



# SUFFOLK COUNTY COMMUNITY COLLEGE

**2015-2016 Report of Institutional Effectiveness**

A report detailing the College's progress in achieving progress on Measurable Institutional Objectives and Key Performance Indicators.

January 2017  
Office of Planning and Institutional Effectiveness

## Suffolk County Community College 2015 – 2016 Report of Institutional Effectiveness

### Introduction

Each year, Suffolk County Community College produces a report detailing progress made toward its Institutional Goals, which are designed to help the College fulfill its Mission through engaging its Strategic Plan. To the extent progress is made in achieving these goals and associated objectives is known as “Institutional Effectiveness.”

Determining progress must be demonstrable and so the College depends on Measureable Institutional Objectives and Key Performance Indicators – metrics used in measurement of progress. These data provide evidence that the College’s daily educational, support, and administrative activities, and the initiatives in its Annual Operational Plan are effective in working to achieve its six Institutional Goals.

In 2012, as part of its Strategic Planning Process, the College community reaffirmed the College Mission Statement, which reads:

Suffolk County Community College promotes intellectual discovery, physical development, social and ethical awareness, and economic opportunities for all through an education that transforms lives, builds communities, and improves society.

From this Mission Statement were derived six Institutional Goals, seen as necessary elements in achieving the Mission. The Goals, approved by the College’s Board of Trustees, are:

- 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.
- 2 – Community Development/Societal Improvement: To promote the social and economic development of the community we serve.
- 3 – Access and Affordability: To provide access to higher education by reducing economic, social, geographic and time barriers.
- 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.
- 5 – Communication: To promote transparent and effective communication within the college community and between the college community and external constituencies.
- 6 – Diversity: To reflect the ethnic, demographic, and economic composition of Suffolk County.

From these goals were developed Measureable Institutional Objectives (MIOs), targets for achievement to be met by the end of the life of the current Strategic Plan, which spans from 2013 – 2020. Key Performance Indicators (KPIs) are metrics used to gauge progress toward these objectives. The Strategic Planning Council is currently reviewing the College’s KPIs to determine the best measures to monitor progress.

This document will take each Institutional Goal and its associated Objectives, and provide metrics to describe progress made in reaching that Goal. This document should be read in conjunction with the Annual Operational Plan, the College’s Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE), which describes its assessment, evaluation, and budget and resource allocation process, the College FactBook, and the College *Book of Achievements*. The Report of Institutional Effectiveness is published in January of the following academic year in order to utilize data reported to various agents in the fall following the year assessed.

## Institutional Goals and Measureable Institutional Objectives

**1.0 Student Success:** To foster the intellectual, physical, social, and civic development of students through excellent and rigorous academic programs and comprehensive student-support services.

**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 services.

| First-Time/Full-Time Passing Rate in Gateway Courses |                |              |                      |           |
|--|----------------|--------------|----------------------|-----------|
| 2014-2015 Rate                                       | 2015-2016 Rate | change       | 2020 KPI Target Rate | Status    |
| 77.8%  | 78.1%          | +0.3% points | 75%                  | Exceeding |

\* gateway courses are those identified in the SEIS Title III Grant

**1.2** 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.

| Fall-to-Spring Persistence Rate |           |              |                    |           |
|---------------------------------|-----------|--------------|--------------------|-----------|
| 2014-2015                       | 2015-2016 | change       | KPI Target by 2020 | Status    |
| 83.0%                           | 81.8%     | -1.2% points | 75%                | Exceeding |

| Fall-to-Fall Retention Rate |           |              |                    |             |
|-----------------------------|-----------|--------------|--------------------|-------------|
| 2014-2015                   | 2015-2016 | change       | KPI Target by 2020 | Status      |
| 66.8%                       | 68.3%     | +1.5% points | 70%                | Approaching |

Source: IPEDS

**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.

| 150% of time (3 years) FT/FT Graduation Rate |           |            |                    |           |
|--|-----------|------------|--------------------|-----------|
| 2014-2015                                    | 2015-2016 | change     | KPI Target by 2020 | Status    |
| 21%  | 24%       | +3% points | 20%                | Exceeding |

The significant increase in the numbers of students graduating in 150% of time is believed to be due to several factors, including:

- Changes in initial placement, using more holistic review practices, including using high school transcript in addition to placement test scores. This has led to fewer students being placed into developmental studies (from 64% in 2009 to 58% in 2016), and fewer students placed in the lower developmental levels. Multiple developmental placements have been shown to discourage retention and completion.

- An increase in better-prepared students choosing to attend SCCC. We know a larger number of better-prepared students are staying on Long Island for their first two years of post-secondary education to avoid debt.
- Partnering with local high schools to address the college-readiness issue.
- After the Title III grant activities, faculty advisement became more intentional, with advisement centers created on each campus.
- SUNY 64 reduced the number of credits need for graduation in many programs, reducing the time horizon for degree completion.
- The expansion of Excelsior (dual enrollment) has led to more students arriving with college credits, reducing their time to degree completion.
- A greater number of articulation agreements allowing seamless transfer to four-year schools.

The significant increase in the transfer-out rate is believed to be due to the larger number of better-prepared students choosing SCCC to begin post-secondary study, an improving economy allowing students to transfer to four-year institutions, and aggressive recruitment of our students by four-year schools.

**2.0 Community Development/Societal Improvement:** To promote the social and economic development of the community we serve.

**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.

### Regional Economic Development/Industrial Supporters

NYSDOL –New York State Department of Labor  
 ESD – Empire State Development  
 Workforce Development Institute  
 Stony Brook University - CCE  
 Thuro Metal Products, Inc.  
 East/West Industries Inc.  
 Precipart Corporation  
 Check-Mate Industries, Inc.  
 Huntington Launch Pad Long Island  
 Spectronics Corporation  
 John Hassell, LLC  
 Action Machined Products, Inc.  
 H & H Technologies  
 GKN Aerospace Monitor  
 GSE Dynamics, Inc.  
 Alken Industries  
 Orbital ATK, Inc.  
 Keystone Electronics Corp

New York Label & Box Works  
 Suffolk County Department of Labor  
 Volkert Precision Technologies, Inc.  
 Narda Microwave East, L-3 Communications  
 Luitpold Pharmaceuticals, Inc.  
 Inva Gen Pharmaceuticals, Inc.  
 Mill-Max Manufacturing Corp  
 Sound Coat Company Inc.  
 Photonics Industries  
 Certified Interiors, Inc.  
 STIDD Systems, Inc.  
 Advanced Optowave Corporation  
 D3 LLC  
 NBTY  
 Amneal Pharmaceuticals  
 Suffolk County Industrial Development Agency  
 Nassau County Community College  
 CPC Composite Prototyping Center

**2014 Partnerships – 25**

**2016 Partnerships -- 36**

| Workplace and Economic Development Enrollment |              |
|---|--------------|
| <b>Fall 2015</b>                              | 234 Students |
| <b>Spring 2016</b>                            | 228 Students |

**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.

#### Enrollment Age Distribution

| Semester  | 17 & Below | 18 - 21 | 22 - 24 | 24 and Below | 25 - 29 | 30 - 44 | 45 - 59 | 60 and Above | 25 and Above |
|---|------------|---------|---------|--------------|---------|---------|---------|--------------|--------------|
| Fall 2011   | 1.5%       | 58.0%   | 14.3%   | 73.8%        | 9.9%    | 11.0%   | 4.9%    | .4%          | 25.8%        |
| Fall 2012   | 1.1%       | 58.8%   | 14.8%   | 74.6%        | 10.2%   | 10.3%   | 4.5%    | .4%          | 25.0%        |
| Fall 2013   | 1.0%       | 60.0%   | 14.8%   | 75.7%        | 10.2%   | 9.5%    | 4.1%    | .4%          | 23.9%        |
| Fall 2014   | .9%        | 60.5%   | 15.0%   | 76.4%        | 10.5%   | 9.1%    | 3.7%    | .3%          | 23.3%        |
| Fall 2015   | 1.0%       | 60.7%   | 14.7%   | 76.4%        | 10.9%   | 9.0%    | 3.3%    | .4%          | 23.2%        |
| <b>N.B. – dual enrollment students not included</b> |            |         |         |              |         |         |         |              |              |

Source: Banner

| Students 25 and Above |        |
|-----------------------|--------|
| Fall 2011             | 25.80% |
| Fall 2012             | 25.00% |
| Fall 2013             | 23.90% |
| Fall 2014             | 23.30% |
| Fall 2015             | 23.20% |

**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.

**The College does not keep statistics on community participation in all social and cultural events conducted by/at the College. The reader is encouraged to review the *Annual Book of Achievements*, found on the College website for detailed descriptions of the College's involvement with the community.**

**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.

| High School Dual Enrollment Data                               |      |      |                 |
|--|------|------|-----------------|
| Fall data  | 2015 | 2016 | % change        |
| Excelsior Program -- <b>Number of partner high schools</b>     | 34   | 42   | 23.5 % increase |
| Excelsior Program -- <b>Number of enrollments</b>              | 3800 | 4724 | 24.3% increase  |
| Excelsior Program -- <b>Number of students enrolled</b>        | 3025 | 3731 | 23.3% increase  |
| Early College Program -- <b>Number of partner high schools</b> | 6    | 12   | 100% increase   |
| Early College Program -- <b>Number of students</b>             | 84   | 109  | 29.7% increase  |

Source: Office of Academic Affairs

| Developmental Placement by Subject* |            |         |            |         |            |         |                      |                 |         |
|-------------------------------------|------------|---------|------------|---------|------------|---------|----------------------|-----------------|---------|
| Academic Year                       | Reading    |         | English    |         | Math       |         | First-time Full-time | Developmental** |         |
|                                     | Head-count | Percent | Head-count | Percent | Head-count | Percent | Total                | Head-count      | Percent |
| 2011                                | 1,909      | 36.2%   | 1,570      | 29.8%   | 2,878      | 54.6%   | 5273                 | 3,360           | 63.7%   |
| 2012                                | 1,960      | 36.6%   | 1,478      | 27.6%   | 2,795      | 52.2%   | 5351                 | 3,340           | 62.4%   |
| 2013                                | 1,771      | 32.0%   | 1,440      | 26.0%   | 2,752      | 49.7%   | 5536                 | 3,275           | 59.2%   |
| 2014                                | 1,729      | 31.9%   | 1,518      | 28.0%   | 2,663      | 49.2%   | 5417                 | 3,168           | 58.5%   |
| 2015                                | 1,774      | 33.2%   | 1,538      | 28.8%   | 2,678      | 50.1%   | 5341                 | 3,168           | 59.3%   |

**Source: Banner**

**\*Subject totals reflect duplicated counts of first-time, full-time students**

**\*\*Developmental totals reflect unduplicated counts of first-time, full-time students**

**3.0 Access and Affordability:** To provide access to higher education by reducing economic, social, geographic and time barriers.

**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.

| Current Capital Projects | Approved by County | Approved by State | Cost          | Existing Appropriations |
|--------------------------|--------------------|-------------------|---------------|-------------------------|
| 28                       | 28                 | 27 (+1 pending)   | \$199,031,569 | \$193,331,569           |

| # Projects | # in design | # under construction | # in design & construction | # substantially complete | # in bidding |
|------------|-------------|----------------------|----------------------------|--------------------------|--------------|
| 28         | 10          | 5                    | 5                          | 7                        | 1            |

Source: Office of Building Construction and Facilities

**There have been no changes in capital budget requests by state or county.  
No project has been delayed due to funding.**

**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.

| Operating Budget Program      | 2014/2015 Adopted College Budget |        | 2015/2016 College Requested Budget |        | % change 2014-15 to 2015-16 |
|-------------------------------|----------------------------------|--------|------------------------------------|--------|-----------------------------|
|                               | Amount                           | %      | Amount                             | %      |                             |
| Instruction                   | \$ 70,117,593                    | 33.6%  | \$ 71,760,303                      | 33.3%  | +2.3%                       |
| Academic Support              | 11,906,258                       | 5.7%   | 12,809,686                         | 6.0%   | +7.6%                       |
| Library                       | 4,095,449                        | 2.0%   | 4,318,397                          | 2.0%   | +5.4%                       |
| Student Services              | 14,221,041                       | 6.8%   | 14,771,261                         | 6.9%   | +3.8%                       |
| Plant Maintenance & Operation | 24,729,955                       | 11.9%  | 26,097,374                         | 12.1%  | +5.5%                       |
| General Administration        | 8,789,712                        | 4.2%   | 9,320,074                          | 4.3%   | +6.0%                       |
| General Institutional Support | 12,672,760                       | 6.2%   | 12,963,767                         | 6.0%   | +2.3%                       |
| Grants                        | 2,831,483                        | 1.4%   | 3,177,530                          | 1.5%   | +12.0%                      |
| Employee Benefits             | 57,904,372                       | 27.8%  | 58,930,766                         | 27.4%  | +1.7%                       |
| Interfund Transfers           | 1,108,072                        | 5.0%   | 1,110,589                          | 5.0%   | +0.2%                       |
|                               | \$ 208,376,695                   | 100.0% | \$ 215,259,767                     | 100.0% | +3.3%                       |

**The College budget showed an increase of 3.3% over the previous year.**



**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.

### Institutional Scholarships and Aid

| 2014-2015  |            | 2015-2016        |            |
|--|------------|------------------|------------|
| Funds awarded  | Recipients | Funds Awarded    | Recipients |
| <b>\$618,682</b>                                       | <b>472</b> | <b>\$629,384</b> | <b>497</b> |
| Recipients: 5.3% increase Funds awarded: 1.7% increase |            |                  |            |

Source: SCC Foundation

Although not a metric identified in this Measureable Institutional Objective, Financial Aid Default Rates are a nationally recognized measure of a college’s encouragement of fiscal responsibility.

| Financial Aid Default Rate    |       |
|-------------------------------|-------|
| <b>SCCC Default Rate</b>      | 9.0%  |
| <b>National Average</b>       | 11.3% |
| <b>Public 2-Year Colleges</b> | 18.5% |

**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.

### Distance Education Seats Taken by Type

| Academic Year  | Hybrid/Blended Seats Taken | Fully Online Seats Taken | Total Online Seats Taken |
|--|----------------------------|--------------------------|--------------------------|
| <b>2011-2012</b>                                     | 1,091                      | 9,815                    | 10,906                   |
| <b>2012-2013</b>                                     | 1,050                      | 10,006                   | 11,056                   |
| <b>2013-2014</b>                                     | 1,036                      | 10,445                   | 11,481                   |
| <b>2014-2015</b>                                     | 1,195                      | 10,112                   | 11,307                   |
| <b>2015-2016</b>                                     | 1,092                      | 10,646                   | 11,738                   |
| Total online seats taken showed an increase of 3.8%. |                            |                          |                          |

Source: Office of Instructional Technology (OIT)

**4.0 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.

**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.

**Assessment and Evaluation**

Each year all Academic Programs and all Administrative and Educational Support units (AES) are scheduled to perform outcomes assessment. Academic Program Review and AES Unit Reviews (evaluation) takes place on a seven-year cycle.

| Year             | Program Reviews Scheduled | Program Reviews Completed | AES Unit Reviews Scheduled | AES Unit Reviews Completed | Academic Program Assessments* | AES Unit Assessments* |
|------------------|---------------------------|---------------------------|----------------------------|----------------------------|-------------------------------|-----------------------|
| <b>2013-2014</b> | 8                         | 7                         | 5                          | 5                          | 70/72 (97%)                   | 37/37 (100%)          |
| <b>2014-2015</b> | 6                         | 5                         | 4                          | 3                          | 64/72 (89%)                   | 34/35 (97%)           |
| <b>2015-2016</b> | 6                         | 4<br>(2 in process)       | 4                          | 3                          | 64/73 (88%)                   | In AAC review         |

\*Programs and units are not required to perform an annual assessment if undergoing review that academic year.

|  | 2013-2014 | 2014-2015 | 2015-2016   | 3-year trend<br>Quality/ completeness |
|--|-----------|-----------|---|---------------------------------------|
| <b>Academic Program Learning Outcomes Assessments meeting or exceeding expectations (quality and completeness)</b> | 54%       | 74%       | 89%   | 35 percentage point improvement       |
| <b>AES Unit Outcomes Assessments meeting or exceeding expectations (quality and completeness)</b>                  | 53%       | 78%       | Still under review by Assessment Advisory Council |                                       |

The quality of outcomes assessments, as gauged through committee review using a standard rubric, has shown marked improvement, demonstrating an enhanced culture of assessment at the College.

### Operational Plan

There were fifty (50) strategic initiatives or actions detailed in the College's 2015-2016 Operational Plan. All six institutional goals are addressed by multiple actions/initiatives. The numbers/percent of initiatives or actions addressing each Institutional Goal are as follows:

| Institutional Goal  | Number of initiatives addressing goal | Percent of initiatives addressing goal |
|---|---------------------------------------|--|
| <b>Goal 1 – Student Success</b>                             | 35                                    | 70%                                    |
| <b>Goal 2 – Community Development/ Societal Improvement</b> | 20                                    | 40%                                    |
| <b>Goal 3 – Access and Affordability</b>                    | 30                                    | 60%                                    |
| <b>Goal 4 – Institutional Effectiveness</b>                 | 14                                    | 28%                                    |
| <b>Goal 5 – Communication</b>                               | 23                                    | 46%                                    |
| <b>Goal 6 – Diversity</b>                                   | 20                                    | 40%                                    |

Source: 2015-2016 Operational Plan

The activities that are elements of the Annual Operational Plan are strategic in nature. They are not day-to-day standard area functions, but are designed specifically to advance a particular goal or objective, or set of goals or objectives. Of the 50 planned activities, 36 were completed or met initial goal(s); 12 were in process, of which nine activities included steps or stages that had been completed; and two were suspended.

**5.0 Communication:** To promote transparent and effective communication within the college community and between the college community and external constituencies.

**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 their mission-related activities.

**Five questions about communication were asked on the SUNY Student Opinion Survey, administered in spring 2016. The survey asked about student level of satisfaction regarding elements of College communication:**

| Question-<br>"Level of satisfaction with..."           | Average response<br>1 (low) – 5 (high) | SCCC rank among 6 largest<br>SUNY community colleges |
|--|--|--|
| College catalog  | 4.04                                   | 1  |
| Communication of college news/information to students  | 3.99                                   | 1  |
| College website ease of use                            | 4.03                                   | 3  |
| Accuracy of information on college website             | 4.08                                   | 1  |
| Communication of student conduct rules and regulations | 4.0                                    | 1  |

Source: SUNY Student Opinion Survey

**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.

| Number of website views/enrollment   |  |                                |
|--|--|--------------------------------|
| Unique visitors to the enrollment landing page ( <a href="http://sunysuffolk.edu/Enroll">sunysuffolk.edu/Enroll</a> ) for the 2014-15 academic year (Sept-Aug) | Unique visitors to the enrollment landing page ( <a href="http://sunysuffolk.edu/Enroll">sunysuffolk.edu/Enroll</a> ) for the 2015-16 academic year (Sept-Aug) | # Change; % Change             |
| 20,174 unique page views   | 25,934 unique page views   | +5760 views;<br>28.6% increase |

**6.0 Diversity:** To reflect the ethnic, demographic, and economic composition of Suffolk County.

**6.1** Each year during the period 2013-2020, 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.

**Faculty and Staff Diversity Statistics for 2013-2014, 2014-2015, 2015-2016**

|                            | American Indian or Alaska Native |      | Asian |      | Black or African American |      | Hispanic/Latino |       | White |       | Unknown |      |
|----------------------------|----------------------------------|------|-------|------|---------------------------|------|-----------------|-------|-------|-------|---------|------|
|                            | #                                | %    | #     | %    | #                         | %    | #               | %     | #     | %     | #       | %    |
| <b>2014-2015</b>           | 2                                | .08% | 70    | 3.0% | 80                        | 3.4% | 148             | 6.4%  | 1967  | 84.6% | 0       | 0%   |
| <b>2015-2016</b>           | 2                                | .05% | 73    | 3.2% | 77                        | 3.4% | 165             | 7.3%  | 1906  | 84.1% | 102     | 4.5% |
| <b>Suffolk County 2015</b> |                                  | .6%  |       | 4.2% |                           | 8.4% |                 | 18.6% |       | 84.9% |         | 2.4% |

Sources: Banner; U.S. Census Bureau

|                            | Male |       | Female |       |
|----------------------------|------|-------|--------|-------|
|                            | #    | %     | #      | %     |
| <b>2014-2015</b>           | 1093 | 47.0% | 1233   | 53.0% |
| <b>2015-2016</b>           | 1071 | 47.3% | 1195   | 52.7% |
| <b>Suffolk County 2015</b> |      | 49.2% |        | 50.8% |

Sources: Banner; U.S. Census Bureau

Four questions about diversity, inclusion and campus climate were asked on the SUNY Student Opinion Survey, administered in spring 2016. Students were asked to respond to level of agreement with statements - 1 (low) to 5 (high):

| Statement                                   | Average response<br>1 (low) – 5 (high) | SCCC rank among<br>6 largest SUNY<br>community colleges | SCCC rank among<br>24 SUNY colleges<br>taking survey |
|---|--|---|--|
| Campus acceptance of individual differences | 4.23                                   | 1   | 3  |
| Racial harmony on campus                    | 3.96                                   | 1   | 2  |
| Diversity of faculty and staff              | 4.03                                   | 1   | 4  |
| Diversity of student body                   | 4.08                                   | 1   | 2  |

Source: SUNY Student Opinion Survey

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.

**College Fall Enrollment by Ethnic Group**

| Semester   | Nonresident<br>alien | Hispanic<br>Latino | American<br>Indian or<br>Alaska<br>Native | Asian | Black or<br>African<br>American | Native<br>Hawaiian<br>or Other<br>Pacific<br>Islander | White | Two<br>or<br>more<br>races | Unknown |
|------------|----------------------|--------------------|---|-------|---------------------------------|---|-------|----------------------------|---------|
| Fall 2011  | 0.5%                 | 15.1%              | 0.3%                                      | 2.8%  | 7.6%                            | 0.0%  | 59.1% | 0.0%                       | 14.4%   |
| Fall 2012  | 0.4%                 | 15.7%              | 0.3%                                      | 2.9%  | 7.9%                            | 0.0%  | 57.0% | 0.1%                       | 15.4%   |
| Fall 2013  | 0.3%                 | 15.5%              | 0.3%                                      | 2.8%  | 7.6%                            | 0.0%  | 50.9% | 0.2%                       | 21.9%   |
| Fall 2014  | 0.3%                 | 17.9%              | 0.3%                                      | 2.8%  | 7.8%                            | 0.0%  | 51.8% | 0.5%                       | 18.5%   |
| Fall 2015* | 0.5%                 | 20.9%              | 0.3%                                      | 3.1%  | 7.9%                            | 0.1%  | 57.7% | 1.1%                       | 8.4%    |

Source: Banner

|                   |    |       |     |      |      |    |       |  |      |
|-------------------|----|-------|-----|------|------|----|-------|--|------|
| Suffolk<br>County | -- | 18.6% | .6% | 4.2% | 8.4% | -- | 84.9% |  | 2.4% |
|-------------------|----|-------|-----|------|------|----|-------|--|------|

Source: US Census Bureau

N.B. – The enrollment numbers for 2015 have been affected by attempts to reduce the number of students in the “Unknown” category.

**SUNY Under-Represented Minority (URM)**

| Sector/<br>Campus             | Fall 2006<br>Enrollment | Fall<br>2006<br>URM | Fall<br>2006<br>%<br>URM | Fall 2014<br>Enrollment | Fall<br>2014<br>URM | Fall<br>2014<br>%<br>URM | Fall 2015<br>Enrollment | Fall<br>2015<br>URM | Fall<br>2015<br>%<br>URM | Point<br>difference<br>2006-15 |
|-------------------------------|-------------------------|---------------------|--------------------------|-------------------------|---------------------|--------------------------|-------------------------|---------------------|--------------------------|--------------------------------|
| SUNY Total                    | 417,575                 | 63,166              | 15.1%                    | 454,839                 | 108,035             | 23.8%                    | 442,940                 | 109,764             | 24.8%                    | 9.7                            |
| SUNY<br>Community<br>Colleges | 209,059                 | 36,854              | 17.6%                    | 233,812                 | 62,351              | 26.7%                    | 222,998                 | 61,806              | 27.7%                    | 10.1                           |
| Suffolk<br>County CC          | 21,859                  | 4,401               | 20.1%                    | 26,600                  | 7,079               | 26.6%                    | 26,829                  | 8,116               | 30.3%                    | 10.1                           |

**Source: SUNY**

Suffolk County Community College had a Fall 2015 URM rate of 30.3%, which was 2.6 percentage points higher than that of SUNY community colleges, and 5.5 percentage points higher than all SUNY colleges. The rate rose 3.7 percentage points from the previous year (2014) and 10.2 percentage points since 2006.

## Graduation and Transfer-out Rates (150% of time)

| Overall Graduation/Transfer-out Rates (150% of time) |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
| Cohort (year of student entry)                       | 2011<br>(as of 8/14) | 2012<br>(as of 8/15) | 2013<br>(as of 8/16) |
| <b>Total</b>   | 20%                  | 21%                  | 24%                  |
| <b>Men</b>   | 17%                  | 18%                  | 21%                  |
| <b>Women</b>   | 23%                  | 24%                  | 28%                  |
| <b>American Indian or Alaska Native*</b>             | 13%                  | 4%                   | 24%                  |
| <b>Asian*</b>  | 19%                  | 17%                  | 29%                  |
| <b>Black or African American</b>                     | 11%                  | 11%                  | 12%                  |
| <b>Hispanic or Latino</b>                            | 18%                  | 18%                  | 20%                  |
| <b>White</b>   | 22%                  | 24%                  | 27%                  |
| <b>Race/ethnicity unknown*</b>                       | 16%                  | 22%                  | 32%                  |
| <b>Nonresident alien*</b>                            | 10%                  | 31%                  | 27%                  |
| <b>Transfer out-rate (before completion)</b>         | 8%                   | 15%                  | 14%                  |

\*Large changes in percentages can be due to small numbers of students in cohort.  
Source: IPEDS (includes first-time/full-time students)

Source: IPEDS

## College Fall ESL Enrollment by Status

| Semester         | Credit ESL Program |                                | Non-Credit ESL |                                | Total     |
|------------------|--------------------|--------------------------------|----------------|--------------------------------|-----------|
|                  | Headcount          | Percent of<br>ESL<br>Headcount | Headcount      | Percent of<br>ESL<br>Headcount | Headcount |
| <b>Fall 2011</b> | 348                | 17.5%                          | 1635           | 82.5%                          | 1983      |
| <b>Fall 2012</b> | 346                | 18.1%                          | 1563           | 81.9%                          | 1909      |
| <b>Fall 2013</b> | 373                | 18.9%                          | 1603           | 81.1%                          | 1976      |
| <b>Fall 2014</b> | 359                | 18.2%                          | 1611           | 81.8%                          | 1970      |
| <b>Fall 2015</b> | 355                | 16.5%                          | 1801           | 83.5%                          | 2156      |

Source: Banner



## Summary

### Goal 1: Student Success

- The College has exceeded its “target rates by 2020” for Key Performance Indicators for Student Passing Rate in Gateway Courses, Fall-to-Spring Persistence, and Graduation Rates.
- The College has improved its Fall -to- Fall Retention Rate, and is approaching its target, falling 1.7% points below.
- The College’s overall graduation rate increased by 3 percentage points from 21% the previous year to 24% in 2016. It has risen from a stable rate of 19-20% for the years 2010 – 2014. This may be the result of many factors including College interventions in placement, working with K-12 partners, the economy, SUNY 64 Seamless Transfer, and an enhancement of advising.

### Goal 2: Community Development/Societal Improvement

- The College has increased the number of Workforce and Economic Development partnerships.
- Due to increased numbers of student coming to SCCC directly from high school, the percentage of students 25 and over decreased. SCCC continues to skew toward a very young student demographic when compared to national figures.
- The College does not keep statistics for most events held by or at the College. The *Annual Book of Achievements* details a very robust calendar of events held by and at the College.
- The number of students enrolled in the College’s Excelsior dual-enrollment program has expanded significantly, with 24.4% increased enrollments from the prior year. Dual enrollment programs have been shown to encourage student success, with students coming to post-secondary education with earned credits, shortening the time needed for completion. Early College has also seen a jump of 29.7% more students enrolled.
- The College has reduced the percentage of students placed into developmental coursework by 4.4 percentage points. It has also reduced the number of students placed into multiple developmental courses. Multiple developmental placements have been shown to reduce retention and completion rates.

### Goal 3: Access and Affordability

- The College has been able to secure funding for all Capital Projects in process. Here have been no changes in SCCC’s capital budget requests by the state or county, and no project has been delayed due to funding.
- The College showed an increase of 3.3% over the previous year, resulting in a tuition increase.
- Institutional scholarships and aid showed a 1.7% increase in funds awarded and a 5.3% increase in recipients.
- The financial aid default rate for SCCC is 9.0%, significantly lower than the national college average of 11.3% and substantially below that of public community colleges, 18.5%.
- The College has increased the number of seats taken in on-line education by 431 seats over the previous year, or a 3.8% increase.

**Goal 4: Institutional Effectiveness**

- Assessment and evaluation remain strong at SCCC, with near high rates of outcomes assessments and program and unit reviews completed (near or above 90%).
- The quality and completeness of assessments and reviews, as reviewed by the Assessment Advisory Council, have increased significantly from the previous year (2014-2015), and substantially from 2013-2014.
- All six Institutional Goals were addressed through the Operational Plan, which consisted of 50 initiatives designed to foster success in meeting one or more goals. A total of 96% of activities/initiatives were completed or in process by the end of 2015-2016.

**Goal 5: Communication**

- The SUNY Student Opinion Survey asked students about their perceptions of communication at the College, which was ranked first among the six largest SUNY schools for its catalog, communication of news or information, accuracy of information on the website, and communication of student rules and regulations. Suffolk ranked third in ease of use of the website.
- The College had an increase of almost 6000 unique visitors to the enrollment landing page, a 28.6% increase.

**Goal 6: Diversity**

- The College has remained stable regarding faculty and staff diversity, with the White demographic reflecting that of the County, but falling short in increasing percentages of Black and Hispanic/Latino members of its faculty and staff. The College did see an increase of 17 Hispanic/Latino members, but the percentage still remains far below the County rate. (It should be noted that hiring a diverse faculty is a challenge because the pool of local candidates with appropriate graduate degrees is much less diverse than the general population. The College has made efforts to advertise job opportunities to a much broader and diverse audience.)
- The College ranked first among the six largest SUNY community colleges for the four questions on the SUNY Student Opinion Survey regarding diversity and campus climate. SCCC was in the top four school of the 24 SUNY community colleges taking part in the survey.
- The College's Enrollment by Ethnic Group shows the College to have an enrollment close to representative of the minority populations in the County.
- Suffolk County Community College had a Fall 2015 Under-Represented Minority enrollment rate of 30.3%, which was 2.6 percentage points higher than that of SUNY community colleges, and 5.5 percentage points higher than all SUNY colleges. The rate rose 3.7 percentage points from the previous year (2014) and 10.2 percentage points since 2006.
- The College raised its graduation rates to 24% from 21% the previous year, and from the stable rate of 19-20% found between 2010 – 2014. Unfortunately, these gains were not shared equally among racial/ethnic groups. Black students' rates increased only one percentage point, and Hispanic/Latino students' rates by two points.
- The numbers of students enrolled in credit or non-credit ESL programs increased by 186 students or 9.44%.

## Metrics

Key Performance Indicators (KPIs) designated as follow-up to the creation of the Strategic Plan are under review by the Strategic Planning Council. Some extant KPIs have been included in this report. Other salient data, not part of those designated KPIs, are included to provide a more robust description of institutional effectiveness.

Every effort has been taken to identify student cohorts for each metric provided. Most institutional data is taken from Banner, the College's enterprise management system.

Data utilized were taken from many different sources, including:

- Banner, the College's enterprise system.
- The Integrated Postsecondary Education Data System (IPEDS), used by the National Center for Education Statistics to provide data about educational institutions to federal, state, and local agents, as well as researchers.
- State University of New York (SUNY) system reports.
- The Voluntary Framework for Accountability (VFA), sponsored by the American Association of Community Colleges (AACC) to make accessible data that takes into account the mission of community colleges and their particular demographic makeup.
- Achieving the Dream (AtD), which is a national movement among community colleges to use data to enhance student success, with particular focus on teaching and learning, equity, leadership and vision, and other core competencies.