



INSTITUTIONAL
EFFECTIVENESS REPORT:
2014-2015





Institutional Effectiveness is a phrase used to describe the evaluation of the progress any institution has achieved in meeting its goals and objectives in order to fulfill its mission. At Suffolk County Community College, we have developed the Comprehensive Plan for Institutional Effectiveness (CAPIE) to guide assessment and evaluation at the College, as well as strategic and operational planning, and the use of these in budget and resource allocation. As directed in the CAPIE, the Office of Planning and Institutional Effectiveness is charged with submitting a Report of Institutional Effectiveness to the President of the College for his review. This report describes the assessment, evaluation, and planning efforts of the College and its departments for the 2014-2015 Academic Year. Thanks to Dr. Christopher Shults in compiling this comprehensive report.

The 2014-2015 Academic Year saw a further implementation of the CAPIE, and as expected with any new undertaking, there were many challenges to be faced in its continued implementation. Members of the College community proved to be extraordinarily collaborative, patient, and even enthusiastic about the opportunity to look critically at what we do in order to improve and better live out our mission. This was despite many challenges faced by the College community last year, including complying with the SUNY Seamless Transfer mandate, requiring a review of all programs at the College, preparing a Middle States monitoring report and for a small team visit, and the new demands of SUNY Excels – a system-wide performance management plan.

The Office of Planning and Institutional Effectiveness, which is involved in every area of these efforts, is grateful for the continued support and cooperation we have received in implementing the CAPIE and its many tasks. As part of our Middle States accreditation responsibilities, a committee reviewed and made recommendations to streamline the CAPIE for easier use. We will continue to assess the effectiveness of all our planning efforts to constantly help improve teaching and learning at the College.

And so, we respectfully submit this report, which is the result of the work of many members of the College community – faculty, staff, administration, and students – to Dr. Shaun L. McKay, President of Suffolk County Community College.

Sincerely,

Jeffrey M. Pedersen, Ed D.
Vice President for Planning and Institutional Effectiveness

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EXECUTIVE SUMMARY

A college can only document that it is effective when there is evidence that progress was made towards achievement of the institutional mission. During the 2014-2015 academic year, Suffolk County Community College (SCCC) made tremendous strides in enhancing its institutional effectiveness as documented through the results of academic and administrative, educational, and student support (AES) unit assessments, evaluations, and planning as well as a revised resource allocation process. Additionally, the college demonstrated annual progress in realizing its strategic goals (measurable institutional objectives) through its second comprehensive operational planning process. The integrated planning approach that connects and aligns each of these individual, but interconnected efforts, is presented in the College's Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) – a document that went through an intentional and collaborative revision process during the year. The 2015-2016 edition of the College's institutional effectiveness report has been structured to provide a report on progress during the 2014-2015 year towards completion of the assessment, evaluation, planning, and budgeting efforts constituting the CAPIE.

To provide additional context for this report, it must be noted that the Middle States Commission on Higher Education (MSCHE) removed the College from warning during the fall of 2014 and was required to provide a progress report in the form of a monitoring report in the fall of 2015. The College received seven commendations from the visiting team regarding the current MSCHE Standard 7 (Institutional Assessment) which is the standard based on documentation of institutional effectiveness. With consideration of this report, some highlights from the 2014-2015 year include:

- Nearly 90% of academic programs participated in a comprehensive assessment of student learning outcomes at the program level with many utilizing previous results in current assessment follow-up activities;
- 97% of identified AES units (units involved indirectly with student learning as well as backbone operations) conducted annual assessments with many utilizing previous results in current assessment follow-up activities;
- All academic programs scheduled for Academic Program Reviews and all AES units scheduled for Unit review submitted final documentation;
- Goals and objectives were established for the Excelsior Program and it underwent its first assessment and a timeline was established for the writing of goals and objectives for the Early College Program, the Honors Program, and High School Partnerships;
- Academic assessments were completed for developmental English and reading as well as ESL and Freshman Seminar;

- Three general education assessments were completed with previous assessments resulting in documented evidence that results are being used to improve student learning;
- Operational planning underwent significant revisions to the process, including new templates and an enhanced review process. Notable examples of college actions include:
 - The number of partnerships with high schools to expand intervention programs for students likely to test into developmental education was increased in an effort to reduce the number of students placed in developmental education;
 - Continued outreach by the Office of Financial Aid for students placed on probation led to an increase in the percentage and number of students receiving waivers and maintaining or exceeding satisfactory academic progress (SAP) into fall 2015;
 - The School of Nursing conducted a review of its program and submitted a degree proposal for an AS in Nursing to ensure greater alignment with ACEN and better preparation for students transferring into RN to BSN programs and the workforce;
 - The number of partnerships designed to expand access to STEM programs was increased including new relationships with public, private, and governmental agencies;
 - Dual enrollment efforts were enhanced through strengthening the Excelsior program and resulted in more than 3,600 students, 12,100 credits, and two new partnerships during the 14-15 academic year;
 - In an effort to increase grant activity, the Office of Grants development focused on grant related professional development and experienced an increase in the number and percentage of faculty participating in training, preparing grant proposal, and scores on post-training tests;
 - The Office of the Registrar examined the impact of priority registration and, through dedicated communication efforts, saw an increase in student awareness regarding the benefits of registering during the priority period; and
 - The College engaged in its first ever public awareness survey to ascertain the community's awareness and opinions of the "I got my start at Suffolk" campaign with more than 90% of respondents indicating awareness and satisfaction.
- The budgeting process underwent significant revision to ensure greater alignment between budget requests and both institutional goals and measurable institutional objectives (MIO)s;
- Led by a faculty member, the Assessment Advisory Council (AAC) engaged in a comprehensive review and revision of the CAPIE, subcommittees revised rubrics, and the council adjusting review schedules to better align with the academic calendar; and
- The Strategic Planning Council (SPC) initiated a comprehensive review of the Operational Planning process to include greater oversight, an examination of the MIOs, and the development of revised key performance indicators (KPIs).

INSTITUTIONAL EFFECTIVENESS

Institutional effectiveness has been an important concept within higher education for decades and has received greater attention in recent years as regional accrediting bodies have increased their focus on and scrutiny of colleges' ability to document, with evidence, that organizational structures, systems, and processes result in improved learning outcomes, institutional objectives, and most saliently, the college mission. In the CAPIE, Suffolk County Community College expresses that institutional effectiveness at Suffolk:

"...reflects the College's ability to realize its mission as demonstrated by reaching the institutional goals. Achievement of these goals is determined by accomplishing the institution's measurable institutional objectives (MIOs) and through institutional assessment, operational planning, and resource allocation that assists in the attainment of student learning outcomes at the institutional, program, and course level as well as the administrative and Educational Support (AES) unit goals." (pg. 6)

Institutional effectiveness at SCCC is best understood through 1) the individual parts that constitute the system, and 2) the interconnection of the elements. Rather than resulting in a complex process, the individual parts as well as their connections, both of which are presented in great detail in the CAPIE, have resulted in a comprehensive, systematic process that is broadly communicated, readily understood, sufficiently simple, and continuously evaluated for potential improvements.

THE CAPIE

The CAPIE is the College's comprehensive and integrated institutional plan for conducting effective assessment, evaluation, and planning for the purpose of enhancing student learning and support for the student learning environment. This report details progress made during the year for each area specified within the CAPIE.

Assessment/Evaluation

The first section highlighted is assessment/evaluation because these are foundational elements for planning. The College engages in both assessment and evaluation for both academic and its AES units. At SCCC, AES units include all areas of the college that provide either indirect support of student learning (i.e. Library, Financial Aid, Counseling, etc.) or engage in the backbone operations necessary for the college to operate effectively

(i.e. Business and Finance, Plant Operations, Faculty Development, etc.). The following is a list of the assessment and evaluation activities that occur annually, college-wide, and whose results for the 2014-2015 year will be reported in this document:

Academic Programs

- Annual Assessment of Student Learning Outcomes (assessment)
- Academic Program Review (evaluation)
- General Education Assessment (assessment)
- Non-Program Based Course Assessments (assessment)

AES Units

- Annual Assessment of Student Learning/Support Outcomes (assessment)
- Unit Review (evaluation)

Assessment and evaluation, while related, serve two distinctly different purposes and are treated independently at Suffolk County Community College. While assessment focuses on opportunities for continual improvement and is the result of a targeted examination, evaluation provides a periodic judgment on how effectively an academic program or AES unit is achieving its goals and outcomes. Annual assessments and general education assessments as well as the annual assessments for AES units have been designed to provide longitudinal data that academic programs and units will use to help drive their academic program and unit reviews.

Operational Planning

Operational planning at SCCC represents a two pronged process, driven by annual assessments, that allows the College to document achievement of its institutional goals as well as its MIOs. More specifically, each academic program and AES unit engages in annual assessment of student learning outcomes (SLOs) and/or support outcomes (SOs). These assessments are aligned with one or more of the six institutional goals and a smaller number are directly aligned with the MIOs. Whether the assessments lead to future action plans designed to improve upon results at the unit or program level or if they end up in the Suffolk County Community College Operational Plan as institutional strategic priorities, they are the driving force behind the planning efforts college-wide. It is also important to reiterate that the College's Operational Plan is the annual document that identifies, highlights, and communicates prioritized initiatives associated with annual progress towards

achievement of the 16 MIOs. It is the College's documentation of operationalized annual progress towards completion of the 2013-2020 strategic plan.

Resource Allocation

The final individual element of the College's Institutional Effectiveness model included in this report is the resource allocation process. This process reflects budgeting and is aligned with the updated MSCHE standard VI: *Planning, Resources, and Institutional Improvement*. Beyond simple budgeting, however, the College has embraced a more systematic and strategic resource allocation process guided by the alignment of budget requests with the institutional goals and MIOs. As with the other aspects of the institutional effectiveness system, an annual assessment is conducted to determine how the resource allocation process can be more strategic.

2014-2015 INSTITUTIONAL EFFECTIVENESS

Academic Assessment and Evaluation Results

1. Annual Assessment of Student Learning Outcomes

For the 2014-2015 academic year, nearly 90% of AA, AS, and AAS academic programs conducted an assessment of at least one Program Student Learning Outcomes (PLOs). The majority of these programs were engaged in assessment activities based on the results of the previous year's assessments.

2. Academic Program Review

Academic Program Review at SCCC is based on a seven-year cycle. For academic year 2014-2015, the following units engaged in a comprehensive academic program review process:

- Business Administration (AA and AAS)
- Business Administration – Online (AAS)
- Electrical Technology (AAS)
- Interior Design (AAS)
- Theatre Arts (AA)
- Visual Arts (AA)

An important component of the Academic Program review process is the external review. During the 2014-2015 year, two of these programs (Theatre Arts and Visual Arts) conducted the review during the academic year. The remainder of the

programs are conducting the external review during the 2015-2016 academic year. As part of the institutional assessment and evaluation cycle, six units are scheduled for program review:

- Chemical Dependency Counseling (AAS)
- Construction Technology (AAS)
- Culinary Arts (AAS, Certificate)
- Health Information Technology (AAS)
- Information Technology (AAS, Certificate)
- Liberal Arts and Sciences: International Studies (AA)

3. General Education Assessment

For academic year 2014-2015, three assessments were conducted in accordance with the SUNY General Education subject areas and competencies. The three areas that conducted assessments were:

- Basic Communication - Written (Assessment conducted in Communications 105 and English 101)
- Humanities (Assessment conducted in Philosophy 101)
- Information Management (Assessment conducted in Freshman Seminar 101 and 105)

In addition to assisting with assessments for 2014-2015, the General Education Liaison worked to schedule and prepare the following areas for general education assessments during the 2015-2016 academic year:

- American History (History 103 – reassessment)
- Mathematics (Mathematics 103)
- The Arts (Art 111)
- Other World Civilizations (Political Science 107)

4. Non-Program Based Course Assessments

In an effort to ensure that the assessment and planning activities are included in, conducted in alignment with, and the findings communicated through a sustainable, systematic, and comprehensive process, major academic assessments that are not conducted within programs have been included within the CAPIE. For this category, there were two areas of focus for the 2014-2015 academic year. These included:

- Developmental Courses (Oversight provided by the Developmental Studies Advisory Committee – DSAC)
- Freshman Seminar (Oversight provided by the Freshman Seminar Advisory Committee – FSAC)

With more than half of entering students testing into developmental coursework and freshman seminar as a required course for graduation, the College has prioritized the assessment of student success within these courses. Assessments conducted during the 2014-2015 year included:

- Assessment of Reading 098 (Introduction to College Reading)
- Assessment of College Seminar 105 (Personal Growth and College Life)
- Assessment of English as a Second Language
- Assessment of Developmental English

Each of these assessments is being conducted by the committees and they are reviewing the results and proposing activities that will utilize the results during the 2015-2016 academic year.

AES Unit Assessment and Evaluation Results

1. Annual Assessment of Student Learning/Support Outcomes

The term AES is used to include all units that are not academic programs into the College's robust and comprehensive assessment and planning system. The range of units included is extensive and includes units that have opportunities to assess both student learning and support outcomes (i.e. Library, Counseling, Writing Centers, etc.), units that provide indirect academic, but direct support for student success (i.e. Financial Aid, Campus Activities, etc.), and units which perform the backbone organizational actions needed for continuous and effective College operation (i.e. Plant Operations, Public Safety, etc.). AES units not engaged in AES unit review completed an assessment during the year with many initiating the development of action plans based on the results in the current year.

2. AES Unit Review

Like Academic Program Review, AES Unit Review at SCCC is based on a seven-year cycle. In an effort to balance out the evaluations to ensure that primarily administrative, primarily educational, and primarily outreach functions are addressed on a yearly basis, the College designed a calendar that plots out the unit by

its primary function. For 2014-2015, the following units engaged in a comprehensive unit program review process:

- Central Facilities
- Office of Instructional Technology
- SCC Foundation
- Special Services/Disability Support Services

All of these units engaged in a comprehensive process that required them to review their mission, goals, outcomes, and history, examine the appropriateness of staffing, chart success in achieving their unit goals and outcomes, and engage in a strengths, weaknesses, opportunities, and threats (SWOT) analysis. After completing these activities, the documents were sent to external review teams. The teams reviewed the documents and visited the campus during the spring or summer of 2015. The units are now tasked with developing action plans based on the findings.

In addition to assisting evaluations for 2014-2015, the Office of Planning and Institutional Effectiveness worked to prepare units for their 2015-2016 academic year review during the spring of 2015. The units included:

- Admissions
- Computer and Information Services
- Health Services
- Workforce Development

Proposals/Changes to Assessment for 2015-2016

- *Student Affairs established a position charged with overseeing and guiding assessment and evaluation activities for student service AES units*
- *The six subcommittees of the Assessment Advisory Council reviewed their rubrics and are following a modified assessment review cycle.*

Operational Planning Results

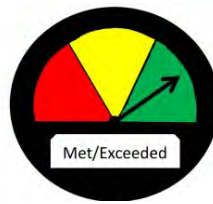
The College utilizes its annual operational planning process to both highlight the activities, plans, and activities that represent institutional priorities aligned with achieving each of the MIOs and to document progress, where available, on achievement based on the identified KPIs. The KPIs reflect specific metrics that can be utilized to track yearly progress towards meeting identified criteria for success.

INSTITUTIONAL GOAL 1 – STUDENT SUCCESS

To foster the intellectual, physical, social, and civic development of students through excellent and rigorous academic programs and comprehensive student support services.

Measurable Institutional Objective (MIO) 1.1

The College will, during the period 2013-2020, increase the completion rate of first-time, full-time (FTFT) students in gateway courses through enhanced engagement with faculty, academic support and student services¹.



Current Percentage

77.5%

2020 Target

75%

College Action

Plan new initiatives with Suffolk districts/private high schools to expand collaboration toward identification and intervention for students who might test into developmental education.

Lead Responsibility

Dean of Instruction and developmental education instructors

Criteria for Success

Completion of a research report that outlines the program's efficacy.

Progress

During the 2014-2015 year, conversations have been initiated to develop collaborative interventions with nine new high schools based on the Hampton Bays/SCCC model. In addition, the College has entered into a P-Tech grant application with district high schools to provide remedial support and a degree opportunity for an AAS in Information Technology at the Michael J. Grant campus. The report will be completed during the 2015-16 year.

Value

The Eastern Campus has experienced a sharp decline in developmental education placement rates from Hampton-Bays High School as a result of this initiative and the College hopes to see similar results in other high schools across the county.

¹ Gateway courses were defined within the Title III grant. Successful completion is defined as a C or better in one of the 14, non-developmental gateway courses.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 2.2

The College will, during the period 2013-2020, increase the fall-to-spring persistence rates of all credit bearing students to 75% and fall-to-fall retention rates for FTFT students to 70% by supporting students through enhanced engagement with faculty, academic support, and student services.



College Action

Complete the College's comprehensive student engagement plan.

Lead Responsibility

Vice-President for Student Affairs

Criteria for Success

Prior to the 2015-2016 academic year, a comprehensive plan, which has been approved by the President's Executive Council, will be in place.

Progress

A draft of a student engagement plan has been designed. The committee has been expanded to include the Vice President for Academic Affairs, the three Campus Executive Deans and a third co-chair has been added, the College Assistant Dean for Student Engagement Assessment. The committee will focus on developing action steps for each identified area. The updated plan will be submitted in 2015-16 with a goal to implement action items in 2016-17.

Value

The plan will provide strategies, initiatives, and criteria for success in regards to increasing the retention and persistence rates at the College and, therefore, is a foundational document associated with student success.

College Action

The Office of Financial Aid will increase outreach to student placed on academic conditional waiver.

Lead Responsibility

Director of Financial Aid

Criteria for Success

A higher percentage of students will return in fall 2015 than in fall 2014 (55%) as a result of increased outreach.

Progress

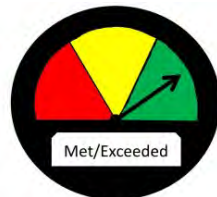
The Office of Financial Aid sent each student who was granted a conditional waiver a letter. Three hundred and five (305) students were granted a conditional waiver in spring 2015 and 84% returned and met or exceed satisfactory academic progress in fall 2015. Financial aid will notify all new students before the start of semester and alert them to the consequences of not doing well academically and how it will affect both federal and/or state aid. Most students during their first semester are not really aware of the consequences if they withdraw from a class, that federal aid monitors their course attempts verses courses passed, that at a community college they are only allowed 36 points, or that for federal and state aid all courses must be in their program of study.

Value

By increasing outreach to students and providing them with opportunities to retain financial aid, the College is providing support aimed at retaining students by ensuring they are able to take advantage of an affordable education.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 1.3

The College will, during the period 2013-2020, increase the three-year graduation rate of FTFT students to 20% through enhanced engagement with faculty, academic support, and student services.



Current Percentage
21.3%

2020 Target
20%

College Action

Expand online professional development (PD) opportunities.

Lead Responsibility

College Associate Dean of Faculty and Professional Development

Criteria for Success

Facilitate at least four online professional development opportunities.

Progress

For the first time at the College we had 32 Monday Morning Mentors, a 20 minute tutorial on various PD topics. The College also purchased 2 online licenses for white papers that were placed on the Professional Development department's secure website.

Value

More opportunities for access to professional development designed to improve the teaching and learning environment had been provided for faculty.

College Action

Expand the *Position Your Transition* initiative.

Lead Responsibility

Chair of the *Position Your Transition* Committee

Criteria for Success

The committee will provide 3 opportunities during the academic year for students to engage with potential transfer institutions during the 2014-15 academic year.

Progress

The criteria for success were met with an average of 25 students attending each trip. Satisfaction surveys were collected and adjustments to the program were made based on the feedback. For 2015-16, the committee will be expanding its membership to include counselors with transfer advising responsibilities along with the College Assistant Dean for Student Engagement Assessment. The expanded group will provide 6 trips in the 2015-16 year.

Value

This program is designed to improve student preparation and readiness for a successful transfer to colleges and universities located across Long Island.

College Action

Conduct a Student Leadership Retreat.

Lead Responsibility

The Offices of Campus Activities and Student Leadership Development

Criteria for Success

Forty-five students will participate in an intensive 3 day, overnight leadership retreat guided by the Social Change Model of leadership.

Progress

The event was successfully executed and a January 2016 leadership program is being developed.

Value

This program aims to help deliver non-cognitive student learning outcomes associated with greater academic success.

College Action

Enhance the campus-based New Student Orientation Program.

Lead Responsibility

The Offices of Campus Activities and Student Leadership Development

Criteria for Success

Fifty percent (50%) of incoming new students will participate in the New Student Orientation Program.

Progress

The current orientation programs are underway and new student response has been high. Survey data will provide information on what new students felt they learned as a result of the program.

Value

This program will deliver information and tools that will prepare students to successfully graduate from the College.

College Action

Engage students with workplace experiences through cooperative education program.

Lead Responsibility

Career Services and Cooperative Education Office/Office of Academic Affairs

Criteria for Success

During the 2014-15 academic year 24 sections of internship courses will be offered.

Progress

The criteria for success were met, and in fall 2015, 26 sections are being offered. The Career Services Office will continue to monitor the program and look for ways to continually improve the efficacy of the program.

Value

The cooperative program is designed to help students experience a smooth transition from higher education to the world of work.

College Action

Students will have the opportunity to participate in campus-based intramural programs.

Lead Responsibility

Athletics Department

Criteria for Success

During the 2014-15 academic year students will have the opportunity to engage in 23 different intramural programs across the three campuses.

Progress

The criteria for success were met and the 2015-16 intramural program is currently being planned.

Value

Opportunities for co-curricular and extra-curricular participation are associated with greater student engagement and higher graduation rates.

College Action

Students will have the opportunity to meet with transfer institutions on campus in a campus-based event format.

Lead Responsibility

Counseling centers

Criteria for Success

Each campus will hold a spring transfer fair for students to learn more about the transfer process from prospective institutions.

Progress

The criteria for success was met and based on feedback from student satisfaction surveys an additional fall transfer fair will be added. Additionally, students will be invited to the fall WSCA College fair as well. All three campuses will continue with their spring transfer fairs and they plan to enhance outreach to students for increased participation.

Value

By providing students with more information about and opportunities to interact with the transfer institutions, they will be better prepared for a successful transition into a four year college or university.

INSTITUTIONAL GOAL 2 – COMMUNITY DEVELOPMENT/SOCIETAL IMPROVEMENT

To promote the social and economic development of the community we serve.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 2.1

The College will enhance the local workforce by increasing partnerships with key employment sectors and offering programs to address the employment skills gap in Suffolk County.

2014 Partnerships²

25

2015 Partnerships

50



2014 Workers Trained

240

2015 Workers Trained

250

College Action

Establish partnerships with Suffolk County business to offer credit courses on site.

Lead Responsibility

College Dean for Enrollment Management

Criteria for Success

A minimum of five new partnerships will be established prior to the fall 2015 term.

Progress

The College has held meetings with interested partners and has initiated conversations that will lead to partnerships including the development of an action plan.

Value

Providing SCCC courses through businesses within the county will increase the number of students with access to coursework.

² The numbers presented represent the number of regional partnerships established through a partnership between the SCCC Corporate Training Center and the Advanced Manufacturing Training Center

College Action

Complete and submit a degree proposal for the AS in Nursing.

Lead Responsibility

College Dean of Nursing

Criteria for Success

Proposal submitted to SUNY, SED, and ACEN for review

Progress

The degree proposal has been recommended by all the internal bodies. The President has approved the proposal and all paperwork has been submitted to SUNY for review.

Value

This action will put our program in line with the direction that ACEN is moving (from AAS to AS degrees). It will better prepare our students for RN to BSN programs as well as the workforce.

College Action

The college will host a county-wide veterans career conference focused on job readiness and mentorship with outreach to local businesses.

Lead Responsibility

Ammerman Campus Assistant Dean of Students and Director of Veterans Affairs

Criteria for Success

There will be 8 businesses that participate as mentors for student veterans.

Progress

The career conference was held in April 2015 and met the criteria for success. Based on the feedback, business participation will increase and mentorship programs will be a more purposeful as a part of the conference. Plans to continue the conference for 2015-16 are underway and the new College Director of Veterans Affairs will provide additional support for this program.

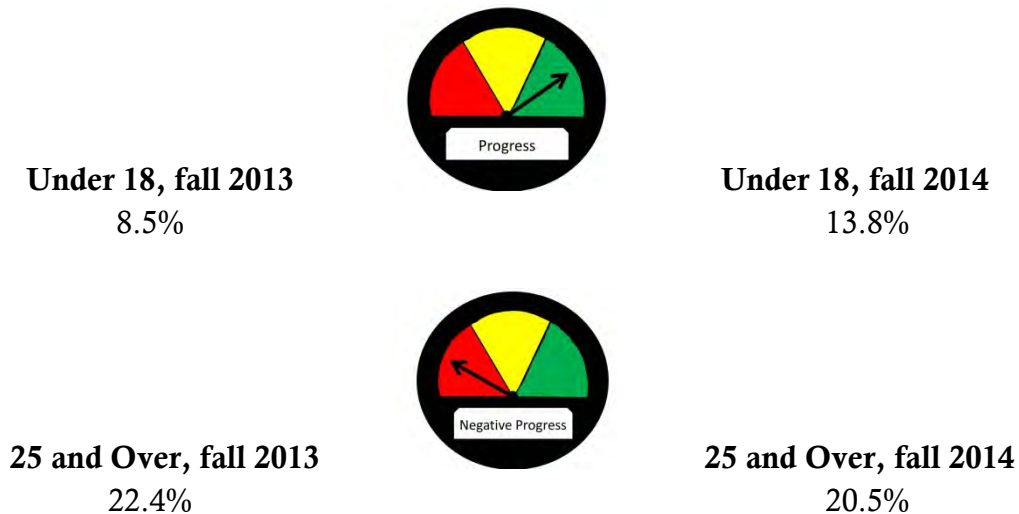
Value

Military Veterans constitute an important student group at the College and are critical to ensuring a qualified workforce for Suffolk County and this conference has been designed to ensure greater alignment between available skill sets and workforce needs.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 2.2

The College will expand targeted outreach to non-traditional constituents to increase the number of non-traditional students served through continuing education and traditional academic programs

Non Traditional Student Enrollments



College Action

Implement a comprehensive plan designed to increase international student enrollment.

Lead Responsibility

Vice-President for Student Affairs

Criteria for Success

International enrollment will increase by 30% from fall 2014 to fall 2015

Progress

The International Student College website and forms were comprehensively reviewed and updated providing the International students more in-depth information required for enrollment at the College. As of the beginning of the fall 2015 semester, the College's international enrollment increased by approximately 10% from fall 2014.

Value

By increasing the population of international students, the opportunities for more diverse interactions between students is increased.

College Action

Revise the ESL non-credit curriculum by adding an extra hour per week and ensuring that it meets the current SUNY requirements (including a curriculum map and assessment plan).

Lead Responsibility

College Director of ESL Programs

Criteria for Success

Achieve FTE funding as a result of the submission.

Progress

The entire IEP program (non-credit ESL) was approved for funding and under the four revised levels, there were a total of 10 modules established. Seven of the ten modules were approved for funding and four of the five workshops submitted to SUNY were also approved for funding.

Value

These changes will allow for improved assessment of the program.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 2.3

The College will enhance community enrichment through increased participation in social and cultural events, initiatives, and activities conducted by the College or in partnership with external stakeholders.

College Action

The college will engage with local constituents to support the enrollment process.

Lead Responsibility

College Dean of Enrollment Management

Criteria for Success

The enrollment of new students will increase by 2%.

Progress

The College was a site location for a SUNY Financial Aid Information Session, SUNY Operation Inform, conducted open houses in the fall and spring with record attendance at each open house, and the Eastern Campus conducted a bilingual enrollment process informational session. As of the start of classes, new student enrollment is down by approximately 3%.

Value

By providing opportunities for the community to find out about the educational opportunities available at the College, the community will be better informed about all the College offers.

College Action

The College will develop a Spirit Week to engage students in community development, service, and college pride.

Lead Responsibility

Vice President for Student Affairs

Criteria for Success

All campuses will develop with student leaders four (4) student events that promote college pride and community service.

Progress

The 2014-15 Spirit Week was a success with four (4) events held on each of the three campuses along with a college-wide sports night. Currently, plans are underway for 2015-16 Spirit Week to include programs about college history, community service, college pride and an open sports night.

Value

Through the provision of opportunities to engage in targeted community development activities, students are more likely to become more engaged and civic minded.

College Action

The College will continue the Lively Arts Series which brings professional performances to Suffolk County residents.

Lead Responsibility

Grant Campus Director of Campus Activities

Criteria for Success

The Lively Arts Series will present five (5) productions for community, students, faculty and staff.

Progress

The Lively Arts Series successfully presented five (5) productions and is currently outreaching to community, students, faculty and staff for the 2015-16 performance season.

Value

By providing professional performances to the local community, the college is fulfilling its community outreach function by enhancing the quality of life for residents of Suffolk County.

College Action

The College will enhance existing and develop new partnerships to expand access to STEM programs.

Lead Responsibility

College Dean for Continuing Education

Criteria for Success

New partnerships will be added.

Progress

During the year, the Suffolk County Department of Labor partnered with the College to offer energy and healthcare programs, training opportunities have been extended to all County departments, a partnership with Columbia University was developed for health information technology (IT) training, the Town of Oyster Bay has expressed interest in our energy training options, and the College has entered into a formal agreement with the North Shore LIJ Health System for ophthalmic externships.

Value

Strengthening relationships with public and private partners across Suffolk County increases the impact of the College on change lives.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 2.4

The College will expand partnerships with local high schools, school districts, and other higher education institutions to ensure successful and smooth transitions from high school to college.

Suffolk County Community College Excelsior Program

High Schools Partners, 2014

28

High School Partners, 2015

31



Courses Taught, 2014

136

Courses Taught, 2015

165

Total Program-Level Articulation Agreements



2013-2014 and Prior Years

226

New in 2014-2015 and Total

36 (262)

College Action

Enhance and strengthen the College's Excelsior program.

Lead Responsibility

Excelsior program liaison

Criteria for Success

Increase the number of program level articulation agreements by 5%.

Progress

The Excelsior program added one high school during the 14-15 year and experienced a total enrollment of 3,617 for 12,178 credits. In addition to the Excelsior program, the Early College Program has added two high schools and expects to see increased enrollments during the 15-16 year.

Value

These programs allow the College to provide college level coursework to high school students to increase college readiness and decrease the number of courses needed for a postsecondary degree. Also, the College receives approximately \$700,000 of tuition as well as 950 FTE per semester.

College Action

Expand partnerships with four year college and universities to enhance learning opportunities for College graduates.

Lead Responsibility

College Dean of Instruction and College Dean of Enrollment Management

Criteria for Success

Increase the number of student enrollments by 5%.

Progress

The College has attained nearly a 10% increase in the number of program level articulation agreements and there are a number of new agreements in the pipeline with Adelphi, Touro, and FIT in addition to a full review, and updating where necessary, of all agreements that are more than five years old.

Value

Establishing program level articulation agreements increases the ease of transfer for students and allows students to make better decisions in regards to course-taking with at Suffolk.

INSTITUTIONAL GOAL 3 – ACCESS AND AFFORDABILITY

To provide access to higher education by reducing economic, social, geographic, and time barriers.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 3.1

The College will improve access by developing needed facilities and reducing geographic barriers associated with campus structures and topography through the implementation of the Capital Program as evidenced by specific project completion each year.

Suffolk County Community College Master Plan

Projects Completed/In Progress

2014
43

Projects Completed/In Progress

2015
43



Percent Completed/In Progress

2014
63.2%

Projects Completed/In Progress

2015
63.2%

College Action

Continued progress toward completion of the College Master Plan.

Lead Responsibility

Executive Director of Facilities

Criteria for Success

The College will see an increase in both the percentage of projects completed and capital dollars expended from 2013-2014 to 2014-2015.

Progress

The number of projects completed and dollars expended increased between 2013-14 and 2014-15.

Value

The Master Plan ensures that facilities and learning spaces are improved and updated.

College Action

Continue progress towards completion of the William J. Lindsey Life Sciences Building and ground breaking for the Learning Resource Center at Grant.

Lead Responsibility

Administrative Director of Education Facilities

Criteria for Success

The Lindsey building will be open for classes for the spring 2015 term and groundbreaking will begin for the Learning Resource Center in spring of 2015.

Progress

The William J. Lindsey building was opened and functional during the spring 2015 term and the College has broken ground on the Learning Resource Center.

Value

The introduction of new technologically advanced facilities for students, faculty, and staff provide increased opportunities to enhance the teaching and learning environment.

MEASURABLE INSTITUTIONAL OBJECTIVE 3.2

The College will reduce the economic barriers to higher education by maximizing institutional efficiencies in order to minimize increases in College operating costs, as evidenced by the budget.

2013- 2014 Operating Budget³
\$198,092,213



2014-2015 Operating Budget
\$208,376,695

College Action

Through partnership with Cenergistics, the College will participate in behavior modification that will mitigate increases in energy costs.

Lead Responsibility

Executive Director of Facilities/Executive Director College Sustainability Programs

Criteria for Success

Energy costs will increase by less than 3% between 2013-2014 and 2014-2015.

Progress

The new William J. Lindsay building is now on line and with the additional changes, it is projected that the college will see limited increases to energy costs, per the projections, however, final numbers are not currently available. As a result of the partnership with Cenergistics, the College will be looking at additional criteria for success for the 2015-2016 year.

Value

Through reduction of operational costs for energy usage, the College will be equipped to utilize the funds for other purposes including the achievement of IGs and MIOs.

³ The 5.2% operating budget increase does not compare favorably against the Consumer Price Index, Inflation Rate, and 12 month not seasonally adjusted average Producer Price Index over the same time period as all three remained flat.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 3.3

The College will reduce the economic barriers to higher education associated with limited financial aid by increasing the number of applications for and awards of both merit and need-based scholarships, as evidenced by Foundation update reports, by fall 2020.

2014 SCCC Scholarships Awarded

482

2015 Scholarships Awarded

472



2014 SCCC Scholarship Dollars

\$560,586

2015 Scholarship Dollars⁴

\$618,682

College Action

The Office of Grants Development will enhance the grant-related professional development opportunities for faculty.

Lead Responsibility

College Assistant Dean for Grants Development

Criteria for Success

Ten percent (10%) of faculty who participate in the training will prepare a grant proposal, participants will score at least 10% higher on the post-training tests of grant writing knowledge, and 80% of faculty will be satisfied with the professional development opportunities.

Progress

The College exceeded the percentages for faculty participation, pre- and post-test scoring, and satisfaction.

Value

Through the provision of professional development opportunities that increase the number of grants obtained by faculty, the academic programs will test new pedagogical approaches that enhance student learning.

⁴ The number of awards decreased slightly, but the average award increased from \$1,136 to \$1,311 (12.7%).

College Action

Implement a college-wide scholarship software system with Academic Works.

Lead Responsibility

College Dean of Enrollment Management

Criteria for Success

Complete Phase one of the implementation.

Progress

The College completed Phase 1 of the implementation of the scholarship software system with *AcademicWorks* and the project is on schedule for a February 2016 go live date.

Value

When fully implemented, the system will make it easier for students to find information about and to apply for scholarships.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 3.4

The College will reduce social, geographic, and time barriers to academic success through the enhancement of online, web and/or mobile academic and student support by increasing the availability, accuracy and currency of courses, applications and content, as well as the ease and convenience of delivery.

College Action

Deliver electronic transcript functionality to SCCC students.

Lead Responsibility

College Associate Dean for Master Schedule/Registrar

Criteria for Success

20% of students will make use of the new functionality and satisfaction rates will be at least 75%.

Progress

Multiple divisions are in the process of ensuring that resources are available and that the initiative is revenue neutral.

Value

The College is working to increase the use of technology to reduce the barriers that prevent students from experiencing academic success.

College Action

The college will develop a virtual orientation to provide access to new student information, to all students, not limited to students who can attend campus-based orientations.

Lead Responsibility

Grant Campus Associate Dean of Student Services

Criteria for Success

The vendor will be selected and the committee will have identified topics.

Progress

The virtual orientation committee is in the process of identifying content for the virtual orientation. The goal is to have the online orientation program implemented for the 2016-17 incoming students.

Value

A virtual orientation will increase the number of students who have access to the important information shared with incoming students.

College Action

The College has entered into a contract for text messaging to provide immediate, updated and accurate communication messaging pertaining to key institutional activities and information.

Lead Responsibility

College Dean of Enrollment Management

Criteria for Success

The college will utilize new methods of communication to reach out to students for strategic priorities.

Progress

The system is being finalized and will be functional the end of September.

Value

Based on numerous surveys and focus groups, the College has been made aware that the preferred method of communication with students is text messaging.

INSTITUTIONAL GOAL 4 – INSTITUTIONAL EFFECTIVENESS

To monitor and assess the performance of the institution to ensure continuous improvement in achieving the mission, vision and goals of the college.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 4.1

All divisions, departments, programs, services and units of the College will, through the implementation of an integrated planning system, monitor and assess outcomes, and communicate evidence that assessments have been used toward continuous improvement in achieving the College’s mission, vision, and goals during the period 2013-2020.

2014 Annual Academic Assessments

Conducted

90%



2014 Academic Program Reviews

Initiated

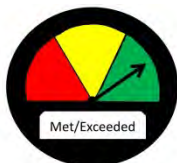
100%



2014 General Education Assessments

Conducted

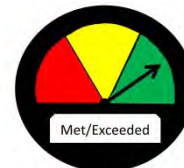
100%



2014 AES Annual Unit Assessments

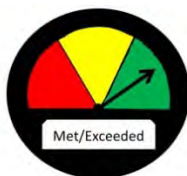
Conducted

97%



2014 AES Unit Reviews Completed

100%



College Action

The College will continue to enhance its annual academic assessment system.

Lead Responsibility

College Dean of Instruction

Criteria for Success

One-hundred percent (100%) submission of annual academic assessment plans and 20% of the programs will submit evidence that assessment data has improved student learning (“closing the loop”).

Progress

Ninety percent (90%) of the annual assessment activity reports have been submitted and 10% of the programs have submitted examples of how assessment data has been used to make improvements in student learning.

Value

Continual assessment of student learning within the academic programs, including the use of results, ensures continual enhancement of the teaching and learning environment.

College Action

Restructure Academic Affairs to enhance effectiveness.

Lead Responsibility

Associate Vice President for Academic Affairs

Criteria for Success

Positive evaluation of changes at the end of the nine month process.

Progress

Realignment of responsibilities and duties have been completed along with a four month check. Additional realignment is under consideration and the VP and AVP are currently reviewing relationships between job descriptions, actual duties, and the reporting structure.

Value

There is greater clarity within and outside of academic affairs regarding job responsibilities and as indicated by both chairs and faculty, the establishment of point people has been helpful and appreciated.

College Action

Research, revision, and submission of curriculum revisions to correct errors found in the Inventory of Registered Programs (IRP).

Lead Responsibility

College Associate Dean for Curriculum Development

Criteria for Success

One hundred percent (100%) of program title and registration corrections will be submitted to SUNY for approval.

Progress

In July 2014, over 30 long-inactive degree and certificate programs were discontinued and removed from the IRP. In November 2014, after an appeal to our SUNY Program Liaison, a technical correction was made to the Nursing A.A.S. registration at the Michael J. Grant campus to reflect that the program is registered in both day and evening format. In June 2015, a program title and HEGIS code correction for the Design (Fashion): Interior Design A.A.S. program was submitted to SUNY for approval. In July 2015, the Liberal Arts and Science Humanities and Social Science degree program was disaggregated and registered as a separate degree programs at NYSED for the Ammerman campus.

Value

Ensuring that accurate curriculum information is communicated effectively ensures that students have access to the information they need to make sound academic decisions.

College Action

Improve storage of paper records to insure environmental compliance with New York State regulations.

Lead Responsibility

College Associate Dean for Master Schedule/Registrar

Criteria for Success

Meet compliance standards for temperature and humidity levels in paper record storage facilities.

Progress

Efficient HVAC equipment (newly purchased) will ensure that compliant temperature and humidity levels are maintained. Equipment will be installed in August and proper storage will be ensured.

Value

Maintaining the integrity of record collection, dissemination, and destruction are all important to maintain institutional compliance with external regulations.

INSTITUTIONAL GOAL 5 – COMMUNICATION

To promote transparent and effective communication within the college community and between the college community and external constituencies.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 5.1

Each year during the period 2013-2020, the College will, through written, electronic and face-to-face communication, issue college-wide communication to administrators, faculty, staff, and students in order to promote effective internal communication. In addition, each campus will develop methods to deliver and receive departmental and divisional input about mission-related activities.

College Action

The Office of Academic Affairs will provide a web-based Academic Affairs Handbook published to the faculty portal.

Lead Responsibility

Associate Dean for Curriculum Development

Criteria for Success

The handbook will be made available prior to the start of the 2015-2016 Academic Year.

Progress

All of the necessary documentation for the handbook has been compiled and it is in the process of being digitized.

Value

This action will increase the College's compliance with pertinent external statutes

College Action

Enhanced navigation and streamlined contents on the MySCCC portal to faculty, students, and administration.

Lead Responsibility

College Associate Dean for Master Schedule/Registrar

Criteria for Success

Satisfaction rates from faculty, students, and administrators will be at 70 percent for each function.

Progress

The criteria for success were met. Plans are in discussion to communicate with students earlier about priority registration and the next survey will be conducted in early fall 2015.

Value

Providing greater functionality and enhanced communication to students will enhance their experience with the College.

College Action

Enhanced awareness of and satisfaction with the priority registration process.

Lead Responsibility

College Associate Dean for Master Schedule/Registrar

Criteria for Success

Increase awareness of the priority registration process from fall 2014 to spring 2015.

Progress

Surveys conducted in the fall of 2014 indicated that 76% of students were aware of priority registration and in the spring of 2015, 93 % were aware of priority registration as a result of established communication methods. An assessment will be conducted to ascertain the reasons that students did not register during the priority time frame. In addition, email communications will start earlier and there are discussions about communicating with students earlier about priority registration.

Value

Providing the opportunity for students to secure their schedule early increases the changes they will receive their desired schedule and decreases the chances for additional semesters.

College Action

Relevant department heads and first responders will be surveyed to determine their level of actionable awareness of the College Emergency Response Plan (ERP).

Lead Responsibility

Executive Director for Risk Mitigation

Criteria for Success

Individuals targeted to take this survey will complete it within a week and will answer a minimum of 75% of questions correctly.

Progress

The ERP has been fully assessed and amended and the above-indicated survey/test ("Criteria for Success") can be launched immediately after the target subjects have been notified of their mandatory participation in a skills survey/test and provided a brief timeframe to review the ERP's main features.

Value

The assessment and amendment of the ERP has resulted in all standards, practices, policies and protocols contained therein being aligned with current best-practices.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 5.2

Each year during the period 2013-2020, the College will, through written, electronic, and face-to-face communication issue information to external constituents and stakeholders about College and student initiatives and accomplishments, as well as community outreach programs, in order to promote the value the College brings to Suffolk County and its citizens.

College Action

Institution of a college-wide call center.

Lead Responsibility

College Dean of Enrollment Management

Criteria for Success

An audit will be performed to determine if response times and rates after institution of the call center reflect improvement.

Progress

The decision was made to bolster existing centers on the Eastern and Michael J. Grant campuses and develop a center on the Ammerman campus. The Executive Dean and Associate Dean of Student Services are working with Central Student Affairs for a planned January 2016 start date.

Value

Providing campus-specific call centers will allow the staff to provide more relevant, current, and direct support to students based on their home campus.

College Action

The College will survey external population (parents, high school juniors and seniors, and high school guidance counselors) to ascertain the level of awareness of the “I got my start” campaign.

Lead Responsibility

Associate Dean for Institutional Advancement

Criteria for Success

At least 75% of each targeted group will express positive impressions regarding the campaign.

Progress

Nearly every question received a 90% or higher positive score. As a result of the assessment, the unit will be expanding the ad campaigns during the spring of 2016 and will utilize the open-ended comments, where appropriate, to adjust message and approach.

Value

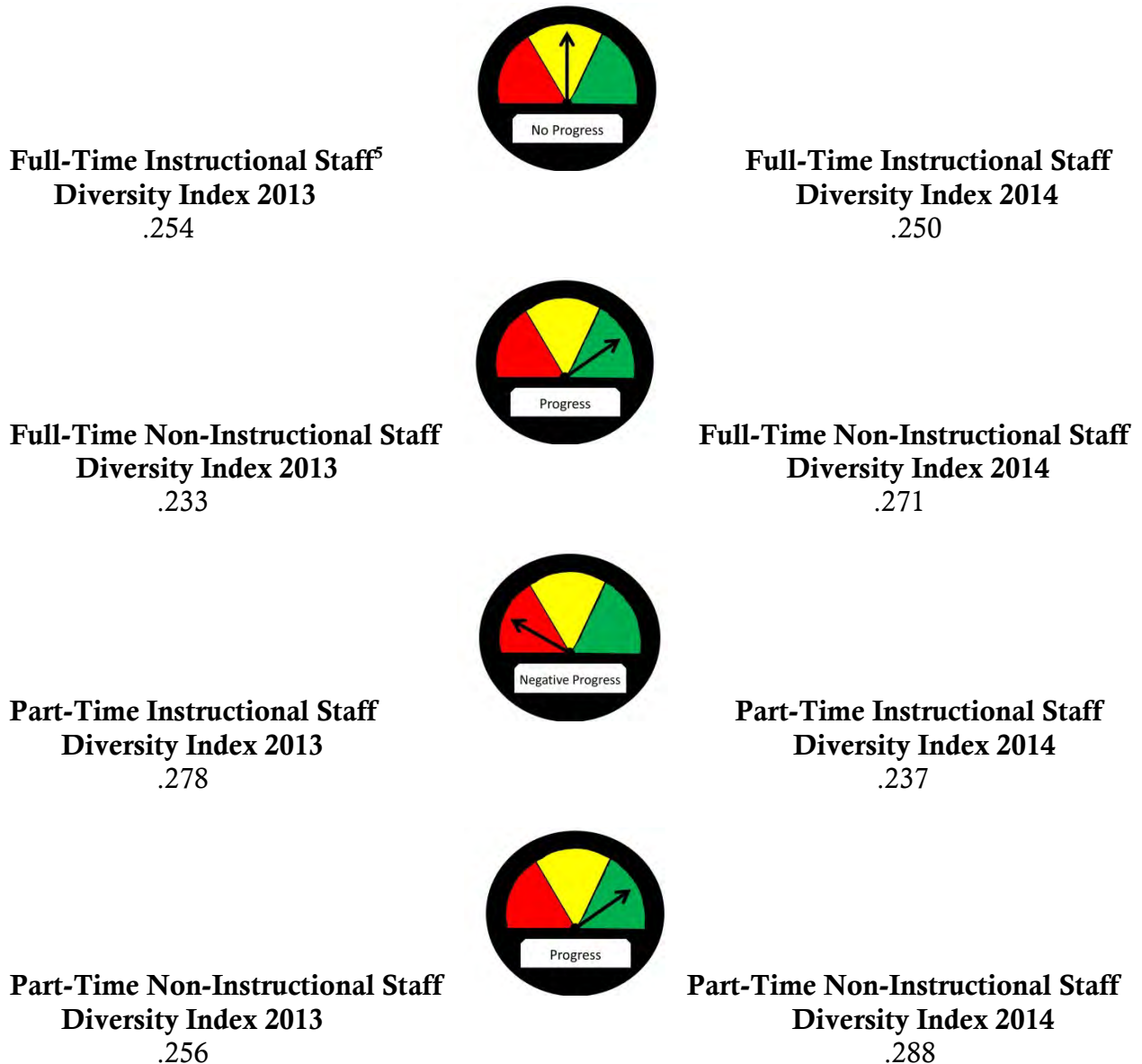
The College is documenting that the advertising efforts are well received by the community and will be able to modify the message to ensure continued success.

INSTITUTIONAL GOAL 6 – DIVERSITY

To reflect the ethnic, demographic, and economic composition of Suffolk County.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 6.1

Each year during the period 2013-2017, the College will foster and demonstrate measurable improvement in decreasing ethnic disparities within its instructional and non-instructional faculty and staff for pan-cultural groups.



⁵ The diversity indices are based on the Lieberman’s Index of Diversity and indicates the likelihood that the next person you encounter will be from a different race than the last person you encountered. Accordingly, the higher the number, the more likely that an individual will encounter individuals from different races.

College Action

Measure the applicant and finalist pools and hiring results for increases to the institutional diversity index.

Lead Responsibility

Affirmative Action Officer and AVP for Employee Relations

Criteria for Success

The institutional diversity indices will increase for instructional and non-instructional staff.

Progress

The College has made tremendous strides regarding the diversification of job listings to encourage a more diverse pool of applicants. In addition, search committees are provided not only with information on the diversity of the pool, but are presented with information on the importance of diversifying the faculty and staff at the College.

Value

By diversifying the applicant pools, the College continues to strive towards a more diverse environment that ensures greater representation of the diversity of the county and state.

MEASURABLE INSTITUTIONAL OBJECTIVE (MIO) 6.2

Each year during the period 2013-2020, the College will decrease achievement disparities among pan-cultural groups and across socioeconomic groups by developing partnerships and approaches aimed at decreasing the need for developmental education, improving the rate of persistence Fall-to-Spring for first-time, full-time freshmen, and improving graduation and transfer rates for these populations.

Student Outcomes by Racial/Ethnic Group from 2013-2014 to 2014-2015⁶

	Developmental Placements	Persistence	Retention	Graduation (200%)
Hispanic/Latino <i>N = 1,069</i>	↓ 70.3% (↓3.3%)	↑ 84.5% (↑2.2%)	↑ 68.6% (↑2.6%)	↓ 23.2% (↓1.9%)
White <i>N = 2,752</i>	↓ 58.2% (↓1.4%)	↑ 84.8% (↑1.5%)	↑ 71.0% (↑3.1%)	↑ 30.4% (↑1.7%)
Black/African American <i>N = 379</i>	↓ 77.8% (↓2.7%)	↑ 83.6% (↑6.7%)	↑ 59.4% (↑2.1%)	↑ 18.1% (↑0.6%)
American Indian/Alaska Native <i>N = 10</i>	↑ 81.8% (↑9.6%)	↓ 80.0% (↓8.2%)	↓ 70.0% (↓18.2%)	↑ 21.4% (↑10.9%)
Asian <i>N = 135</i>	↓ 51.4% (↓3.1%)	↓ 85.9% (↓2.3%)	↓ 73.3% (↓3.2%)	↓ 27.4% (↓1.9%)



⁶ The information is for first-time, full-time freshmen who entered during the fall of 2013 and 2014 respectively. The N reflects the total number, by category, who enrolled during the respective fall term, the larger percentage reflects the current rates for 2014-2015, and the percentage in parentheses reflects the increase/decrease as compared to 2013-2014. Persistence rates in this chart are also based on first-time, full-time freshman, not all credit students as is the institutional persistence rate.

College Action

Students will have the opportunity to participate in the Black Male & Associates Network, which is designed to provide support and motivation towards academic success.

Lead Responsibility

College-Wide Coordinator for Multicultural Affairs

Criteria for Success

Fifteen (15) students will participate in the 2014-15 academic year and the group average grade point average will be above a 2.5.

Progress

The criteria for success was partially met with 16 participants and a group grade point average of 2.4. Secondly, of the 16 participants 10 students persisted (78% retained for fall 2015) to Fall 2015 and 2 graduated. The program will continue with hopes of expanding the number of student participants.

Value

This program provides educational support designed to increase opportunities for student success.

College Action

Students from underrepresented groups will have the opportunity to engage in student leadership through the Minority to Majority Leadership Academy.

Lead Responsibility

College-Wide Coordinator for Multicultural Affairs

Criteria for Success

Thirty (30) students from underrepresented groups will participate in the Minority Leadership academy and then move into other student leadership positions on campus.

Progress

The criteria for success were partially met. A total of 34 students participated in the leadership academy of this group 21 moved into other leadership positions. Of the 34 participants, 24 enrolled for fall 2015 and 1 graduated.

Value

This program provides opportunities for students of color to enter into positions of leadership and participate in co-curricular activities associated with greater student success.

Proposals/Changes to Operational Planning

The Strategic Planning Council (SPC), as the institutional body charged with overseeing the strategic and operational planning processes will be conducting the following:

- *Greater oversight over operational planning;*
- *A review of the MIOs for measurability;*
- *Revision of the KPIs;*
- *A review of the Operational Plan Report to identify potential improvements.*

In addition, OPIE is working on the following:

- *Integrating SUNY Excels and Presidential Goals into the operational planning process;*
- *Reviewing the Student Achievement Measures (SAM) for integration into operational planning;*
- *Incorporating individual campus plans into the institutional operational plan;*
- *Creating an operational planning database.*

RESOURCE ALLOCATION

The College's approach toward and understanding of effective resource allocation evolves each year as the institution learns from the variety of assessments, evaluations, and planning activities. Over the past three years, however, SCCC has become more intentional in operating a budget allocation process that more effectively connects and communicates the linkage between how resources are allocated towards the realization and achievement of the institutional goals and MIOs.

Budget Request Process

Each fall, the Office of Business and Finance sends out a budget request letter to members of the President's Cabinet ahead of their scheduled presentation. This letter sets forth the basic parameters of the process (i.e. provide a zero-growth budget) and has been used to guide the process for years. There have been numerous, incremental changes to the budget process for the past three cycles that have resulted in greater alignment between budget requests and institutional goals. During the 2014-2015 year, the Office of Business and Finance developed a scoring rubric as part of their annual assessment that evaluated the degree to which requests met the expectation of addressing institutional goals and MIOs. An analysis of the assessment illustrated that, on average, departmental budget requests for funding met 85% of the assessment criteria, that no department fell below 70%, and four departments exceeded the average. The College has implemented and continues to enhance its integrated planning model that ensures that resource allocation is impacted by planning and assessment and that the use of assessment results continues to guide institutional effectiveness efforts.

Suffolk

COUNTY COMMUNITY COLLEGE

