

# 2013-2014 INSTITUTIONAL EFFECTIVENESS REPORT

January, 2015

*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.*



Institutional Effectiveness is a phrase used to describe the progress any institution has achieved in meeting its goals and objectives in order to fulfill its stated 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 2013-2014 Academic Year.

The 2013-2014 Academic Year saw the full implementation of the CAPIE, and as expected with any new undertaking, there were many challenges to be faced in its implementation. Members of the College community proved to be extraordinarily collaborative, patient, and often enthusiastic, about the opportunity to look at what we do with a critical eye, in order to improve and better live out our mission. This was despite an often rushed timeline to meet accreditation expectations, and the need to make modifications “on the fly” to adapt to emerging needs.

The Office of Planning and Institutional Effectiveness, which is involved in every area of this effort, is grateful for the support and cooperation it received in implementing the CAPIE and its many tasks. We look forward to working with the Assessment Advisory Committee and Strategic Planning Committee to evaluate the CAPIE itself and the College’s use of it.

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

Documented progress was made during the 2013-2014 year towards achievement of the mission – a process identified by the term institutional effectiveness. Suffolk County Community College utilizes its Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) to document that all aspects of its institutional effectiveness system are operational and evaluated annually. This evaluation includes all assessment and planning activities conducted both in academic program and administrative and education support (AES) units. In short, this report provides documentation, through summary and a detailed report, that the College is making annual progress towards the achievement of both its institutional and strategic goals. The full document traces the requirements of the CAPIE regarding assessment, planning, and resource allocation, however, some highlights from the 2013-2014 year include:

- All academic programs participated in a comprehensive assessment of student learning outcomes at the Program Level.
- All identified AES units (units involved indirectly with student learning as well as backbone operations) conducted annual assessments and are in the process of closing the loop.
- Academic Program Reviews underwent a significant transformation and are on pace to provide greater information that will help the programs enhance student success.
- AES Units piloted a new process that includes Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and comprehensive external review.
- Utilizing the measurable institutional objectives developed during the establishment of the 2013-2020 SCCC strategic plan, comprehensive Operational Planning was introduced to the college with more than 100 projects and initiatives introduced as priorities.
- Operational planning highlights:
  - The visibility of and access to academic support supports were enhanced through the development of the Academic Advising and Mentoring Centers (AAMC), The addition of learning materials to the Virtual Learning Commons (VLC), and a comprehensive unit review of the College's writing centers;
  - The ability for students to exit developmental education more quickly was improved by the piloting of two different reading courses that allow for the completion of two levels of study at once and the development of an English course that allows students to complete English 101 and developmental writing simultaneously;

- The Banner Mid-Term Academic Alert was introduced as a tool designed to better track a student's academic progress and allow for intervention prior to course completion;
- Continued implementation of the Capital Program resulted in the opening of the William J. Lindsay Life Sciences Building at the Ammerman Campus and continued progress in planning the Learning Resource Center at the Michael J. Grant Campus and the Health & Wellness Center at the Eastern Campus
- In an effort to more effectively leverage College resources, an energy savings and efficiency program has been instituted with Cenergistics that has led to the upgrading of energy systems and will focus on behavioral modification regarding energy usage;
- Educating the College community about the assessment and planning activities was an institutional priority and led to the development of seven institutional videos that introduce assessment, planning, the CAPIE, operational planning, and resource allocation.
- The budgeting process underwent significant revision to ensure greater alignment between budget requests and both institutional goals and MIOs.

2013-2014 saw the continual evolution of the College's integrated planning process that links assessment, planning, and resource allocation. The College's primary assessment (Assessment Advisory Council), planning (Strategic Planning Council), and budgetary oversight bodies all engaged in significant review and re-evaluation of current process to ensure that SCCC is aligning budgeting processes with the assessment and planning results emanating from sustained, systematic annual assessment, and periodic evaluation processes.

## 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 Suffolk County Community College's Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE), the 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, and continuously evaluated for potential improvements.

## THE CAPIE

As stated earlier, the CAPIE is the College's omnibus plan detailing all assessment and planning processes. Given that this successful achievement of the assessment and planning activities highlighted within call for documentation of continual progress towards achievement of the institutional mission (institutional effectiveness), this institutional effectiveness report's outline mirrors the outline 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 Administrative and Educational Support (AES) units. At SCCC, AES

units include all areas of the college that provide either indirectly 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 2013-2014 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)

Suffolk County Community College makes a distinction between assessment and evaluation activities at the college. In short, assessment focuses on opportunities for continual improvement and is the result of a targeted examination while 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 both achievement of its institutional goals as well as its measurable institutional objectives (MIOs). More specifically, each academic program and AES unit engages in annual assessment of student learning outcomes (SLOs) and support outcomes (SOs). The majority of these assessments are aligned with one of the six institutional goals while a smaller number are directly aligned with the MIOs. Whether the assessments lead to future action plans designed to improve upon the results or if they end up in the Suffolk County Community College Operational Plan, 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, in effect, the College's method for operationalizing annual progress toward realization of the strategic plan.

Regarding operational planning, two types of information are provided within this report. These include 1) metrics for the various MIOs and 2) narrative about various initiatives that have been prioritized by the College. It must be noted that information provided in the operational planning portion of the report is purely descriptive and does not infer a cause and effect relationship between the metrics and the initiatives. The purpose of providing both types of information is to track the progress the College is making towards achievement of the MIOs and to, on an annual basis, communicate the processes, activities, and initiatives that are prioritized based on their perceived (through a thorough evaluation process) alignment with the MIOs.

## RESOURCE ALLOCATION

The final individual element of the College's Institutional Effectiveness model that is included in this report is the resource allocation process. In short, this process reflects budgeting and is aligned with the updated Middle States Commission on Higher Education (MSCHE) standard VI: Planning, Resources, and Institutional Improvement. Beyond simple budgeting, however, the College has embraced a more systematic and strategic resource allocation process influenced 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.

### Proposals/Changes to the CAPIE for 2014-2015

- *The Assessment Advisory Council (AAC) is responsible for continual and periodic evaluation of the document*
- *A faculty governance member was selected to lead a targeted review of the CAPIE to ensure the document is effective and appropriately comprehensive*



## 2013-2014 INSTITUTIONAL EFFECTIVENESS

### ACADEMIC ASSESSMENT AND EVALUATION RESULTS

#### 1. Annual Assessment of Student Learning Outcomes

For the 2013-2014 academic year, 100% of A.A., A.S., and A.A.S. academic programs conducted an assessment of at least one of each Program's Student Learning Outcomes (PLOs). The majority of the assessments were conducted during the fall of 2013 with the analysis of results occurring in the spring of 2014. In addition to the completing the assessments, the programs initiated the process of developing action plans to be conducted during the 2014-2015 academic year to ensure closing the loop. Finally, programs provided a preliminary five-year schedule of which PLOs would be assessed in which year.

#### 2. Academic Program Review

Academic Program Review at SCCC is based on a seven-year cycle. For academic year 2013-2014, the following units were scheduled to engage in a comprehensive academic program review process:

- American Sign Language (A.A.S.)
- Criminal Justice (A.S.)
- Engineering Science (A.S.)
- Liberal Arts and Science: General Studies (A.A.)
- Radio and TV Production (A.A.S.)
- Music (A.S.)

Each of these academic programs, with the exception of General Studies, which has been delayed, initiated their evaluations, with the majority completing them, during the spring of 2014. Additionally, all were working to schedule external visits during the 2014-2015 academic year. In addition to assisting evaluations for 2013-2014, the College Associate Dean for Curriculum Development worked to schedule and prepare the following units for Academic Program Review during the 2014-2015 academic year:

- Business Administration (A.S., A.A.S.)
- Business Administration Online (A.A.S.)
- Electrical Technology (A.A.S.)
- Interior Design (A.A.S.)
- Theatre Arts (A.S.)
- Visual Arts (A.S.)

### **3. General Education Assessment**

For academic year 2013-2014, four academic program reviews were conducted in accordance with the SUNY GER subject areas and competencies. The four areas that conducted assessments were:

- Natural Sciences (Assessment conducted in Biology 101)
- Social Sciences (Assessment conducted in Political Science 105)
- Basic Communications – Oral (Assessment conducted in Communications 105)
- Foreign Languages (Assessment conducted in Spanish 102)

In addition to assisting with assessments for 2013-2014, the General Education Liaison worked to schedule and prepare the following units for general education assessments during the 2014-2015 academic year:

- Humanities (Assessment to be conducted in Philosophy 101)
- Basic Communications – Written (Assessment to be conducted in English 101)
- Infused Competency – Information Management: Student Learning Outcome #1 (Assessment to be conducted in Computer Science 101)
- Infused Competency – Information Management: Student Learning Outcome #2 (Assessment to be conducted in Freshman Seminar 101)

### **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 2013-2014 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 2013-2014 year included:

- Assessment of English 009 (Basic English Skills)
- Multi-year assessment of Freshman Seminar (COL 101)
- Assessment of Math 006 (Pre-Algebra and Algebra 1)

Each of these assessments are being conducted by the committees and they are reviewing the results and proposing activities that will close the loop during the 2014-2015 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.). One-hundred percent of the 37 identified AES units completed an assessment during the year and was initiating the development of action plans based on the results.

### 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 2013-2014, the following units engaged in a comprehensive unit program review process:

- Career Services (educational)
- Continuing Education (outreach)
- Grants Development (administrative)
- Registrar: Central (administrative)
- Writing Centers (educational)

Each 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 an external review team. The teams reviewed the documents and visited the campus during the spring of 2014. The units are now tasked with developing action plans based on the findings.

In addition to assisting evaluations for 2013-2014, the Office of Planning and Institutional Effectiveness worked to prepare units for their 2014-2015 academic year review during the spring of 2014. The units included:

- Development (Foundation)
- Facilities Support
- Instructional Technology
- Planning and Master Scheduling
- Special Services/Disability Support Services

#### **Proposals/Changes to Assessment for 2014-2015**

- *The six subcommittees of the Assessment Advisory Council are reviewing the assessment documents and developing review rubrics to assist academic programs and AES units in continuously improving their assessment and evaluation activities*

### **OPERATIONAL PLANNING RESULTS**

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

In this results section, the institutional goals and corresponding MIOs are presented with both metrics that document progress towards achievement of the MIOs as well as a listing of initiatives aligned with the MIOs that the College has identified as high priority. There is no implied cause and effect relationship between the highlighted activities and progress towards achievement of the MIOs. Additionally, “progress gauges” have been provided to demonstrate, pictorially, the progress being made towards achievement of the MIOs.

## **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.

### **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 services.

#### **Completion Rate in Gateway Courses**



#### **INITIATIVE**

Conduct a curriculum review of a minimum of 4 gateway courses

#### **Progress**

A committee was established to review the curriculum of the gateway courses; however, the review of all course outcomes and developmental of assessment activities for all academic programs as mandated by the College's accreditation agent took precedence, delaying the targeted review of gateway course curricula. Following this necessary accreditation activity, all programs began to review programmatic curricula to meet the SUNY mandate of degree programs working to have no more than 64 credits of study. Again, this delayed the initiative, but much work was done (curriculum –mapping, as an example) that will be helpful in the completion of the initiative.

#### **INITIATIVE**

Increase the visibility, access and use of academic support services

#### **Progress**

The Title III project promoted faculty advising in advance of priority registration. Student services also heavily promoted priority registration and the importance of registering as early as possible and seeking advice from faculty and counseling staff. This resulted in more students registering earlier in the process. In addition, more materials to support student learning were added to the VLC.

The Writing Centers enhanced promotion of the services offered on all three campuses and a program review of the Writing Centers identified way to improve student awareness of services offered and the student experience of support.

#### **INITIATIVE**

Research and identify best practices to support student success in and accelerate student completion of gateway courses

#### **Progress**

Effort was given to moving students through developmental coursework more quickly. The Reading Department launched two pilot courses to allow student to complete two levels of developmental reading study in one semester. The English Department developed a course by which students could complete both developmental writing and ENG101, Standard Freshman Composition (a gateway course) in one semester. Math, which already maintains a course to move students through two levels of developmental math study in one semester, has begun investigating Quantway and Statway, two learning platforms that have been shown effective in moving student through algebra and statistics much more quickly.

#### **INITIATIVE**

Provide a minimum of 3 professional development opportunities related to developmental and gateway courses to include pedagogy, advising and other relevant topics

#### **Progress**

The Developmental Studies Advisory Committee held their second annual Developmental Studies Workshop in the spring of 2014. The workshop was designed to look at developmental pedagogy and to share strategies that have proved successful in working with students in need of developmental coursework. Workshops were given in all areas of developmental study, including math, writing, and reading.

As part of the Title III initiative, several workshops were given over the course of the year to help faculty enhance academic advising. Faculty advising centers were opened on two campuses (the Eastern Campus utilized the One-Stop Center), which were staffed by faculty and support personnel. A Faculty Professional Development Day was held immediately after the end of the spring semester. Over 240 faculty members participated in the day, which offered workshops and presentations on pedagogy, advising, best practices, and developments in several fields.

## MIO 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.

**Current Persistence Rate**  
74.0%



**2020 Target**  
75%

**Current Retention Rate**  
67.1%



**2020 Target**  
70%

### **INITIATIVE**

Activities of the College Retention Committee

#### **Progress**

As a College-wide committee tasked with leading efforts to improve student retention and persistence, the committee engaged in the following activities during the 2013-2014 year:

- The admission application interest questions completed by students stating their original educational goals would be used to track student success.
- The placement of students into developmental courses was improved by adding a review of the results of the CPT test to decrease misplacements.
- The committee inventoried the various retention initiatives across campus to increase operational efficiency.
- The committee examined and inventoried, through subcommittees, College plans and reports addressing retention, persistence, graduation, transfer, and non-returning students.
- An early alert system was piloted in an effort to inform faculty and staff about student progress and to allow for timely interventions.



### **INITIATIVE**

#### Implementation of Degree Works

##### **Progress**

The Degree Works implementation team has moved forward in bringing the project to completion and realizing a “go live” date. The team benefited from an external consultant that assisted in the greater understanding of the functionality of the software.

Throughout the summer the team demonstrated the software to various members of the college community in an effort to gain feedback and suggestions for improvement. Many of the suggestions provided were put into action, and the changes were then effected. The technical members of the team kept up with SUNY and SICAS upgrades to keep the College on a par with the other three members of our cohort.

### **INITIATIVE**

#### Increasing the number of highly enrolled courses into less popular time slots

##### **Progress**

Each campus made an attempt to reschedule highly enrolled courses from bottle-neck time slots to less popular time slots, since students are required to take them anyway and at any time. This practice would allow for required upper level courses to be instructed during peak times and thus facilitate completion of degree requirements in a timely fashion.

During 2013-2014 progress has been made in offering additional Friday and weekend course offerings. The Executive Council approval of 20% of total course offerings be taught on Friday's and weekends was exceeded. For fall 2013 the College experienced 21% after additional Friday and Friday with another weekday meeting time slot were added. For spring 2014, the College experienced 29% of course offerings on Friday, weekends and early mornings.

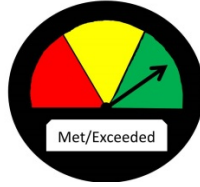
There was a push to move more classes to the online modality (there was a 9% increase from fall 2013 to fall 2014) and offer more early morning (6:30 am) classes. Data showed the mean age of students taking these early morning classes was 19-21, most likely because recent high school graduates are used to attending classes commencing at 7:00 am. As documented, however, these classes are most successful when there is a more formal means of making all involved aware of the classes.



### 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 3-year Graduation Rate**  
21.0%



**2020 Target**  
20%

#### **INITIATIVE**

Telephone outreach to non-returning students

#### **Progress**

One of the strategies employed to encourage previously enrolled students to register was to call students who had not paid their tuition after the established tuition payment due date personally. The Non-Returning Student Survey questionnaire was helpful in ascertaining the potential reason(s) that students choose not to re-enroll for the upcoming semester and to determine if there was a barrier the institution could abate. The following includes some reasons students did not re-enroll:

- Decided to attend another college
- Transportation problems/problems with commuting
- Uncertain about the value of a college education
- Problems with child care (e.g. not available, too costly, etc.)
- Personal problems or family problems
- Couldn't get course and/or schedule that I wanted
- The major I wanted was not available at SCCC
- Couldn't get into the program I wanted
- Was required to take non-credit developmental courses
- Did not receive (or lost) financial aid
- Encountered unexpected expenses and could not afford tuition
- Tuition and fees were more than I could afford

The results - The most often cited reason for not returning to Suffolk County Community College was "Decided to attend another college" (24%), followed by "Tuition and fees were more than I could afford" (18%), and "Did not receive (or lost) financial aid" (16%). The least often cited reason for not returning to SCCC was "Did not comply with immunization requirements" (0.9%).

## **INITIATIVE**

### Banner Mid-Term Academic Alert

#### **Progress**

The Banner Mid-Term Academic Alert tool was rolled out for the third semester. This early warning instrument has been welcomed by students who receive an early indicator of their academic status in the class as well as the faculty members who utilize it. Prior surveys of faculty members and students revealed that there is a definite value to imparting and receiving this knowledge. In addition, the survey indicated that intervention methods put in place as a result of the alert made a positive difference in course outcomes.

New for fall 2014 will be the use of the Blackboard system to further enhance communication between faculty members and students, as the use of Bb can provide additional modes of communication and interventions.

## **Institutional Goal 2 – Community Development/Societal Improvement**

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

### **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.

**2013 Partnerships<sup>1</sup>**  
18

**2014 Partnerships**  
25



**2013 Workers Trained**  
200

**2014 Workers Trained**  
240

<sup>1</sup> 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

### **INITIATIVE**

#### Wyandanch Rising

#### **Progress**

A unique partnership was formed with a community group which supported a State driven program called “Wyandanch Rising”, which was part of New York States “Opportunity Agenda”. This program focused on Long Term Unemployed, between 18 and 24, and mostly individuals with previous criminal records. The first cohort of 8 graduated with a federal soldering certificate, and most if not all received job opportunities. The second cohort began February 2<sup>nd</sup>, and will host roughly 16 candidates. This particular soldering credential is widely needed and certification is essential for employment.

### **INITIATIVE**

Expand collaborations with local industry to provide training and experiential educational opportunities

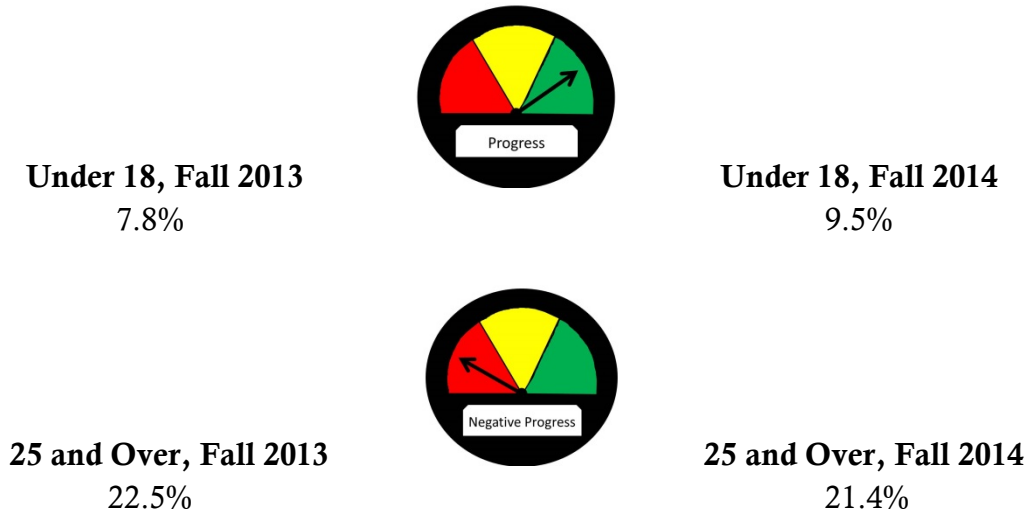
#### **Progress**

The College’s Advanced Manufacturing Training Academy partnered with the Long Island Regional Office of the Empire State Development Corporation and Thuro Metals to provide student internships in machining and general manufacturing. The College’s Advanced Manufacturing Training Center and Corporate Center worked to deliver training in computer skills, communication, office management and customer service, partnering with the United Way’s Youth Build, Sea Tow International, the Urban League, and others.

## 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

### Traditional Academic Programs – Non Traditional Student Enrollments



### **INITIATIVE**

Expand grant opportunities that will increase access to non-traditional students

#### **Progress**

For the 2013-2014 year, the POWER grant was extended and provided training opportunities for nearly 400 participants with the majority completing the training and entering the workforce. Additionally, the LIGHTES program, a program developed in conjunction with the Engineering and Physical Sciences Departments, was developed, implemented and assessed to ensure the effective preparation for SCCC graduates. Also, the two SUNY workforce Development programs that were established include the Professional Advancement and Leadership (two grants focused on individuals with developmental disabilities, family residences and essential enterprises, and independent group home living) and the Spanish for Healthcare (specific to the Alzheimer's Foundation and Good Shepherd Hospice) programs. Finally, the College is currently finalizing a partnership with the Cold Spring Harbor Laboratory and is in the initial stages of implementing an NSF-SENCER grant.

### 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.

#### **INITIATIVE**

Increasing the number of STEM and workforce development outreach opportunities available to residents of Suffolk County

#### **Progress**

The College continued a number of innovative and beneficial outreach efforts during the 2013-2014 year including joint initiatives with the Brookhaven National Laboratory and Stony Brook University. Additionally, the College actively provided opportunities for community connections through the Long Island STEM Diversity Summit, the Advanced Energy Conference, the Long Island Native Plants Conference, and the Wertheim Community Days.

### 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, 2013**

25

**High School Partners, 2014**

28



**Courses Taught, 2013**

117

**Courses Taught, 2014**

136

## Total Program-Level Articulation Agreements



**2012-2013 and Prior Years**  
205

**New in 2013-2014 and Total**  
21 (226)

### **INITIATIVE**

Increasing the number of articulation agreements available to students

### **Progress**

Several articulation agreements were added during the 2013-2014 academic year and there are still some awaiting review and approval. During this same time frame, there was an increase of about 19% in new and or updated articulations from within New York State and nationally. A few were fully online BA and BS degrees that offered SCCC students full-fledged junior status upon completion of their Suffolk Degree. These articulations will allow students, especially adult learners and return veterans to remain on Long Island to complete the upper level degree after completing their SCCC degree while remaining on Long Island at their current job and with their family. One such articulation was with Chamberlain College of Nursing. As of October 6, 2014 eight former SCCC nursing graduates and licensed RN's have enrolled in the Chamberlain College of Nursing BSN program commencing November 2014. The SCCC graduates will be receiving partner benefits which include a tuition savings of 10% to assist them along their journey to obtaining their BSN.

All institutions that SCCC has articulations with have been contacted. New contacts have been made and the status of all articulations (date signed, date expires, etc.) have been updated and will be made available for broad viewing by current and prospective students, parents, and potential partnering institutions.

### **INITIATIVE**

Increasing the opportunities for high school students to participate in higher education preparation

## **Progress**

The college continues to provide substantial support for the Liberty Partnership Programs, a program which is providing \$350,000 a year to more than 300 students from Longwood High School. This program was enhanced during the 2013-2014 year through a partnership with Wertheim National Refuge that provided STEM field experiences for the LPP students. Additionally, the College worked to expand the opportunities for its CSTEP students to work with world class scientists at the Brookhaven National Laboratories and other national laboratories across the country. The College is also in the initial stages of expanding testing to STEP students in the Brentwood School District in an effort to ensure that high school students are better prepared for success upon entry into higher education.

## **INITIATIVE**

Suffolk County Community College Excelsior Program

## **Progress**

The Excelsior Program provides many opportunities to reach out to the Suffolk County high school (HS) community and during the 2013-2014 year, the program conducted numerous Suffolk County high school visitations and provided informational sessions are held with high school administration and academic leadership to introduce the program and describe the collaborative partnership and benefits to the students. A presentation was made to Zone #1 of Suffolk County Principals Association, introducing the Excelsior Program and alternative SCCC initiatives.

The Excelsior Program provides Departmental Faculty Liaisons who are SCCC faculty teaching a comparable campus based course in content as the high school course. In December of 2013, an SCCC Excelsior Program departmental faculty liaison and partnering high school teacher hosted a joint field trip to Pilgrim State Hospital, where the SCCC Psychology students served as peer mentors and a resource to the participating high school psychology students. In addition, the Excelsior Program Office has reached out to partnering high schools to invite MFT classes, and students who may be interested in the fields manufacturing technology, HVAC or informational technology to visit our SCCC high tech facility. Ward Melville High School students had the opportunity to attend a two hour informational session, and tour of the facility where they met the teaching faculty and administration. An overview of field and job prospects, degree and certificate programs at SCCC, academic requirements, admissions and enrollment process was presented.

The Excelsior Program Office has become a high school outreach office where high school students and parents call for information, not only regarding the Excelsior Program, but guidance on taking on-campus college evening or summer courses.

### **Institutional Goal 3 – Access and Affordability**

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

#### **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**

**2013**

41

##### **Projects Completed/In Progress**

**2014**

43



##### **Percent Completed/In Progress**

**2013**

60.2%

##### **Projects Completed/In Progress**

**2014**

63.2%

#### **INITIATIVE**

Implementation of the College Capital Program

#### **Progress**

The College's Capital program is being implemented. Progress is evidenced by that fact that the William J. Lindsay Life Sciences Building will be ready for classes for the spring 2015 semester. The College will soon award the construction bid for the Learning Resources Center at Grant. The new Health & Wellness Center at East is under design with groundbreaking scheduled for spring 2015.

In addition, funding for all College projects is included in our sponsor's Suffolk County Adopted 2015-2017 Capital Program. This provides documented sponsor support, the basis for the College to advocate for the State's share of funding for the Renewable Energy STEM building, Year 4 Infrastructure, and a Capital Facilities Master Plan in the State budget.



### MIO 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.

**2012- 2013 Operating Budget<sup>2</sup>**  
\$193,747,931



**2013-2014 Operating Budget**  
\$198,092,313

#### **INITIATIVE**

Promotion of cost savings through energy efficiency

#### **Progress**

Renovations are completed at the Riverhead Building which includes energy efficient boilers and upgraded HVAC systems. The College has entered into a contractual relationship with Cenergistics, a partnership designed to promote behavioral modification and energy savings. Accounts are established in the operating budget to track associated expenses and savings. Central Finance and Facilities are working cooperatively to provide historical usage and expenditure data for a database constructed by Cenergistics to establish a baseline. A rooftop solar photovoltaic unit for the William J. Lindsay Life Sciences Building is being installed. It is anticipated to save 60% of the building's electrical needs annually or \$48,000.

### 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

**2013 SCCC Scholarships Awarded**  
403

**2014 Scholarships Awarded**  
482



**2013 SCCC Scholarship Dollars**  
\$432,922.07

**2014 Scholarship Dollars**  
\$560,586.09

<sup>2</sup> The 2.2% operating budget increase compares favorable against the Consumer Price Index (1.5), Inflation Rate (1.5%), and 12 month not seasonally adjusted average Producer Price Index of 1.2 over the same time period.

### **INITIATIVE**

Selection of scholarship software

#### **Progress**

The Scholarship Taskforce Committee developed recommendations to improve upon the awarding of scholarships at Suffolk County Community College with the number one recommendation being the purchase a scholarship software system. The Committee met to view demonstrations of various scholarship software systems to obtain a greater understanding of the capabilities of scholarship software programs, prepared a request for proposal (RFP) to solicit proposals from companies with experience in scholarship management in higher education, and, in the end, selected Academic Works. Additionally, it should be noted that the Suffolk Community College Foundation has increased the number of scholarships available to students and that all new student scholarships were awarded.

### **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.

### **INITIATIVE**

Deployment of a system to enhance mobile communications with students

#### **Progress**

After careful consideration of the required specifications and contractual considerations, the College has contracted with a vendor for delivery of mobile communications. The mobile communications committee will be meeting in the fall of 2014 to begin discussions on the protocols and procedures that will result in effective, efficient and secure transmission of information to our students via text messaging. Numerous institutional surveys conducted over the past two years have indicated that the most preferred communication method, according to students, is texting them, and this initiative is making use of that information.

#### **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.

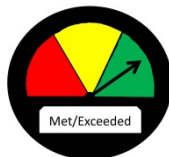
#### **MIO 4.1**

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**

100%



##### **2014 Academic Program Reviews**

**Initiated**

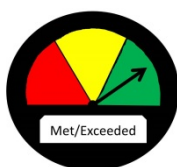
83%



##### **2014 General Education Assessments**

**Conducted**

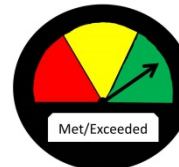
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##### **2014 AES Annual Unit Assessments**

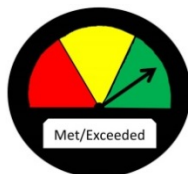
**Conducted**

100%



##### **2014 AES Unit Reviews Completed**

100%



## **INITIATIVE**

Supporting the College's integrated planning efforts

### **Progress**

OPIE provides data, technical expertise, coordination of information collection, storage of results and reports, and direction in the areas of evaluation, assessment, and planning. In addition, as the 2013-2014 year progressed, OPIE took on a leadership role regarding Middle States, a role which is now central to the office. The MIO for Goal 4 is that ALL divisions, departments, programs, both Academic and AES, would receive support in assessment, evaluation, and planning activities. OPIE supported the assessment and evaluation of academic programs, but took on a more robust leadership role in assessment and evaluation of AES Units. Goals were met in both academic program and AES unit assessment initiatives with 100% of eligible programs and units participating in annual outcomes assessment. OPIE also coordinated the activities of the Assessment Advisory Council, the Strategic Planning Council, and the Joint Planning and Assessment Council, whose charge is to review planning and assessment activity, monitor the implementation of the CAPIE, and provide a venue for communication about assessment and planning.

OPIE played an important supporting role in all areas of assessment and evaluation at the College in the 2013-2014 academic year. In AES unit assessment and evaluation -- new to the College -- it provided a strong leadership presence. OPIE took the lead in implementing the CAPIE and introducing the first operational planning. In addition, OPIE staff showed agility in taking on a more substantive role in the Middle States accreditation process. As part of increased accreditation responsibilities, OPIE has begun work with all areas of the College to make sure we are in compliance with federal, state, and local regulations, and the Office has developed a database to monitor compliance status. The Office also addressed the problem of lapsed Institutional Review Board (IRB) policies and processes. A new IRB has been constituted with updated policies and processes.

As is the case with any new process, the operational planning process was imperfect and in need of improvement. Plans are in place to streamline the process. Additionally, in regards to promoting institutional effectiveness, OPIE is moving forward to more effectively and efficiently deploy the Academic Program Vitality Review, the implementation of iDashboards, and the development of a comprehensive College FactBook. The Office will be conducted a comprehensive evaluation and restructuring to improve the timeliness of support to ensure responsiveness to the increasing demands for data and analysis.

### **Institutional Goal 5 – Communication**

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

#### **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 their mission-related activities.

#### **INITIATIVE**

Increase the amount of written communication about assessment and planning

#### **Progress**

The College determined that increasing the amount of written communication regarding assessment and planning needed to be an institutional priority. As a result, numerous communications were issued to generate a better college-wide understanding of planning and assessment, institutional effectiveness, budgeting and resource allocation, and the link they share with accreditation. Specifically, numerous College Briefs were produced to present information on these topics that was timely, clear and compelling. Of the 97 College Briefs issued during the 2013-2014 academic year, 14 (14.4%) contained information related to these topic areas.

#### **INITIATIVE**

Development of assessment and planning videos

#### **Progress**

In an effort to continually educate the college community about the importance of the institutional planning and assessment efforts, the Office of Institutional Advancement produced seven short training videos featuring staff who presented information related to how the functions of assessment and planning are implemented across the College. These videos remain available as a resource to help educate faculty and staff—especially those new to the institution—about assessment and planning at the College. The videos address topics that include: Assessment and Evaluation; Administrative and Educational Support (AES) Units; AES Unit Review; Academic Assessment; the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE); Operational Planning and the Budgeting and Resource Allocation. The training videos have been cataloged as part of a repository available online to employees.

## 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.

### **INITIATIVE**

Enhance the College's marketing efforts to enhance brand awareness

### **Progress**

Among the outcomes attained, were the successful launch of the latest in the College's sweatshirt series "I Got My Start at Suffolk" and development of the second in a series of print advertisements that serve to generate awareness of how our academic and workforce training programs are benefitting local employers. The newest ad in this campaign showcased Brentwood-based Thuro Metal Products, a global provider of specialized valves, fittings and machined parts for companies ranging from Boeing to Lamborghini. Company President David Thuro joined President Shaun McKay and Andrea Lohneiss, the Long Island Regional Director of the Empire State Development Corporation in an ad that helps demonstrate how regional manufacturing businesses are being positively impacted through their relationship with the College.

Suffolk's marketing efforts continued to receive critical acclaim. The College's advertisements have been recognized with 17 state and national awards over the past five years. In all, the College received recognition during spring 2014 for the following:

- *Telly Award - TV Commercial*
- *Higher Education Advertising Silver Award - Best College Print Advertising*
- *Higher Education Advertising Bronze Award - Total Advertising Campaign*
- *Higher Education Advertising Bronze Award - TV Campaign*
- *National Council for Marketing and Public Relations Silver Paragon Award - Best Community College Flyer*
- *National Council for Marketing and Public Relations Silver Paragon Award - Best Community College Flyer*

## Institutional Goal 6 – Diversity

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

### MIO 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.

**Full-Time Instructional Staff<sup>3</sup>**  
**Diversity Index 2012**  
.231



**Full-Time Instructional Staff**  
**Diversity Index 2013**  
.254

**Full-Time Non-Instructional Staff**  
**Diversity Index 2012**  
.193



**Full-Time Non-Instructional Staff**  
**Diversity Index 2013**  
.233

**Part-Time Instructional Staff**  
**Diversity Index 2012**  
.273



**Part-Time Instructional Staff**  
**Diversity Index 2013**  
.278

**Part-Time Non-Instructional Staff**  
**Diversity Index 2012**  
.227



**Part-Time Non-Instructional Staff**  
**Diversity Index 2013**  
.256

<sup>3</sup> The Diversity Index used is based on the Lieberman's Index of Diversity which calculates the likelihood that the next person you encounter will be from a different race than you have just seen. Accordingly, the higher the number, the more likely that an individual will encounter individuals from different races.

### **INITIATIVE**

Enhancing the employee search process to increase the diversity of applicant pools

### **Progress**

Data has been collected on the total number of hires and applicants for 89 searches that have been completed since 2013 or are currently in progress. In 2013-2014, 35 searches met with the AVP for Employee Resources and the Affirmative Action Officer (AAO) at the start of their searches to receive the College's diversity goal, applicant pool statistics, guidelines for conducting an inclusive and equitable search, and confidentiality requirements. The AAO reviewed and revised resume screening rubrics, answered questions and provided information to each committee as they conducted their work and as the recruitment process progressed.

### **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.

### **Trends for Variables from 2012-2013 to 2013-2014**

	Developmental Placements	Persistence	Retention	Graduation (200%)
Hispanic/ Latino	↓	↑	↓	↑
White	↓	↑	↑	↑
Black/African American	↓	↑	↑	↑
American Indian/ Alaska Native	↑	↑	↑	↑
Asian	↓	↑	↑	↓
Non-Resident Alien	↔	↑	↑	↑



Green = Progress  
Red = Negative Movement  
Black = No Movement



## **INITIATIVES**

### **The Minority to Majority Leadership Academy**

#### **Progress**

This is a leadership training program targeted at men and women from underserved populations and designed to increase student engagement, support, and ultimately improved retention, persistence and graduation. During and after completing the Academy these students are required to become engaged in leadership initiatives. Student participants who have completed the program are now Peer Mentors, Club Officers, Project coordinators for various initiatives and have been involved in fundraising outreach energies and other community activities. The College has many Leadership Opportunities, but this group was predominately previously uninvolved. Therefore, progress was made in improving student engagement, which is inextricably connected with 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:

- *A review of the operational planning process including terminology, timelines, reporting, and submission of information;*
- *A review of the MIOs for measurability;*
- *A review of the KPIs;*
- *A review of the Operational Plan Report to identify potential improvements.*

## **RESOURCE ALLOCATION**

The College's approach towards and understanding of effective resource allocation necessarily 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. During the 2012-2013 year (2013-2014 budget cycle), the budget process was adjusted to require requestors to link their requests, line-by-line, to the institutional

goals. As a result of lessons learned and the development of MIOs during the spring of 2013, the budget process was significantly enhanced with the following changes:

- The Call Letter indicated that alignment with the institutional goals and MIOs would be considered during the process.
- Presenters were expected to document how their requests would help the College achieve its institutional goals and MIOs.
- A matrix was developed to analyze how effectively the requests connected back to the MIOs.

As is the case with any new or evolved process, the results were mixed as only half of the plans provided clear alignment with the achievement of the institutional goals or MIOs. The Office of Business and Finance is planning to use its annual assessment process during the 2014-2015 year to enhance the College's resource allocation processes.

#### **Proposal/Changes to the Resource Allocation Process**

- *Adjusting the budgeting process so that metrics are readily available;*
- *Improving documentation of alignment between the operational planning and budgeting process.*