitors send the positive signal of having advanced technology”  
“The college is effectively implementing new technologies”  
Students want to connect to college services through Smartphone apps

**Suffolk County values the college**

The college is beginning to get a number of second generation Suffolk students  
We have a great reputation as a feeder college  
The college's reputation has grown in recent years  
Some individuals believe that Suffolk's reputation has been significantly strengthened by "word of mouth" and personal stories  
Some students feel they are better prepared for future success by coming to Suffolk  
Some individuals feel that the College has developed a good reputation of having successful transfer students  
The community respects the nursing program  
The college has a good reputation in the community

### **Internal constituents want to see a greater connection between the campuses and their surrounding communities**

"We are all ambassadors"  
The College needs to continue enhancing our local workforce  
Some individuals feel we need to take advantage of the leadership within our communities  
"SCCC has an unearned reputation" (negative)  
Some individuals would like to see the college more integrated into the local community  
Some students want to see campus activities facilitate volunteerism in the community  
Some individuals don't feel the community advertises enough for the college  
We have to get the community to see how we benefit them as a whole  
The college needs to better communicate to the community  
Some individuals feel we need to serve our aging population better  
Some individuals feel the college needs to better serve retirees  
Some individuals feel that we need to better educate potential first-generation students  
"Suffolk is better than its reputation" (negative reputation)  
Some individuals feel the community does not understand the breadth of what the college does  
Some faculty feel their colleagues need to embrace community outreach to "feel that we are part of the process"  
Some individuals feel we will need to increase the number of certificates to meet workforce needs  
Some individuals feel we need to enhance and increase our workforce training  
Some individuals feel we need to integrate trend and forecast data with planning  
Some individuals feel we need to look at ways to tap the experiences of our community  
Retirees can use assistance with transitioning  
"Saying we serve a population is not the same as doing it"  
The College needs to ensure it is proactive in addressing workforce needs  
Some individuals feel the College needs to expand the adult education function  
Some individuals feel the public does not know the strength of our faculty  
Some individuals feel that "ads with data that makes us look good" will help connect us better with the high schools  
There are perceptions that we don't serve our populations as effectively as we could  
Some individuals are concerned that we don't promote the benefits of an education while at Suffolk, only after leaving (the stepping stone metaphor)  
The college could work to bring community members and groups together  
Some individuals would like to see more county forums held on the campuses  
Some individuals would like to see more robust "town and gown" initiatives  
Some individuals would like to see us find as many opportunities as possible to get people onto our campuses  
Some individuals would like to see us use community venues for events  
We need to ensure adequate representation and voices from the College are represented on influential county boards

Connecting even more to the community will bring even greater relationships with potential employers  
Some students would like to see the College expand the food bank  
Some students feel that the food pantry needs to be open year around  
Some faculty suggested that we have facilities in which health clinics could be run by the nursing students  
Some faculty suggested that we could find ways to get HVAC students to provide assistance and support to depressed communities  
Some students would like to see a clothing bank

### **Internal constituents want to see an expansion of the College's marketing efforts**

Some individuals would like to see an "aggressive" expansion of the sweatshirt campaign  
Some individuals would like to see the honors program marketed  
There is a concern from some that without more media, we will "loose touch with our public"  
Some individuals would like to see us "preach" that you get a good start at Suffolk  
Some individuals would like to see us work even harder we don't sell the transfer function well enough  
Some individuals would like to see marketing campaigns targeted at the A.A.S and A.S degrees  
We need to find more avenues to market the college  
Some individuals would like to see marketing campaigns targeted our ability to retrain  
Some individuals would like to see marketing campaigns targeted at our athletics program  
Some individuals would like to see marketing campaigns targeted at rigor of our courses and programs  
Some individuals would like to see us utilize our alums as spokespeople  
Some individuals would like to see marketing campaigns targeted at the culinary arts center  
Some individuals would like to see marketing campaigns targeted at the diversity of our students (age, race, etc.)  
There is a belief that the community doesn't realize that Suffolk is the "county jewel"  
Some faculty feel that the marketing efforts have really helped to improve the college's image  
Our advertising campaign is successful in communicating the value of a Suffolk education  
Some individuals would like to see marketing campaigns that share faculty and staff stories of educational success  
The success starts here campaign is changing opinions  
More exposure help change the minds of those who advocate against coming to Suffolk  
Some of our students "love the sweatshirts commercial"  
Some students want to see as many commercials for Suffolk as they see for the other four and two-year colleges  
Numerous individuals want to see multiple commercials  
Some students want to see commercials with current students and with alumni  
Some students want to see commercials with lots of current students highlighted  
Some individuals would like to see marketing campaigns that target the student experience at Suffolk  
Some students indicated that they "want to go to colleges they see advertised on television"  
Some individuals are concerned that the college does not have a brand  
Some individuals would like to see marketing campaigns that emphasize our "positives"  
Some individuals would like to see the college "brag on ourselves" more  
Some individuals are concerned that we don't publicize all that we offer to the students enough  
Some individuals believe that "Testimonial ads" would benefit the college  
Some students believe they could effectively make the point that the College is a stepping stone  
Potential students need to be shown that they "can go all the way to the top" from Suffolk  
Some individuals are concerned that any College taglines "must reflect reality"  
Some students feel that going elsewhere is like "graduating with a mortgage"  
Some individuals would like to see marketing campaigns that illustrate that our college is an exceptional first choice  
Some individuals would like to see us promote our internal excellence more

Some individuals note that we must continually adjust our marketing to the changing demographics  
Some individuals want to see us demonstrate, with data, that we are about student success  
Some individuals would like to see marketing campaigns targeted at displaying the "walk of life at Suffolk"

### **Internal constituents feel there is too much bureaucracy at the College**

Some faculty feel that the hurdles in academics lead their colleagues to "keep the status quo"  
Some individuals feel the layers of bureaucracy slow things down  
Some individuals feel there are enough administrators  
Some individuals feel there are too many layers of administrative bureaucracy  
Some individuals feel there has been too much growth in upper level administration  
Some people want to see evidence that administrators are delivering  
Some people feel that making announcements electronically is difficult due to bureaucracy  
Some individuals feel that the bureaucracy at SCCC gets in the way of serving students  
There is a belief that we need to maintain the "appropriate level of bureaucracy"  
"Bureaucratic blocks impact our efficiency"  
Some staff feel that the bureaucracy slows down our ability to serve students  
There are concerns about too much middle management  
"It takes an act of congress to get anything on the website"  
Some individuals feel that travel reimbursement is cumbersome  
"There should be an easy way to find out who provides what support"  
Some individuals feel that too many signatures are required  
"The college is top-heavy"  
"There are too many organizational bottlenecks"  
"Paperwork is a nightmare at the college"  
Some individuals believe that extensive oversight prevents them from being treated as professionals  
Some individuals feel that decision making takes too long at the college  
Some faculty feel they "have to make a big stink" to ensure changes  
Some individuals believe that accountability chains need to be streamlined  
Some faculty believe we need more workers and fewer "overseers" at the college  
Some people would like to see HR decentralized to the campuses  
Some faculty feel there are too many senior administrators and not enough faculty

### **The college needs to become more comfortable with change**

Some students feel we could get some athletes to come if we had football  
Our current space can be re-engineered to save energy costs  
Some individuals would like to see a true recycling program  
Some students want to see television programming on the monitors including Suffolk TV  
Some students would like to have coverings for walkways during the winter  
Some individuals would like to see the College integrate social media into the curriculum  
Some individuals would like to see the College provide credentialing in gerontology  
Some individuals would like to see the College add more non-traditional degrees  
Some faculty see social media impacting academics moving forward  
The College needs to plan proactively when addressing the changing student populations  
Some individuals have a concern that, as a College, we are reactive  
Some individuals feel that Suffolk has not planned proactively enough to address changes  
Some individuals feel we need to change our culture so that we can better deal with changing external conditions  
Some faculty want to see the curriculum reflect societal changes  
The College needs to regularly assess the level of support provided to students

The College needs to evaluate who is coming to SCCC and adjust  
There is a concern from some that we don't focus on building lifelong learning  
Some individuals feel that Suffolk needs to learn from other higher education institutions  
Some faculty feel that we need to learn from our "programs with high standards"  
The College needs to make to adapt accordingly to "meet accreditation changes"  
Some students would like to see the culinary arts program establish an organic garden

### **The College needs to ensure it is operating in accordance with its mission**

Some individuals feel that we have to live up to the promises we make in publications  
Some individuals feel that we need to do a better job of assessing how well we meet student needs  
Some individuals are concerned that we are missing pieces of our mission in our operations

### **The College should review the transportation needs of students, faculty, and staff**

Some individuals believe that SCCC should have an inter campus transportation system  
Some students feel that the lack of transportation affects class attendance  
Some individuals feel that the College needs to find a way to make transportation less cumbersome for students  
Any emerging college transportation system would need to be aligned with course scheduling  
A transportation system would alleviate some parking headaches  
Some faculty want to see an intercampus transportation system  
Place-bound students cannot enroll in the programs they want  
Some students feel the county bus system is undependable  
Some students believe that having programs only at certain campuses disenfranchises students without cars  
Some students see the need for an inter-campus transportation system  
Students can end up with have lengthy waits between buses  
The county bus system does not correspond with class times

### **The College is committed to providing an outstanding learning environment**

The college needs to ensure that the learning environment is conducive to learning  
"Strong academics + personal touch = Suffolk"  
Some students feel that the small class size is a benefit  
Some faculty feel the college is known for excellent education and small classes  
The small class size is an institutional strength  
Some faculty would like to see the class sizes remain small  
There are concerns that decreasing resources may force us to increase class size  
Some students feel that there are great programs/activities here that teach you how to succeed as a student  
We are known for providing better learning environments for students  
Students are surprised that they help to create their learning  
"Suffolk helps you learn how to learn"  
Some students feel that Suffolk provides a great opportunity to learn about other cultures  
Some students see the benefit of the academic skill centers  
Some students feel that the college needs to ensure that learning includes how to become active in the community  
"Students are not numbers in a classroom here"  
Students enjoy the opportunities for intelligent conversation  
Students experience a tight community  
The College provides numerous opportunities for student's engagement  
Some individuals feel that SCCC needs to make sure that opportunities for students are backed up with support

Some students believe there are great opportunities for growth at Suffolk  
Suffolk provides opportunities for “students to grow up”  
Suffolk has a family atmosphere to the students  
The college has a campus climate that supports connection  
“This campus is warm”  
Students come after being rejected from four-year colleges  
Students find the same rigor as they did in their four-years, but with more support  
Students feel they gain more than book knowledge in their classes  
Students feel they were taught how to study at Suffolk  
Students appreciate open dialogue in classes  
Some students find that services, like writing workshops, are helpful  
Students who are engaged enjoy their classes more  
We need to enhance the life skills of our graduates  
The college has very understanding faculty  
The college helps students decide what they want to do  
Some students want to see sustainability embedded into the whole of student life, not just academics

### **Internal constituents feel that SCCC should enhance the “collegiate feel” of the college**

Some individuals feel that we need to ensure that there are opportunities for healthy living on all campuses  
Some individuals feel that the college needs to increase the number and presence of campus activities  
Some students feel that each campus should have a sports and theatre program  
Some students feel that environment needs to be more “enjoyable” to enhance learning  
Some students feel that the college needs to provide big events to build up a community  
Some students would like to see dorms on campus  
Some students feel that not having dorms gives us a competitive disadvantage on Long Island  
Some students feel that the only difference between Suffolk and the 4-year colleges are dorms  
Some students feel that the environment for night-time students is not collegiate  
Some individuals believe that we need to increase extra curricular opportunities for faculty and staff  
The extracurricular program provides a college experience for students  
Some individuals feel that the extra curricular activities are exceptional for a 2 year college  
Some individuals feel that most students don't have time for extracurricular activities  
Some students want later library hours  
Some students want later library hours during finals  
Some students would like to see the College provide banking services on the campuses  
Some students feel that we should look at becoming partially residential  
The clubs available to students are diverse  
Some faculty feel the college must treat the students like adults  
Some students believe the college needs to build a better college experience for the students willing to stay  
Some students feel the college needs to push sports more  
The college has a number of campus activities for students  
Some students are concerned that some of the libraries do not provide a good studying environment  
The library is a hang out space for students  
Some students feel that the lack of a college experience makes some of their colleagues want to leave campus  
Some students would like to see “a more collegiate look “on the campuses  
Student engagement removes some of the stigma associated with a commuter college  
Some students feel that more student involvement will increase the college feel  
Some students believe that access to facilities needs to be increased to meet student schedules

Students like the face book pages

### **Enhancements at the College are improving the image within the county**

The campuses are looking more modern

The new facilities enhance the college

Some students feel the new additions are enhancing usability across the college

“The new facilities make the college look great”

Some individuals feel that the College needs to continue building new facilities

“The landscaping is welcoming to the community”

The landscaping has “beautified” the college

Some students feel that some of Suffolk's facilities are top notch and should be used to attract students

Some of the students indicated a desire to do their part to ensure that campus beautification is maintained

### **The College needs to address its infrastructure**

Individuals feel that the traffic flow needs to be improved at SCCC

Some students want more than one entrance and exit to the Eastern Campus

Some students want to see greater emphasis on the landscaping of the college

Some individuals feel that the campuses need to work on their curb appeal

The heating and cooling systems need to be fixed

Some faculty feel their colleagues would stay around the college longer if there were places to commune

“Its not always clear which parking spots are which”

“There are too few student parking spots”

“There are too many administrator spots”

Individuals feel that parking is a major issue on all campuses

Some individuals feel that staff parking is impacted by the growing enrollments

Some individuals believe the College should look at more innovative parking ideas like garages

Some individuals are concerned about the safety of the sidewalks due to cracks

Some individuals feel that in our current buildings, we are running out of space for the faculty and staff

Some students would like to see more congregating space for their classmates

“We will run out of space if we keep growing”

“Building layouts prevent effective use of space”

Some individuals believe that there is an “inappropriate” amount of space to support education

We don't have the space to handle the growing enrollments

Some students would like to see more quiet space available in the library

Some students indicated that they “respond to updated and nice space”

Some of the classrooms at Suffolk are "ancient"

“The bathrooms are in terrible shape”

Some students feel the cafeterias are inadequate

Some individuals would like to see “more updated facilities”

Some changes “can't happen because we are bound by the physical nature of the campuses”

The “buildings are just falling apart”

Some individuals feel that our facilities negatively impact our reputation

“Our facilities look old”

There are not enough parking spots given the density of buildings

The roads on campus create more traffic

There are concerns about the cleanliness of the buildings

Some individuals feel that some of the land by the college could be used to better the flow of cars

There is a concern from individuals that the physical plant has not kept up with growing enrollments

Some students feel that we need more modern facilities to appeal to the students



### **Students have varying levels of commitment**

Some students are here only because of their parents  
Some students are not committed to learning  
Some students feel financial aid is being given to some students who don't care about graduating  
Some individuals believe that student morale is decreased by entering developmental education  
Some students would like to see their classmates join them in trying "to make grand changes at the college"  
Some students would like to see the college find ways to involve more students  
Some students feel that some of their classmates stop trying to attend because of ineffective service  
Some students feel that some of their classmates are not putting forth the necessary effort  
Some students want their classmates to hold themselves more accountable  
Some students would like to see their classmates take more of an initiative  
Some individuals feel that students are not willing to take the initiative to look at MySCCC  
Some individuals feel that students are not always willing to put in the necessary work  
Some students believe that their classmates are more willing to complain than to take action  
Students feel the worst recruiters for Suffolk are "the students who don't try"  
Some individuals feel that students know the system and will take advantage of it

### **Students want more input into the College's direction setting and decision-making**

Some students want to see more opportunities for volunteerism through the college  
Some students want better opportunities to evaluate professors  
Some students want more opportunities to get involved at the college  
Some students want more opportunities to provide input  
The college has a number of very active students  
Some students feel that they are not taken seriously  
Some students believe they have the flexibility to start initiatives  
Some students want career fairs targeted at Associate level jobs  
Some students want to have input into college contracts (i.e. Dover)  
Some students want us to look at what other colleges are doing  
Some students want more advocacy for the college  
Some students don't want a mandatory meal plan  
Some students are concerned that most student involvement is only through their representatives  
Some students feel that we need to increase the patriotism on the campuses  
Some students want more printers available to students  
Some students want the courses to better connect with the world of work  
Some students would like to see alerts sent to their phones  
Some students want a systematic, objective evaluation system of faculty  
Some students feel that we need more bilingual professors

### **Students desire more interaction with leaders inside and outside of the College**

Some students are looking for more opportunities for personal interaction  
Some students are looking for opportunities to build networks inside and outside the college  
Some students want greater interactivity  
Some students want more connections to local clubs (travel, etc.)  
Some students want more interaction with the President  
Some students want more cultural exchanges  
Some students want to have brainstorming sessions with college leaders  
Some students want a chance to talk with faculty about curriculum enhancement  
Some students feel that they are not part of the communication loop  
Some students want more alumni to visit and speak to them

Some students in our programs could contribute their skills to local efforts  
Some students want other students to speak to legislators  
Some students will listen to other students  
Some students feel there are not enough free times for clubs to meet  
Some students want the successful alumni to come back and encourage the students  
Some students want to connect with alumni  
Some students feel that the deans need to interact with the students more

### **Internal constituents have concerns about Dover**

Some students are very disappointed with the food options on the campuses  
Some students want more dining choices on campus  
Some students want a say in whether we go with Dover or not  
Some students find Dover to be overpriced  
Some students believe that the way food is prepared by Dover makes it inedible for vegans  
Some students feel that their classmates attempting to keep Kosher can't eat Dover food  
Some students noted that past complaints about Dover have not resulted in action  
Some students are upset that their clubs have no choices other than Dover  
Some students are want greater assurances that Dover employees are following safety protocols  
Some students feel that Muslim students can't eat Dover's food  
Some students feel that food is cheaper at the four-year colleges  
Having food choices means leaving the campus  
Some students want to have food stations like NCC  
Some students are concerned that Dover does not respect religious/dietary convictions in food preparation

### **The college needs to stay current with its articulation agreements**

Students are looking for seamless transfers into four year colleges  
Some individuals feel we need to increase the number of articulation agreements  
Some faculty feel unequipped to effectively counsel with the changing nature of articulation  
We need to ensure all articulation information is up to date  
We need to ensure we have up to date articulation information  
Some individuals believe we should have a strong panel that constantly reviews the articulation agreements  
Some individuals feel that articulation is a mystery to the greater Suffolk community  
Some individuals feel that the college needs to work to develop more articulation agreements  
Articulation agreements are not always fully honored  
Counselors need access to the most up to date articulation information  
Individuals feel that Parents are supporting the college more now because of the expansion of articulation agreements  
The articulation agreements are increasing the value of a Suffolk degree

### **Students have numerous concerns regarding textbooks**

Some students don't want to buy books that won't be used  
Some students want more books online  
Some students appreciate professors who don't just teach from the textbooks  
Some students are frustrated that faculty don't use required textbooks  
Some students are upset about the cost of textbooks  
Some students want more of the textbooks placed in the library  
Some students want textbooks that can be bought online  
Some students want a diversity of materials used in class  
Some students want books for class that can be ordered online

Some students want more online material, not just textbooks, in their classes  
Some students are frustrated when they buy books and the professor won't use them  
Some students don't like purchasing books authored by professors  
Some students want professors to get book orders in sooner to increase the chance that they can purchase them online  
Some students want the college to have more control over the bookstore

**Internal constituents feel the college does not live up to the “One College” motto**

Some students want to see the campuses operating as one college  
Some students want to see the culinary arts center integrated into the Eastern campus more  
Some students would like to see the same breath of creative classes on all campuses  
Some individuals feel that the lack of consistency across campuses impacts student success  
Some individuals feel there is a lack of coordination  
Some individuals feel there is a lack of organizational cohesion  
Some individuals feel the different subcultures feed into campus stereotypes  
Some students believe the different subcultures negatively impact student opinions of each other  
Office functions differ from campus to campus  
Offices are not the same from campus to campus  
Individuals believe we need greater consistency across functions  
Individuals feel there is too much division between campus groups  
Some students feel the cultural differences across the campuses  
We operate too differently between the colleges  
Some faculty want to ensure that students at Suffolk don't receive "different educations"  
Some faculty feel that the different governing bodies lead to different levels of faculty participation  
Some students feel that campuses are gaining reputations as more or less helpful to students  
“There is greater friction as one college”  
“We need to believe our own hype before the community will”  
“The campuses are completely self-sufficient”  
Some individuals feel that the campuses need to learn from each other how to better serve their communities  
Disability services differs greatly from campus to campus  
“The campuses act too independently”  
Some students feel they receive differential treatment at each campus  
Some students see too much inconsistency across the campuses  
Individuals believe that the one college philosophy does not play out in operations  
Individuals feel that the services provided across the campuses are too different  
Some students would like to see the campuses reduce the competitive tone  
Some individuals feel that the campuses are disconnected  
“Operations are splintered”  
Some students feel there is “too much segregation” amongst students from the different campuses  
Some faculty would like to see departments between campuses operate as one  
Some faculty feel that “identical courses” need to have the same basic content regardless of campus  
Some individuals feel that the College needs greater consistency of services across the campuses  
Some faculty feel that some academic programs are models of how to work as one across the campuses  
Some faculty want to see a consistency of function in academics  
“We have to get past long held ideas of separate colleges”  
Each campus has its own subculture  
Some students perceive that there is a “Brentwood College, Ammerman College, and Eastern College”  
Some students don't feel "unity" between the campuses  
Some students feel that academic programs are competing across the campuses

Some faculty would like to see a yearly college-wide student showcase  
“We need greater cross-campus collaboration”

### **There are numerous concerns about information flow at the College**

Some students feel that their classmates largely ignore the campus monitors  
Some students want to see a single source of information on housing rentals near the campuses  
Some individuals feel that there is a general lack of information available to college members  
Some students aren't always aware that they need their transcripts  
Some students don't always know which questions they are suppose to ask  
Some students find themselves going between departments  
Some students feel their colleagues get frustrated with incorrect information  
Some students need guidance on what to ask and from whom  
Some individuals believe that we need to get better at sharing information  
Some individuals believe that we need to better educate students about financial aid  
Some students feel that we need to better promote early registration  
Some students feel that our first generation students don't know what questions to ask  
Some students believe that there needs to be better access to policies  
Some individuals would like to have information more readily accessible

### **Internal constituents have concerns about fairness/equity at the college**

Some people see preferential treatment for certain groups  
Some people want to see evidence that new hires are necessary  
Some people want to see more equity in pay and benefits  
Some people feel that the "belt-tightening" is being conducted unevenly  
Some people feel individuals are asked to do things they are not trained to do  
Some individuals feel that the faculty and staff distribution should reflect the campus % of FTE  
There is a concern by some that “politics outweigh expertise”  
There is a concern about “political agendas”  
Some individuals would like to see more transparent hiring procedures  
Some individuals are concerned that political favors occur at the college  
Some individuals want to see more individuals with strong educational backgrounds working at the College  
Some people feel that opportunities for advancement are severely limited  
Some individuals feel that Internal transfers help units because training is not from "square one"  
Some people see a lack of transparency in decision making  
Some students more transparency in regards to budgeting  
“There is a lack of transparency”

### **Internal constituents expressed a number of security concerns**

Some individuals have concerns that the security phones don't work  
Some students want security to patrol for drug use  
Some individuals feel that campus security does not always provide consistent service  
Some individuals would like to see more campus security  
Some people want to have police officers and peace officers  
Some individuals would like to know that the security guards are better equipped to restrain  
Some students feel that security is not as responsive as they should be  
Some students have experienced crime in the parking lots  
Some students want campus security to provide more assistance in limiting accidents  
Some students want more communication about campus security  
Some students want technology to be used to enhance security

Some students want to see security features like phones more prominently displayed  
The lack of lighting presents a safety concern to some individuals  
“We need more lights”  
“There is not enough lighting at night”  
“There are too many non students on the campuses”  
Some students are concerned about parking at night  
Student's speed out of the parking lot presents a safety danger  
Some students want more surveillance  
Some students believe that the increasing crime rates in the communities are finding their way onto the campuses  
Some individuals would like to see more oversight by public safety for traffic  
Some individuals feel that other colleges have a greater public safety presence  
Some students are concerned that non-handicapped students take up the handicap spaces  
Some individuals are pleased that the public safety director is reaching out to students  
“Students drive dangerously”  
“Gang members on the campuses is a new phenomenon”  
There is a concern by some that courses are offered when emergency personnel are not on duty  
Some students feel that an increasing number of students mandate an increase in the presence of security personnel  
Some faculty would like to see Suffolk Police on campus issuing tickets for traffic violations  
Some students feel that there are too many traffic accidents

### **Internal constituents would like to see a shift towards more student-focused behaviors**

There is a concern that we focus mainly on complaints and negatives at the college  
Some individuals would like to see a culture where people want to share their knowledge  
Some individuals feel that college members need to move beyond personal agendas  
Some people feel that keeping control is more important than operating effectively for some of the college population  
“College employees need to stop being so territorial”  
Some individuals feel that compensation is necessary to get people to participate  
Some individuals are concerned that people stick to the letter of their contracts even at the “expense of students”

### **The amount of change at the College has negatively impacted morale**

With all the change, people don't really know each other  
People are in a state of confusion due to all the major changes  
People have been negatively impacted by the degree of change  
Consistent changes make it difficult to know who is reporting to whom  
“Fear is what leads to change” at the college  
Some individuals feel that the amount of change at Suffolk recently has negatively impacted morale

### **The libraries are a great resource to the college**

Some individuals feel that library resources are underused by students  
Some individuals feel that the library resources are underutilized by faculty  
Some people feel that the library staff are a great resource for students and faculty

### **Internal constituents want to see more pervasive alumni involvement**

Some individuals feel that we need to get alumni here on campus to talk to our students  
Some people would like to see the College utilize its alumni to lobby the politicians  
“The alumni affairs function is strong”

Some individuals believe that we need to better communicate with the community about the success of our alumni

Some individuals feel that alumni are very willing to share their stories if asked

“Alumni love the college so much that many want to work here”

Some individuals believe there are numerous alumni proud of their affiliation with Suffolk

**The Suffolk experience changes our students’ mindsets**

Some students feel that once students come to Suffolk, they realize that it is an excellent college

Students “embrace the college once they get in”

Some students feel that incoming students have negative attitudes about the College

Some students believe that student attitudes become positive after attending

“We have high quality students”

Some students feel that students return semester after semester because they are satisfied with their experience

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