



Internal Focus Group Report – Eastern Campus

**Office of Planning and Institutional Effectiveness
4/10/12**

INTRODUCTION

Suffolk County Community College is currently in the midst of its periodic strategic planning process for the period of 2012-2017. As an institution, it is important that we engage in these efforts every five to seven years to ensure that we are continually working to align our college and its operations with changing external environments. This is a comprehensive process that requires the communication, input, support, and efforts of a diverse and representative group of constituents and in our case, this group is the Strategic Planning Council (SPC). Constituted by administrators, faculty, staff, student, and governance representatives, this group is tasked with constructing a plan that will move forward to the board of trustees for their approval. While this group is the body ultimately responsible for the development of the plan, this process has been far from exclusive or insular as our entire campus community has had opportunities to comment on, suggest revisions, and provide affirmation regarding our mission, vision, and institutional goals. The mission and vision were approved and the institutional goals were affirmed with minor adjustments. We are now at a point where data collection and the creation of measurable institutional objectives connected to the goals can occur and this transition has opened up more opportunities for involvement.

While additional reports will be created to communicate the findings from the data, suggestions from the SPC and its affiliated working groups, and the final plan, the purpose of this report is to provide a final report on the results of the internal focus group efforts. While a full report with rationale, methodology, and data collected institution wide was released in March and is currently available on the SCCC strategic planning webpage, <http://www.sunysuffolk.edu/About/StrategicPlanning.asp>, this report provides the results of the data collected at the Eastern Campus. Conducted between December 2011 and February of 2012 by Richard Amster, Jim Banks, and Suzanne Dela Raba, a total of nine groups consisting of faculty, staff, students, and administrators were convened for the purpose of proving information on the perceived strengths, areas of improvement, opportunities, challenges, and the impacts of the external environment on the college.

RESULTS

As an institution that is both one college and three campuses, there are clearly similarities and differences between the campuses. It is important to not only recognize the distinctiveness, but to find ways to ensure that we operate as one college while also embracing that our campuses are unique. This can be a strength given that our campuses are located in distinctively different locations of what is one of the larger and most populous counties in the United States and the more the campuses are able to reflect the communities in which they are located, the better they are equipped to meet their needs. This dichotomy of commonality and distinctiveness was reflected in the results of the thematic analysis (three stage coding) conducted to uncover the patterns of data from the focus groups. While the

original report provided an analysis at the college level, the table below (Table 1) shows that there are a number of similarities as well as unique aspects to our campuses. The information

Table 1: Supporting Themes by Campus

	Ammerman	Eastern	Grant
Academics are a strength	X		
Better communication with students			X
Better leveraging of Banner	X		
Better understanding students		X	
Commitment from internal constituents		X	X
Continually improving service to students	X	X	X
Discomfort with change	X	X	X
Diversity of student populations	X		
Engaging parents	X		
Enhancement of appearance	X		
Enhancement of management practices	X	X	X
Enhancing connections to Alumni		X	X
Enhancing how constituents are valued		X	X
Enhancing professionalism	X		
External environment provides difficulties	X	X	
Funding concerns	X	X	X
Great service to students		X	X
Inconsistency between campuses	X	X	
Increasing communication with external environment	X	X	X
Increasing effectiveness of communication	X		X
Inequity across campuses			X
Infrastructure concerns	X	X	X
Issues with campus layout	X		
Lack of campus cohesion		X	X
Library utilization			X
More collegiate experience		X	
More communication from administrators	X		X
More effective use of technology	X	X	X
More opportunities for student input		X	X
Passion about the campus			X
Pursuit of campus housing			X
Review of academics	X	X	X
Review of advising	X	X	X
Review of dining options			X
Review of policies			X
Review of professional development		X	X
Review of support services		X	
Review of systems/operations	X	X	X
Review of transportation			X
Safety/security issues	X		X
Staffing concerns	X	X	X
Strong faculty and staff	X	X	
Support to students	X		
Valuable service to the county	X	X	X
Varying levels of student commitment	X		

- = Themes found at all three campuses
- = Themes found at two of the three campuses
- = Themes found at only one of the campuses

reflects all of the supporting themes gathered across the campuses (there are three groupings in all – the initial statements, the supporting themes, and the final themes) along with an indication of which of our campuses possessed those themes¹. Of the 45 themes listed in the table, there were twelve occurrences where all three campuses had the same themes, thirteen where two campuses had the same themes, and 20 that were unique to a single campus. That means that there is almost an even split between the number of themes that are shared and those unique to a campus.

Eastern had a total of three unique codes which included the following:

- Better understanding students
- More collegiate experience
- Review of support services

At this point, it is important to note that these were the codes that emerged from an analysis of the focus group responses from the Eastern faculty, staff, students, and administration. While some of the statements used to develop these themes were similar, if not identical, to statements on the other campuses, this does not guarantee that the supporting themes and final themes will be identical. This is due, in part, to the differing ways that the respondents provided their input, the unique mixture of statements from each campus, and the amount of themes which connect as a result of the methodology used. The absence or differing of supporting and final themes do not indicate that our campuses perceived that certain topics were unimportant, but rather, that there was a different focus as presented from the data.

In total, there were around 475 statements (initial codes) and 27 supporting themes (axial codes) that emerged from an analysis of the Eastern focus groups (Appendix 2). Through a final thematic analysis (selective codes), these 27 themes were categorized into four themes (Appendix 1). These themes include:

- Review policies, systems, resources, and operations to improve service, efficiency, and effectiveness
- Build upon and enhance efforts to ensure comprehensive understanding of and quality education and superior service to students
- Ensure the college culture values people through support and encouragement that results in enhanced communication, development, and tangible opportunities to affect change

¹ It is important to note that each campus may have had more than one theme reflected by the terminology in this table and that the listing of the themes does not match the naming of the themes, but rather reflects terminology that allowed for the grouping of themes.

- Build on efforts to effectively connect the college and translate these enhancements into stronger inter-campus and community relationships

While Grant and Eastern both had a theme reflective of the need to enhance the connectivity of the college and each of the campuses had final themes that reflected the needs to review policies, systems, resources and operations as well as ensure that the college culture values its people, Eastern was the only campus with a final theme centered around more effectively understanding, educating, and serving the students. This unique final theme reflects the overall focus of participants in ensuring that the campuses are more effectively connected to each other in pursuit of providing the best experience for the students. In fact, while each of the campus possessed grouping themes reflecting either a concern for the lack of cohesion between the campuses or the inconsistency between campuses, the Eastern campus was the only one to have both. Specifically, participants expressed concern that administration, faculty, staff, and students display varying degrees of commitment to the college (politics, personal agendas, etc.) as well as how different procedures and practices (even for similar policies) severely impact and hamper student learning. Considering ways to address and remedy the concerns addressed by the Eastern campus participants may prove beneficial not only to our Eastern campus, but also to Suffolk County Community College as a whole.

CONCLUSION

The information presented in this report is designed to provide a starting point to both college and campus discussions rather than as an exhaustive, evaluative report. There is a wealth of data available as one peruses through the pages of initial statements and the grouping themes under which they are classified. It is important to note that the statements listed reflect the commentary of the campus participants and do not, in any manner, reflect suggestions from OPIE, the SPC, or the Focus Group task force, and that information in quotations represent an exact quote taken from the transcripts. The information provided should be viewed as insight into the “campus climate” regarding the college’s current position and the challenges that lie ahead. Taken in collaboration with the college-wide focus group report, the two-day retreat data, and the campus forum reports, Eastern has a tremendous amount of qualitative data that can provide unique insights into the opinions of all groups who walk the campus.

Appendix 1: Final (Selective Codes) and Grouping Themes (Axial Codes) from the Eastern Campus

Review policies, systems, resources, and operations to improve service, efficiency, and effectiveness

- The college would benefit from modifications within academics
- The college should review its systems for opportunities to increase efficiency
- There are concerns about the college's infrastructure
- Support services should be reviewed regularly
- The college is experiencing significant understaffing
- The college would benefit from a review of its advising function
- The college could more effectively utilize technology
- The college is experiencing significant underfunding

Build upon and enhance efforts to ensure comprehensive understanding of and quality education and superior service to students

- The college provides a great service to students
- Meeting student needs must be a priority
- Students want a more collegiate experience
- We need to better understand who our students are
- Finances are an issue for our students
- We have highly qualified faculty

Ensure the college culture values people through support and encouragement the results in enhanced communication, development, and tangible opportunities to affect change

- People need to be committed to the college
- The college would benefit from a review of its professional development opportunities
- The college needs to value its employees
- Internal constituencies need to become more comfortable with change
- The college would benefit from modifications at the administrative level
- Students want more opportunities to provide input
- The college would benefit from enhanced internal communications

Build on efforts to effectively connect the college and translate these enhancements into stronger inter-campus and community relationships

- The college needs to enhance communication with our external communities
- The college provides a valuable service to Suffolk County
- The college needs to enhance connections with Alumni

- There is too much inconsistency between our campuses
- The college is still working on operating as “One College
- The external environment significantly impacts the college

Appendix 2: Grouping Themes (Axial Codes) and Initial Statements (Open Codes) for the Eastern Campus

The college would benefit from modifications within academics

All academic policies should to be reviewed
Some faculty believe that all programs should have a program specific freshman seminar
The college should to push STEM areas
There is some concern that freshman seminar is too broad
There is some concern that some courses are unnecessary
Some faculty feel that faculty are asked to serve on too many committees
“Faculty need to ensure they are current in their field”
Freshman seminar provides a potential foundation for relationship building
Some faculty would like to see greater consistency within general education
Some faculty would like to see general education driven by assessment of student goals
Some courses are being canceled because they are not mandatory within programs
“We need accountability in academics”
The college should ensure more rigorous curriculum review
The college should curtail credit creep
The college should examine the basic skills necessary for student to succeed [math]
The college should examine the redundancy of coursework
The college should examine the appropriateness of course pre-requisites
The college should look at skills and abilities and not just graduation as success
The college should reaffirm student success as a priority
The college should reexamine the number of programs offered
The college should “needs to strengthen prerequisites”
Our honors program is under resourced
“Programs are growing”
Programs are preparing students for future success
Some faculty feel there is varying degrees of effectiveness across departments
Some of our courses are “antiquated”
The college should examine the “structure and content of freshman seminar”
“The catalog and Banner don't always line up”
The college should review its textbook procedures
“The developmental studies program needs to be strengthened”
“The general education requirements make the counselors' job more difficult”
The honors program is “one of our best selling points”
Some faculty feel “the hurdles in academics” lead faculty to “keep the status quo”
There needs to be more communication between professors teaching pre-requisites and those teaching the next course in the sequence
“Tutoring needs to be added into freshman seminar courses”
“We are playing catch up with some of our programs”
The college doesn't offer enough sections to effectively serve the large number of students
“We need a greater emphasis on math and science”
“We need a review of developmental studies”
“We need more service oriented classes”
“We need simplified general education requirements”

The college should “build sustainability into our programs”
The college needs to do a better job of assessing how well we meet student needs
The college needs to ensure that the learning environment is conducive to learning
The college should focus on academics and citizenship
The college should increase internship opportunities
The college should offer more job training and basic job skills courses
The college should recruit good students like we do with athletes
The college should talk with adjuncts who are current in their fields
“We need universal procedures for all departments”
“We should bring back the conversational Spanish course for college employees”
“Without accountability, nothing will change in academic programs”
Some fields are now requiring a four-year degree
The college needs “a standardized class attendance policy”
“We need more short-term certificates”
The college should employ policy exceptions for graduating students
The college should increase the flexibility of our offerings
The college should reconsider class limits to allow more students to get the courses they need
The college should incorporate our website into intro classes so that students learn how to better navigate the site
Required courses need to be offered at reasonable times on all campuses
Students get frustrated by being locked out from courses they need
Some students see too much overlap in some of their major courses
Students want greater integration of courses from other programs
Students “want more challenging courses”
Some students would like to see a course on basic finances
Some students would like to see the same breath of creative classes on all campuses
The academic programs could have a Spanish language requirement
The college should brag about the culinary arts center
The culinary arts program is “one of our great strengths”
The culinary arts program “should have an organic garden”
“The Eastern campus needs a theatre or arts program”
Individuals would like to see an increase in the number of articulation agreements
Some students want more courses that will prepare them for the world of work
Students don't want to buy books that won't be used

Internal constituencies need to become more comfortable with change

Faculty and staff would benefit from training on how to meet the changing needs and expectations of students
The college “needs to make changes to meet accreditation changes”
Parents are more involved in the student's lives
Sustainability needs to be embedded into the whole of student life, not just academics
“Union policies must align with changing circumstances”
Environmental trends need to be considered in programs (health and culinary)

The college would benefit from modifications at the administrative level

There is a concern that “politics outweigh expertise”

Front line staff needs to be tapped because they are the experts in their areas

Front line staff needs to be integrated into college decision-making processes

Front line staff needs to be more integrated into planning

The college should find ways to involve faculty in the college, not just on their campus

The college would benefit from “true merit-based hiring”

Senior administrators need to lobby the county and state

Individuals suggest that the college needs to learn how to more effectively lobby the county

“The layers of bureaucracy slow things down”

“There are enough administrators”

There are “too many layers of administrative bureaucracy”

We need to “empower people to share ideas across the college”

The college should encourage creative thinking

The college should find ways to open up dialogues that spawn ideas

The college should take advantage of the leadership within our communities

College staff appreciates opportunities to interact with senior leadership

Administrators need to spend more time interacting with students

The college provides a great service to students

“Attention to students is a college value”

College staff work to provide answers to students

Faculty spend their personal time helping students

There is “great connection between the students and faculty”

Rolling admissions provides “a great benefit to potential students”

SCCC helps students as they find their way educationally

SCCC makes college possible for students

Student service is a value at the college

Students appreciate the service once they transfer to another college

The college is beginning to get a “number of second generation Suffolk students”

The night program ensures that working adults have a chance at an education

We bring college into “communities that don't have options”

The application process is simple for students

“Suffolk has numerous scholarships”

Suffolk meets the individual needs of the students

Students enjoy the book rental policy

Meeting student needs must be a priority

Campuses sometimes send students back to their home campus instead of helping

“Eastern students are told they need to go back to East to be served”

The college could more effectively utilize technology

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

Some faculty feel they need more training on how Banner works

“Messages in Banner are inconsistent between the campuses”

“Notes on the bill need to be more prominent”
“Other colleges make better use of Banner”
Program changes throw Banner off
There is confusion about the Banner policies and procedures
“We are behind other colleges in how we make use of technology”
“We are not utilizing all of Banner's functionality”
“We are still struggling with Banner”
Individuals are looking for “greater standardization” in Banner
Some faculty would like to see more technology built into our academic programs
Some staff would like to see more technology integrated into disability services
We need to use technology to “connect the campuses”
The college could utilize technology to increase our meeting space
“Students feel D2L is too basic”
Some students indicated a desire for on-line classes in inclement weather
Students want tele-courses to connect them to the other campuses
Students want to speak to potential students through YouTube
Students would like to see a virtual tour as part of the website
We need more introduction to technology courses
We need to provide training on technology to students
“We should use go to meeting more”
Some individuals feel our D2L does not offer the same features as other colleges
Some students felt that D2L will have to improve to serve growing student populations
“A lack of new and premium technology is keeping the college back”
“Students largely ignore the campus monitors”
Students want more books online
“We need more robust services on the web”

We need to better understand who our students are

We are educating more students with mental illnesses
We are educating more undocumented students
“Single moms can take classes with the flexibility”
We need to do a better job of working with returning adult students
We need to show great understanding with the vets
Adult students are overwhelmed by the technology requirements in some classes
“The diversity of our students is a strength”
We should have peer mentors for older students
Its hard for students to finish on time
We need to better serve students who will never look for a four-year degree
“We need more support for our ESL population”
The college needs to better integrate ESL students into the college
We need to effectively educate underprepared students

Finances are an issue for our students

We need more money to effectively support students
“It's too expensive for parents to send their children away to college”
More and more students have to work given the bad economy

We need to try and freeze our tuition
The college needs to find more money to assist students
“Being affordable still prices some students out”
More students will be coming to Suffolk “because parents can't afford to send them away”

The college is experiencing significant underfunding

“You can't have zero equipment money in academic programs”
A lack of funding is impacting our ability to implement innovative ideas
“We lack resources”
The college should ensure rational and appropriate funding for academic programs
“Retention will be higher with greater funding”
The lack of resources is preventing us from operating effectively
“Economics affects everything”
The college needs to establish more funding for faculty

The college would benefit from enhanced internal communications

Better connection between counselors and programs will benefit the students
“Communication comes in second due to the overload of work”
“Departments don't operate as teammates”
Information about the college is not shared well with the external groups
Information is not shared well within the college
“We need more inter office teamwork”
Students are receiving different answers from different individuals
Students receive information that impact them, but offices are left uninformed
“There is no time for effective communication”
“We need more systematic communications”
Students are unaware of some of the departments on campus

The external environment significantly impacts the college

Changes in local laws impact us severely and we have little influence
There is a concern that county politics influence college operations
“Declining enrollment will be our biggest problem”
Different family expectations are impacting educational expectations
Fewer residents means a decreasing tax base
Financial aid regulation changes are negatively impacting students
A lack of new businesses means stagnant tax revenues
Some faculty would like to see increased math and science preparation in K-12
President Obama is impacting CCs with the push for workforce development
“Students' communication skills are diminishing”
“Students are not being pushed to finish high school”
“The county does not support the college”
“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

There is less political power over the college than in years past
There needs to be more college involvement with SUNY
Unemployment policies are forcing individuals to maintain full-time course loads
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
Some individuals feel that nothing has changed since SCCC separated from the county
“Politicians help the college only when it benefits them”
Some individuals feel that the college may benefit from more county oversight
The cost of oil is negatively impacting the college
There are concerns that “the new county executive will attack the unions”
“We have to take the county's input since we take the county's money”
Some positions “have been transformed due to unnecessarily high educational requirements”
The cost of gas really impacts students

The college would benefit from a review of its advising function

Some faculty feel the college should “go back to more curriculum based advising”
Some individuals expressed concerns about the effectiveness of our current advising system
Some faculty expressed a desire for “advising to move back to the faculty”
Some individuals felt that “its too easy to place students in the wrong courses”
Mis assigned courses force the students to go back and forth
The college needs to work to “better assess a student's long term goals”
“Students get removed from courses when they shouldn't be”
The college should connect students with the programs early in their academic career
“Students would benefit from more advisement with faculty”
“Students feel they are placed in the wrong classes”

People need to be committed to the college

Compensation is necessary to get some people to participate
There is concern about “political agendas” taking precedent
“Faculty, staff, and administrators need to go out recruiting”
There is a concern that many junior faculty only “get involved to get tenure”
“People get burnt out with all their responsibilities”
“People stick to [the language of] their contracts”
“People will not do extra work without compensation”
Some faculty feel that some of their senior colleagues don't get involved outside classes
“Some students are here only because of their parents”
“Some students are not committed to learning”
Some students feel the financial aid is being given to “students who don't care about graduating”
“Our worst recruiters are the students who don't try”
There is a concern from some that “faculty will only invest in the students who take an interest”

There is too much inconsistency between our campuses

Each campus should have an opportunity to regularly report on local events through WSHU

There is a lack of consistency with policies and procedures

Policies on ID cards need to be college wide

The services provided across the campuses are “too different”

“There is too much inconsistency in services provided to students”

Students receive differential treatment at each campus

Individuals want to see greater consistency in course offerings

“Students want more consistent counseling”

Students want more consistency of opportunities across the campuses

The college is still working on operating as one college

Some individuals suggest that faculty teach at different campuses

“The campuses are completely self-sufficient”

“The campuses need to learn from each other how to better serve their communities”

There is too much inconsistency in services provided to students

We need better communication between central and the campuses

Lack of communication prevents us from being one college

The three campuses need to talk to each other more

“There is too much segregation amongst the students”

Students want to “see the campuses operating as one college”

Students want to see the culinary arts center integrated into the Eastern campus more

The college would benefit from a review of its professional development opportunities

Individuals would like more professional development choices

Some faculty would like to see “discipline specific professional development”

People would like to see more professional development through funded training

“We need more training opportunities for adjunct faculty”

The college should review its systems for opportunities to increase efficiency

Good teamwork compensates for faulty systems

We need better communication between our systems

The college is experiencing significant understaffing

The “lack of staffing in student services is impacting retention”

Faculty hires don't match growing enrollments

The college “need[s] more faculty for high enrollment programs”

“There are no full-time lines”

There were concerns about the non-replacement of lines

“Not enough faculty to teach courses”

Students are effectively served given the understaffing

“We need more front line staff”

Some faculty are concerned that the high ratio of adjuncts to full-time faculty will become an accreditation issues

There is a concern that too many adjuncts teach freshman seminar
The “full-time to part-time ratios are getting worse at night”
“We have too many adjuncts teaching”

The college needs to enhance communication with our external communities

The college should foster better connections between business and the academy
The college should foster better connections with high school counselors
“Partnering with local high schools will decrease basic skills”
Some faculty are concerned that programs are not connected to the job market
“Serving the community better will increase our influence”
Students come to Suffolk not understanding that they can successfully transfer to four-year colleges
“Students in our programs could contribute their skills to local efforts”
The college should free up time for professors to recruit
The college should increase its fundraising
The college should look externally for guidance
The college should more aggressively market itself
The college should “partner with local festivals”
The college should reach out to high schools and middle schools
The college should “step up recruiting efforts”
The college should work to bring people together
There is a concern that we are losing touch with our public
“We can retrain better than many of the local businesses”
“We deserve more recognition from the county”
Some faculty feel we don't market the honors program enough
Some staff are concerned that we don't market the transfer function well enough
“We need better relationships with our high schools”
People would like to see increased communication between the college and community employers
“The college needs to be more integrated into the local community”
People would like to see more county forums on the campuses
People would like to see more town and gown initiatives
People would like to see us welcome the community to campus as much as possible
Individuals would like to see us more aggressively work with our local workforce
The college would benefit from looking at colleges outside the state
The college should bring parties to the college to develop networks that benefit the county
The college needs to ensure adequate representation and voices on the county planning board
“High school college trips don't stop at Suffolk”
High school guidance counselors “advocate against Suffolk”
High school teachers are “giving bad information to the students”
The high schools “talk down” coming to Suffolk
Suffolk needs to “quickly connect with relocated businesses”
“Connecting the culinary arts program to the community has improved the reputation of the college”

The college needs to speak to potential students “in their world”
Students feel they have to “defend attending Suffolk”
“Suffolk is not the first choice for students”
Suffolk needs a greater presence in the high schools
Suffolk needs to reach out to high school parents
The community “doesn't realize what it has with the college”
Suffolk has a “higher education monopoly on the East End”
The college should find more avenues to market the college
We have to live up to the promises we make in publications
The college should "preach" that you get a good start at Suffolk
The college should better market the A.A.S and A.S degrees
We need to market our ability to retrain
We need to market the college as a "county jewel"
We need to market the rigor of our courses and programs
Sports could be one of our biggest selling points
Sports could be part of our recruiting efforts
The college should market the benefits of the diversity of students (age, race, etc.)
Suffolk's reputation is “based mostly on word of mouth rather than our marketing”
The college should be proud of its exceptional students
The college should be proud of its growth
Current SCCC students can help recruit future SCCC students
Students want to provide the "real" information to high school students
Suffolk should send student ambassadors to the high schools to promote the college

Support services should be reviewed regularly

Our disability services “need to be revamped”
The admissions processes needs to be aligned with other support services
“We need a better job placement function”
People would like to see a centralized department for veterans
We need people to be the go-between with Veterans Affairs
We need to ensure greater sensitivity from faculty and staff regarding students with disabilities
We need to proactively meet disability needs
We need to sell our athletics program better
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
The one-stop will increase departmental knowledge of what other departments do
The de-enrollment process severely hampers student course-taking
We need to provide better "customer service" to our students
Students want a broader array of internships
Students want more cultural exchanges
Some students want priority registration based on grades
Some students want to see campus activities facilitate volunteerism in the community
Students want to see policies applied with empathy for the students
Students want to see television programming on the monitors including Suffolk TV

“The college clubs need to connect with the high school clubs”
The college needs a “true recycling program”
“The Eastern campus needs a sports program”
Some students would like to see dorms on campus
We need to “overhaul de-enrollment”
Students need the support to finish their degrees on time
The college needs to do a better job of connecting graduates with employers
The college needs to focus more on how we effectively transition students in to Suffolk
We need to help students transition from high school more effectively
We need to focus on how we transition students out of Suffolk
We need to ensure greater transferability of courses
Students are looking for seamless transfers into four year colleges

The college provides a valuable service to Suffolk County

“Our facilities benefit our communities”
“We are all ambassadors”
The college is well equipped to meet local needs
“We have a great reputation as a feeder college”
We need greater connections between the programs and the workforce
“We offer a very convenient education”
Local four-year colleges want Suffolk students
“The college provides opportunities to get off the island”
Suffolk really is a stepping stone to other colleges
The college's reputation has grown in recent years

We have highly qualified faculty

The faculty are focused on quality teaching
The faculty are sympathetic to student needs
The faculty “invest personal time into the students”
Teaching faculty are “our strength”
Our faculty “feed off the enthusiasm of the students”
Personal time with faculty members is a hallmark of Suffolk

The college needs to value its employees

Support functions need to be recognized for their importance
The college does not show enough appreciation to the faculty and staff
People feel opportunities for advancement are severely limited
Some staff would like to take courses here but can't afford it
Staff wants discounts on course taking
The college has highly qualified staff

There are concerns about the college's infrastructure

SCCC should have inter campus transportation
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 students would like to have coverings for walkways during the winter

The campuses “need to work on their curb appeal”
“The heating and cooling systems need to be fixed”
The lack of transportation affects class attendance
Our current space can be re-engineered to save energy costs
The campuses are looking more modern
The new facilities enhance the college
“Athletic talent is going to waste because of a lack of transportation”
Students feel the new additions are enhancing usability across the college
“The new facilities make the college look great”

The college needs to enhance connections with Alumni

We should “use our graduates as spokespeople”
Students want more alumni to visit and speak to them
Suffolk students are successful after transfer
The students want the successful alumni to come back and encourage them
The students want to connect with alumni

Students want more opportunities to provide input

Student input is valued at the college
Some students are looking for more opportunities for personal interaction
Some students feel that they are not part of the communication loop
Some students want a chance to talk with faculty about curriculum enhancement
Students want “greater interactivity”
Students want more interaction with the President
Students want to have brainstorming sessions with college leaders
Students are looking for the “deans to interact” with them more often
Some students are looking for opportunities to build networks inside and outside the college

Students want a more collegiate experience

Students are “very disappointed with the food options on the campuses”
Students want more dining choices on campuses
Students want to see more opportunities for volunteerism through the college
The environment needs to be more enjoyable to enhance learning
“The Eastern campus is boring”
Students want more opportunities for healthy living on all campuses
The college needs to more actively assess what the students feel they need and deliver when possible