Monitoring Report to the Middle States Commission on Higher Education

From

Suffolk County Community College
Selden, NY 11784

Dr. Shaun L. McKay, President

Dr. Philip H. Christensen, Associate Dean for Curriculum Development MSCHE Accreditation Liaison Officer

March 1, 2014

Subject of the Follow-Up Report:

To request a monitoring report, due March 1, 2014, documenting that the institution has achieved and can sustain compliance with Standards 7 and 14, including by not limited to evidence of 1) the development and implementation of an organized and sustainable assessment process to improve institutional effectiveness with evidence that assessment information is used in budgeting, planning and resource allocation and to gain efficiencies in programs, services, and processes (Standard 7); and 2) an organized and sustainable process to assess the achievement of expected student learning outcomes in all programs with evidence that assessment results are documented and used to improve teaching and learning (Standard 14).

Suffolk
COUNTY COMMUNITY COLLEGE
sunysuffolk.edu

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I. Introduction

Recent actions by the Middle States Commission on Higher Education provide a context for this Monitoring Report. In November 2012, the Commission first placed Suffolk County Community College on warning following a review of its June 2012 Periodic Review Report (PRR). The Commission's action was based on "insufficient evidence that the institution is currently in compliance with Standard 7 (Institutional Assessment) and Standard 14 (Assessment of Student Learning)."

In response to this action, the Commission requested a Monitoring Report, due September 1, 2013, documenting that the College had achieved and can sustain compliance with Standards 7 and 14. In addition, the Commission requested evidence of additional steps taken to develop and implement updated institutional goals and objectives that are linked to the College's mission and include clear assignment of responsibility and accountability (Standard 2); and to improve the institution's long-term financial viability and the institution's sustainability (Standard 3). A Small Team visit would follow submission of this Monitoring Report.

On September 1, 2013, Suffolk County Community College submitted this Monitoring Report to the Middle States Commission on Higher Education. A Small Team visit followed on October 8-10, 2013. In the visiting team's report submitted after the visit, the team acknowledged the College had made great strides in "developing instruments to assist it in the assessment of institutional effectiveness," especially commending the College on the devlopment of the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE). The report also documented that the College had developed "an excellent plan" for academic assessment, but it was "only in the beginning stages of implementation." For both Standard 7 and Standard 14, the team required the College to "quickly implement" these plans in a "manner that is organized, systematic, and sustainable."

The Commission accepted this Monitoring Report at its November 21, 2013 meeting, but continued to warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 7 (Institutional Assessment) and Standard 14 (Assessment of Student Learning). No further evidence was requested regarding Standards 2 and 3. In response to this action, the Commission requested a Monitoring Report, due March 1, 2014, with evidence that "the institution has achieved and can sustain compliance with Standards 7 and 14," including development and implementation of the following:

- An organized and sustainable assessment process to improve institutional effectiveness with evidence that assessment information is used in budgeting, planning and resource allocation and to gain efficiencies in programs, services, and processes (Standard 7);

- An organized and sustainable process to assess the achievement of expected student learning outcomes in all programs with evidence that assessment results are documented and used to improve teaching and learning (Standard 14).

The visiting team recommended that the College engage in both program learning outcomes assessment and Administrative and Educational Support (AES) unit outcome assessment during the fall 2013 semester to demonstrate the ability to accomplish its assessment goals as outlined in the CAPIE.

The Monitoring Report that follows reflects the broadest participation of faculty and staff from both academic and Administrative and Educational Support units across all three campuses and provides, cumulatively, evidence of the implementation of organized and sustainable assessment processes at Suffolk County Community College.

II. Standard 14 – Assessment of Student Learning

A. Overview of Academic Assessment at Suffolk County Community College

Suffolk County Community College uses course-embedded assessment as the basis for assessment of student learning outcomes. Academic assessment plans address the learning outcomes at the course, program, and institutional levels. To provide continuous and systematic assessment of student achievement of key learning outcomes, all academic programs at Suffolk County Community College are expected to perform annual assessment of student learning of one or more program learning outcomes, and utilize the findings of those assessments to improve teaching and learning. State University of New York General Education Learning Outcomes and infused competencies are assessed annually on a rotating basis.

Additionally, academic programs undergo Program Review on a seven-year cycle. These Program Reviews are comprehensive evaluations, which examine the degree of success programs have made in fulfilling their missions.

Because Suffolk County Community College has three campuses and two downtown centers, with academic programs often available at multiple campuses, central administrators have been assigned the task of working with faculty in academic programs to coordinate assessment and evaluation efforts. The College Dean of Instruction oversees annual assessment of student learning, a faculty coordinator organizes General Education assessment, and an Associate Dean for Curriculum Development coordinates Academic Program Review. The assessment and evaluation processes and all assessments and reviews are submitted to the Assessment Advisory Council (AAC), which has subcommittees responsible for reviewing each area of the College undergoing assessment or evaluation.

B. Fall 2013 Assessments

As recommended by the MSCHE visiting team, in the fall 2013 semester, 70 of the College's academic programs performed student learning outcomes assessment. These assessments took a variety of forms, including embedded questions associated with outcomes on examinations, applying rubrics to student assignments, performances, portfolios, and other methods. Data

collected in these assessments were reviewed by program faculty, and any action plans to enhance student learning of the assessed outcomes were developed. Reports detailing what was assessed, how it was assessed, what was found, and what action plans were formulated (template), were forwarded to the College Deans of Instruction, who oversaw this faculty-driven process. The reports were reviewed for completeness by a committee of faculty members (see section F below). These reports are posted on the academic assessment website with all related materials, and entered into TracDat, the College's assessment management software.

An inventory of Program-level Outcomes Assessments completed in the fall 2013 semester has been attached. All 70 completed assessment reports, including materials used and action plans, are available on the Academic Assessment webpages - http://www.sunysuffolk.edu/Students/AcademicAssessment.asp.

Examples of fall 2013 Program-level Learning Outcomes Assessments have been included below:

Program Degree/ Certificate **Campus**	**Program-level Learning Outcome**	**Course(s) used for assessment (credit hours)**	**Instrument used for assessment**	**# Students**	**Action Plan**
Graphic Design -- A.A.S. East	Use critical thinking skills to investigate and solve a design problem with multiple solutions.	GRD101- Basic Graphic Design (3 cr. hrs.)	Students created 11X 14" promotional posters, which were rated through the use of a rubric.	60	Yes
Liberal Arts & Sciences – Science Emphasis/ Biology Option -- A.S. Ammerman East Grant	Demonstrate knowledge of factual material essential to their discipline in science (Biology).	BIO150-Modern Biology I (4 cr. hrs.) BIO 152-Modern Biology II (4 cr. hrs.)	Twenty (BIO 150) questions on final exam representing content from five course-level learning outcomes; twenty-one (BIO152) questions on the final exam representing content from seven course-level learning outcomes	BIO150: 231 BIO152: 68	Yes

Photographic Imaging— A.A.S. East Grant	Demonstrate the technical skills required to capture images correctly and efficiently (concentrating on the photographic skills of image exposure and focus control).	ART145-Digital Photography I (3 cr. hrs.)	Images submitted for final assignment	34	Yes
Drafting-Computer Assisted -- Certificate Ammerman	Students will create architectural drawings reflecting an appropriate technical and professional level of skills.	DRF114-AutoCAD I (3. cr. hrs.) and DRF217-Architectural Drafting: Residential (3 cr. hrs.)	Department wide standard evaluation of 25 questions (DRF114) and 20 questions (DRF217)	DRF114: 50 DRF217: 16	Yes
Liberal Arts & Sciences – Education (Child Study Emphasis) – A.A. Ammerman East Grant	Students will engage in self-reflective practice.	EDU201-Introduction to Education (3 cr. hrs.)	Scholarly writing assignment requiring integration of multiple research sources and statement of personal philosophy on education	40	Yes
Accounting – A.S. Ammerman East Grant	Prepare and enter business transaction data manually and electronically for use in standard financial statements.	ACC101-Principles of Accounting I (4 cr. hrs.)	Electronic exam requiring solution to eleven financial transactions problems	462	Yes

Health Information Technology/Medical Records -- A.A.S. Grant	Transition paper based medical records to Electronic Health Records.	HIT117- Electronic Health Record (4 cr. hrs.)	Assignment requiring students to participate in planning, design, selection, implementation, integration, testing, evaluation and support for an organization-wide electronic health record information system	27	Yes
Liberal Arts & Sciences – Women's and Gender Studies--A.A. Ammerman	Identify the indicators for and describe the mechanisms of oppression and discrimination of women.	WST116/ HUM116- Gender and the Humanities (3 cr. hrs.)	Personal essay 500 word writing assignment	78	Yes

Programs have also submitted annual assessment plans for the 2014-2015 school year. Submitted plans are available on the Academic Assessment webpages.

C. Previous Assessments

Suffolk County Community College has traditionally engaged in academic assessment to guide enhancement of student learning, however this assessment activity was not systematized, and often not reported out from the departments in which they occurred. During the fall semester of 2013, the College collected completed but unreported assessments performed the previous academic year. These included course-embedded assessments in the following programs: Child Study, Graphic Design, History, Mathematics, Human Services, Anthropology, Sociology, and Adolescent Education. These were in addition to those cited in the previous Monitoring Report. Reports of all assessments are now sent to the College Dean of Instruction, entered into TracDat, and posted on the Academic Assessment webpages.

D. Discussion of Program Review

Academic Program Review at Suffolk County Community College provides an opportunity to evaluate and strengthen the College's academic programs. The Program Review process is based on the Program Review recommendations put forth by the SUNY University Faculty Senate in January 2012 and the processes employed historically by Suffolk County Community College. At the end of

the 2012-2013 academic year, when some of the scheduled Program Review reports were delayed or submitted incomplete, the Office of Academic and Student Affairs, realizing the process itself needed review, revisited the Program Review process, streamlined it to remove redundancy and to make it more practical, and moved oversight to the office of the College Deans of Instruction. A guide was also developed to help faculty better navigate the process.

Programs undergo review on a seven-year cycle. The cycle ensures that all programs are assessed regularly, that departments housing multiple programs are not overburdened with performing multiple reviews at once, and that a balance of AA, AS, AAS, and certificate programs is assessed each year.

During fall 2013, administration worked with programs with delayed or incomplete reviews. These programs were: Business: Marketing (AAS); Fire Protection Technology (AAS); Heating, Ventilation, Air-Conditioning and Refrigeration (AAS); Manufacturing Technology (AAS); Photographic Imaging (AAS); and Liberal Arts and Sciences: Social Science Emphasis (four options) (AA). All 2012-2013 Program Reviews were completed and submitted by December 1, 2013. External reviewers have been or are being scheduled for spring of 2014. Samples have been provided through links; all are available through the College Library or through the Associate Dean for Curriculum Development, as well as, in the future, the Academic Assessment webpages.

The following programs are currently undergoing review during the 2013-2014 academic year: Accounting (AAS, AS); American Sign Language (AAS); Criminal Justice (AS); Engineering Science (AS); Liberal Arts and Sciences: General Studies (AA); Liberal Arts and Sciences: Science (AS); Music (AS); Radio & TV (AAS); and Theatre Arts (three sequences)(AS). These reviews will be submitted for administrative review and external review in spring 2014, as per the Program Review guidelines.

E. General Education Assessment

Suffolk County Community College has routinely assessed the ten State University of New York General Education Learning Outcomes and the two infused competencies on a rotating basis. A Faculty Coordinator of General Education Assessment works with faculty members to perform learning outcomes assessments in designated General Education courses.

General Education Assessment for 2013/2014

Assessment Area	**Social Sciences**	**Natural Sciences**	**Oral Communications**	**Foreign Languages**
Course	POL 105* American National Politics and Government	BIO 101 Principles of Biology	COM 105 Public Speaking	SPN 102 Elementary Spanish II
Semester	Fall 2013	Fall 2013	Spring 2014	Spring 2014

Assessment Chair	Nick Giordano	Rosa Gambier	Wren Leavitt	Ana Menendez
Number of Sections Assessed	4	41	16	22

*In conjunction with Program Level Outcomes Assessment

For each of these assessments, an assessment committee was formed and a chair named. The assessment committee worked the semester before to create an instrument that measures all of the required SUNY General Education Student Learning Outcomes. Once the instrument was devised, meetings were held to introduce the instrument and the methods of assessment to faculty members charged with deploying the instrument[s]. Data were collected by faculty members and input into TracDat. (This process will be completed in spring 2014 for COM 105 and SPN 102.)

For the courses assessed in fall 2013, the respective assessment committees will review the reports created by the Office of Planning and Institutional Effectiveness (OPIE) in spring 2014 and then, during that same semester, write reports that outline recommendations to improve student outcomes. Those recommendations will then be implemented and monitored in the following semesters.

Assessment committees of courses assessed in spring 2014 will review reports created by OPIE in fall 2014, and write reports including recommendations to improve student outcomes in that same semester. The recommendations will be implemented and monitored in spring 2015 and beyond.

General Education Assessment for 2014/2015

Assessment Area	**Information Management**	**Humanities**	**Written Communication**
Course	CST 101 Introduction to Computing; COL 101 Freshman Seminar	PHL 101 Issues in Philosophy	ENG 101 Standard Freshman Composition
Semester	Fall 2014	Fall 2014	Fall 2014
Assessment Chair	TBD	TBD	Michael Boecherer
Number of Sections to be Assessed	TBD	TBD	TBD

Additionally, on February 7, 2014 the Faculty Facilitator for General Education Assessment hosted a mandatory workshop for all Assessment Committee Chairs for courses being assessed in these two academic years. The focus of the workshop was on preparing assessment instruments, writing cogent reports, and working effectively with faculty across campus boundaries to conduct assessments, disseminate results, and determine and carry out subsequent action plans.

Another initiative being implemented by the Faculty Facilitator for General Education Assessment is the development of a Procedures Manual outlining the methods used in assessing general education courses at the College.

F. Summary of Standard 14 Committee Review of Assessments

A subcommittee of two faculty members and two administrators, representing the College's three campuses and the faculty governance body, was established in November 2013 to review the submissions of the Annual Academic Assessment Reports. An agreed upon rubric to be used to review the assessments was established and normed at the start of the spring 2014 semester. Before being posted on the Academic Assessment faculty portal, all submissions, including the reports from disciplines that have more than one option in their curricula, are reviewed by this subcommittee. If one or more elements of the report need clarification, a co-chair of the subcommittee contacts the assessment lead person to assist in the review, resubmission and posting of the annual report.

G. Description of Academic Assessment Webpages

Academic Assessment webpages, accessed through the Academics tab of the College website, were created to provide assessment tools, to house reports of academic assessments and related materials, and to allow members of the College community, including faculty, staff, administration, and our Board of Trustees, to view assessments performed in all academic areas. Some pages are open to the public, and others that house internal working documents require a log-in. The webpages allow access to program mission statements, program learning outcomes, assessment resources, academic program assessment plans, reports of completed program level learning outcomes assessments, and general education learning outcomes assessments.

In summary, the visiting team conveyed concerns about the coordination of academic assessments among the three campuses, the reporting out of these assessments and their availability to the College community, and the training of faculty to review assessments. Each of these concerns was addressed through enhanced administrative oversight and faculty and staff participation, broader training in TracDat, the creation of Academic Assessment webpages, and training sessions performed with the AAC, SPC, and JPAC, in addition to training or information sessions with academic departments.

III. Standard 7 – Institutional Assessment

A. Annual Administrative and Educational Support Unit (AES) Assessment

Suffolk County Community College makes a distinction between its assessment and evaluation activities, a differentiation indicated in the updated CAPIE. In short, the yearly assessment activities conducted by the Administrative and Educational Support (AES) units provide guidance on how the units can move toward continuous improvement while the AES Unit Review process, conducted on a seven-year cycle, provides an opportunity for the units to take all of the assessment data, along with other pertinent information, and offer an informed evaluation regarding the current state and future potential of the units. At the College, AES refers to all units not directly connected with classroom instruction, but which provide support to the learning environment either directly through educational activities and outreach, or indirectly through administrative structures. The revised AES inventory demonstrates the broad range encompassed by this designation and how the College works to enhance operations both centrally and within the campuses. As a result of the extensive discussions with members of the President's Cabinet, the College's Executive Deans, and other Senior Administrators, the College has identified a total of 35 AES units and each is required to complete annual assessments.

As it does with academic assessment and evaluation, the College coordinates assessment and evaluation of AES units that function centrally and across three campuses and two downtown centers. The Office of Planning and Institutional Effectiveness (OPIE), working with AES administration and staff, centrally and on the campuses, coordinates annual AES assessments and Unit Reviews and supports budgeting and resource allocation processes. OPIE administrators are charged with coordinating different aspects of AES assessment and review, as well as helping to coordinate the work of the Assessment Advisory Council (AAC), the Strategic Planning Council (SPC), and Joint Assessment and Planning Council (JPAC). Noting the importance of these tasks involving assessment and evaluation, the President appointed an Interim Vice President for the Office of Planning and Institutional Effectiveness and an Interim Associate Vice President for Student Affairs to fill those positions, which had become vacant.

B. Fall 2013 AES Unit Assessments

In the summer and fall of 2013, staff from the Office of Planning and Institutional Effectiveness met with each unit to review and revise, as necessary, its mission, goals and outcomes, discuss assessment strategies, review the CAPIE, and offer guidance regarding the usage of the annual AES assessment template (Appendix N). Extensive assessment methods were utilized by these units and included establishment of new partnerships, surveys, focus groups, planned utility testing, training sessions with search committees, and a myriad of other approaches. Staff worked with units to find ways to evaluate current activities and link these activities back to the unit goals and outcomes. Each unit has met with OPIE staff on multiple occasions to continue this work,

however, a formal review of the plans, with recommendations, was provided by the Assessment Advisory Council (AAC) subcommittee tasked with examining the annual AES assessments.

This subcommittee is one of six AAC subcommittees established in accordance with the assessment section of the CAPIE, and they held a meeting in January 2014 where they reviewed the plans. The reviews were then sent to all units, and these units have been provided with an opportunity to consider the recommendations. While the units are in various stages of completion, some have completed action plans and were provided with an action plan follow-up template. While the AAC is not scheduled to have another large meeting before April 2014, the subcommittees have been meeting to finalize rubrics, review documents, and offer recommendations for changes to the Office of Academic and Student Affairs and OPIE.

AAC Subcommittee	Meeting Date(s)	Meeting Agenda	Minutes	Rubric
AES Annual Assessments	January 31, 2014	Agenda	Minutes	Rubric
AES Unit Review	February 4, 2014	Agenda	Minutes	Rubric
Academic Program Annual Assessments	January 30, 2014	Agenda	Minutes	Rubric
General Education Assessments				
Non-program Based Academic Assessments	January 31, 2014	Agenda	Minutes	Rubric
Academic Program Review				

As of the submission of this report, 100 percent of the AES units have gathered data, 43 percent (15) are at the discussion/conclusion stage, and 29 percent (10) have developed action plans for the 2014-2015 academic year. Below are examples of outcomes assessed and methods of assessment:

AES Unit	Outcome Assessed	Assessment Method(s)
Alumni Affairs	Develop and promote programming that would create opportunities for alumni to connect to the College, students and staff.	Analysis of the total Alumni Relations program and co-sponsored alumni activities in the current fiscal year.

Computer and Information Systems	Computer and Information Systems will provide effective communication services to the College community.	Examination of voice system redundancy, grading of network connections, uptime of phone system, phone system usability, timely security compliance on end user email clients, timely security compliance on end user browsers, and reliability of communication technology.
Institutional Advancement	Demonstrate outreach to media by pitching stories, developing press releases, and enhancing coverage with national, statewide and local appeal.	The unit tracked the number of press releases and news stories picked up and issued by the College as compared to a historical baseline.
Plant Operations	The Department of Plant operations will develop work order systems for tracking corrective maintenance, preventative maintenance and improvement issues.	Analysis of work orders through "School Dude." (An industry standard work order management system)
Special Events	Provide a safe, clean and well maintained facility to promote education, athletics, community use, tourism and economic development.	Use of a customer satisfaction survey.

C. Discussion of AES Unit Reviews

The College's periodic evaluation of its AES units is performed through AES Unit Review. While influenced by the Academic Program Review Process, the Unit Review process allows units to examine data gathered formally and informally through annual assessments and thoroughly examine the mission, goals, and outcomes, the appropriateness of current staffing, to discuss the unit's strengths, weaknesses, opportunities, and threats (SWOT), to learn from an external evaluation provided by external partners, and to consider the basic function of the unit to establish future direction. The process starts in the spring before the evaluation, as OPIE, along with representatives from the unit and the senior administrator overseeing the unit, meet to prepare for the review. Although guidelines are used to direct it, the meeting represents a brainstorming session where the unit is prepared to examine how it assists the college in realizing the mission, evaluate the effectiveness of the unit, and identify changes necessary for the future.

During the fall of 2013, representatives from OPIE and administrators responsible for oversight over the AES units were involved in discussions about the process, template, and expectations associated with the AES Unit Review process. This included identifying pertinent data, conducting SWOT analyses, and identifying external reviewers equipped to provide an appropriate critique of both the report and the operations through an on-site visit. As indicated in the CAPIE, a subcommittee has been established by the AAC to review the AES Unit Reviews and this group has already initiated a review of these reports through the use of a review rubric during February 2014. In fall of 2013, the College identified the following five units to undergo a comprehensive AES Unit Review:

- Career Services
- Continuing Education
- Grants Development Office
- Registrar
- Writing Centers

Staff from OPIE, along with the administrators over these areas met in early fall to prepare these five units for their reviews. Staff within the units completed Appendix L up to the external review section. In addition, they identified external reviewers, who would both review the documentation as well as make a site visit. As of this report, three of the units (Continuing Education, Grants Development Office, and the Writing Centers) have conducted their site visits and two (Continuing Education and Grants Development) have received formal reports from the reviewers. Prior to the end of June, 2014, all five units will have completed Unit Review documents that include an action plan to be implemented during the 2014-2015 academic year. Further information on the AES Unit Reviews is available on the College's AES assessment website.

OPIE has already initiated meetings with five AES units scheduled to undergo Unit Reviews during the 2014-2015 cycle under the aforementioned template designed to provide greater information and guidance during the process. The five units that will conduct reviews during the 2014-2015 academic year include:

- Development
- Facilities Support
- Instructional Technology/ETU
- Planning and Master Scheduling
- Special Services/Disability Services

As part of the review of the CAPIE, the AES Unit Review calendar, which is included in the revised CAPIE, has been updated based on the following rationale:

- Where possible, multiple units representing the same departments should not engage in periodic reviews (AES Unit Reviews) in the same year;

- The College should strive to ensure that units representing administrative, educational, and outreach functions should be equally represented each year;
- In general, a similar number of Unit Reviews should be conducted each year.

D. Update of the College's Operational Plan

The processes utilized to develop the College's 2013-2020 strategic plan were documented in both the PRR and the September 1, 2013 Monitoring Report and will not be restated, however, it is important to note that in alignment with the College's institutional effectiveness model, both the institutional goals and their corresponding measurable institutional objectives (MIOs) operate as the anchors for all planning, assessment, and resource allocation processes and procedures. To ensure that the college is making significant yearly progress on the accomplishment of the MIOs, an extensive operational planning process at the College level (central) was initiated in September of 2013.

Suffolk County Community College's underlying rationale behind the development of the institutional goals and MIOs is that by having goals and objectives driven by the institutional mission, all planning and assessment efforts provide evidence of movement towards achievement of the institutional mission. The College developed a process whereby each of the six institutional goals was assigned to one or more responsible executives, typically members of the President's Cabinet. These individuals were then introduced to an operational planning template that required them to identify existing, current, and emerging activities that were explicitly connected with one of the MIOs that fell under their institutional goal. Staff from the Office of Planning and Institutional Effectiveness provided initial guidance, a review of the plans based on MIO appropriateness, measurability of the actions, and appropriate criteria for success, and each responsible executive was provided with an OPIE liaison to provide data as needed. In all, staff members from OPIE met multiple times with each of the responsible executives and their teams.

To ensure accountability and appropriate oversight of the process, the executives were informed that they would be providing quarterly written progress reports to Dr. McKay. The timing and content of the reports are as follows:

- November 29, 2013 – inventory of plans, prioritized plans, and concerns
- February 28, 2014 – progress on all action plans, highlights, and potential concerns
- May 30, 2014 – update of progress on all action plans, highlights, and potential concerns
- August 29, 2014 – final report for the year with action plans identified

To increase involvement in the college-wide operational planning process, members from the College's Standard 7 subcommittee developed the template used for the 2nd and 3rd quarterly reports. The responsible executives were provided the reporting templates, two weeks prior to the November reporting deadline and three weeks prior to the February reporting timeline. The final reports for November were submitted to OPIE one week prior to the deadline, and staff in that office compiled the reports, developed an executive summary, and forwarded the report to the

President's office. The reports were reviewed in depth with the responsible executives during their first December one-on-one meetings with the President.

In addition to review by the President, the SPC initiated review of these plans, and the operational plan itself in February of 2014. As part of their charge, they provide a year-end report to the President prior to the Joint Planning and Assessment Council (JPAC) meeting in May 2014. The JPAC is a council that meets 2-3 times a year to allow the SPC and AAC to share information specific to planning and assessment. This is a council that is chaired by Dr. McKay and co-chaired by representatives from the Office of Academic and Student Affairs and OPIE. This council met on January 30, 2014 to ensure that both the AAC and SPC were prepared to accomplish all necessary activities in the spring of 2014 by providing both information and training in concepts of operational planning and resource allocation and budgeting, including the role of assessment in these processes.

While the college-wide Operational Plan provides an inventory of activities explicitly connected to the College's strategic priorities (MIOs), there are numerous, important activities that do not connect to the MIOs, but which are rooted in the institutional goals. Operational planning within this sphere occurs at the level of individual academic programs and AES units and is reflected in their annual assessment efforts. This differentiation is highlighted in the College's institutional effectiveness model and was communicated through the use of action planning in the AES assessment section of this report.

E. Discussion of Assessment and Budgeting/Resource Allocation

The CAPIE provides a thorough explanation of Suffolk County Community College's budget request and allocation process, which is guided by the College's Office of Business and Finance. Over the last three budget cycles, this process has been adjusted to ensure that standard budget requests, which are initiated by an institutional call letter in the fall, are in alignment with accomplishment of the institution's institutional goals and MIOs. The call letters for the 2014-2015 academic year went out to the college on December 5, 2013, and established the need to connect requests with the College's IE efforts. In addition to the requests, members of the President's Cabinet made budget presentations during January, 2014 to advocate for the need to fund priority projects. As identified in the call letter, the College is operating in a zero-growth environment, however, budget requests that exceed the zero-growth directive, but which reflect a commitment to the achievement of institutional goals and MIOs, receive priority consideration from the Office of Business and Finance. To increase the objectivity of this process, while ensuring greater alignment with strategic resource allocation within an integrated planning model, the team utilizes a rubric that assigns scores to requests based upon an explicit connection to achievement of the strategic plan, including the use of assessment data.

F. Assessing the Assessment Process

While the Middle States Visiting Team, both verbally and in their written report, commended the institution for its Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE), the Commission, in agreement with the visiting team's findings, determined that there was a lack of evidence regarding the "implementation of an organized and sustainable assessment process to improve institutional effectiveness with evidence that assessment information is used in budgeting, planning, and resource allocation." The College has made great progress in the past four months in this regard through the implementation of the integrated planning model highlighted in the CAPIE.

This model, which has been implemented comprehensively across the College and all three campuses, includes defined assessment processes in both the academic and administrative and educational support (AES) units. These plans have emanated from the aforementioned assessment processes, the use of assessment results to inform planning efforts, and in the College's official budgeting and resource allocation process.

Although commended on the plan, Suffolk County Community College remains committed to continuous improvement and, accordingly, several updates have been made to the CAPIE. These changes include:

- An addition of a history section and expanded data section to the AES Unit Review template;
- A revised calendar for the General Education assessments;
- A revised AES Unit Review inventory and calendar (demonstrated earlier); and
- A revamped communication and accountability structure for AES Unit Review.

These changes have been proposed through both formal and informal processes. Formally, the Standard 7 subcommittee, the AAC, and the SPC were asked to recommend changes to OPIE in the months of January and February. The CAPIE requires the AAC to review the CAPIE periodically and this section was revised based on discussions at the College and campus levels. Informally, units undergoing both the annual AES assessments and periodic AES Unit Review discovered areas to improve templates and offered suggestions for revision. In addition, as a result of discussions with the responsible executives for operational planning, as well as the AES units, processes and procedures ensuring support and accountability have been strengthened. Finally, schedules for General Education, Academic Program Review, and AES Unit Review have been updated.

IV. Conclusion

The CAPIE includes three major processes: the assessment and evaluation of academic program and AES units, central and unit based planning activities, and the use of results for resource allocation and budgeting. In accordance with the CAPIE, the College has fully implemented its institutional effectiveness plan during the 2013-2014 academic year and has positioned itself to build upon the successes and lessons learned. For each assessment process (annual assessment in the programs of study, general education, and non-program assessments and annual assessments

in the AES units), evaluation process (Academic Program Review and AES Unit Review), planning process (central operational planning and unit-based operational planning), and during resource allocation, the college has implemented the procedures and processes identified within the CAPIE. The College's Board of Trustees has received weekly updates concerning compliance efforts since the small team visit in October, and has been briefed on all academic and institutional assessment activity. All these activities represent significant progress in the College's enhancement of its culture of assessment.

Additionally, as a result of listening to recommendations from faculty, staff, and the administration, the College has initiated changes to the assessment processes as highlighted in the updated CAPIE. Suffolk County Community College takes both the MSCHE standards on Institutional Assessment and the Assessment of Student Learning very seriously and will continue to enhance the institutional culture of assessment and commitment to the continual assessment of its institutional effectiveness. The College looks forward to the next assessment, planning, and resource allocation cycles as these present greater opportunities for advancement, especially with the support of the SPC, AAC, JPAC, and the work of the offices of Academic and Student Affairs, Business and Finance, and Planning and Institutional Effectiveness.

Periodic Review Report

Presented by:

Suffolk County Community College

533 College Road

Selden, NY 11784

June 1, 2012

Chief Executive Officer:

Dr. Shaun L. McKay

President

Date of the most recent decennial team visit: March 4-7, 2007

5-30-2012

Periodic Review Report Committee Members

James D. Amoroso	Vice President for Business and Financial Affairs (Central Administration)
Katie Briscoe-Baum	Director of Financial Aid (Ammerman Campus)
Dr. Philip H. Christensen, co-chair	Associate Dean for Curriculum Development (Central Administration)
Dr. Donna L. Ciampa, co-chair	Associate Dean for Academic Affairs, Liberal Arts and Humanities (Michael J. Grant Campus)
Jennifer Farquhar	Assistant Professor of Library Services (Ammerman Campus)
Michele A. Green	Director of Counseling (Michael J. Grant Campus)
Dr. Janet Haff	Academic Chair, Natural Sciences (Michael J. Grant Campus)
Dr. Allen Jacobs	Associate Dean for Curriculum Development— (Central Administration)
Dr. Alexander Kasiukov	Associate Professor of Mathematics (Michael J. Grant Campus)
James Lagonegro	Director of Enrollment Information and Reporting (Central Administration)
Susan Marano	Secretarial Assistant, Academic Affairs (Central Administration)
Dr. Carla Mazzarelli	Vice President for Academic and Student Affairs (Central Administration)
Dr. Patty Munsch	Counselor/Associate Professor (Ammerman Campus)
Dr. Stephen O'Sullivan	College Governance Representative; Associate Professor of Philosophy (Ammerman Campus)
Dr. Nathaniel Pugh, Jr.	Vice President for Planning and Institutional Effectiveness (Central Administration)
Dr. Evon W. Walters	Executive Dean/Campus CEO (Eastern Campus)
Dr. Helen Wittmann	IT Coordinator (Eastern Campus)

Section 1: Executive Summary

1. A brief introductory overview of the institution

Suffolk County Community College (SCCC) is the largest community college in the State University of New York, enrolling more than 25,000 credit and 10,000 non-credit students in 70 degree and 30 certificate programs of study. The College, which was founded in 1959 to serve the residents of a large county comprising both rural and rapidly growing suburban areas, officially opened the following year, beginning with temporary spaces in public school facilities and an initial enrollment of 171 full-time and 335 part-time students. In 1961, the College began operating on a permanent 130-acre site in Selden (now the Ammerman Campus), where it initially served over 1,400 full-time and part-time students. In order to improve access for all residents of a county stretching over 90 miles east and west, the College subsequently opened two additional campuses: the Western Campus in Brentwood (now known as the Michael J. Grant Campus) in 1974 and the Eastern Campus in Riverhead in 1977.

Prior to 2003, the Commission on Higher Education accredited each of the three campuses of Suffolk County Community College separately. In January 2003, MSCHE approved the College's request for a change of status to a single institution with a single accreditation. In June 2007, the year of the College's most recent decennial visit, the Commission reaffirmed Suffolk County Community College's accreditation as "one college."

In September 2011, President Shaun McKay called upon the entire college community to reaffirm that the themes of the College's mission and vision still resonate as statements of who the College is, what it does, and how it operates. As an academic institution, the College is dedicated to transforming lives and empowering individuals through education (Appendix 1). As the College moves forward, with its updated Strategic Plan, it continues to anchor its programs and services within these statements (Appendix 2).

2. Summary information on the institution's approach to the preparation of the PRR

In January 2011, Dr. Shaun L. McKay named Dr. Donna L. Ciampa and Dr. Philip H. Christensen as co-chairs of the Periodic Review Report (PRR) Committee. In addition, the President appointed a committee of fifteen faculty, staff, and administrators, representing the three campuses, and reminded them that the overall success of the PRR depended on their equitable distribution of tasks through teamwork. In his charge letter, he specifically assigned PRR members with the following tasks:

- Review of the MSCHE *Characteristics of Excellence*
- Familiarity with the MSCHE *Handbook for PRR Reports*
- Reports to the PRR on key documents as assigned, and follow up on the status of the institutional response to each item:
    1. Self-Study 2007
    2. Visiting Team Report
    3. Institutional Response
    4. MSCHE Commission's Action Letter
    5. Monitoring Reports
    6. Middle States Tracking Document

- Updates on program, course, and institutional assessments, with evidence of closing the loop
- An annotated inventory of institutional reports, evaluations, data collections, both paper documents and electronic, for inclusion with the PRR attachments
- Updates on enrollment and financial trends and projections
- Updates through governance, campus forums, Executive Council and other venues to ensure broad-based and collegial participation in the PRR process
- Writing, as requested, focused section reports
- Review and edit of draft reports, as requested

3. A summary of major institutional changes and developments since the decennial accreditation, to the extent that such changes are relevant to one or more accreditation standards

Since the 2007 decennial visit, Suffolk County Community College has undergone significant changes of key administrative leadership, beginning with its President. Following the resignation of Dr. Shirley Robinson Pippins, in February 2009, Executive Vice President George Gatta was appointed as Interim President of the College and Dr. Shaun L, McKay as Interim Executive Vice President. Following a national search, the College Board of Trustees selected Dr. Shaun L. McKay as Suffolk County Community College's sixth president. On March 23, 2010, the State University of New York Board of Trustees officially approved Dr. McKay's appointment, and Mr. George Gatta resumed his role as Executive Vice President. In October 2011, Dr. Christopher J. Adams was appointed as Executive Assistant to the President.

Following Mr. Charles K. Stein's retirement as Vice President for Business and Financial Affairs, Ms. Nancy Stier served briefly in this capacity. Following her resignation, the Board of Trustees appointed Mr. James Amoroso as Vice President for Business and Financial Affairs in January 2011. Mr. Amoroso is responsible for overseeing the development and management of the College's operating and capital budgets and, in this capacity, he works closely with the Office of Planning and Institutional Effectiveness.

In December 2010, Mr. Louis J. Petrizzo was appointed as the College General Counsel, replacing Ms. Ilene Kreitzer. In addition, Ms. Alicia O'Connor has been hired as Deputy General Counsel. The Office of General Counsel provides support and advice to the College's Board of Trustees, the President, administration, faculty and staff on a broad range of issues having legal significance.

Following the retirements of Dr. James F. Canniff, Vice President for Academic and Student Affairs, and William F. Connors, Associate Vice President of Academic Affairs, and the resignation of Dr. Marvin Bright, Associate Vice President of Student Affairs, a national search was conducted, with the support of the Association of Community College Trustees (ACCT). The searches for these positions resulted in the appointment of Dr. Carla Mazzarelli as Vice President for Academic and Student Affairs in November 2011 and the selection of Dr. Maria DeLongoria as Associate Vice President of Academic Affairs in May 2012. A new search for the position of Associate Vice President of Student Affairs will be launched later in 2012. Both the AVP of Academic Affairs and the AVP of Student Affairs report directly to Dr. Carla Mazzarelli.

Other recent appointments to the Office of Academic Affairs include two College Deans of Instruction, Dr. Dorothy J. Laffin and Dr. Jeffrey M. Pedersen, who report to the Associate Vice President of Academic Affairs and who are responsible for overseeing program review assessment and special programs (i.e. developmental, honors).

Changes within the Office of Student Affairs include the appointment of Joanne E. Braxton as the College Dean of Enrollment Management, following the retirement of Dr. Kate Rowe, and a search for the current vacant position of College Dean of Students. Both positions report to the Associate Vice President of Student Affairs.

In order to better facilitate the linkage between assessment and planning, the College created a new unit: The Office of Planning and Institutional Effectiveness (OPIE). In the spring 2011 semester, Dr. Nathaniel Pugh and Dr. Christopher E. Shults were appointed Vice President and Director of Planning and Institutional Effectiveness, respectively.

In February 2011, Mr. John Lombardo was appointed as Associate Vice President for Workforce and Economic Development. He serves as the College's chief resource to business and government sectors regarding education, training, and related support services for development of a skilled, knowledgeable workforce.

In July 2011, following the resignation of Doriane K. Gloria, Mr. Jeffrey Tempera was appointed to the vacant position of Assistant Vice President for Employee Resources. This position encompasses the role of personnel and labor relations officer and also provides oversight for the integrity and direction of the Employee Resources office.

Since the 2007 decennial visit, each of the three campuses has a new Executive Dean/ Campus CEO: Dr. Evon Walters (Eastern Campus, August 2007); Dr. James E. Sherwood (Ammerman Campus, October 2009); and Dr. James Keane (Michael J. Grant Campus, June 2010). The three Executive Deans report directly to the Vice President for Academic and Student Affairs.

4. An abstract of the highlights of the PRR in narrative form:

Section 2: Summary of Institutional Response to 2007 Decennial Recommendations and Commission Actions provides an assessment of institutional responses to the 2007 decennial team recommendations, as well as to recommendations or concerns that emerged from the College's self-study process. **Section 3**: Challenges and Opportunities presents an overview of present and potential future conditions at the College as well as the institutional context within which the College could create a shared model for addressing the operating environment that may emerge over the next five to ten years. **Section 4**: Finance and Enrollment Trends and Projections documents steps the College has taken to strengthen its financial position as well as shore up enrollment despite forecasts of a downturn in the traditional college-age population. **Section 5**: Assessment presents an overview of the College's assessment of Institutional Effectiveness, a process that is both continuous and sustained and that engages the College's divisions, units, and departments, with outcomes linked to continuous improvement. **Section 6**: Linked Institutional Planning and Budget Processes outlines the steps for development of the College's new Strategic Plan 2012-2017 and the link between planning and budget development.

CHE MSA **Middle States Commission on Higher Education**
3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:
Compliance with Federal Title IV Requirements
(For SUNY Community Colleges Effective July 1, 2011)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

This signed statement should be attached to the executive summary of the institution's self-study or periodic review report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

Suffolk County Community College
(Name of Institution)

is seeking *(Check one):* ___Initial Accreditation _x_ Reaffirmation of Accreditation

The undersigned hereby certifies that the institution meets all established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, or the assignment of credit hours.

___Exceptions are noted in the attached memorandum *(Check if applicable)*

(Campus President) 1/5/12 (Date)

(Chair, Campus Board of Trustees) 1-12-12 (Date)

Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Related Entities Policy
(For SUNY Community Colleges Effective October 1, 2009)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE requirements of affiliation and "Related Entities" policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

Suffolk County Community College
(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission's compliance requirements for this institution and will uphold State University's policies pertaining to MSCHE standards and requirements of affiliation.

(Campus President) 1/5/12 (Date)

(Chair, Campus Board of Trustees) 1-12-12 (Date)

(Chair, SUNY Board of Trustees) 1/30/12 (Date)

MSCHE Institutional Profile

Section 2: Summary of Institutional Response to 2007 Decennial Recommendations and Commission Actions

In his charge to the Periodic Review Committee, Suffolk County Community College's President, Dr. Shaun L. McKay called for a summary report that includes assessment of institutional responses to the 2007 decennial team recommendations, as well as to recommendations or concerns that emerged from the College's self-study process.

Standard 1: Mission and Goals

- **No Team Recommendations; No Self-Study Recommendations or Concerns**

The self-study commended the College for the widespread presence of the Mission Statement in College publications (print and electronic), on College stationery, and on the College's homepage. In May 2011, President McKay charged the Strategic Planning Committee (SPC) with a review of the College mission and vision statements to ensure their ongoing alignment with College goals. In a follow-up memorandum, dated September 23, 2011, Dr. McKay called upon the college community "to affirm that our existing mission and vision . . . still resonate as priorities for Suffolk County Community College" (See Section1, Appendix 1). In response to this invitation, the college community reaffirmed that the statements did not need to be changed.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

- **Team Recommendation: "renegotiate Plan C with the County of Suffolk to reduce redundant control and oversight by the County that is intrusive, costly and that inhibits the College's reaction time to budgeting, procurement and hiring needs."**

This **team recommendation** is addressed under Standard 4.

Under Standard 2, the 2007 self-study identified **four** additional recommendations. The **first recommendation** urged that the Board of Trustees work with the County to remove exempt employees from the County salary plan in order to give the College the authority to negotiate salaries that reflect the high cost of living on Long Island. In 2008, the Board of Trustees won a judgment against the County of Suffolk in the Supreme Court of the State of New York, County of Suffolk, declaring the 1996 Plan "C" Agreement—the Agreement by which the County of Suffolk exercised financial and managerial control over the College's hiring, procurement, and budget—to be invalid, unenforceable, and void. As a result of that Court decision, in April 2009, the *Sponsored Services Agreement* and *Memorandum of Understanding on Procedures* were renegotiated with the County of Suffolk in order to address the College's right to control its budget, hiring and procurement. As a result, in 2009, the Board of Trustees adopted a salary and benefits plan for exempt employees (Appendix 3). The Board has also assumed a proactive position in reviewing the qualifications of potential exempt employee candidates, prior to the President's final selection.

The **second recommendation** called upon the College to implement the building recommendations of the Master Plan Update as expeditiously as funding would allow. (Capital projects require 50% funding from the County and 50% funding from the State.) Since the 2007 decennial visit, the capital program has funded the following (Appendix 4):

- **Ammerman Campus**: a new running track; 10 refurbished tennis courts; renovated entrances at Nicolls and Coleman roads;
- **Eastern Campus:** Montaukett Learning Resource Center (37,000-square-foot facility; total budget: $14.5 million), dedicated on March 11, 2011, tracking LEED gold;
- **Michael J. Grant Campus:** Workforce Development and Technology Center (18,000-square-foot facility; total budget: $5.45 million), dedicated on September 2, 2009, certified LEED gold.

Capital funds have also been appropriated for the following:

- **Ammerman Campus**: Science, Technology, and General Classroom Building (60,000-square-foot facility; total budget: $28.55 million)—construction scheduled to begin in 2012, with an anticipated opening in the fall 2013; Parking expansion and traffic safety improvements ($3.24 million)
- **Eastern Campus:** Peconic Building renovation, with a budget of $1.4 million, to implement a One-Stop Model for enrollment services, which would allow students to access information and receive assistance in Admissions and Financial Aid counseling, Testing and Advising, and Class Registration within one centralized location. The design phase was completed in August 2011, and renovation commenced in spring 2012;
- **Michael J. Grant Campus:** Learning Resource Center ($32.4 million)—Request for Qualifications (RFQ) submitted for design, with the expectation that construction will begin in 2013.

In addition, the College is currently advocating for restoration of the following capital projects into the County's 2013-2015 Capital Plan, following the County Executive's deletion or delay of the projects:

- **Eastern Campus:** Health and Wellness Facility ($17.75 million). (Deleted by the County Executive)
- **Michael J. Grant Campus:** Sagtikos Arts and Sciences Building renovation ($6.1 million), beginning in 2014 following the completion of the new Learning Resource Center on the campus. (Delayed by the County Executive)
- **Ammerman Campus:** Major renovation to Kreiling Hall ($3.48 million), following the completion of the new Science and Technology Building. (Deleted by the County Executive)

These projects will significantly improve the quality of instructional and student services facilities at all three campuses, as well as the Sayville Learning Center and the Riverhead Downtown Center. Deferred Maintenance projects are rapidly being advanced that address building systems that are past their useful life, ensuring a state of the art learning platform to serve our diverse population. In addition, we fully expect that the application of these capital funds will serve to alleviate some of the pressure on our operational fund profile for maintenance and quality of safe buildings and grounds.

The **third self-study recommendation** addressed issues of "deferred maintenance" and called for increased funding for maintenance and renovation of current facilities. Although the College has funded some repairs through its operating budget (e.g. Cottage renovation, Nesconset siding, Grant Campus cafeteria, and HR renovation), major funding is being provided through a new $30.9 million, three-year deferred maintenance capital project that commenced in 2011. Within the first year of funding alone, the College completed site work improvements,

extensive MEP (mechanical, electrical and plumbing) repairs, roofs/waterproofing, and restroom refurbishment. A short list of completed projects includes the following:

- Waterproofing of building exteriors ($1.53 million);
- Renovation of the Ammerman Campus Warehouse/Maintenance Building ($1 million);
- Asphalt paving on all three campuses ($1.4 million);
- Fire sprinkler infrastructure on the Ammerman Campus ($1 million);
- Roof replacements on the Brookhaven Gym and Eastern Campus buildings ($1.5 million).

These three-year deferred maintenance projects grew out of a SUNY system-wide strategy for community colleges, which set a minimum for deferred maintenance at no more than $64 million, or 3%-4% of total capital assets, over the next ten years. To address this backlog, the College must appropriate an additional $10.3 million per year over the next ten years.

In addition, a New York Economic Development Capital Project (NYEDCP) Grant ($3 million) funded upgrades and millwork for the College's Culinary Arts and Hospitality Center in downtown Riverhead, installation of blue-light phones at all three campuses, a generator (at the Central Administration Building), restroom refurbishments, and LED signage, among others. A New York Power Authority (NYPA) Energy Efficiency Project ($5 million) is funding the cost of installing energy efficiency measures, with the College repaying NYPA from its savings over a twenty-year period. Other grants have included the Green Initiative Grant ($750,000), dedicated to water conservation, and a NYSERDA Grant ($550,000), which has funded retro-commissioning of HVAC controls and the installation of condensing boilers.

The **final self-study recommendation** under Standard 2 was for the College to place a high priority on technology, technology infrastructure, and technology support staff in order to support the College's mission and vision. In fall 2007, the College moved toward implementation of Banner, a SunGard Enterprise System that began with the human resources area. In 2008, the student module went live, inclusive of financial aid, admissions, and registration. Finance, inclusive of payroll, was implemented in 2009. In addition, *TracDat*, an assessment tool for managing continuous improvement, was purchased in 2010, with training and use beginning in 2011. *Desire2Learn* (D2L), the learning management system for distance education (including web-enhanced and hybrid courses), was also purchased and implemented in January 2008. It is continually upgraded and faculty training occurs throughout the year.

Standard 3: Institutional Resources

- **<u>Team Recommendation</u>: While negative net assets have not triggered an adverse finding by the independent auditor (appointed by the County), it is recommended that this liability be gradually funded to its full value to assure the financial viability of the College.**

Although the new requirements of GASB 45, which recognize the liability of other post-retirement benefits, increase the negative net assets on the College's financial statements, there are currently no plans to fund this liability, as there is no legal mechanism to do so in New York State. Nonetheless, the College has been improving its net asset position. It should also be noted that under the new *Memorandum of Understanding of Procedures*, the College, and not the

County, selects and pays for the services of an independent certified public auditor to audit its financial statements on an annual basis (Appendix 5).

The self-study also addressed **two concerns** in the area of resources. The **first** was that the College should further explore avenues of alternative funding to fully meet the needs of its mission, vision and goals. The Office of Grants Development (OGD) reports that the College has received, in the five-year period following the Middle States Self-Study 2007, more than 190 grants, with an award total of approximately $18.9 million:

Academic Year	Total Grants Awards
2006-07	$ 3,620,195*
2007-08	3,787,302
2008-09	2,621,961
2009-10	4,660,127
2010-11	4,420,000 (Est.)

***** 2006-07 External Appropriations (earmarks) = $3,150,000

Targeted areas have included Community-Based Job Training (U.S. Department of Labor); New York State Science/Technology Entry Program (NYS STEP); National Science Foundation S-STEM Scholarship Program; the American Recovery and Reinvestment Act (ARRA); and Career and Technical Education (CTEA).

Among grants that fall outside the 2007-2011 period is a $2 million Title III-A, Strengthening Institutions Grant. This five-year grant, entitled *Student Engagement through Informed Support*, focuses on student-engagement initiatives: electronically enhancing enrollment and admissions, reorganizing and improving faculty academic advising, instituting an academic early warning and intervention system, developing repositories of on-line learning objects for 20 high enrollment gateway courses, and unifying on-line and in-person student support resources by developing a *Virtual Learning Commons* (Appendix 6).

The **second self-study concern** addressed the use of College facilities by external groups. In response to this concern, the College's Board of Trustees developed a Facilities Use Policy in April 2008 (Appendix 7). As stated in the introduction to this policy: ". . . the College welcomes community groups and organizations to use its facilities for purposes compatible with the College's mission. . . ." To provide leadership in this area, the College has hired a Director for Special Events and Programs who has the overall responsibility for coordinating special events and the use of College facilities by non-College organizations. This position reports to the Associate Vice President for Workforce and Economic Development and is responsible for developing and managing an annual operating budget that includes projected revenues and expenses related to the rental of College facilities; reviewing and authorizing rental charges pursuant to established College rates to outside users; and approving payment vouchers related to purchases and /or expenditures in support of such events. Additionally, the College is proactively engaged in evaluating and assessing all new requests for facility usage initiatives to determine applicability and appropriateness of authorized usage in order to maximize additional revenue, whenever possible, in accordance with established College and BOT policies.

Standard 4: Leadership and Governance

❖ **<u>Team Recommendation</u>: The College must continue to work to establish a sponsoring relationship with the County to ensure that the BOT and College leaders can exercise an appropriate level of governance, budget oversight and accountability for its resources. These conversations should begin immediately and should not be fully dependent on the anticipated fall 2007 legal ruling on Plan C.**

Following the March 2007 decennial visit, the Commission on Higher Education affirmed the College's accreditation but requested "a monitoring report, due September 1, 2008, documenting progress made with the County in shaping a sponsoring relationship that ensures that the Board of Trustees and the College leadership exercise their appropriate fiduciary and governance responsibilities" (Appendix 8). A small team visited the College in January 2009 and expressed, in its exit report, "deep concern" that "the County, by treating the College as a County department, [was] undermining the authority of the College Board and President to govern and lead the College in a manner that meets Middle States eligibility requirements and Standard 4 specifically" (Appendix 9).

In March 2009, the Middle States Commission on Higher Education (MSCHE) warned Suffolk County Community College that its accreditation might be in jeopardy owing to a lack of evidence that the institution was currently in compliance with Eligibility Requirements 8 and 9 and with Standard 4. It also requested a monitoring report, due August 1, 2009 (For narrative summary, see Appendix 10).

Following the submission of this monitoring report, a second team visited the College in January 2010. In its *Report to the Faculty, Administration, Trustees, and Students of Suffolk County Community College*, the team commended the College on its progress to date and, more specifically, for the new *Sponsor Services Agreement* and *Memorandum of Understanding on Procedures*, enacted between the College and the County of Suffolk in April 2009, but cautioned that various stakeholders felt "it [was] too early to fully evaluate the effectiveness of the new agreement" (Appendix 11).

At its March 4, 2010 meeting, the Commission on Higher Education removed the warning because of "progress to date" but requested a monitoring report, due November 1, 2010, documenting the College's ongoing compliance with Standard 4, specifically in the following areas:

1. Implementation of an organized and sustained process for the periodic assessment of the *Sponsor Services Agreement* and *Memorandum of Understanding on Procedures*, enacted between the College and the County of Suffolk;
2. Evidence that the College Board of Trustees and the executive management of the institution can sustain sufficient independence and ultimate accountability for the academic quality, fiscal and academic integrity, academic planning, assets, and financial health of the institution; and
3. Implementation of an organized process for orienting new members of the governing body and providing continuing updates for current members of the governing board concerning the relationship between the College and its sponsoring County.

These three areas were addressed fully in the November 2010 monitoring report. In March 2011, the Commission made the determination "to accept the monitoring report and to indicate that a small team visit will not be conducted at this time."

County feedback to the agreement has been favorable. Wayne R. Horsley, Legislator, 4th District, and the current Deputy Presiding Officer of the Suffolk County Legislature, has described the current College/County working relationship as "productive and positive," and Alan Schneider, Suffolk County Personnel Director, acknowledged the key role of the President in fostering a climate of "open communication" from the College to the County Personnel Department (Appendix 12).

The College, which engages in ongoing assessment of the MOU and *Sponsor Services Agreement* (Appendix 13), reports that processes and procedures are "working well, with no issues of concern." Recent actions, within components of the MOU, include the following:

- **College Full Participation in Collective Bargaining with the Faculty Association and Guild of Administrative Officers:** A Stipulation of Agreement with the Faculty Association was authorized on May 20, 2010. A Stipulation of Agreement with the Guild was authorized on June 15, 2011, approved by the College Board of Trustees on July 20, 2011 (Resolution 2011.49), and approved by the County Legislature on August 2, 2011 (IR 1619).
- **AME:** County Director of Labor Relations invites College to participate in AME collective bargaining (Negotiations delayed due to unresolved issues regarding attempted decertification).
- **Payroll:** On January 1, 2011, the College assumed payroll processing for all employees.
- **Appointments of College Faculty, Guild, Exempt, and Civil Service staff shall be governed by applicable State Education Law, SUNY Regulations, and Civil Service Law requirements:** Recent new titles created by the College Board of Trustees include Executive Director for Risk Mitigation, Director of External Affairs, Deputy Counsel, College Assistant Director of Public Safety & Environmental Health, College Director for Special Events & Programs; as well as Foundation titles of Executive Director, Director of Development, Specialist, and Professional Assistant.
- **Bids, Contracts, and RFPs:** The College maintains contact with the County throughout the capital program process and at quarterly meetings. To date, no one from the County has chosen to participate in the RFP committee meeting process.

Within Standard 4, the College self-study addressed **one recommendation and several concerns**. As recommended by the self-study, the College filled the position of Associate Vice President for Student Affairs in August 2007. With support and guidance from the Office of Planning and Institutional Effectiveness (OPIE) and within the framework of the College Assessment Plan for Institutional Effectiveness (CAPIE), the AVPSA provided leadership in establishing division-wide and departmental mission statements and learning goals and a timeline for ongoing assessment linked to five learning goals.

One concern posed by the self-study was the perception that College professional staff do not desire to advance to either Guild or Exempt administrative positions**.** In response to this concern, the College instituted in 2008, under the leadership of the Associate Dean for Faculty

and Professional Development**,** a year-long Chair Academy for members of the College interested in leadership roles within the College. Of the 39 participants who completed the training, twelve have moved into administrative positions; sixteen have discovered new skills to use in their current positions; and the remaining eleven are seeking opportunities to utilize their refined leadership skills through faculty leadership and future administrative roles (Appendix 14). This initiative dovetails with the State University of New York's recommended action plan put forth by the Leadership Development Transformation Team in April 2011, which endorses the preparation of current SUNY employees for broader leadership roles with increasing levels of responsibility.

Another **self-study concern** was that campus/faculty governance bodies do not currently participate in formalized assessment to determine the degree to which they are achieving their objectives. In 2011, the Michael J. Grant Campus Assembly developed and implemented a survey to provide an inventory of faculty participation and involvement in governance, inclusive of the Assembly, elected and volunteer committees of the Assembly, the Executive Committee, and representatives on college-wide committees. Subsequently, a second survey was conducted at the end of the spring 2011 semester. As the survey response was inadequate the first time, an alternate survey collection procedure was implemented resulting in a substantial increase in responses. As a result of the survey, a new format was initiated for Assembly meetings beginning in the fall 2011semester, which incorporated an increase in the time allotted during the meeting for faculty discussion and input on matters concerning curriculum and standards. The Ammerman Campus Senate implemented a similar survey in fall 2011. In 2010, the Eastern Campus Congress revised its bylaws and instituted a twenty-minute faculty forum at each Congress meeting.

Standard 5: Administration

❖ **No Team Recommendations; Two Self-Study Recommendations**

The **self-study recommended** a formal assessment of the administrative changes at the campus level to determine the degree to which these structures are effective and efficient in achieving their objectives. Since the 2007 decennial visit, the College has hired a significant number of new positions and titles in key campus and College administrative positions, including the appointment of Dr. Shaun L. McKay as the College's sixth President. (For a summary of all administrative appointments since 2007, please see the Executive Summary.)

A **second self-study recommendation** called for negotiation with the County to make exempt administrative positions more desirable for internal and external candidates. In 2009, the College Board of Trustees adopted a new salary and benefits plan for exempt employees (See **Standard 2**).

Standard 6: Integrity

❖ **No Team Recommendations; Two Self-Study Concerns**

The self-study raised **a concern** that the Student Code of Conduct is not referenced in course syllabi; it also suggested that faculty should highlight, in course outlines, ways in which courses offer views of values, ethics, and diverse perspectives. Although the inclusion of the

Student Code of Conduct within the course syllabi has not been implemented as policy, many faculty members include portions of the Student Code of Conduct in their syllabi and course outlines. Moreover, the Code of Conduct is distributed to students, in a memo from campus associate deans at the beginning of each semester, and policy on Academic Integrity is published in the Student Handbook, and it is available online at http://www.sunysuffolk.edu/forms/Handbook.pdf.

Recently, the College-wide Academic Integrity Committee, a standing committee of the College Academic Standards Committee, has reviewed the Academic Integrity portion of the Code of Conduct and made recommendations to revise and expand the existing SCCC academic integrity policies and procedures (Appendix 15). As a result, a faculty survey of academic integrity was administered in fall of 2011, and Dr. Donald McCabe, from Rutgers University as well as the Center for Academic Integrity, has provided this data in a customized, norm – referenced report. Currently the Academic Integrity Committee is analyzing the data in collaboration with the Office of Planning and Institutional Effectiveness.

Standard 7: Institutional Assessment

❖ **Team Recommendation**: **It is recommended that the College continue to build its assessment plan by pulling together assessment measures for areas like fiscal resources, the library, enrollment and retention into the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE). In implementing the plan, the College should also develop a set of institutional goals derived from its mission to provide focus on broad-based mission and institutional goal achievement rather than relying on planning goal outcomes to serve as the institutional assessment plan. (Also a self-study recommendation)**

The Assessment Advisory Council (AAC) is responsible for overseeing the (CAPIE). The Council's charges include:

- Evaluation of the CAPIE to ensure that the process and activities within the document align with Middle States Commission on Higher Education (MSCHE) standards, SUNY requirements, and best practices in higher education and to provide recommendations for change where appropriate;
- Review of assessment cycles and determination of what assessments need to be completed in the following year, in regards to program and unit review, so that appropriate administrators may be informed;
- Review of assessment plans and final reports (outcomes assessment) from academic programs and administrative and educational support (AES) units;
- Organization and assistance in the provisions of technical support to programs and units regarding program review and outcomes assessment;
- Provision of mid-year and end-of-year evaluations, with recommendations, of assessment plans/reports and program reviews;
- Review, development, and utilization of appropriate evaluation tools for use in the various review processes; and
- Assistance in facilitating communication of the importance of assessment to the broader college community as well as the evaluation results to the appropriate stakeholders.

As is outlined in the *Implementation Plan for the CAPIE*, the Office of Planning and Institutional Effectiveness is gathering information from sources that include:

- A faculty survey on opinions of institutional effectiveness processes at SCCC;
- An inventory of assessment activities that will be completed by academic chairs and by administrative and educational support (AES) department heads;
- An administrative survey on opinions and perceived readiness as it relates to institutional effectiveness;
- An evaluation of the systems, forms, and processes outlined in the CAPIE;
- Regular meetings with campus and college constituencies to ascertain institutional understanding surrounding assessment and institutional effectiveness.

The AAC began meeting in June 2011, and some of the information gathered thus far indicates the need for certain revisions and additions to the CAPIE. The summary is as follows:

- Assessment timelines, responsibilities, and outcomes reporting forms, as well as the Strengthened Campus-Based and General Education assessment plan should be revised to ensure congruence with revisions to the strategic plan, ease of use to college stakeholders, and alignment with accreditation requirements.
- Assessment plan review cycles and committees, a section on institutional effectiveness, explicit connections between budgeting and planning, an inventory of long-range planning efforts and assessments, and external review as a part of program review should all be added to the CAPIE to ensure that institutional effectiveness is being assessed and that the College is poised to increase student success through continuous improvement.
- Annual assessment of Student Learning Outcomes (SLOs) for academic programs and Service Outcomes (SOs) for Administrative and Educational Support (AES) units will require both academic and AES units to complete yearly planning and reporting cycles and to use the results in the following year.

The College also followed up on **the self-study recommendation** that a senior administrative position be created with responsibility for Strategic Planning and Institutional Assessment. In addition to the Vice President of Planning and Institutional Effectiveness (OPIE), OPIE is supported by a Director for Planning and Institutional Effectiveness, as well as a Specialist for Planning and Institutional Effectiveness.

Standard 8: Student Admissions and Retention

❖ **No Team Recommendations; Two Self-Study Recommendations/Five Concerns**

One self-study **recommendation** stated that the College should use comparisons to other community colleges in our region, as well as the National Community College Benchmarking Project (NCCBP), as an index for assessment of staffing levels in Admissions and Financial Aid. The College hired additional admissions and counseling staff with College Success and general counseling and recruiting responsibilities: three new counseling related positions in 2007-2008, and two new positions in 2010. In addition, the College appointed, in January 2011, a Counseling Task Force to conduct a comprehensive review of staffing and systems across the College (For detailed discussion, see **Standard 9**).

A **second self-study recommendation** called for the College to work with Suffolk County to reduce the time necessary for the disbursement of federal and state financial aid grants**.** This

issue has been addressed. At one time all grant funds were disbursed through the County, a process requiring a two-week minimum turnaround for students to receive their refund checks. Currently, the process has a three-day turnaround. Additionally, the College is actively evaluating several proposals to further improve the student refund system, which, if authorized and implemented, would enhance program success and result in positive financial impact to the institution as well as simplify and improve the process for the College's students.

The self-study also addressed a **number of concerns**, beginning with the procedure for confirmation of attendance policy for students on full financial aid. As it stands, students who do not follow procedures to confirm attendance lose their schedules, which results in their need to re-register for classes. The following measures have been implemented to minimize the number of de-scheduled students:

- Students are mailed a bill with instructions regarding payment options, including confirming attendance for zero balance procedure;
- Reminder emails are sent to students who have not confirmed their attendance ten days prior to the bill payment due date. A second email is sent the week the bill payment is due;
- Automated telephone system calls are made to students who still have not confirmed attendance;
- Reminders are posted on Facebook;
- Reminders are posted on digital signs on campus.

As a result of these measures, the number of students who lose their schedules has decreased by approximately 49 % (137 students in the spring 2011 as compared to 265 students in the fall 2010).

A **second self-study concern** related to Admissions and Counseling office staff guidelines for foreign and international students. In liaison with the Faculty Association, the Office of Student Affairs has coordinated professional development and training initiatives for counselors, including training for international student counseling, via attendance at national and regional conferences sponsored by the National Association of International Educators (NAFSA) and other related organizations. In addition, the College's International Student Counselor collaborates with campus admissions counselors to ensure that academic qualifications of prospective international students have been correctly evaluated.

A **third concern** addressed the lack of easy access to admissions and financial aid information on the College homepage. The new College homepage, launched in May 2011, contains direct links to both admissions and financial aid information.

A **fourth concern** was that students living on Long Island are heavily recruited, not only by local colleges, but also by colleges across the country. The College has been proactive in reaching out to local students. For example, the Excelsior Program allows qualified students to earn Suffolk County Community College credit prior to high school graduation by taking College courses offered on their own high school campuses during regular school hours. 2,100 students, representing 20 Suffolk County high schools, participated in the Excelsior Program during the 2011-2012 academic year. 112 high school faculty have been certified to teach in the program and the revenue generated for the 2011-2012 academic year alone, was $500,000.

Another major initiative, the *Stay on Long Island Initiative*, has resulted in scholarship agreements with many Long Island four-year institutions: Adelphi University; Long Island University (Post, Brentwood and Riverhead); Dowling College; Hofstra University; New York Institute of Technology; St. Joseph's College; St. John's University; Briarcliffe College and Five Towns College. In May 2011, these schools offered full- and partial-tuition scholarships to approximately 40 of Suffolk's top graduates. The College successfully generated a first-year value for all of these commitments of over $500,000. In May 2012, that figure increased when our first year recipients receive the second installment of their award and the recipients from 2012's graduating class qualified for their first award. SCCC honors students also participate in the Scholar-to-Scholar Program and are eligible to take advantage of enhanced educational opportunities and events. These events are facilitated by specific SCCC faculty liaisons who maintain relationships with key members of the Honors Programs and Admissions Departments at each partner college. Other recruitment initiatives include the "Get There from Here" Scholarship Program, *Career Focus* magazine, and media advertising. (See Career Focus webpage at http://www.sunysuffolk.edu/Administration/IT/t_asp/careerfocus/landing.asp.)

A **final concern** is related to staffing/space needs for Enrollment Services, especially at the Eastern Campus. In response to these needs, the College Board of Trustees approved a resolution for the design of the partial renovation of the Peconic Building on the Eastern Campus, to include a One-Stop Student Services Center. The newly-renovated second floor will be dedicated to Enrollment Services and the first floor to Student Life.

Standard 9: Student Support Services

❖ **No Team Recommendations; Two Self-Study Recommendations/Four Concerns**

One **self-study recommendation** called for using the National Community College Benchmarking Project (NCCBP) and other comparisons to assess counseling services. A Counseling Review Task Force, commissioned in January 2011, has assessed staffing structures college-wide within Student Services. More specifically, charge questions were addressed under each of the following goals:

1. Establish comprehensive review of staffing and systems across the College;
2. Analyze support programs that aim to retain academically at-risk students;
3. Define counseling services, counselor roles, and job description issues within College;
4. Consolidate findings and reach consensus on strategic recommendations.

The committee has:

- Completed a comprehensive review of all positions and functions in the counseling area across all campuses;
- Collected traffic data on information that is transmitted from office to office and campus to campus;
- Designed a summary matrix of program areas to establish a baseline that demonstrates services that address the totality of the student life experience;
- Developed two working groups around the area of mental health services;
- Examined the efficacy of current support programs offered through EOP, TRIO, and College Success.

The Committee's final report was submitted to the President in April 2012.

A **second recommendation** is related to enrollment of hearing-impaired students, and the need for centralized funding to address the use of interpreters and the needs of our deaf/hearing impaired community. At this time, there currently exists a college-wide contract for interpreter services, with funding provided to the campuses through a central budget.

Four **additional concerns** included:

- Academic advisement training**.** Two related self-study concerns were that 1) more faculty should be encouraged to attend academic advising training; 2) faculty advisement of students was not implemented systematically college-wide. The College, through the current Title III grant, has developed workshops to aid faculty in understanding current practices regarding student advisement. In its first cycle, this two-day workshop trained 62 full-time faculty members for advisement in the liberal arts and general education. An advisement handbook has been developed, which is accessible in print and electronic formats. Articulation of the College's Student Advisement Information Notice (SAIN), within Banner. SAIN has been successfully implemented and currently, all curricula have active SAIN reports. There are clear communication lines if an error in the SAIN is discovered.
- College Seminar classes taught by full-time faculty are limited. In May 2011, the College held a training seminar for faculty interested in teaching freshman seminar. As a result, 64 faculty members were trained and more than half were current full-time faculty. An additional faculty recruitment and training seminar was held on January 12, 2012 at the Ammerman Campus.
- Limited access to the student portal. In fall 2008, the College upgraded the portal so that students have 24-hour access.

Standard 10: Faculty

❖ No Team Recommendations; One Self-Study Recommendation

The self-study, along with the 2004 – 2009 Strategic Plan, called upon the College to increase the proportion of ethnically diverse faculty. Positions are advertised in *The Chronicle*, *Women in Higher Ed*, *Diverse Issues*, *Hispanic Outlook*, *HigherEdJobs* and *insidehighered*, and search committees are encouraged to contact graduate schools and professional organizations, including appropriate minority organizations. Prior to removing the announcement, search committee chairs forward a memo to the appropriate Vice President/ Executive Dean and the affirmative action officer, outlining steps taken to ensure outreach to prospective minority candidates and to verify that the committee has an inclusive pool. The College has strengthened diversity college-wide in key administrative roles.

Standard 11: Educational Offerings

❖ No Team Recommendations; Five Self-Study Recommendations/Three Concerns

The **five self-study recommendations** were inclusive of:

- Revising the program review process;
- Appointing college-wide, discipline-specific chairs and designating discipline-specific web-space to coordinate the work of the discipline committees and faculty;

- Developing a systematic Information Literacy (IL) plan and providing adequate resources to implement it;
- Providing a budget to support adequate circulation and media staff; and
- Examining student need for accelerated programs at the College.

As a result, the program review process was revamped to include written assessment plans, articulation of a systematic process of assessment; and recommendations presented to the Assessment Advisory Council and Strategic Planning Council. Additionally, *TracDat*, a comprehensive management system for input, tracking, and evaluation of higher education assessment plans and activities, is currently being implemented.

To facilitate the coordination of discipline committees and faculty in key academic disciplines, the College has appointed college-wide coordinators in Criminal Justice, Education, Foreign Language, Photographic Imaging, and Music.

The library plays an integral role in the program review process by assisting programs to develop measures for IL assessment and has assessed IL instruction in College Seminar. Along with NYS Coordinated Collection Development Aid (CCDA) support, the library has also increased the budget for books, as well as for classroom resources for faculty and for students.

Although the College has not developed specific accelerated programs, individual students do have opportunities to accelerate individually based participation in the Early College Program (ECP) as well as multiple and varied course schedule opportunities which include courses offered in early morning, evening, weekend, and during summer (three sessions) and winter sessions, as well as in online and blended formats.

The **three self-study concerns** addressed the following challenges:

- The instability and inadequacy of library materials budget;
- The coordination of college-wide library and technology initiatives made difficult because of inconsistent reporting relationships and the lack of college-wide library administrative leadership; and
- The Eastern and Grant campus academic skills centers have space limitations, and the Grant center lacks sufficient personnel to meet the needs of the numbers of ESL, under-prepared, and at-risk students.

In regard to library materials, the libraries continue to provide a wide range of academic information resources to meet the information needs of the college community through budget allocations, partnering with other College funding sources, Student Technology Fee (STF), and continuing financial support from the New York State collection development grants. Additionally, there has been an increase in the allocation of financial resources to expand the availability of full-text databases and online resources, such as e-books.

The coordination of college-wide library and technology initiatives is currently managed by the three campus head librarians in consultation with library faculty committees. One campus head librarian sits on the President's Executive Council; and, since 2009, the central technical services library faculty (TSO) has reported to the College Associate Dean of Instructional

Technology. The campus head librarians have also successfully coordinated several library technology initiatives, such as, launching reference chat services, acquiring e-books, and redesigning the library homepage.

The Eastern Campus dedicated the new Montaukett Learning Resource Center in the spring of 2011, which expanded the space and resources available to the Academic Skills Center. Construction on the Michael J. Grant Campus Learning Resource Center is expected to begin in 2013.

Standard 12: General Education

❖ **No Team Recommendations; One Self-Study Recommendation/Two Concerns**

Although the **self-study recommended** periodic review of learning outcomes for each of the 10 knowledge and skill areas, General Education outcomes apply SUNY-wide and review (or modification) could only occur system-wide.

One **self-study concern** indicated that since the SUNY General Education course requirements were not highlighted in the advisement process, the print catalog, or advisement materials, they are not well communicated to faculty, administration, and students. This has been addressed through the catalog page of the College website which highlights Gen Ed Requirements (http://www.sunysuffolk.edu/About/GenEd.asp). Also, with faculty taking a stronger advising role through Title III, they are helping to educate students more fully with regard to general education requirements.

A **second self-study concern** pointed out that many students do not enroll in Gen Ed courses in the suggested curricula sequence as recommended by the College and defined in the College catalog. This issue is being addressed, in part, by the Title III initiative that focuses on faculty mentoring and student engagement. Currently, the Title III initiative has outlined the following goals in regard to advising that will enable faculty to direct students appropriately to required Gen Ed curricula sequencing:

- Create a Faculty/Mentoring Advising Center to balance the advisement and registration process, and enable faculty to connect with students seamlessly;
- Emphasize faculty training, ultimately commencing with a 4-hour certification workshop series.

Standard 13: Related Educational Activities
Two Team Suggestions; Five Self-Study Recommendations/ Four Self-Study Concerns

The **two team suggestions align with self-study recommendations**. The **first suggestion** is that the College should develop a more systematic assessment of the continuing education programs. Currently, the continuing education students complete a survey of service level at the conclusion of each course. The data are being used to modify the program based on the needs indicated in the survey results. As a result, the Continuing Education Office plans to develop and offer additional management and leadership courses. As survey respondents indicated that an online forum is preferable, these courses will be designed in a D2L platform.

The **second team suggestion**, also a **self-study recommendation**, was to establish regular assessment of the Adult Learner Office. In response to this recommendation, SCCC engaged the Council on Adult and Experiential Learning (CAEL) for assessment of the Adult Learners Program through application of Adult Learning Focused Institution (ALFI) principles and the administration of the Institutional Self-Assessment Survey (ISAS). The results of the CAEL assessment called for Prior Learning Assessment (PLA) to be established on all campuses; a Director of Adult Learning and Office of Adult Learning to be established; and the development of outreach strategy from admissions, to registrar, to the classroom. Additionally, an institutional effectiveness inventory for administrative and academic support units (Ronco & Brown, 2000) was distributed in spring 2012 to assess the status of the program with regard to departmental mission; intended educational outcomes; and written methods of assessment for evaluating program effectiveness. The results will provide the College with the "opportunity to initiate a systematic and continuing process for institutional effectiveness and educational improvement" (Ronco & Brown, 2000).

Additional self-study recommendations include:

1. Initiation of a formal review of the ESL programs and continual departmental efforts to create more uniform tools to assess students. The College will be using an institutional effectiveness inventory for academic departments (Ronco & Brown) to formally review and evaluate direct and indirect indicators of assessment within the ESL programs.
2. Development of a program review schedule for certificate programs to determine viability. (Certificate programs are folded into program reviews; a separate review need not be implemented.)
3. Benchmark Distance Education administrative and technical staffing needs for DE initiatives and facilities**.** A review of SUNY-peer institutions led to improvements in customer service as well as an increase in web-enabled course sections. To dovetail with this review, the institutional effectiveness inventory for administrative and academic support units (Ronco & Brown, 2000) was administered in spring of 2012.

The **first self-study concern** is related to the insufficient space on the Ammerman Campus for continuing education courses. While parking continues to be a challenge at the Ammerman Campus, instructional space has improved through utilization of classroom space at the Sayville Center.

The **second concern** addresses the need for a systematic replacement plan for Distance Education equipment and media. As of 2009, the College has replaced all college Distance Learning Classroom (DLC) equipment with a $150,000 capital equipment project, and additional facility improvements (at an additional cost) have been made at the Ammerman and Michael J. Grant campuses, with an entirely new facility housed within the Eastern Campus Montaukett Learning Resource Center. Telecourses, as an instructional modality, were retired at the end of fall 2009 semester and all associated media removed from circulation.

The remaining **self-study concerns** focused on the Adult Learner Office's inability to increase community awareness and provide a physical presence on the Michael J. Grant and Eastern campuses. In addition to a presence on all three campuses, the Adult Learner Program is now highlighted in its own newsletter, *The Learning Lines,* published biannually.

Standard 14: Assessment of Student Learning

Suffolk County Community College engages in ongoing assessment of student learning. As part of the program review process, every program has developed and implemented an assessment plan. In the area of General Education, the ten knowledge and skill areas, as well as the two infused competencies, are assessed through an ongoing process. In both program review and general education review, assessment has resulted in wide-ranging curricular reform through "closing the loop" (see Section 5).

Section 3: Major Challenges and Opportunities

A. Two-Day Retreat (January 12-13, 2012)

The College began to identify its anticipated major challenges and opportunities for the forthcoming five years as part of the development of a new Strategic Plan (See Section 6). The initial catalyst of this process was a two-day retreat held in January 2012, at which more than fifty faculty, administrators, and staff convened to engage in an adapted environmental scan and Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. These activities sparked dialogue about present and potential future conditions at the College and were designed to define the institutional context within which the College could create a shared model for addressing the operating environment that may emerge over the next five to ten years.

Through this process, retreat participants identified operational and organizational culture challenges the College may face over the next five to ten years and, in response to these challenges, opportunities that were linked to these challenges across multiple categories. The following table is an overview of these opportunities and the Middle States standards to which they align:

Challenges/Opportunities	Operational	Organizational Culture
Middle States Standards	**2, 3 , 4, 5, 9, 10, 14**	**1, 4, 7**
Communication		X
Cooperation	X	X
Faculty and staff	X	
Planning and assessment	X	X
Policies and procedures	X	X
Resources and funding	X	
Student success	X	
Technology and data	X	X

As a final step, retreat participants addressed themes they believe the College should pursue over the next five years:

1) Improving efficiency, compliance and equality through ongoing review of policies, systems and resource (funding, infrastructure, technology) distribution;
2) Enhancing senior leadership visibility, communication and information flow both college-wide and within individual units;
3) Ensuring that operations are collegial and mission-centric, with change only as needed;
4) Improving faculty and staff recruitment, training and recognition;
5) Enhancing marketing, image and partnership efforts;
6) Continuing to benefit from partnerships and articulation agreements;
7) Upholding the positive learning environment created at the College;
8) Addressing challenges presented by student academic, cultural and economic circumstances while reinforcing the College's student-success-focused mission.

Operational Challenges and Opportunities

Faculty and Staff

One major item discussed by participants was the ongoing challenge of trying to meet the Board of Trustees' target of having 70% of day programs being taught by full-time faculty. In light of larger enrollments during the past five years, the College has experienced an increase in the part-time faculty ratio. The College has taken action to add to its full-time staffing for the upcoming fall semester. Twenty full-time faculty positions have been posted and are in varying stages of the search process at this time. Retreat members were quick to acknowledge the College's ongoing efforts to support its highly-skilled staff and dedicated well-credentialed faculty and administrators through professional development, competitive salaries and benefits, and faculty governance participation.[1]

Planning, Assessment, and Budgeting

Since 2009, the College has experienced major transitions in its leadership. Following the departure of its fifth president, over a year was spent with interim leadership in the roles of president and executive vice president. In addition, the College's Board of Trustees saw similar transition, including the end of the appointment term for its Chairman, who had served in that role for almost six years. This protracted period of transition influenced the College's ability to update and enhance its planning and assessment effort.

With the advent of the new administration, things began to change rapidly. College leadership was well aware of the great emphasis now being placed on planning and assessment and fully understood that the College had catching up to do. President McKay, whose background included many years in strategic planning and assessment in a large, multi-campus institution, knew that planning and institutional assessment needed to be fast-tracked and he made that an institutional priority. Experienced staff was hired and immediately commenced the planning process.

During the retreat, the following opportunities were mentioned:

- Development of procedures for ongoing assessment training and support;
- Use of TracDat, along with other data sets, for program reviews, course assessments, and educational and academic support units;
- Continued alignment of planning and assessment with budget development to ensure the most effective use of resources;
- Enhanced access to, and support in the professional analysis of, data and information.

Policies and Procedures

A third theme centered on the suggestion that the college community would benefit from periodic training related to College policies and procedures. Such training would also ensure consistent application of these guidelines across the campuses, optimizing effectiveness, efficiency, compliance and cooperation.

[1] For the fall 201l, the College had an unduplicated headcount of 25,310.

Resources

A fourth theme centered on the unpredictable nature of the economy. Participants discussed demographic predictions of declining high school graduates, reduced state and county aid, and difficulty in attracting qualified personnel given the high cost of living in Suffolk County. The group acknowledged that reduced funding from county, state, and federal agencies has led to significant resource allocation challenges, with students shouldering a disproportionate share of the revenue supporting the College's operating budget. Retreat participants voiced a concern that all College initiatives will face funding challenges and protracted implementation timetables as a result. They did, however, acknowledge the College's robust and well-funded capital program as well as its increasing success in securing grants.

In the area of resources, the following opportunities were identified:

- Continue to effectively market the value of the College;
- Continue to advocate and educate elected officials about the value of the College;
- Aggressively explore new grant opportunities;
- Continue to build relationships with external constituencies to identify mutually beneficial areas for funding and support;
- Effectively complete a major gifts campaign;
- Implement programs to utilize the power of our alumni as ambassadors and revenue sources for the College.

Student Success

A critical area of importance cited by participants was to frequently revisit the College's definition of student success and to develop an enrollment management strategy that considers aligning programs and services with changing student demographics, and revisiting the inventory of student success metrics that are continuously being assessed.

Technology

It is anticipated that the college community will increase its use of data mining in order to support the assessment function. Participants were strongly supportive of reviewing the current hardware/technology replacement policy to ensure it adequately supports the College's needs.

Organizational Culture Challenges and Opportunities

Communication, **Cooperation**, **Policies and Procedures/Organizational Structure**

Retreat participants linked communication and cooperation with policies and procedures. Participants pointed to the increasing burden of information and data, citing email overload and condensed lead-times for responses to information/feedback requests.
Suggestions from the group included:

- Development of additional efforts to enhance departmental and interdepartmental communication;
- The assignment of administrative responsibility for communication follow-through.

The group was confident that such efforts would foster an enhanced culture of respect, cooperation and idea generation, college-wide.

B. Focus Groups

To encourage broad participation in the planning process, forums, conducted as an abbreviated version of the two-day retreat, were held at each of the three campuses. In addition, a total of 30 internal and eight external focus groups were convened between December 2011 and March 2012. The eight external focus groups comprised parents, students, and administrators from local K-12 districts, as well as business leaders from the healthcare, aerospace, manufacturing, and automotive sectors. Three of their final themes relate to marketing and image. The College is viewed as an outstanding asset to Suffolk County. External participants encouraged the College to keep telling its stories of success and accomplishment, as this effort will serve to strengthen its brand. Linking marketing and communication with academic/industry partnerships and student success, the College will benefit from enhanced understanding of changing conditions and evolving demands.

C. Environmental Scan

Concurrent with the work of the retreat, the campus forums, and the focus groups, the College completed an Environmental Scan of external factors (political, economic, social, technological and demographic) that are likely to challenge SCCC over the next five years. The data from this analysis and the themes from the retreat and focus groups closely align.

Demographics (Student Success)

The Environmental Scan analysis of demographic projections throughout Suffolk County indicates that the College will be asked to respond to an increasingly non-traditional and ethnically diverse student population. At the same time, the County's adult population will continue to look to the College for workforce development, career enhancement, or personal growth. The Scan reports that the Long Island region is expected to experience job growth in the areas of health care, social work, professional business services, educational services, accommodation, food service, the arts, entertainment, and recreation. Since SCCC graduates demonstrate a strong trend toward seeking employment on Long Island, the College will play a key role in preparing them for the future Long Island job market.

Economic Factors

This section of the Environmental Scan provided data in support of the retreat and focus group theme that the College must continue to seek partnerships for alternate streams of funding. Although the New York State budget for 2012-2013 increases base aid to community colleges by $150 per full-time equivalent, community colleges will continue to face fiscal challenges. The Environmental Scan reports that the College is well positioned to continue to strengthen its role as an economic driver through workforce training, business partnerships, and partnering with both SUNY and Long Island-area colleges and universities. Grants and grant-related partnerships are part of the existing SCCC culture, and its successful grant-writing history positions it well for future collaborations.

Social and Technological Factors

Results from the Scan suggest that further analysis could help to determine whether the College's existing distance education (DE) model should be modified and whether such an action would have a noticeable and favorable impact on attracting and retaining students. Moreover, the College's investment in social media/networking offers many opportunities, and what would

appear to be a potentially substantial return on investment. Consolidation for financial advantage, efficiency, and productivity are integral to supporting a state-of-the-art technology infrastructure, and the development of regional systems computing centers, with the possible location of one in Suffolk County offers advantages as well. Moreover, the Environmental Scanning Committee recognizes that paradigm shifts in technological innovation occur quickly, such that strategic plans developed around generational upgrades can be rendered obsolete between order and delivery. Members of the committee recommend an ongoing environmental scanning protocol.

Political Factors

Finally, the Environmental Scan reports that the Pipeline concept, which depends upon a traditional, linear model of student success, is now being applied within higher education as well as K-12.[2] More specifically, measures are taken at four key transition points: (1) high school graduation within four years of entering high school; (2) enrollment in college the fall semester after receiving a high school diploma; (3) return for the second year of college; and (4) completion of an associate's degree within three years or a bachelor's degree within six years of enrolling in college. As also noted in the retreat and focus group discussions, this concept does not account for, or measure, the success of a substantial number of SCCC's students, whose educational path does not follow the traditional model.

The Scan also points out that while the Obama administration has set a goal of generating five million more community college graduates by the year 2020 and has proposed the Community College to Career Fund to fund expansive institutional efforts, it is unclear how this initiative will affect the cost of a college education for the individual student. Current legislation points to ongoing restructuring of financial aid options. For example, the American Opportunity Credit and the Lifetime Learning Tax Credit (Economic Stimulus Package of 2009) currently provides up to $2,500 dollars of tax credits to middle-income families. If not made permanent by Congress, the maximum tax credit will revert to $1,800 in 2013, possibly increasing to $1,900 because of inflation. Changes in Pell Grant awards will present a measurable loss of support for many low-income students; a reduction to the income cap for an automatic maximum Pell Grant from $32,000 to $23,000; a reduction to the Pell lifetime eligibility maximum from 18 to 12 full-time semesters; and the elimination of all federal aid eligibility to new ATB students—all of which will have an immediate impact on prospective and continuing SCCC students. In addition to financial challenges, the fact that a majority of community college students lack academic preparedness upon arrival, which often contributes to failure to persist to degree completion, is another major challenge to achieving President Obama's 2020 goal.

D. SWOT and Gap Analysis

Beginning in April 2012, college-wide subgroups began a process of converting the "by statements" under each institutional goal into measurable objectives. When this work is complete, a SWOT team will assess the alignment of each measurable objective with internal (i.e. retreat, the focus groups) and external (Environmental Scan) data. SWOT will be followed

[2] *The Office of Vice Chancellor for Community Colleges and the Education Pipelin*e has been established to support student success. More than $20 million in capital funds have been allocated to the State Education Department to implement this longitudinal data system. Starting in 2012, evaluation systems at the K-12 level will include student achievement data.

by Gap Analysis, which will test the feasibility of each objective in relation to current and projected future institutional and environmental data.

E. Planning and Operating Budget and Balanced Scorecard

With the inception of budget review 2013-2014, the College vice presidents will propose specific plans for implementation of the fully vetted institutional objectives, and as a final step, the Balanced Scorecard team will monitor this implementation through and development of measurable indicators to assess the institution's progress in achieving each objective.

Section 4: Enrollment and Finance Trends and Projections
Recent Changes to College Funding

In the five years since the 2007 Middle States decennial visit, the College has strengthened certain portions of its financial position. Factors evidencing current financial strength include the following:

- Increased enrollment trends through 2010/11
- Improved capital funding authorizations
    - $10.6 M in Fiscal Year 2011/12 for deferred maintenance
    - $101M for new facilities/major renovations currently in progress
    - $23M authorized for future major facilities upgrades
- Consistent success in securing approximately $4M in grant revenue per year
- A significantly improved reserve fund position
    - Approximately $6M fund balance in 2006/07 ($4.3M Unrestricted)
    - Approximately $19M fund balance in 2010/11 ($18.7M Unrestricted)

These successes are tempered by projections of lower enrollment over the next five years, with a concomitant reduction in revenues from tuition and fees that could negatively impact the College's funding stream:

- Current estimated enrollment for 2011/12 is 26,818 Head Count / 19,883 FTE
- Projected enrollment for 2015/16 is 24,662 Head Count / 16, 779 FTE

In recent years, the College's funding profile has been further impacted by New York State and Suffolk County economic woes as well as reductions in state aid:

- Base Aid per FTE in 2008/09 was $2,675
- Base Aid per FTE in 2011/12 is $2,122

Nonetheless, Suffolk County was able to increase funding for the College by 1% in 2011/12,[3] and, in an encouraging development, New York State's approved budget for the 2012-2013 fiscal year will increase base aid to community colleges by $150 per FTE, raising the subsidy to $2,272 up from $2122 per FTE. The increase in base aid will mean approximately $3.0 million in additional funding for the College. This increase, combined with two years of concerted fiscal management, enabled the College to finalize its operating budget for the forthcoming year without requiring an increase to annual student tuition.

Enrollment at the College had increased by 16% since 2006, growing from 21,859 students in 2006 to 25,310 in 2011. In the current fiscal year, however, enrollment has declined, and the College has reduced expenditures. To address reductions in revenue, the College successfully reopened and extended contracts with its faculty and mid-level administrators. Along with its exempt administrators and the College's President, all parties agreed to surrender cost of living adjustments for multiple years to ensure the institution's ongoing viability. In addition, an agreement with the Faculty Association allows the College to increase class size, for most

[3] Suffolk County has been taking a positive position in trying to abide by the SUNY Net Operating Formula calling for one-third funding from the local sponsor, one-third (up to 40%) from the State, and one-third from student tuition and fees.

courses, by two seats. Going forward, the College's projections of flat or lower enrollment, if realized, will put further pressure on its ability to address emerging or unexpected funding exigencies. The College is prepared to meet this challenge using a variety of fundamentally sound techniques to increase revenue and/or reduce expenditures.

Net Asset Position

As of August 31, 2007, the College's net asset deficit was negative $8.4M, net of the then new GASB 45 liability of negative $23.8M, or a total audited net asset deficit of negative $32.1M. As of August 31, 2010, the College's net assets totaled a positive $8.8M, net of the GASB 45 liability which totaled negative $93.2M, or a totaled audited net asset deficit of negative $84.4M.

The College's net assets, excluding liability for GASB 45, improved from positive $3.8M at August 31, 2009 to positive $8.8M as of August 31, 2010 – a year-over-year increase of positive $5M. Concurrently, post retirement liabilities increased from negative $70.6M as of August 31, 2009 to negative $93.2M as of August 31, 2010.

GASB 45 was issued to provide more complete, reliable, and decision-useful financial reporting regarding the costs and financial obligations that government entities incur when they provide post-employment benefits other than pensions (OPEB) as part of the compensation for services rendered by their employees. In accordance with guidelines published by the Governmental Accounting Standards Board, the College currently follows a *pay-as-you-go* approach, paying an amount each year equal to the benefits distributed or claimed in that year. The new OPEB standards do not mandate the full funding of OPEB benefits (in other words, to set aside assets in advance to pay benefits in the future).

Operating Fund Balance / Reserve

The College has vigorously maintained the position that it requires an adequate fund balance to ensure the successful continuity of programs during periods of economic distress. The total operating fund balance in 2006/07 was $6.0M. In 2009/10, fund balance increased to $15.6M and, in 2010/11, increased yet again to $19.6M (subject to audit).

Operating Results

As of August 31, 2010 (last audited financial report), College revenues continued to benefit from growth in enrollment, which increases both tuition revenues and New York State Base Aid. In total, operating revenue increased by $4.3 M. Non-operating revenue increased $6.1 M due to increases in federal and State student financial aid and grants. Even though enrollment increased during this same period, local sponsor (Suffolk County) support and State Aid decreased. Investment income also fell significantly based on the current economic conditions. The College initiated a revised investment program in 2011 which has resulted in a positive impact to investment income.

Operating expenses as of August 31, 2010 increased by $7M over the same period in FY 2009. The increase was distributed across all of the functional areas: instruction, academic support, student services, plant maintenance, general administration, and institutional support.

These higher expenses were a result of increases in salaries and employee benefits – resulting from collective bargaining agreements – as well as supply, equipment, and other needs due to the increase in student enrollment. Recently, the College administration and its collective bargaining units successfully negotiated new agreements that will generate substantial savings through the terms of the contracts.[4]

Other Sources of Financial Resources - Grants

As part of the institutional response to anticipated reductions in revenues from traditional sources, the College is proactively seeking alternative sources of funding, most notably through grants.

Title III

In respect to the College's Title III grant entitled *Student Engagement through Informed Support (SEIS)*, in the amount of $2 million for the period 10/01/2010 through 09/30/2015, the College has made great strides to further strengthen the institution by improving student success and engagement. Through enhancements to enrollment and admissions, faculty academic advising, academic early warning and intervention, support for our high enrollment gateway courses, and unifying on-line and in-person student support resources through our *Virtual Learning Commons*, the College expects to see enhanced retention and graduation rates attributable to the work and the design of this grant activity.

The first year of this project saw significant progress on the development of specific initiatives linked to the following work teams: Enrollment and Admissions (E&A), Gateway Course Support Enhancement (GCSE), Virtual Learning Commons (VLC), Faculty Mentoring and Student Engagement (FM & SE).[5]

The project leaders for these programs are clearly focused, highly organized, and genuinely enthusiastic about the project and their creativity and initiative are proving invaluable to the task

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[4] **GUILD members 0-0-0-4 – No raises until 2014-2015**
2011-2012 savings are $316,902
2012-2013 savings are $322,890
2013-2014 savings are $310,862
FACULTY members 0-0-2-2 – No raises until 2013-2014
2011-2012 savings are $807,110
2012-2013 savings are $823,252
EXEMPT members 0-0-2-2 – No raises until 2013-2014
2011-2012 savings are $73,059
2012-2013 savings are $75,520
AME Members (TBD – still in negotiations)

[5] The E&A Team is piloting a streamlined enrollment and assessment process supported by e-transcripts, improved assessment scripts, and an enhanced web-enabled application with 4550 students; the GCSE Team is piloting five gateway courses with key concepts supported by learning objects embedded into the instructional process by teaching faculty; the VLC Team has worked to provide access to the initial iteration of the Virtual Learning Commons with site/process maps constructed and the infrastructure developed to support the pilot gateway courses with access to learning objects; and the FM&SE Team has embarked on the development of the faculty mentoring and advising curriculum, providing essential training and local support in accordance with their new mentoring/advising model.

of transforming the College. This grant funding is making it possible for the College to help students become accomplished learners through transformation of the College's processes for enrollment, advising, learning, and engaging, so that student success, satisfaction with the college experience, persistence and retention will measurably improve.

These programs also have a significant positive impact on the local economy, since the thousands of students, who attend the College each year, live in the region and, as statistics have shown, remain here (80%). They acquire profound knowledge and skill sets which make them richer economically and academically all through having taken advantage of what the College offers through its excellent teaching and learning environment.

Other Grants

During 2010-2011, the College was awarded $4.42 million in grants, contracts and sub-contracts. The College's largest award during this period was the US Department of Labor's Community Based Job Training Grant (CBJTG), known as POWER-Pathways to Opportunities within Energy and Renewables ($593,776). Other major grants included the: 1) Perkins IV/CTEA-Career and Technical Education Act grant ($455,082); 2) Title III-A from the US Department of Education ($399,470); 3) ARRA-Health Information Technology training sub-contract from Tidewater Community College ($312,755) through their US Department of Health and Human Services grant; 4) two ARRA-DoE (Department of Energy) grants through NYSERDA that provided new high-efficiency boilers ($244,000) and HVAC efficiency control units for campus buildings ($306,368); 5) US Department of Education TRIO-Student Support Services grant ($290,516), and 6) Liberty Partnership Program grant from the New York State Education Department ($279,297).

Other Sources of Financial Resources - Major Gifts Campaign: Vision 2015

In order to generate resources for projects complementary to the academic program which are over and above operational funding channels, the College recently began a $7 million major gifts campaign, inclusive of expanding the Foundation staff, securing consultant support and oversight by the Chairman's Council. While still in its infancy, this major gifts campaign, the College's first, will provide an opportunity for the local / regional community, and especially the thousands of SCCC graduates, to "give back" to the College in order to ensure the viability of the many programs that facilitated and assisted them in their achievement of lifelong success. To date, pledges and commitments to the major gifts effort total over $1 million.

College Board of Trustees

As part of its oversight responsibilities, the College's Board of Trustees has consistently taken a proactive role in assisting the College to plan and execute its comprehensive strategic plan in order to meet institutional goals. The College's senior staff meets monthly with the Board in a public forum to highlight achievements, plan strategies, discuss issues, authorize resolutions and solicit approval for initiatives within the Board's purview. The positive synergy between the Board of Trustees and the College has evidenced itself in consistent support for the College's tradition of providing a quality, higher education option for County residents. The College Board of Trustees has given the institution a mandate to keep its programs on the cutting edge of modern technology. This is evidenced by the wide array of vibrant and innovative curricula that lead to either an Associates degree or certificate. Additionally, the Board fully

supports and empowers the College to be responsive to the needs of the region by offering career programs designed to provide an avenue for its students to improve on existing skills or embark on new careers, especially in the areas of advanced manufacturing, culinary arts, automotive technology and HVAC/R. The College is in the forefront of offering innovative solutions to providing a skilled workforce that will meet the needs of regional employers.

Audit Notes / Financial Audit Management Letter

The Management letter in support of the most recently completed audit for the year ended August 31, 2010 reported:

- An unqualified opinion on financial statements
- No change in scope of the audit
- No material errors
- No fraud or illegal acts identified
- No instances/suspicion/allegations of fraud were noted during the conduct of the audit
- No material weaknesses in Internal Accounting Controls noted
- Accounting policies appear adequate
- Management's judgments and accounting estimates deemed adequate
- No significant unrecorded audit adjustments
- Management's Discussion and Analysis appears reasonable
- No Disagreements with management
- No unresolved difficulties in performing the audit
- No irregularities or illegal acts

Financial Planning / Expectations

College revenues are primarily based on student tuition and fees, local sponsor support, and State Aid payments. To minimize significant negative financial impacts to its students, the College advocates for increased resource allocations from the County and State. While the Suffolk County Legislature was able to assist the College with an increase in aid sufficient to keep annual student tuition at $3,990 in 2011-2012, and New York State was able to assist the College with an increase in aid sufficient to maintain annual tuition at $3,990 for the 2012-2013 academic year, the student share of the College's operating costs is just over 50%. The College administration considers this to be too high a burden for its students and, therefore, continues to advance persuasive and specific reasons why its sponsors must fund the College appropriately so that students will be able to afford a quality education, transition to the workplace, transfer for further studies, or enhance those skill areas that will ensure they can move ahead.

To understand the range of potential outcomes for the College's future budgets, the College has developed an integrated revenue and expense planning model and Budget Gap Analysis which allows the financial implications of changes to any of the revenue or expense components to be understood. For example, a growth in enrollment will have implications on the institution's expense budget in the areas of faculty salaries and fringe benefits, instructional materials costs, and maintenance / renovation of buildings and classroom space. In developing a multi-year financial plan, the College uses an integrated financial modeling approach, which allows the College to anticipate best- and worst-case financial scenarios and to develop institutional strategies that can ensure program and financial viability over time.

Projections for 2012/13

Most of the College's expenditure requirements for the FY 2012/13 year can be projected with a relatively high degree of confidence. The College's operating budget assumes a 1.5% enrollment decline and growth in negotiated salaries, and pension and healthcare costs.

To close the gap between revenues and expenses, a variety of revenue enhancement and expense reduction strategies have been initiated. In addition to givebacks in the salary category, the College decided to forego certain purchases. College administrators were also directed to strategically implement a 2.5% budget reduction to every department and across the campuses. The Administration has directed that all departmental budget requests show a direct link to the successful attainment of Institutional Goals in order to be considered for resource availability.

Projections for Subsequent Fiscal Years

Multi-year financial planning is based upon several key principles:

1. Any proposed changes to institutional expenditure patterns must focus on the College's Mission and Institutional Goals. There will be no compromises in academic quality and efforts to meet current goals with respect to improved graduation, retention, and academic performance rates.

2. Close monitoring of the College's vacant lines will continue to ensure a balance between turnover savings and strategic allocation of personnel lines to programmatic needs college-wide.

3. The College's Institutional Goals (Student Success, Community Development/ Societal Improvement, Access and Affordability, Institutional Effectiveness, Communication, and Diversity) will guide decision-making with respect to the allocation of limited resources.

4. The College will continue to pursue innovative strategies and implement new initiatives essential to ensuring the College's academic and financial viability.

5. Net-revenue producing enrollment growth that does not impair the quality of current instructional programs will be actively pursued and supported.

6. With respect to College operations, there will be an emphasis on 'green' decision-making, both as a viable strategy to reduce future operating costs and to emphasize the College's strong commitment to sustainable design and operations as evidenced in the current building and design strategies.

7. Multiple opportunities will be provided for members of the College community to learn about the College's current financial challenges and to suggest strategies both with respect to expenditure management and revenue enhancement.

Because of current economic uncertainties, making multi-year financial projections, for the upcoming fiscal year and beyond, is more difficult than it has been in the past. As noted above, some multi-year expense projections are relatively easy for the College to make based on recent negotiations with unionized employees. Salaries for unionized employees are set through the contract termination dates. Negotiated increases in salaries and fringe benefits for periods beyond those contract terms will clearly be influenced by the College's ability to pay and the economic circumstances that are in place at the time the College completes its next collective bargaining negotiations.

The major issue for the College in future fiscal years is the extent to which County and State funding can be sustained and continue to grow to provide support for the annual growth in the College's expenses. It is clear that the burden of increasing expenses cannot be left to the responsibility of the students. While the College has built up reserves which can be used to help stabilize the institutional budget for a short period of time, use of reserves is only viable as a strategy if used to cover non-recurring expenses. Multi-year revenue shortfalls cannot be addressed by reserve usage, and planning is necessary to identify options for the College if support levels from the County and/or State are reduced for several years. Areas and activities of the College are being identified where budget expenditure reductions may be possible without impairing the College's achievement of its mission and strategic planning goals and without creating a painful impact on essential programs and student services.

Enrollment Trends and Projections

Over the past three years, enrollment has increased: overall, 16% and FTEs, 9.6%. Headcount is based on fall enrollment only, which is reported to the State University of New York and, by SUNY, to the Integrated Postsecondary Education Data System (IPEDS); FTE totals are calculated on the basis of the full academic year, inclusive of intersession and summer.

Table A: **Enrollment (Current Year; Three Previous Years)**

Year	Enrollment (Headcount)	FTEs
2008-2009	23,014	18,103
2009-2010	24,822	19,667
2010-2011	26,719	20,229
2011-2012	26,787	19,883*

*Estimated

Enrollment for fall 2011 slowed to an increase of 0.26% overall, with FTEs down -1.96%, and unofficial data for the spring 2012 reflects a decrease of 1-1.5 % in headcount and 1.5-1.7% in FTEs.

This slight decrease in enrollment may relate, in part, to the length and severity of the national and regional economic downturn. For example, a recent Eastern Campus telephone survey of continuing students who did not return in the fall 2012 indicated that roughly 18% withdrew from college because they "needed to work" (Appendix 16).

Over the next three years, maintaining current levels of enrollment will be a significant challenge.

Table C: Projected Enrollment (Not Less than Three Years)*

Year	Enrollment	FTEs
2012-13	26,721	19,329
2013-14	26,242	18,598
2014-15	25,533	17,731
2015-16	24,662	16,779

*Provided by the SCCC Office of Planning and Institutional Effectiveness

One major challenge for enrollment relates to trends in local demographics. Within the past decade, Suffolk County's school-aged population, ages 5-17, has remained flat, and local school districts are reporting a decline in K-4 enrollment.[6] The number of Suffolk County high school graduates is projected by the New York State Education Department to decrease by 5.52% from 2012 to 2016, with the largest decrease occurring in 2015 (2.6%). On average, this is a decrease of 1.5% per year. This downward trend presents a real challenge to Suffolk County Community College, in that approximately 16% of its total fall semester enrollment is made up of new high school graduates and 74% of all students are age 24 and younger.

The downturn in the national and regional economy may have initially contributed to higher enrollment, as community colleges tend to experience stronger enrollment during the early years of recession, with traditional-age students, and their families, looking for local access and affordable tuition and returning adults, some unemployed, seeking to master new skills or pursue new career opportunities. However, the longer, and more severe, the economic downturn, the more likely continuing and prospective students will be compelled by financial exigencies to choose work over school in an effort to improve their financial condition. This is a pattern often accompanied by a decrease in the average number of credits taken, along with an increase in the percentage of part-time enrollments. In 2005, a poll conducted by the Stony Brook Center for Survey Research found that 82% of Nassau and Suffolk County residents thought Long Island was "a good or excellent place to live."[7] By contrast, a similar survey conducted in 2012 noted a marked change in residents' outlook, with six out of ten households reporting that they were having difficulty meeting their monthly mortgage payment. The survey concluded: "There is a pervasive sense that things are not going well on Long Island."[8]

Economists are predicting full recovery no earlier than 2014. While an improved economy would certainly be welcome, it does not, predictably, signal stronger enrollment.[9] Nonetheless, SCCC enrollment grew through the good years too, a reflection of the fact that College stakeholders are aware of the value SCCC provides.

[6] See *Suffolk County Comprehensive Plan 2035*, August 2011 and Long Island 2035: *Visioning Initiative Final Report* (Long Island Regional Planning Council, December 2009).
[7] Stony Brook University Center for Survey Research, *2009 Long Island Index: Tracking Residential Satisfaction on Long Island.*
[8] Stony Brook University Center for Survey Research, *2012 Long Island Index: Tracking Residential Satisfaction on Long Island.*
[9] Research tends to indicate that, more typically, community college enrollment tends to decline, as job market and economic conditions improve

Whatever the immediate economic outlook, the College is well positioned to respond to the needs of Suffolk County and its residents. A recent analysis, conducted by Economic Modeling Specialists, Inc. (EMSI), concluded that "Suffolk County Community College plays a significant role in the local economy and is a sound investment from multiple perspectives" (Appendix 17). More specifically, students enjoy a 13.8% rate of return on their investment in SCCC and added income attributable to the accumulation of SCCC skills amounts to $754.8 million each year. Moreover, the College's workforce development programs and partnerships provide customized training to local business and industry, and the accumulated contribution of SCCC instruction totals $1.4 billion in regional labor and non-labor income to the Suffolk County economy each year.[10]

SCCC has also maintained its commitment to affordable higher education, with the lowest tuition on Long Island. As previously stated, the College Board of Trustees' Budget Submission contains no tuition increase for 2013-2014 (Appendix 18). Moreover, the College website provides prospective students and their families with the SUNY Net Price Calculator, which estimates the cost of a student's education. By inputting family income information, students can determine the federal, state, and College financial programs they may be eligible to apply for. In addition, the College awards more than $65 million in federal and state financial aid to more than 18,000 students annually. Furthermore, the College provides students with transfer opportunities through articulation agreements with some thirty-five baccalaureate-granting institutions, many of them conveniently located on Long Island.

[10] See Dr. Shaun L. McKay, *2010-2011 Review of Accomplishments* at http://depthome.sunysuffolk.edu/Books/2011Review/index.html.

Section 5: Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning

Introduction

Since the 2007 Self Study, SCCC has continued to demonstrate its commitment to ongoing assessment through program reviews, course assessments, external accreditation reviews, and a variety of surveys. Assessment practices integrate the following elements:

1. assessment methods that accurately measure stated objectives
2. use of multiple assessment measures to ensure accurate data interpretation
3. collaboration of constituent groups in the development and implementation of assessment methods
4. effective communication of assessment results
5. use of assessment data to inform decision-making processes
6. ongoing systematic assessment processes to ensure that changes made will advance the achievement of unit and institutional goals, outcomes, and objectives
7. ongoing systematic evaluation of assessment measures used in decision-making processes

The College's assessment of institutional effectiveness is both continuous and sustained. It engages the College's divisions, units, and departments, with its outcomes linked to continuous improvement. Highlights of these assessment efforts are provided, in greater detail, in the appendices.

Office of Planning and Institutional Effectiveness

The Office of Planning and Institutional Effectiveness (OPIE) is responsible for coordination and support of assessment efforts across the institution, while also fulfilling compliance reporting requirements at the County, State, and federal levels. Its mission statement is clear:

> The Office of Planning and Institutional Effectiveness (OPIE) engages the stakeholders of Suffolk County Community College in a process of continuous improvement and functions as a resource for the advancement of the College's mission and vision. Through systematic, integrated, and strategic processes, OPIE supports and facilitates planning, institutional effectiveness, institutional research, assessment, and accreditation activities and provides consultation and expertise in research methods, data administration, and implementation logistics.

Currently the goals are as follows:

- Planning: To develop, implement, and maintain the planning system, in collaboration with appropriate stakeholders, which supports institutional effectiveness, creates planning mechanisms, and develops and evaluates planning cycles.
- Assessment: To take responsibility for institutional assessment efforts, in collaboration with appropriate stakeholders, which supports planning, develops and evaluates assessment cycles, and assists Academic Programs and Administrative and Educational Support (AES) units in pursuit of continuous improvement.

- Institutional Research: To provide data and reports that are accurate, consistent, and timely to both internal and external constituents, conduct research and analyses in support of institutional effectiveness, and serve as a resource for the college community.
- Institutional Effectiveness: To develop, implement, and maintain the institutional effectiveness system, in collaboration with appropriate stakeholders, which supports the achievement of the College's mission and goals, and develops and evaluates the institutional effectiveness cycle.
- Accreditation: To provide or facilitate provision of accurate and timely data for reporting to regional and national accrediting bodies, and to serve as a resource to self-study teams.

OPIE is currently supporting the efforts of the Strategic Planning Council (SPC) and the work of more than 60 faculty, staff, and administrators in developing measurable institutional objectives that will be the lynchpin of the institution's planning and assessment efforts. As part of this process, SCCC has established the Assessment Advisory Committee (ACC), a fully representative, college-wide council, which is responsible for overseeing the ongoing implementation of the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE). The AAC works with the division, department, unit and program leaders, as well as the Office of the Vice President for Academic and Student Affairs and the Office of the Vice President of Planning and Institutional Effectiveness, who make final recommendations to the President.

Comprehensive Assessment Plan for Institutional Effectiveness

The guide for the College's assessment practices in both academic and educational support units is its *Comprehensive Assessment Plan for Institutional Effectiveness* (CAPIE), which calls for: 1) systematic, ongoing assessment of the goals, outcomes, and objectives developed in support of the College's mission and 2) the delivery of assessment-result analyses to College decision makers and planners. The CAPIE contains not only the general information on planning and institutional effectiveness efforts at the College, but also processes, procedures, guidelines, and the templates specific to the College's assessment efforts (e.g., Program Review Processes and the General Education Assessment Plans). More specifically, the plan lays out four distinct assessment processes:

- Assessment of student learning
- Assessment of the effectiveness of all College programs and services
- Assessment of the effectiveness of the changes implemented as a result of the data collected and analyzed from the first two assessment processes
- Assessment of the assessment measures being used to produce the data

Institutional effectiveness is determined through the assessment of institutional (general education) learning outcomes and program learning outcomes. To further ensure that SCCC is positioned to continuously address and improve student learning, the College has created the new position of College Dean of Instruction and has appointed two individuals to fill this role. These Deans are the point persons for coordination of academic assessment in General Education and Program Review and, most importantly, the implementation of assessment recommendations.

Institutional Learning Outcomes - General Education

SCCC's degree programs have core General Education requirements, which include the following MSCHE identified knowledge and skills areas:

- oral and written communication;
- thinking and creativity;
- appreciation of scientific methodology;
- an understanding of self, nature and society and its historical context;
- a heightened awareness of personal, social and aesthetic values.

General Education course assessment is continuous and follows a three-year cycle. (For the Introduction to the General Education Assessment Plan and complete table of recent General Education course assessment, see Appendices 19 and 20). Within the past five years, student learning has been assessed in over fifteen Gen Ed core courses, which also meet the State University of New York's ten knowledge and skill areas and two integrated competencies. (See Appendices 21-31 for representative assessment reports.)

During the fall 2011 semester, the SCCC English faculty began the College's largest General Education assessment in Freshman Composition (ENG101). The Assessment Committee organized the stages of the process, including:

- a chronology for the assessment;
- samples for training;
- "best practices";
- a rubric for critical thinking and for writing;
- a series of norming sessions;
- a method for collecting data.

A total of 104 instructors and 2,999 students participated in the cohort. Of the 186 sections of ENG101 identified for the fall 20ll, 155 reported data.

The findings indicated that students were more proficient in Development (73 percent either meeting or exceeding standards) and Expression (72 percent either meeting or exceeding standards); and less proficient in Argument and Analysis, Revision (11 percent not meeting and 26 percent approaching standards), and Research (10 percent not meeting and 25 percent approaching standards). Going forward, the English faculty Composition Committee will be utilizing the results to drive discussions about General Education and, more immediately, to determine the future benchmarks and methods by which to address student needs within the course for the fall 2012 semester (Appendix 32).

Assessment of Developmental Studies

In addition to the assessment of General Education through courses, SCCC also utilizes course-level assessment in Developmental Studies. In the spring 2009 semester, a committee of math faculty organized an assessment of MAT007: Algebra I. After reviewing the course objectives, the committee derived six learning objectives associated with success in subsequent math courses. The objectives were presented and approved by all full-time faculty members, as were the exam questions and rubric for the grading of the questions. The major findings indicated that students who pass MATT007 with an SC (70% - 79%) or better have the most difficulty with graphing and solving systems. These same students do very well solving equations, factoring, and evaluating expressions. Recommendations inclusive of the following were made to improve student performance: 1) distribute a more concise timeline for the completion of the syllabus to all faculty members; 2) continue to develop more professional

development events. As a follow up to these recommendations, the timeline has been adjusted, and an annual event has been developed to bring high school math teachers together with the College faculty to discuss best practices and changing curriculum. Additionally, each semester, a review of lab materials is done to ensure alignment with student learning objectives and curriculum.

In the spring 2012 semester, the English department began the process of assessing ENG010: Developmental Writing. They have developed the rubric, communicated with the faculty about what is going to be assessed, and norming sessions have been completed. The assessment will be complete by the spring 2012 semester. The data are being captured in TracDat.

Program Review

Academic Programs are reviewed every six years (For a schedule for 2008/2009-2013-2014, see Appendix 33). As part of this review process, each program assesses evidence of student learning. Within the last two years, the College has used TracDat as a tool for capturing outcomes data. The following program reviews provide examples of data collection and analysis, in TracDat, to provide benchmarks for continuous improvement:

- Accounting / A.A.S. Degree
- Criminal Justice / A.S. Degree
- Liberal Arts and Sciences: Education (Child Study) Emphasis / A.A. Degree
- Liberal Arts and Sciences: Mathematics Emphasis / A.A. Degree
- Physical Therapy Assistant / A.A.S. Degree
- Visual Arts / A.S. Degree

(For TracDat analysis, see Appendices 34 through 39)

Student Affairs

The Division of Student Affairs promotes learning through quality programs and services that empower students to realize their educational goals. Five learning goals and accompanying outcomes were originally developed in 2009 to assess student success in the areas of critical thinking, communication, citizenship, healthy lifestyle, and career and life planning. Through this assessment process, these learning goals were modified (Appendix 40) and aligned with measurable objectives used to assess student learning college-wide across all divisional units of Student Affairs (Appendices 41 through 50).

In addition to assessment of learning goals, Student Affairs utilizes state and national survey instruments, such as the SUNY Student Opinion Survey (SOS), the Community College National Benchmarking Survey (CCNBS), and the Community College Survey of Student Engagement (CCSSE), to assess student perceptions regarding campus and divisional experience. For example, the 2009 CCSSE indicated that SCCC students perceived their academic experience as challenging but did not believe they actively participate in collaborative learning with their peers or interaction with faculty. This data informed the College's Title III Strengthening Institutions application and, specifically, its theme: Student Engagement through Informed Support (SEIS).

This information, along with the outcomes of the 2010 SUNY Student Opinions Survey (SOS) and National Benchmarking Project, informed the President's decision to create a Counseling Task Force, charged with formulation of a practical, but visionary focus on developing a college-wide counseling service delivery model that adopts best practices. This group's task has included assessment of current counseling organization and administrative structures; delivery systems analysis; and functions, duties, and responsibilities of counselors and their areas. The final report has been completed; the task force recommendations are informed by review of student services in its entirety, inclusive of tracking of student traffic, budget, staffing (and overload), and administrative need. At this point the College stakeholders, inclusive of the Board of Trustees, Executive Council, Faculty Association, Guild of Administrators, and Governance Bodies, will begin reviewing the initial report and will make recommendations for future assessment and implementations.

Business and Financial Affairs

The Office of Business and Financial Affairs is involved in an ongoing process of collecting and analyzing information in order to determine if College institutional goals are being addressed and met in terms of availability, adequacy, accountability, and accuracy of budgeted financial resources. In an effort to support the College's assessment and planning efforts, the departmental Assessment Plan has been developed:

- in a manner consistent with the College's Mission, Vision and Institutional Goals;
- to identify the procedures that will be utilized to obtain the pertinent data that will be employed for program improvement;
- to address issues related to budgeting, in order for the College to remain fiscally responsible through the careful and considerate utilization of resources and to ensure that the financial strength of SCCC is sufficient to support a quality institution of higher learning, and
- to address issues related to the institution's Strategic Plan in order to remain consistent and harmonious with all programs and services provided by this institution.

In order to determine program viability and success, the department regularly:

- reviews college-wide budget status including expenditures and revenues and provides the College President and Board of Trustees with a comprehensive monthly status report;
- conducts periodic resource assessment reviews including mid-year and year-end planning analyses;
- develops interim budget status summaries for various executive committees including the President's cabinet;
- meets with various constituencies of the college community to address urgent financial matters and to offer guidance on proper procedures;
- collaborates with all campus business officers to ensure consistent and timely business protocols and processes, and
- coordinates with various governmental oversight agencies including SUNY, Suffolk County Executive's Office, and Suffolk County Legislature to ensure seamless delivery and execution of budgeted resources.

Institutional Advancement

Institutional Advancement regularly reviews the effectiveness and appropriateness of operations within its service area and uses the findings for continuous improvement. As an example of this review process, this unit has initiated a review and redesign of SCCC's website beginning in 2007. During the process, feedback was solicited from internal and external audiences, inclusive of but not limited to faculty, staff, administrators, SCCC students, SCCC alumni, high school guidance counselors, high school students and their parents. The feedback included meetings with stakeholders from across the College, focus groups, informal listening sessions, surveys, and a broad feedback session during All College Day. Research included reviews of all SUNY sites and more than 120 other college sites. This continuous effort is directly aligned with SCCC's mission and institutional goal of communication and focuses on:

- understanding SCCC website history
- assessing target audiences
- implementing Red Dot compatibility
- designing for form and functionality
- determining ongoing action plans

As a result, the new web-design was launched in spring 2011, and ongoing review and updates are made regularly based on continuous feedback (Appendix 51).

Workforce and Economic Development

The Office of Continuing Education (OCE) assesses student satisfaction at the completion of every course/section offered. Using SPSS, data are analyzed and reports submitted each semester. Findings are used to modify offerings and/or instructional styles and modalities, as appropriate. The survey instrument is available from IE, along with sample reports.

Instructors assess student learning through performance. Most courses require students to complete a project as demonstration of mastery of course concepts. Performance assessment is part of OCE's faculty orientation each semester.

In an effort to determine if OCE was meeting the needs of the community, OCE worked with the Office of Planning and Institutional Effectiveness to develop a survey that visitors to the OCE website could complete (http://instsrv.sunysuffolk.edu/survey/ceserv3.html). Initial analysis of results in November 2011 indicated that Suffolk County residents were interested in management and leadership courses, both in traditional and online modalities. Although management and leadership courses were routinely offered to the College's corporate customers, they were not part of the general catalog. Based on these findings, OCE incorporated five such courses (Facilitation, Problem Solving & Team Building, Conflict Management, Basics of Supervision and Management and Leadership) into its public offerings during the spring 2011 semester. Additionally, these courses will be offered online beginning in the fall 2012 semester.

OCE's special programs, designed in conjunction with a corporate or non-profit partner, are also assessed in terms of student learning. Such programs include SUNY Workforce Development programs and the Direct Service Professional Credit Program. In addition to internal assessments, national credentialing organizations provide evidence of competency for completers of programs such as Pharmacy Technician Assistant, Ophthalmic Technician

Assistant, Health IT professionals, solar/PV technicians and Building Analysts. The following table outlines completion data for the College's major USDOL grants:

Community-Based Job Training Grant	Mechatronics (Corporate Training)	TEAM (Corporate Training	POWER (Continuing Education)
# of Trainees Projected	**300**	**225**	**250 (through 6/2013)**
# of Trainees Actual	**435 (+45%)**	**229 (+1.8%)**	**213 (to date)**
# of Completers Projected	**240**	**152**	**175**
# of Completers Actual	**342 (78.7%)**	**187 (81.7%)***	**167 (78.4% to date)**
# of Company Partners	**51**	**100**	**9**

Conclusion

Additional assessment efforts at the College are integrated throughout the College environment. The following documents provide detailed explanations of key initiatives of sustained, continuous improvement undertaken by the College:

- Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) http://www.sunysuffolk.edu/dept_docs/Strategic_Planning/CAPIE_03-09-11.pdf
- Foundations of Excellence Action Plan Report http://www.sunysuffolk.edu/dept_docs/Strategic_Planning/FoundationsOfExcellenceFinalReportJune25_2009.pdf
- Ad Astra Strategic Checkup of Master Schedule Report (Appendix 52)

Section 6: Linked Institutional Planning and Budgeting Processes

Responsibility for planning and budget development ultimately resides with the College Board of Trustees and the College President, but their actions are informed by the work of the Strategic Planning Council (SPC), whose membership—currently including administrators, faculty, staff, and a student trustee—ensures that the planning process is broadly participatory. The work of the SPC is widely disseminated across the College, and strategic planning has a prominent link on the College website, under the *About Us* tab.

Since 2007, Suffolk County Community College has undergone far-reaching changes in executive leadership, from the appointment of several vice presidents and three campus executive deans to the inauguration of its sixth President, Dr. Shaun L. McKay (see Executive Summary) and through implementation, beginning in April 2009, of a new *Sponsor Services Agreement* and *Memorandum of Understanding on Procedures* with the County of Suffolk (see Section 2, Standards 2 and 4). Given such changes, the College continued, in the first years following its last decennial visit, to link operating budget development to the priorities of the 2003-2009 Strategic Plan (see Budget Call Letters, Appendix 53). In November 2009, the College issued a *Strategic Plan 2004-2009 Update*, (see http://www.sunysuffolk.edu/About/StrategicPlanning.asp). This *Update* reported that the College had completed over 90% of the action plans linked to strategic priorities and concluded: "the Strategic Plan is a dynamic document poised to move the institution into the Periodic Review process."

In the following year, the Strategic Planning Council drafted five new institutional goals as a first step in the development of a Strategic Plan 2012-2017. Although these goals were not officially adopted by the Board of Trustees until spring 2012, the call letter for the 2012-2013 Operating Budget referenced these Institutional Goals "which are presently being developed and reviewed by all appropriate constituencies for college-wide coordination and, ultimately, Board of Trustee approval." College and campus administrators were asked to link each new or recurring expense with appropriate institutional goals, which served as the draft goals under which the College was operating.

The following initiatives, many supported through industry partnerships and grant funding, have been implemented within this strategic framework since 2007:

Goal 1- Student Success: To foster the intellectual, physical, social, and civic development of students through excellent and rigorous academic programs and comprehensive student services.				
Initiative	**Rationale**	**FY**	**Amount**	**Results**
Foundations of Excellence (FoE)	Support for 1st-Year Experience	2008-2009	**Operating**	Established centralized One-Stop Triage Services/Help Center (Eastern Campus)
				Mandated Freshman Seminar for First-time, Full-time Students in First Semester
Title III Strengthening Institutions Grant (See also Goal 3: Access and Affordability)	Development of specific initiatives toward student engagement linked to enrollment and admissions, gateway course support, a virtual learning commons, and faculty mentoring	2010-2015	**Grant** $2m 5-year grant	Virtual Learning Commons Launched in Spring 2012
				Comprehensive faculty advising handbook inside faculty portal
				NACADA-based Training for Faculty mentors (w/ emphasis on liberal arts)
				Writing Centers (Eastern Campus and Michael J. Grant Campus)
Counseling Task Force	Examined areas within Student Affairs inclusive of those employing counselors	2011-2012	**Operating** No additional expenditure	Report sent to the President, April 2012
Developmental Reading (RDG 099)-- Decrease class size from a hard limit of 30 to a hard limit of 25	Increase student persistence through reduced seat limit	2010-2011	**Operating** Small number of additional day sections	10% increase college-wide in student persistence in RDG099
Established a data driven Call Center (Eastern Campus)	Increase engagement	2010-2011		Operational efficiency, while increasing service

Goal 1- Student Success: To foster the intellectual, physical, social, and civic development of students through excellent and rigorous academic programs and comprehensive student services. (Continued)				
Initiative	**Rationale**	**FY**	**Amount**	**Results**
New Campus Instructional Buildings	To respond to the need for additional science laboratories and updated technology space Science, Technology and General Classroom Building (Ammerman Campus)		**Capital** $28.55m	Construction Beginning in 2012-2013
	To respond to the need for new-updated library space and innovative learning center New Learning Resource Center (Eastern Campus)		**Capital** $14.5m	Construction Completed 2011
	To respond to emerging workforce and economic development needs of the region Workforce Development and Technology Center (Michael J. Grant Campus)		**Capital** $5.45m	Construction Completed
	New and updated library, meeting and student support space was required. New Learning Resource Center (Michael J. Grant Campus)		**Capital** $32.4m	Design Phase Submissions
	Lack of a health facility made provision of required physical education courses difficult. The new building will create a focal point for the Eastern LI community. New Health & Wellness Center (Eastern Campus)		**Capital** $17.75m	Design Phase Started

Goal 2-Community Development/Societal Improvement: To promote the social and economic development of the community we serve				
Initiative	**Rationale**	**Funding Yr.**	**Budget**	**Results**
New Emergency Medical Technician: Paramedic degree	To respond to community needs for additional emergency response personnel	2009-2010	**Operating** $11,500 **Capital (Lab)** $71,000	Class accepted for the fall 2012 semester
New Practical Nurse (LPN) Certificate (Day Program) Laboratory	Required for the new LPN program (see below) Community needs and Health-Care partnerships	Capital Funds 2008-09	**Capital (Lab)** $32,620	Completed
New Practical Nurse (LPN) Certificate	In response to Community Needs and Health-Care partnerships	2008-2012	**Operating** $160,745	90 graduates over three years w/ average 87% pass rate on NCLEX-LPN
New Manufacturing Technology degree	Need for training in advanced manufacturing as identified by local industry	2008-2013	**Operating** $80,000 **Capital** $250,000-$900,000 (See also Goal 1)	33 students enrolled for the fall 2012 semester

Goal 3-Access and Affordability: To provide access to higher education by reducing economic, social, geographic and time barriers.				
Initiative	**Rationale**	**Funding Yr.**	**Budget**	**Results**
The College worked with the Faculty Association to increase class size by two seats in select classes. (This provision sunsets at the end of academic year 2013-14.)	To maintain access and affordability during challenging economic time Outcomes monitored, with no significant impact from class size increase.	2009-2014	**Operating**	This resulted in savings of $1.5m per year.
Offering off-hours classes (early morning, evening and weekend)	Designed for working adults		**Operating**	Early morning, evening and weekend classes successfully serve working students.

Goal 3-Access and Affordability: To provide access to higher education by reducing economic, social, geographic and time barriers. (Continued)				
Initiative	**Rationale**	**Funding Yr.**	**Budget**	**Results**
Science, Technology, Engineering and Mathematics (NSF STEM)	To provide scholarships, recruitment and mentoring for merit-based, need-based students through completion of associate's degree in STEM disciplines	2011-2016	**Grant** $600,000	Enrollment in STEM majors has increased by almost 30%[11]
Stay on Long Island Initiative	To encourage talented SCCC graduates to continue their education on Long Island	2011--	**Scholarships** Over $500,000	The Stay on Long Island Scholarship Campaign has led to agreements with eleven Long Island colleges and universities. Last May, these schools offered full- and partial-tuition scholarships to approximately 40 of our top graduates. We successfully generated a first-year value for these commitments of over $500,000. That figure was multiplied when our first year recipients received the second installment of their award and the recipients from our 2012 graduating class for their first awards.

[11] The College has had three NSF grants to support scholarships for science and engineering undergraduate students since 2001 and is the only community college in the SUNY system to have an NSF scholarship program funded continuously for more than 10 years.
• SCCC's Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) program was recently selected by the NSF to be highlighted in their national Division of Undergraduate Educational programs brochure as a result of the College's scope and magnitude of its strong programmatic activities.
• NSF S-STEM grants are awarded to four-year universities as well as two-year colleges. The NSF has awarded SCCC a second S-STEM grant in the amount of $600,000 for 2011- 2016 to provide scholarships and to recruit and mentor academically talented, financially needy students through to completion of their associate's degree in STEM disciplines.
• During summer 2011, SCCC had the largest community college contingent of eight STEM students who were awarded Community College Internships (CCI) and Science Undergraduate Laboratory Internship (SULI) for summer research at Brookhaven National Laboratory (BNL).
• This past summer, a SCCC NSF S-STEM scholar was selected for a paid SULI research internship at Lawrence Berkeley National Laboratory in California. A total of nine NSF S-STEM research scholars were supported in 2011 by supplemental
NSF funds at two federal DOE research facilities.
• The gender breakdown for the 2010-11 STEM scholars is 43.8% female and 52.2% male.
• New SCCC enrollments in STEM majors increased from 267 in the fall of 2007 to 341 in the fall of 2010 – an increase of almost 30%.

Goal 3-Access and Affordability: To provide access to higher education by reducing economic, social, geographic and time barriers. (Continued)				
Initiative	**Rationale**	**Funding Yr.**	**Budget**	**Results**
SCC Foundation Major Gifts Campaign: Vision 2015, a major segment of which is scholarships	To provide an increased number of merit-based and need-based scholarships	2011-2015	**Foundation** $7m campaign	Began in fall 2011 with 2 six-figure donations
Successfully secured County/State Capital budget approval for $30.9m over three years	Additional capital funding to address deferred maintenance projects	2011-2014	**Capital** $30.9m over 3 years	$10.3m in deferred maintenance in 2011-12 (See Sect. 2, Std. 2) Standard 2
Successfully improved College revenue funding matrix	SUNY community college presidents successfully advocate for an increase in State base aid by $150 per FTE	2012-2013	**Operating**	Student share of College funding reduced from 52.03% to 50.66%

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.				
Initiative	**Rationale**	**Funding Yr.**	**Budget**	**Results**
Added four positions within the Office of Planning and Institutional Effectiveness: Vice President, Director of Planning and Assessment, Specialist, and full-time classified clerical support	To bolster the College's efforts to advance Planning, Assessment and Institutional Effectiveness	2011--	**Operating** 2- new positions; 2-reassigned	Provides support for planning and institutional assessment
Added two new College Deans of Instruction	To work with department chairs, faculty and IE staff to support academic and special program assessment	2011-2012	**Operating** $300,000	Providing support for academic and special program assessment
Retained outside consultant to conduct a planning workshop for members of the Strategic Planning Council, Assessment Advisory Council, Executive Council, and President's Council.	To provide an integral step in development of the College's new Strategic Plan	2012	**Operating** $14,700	Integral step in preliminary SWOT analysis and Environmental Scanning

Goal 5-Communication: To promote transparent and effective communication within the college community and between the college community and external constituencies.				
Initiative	**Rationale**	**Funding Yr.**	**Budget**	**Results**
New College Website	New website reflected feedback from internal and external audiences, inclusive of but not limited to: faculty, staff, administrators, SCCC students, SCCC alumni, high school guidance counselors, and parents	2007-2011	**Operating** $15,000	Launched Spring 2011 and coincided with Implementation of Banner
Established President's Website	New website section added to showcase College activities, events and initiatives			Launched in 2011

Goal 5-Communication: To promote transparent and effective communication within the college community and between the college community and external constituencies. (Continued)				
Initiative	**Rationale**	**Funding Yr.**	**Budget**	**Results**
Digital Signage	To improve communication with students, faculty and the community, the new signage provides campus information was well as emergency notifications		**Association** $300,000 **Emergency Alert** $40,000	Operational
Programmable Campus Signs (Ammerman and Eastern campuses)	To improve visibility and service to the community by providing information on programs to the community	2010-2011	**Operating** $34,500 ea.	Operational
Career Focus Magazine	Showcases College's academic programs and workforce development services	2010-	**Operating** $135,000	Current circulation to over 450,000 households in Suffolk County
Increased distribution of College Briefs	To improve internal communications, the College's President makes more frequent use of College Briefs to share detailed information with the college community.			Detailed Briefs have been issued to inform the community on such major topics as Banner system conversion updates, the College's operating budget and progress on the PRR report.

Parallel with the Budget Development Process, the College President, Dr. Shaun L. McKay, called for college-wide review of the institution's Mission and Vision Statements (Appendix 54). This process was followed by review of the draft Institutional Goals developed during the previous year and was supported by a semester-long process that engaged the entire college community in SWOT analysis, Environmental Scanning, and Gap Analysis, beginning with a two-day retreat of faculty, administrators, and staff in January 2012, and continuing with campus forums and internal and external focus groups. These activities were designed to inform strategic planning by engaging both internal constituents and external stakeholders in dialogue regarding present (and possible future) strengths and weaknesses within and external challenges and opportunities for the College (Appendix 55).

Following review by the Strategic Planning Council (SPC) as well as faculty, staff and students from all three campuses, and with the support of Faculty Governance, the Institutional Goals were forwarded to the Board of Trustees for consideration at its meeting on March 15, 2012. At that meeting, the Board, in addition to adopting the five recommended goals, approved a sixth goal to further support Institutional Diversity. These six goals provide a framework as the College continues to build its 2012-2017 Strategic Plan (Appendix 56).

Following Board approval of the six Institutional Goals, the SPC created subgroups that were charged with the development of draft measurable objectives for each of the approved Institutional Goals by May 2, 2012. In support of this effort, the Office for Planning and

Institutional Effectiveness published guidelines on how to design "measurable objectives."[12] When finalized, these objectives will guide budget development and operational planning, with success indicators formulated to benchmark their ongoing assessment.

In addition to the Strategic Plan, College decision-making and budget development are informed by a number of key planning documents and procedures, including the Master Plan for Capital Programs, the College Assessment Plan for Institutional Effectiveness (CAPIE), the Technology Plan (See Section 2, p. 10), and the *Requirements for Master Schedule Development and Management*, which ensure that master schedule development is governed by "student academic needs and College enrollment goals as articulated in the College budget" (Appendix 57). Working together, these continuous plans ensure that Suffolk County Community College is truly "an institution [that] conducts ongoing planning and resource allocation based on its mission and goals."[13]

[12] Guidelines utilize the mnemonic aid S.M.A.R.T. (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound) model.
[13] Middle States Commission on Higher Education, *Handbook for Periodic Review Reports* (12th Edition), 5.

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a) College Catalog URL: http://www.sunysuffolk.edu/About/Catalog.asp.

b) Institutional Financial Plan

c) Audited Financial Statements

d) IPEDS Financial Information

e) Assessment Plans (See Section 5)

f) Strategic Plan, 2004-2009 URL:
http://www.sunysuffolk.edu/dept_docs/Strategic_Planning/04-19-06_StrategicPlan_Updated_11-12-09.pdf;
Master Plan URL: http://www.sunysuffolk.edu/About/1107.asp;
Technology Plan URL:
http://www.sunysuffolk.edu/dept_docs/Strategic_Planning/Strategic_Tech_Plan.pdf.

g) Appendices

Section 1: Executive Summary

1: Dr. Shaun L. McKay, "Strategic Planning Process," *College Brief* No. 07 (September 23, 2011)

2: SCCC Mission and Vision Statements

Section 2: Summary of Institutional Response

3: Board of Trustees Resolution No. 2009.88, Adopting a Salary and Benefit (See also Resolutions Nos. 2012.28, 2009.88; 2010.40, 2012.53 and 2010.55.)

4: SCCC Capital Facilities Update (February 2012) at http://www.sunysuffolk.edu/About/Facilities.asp.

5: Memorandum of Understanding of Procedures between the County of Suffolk and Suffolk County Community College (April 2009)

6: Virtual Learning Commons at http://department.sunysuffolk.edu/TitleIII-ASEIS/index_7391.asp.

7: SCCC Facilities Use Policy

8: Letter from MSCHE to Dr. Shirley Robinson Pippins, June 29, 2007

9: Report to the Faculty, Administration, Trustees, and Students, January 2009

10: Monitoring Report, August 1, 2009 (Narrative Only)

11: Report to the Faculty, Administration, Trustees, and Students from MSCHE Team (January 6-8, 2010)

12: Letters to Dr. Shaun L. McKay from the Wayne R. Horsley, Legislator, 14th District and from Alan Schneider, County Personnel Director

13: Assessment of MOUP and Sponsored Services Agreement: 2009-2010

14: Evaluation of the 2008-2009 SCCC Leadership Institute (February 2009)

15: Academic Integrity Committee (November 30, 2010)

Section 3: Challenges and Opportunities

(Empty File)

Section 4: Enrollment and Finance Trends and Projections

16: Eastern Campus Call Center Survey (2010-2011)

17: *EMSI Overview Fact Sheet* (February 4, 2011)

18: Dr. Shaun L. McKay, "BOT Budget Submission Contains No Tuition Increase for 2012-2013," *College Brief* No. 72 (April 20, 2012)

Section 5: Assessment

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20: Assessment of Student Learning Outcomes in General Education: 2007-2012

21: SUNY General Education Assessment for American History, 2008-2009

22: SUNY General Education Assessment for Social Sciences (Anthropology), 2007-2008

23: SUNY General Education Assessment for Natural Sciences (General Microbiology), 2008-2010

24: SUNY General Education Assessment for Communication (Oral), 2007-2008

25: SUNY General Education Assessment for Humanities (Short Story), 2007

26: SUNY General Education Assessment for Communication (Written), 2007

27: SUNY General Education Assessment for Mathematics, 2008

28: SUNY General Education Assessment for Other World Civilizations (Global Literature), 2009

29: SUNY General Education Assessment for Western Civilization, 2008-2009

30: SUNY General Education Assessment for the Arts, 2009

31: SUNY General Education Assessment for Foreign Language (Italian 102), spring 2011

32: SUNY General Education Assessment for Basic Communication (Written) 2011-2012

33: Program Review Cycle: 2008-2014

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35: Criminal Justice / A.S. Degree Program Review, 2008-2009

36: Liberal Arts and Sciences / Education (Child Study) Program Review, 2005-2012

37: Liberal Arts and Sciences / Mathematics Emphasis / A.A. Degree Program Review, 2008-2012

38: Physical Therapy Assistant / A.A.S. Degree Program Review, 2008-2012

39: Visual Arts / A.S. Degree Program Review, 2008-2011

40: Student Affairs Learning Goals (Revised)

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42: Admissions Assessment of Learning Outcomes (2010)

43: Disability Services Assessment of Learning Outcomes I (2010)

44: Disability Services Assessment of Learning Outcomes II (2010)

45: Multicultural Affairs Assessment of Learning Outcomes (2010)

46: Campus Activities Assessment of Learning Outcomes (2010)

47: Registrar's Office Assessment of Learning Outcomes (2010)

48: Career Services Assessment of Learning Outcomes (2010)

49: Testing and Advising Assessment of Learning Outcomes (2010)

50: Counseling Center Assessment of Learning Outcomes (2010)

51: SCCC Website Redesign Project (September 2009)

52: "Strategic Checkup: Suffolk County Community College," Prepared by Ad Astra Information Systems

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53: Budget Call Letters (2006-2007 to 2012-2013)

54: Dr. Shaun L. McKay's Call for Review of Mission and Vision

55: Strategic Planning Process: Update to the College Community

56: Executive Vice President George Gatta, "Institutional Goals Update," College Brief No. 67 (March 22, 2012)

57: Master Schedule Development and Management (Office of the Vice President for Academic and Student Affairs

h) Periodic Review Report (Electronic Version)

SUFFOLK COUNTY COMMUNITY COLLEGE

COMPREHENSIVE ASSESSMENT PLAN FOR INSTITUTIONAL EFFECTIVENESS (CAPIE)

February, 2014 Update

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INTRODUCTION

Suffolk County Community College's (SCCC) *Comprehensive Assessment Plan for Institutional Effectiveness* (CAPIE) is grounded in the philosophy that sound assessment practices are fundamental to ensuring and valuing the College's continued efforts in achieving its mission and vision. The college community agrees with the proposition that "the effectiveness of an institution rests upon the contribution that each of the institution's programs and services makes toward achieving the goals of the institution as a whole."[1]

Sound and systematic institutional assessment practices facilitate communication and engages the College's various constituencies in a dialog that supports and encourages continuous institutional improvement. The *Comprehensive Assessment Plan for Institutional Effectiveness,* therefore, draws on several collaborative processes designed to elicit the judgment of respected colleagues in assessing and improving the quality of academic programs as well as the administrative support, educational support, and community outreach units. These processes involve staff, students, faculty, alumni, community members, College administrators, and external specialists in (1) gathering information about a unit, (2) reviewing and analyzing the information, (3) synthesizing all available information and making judgments about overall quality along with recommendations for improvement, and (4) following up to ensure that the unit is supported in its efforts to address the outcomes of a review.

In its mission and vision statements and its *Strategic Plan* and budget process, the College has committed itself to continually improving its programs and services. In fact, this plan is connected directly to the Strategic Plan as the fourth institutional goal – *Institutional Effectiveness*. It sets the expectations for the integrated planning approach central to this document. Through the implementation of this assessment plan, the College further demonstrates its commitment to the idea that assessment promotes discovery and informs scholarship, development, and institutional change. Like the *Strategic Plan*, the CAPIE is a fluid document that represents the process of assessment as it develops at the College. As units develop and revise their assessment plans, this document will be modified and appended.

Suffolk County Community College prides itself on a long tradition of assessment practices. Through program reviews (i.e., assessments of the major and Student Affairs program reviews), course assessments, external accreditation reviews, and a variety of surveys, the College has consistently demonstrated its commitment to maintaining its status as a College of Excellence. Building now on its existing assessment practices and philosophies, it is strengthening its ability for "closing the loop." The College's CAPIE is based on the following elements:

[1] "Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations," Middle States Commission on Higher Education. Philadelphia: MSCHE, 2005.

1. Assessment methods that accurately measure those objectives valued by the units being assessed and by the institution
2. Use of multiple assessment measures to ensure accurate data interpretation
3. Collaboration of constituent groups in the development and implementation of assessment methods
4. Effective communication of assessment results to appropriate constituent groups
5. Use of assessment data to inform institutional decision-making processes
6. Effective communication of institutional decision-making processes and their results to appropriate constituent groups
7. Ongoing, systematic assessment processes to ensure that changes made will advance the achievement of unit and institutional goals, student learning outcomes at the institutional, program and course level, and measurable institutional objectives
8. Ongoing, systematic evaluation of assessment measures used in decision-making processes
9. Assessing the institutional assessment process

The CAPIE, therefore, is a systematic yet flexible plan designed to maintain a culture of assessment across the College in practical and measured stages. It is a plan that builds on assessment measures already in place, relying on integrated planning and collaboration of all constituent groups. It demands multiple measures for accurate interpretation of assessment data, and it requires the College's administration and the Assessment Advisory Council (AAC) to educate constituent groups about assessment. Both the administration and AAC will also work toward developing and maintaining effective communication of assessment data and decisions made as a result of that data to appropriate constituent groups. The CAPIE, therefore, assists in maintaining transparency in the institutional decision-making processes.

Finally, while developed to provide direction, guidance, and a framework for institutional effectiveness and to ensure the continuous enhancement of the teaching and learning environment, the CAPIE was developed within the context of four Middle States Commission on Higher Education (MSCHE) standards. The standards are as follows:

- Standard 2: Planning, Resource, Allocation and Institutional Renewal
- Standard 3: Institutional Resources
- Standard 7: Institutional Assessment
- Standard 14: Assessment of Student Learning

While other standards such as Standard 1 (Mission and Goals) and Standard 12 (General Education) were also important, the four aforementioned standards all explicitly address goals and outcomes, assessment, planning, allocation of resources, and the use of results for

continuous improvement. These elements are central to the ability to assess institutional effectiveness and each will be addressed in more detail throughout the document.

PRINCIPLES OF ASSESSMENT

Assessment, at its core, is about gathering the information necessary to ensure that the College is able to effectively plan and evaluate its overall effectiveness in achieving its mission. Assessment also involves a review and analysis of what students have leaned. Concurrently, assessment evaluates the teaching and learning environment to continue classroom and institutional processes that cultivate education and instruction. This analysis includes data from a variety of assessment tools and measures, including the achievement of student learning outcomes. Assessment results and analysis provide guidelines for faculty and administrators to make adjustments and improvement in curriculum, teaching methods, and instructional activities. With the administrative and educational support units (AES) undergoing systematic assessment planning and closing-the-loop actions in tandem with the academic programs, the College is equipped to evaluate and ultimately improve the effectiveness of the whole institution. To assist the College community in this process, appendices providing an index of commonly used terms and acronyms have been included (Appendices A and B).

PURPOSE OF THE CAPIE

Suffolk County Community College's comprehensive assessment planning process ensures the following:

1) systematic, ongoing assessment of the goals, objectives, and outcomes developed in support of the college's mission and
2) the delivery of assessment-result analyses to college decision makers and planners.

The CAPIE is designed to serve as a map to document the assessments at Suffolk County Community College as continuous outcomes-focused efforts that guide planning and resource allocation focused on the improvement of programs, services, student learning and institutional effectiveness. Additionally, this plan is in compliance with several of the Middle States standards, with an emphasis on Standard 7 (Institutional Assessment) and Standard 14 (Assessment of Student Learning) which expect member institutions to possess or demonstrate a documented, organized and sustained assessment process that evaluates and improves the total range of programs and services, and achievement of the institutional mission, goals and plans.

The CAPIE is designed to meet the following Middle States criteria:

- Institutional unit and program goals that include all programs, services and initiatives
- A systematic (cyclical), and sustained use of various direct and indirect measures that use existing data, relate to the goals they are assessing, and are reliable

- Faculty, staff, and administrative support contributes to the planning and continuous improvement processes
- Timetable that is realistic with a plan that is supported by suitable institutional resources
- Sustainable due to ease, reasonableness, detail and ownership and
- Periodic evaluation of the effectiveness of the institution's assessment process

GOALS OF THE CAPIE

Goal 1: To ensure that the assessment of goals, outcomes, and objectives is systematic and ongoing by specifying the processes for creating, approving, and revising assessment plans at the strategic and operational, central and campus levels.

Goal 2: To ensure that the assessment of goals, outcomes, and objectives is timely by specifying timelines for assessments at the strategic and operational, central and campus levels.

Goal 3: To ensure that assessment results are communicated to appropriate decision makers and planners by specifying processes for communicating the results of assessment.

Goal 4: To ensure that an integrated planning approach is utilized to support institutional effectiveness, link assessment, planning, and resource allocation, and encourage a culture of assessment and continuous improvement.

Goal 5: To ensure the assessment of planning and assessment processes through a systematic evaluation system that makes a judgment of the relevancy, appropriateness, and usefulness of these systems and provides suggested changes where necessary.

INSTITUTIONAL EFFECTIVENESS

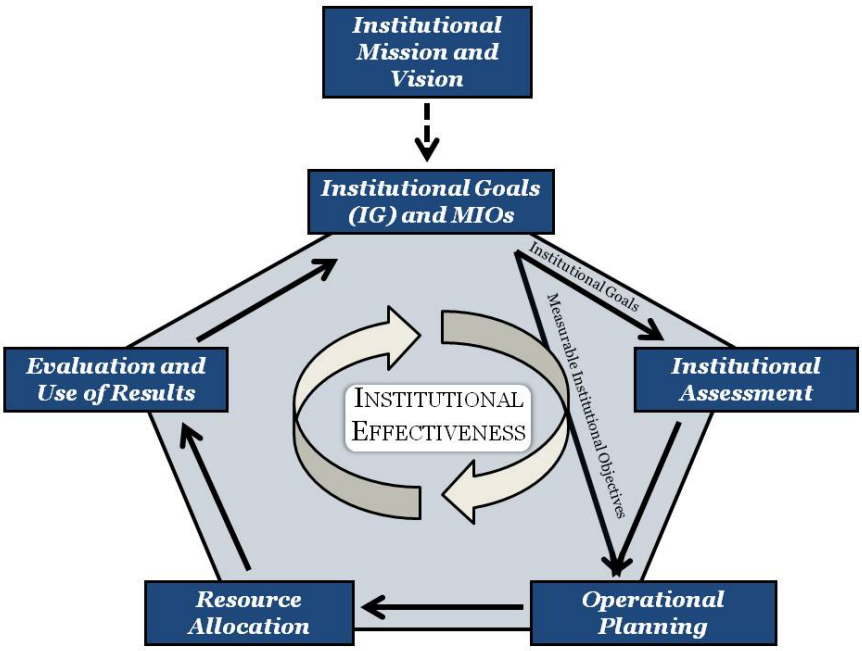
Based on a review of the literature, information from national agencies, a thorough examination of community college statements on institutional effectiveness, and guided by the context and needs of the College, Suffolk County Community College's definition of institutional effectiveness is as follows:

> *Institutional effectiveness (IE) 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.*

The institutional effectiveness process integrates the institutional mission with planning and assessment, and with planning and budgeting cycles. In actuality, institutional effectiveness is

best understood through the connection among planning, budgeting, and assessment, all of which are essential to evaluating institutional effectiveness, since it is the integration of these distinct, yet interconnected processes, which provides the pathway for evaluation of institutional effectiveness. At the core of institutional effectiveness is the institutional mission, vision, goals, and measurable institutional objectives (MIOs), each of which are connected to and driven by the strategic plan. With strategic planning anchoring the assessment of institutional effectiveness, the College engages in yearly assessment processes within academic programs as well as AES units to determine if the institutional objectives are being reached. Results from the yearly assessment processes then help departments and units establish plans for the following year that use assessment results to ensure continuous improvement throughout the College. Based on the established yearly action plans, units and departments target their budget requests based on what the data gathered within the assessment activities indicate are priorities. Finally, the departments and units assess whether or not changes communicated within plans lead to improvement and then utilize the results in the subsequent cycles. In addition to this assessment, planning, and budgeting cycle completed at the program and unit level, the College has a parallel and nearly identical process that occurs within Central Administration. Annually, the College engages in a process of operationalizing the strategic plan through yearly plans targeted at achieving the MIOs. The plans that result from this process (centrally) as well as the plans that emerge from the yearly assessment of student learning (both in academic programs and AES units) result in operational plans designed to assess institutional effectiveness. Detailed below is a model illustrating all of the elements included within the College's model of institutional effectiveness, a model which is fully detailed throughout the remainder of this document.

Figure 1: Suffolk County Community College Institutional Effectiveness Model



Assessing institutional effectiveness requires numerous elements as seen in the above model. Suffolk County Community College manages the process of collecting, reporting, and communicating this substantial pool of information through TracDat, the College's assessment management system. TracDat is, fundamentally, a data repository system which contains the institutional mission, vision, institutional goals, and MIOs as well as the student learning outcomes at the institutional (ILO), program (PLO), and course (CLO) levels and the mission, goals, and outcomes of all AES units. The system allows the College to document the connections between all of these facets of the institutional assessment system.

One of the features of the system important to the College's assessment of institutional effectiveness is the ability to establish the connections reflective of an integrated approach to planning (described in detail in the integrated planning section of this document). Yearly assessments conducted for the purpose of operational planning are housed within the system, but so are the plans that emerge from the assessment activities. Additionally, the system allows for a connection to resource allocation so that the College can document not only that the results from assessments are leading to resource allocations though operational planning, but also that the effectiveness of resource allocation on improvement is demonstrated. In short, TracDat has proven to be a useful tool that has greatly enhanced the College's ability to assess its effectiveness.

STRATEGIC PLANNING

A number of elements are necessary for the evaluation of institutional effectiveness. These include strategic and operational planning, assessment of student learning in the academic programs and AES units, and resource allocation. While all are key, strategic planning is both the driver and catalyst of the College's ability to evaluate its effectiveness. The purpose of the strategic plan is to establish an institutional direction, rooted within the mission and vision and assessed based upon the achievement of the institutional goals, institutionally through the measurable institutional objectives (MIOs) and at the campus level through the program-level student learning outcomes (PLOs) in the academic programs and the unit goals in the AES units.

Strategic planning is at the core of evaluating institutional effectiveness and enables the College to follow an integrated planning approach. Given that the strategic planning process results in the goals and objectives that anchor assessments, operational planning, and resource allocation, integration is not possible without strategic planning. The College's 2013-2020 Strategic Plan fleshes out these processes in greater detail and provides information on the development, implementation, and review processes; however, given the importance of the mission, vision, goals, and MIOs to the assessment of institutional effectiveness, they are presented within this document.

In order to ensure that the College is able to move forward seamlessly with a new strategic plan in 2020, during the 2018-2019 academic year the College's President will initiate a cycle of preparation for the development of an updated strategic plan. Following the customary activities engaged in during the development of the 2013-2020 plan, this effort will include data gathering and analysis as well as constituent dialogue to inform and guide plan development.

Mission Statement:
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.

Vision Statement:
Suffolk County Community College commits to maintaining high educational standards, to fostering and inspiring student success, and to creating diverse opportunities for lifelong learning. By attracting strong leadership and distinguished faculty to a college of excellence, we create an enriched learning environment that empowers students to transform their lives.

Institutional Goals:[2]

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.

[2] Amended and Approved by the Board of Trustees, Suffolk County Community College, January 17, 2013

6 – Diversity:
To reflect the ethnic, demographic, and economic composition of Suffolk County.

Measurable Institutional Objectives:[3]

1.0: Student Success

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.

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.

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.

2.0: Community Development/Societal Improvement

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.

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.

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.

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.

3.0: Access and Affordability

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.

3.2 The College will reduce the economic barriers to higher education by maximizing

[3] Approved by the Board of Trustees, Suffolk County Community College, January 17, 2013

institutional efficiencies in order to minimize increases in College operating costs, as evidenced by the budget.

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 2017.

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.

4.0: Institutional Effectiveness

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.

5.0: Communication

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.

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.

6.0: Diversity

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.

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.

INSTITUTIONAL ASSESSMENT

The assessment of student learning is an institutional priority. Suffolk County Community College has an institutional assessment system that includes processes for assessment of all academic programs at the institutional (general education), program-level, and course-level as well as the administrative support, educational support, and community outreach units (AES) that help shape the environment for student learning.

These processes foster a culture of assessment at Suffolk County Community College, which is comprehensive, regularized, and systematic. In the establishment of goals and outcomes, all units engage in the use of the S.M.A.R.T. model, ensuring that such goals and objectives are Specific, Measureable, Achievable, Results-oriented, and Time-bound. A specific individual (or individuals) is designated as responsible for all assessment activities undertaken in each area. Each assessment includes a process to review each assessment activity and reporting mechanism to encourage "closing the loop."

Suffolk County Community College maintains all assessment data in the TracDat data software application to allow for easy retrieval and management of data, scheduling of assessment activities, and effective college-wide assessment-related communication.

Distinguishing Assessment from Evaluation

At Suffolk County Community College, assessment and evaluation are treated as related, but different concepts. Both activities, for example, require data, utilize measures, are evidence driven, and lead to action plans. The differences are apparent when one examines the rationale behind why we engage in either. The table below provides and contrasts some core characteristics of both terms:

Table 1: Assessment and Evaluation

Assessment	Evaluation
Focuses on learning and improving	Delivers a judgment about quality
Determines if outcomes have been achieved	Determines if a program or unit is achieving its goals
Offers an opportunity for substantial feedback on the process	Documents strengths, weaknesses, and effectiveness of the program/unit
Reflects a targeted examination	Reflects a comprehensive examination
There is no failure unless the assessment is never conducted	While there is no "success or failure", the process is about answering whether the program or unit is operating effectively
Occurs continuously	Occurs periodically

The same information can be used for either assessment or evaluation. What differs, however, is how the information is used. For example, all academic programs participate in yearly assessments of outcomes in order to develop action plans. The program and unit reviews (detailed below), however, depend heavily on the assessment data collected over seven years to make an evaluation. Additionally, it is true that assessments can utilize evaluations and that evaluations require assessments. Whenever a program or unit employs a rubric, jury, or breakdown of correct answers on an exam or survey, they have conducted an evaluation. At SCCC, assessment is reflected in the annual assessment of program level student learning outcomes, general education assessments, non-program based assessments, and the annual assessment of student learning and/or support outcomes in the AES units. Evaluation, which offers a judgment, is reflected in the academic program and AES unit reviews. Both of these reviews take place every seven years and build upon the annual assessments.

Academic Assessment and Evaluation:

Suffolk County Community College uses course-embedded assessment as the basis for assessment of student learning outcomes, and its academic assessment plans define student learning outcomes at the course, program, and institutional levels. Consistent with the description of effective assessment found in the Middle States document *Characteristics of Excellence in Higher Education*, Suffolk County Community College has:

- Developed written statements of measureable key learning outcomes: the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of a course, academic program, co-curricular program, general education requirement, or other specific set of experiences;
- Constructed courses, programs, and experiences that provide intentional opportunities for students to achieve those learning outcomes;
- Continuously and systematically assessed student achievement of key learning outcomes, and
- Utilized the findings of those assessments to improve teaching and learning.

At Suffolk, academic assessment is faculty driven. Faculty define outcomes at all levels, determine and design appropriate assessment activities, and examine, analyze and report data collected, and based on these assessments, faculty make recommendations to improve teaching and learning.

A. <u>Suffolk County Community College Academic Program Review</u>

Academic program reviews "present evidence of the program's performance in light of the aspirations defined in the vision and mission[4]". Program reviews are *evaluations*, which lead to judgments and recommendations for action. One part of the evaluative

[4] *Guide for the Evaluation of Undergraduate Programs,* SUNY University Faculty Senate, 2012

process is *course-embedded assessment*, which attempts to determine how well students are learning. "Assessments are the methods used to collect evidence of performance that through criteria that delineate levels of quality of performance, indicate to what degree standards are being met[5]". Annual assessment of student learning provides information helpful to the program review. Action plans developed as a result of Program Review are incorporated into the annual departmental plan to become part of the budgeting process.

1. **Cycle/Timeline**

   Academic Program Reviews are performed in seven-year cycles, or according to cycles prescribed by outside accreditation agents (Appendix C). Information gathered during annual assessment of student learning outcomes and general education, constitutes a significant portion of the information used during program review. As part of the program review process, academic programs receive the program review, as well as the recommendations made by external reviewers. The composition of the external reviewers will vary according to program type, but includes representation from both industry and academia. In preparation for this periodic process, the College's academic programs begin planning and OPIE provides a standard data package to each program in the semester before the academic program review begins. A comprehensive timeline for assessment and planning activities can be found in Appendix R.

   April/May: Chair and committee members are appointed for Program Reviews to be completed in the next school year.

   September: Chair convenes the committee for its initial meeting. A schedule of meetings and activities is constructed. (*If additional assessment activities are planned, the committee should take care to build in time for the Office of Planning and Institutional Effectiveness to perform to perform analyses and provide reports.)*

   September 1 –March 1: The Program Review Committee conducts the review process and prepares the initial draft of the report for submission to the appropriate deans and to the Associate Dean for Curriculum Development.

   February: Committee recommends external reviewers to Associate Dean for Curriculum Development.

   March 1: The initial draft of the report is submitted to the appropriate deans and the Associate Dean for Curriculum Development to review the report for completeness coherence, and clarity. The deans return the review with comments/suggestions to the chair and committee by **March 15.**

   March 15 – April 15: The committee completes the final draft of the program review report and submits it to the appropriate deans and the Associate Dean for Curriculum Development. Final arrangements are made for visit by External Review Team.

   April 15 – early May: External Review Team visit.

[5] *Guide for the Evaluation of Undergraduate Programs*

May 1 – May 31: The appropriate deans review the report and, if the report is acceptable, add their comments and recommendations and forward it to the appropriate campus Executive Dean(s) and the Associate Vice President of Academic Affairs and the Vice President for Academic and Student Affairs. All reports are sent to the President of the College after being reviewed by the Vice President. (*If the report is not acceptable, it is returned to the chair and the committee for completion and resubmission by September 1.)* For their information, copies of the completed review are distributed to the chair and members of the review committee.

June: A summary of the Program Review report, with emphasis on outcomes assessment and inclusion of the major findings and recommendations, will be sent to the Office of the SUNY Provost.

October/November: An implementation plan for Program Review follow-up is developed and submitted by the above designated individual to the appropriate deans, Associate Dean for Curriculum Development, AVP for Academic Affairs and VP for Academic and Student Affairs.

March/April: An implementation progress report is submitted to the deans, Associate Dean for Curriculum Development, AVP for Academic Affairs and VP for Academic and Student Affairs.

Following October: A second implementation progress report is submitted to all of the above.

2. **Assessment Model/Template** (Appendix D)
   The Program Review contains the following:
   - *I. Introduction (including program history)*
   - *II. Goals and Objectives*
   - *III. Environmental Scan*
   - *IV. Curriculum*
   - *V. Assessments*
   - *VI. Students*
   - *VII. Resources*
   - *VIII. Personnel*
   - *IX. Major Findings and Recommendations*

3. **Responsibilities**
   The Vice President for Academic and Student Affairs oversees the Program Review process, specifically through the Associate Vice President for Academic Affairs and the Associate Dean for Curriculum Development, who work with department chairs or program directors and faculty. Reassigned time is granted, pursuant to College policies, to faculty members who undertake the responsibility for conducting program reviews. The Office of Planning and Institutional Effectiveness serves in a support role to provide data and assist in creating assessments. The Associate Vice President

of Academic Affairs is responsible for working with academic chairs or program coordinators to ensure that recommended actions are addressed.

4. **Review of the process**
   The review of the process is conducted by the Office of Academic and Student Affairs in collaboration with the Office of Planning and Institutional Effectiveness. The Assessment Advisory Council reports to the Joint Planning and Assessment Council (JPAC) on its review of the content and process.

5. **Communication of results**
   The Associate Vice President of Academic Affairs, the Associate Dean for Curriculum Development, the program Review Coordinator, and the Vice President for Planning and Institutional Effectiveness meet with leadership in program areas to evaluate the review and propose recommendations. Results of this process are communicated to program faculty and staff by program leadership.

B. General Education Assessment

Suffolk County Community College's assessment of General Education currently consists of the evaluation of the ten knowledge and skills areas and the two infused competencies prescribed by the SUNY General Education requirements. In fall 2012, the College began to develop institutional learning outcomes which will define the knowledge, skills and competencies that students will demonstrate at the completion of their degree program. This activity is driven by faculty through faculty governance bodies. At the conclusion of this process, the assessment of general education will be transitioned to assessment of institutional student learning outcomes. The process as described below is anticipated to remain essentially unchanged. Until the transition period is complete, the assessment of general education will continue as outlined.

1. **Cycle/Timeline**
   Four of the twelve general education knowledge and skill areas as well as competencies are assessed on a three-year cycle through course embedded assessment. This periodic assessment cycle (Appendix E) uses selected high impact courses—those courses in which Suffolk students most frequently enroll. In preparation for this periodic process, the College's academic programs begin planning and data collection in the semester before the general education assessment begins. A comprehensive timeline for assessment and planning activities can be found in Appendix R.

2. **Assessment Model/Template (**Appendix F**)**
   The General Education Assessment Template contains the following components:

   Learning Outcomes/Objectives
   Assessed Courses/Learning Activities
   Assessment Measures and Methodology
   Performance Criteria

Assessment Results
Action Plan
Follow-up reporting

Recommended changes at the department or institutional level result in action plans that are recorded in the annual operational plan. Requests for funding related to the implementation of action plans flow through the College's budgetary process. Subsequent assessments occur in accordance with the established three-year cycle.

3. **Responsibility**
   The Vice President for Academic and Student Affairs has oversight of this activity. The Associate Vice President for Academic Affairs and Associate Dean for Curriculum Development are responsible for ensuring that Assessment Coordinators, are appointed and that the work is completed within the allotted timeframe. Reassigned time is granted, pursuant to College policies, to faculty members who undertake the responsibility for conducting general education assessment. The Office of Planning and Institutional Effectiveness serves in a support role to provide assessment data. The Associate Vice President of Academic Affairs is responsible for working with academic chairs or program coordinators to ensure that recommended actions are addressed.

4. **Review of the Process**
   A review of the overall General Assessment Plan is conducted by the Office of Academic and Student Affairs at the conclusion of a three-year cycle. In collaboration with the College's governance bodies, recommended changes that are approved are implemented in the subsequent three-year cycle. The Assessment Advisory Council reports on its review of each assessment to the JPAC to ensure quality of the assessments.

5. **Communication of Results**
   Assessment results are shared with the faculty, administrators and program review teams in each related discipline through college-wide and departmental meetings. Assessment results for infused competencies are shared with academic chairs and faculty college-wide through departmental communications, briefs from the Office of Academic and Student Affairs, college- and campus-wide meetings, and professional development activities. In addition, reports are presented to the Assessment Advisory Council (AAC) for review and recommendation.

C. <u>Annual Assessment of Student Learning Outcomes</u>

The annual assessment of student learning outcomes, which is critical for the periodic academic program review, occurs through course embedded assessment anchored in the program's program level student learning outcomes (PLOs) and corresponding course level student learning outcomes (CLOs). The process is driven by annual assessment plans for each academic program. Working in collaboration with program faculty, other departmental faculty, staff and administrators, a program assessment team submits a multi-year plan for annual assessment to the Office of Academic Affairs. Each year as

course assessment occurs, the assessment team revises and updates the plan to include a subsequent year, thereby closing the loop and ensuring a process of sustained and continuous improvement. Through the use of curriculum maps program faculty identify which courses (and related learning outcomes) contribute to achieving institutional and program-level student learning outcome(s). Each program is expected to have a comprehensive curriculum map that guides the assessment of student learning outcomes within the program.

1. **Cycle/Timeline:** Annual

2. **Assessment Model/Template** (Appendix G)

The Program Assessment Plan includes:
a. Program-Level Student Learning Outcomes– Select one or more program-level student learning outcomes to assess for each of the five years and proceed to create a plan in which all program level outcomes are assessed within a five year timeframe through course embedded assessment.

b. Course-Level Student Learning Outcomes – Identify the course or courses to be assessed. These are courses in which the program learning outcome is introduced, reinforced or mastered as evidenced in the course learning outcomes. If a course is scheduled for assessment as part of General Education or institutional assessment, the program may choose to assess a Student Learning Outcome closely aligned with an Institutional Learning Outcome.

c. Assessment Tool or Activity – Specify the methodologies to be used to assess the level to which the Program-Level Student Learning Outcome(s) has been achieved. Evaluation might occur through selected course level learning activities, assignments, tests, etc. Identify specific data sources and potential methods of measurement to develop a manageable and sustainable data collection procedure.

d. Desired Performance – Set target for student achievement, clearly stating desired level of student success.

e. Timeline – Establishment of a realistic assessment cycle, keeping in mind the demands of the data collection, analysis, and reporting processes.

f. Responsibility for Data Analysis/Key Findings – Team leader(s) is (are) appointed to guide annual assessment activities action plan.

g. Use of Results/Action Items and Dissemination – Create a list of those responsible for communicating assessment results and sharing potential recommendations for improvement and/or change. Describe how the assessment results will be used to improve student's academic performance as well as how the results were disseminated.

h. Follow Up/Actions Taken - Note how recommendations for action, if made, were applied and will be revisited for continuous quality improvement. In addition, a follow-up assessment activity is performed to gauge the efficacy of any changes made ("closing the loop"). As each year's assessments are completed a new fifth year will be added to the plan.

3. **Responsibilities** –The Vice President for Academic and Student Affairs, is responsible for the oversight of the Five-Year Program Assessment Plan, specifically through the Associate Vice President for Academic Affairs and the Dean of Instruction. The Office of Planning and Institutional Effectiveness serves in a support role to provide data and assist in creating assessments . The Associate Vice President of Academic Affairs works with the Dean of Instruction and academic chairs or program coordinators to ensure that recommended actions are addressed.

4. **Review of the process** – In addition to the Office of Academic Affairs and each academic department involved, the Assessment Advisory Council reports on its review of the process undertaken for each assessment to ensure the quality of the assessment process and reports findings to the JPAC.

5. **Communication of results** – The academic chairs and/or program directors, are responsible to communicate the results of each assessment activity and any follow-up activity to all departmental faculty and other stakeholders and encourage interdisciplinary communication where appropriate. The Assessment Advisory Council reports its review of the process.

D. <u>Course Assessment</u>

Courses not assessed as part of a program, or through general education assessment (e.g. – developmental courses; Freshman Seminar), perform regular assessment activities following the same model as the Annual Assessment of Student Learning described above.

1. **Cycle/Timeline** -- The Dean of Instruction works with the appropriate advisory committee to develop a timeline/cycle for annual course-embedded assessment in these courses (Appendix H).

2. **Assessment Model/Template** – Course-embedded assessment uses a model similar to that of Annual Program-level Assessment (Appendix I). The model includes the following components: Course-Level Student Learning Outcomes (SLO's); Assessment Tool or Activity; Desired Performance; Timeline; Responsibility for Data Analysis/Key; Use of Results/Action Items and Dissemination; Follow Up/Actions Taken (including "closing the loop" activity).

3. **Responsibilities --** The Vice President for Academic and Student Affairs is responsible for overseeing the Course Assessment process. The Office of Planning

and Institutional Effectiveness serves in a support role to provide data and assist in creating assessments. The Vice President for Academic and Student Affairs may designate staff, as appropriate, to ensure that recommended actions are addressed.

4. **Review of the process** -- The Office of Academic and Student Affairs and each area involved, reviews the process. The Assessment Advisory Council reports on its review of each assessment to the JPAC to ensure the quality of the assessments.

5. **Communication of results** – The team leaders of each plan and the chairs of the advisory committees involved, are responsible for communicating to all stakeholders involved the results of each assessment activity and any follow-up activity.

AES Assessment and Evaluation:

Suffolk County Community College approaches the assessment of both student learning outcomes and the support of student learning (support outcomes) located within the College's AES units as an institutional priority. A comprehensive list of Suffolk's AES units can be found in Appendix J and the delineation of differences is as follows:

- Administrative Support Units – units primarily responsible for administrative functions which support the environment for student learning (i.e. financial aid).

- Educational Support Units – units primarily responsible for providing direct educational support either to academic programs or students (i.e. library).

- Community Outreach Units – units primarily responsible for providing non-traditional educational opportunities to external constituents (i.e. continuing education).

Given that both regular assessment and periodic evaluation of these units is essential, Suffolk County Community College established assessment and evaluation systems to ensure continuous improvement, reflecting an institutional commitment to assessment of institutional effectiveness and ensuring alignment with Standard 7 of the MSCHE document *Characteristics of Excellence*:

- … clearly articulated written statements, expressed in observable terms, of key institutional and unit-level goals;

- …intentional objectives or strategies to achieve those goals;

- assessing achievement of those key goals; and

- using the results of those assessments to improve programs and services

The individuals units, with support from the Office of Planning and Institutional Effectiveness (OPIE) and the Assessment Advisory Council (AAC): a) conduct yearly assessments of selected student learning outcomes (SLOs)/support outcomes (SOs), b) develop plans to address the

findings, c) utilize findings to impact budget requests, and d) periodically review the effectiveness of the unit.

E. AES Unit Review

The College uses a seven-year review cycle (Appendix K) for its AES units. To ensure that all units have an opportunity to conduct and learn from assessments before engaging a comprehensive review process, the 2013-2014 academic year has been designated as a pilot year for AES unit review. The College will conduct the pilot using its writing centers. A timeline for assessment and planning activities for the AES units can be found in Appendix R. To ensure that the College closes the loop in regards to the AES review process, units will develop action plans and incorporate these plans into the budgeting process.

1. **Cycle/Timeline:** Unit Reviews are conducted on a seven-year cycle.

May (Semester before the Unit Review)
The senior leadership (central), executive deans, and unit directors are contacted by OPIE to schedule a preparation meeting. Prior to this meeting, decisions are made about the Unit Review Chairperson and a team is chosen. Also, prior to the meeting, a series of questions is provided to the team to consider. At the meeting, a brainstorming session will occur to flesh out the units functions and goals, consider what data is available to analyze, determine what the standard data package will include, and initialize discussions about potential external reviewers.

May-July
The Unit holds meetings and/or a retreat to finalize a list of data necessary for the review, to review the standard data package provided by OPIE, and to finalize a list of external reviewers.

August-October
In addition to filling out the AES Unit template, the Unit reaches out to the external reviewers to secure their participation and begin preparations for the site visit.

End of October
The external reviewers should be committed to an official date between January and March. In addition, the template, up to the completion of the external reviewers report should be completed and forwarded to the AAC for review

November
The AAC reviews the document utilizing a rubric and submits any recommendations to OPIE. Representatives from OPIE will set up a meeting with the committee to discuss the recommendations. Any changes need to be made quickly, depending on the visit date as a final report, up to the external reviewer response, must be provided to the reviewers no later than two weeks before their visit.

January-March
External reviewers conduct the site visit and meet with important stakeholders, view operations, and observe any activities deemed to be mission critical. While the review team will provide an oral exit report, they are expected to provide a formal written report to the unit within two weeks.

The unit should take all of the internal recommendations from the self-study and compare them against those from the external reviewers immediately after receiving the reports.

March
The unit should finalize the report and meet with senior leadership, executive deans, OPIE, and other appropriate stakeholders to discuss the report and action plan(s). Additionally, the report must be sent forward to the AAC subcommittee on AES Unit review prior to the end of the month.

April
At the AAC end of year meeting, the AES subcommittees will be presenting their results and individuals involved with the AES Unit review are invited to attend and provide their own evaluation of the process.

May
Any recommended changes are brought before the Joint Planning and Assessment Council (JPAC). In addition, the final reports from the AAC are sent to JPAC.

July-December
The AES Units work with the senior leadership, executive deans, OPIE, and other appropriate stakeholders to implement the action plans and will document progress using the AES Unit Action Planning Template (Appendix M)

2. **Evaluation Model/Template** (Appendix L)
   The AES Unit Review contains the following:

   I. *History/Context*
   II. *Unit Overview*
   III. *Staffing*
   IV. *Assessment and Planning*
   V. *External Review*
   VI. *Final Conclusions*
   VII. *Action Plans*

3. **Responsibilities** – The Vice President for Planning and Institutional Effectiveness oversees the Unit Review process, specifically through the Director for Planning and Institutional Effectiveness and the Executive Director for Planning and Institutional Effectiveness. Vice Presidents or AES unit supervisors provide support throughout the process.

4. **Review of the process** – The process used in AES unit review is assessed by the Vice President in charge of the area in collaboration with the Office of Planning and Institutional Effectiveness. The Assessment Advisory Council reports on its review of the process to the JPAC.

5. **Communication of results** – The Director of Planning and Institutional Effectiveness, will discuss the review and recommendations with the Vice President and/or the supervisor responsible for the unit. Results of this process are

communicated to the unit by the unit supervisor.

F. Annual Assessment of Student Learning in AES units

Given the need for continuous improvement, these units engage in an annual assessment of their SLOs and SOs. Over the period of seven years, they have an opportunity to ensure continuous improvement through assessment of these outcomes, planning based upon the results, and budget requests which are enhanced through the utilization of assessment and planning information.

1. **Cycle/Timeline:** Annual

2. **Assessment Model/Template** (Appendix N)

   The AES Assessment and Planning Template includes:

   - *Identification of institutional goals associated with the unit's mission*
   - *SLO or SO identified for assessment during the current year*
   - *Methods of assessment – a description of the methods that will be used to conduct the assessment, which include both a direct and indirect measure*
   - *Data Collection Plan – a description of what data will be collected and how it will be analyzed*
   - *Criteria for Success – an identification of the metric that will be used to determine if the assessment was successful*
   - *Analysis of Results – an identification of the findings to include a comparison with the established criteria for success*
   - *Discussion and Conclusions – a description of what conclusions, based upon unit-wide discussions of the assessment assignment, can be made regarding the results*
   - *A proposed action plan for the following year to include activities to be conducted and budget implications*
   - *A review of previous action plans to include an analysis of the results, conclusions, and further actions*

   Upon completion of the form, units will utilize the AES Annual Assessment Action Planning Template to track the progress of the plan (Appendix O)

3. **Responsibilities** – The Vice President for Planning and Institutional Effectiveness is responsible for the oversight of the annual assessment within AES units, specifically through the Director for Planning and Institutional Effectiveness and the Executive Director for Planning and Institutional Effectiveness. Vice Presidents or AES unit supervisors provide support throughout the process. This office is also responsible for providing support to units in the development and analysis of the

assessment assignments.

4. **Review of the process** – In addition to the Office of Planning and Institutional Effectiveness and each unit involved, the Assessment Advisory Council reports on its review of the assessment process to the JPAC.

5. **Communication of results** – The unit supervisor or his/her official designee for assessment is responsible for communicating the results of each assessment activity and any follow-up activity to the unit as well as to OPIE.

OPERATIONAL PLANNING

An assessment cycle requires more than simply collecting and reporting data; rather, the information must be used as a basis for action directed at improving the outcomes. Within the College's institutional effectiveness model, this planning process is labeled operational planning. As demonstrated in the aforementioned model, Suffolk County Community College has two parallel operational planning processes. The first process represents the yearly operationalization of the strategic plan and is implemented centrally. Currently, the College has 16 MIOs and since the annual development of operational plans at this level is based upon implementing a plan to accomplish these MIOs, there are sixteen plans per year. These plans are monitored by the Vice Presidents with responsibilities that fall under the given MIO and they identify administrators within their areas to develop operational initiatives and assess the impact and effectiveness of these plans. The template designed to streamline and guide this process is found in Appendix P and the guidelines for Operational Planning can be found on the Strategic Planning Webpages. In examining the template, however, central operational planning includes the following:

1. Timeline

Operational Planning centrally, given its intricate connection to the budgeting operates in alignment with the fiscal calendar (September – August). Additionally, the operational planning year is broken into four quarters to allow for the tracking of progress with the action plans. Expectations for each quarter are as follows:

Quarter 1 (September-November)

The responsible executives are charged with developing an inventory of action plans that are associated with achievement of the specific MIOs. Early in the process, a meeting is held with all responsible executives and OPIE to discuss potential overlap between the goals and outcomes. It is expected that the executives will go back to their teams to discuss potential collaborations and to determine a final list of ***prioritized*** plans that will be included in the SCCC Operational Plan. During the first week in November, OPIE will meet with the executives to evaluate the linkage to the MIOs and to determine which plans connect to the KPIs. The executives will then complete the first quarter template, send forth to OPIE for inclusion in a

comprehensive first quarter plan prior to the end of the month, and will them meet with the President in a one-on-one meeting to discuss the plans. Only after the President has reviewed the plans will the Operational Plan be deemed official. At this point, the plan is sent forward to the SPC for review.

Quarter 2 (December-February

Now that the plan has been approved, the responsible executives are expected to track progress on each of the action plans. In addition, they should consider the impact of the plans, where potential problems lie, what solutions are in place to remedy concerns, and should incorporate, where applicable and possible, recommendations from the SPC. A template for completing this quarterly report is forwarded to the executives at the beginning of February and they are expected to forward their information to OPIE before the end of the month so that a comprehensive quarterly report can be generated and sent to the President. This information will be discussed with the President and forwarded to the SPC for review.

Quarter 3 (March-May)

The second and third quarters are similar in that both represent an opportunity to track and communicate progress. Information, based on a completed template, will be sent to OPIE to assemble the quarterly report, forwarded to the President, and sent to the SPC.

Quarter 4 (June-August)

While the quarterly report allowed for the overall plan's approval and the second and third track progress, the fourth quarter report is evaluative in nature. The responsible executives are expected to identify the overall success (meeting of criteria) for each of the action plans, to discuss the impact and potential of the plans that succeeded, to identify why certain plans did not work and develop action plans, where appropriate, to remedy the problems, and to speak to a general direction that can be established based upon an overall evaluation of the plans. In addition, this information will be sent to OPIE for inclusion in a yearly institutional effectiveness report that details the progress of the College's various planning and assessment efforts. Finally, the SPC will be providing an independent reaction to the results and will present this information to the President. Information gleaned from the completion of the fourth quarter reporting template and subsequent SPC report should be utilized in the budgeting process. For a comprehensive timeline of assessment and planning activities, and their connection with the budgeting cycle, please refer to Appendix R.

.

2. Planning Model/Template – In addition to the associated Goal, Objective and responsible administrator, the operational planning template consists of two sections: *Operational Initiatives* and *Assessment*.

The Operational Initiatives section provides:

a. A description of the activity undertaken to accomplish the listed objective and the area (unit, department, division) for which the activity is planned;

b. The lead responsibility to make sure the initiative is accomplished;

c. The support, guidance, and resources needed to accomplish the initiative.

The Assessment section provides:

d. The method employed to determine how the achievement of the objective will be assessed or evaluated;

e. The target, indicating what results will indicate that the objective has been achieved;

f. The timeline of when the achievement of the objective will be assessed, and when results will be communicated;

g. The value of the activity, indicating what decisions will evaluation or assessment help the college make;

h. In addition, the template includes a section to describe follow-up. Follow-up presents the connections between the initiatives and their part in overall planning, including budgeting.

3. Responsibilities – Each Institutional Goal has listed a designated responsible executive, and each Measureable Institutional Objective has listed a designated responsible administrator. Each Operational Initiative developed lists the individual(s) with lead responsibility to make sure the initiative is accomplished.

4. Review of the process – The method/process used in Operational Planning is assessed by the Strategic Planning Council for college-wide plans, and the Assessment Advisory Council for campus-based plans.

5. Communication of results – Those charged with administrative responsibility and with lead responsibility for each initiative report results to the appropriate council. The Strategic Planning Council and Assessment Advisory Council will report findings after the assessment of methodology/process and results. The reports will be filed in TracDat, the assessment management platform used by the College.

The second process, operational planning at the campus level, that leads to the development of operational plans occurs at the academic program and unit level and, in contrast to operational planning at the central level, is guided by the institutional goals. More specifically, the academic programs all have program-level student learning outcomes and these outcomes, as well as the unit goals within the AES units, are anchored to the institutional goals. Given this relationship, yearly assessment of the SLOs and the SOs, which drives planning and resource allocation, allows for all programs and units to drive the assessment of institutional effectiveness through an evaluation of how effectively the College is achieving its institutional goals. The process of operational planning at this level was addressed in the section on institutional assessment because the templates used to guide the annual academic and AES assessments include information on operational planning.

RESOURCE ALLOCATION

Effective allocation of resources, financial and human, is vital to the realization of Suffolk County Community College's mission. Through continuous improvement that results from the use of assessment results to inform planning, the academic programs and AES units are better positioned to achieve their outcomes and, by proxy the goals of the area as well as the College. Without effectively deploying resources to implement and assess the plans, however, the plans will not be successful. The resources needed may include additional monies through the budget allocation process, but may also be available through reallocation of current finances and human resources.

Budget Development

In October of each year, the Vice President for Business and Financial Affairs sends to all operating units in the College a memorandum that establishes the format and guidelines for budgetary considerations. Each unit is asked to establish priorities in line with the expanded statement of institutional purpose and within the scope of available resources. These priorities are used as determining factors in building the budget. Each unit submits its budget request by December 31st. The Budget and Planning Committee then meets with the campus executive deans and central operating units to discuss their individual requests. At that time, information justifying the proposed budget is presented. The request must demonstrate how proposed expenditures tie into the College's mission and institutional goals.

After the budget proposals are presented, their information is summarized and reviewed by the President and the President's Cabinet. Decisions are then made within the context of available funding with respect to the requests received. If necessary, the campus executive deans and central administrators may be asked to revise their budgets based on new information such as the budget gap, available revenue and other cost factors.

In March, budget information is brought before the appropriate committees of the Board of Trustees for preliminary review and to then to the full Board at the monthly meeting where the Board of Trustees provides its formal input. Following any subsequent modifications and review, the budget request is again brought before the Board of Trustees in April for approval. If the Board approves the budget, it is delivered to the Office of the County Executive (OCE). If, on the other hand, the Board amends the budget at its April meeting, the budget is modified, after which it is submitted to the OCE.

Following its submission, the College will meet with the County Executive and County Legislature to discuss the College operating budget request. No later than May 31st, the County Executive submits his recommended budget total, and other budget recommendations, to the County Legislature, which then forwards the recommended budget total to the Legislature. The Legislature Budget Review Office (BRO) reviews the College budget and makes a recommendation to the County Legislature.

On or before the beginning of August, the Legislature will approve, or disapprove, the College's operating budget total, followed by the County Executive's approval, or disapproval, of the budget total. (If vetoed by the County Executive, the County Legislature may reconsider the College's budget request.) The County Executive then has ten days to approve or veto the amended budget.

After the County approves an operating budget total for the College, the College Board of Trustees takes any and all necessary actions to assure that the College budget is balanced and enacted only as a balanced budget. This may require line-item adjustments by the College to bring expenses and/or revenues into balance with the County budget total as adopted by the Legislature.

The majority of the College's operational budget is tied to salary and benefits. Suffolk County Community College ensures that assessment results and the use of planning to guide resources are paramount. This is demonstrated through the following list of budget priorities, which include linking budgeting to planning and the use of assessment results.

- Projected enrollment
- Class size and space utilization

- Current year level of appropriations and revenue
- Current year monthly expenditure and revenue analysis
- Historical and industry indicators for projecting health insurance costs, staff retirements, terminal pay, vacancies to be filled
- MIO's
- Contractual salary obligations
- Policy direction by the President and the BOT

In addition to these institutional budget priorities, the budgeting process is impacted by yearly planning driven through the assessment of student learning. The yearly budget request forms (Appendix Q), require budget managers to indicate which institutional goals are attached to each request, line-by-line. Also, the operational plans that emerge from the yearly assessment of student learning require academic programs and units to link additional budget requests to the results of the previous year's assessment.

While this section addresses the College budgeting development and implementation process, it is important to consider existing budgetary allocations. The allocation of new monies to assist with the achievement of outcomes and objectives is an important facet of institutional effectiveness; however, new dollars are not the only financial resource that needs to be strategically allocated. In fact, given the leaner fiscal environment that colleges are in with the decrease in public funding (federal, state, and local), reallocation of existing monies is the more likely reality. Reallocation of existing dollars is an effective indicator of planning informed budgeting as well given that programs and units will only reallocate their existing dollars if it is in the best interest of the area.

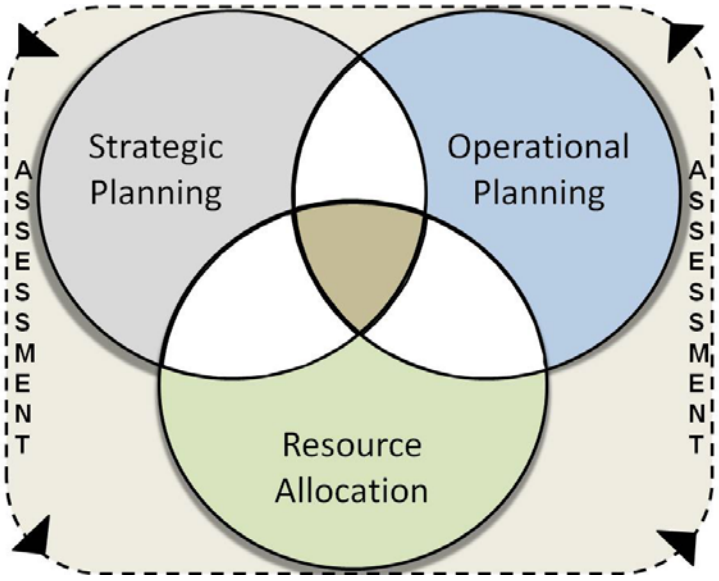
Non-Budgetary Allocations

Budgets are the most visible form of resources for assessment and planning, however, the most valuable and strategically important resource at the college are the faculty, staff, and administrators. While the results of the operational planning process may detail the need for additional personnel lines, the greater likelihood is that the activities or initiatives will need to be carried out by existing personnel. This reality leaves the programs and units with the sole option of reprioritizing key responsibilities. For instance, a staff member tasked with one project may need to take over as the lead for a project tied to the achievement of a given support outcome prioritized in the prior year's action plan. The efforts, time, and commitments of personnel are important resources, which, must be strategically deployed to achieve the results desired through the assessment, evaluation, and planning processes.

INTEGRATED PLANNING

The last phase of institutional effectiveness identified in the College's model is the evaluation and use of results – this is the element of institutional effectiveness that ensures that integrated planning permeates throughout the College. Rather than a plan, integrated planning reflects an institutional approach to planning that integrates assessment, planning, and resource allocation for the purpose of moving toward the realization of the mission (institutional effectiveness). Within Middle States, no standard speaks more directly to integrated planning than Standard 2 – *Planning, Resource Allocation, and Institutional Renewal*.

Figure 2: Suffolk County Community College Integrated Planning Model



This standard states that colleges must "utilize the results of its assessment activities for institutional renewal" and "conduct on-going planning and resource allocation based on mission and goals." Given the changing expectations in the external environment, the College has continued to enhance its integrated planning approach and is operating from the following model:

The model presented above, first and foremost, demonstrates that all planning efforts are rooted in assessment and that assessment is both continuous and drives institutional effectiveness. In fact, integrated planning relies on continuous assessment since the appropriate deployment of resources is only possible through the use of assessment results that drive the development of operational plans – plans which will be implemented and assessed for effectiveness and further resource allocation needs. It is indicative of a continuous improvement cycle dependent upon all

three planning phases that are guided by regular assessment. Regarding the interconnections between the planning efforts:

- Strategic Planning and Operational Planning – The strategic plan includes the MIOs that anchor operational planning at the institutional level (central) as well as the institutional goals which anchor the program learning outcomes and unit outcomes at the academic program and unit level (campuses). Conversely, results from the operational plans will be used to assess the appropriateness of the institutional goals and the MIOs.
- Strategic Planning and Resource Allocation – Resources, including operational funds, are directed at achieving the MIOs.
- Operational Planning and Resource Allocation – Resources, including operational funds, are directed at achieving the institutional goals, both at the institutional (central) and campus levels.

Institutional effectiveness simply cannot be evaluated adequately without a comprehensive integrated planning process. This integrated planning approach, which is reflected in the planning documents as well as the graphic shown above, provides the catalyst for the College's institutional effectiveness model. A comprehensive calendar of activities is found in Appendix R.

ASSESSING THE CAPIE

To ensure that the Comprehensive Assessment Plan for Institutional Effectiveness remains a vital, relevant, and useful document, it will undergo regular assessments, both formally and informally. Formally, there are three methods used to make necessary modifications to the document. These include:

1. The AAC, through its subcommittees, will be providing recommendations based upon a review of the various assessment processes. The subcommittees were developed to ensure that every annual and periodic SLO/SO assessment and related evaluation process is reviewed and revised as necessary. As a regular part of the subcommittee meetings, members should be examining how the process can be improved. Recommendations then come to the full AAC and, with agreement by the majority of the body, go forward to JPAC for a vote.

2. While the SPC is not charged with reviewing the implementation of the CAPIE, the body is asked to review and recommend improvements to the operational planning (central) portion of the document. As the body responsible for reviewing the operationalization of the strategic plan, it is best equipped to provide a thorough review of the entire process. As with the AAC, recommendations from the SPC come to the JPAC for approval.

3. In addition to the regular review of processes, the AAC is responsible for providing a comprehensive, periodic evaluation of the document every five years. This process represents an evaluation of the document in that a judgment, informed by a rubric, is made as to the overall value, quality, and appropriateness of the CAPIE.

The College also engages in assessment of the CAPIE through informal means. The AAC readily accepts recommendations for change from the faculty, staff, and administrators engaged in the various assessment and evaluation activities. Often, the individuals best equipped to understand and address any weaknesses are those engaged in the effort. As part of the review process, the AAC co-chairs send out a memo asking for any recommendations and comments regarding the units' recent assessment and planning efforts. All recommendations are then brought back to the full body and, with majority approval, move forward to the JPAC for approval.

CONCLUSION

The CAPIE is an omnibus document that reflects Suffolk County Community College's commitment to institutional effectiveness. It also demonstrates the Colleges dedication to maintaining an institutional culture of assessment that continually enhances the teaching and learning environment as well as the decision-making processes across the institution. While this is a plan, it has been developed as more than just a roadmap to achievement of the College mission. This document is a compendium of information about the assessment of institutional effectiveness at the College and, as such, provides the tools, terminology, and guidance to assist the faculty, staff, and administrators responsible for all assessment and planning efforts. Important tools include the various templates, inventories, and the cycles of planning and assessment, the terminology is presented both in narrative and graphical form, and guidance is provided through the procedures, timelines, and accountability structures within each of the sections.

At the core of this document, however, is the institutional effectiveness model. This model portrays not only all of the elements required for an assessment of institutional effectiveness, but also the interconnectedness of the elements. The model illustrates the following:

- The strategic plan drives all planning activities through the mission, vision, goals, and objectives;
- The assessment of student learning drives the operational planning process;
- The operational plans require the appropriate resource allocations;
- Resource allocations allow for the evaluation and use of results;

- And that the information gained allows for continuous improvement

This document represents the best efforts of the College as well as an understanding of external expectations in regards to planning and assessment. The CAPIE continues to be one of the foundational documents at Suffolk and is one which will be used to ensure that College maintains its status as a College of Excellence. This 2013 version of the CAPIE, which is built upon the work of the original document first crafted in 2005, represents a necessary evolution in the institutional approach to assessing institutional effectiveness. The underlying philosophy regarding the CAPIE is that it is a living document that depends upon assessment to ensure its continued applicability and relevance. As the College learns from its assessment and planning efforts, both about what is and what is not working, the document will inevitably change given Suffolk County Community College's unwavering commitment to continuous improvement of the teaching and learning environment.

APPENDIX A: INDEX OF ASSESSMENT AND PLANNING TERMS

Academic Program Review: a periodic self-study process for instructional programs that results in the gathering of assessment and other pertinent information, from both internal and external constituents, for the purpose of formulating recommendations aimed at programmatic improvement.

Action Plan: a description of activities to be undertaken as the final step of the assessment and program/unit review process. Proposed activities should be developed to learn from and improve upon the results of the previous year.

Activity: an event designed to effect a specified outcome. Activities occur as components of courses in instructional programs and as extracurricular events in non-instructional programs; or they can occur independently from programs.

AES Unit Review: a periodic self-study process for AES units that results in the gathering of assessment and other pertinent information, from both internal and external constituents, for the purpose of formulating recommendations aimed at unit improvement.

Assessment: the process used by the College to continually assess the degree to which the student learning and support outcomes of each academic program and AES unit are being achieved. The overarching purpose of assessment is to determine how effectively outcomes and goals are being achieved for the purpose of developing action plans to improve the results. Assessment is never about passing or failing, DOES NOT represent an evaluation of faculty or staff, and does not pass judgments on faculty, staff, or students, but rather provides an opportunity to thoughtfully examine whether outcomes are being achieved and develop interventions to enhance student success, the environment for student success, and the backbone operations of the College.

Assessment Advisory Council (AAC): institutional body responsible for reviewing the implementation of the CAPIE, providing reviews of academic program and AES unit assessments and evaluations, and providing support and institutional leadership over assessment.

Assessment Plan: a document that specifies the goals and outcomes of an academic program of unit, where, how, and when the outcomes will be assessed, an analysis of results, documentation of a discussion, and presentation of recommendations that will inform the action plan.

Assessment Tool/Activity/Method of Assessment:
the process which an academic program or AES unit will use to determine whether a student learning or support outcome is being achieved.

Baseline: a metric which represents performance from a historical perspective. This number is important in determining appropriate criteria for success because it provides the academic program or unit with an established standard for success.

Criteria for Success: a standard against which performance on an assessment measure or key performance indicator can be evaluated (i.e. an academic program has experienced an X% graduation rate over the previous five years and would like to see the rate increase by 5% over the next 3 years).

Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE):
a plan that brings all units of the college into the assessment and planning processes for the purpose of appropriately deploying resources, utilizing and integrated planning approach, to determining the extent to which the institution is accomplishing its mission (institutional effectiveness).

Course: an organized series of instructional and learning activities, dealing with specified subject matter, designed to effect specified learning outcomes.

Data: factual information, such as observations or measurements—especially such information organized for analysis or used to reason or make decisions.

Evaluation: 1) the part of the assessment process that uses professional judgment to form conclusions about the data. 2) using assessment information in combination with professional judgment to make appropriate decisions about what has been assessed.

Goal: a broad institutional, unit, or program aim (e.g., to enhance student success or to provide community service), deriving from the institution, unit, or program's mission and which drives the institution's objectives and academic program/AES units' student learning and support outcomes. Goals answer the question of what the program or unit expects from itself.

Indicator: a specific measure or observation that is used to ascertain progress in achieving an objective. (e.g., fall-to-spring retention of first-time full-time students as an indicator of first-year retention rate.)

Institutional Effectiveness:
the ability of an institution to achieve its stated mission and goals.

Joint Planning and Assessment Council (JPAC)
institutional body constituted by the full memberships of the AAC and SPC for the purpose of ensuring that planning and assessment efforts are aligned, results and recommendations are communicated, that all processes and procedures are review, maintaining a recommending body that can approve changes.

Key Performance Indicator (KPI):
a measure that describes a critical, widely recognized outcome of a mission—one that is clearly responsive to key constituent groups and is produced regularly.

Measurable Institutional Outcome (MIO)
The College's MIOs evolve out of the strategic planning process and reflect the strategic priorities over a given period of years. The represent what objectives will be prioritized and assessed and also demonstrate institutional accountability. These objectives must be driven by the institutional goals, demonstrate measurability, have a well defined criteria for success, be connected to yearly activities, and reviewed regularly by the SPC.

Mission: a succinct, broad declaration of purpose: who you are, what you do, whom you do it for, and perhaps a glimpse into how or why you do it. Mission statements can be expressed in a single sentence; and although they may include multiple sentences, mission statements should never\ be lengthy. In addition, the program or units' goals should clearly be reflected in the mission. *Note that a unit or a program's mission statement needs to be anchored to and support the institutional mission, goals, and outcomes.*

Operational Plan: While operational planning at SCCC includes two separate processes (see below in operational planning) the College's Operational Plan is a report which identifies, on an annual basis, which activities will be examined given their ability to assist the College in achieving the MIOs. The accountability for these plans resides at the executive level and includes a description of the activity, identification of key team members and support, determination of the criteria for success, analysis of the results, and, where necessary, establishment of plans to improve results in the next cycle..

Operational:
Planning: At Suffolk County Community College, operational planning is reflective of a parallel process. Centrally (a.k.a. the College's Operational Plan), the plan represents the operationalization of the strategic plan and includes a series of annual plans designed to move the College towards achievement of the MIOs. At the program/unit level, operational planning encompasses the use of annual assessments to measure the degree to which outcomes and goals are being achieved. Centrally, the plans connect to the MIOs while at the program/unit level, they connect to the goals.

Outcome: The anticipated consequence of some program, course, activity, or intervention. It should be noted that the broad term student learning outcomes (SLOs) are common to colleges, however, at the College, the outcomes are distinguished by the level in which they are assessed.

Course-level Student Learning Outcomes (CLOs)
Outcomes at this level reflect the affective (behavioral), cognitive, (knowledge) and motor (skills) growth expected as a result of finishing the course.

Institution-level Student Learning Outcomes (ILOs)
Outcomes at this level reflect the affective (behavioral), cognitive, (knowledge) and motor (skills) growth expected as a result of attending and graduating from Suffolk County Community College.

Program-level Student Learning Outcomes (PLOs)
Outcomes at this level reflect the affective (behavioral), cognitive, (knowledge) and motor (skills) growth expected as a result of finishing the course.

Support Outcomes (SOs)
These outcomes do not reflect expectations regarding student learning, but rather the expectations of the AES unit. While the goal indicates what functions the unit engages in, the SOs communicate how the unit expects to achieve its goals. These outcomes can reflect indirect support of student learning, direct support of the student learning environment, or backbone operations critical to the College.

Planning: an integral part of the College's ability to document institutional effectiveness. While assessments look at what has been accomplished, plans (i.e. strategic, operational, action, etc.) are forward looking. They not only present the expectations of the institution, program, or unit, but detail the process by which these

expectations will be met or exceeded.

Program: a sequence of courses or a sequence of activities that are designed for a specific purpose.

Instructional Program
An instructional program refers to the formal educational requirements (i.e., courses) necessary to qualify for a certificate or a degree. A program includes general education or specialized discipline-specific study, or both. Instructional programs also entail components necessary for or associated with their operations, such as, personnel, facilities, equipment, extracurricular activities, etc.

Non-Instructional Program
A non-instructional program refers to a formal sequence of activities designed to promote student learning in extracurricular environments. Non-instructional programs often focus on the student -development aspects of student learning. Examples include activities related to student government, the student press, career exploration, athletics, student clubs, cultural awareness, etc.

Programmatic Activities:
activities conducted so that programmatic goals, outcomes, and objectives may be achieved and measured.

Strategic Plan: the College's foundational and most important plan. The strategic plan highlights the institution's mission, goals, and outcomes, documents the processes used to review and revise these statements, introduces the KPIs, and sets the direction for a given period of time. The operational plan (central) is the vehicle which operationalizes the strategic plan.

Strategic Planning: a comprehensive, inclusive, and pervasive process utilized to both develop the strategic plan and monitor the effectiveness of its implementation. The process includes significant quantitative and qualitative data gathering, extensive conversations with stakeholders, a review of internal and external conditions, a SWOT analysis, and a thorough examination regarding the relevance and appropriateness of the mission, goals, and outcomes.

Strategic Planning Council (SPC):
institutional body responsible for the strategic planning process, reviewing the implementation of the College's operational plan, providing reviews of the action plans for each MIO, and providing support and institutional leadership over strategic planning.

Unit: an element of an institution's organizational structure that is characterized by either a dedicated budget or by its responsibility for a specialized function. At Suffolk County Community College, these elements are known as Administrative and Educational Support (AES) units and reflect the breadth and scope of the College's mission. The functions of some units may extend to more than one of the following categories:

- **Administrative Units** provide essential services that maintain institutional operations. These divisions affect instructional programs indirectly. Examples include the Financial Aid Office, Plant Operations, the Business Office, the Registrar, Human Resources, Enrollment Management, Public Safety, Institutional Effectiveness, etc.

- **Educational Support Units**, while not primarily instructional, they contribute directly to student learning or to instruction. Examples of educational support units include Counseling Centers, Academic Skills Centers, the Library, Information Technology, Campus Activities, etc.

- **Community Outreach Units** benefit members of the county and represents members of the College community that could, but don't necessarily have an administrative or educational support mission. Examples include Workforce Development and Special Events.

APPENDIX B: ACRONYMS CONTAINED WITHIN THE CAPIE

A.A. – Associate of Arts
A.A.S. – Associate of Applied Science
A.S. – Associate of Science
AAC – Assessment Advisory Council
AACC – American Association of Community Colleges
AVP – Associate Vice President
AES – Administrative and Educational Support Units
BRO – Budget Review Office
CAPIE – Comprehensive Assessment Plan for Institutional Effectiveness
Cert. – Certificate
CLO – Course-level Student Learning Outcome
FTFT – First-Time Full-Time Student
GEAR – General Education Assessment Review
IE – Institutional Effectiveness
IG – Institutional Goal
ILO – Institution-level Student Learning Outcome
JPAC – Joint Planning and Assessment Council
KPI – Key Performance Indicator
MIO – Measurable Institutional Objective
MSCHE – Middle States Commission for Higher Education
OCE – Office of the County Executive
OPIE – Office of Planning and Institutional Effectiveness
PLO – Program-level Student Learning Outcome
SLO – Student Learning Outcome
SMART – Specific, Measurable, Achievable, Results-oriented, and Time Bound
SO – Support Outcome
SPC – Strategic Planning Council
SWOT – Strengths, Weaknesses, Opportunities, and Threats
VP – Vice President

APPENDIX C: ACADEMIC PROGRAM REVIEW SCHEDULE

SUFFOLK COUNTY COMMUNITY COLLEGE
Program-Review Cycle and Schedule: 2012–2020
For Non-externally Accredited Programs

2012–2013					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	Grad. Req.
Business: Marketing (G)			X		
Fire Protection Technology (A)			X		
Fitness Specialist (A)		X			
HVAC/R (G)			X	X	
LAS: Social Science (AG)	X				
Manufacturing Technology (G)			X		
Photographic Imaging (EG)			X		

2013–2014					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Accounting (AEG)		X	X	X	
American Sign Language (A)			X		
Criminal Justice (AEG)		X			
Engineering Science (A)		X			
LAS: General Studies (AEG)	X				
LAS: Science (AEG)		X			
Radio & TV Production (A)			X		
Music (A)		X			

2014–2015					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business Administration (AEG)		X	X		
Business Admin. Online (AEG)			X		
Computer Science (A)		X			
Electrical Technology (A)			X		
Theatre Arts (A)		X			
Visual Arts (AG)		X			

2015–2016					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	Grad. Req
Comm. & Media Arts: Journalism (A)	X				
Construction Technology (A)			X		
Graphic Design (E)			X		
Chemical Dependency Counseling (G)			X		
LAS: Humanities (A)	X				
LAS: International Studies (AEG)	X				

2016–2017					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Retail Management (A)			X	X	
Culinary Arts (E)			X	X	
Early Childhood Education (AEG)		X	X		
Human Services (A)		X			
Information Technology (AEG)			X	X	
LAS: Women's & Gender Studies (A)	X				

2017–2018					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Communication Studies (AEG)	X				
Computer Art (E)			X		
Hotel & Resort Management (E)			X	X	
Interior Design (E)			X		
LAS: Education (AEG)	X				
Emergency Medical Technician (A)			X		

2018–2019					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Information Processing (AG)			X	X	
Business Management (AEG)				X	
Business: Office Management (AEG)			X		
LAS: Mathematics (A)	X				
Drafting [CAD] (A)				X	
Fitness Specialist (A)		X			

2019–2020					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Marketing (G)			X		
Fire Protection Technology (A)			X	X	
HVAC/R (G)			X	X	
LAS: Social Science (AG)	X				
Manufacturing Technology (G)			X		
Photographic Imaging (EG)			X		

Rationale for Program Review Schedule:

The Program Review Schedule was designed to include all academic programs in a seven-year cycle of comprehensive evaluation, while not overburdening a particular department. Reviews are spread among degree types and campuses. At some points, programs with significant overlap have been grouped in the same year.

APPENDIX D: ACADEMIC PROGRAM REVIEW TEMPLATE

PROGRAM REVIEW SELF-STUDY REPORT

Name of Program/Degree/Certificate

Campus or Campuses

_____

Date of Report

_____

Program Review Committee

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I. Introduction

A. Provide the current mission statement for the program.

B. How does the program's mission advance the mission or goals of the College?

C. *Programmatic Effectiveness* is defined as the extent to which a program is achieving its mission. Briefly comment on the current effectiveness of the program.

D. Catalog Description

1. Provide the current program catalog description.

2. Does this description accurately describe the current program?
Yes_____ No_____

If No, what changes does the program review committee recommend? Explain reasons for any recommended changes.

3. Is the program information appearing on the College website up to date and consistent with the College catalog? Yes____ No____

If No, what changes does the committee recommend?

E. Previous Program Review

1. Provide the date of the last program review: _____

2. List the recommendations from that review, and indicate the extent to which these recommendations have been implemented. Indicate “I” for recommendations implemented, “IP” for those in progress and “NI” for those not implemented. For those recommendation not implemented please explain the circumstances.

II. Programmatic Outcomes

A. Program-level Student Learning Outcomes

List the current program-level student learning outcomes (PLOs). Indicate whether each programmatic outcome advances one or more of the institutional learning outcomes (ILOs). If so, discuss the manner in which the PLOs relate to the ILOs.

1. Does the Program Review committee recommend any changes, deletions, or additions to the PLOs? Yes ____ No____

2. If so, state the recommended changes and the rationale for each of them.

B. Program-level Operational Outcomes

State the program's current operational outcomes.
(An operational outcome is a statement that summarizes the achievement of a broad-based performance measure, excluding any which are specific to student learning. Operational outcomes express the value of work being done in a program by students, faculty, and professional staff outside of the classroom.)
Program performance measures might include indicators related to the following areas of interest:

- Retention; Persistence; Completion
- Transfer; Job-Placement; Licensure
- Enrollment; Recruitment; Orientation; Advisement
- Diversity; Faculty/Student
- Faculty Development; Faculty Credentials
- Facilities; Equipment; Space Planning

1. Does the program-review committee recommend any changes, deletions, or additions to the operational outcomes? Yes____ No____

2. If so, state the recommended changes and the rationale for each of them.

III. Environmental Scan

A. Identify current trends in the program's field or discipline.

B. What has the program done to respond to these trends?

C. What else might the program consider doing to respond to them?

D. For A.A. and A.S. programs: Does the program have any articulation or joint admission agreements? Yes _____ No _____

If yes, complete this table.

Name of Institution	Type of Agreement	Average number of students who transfer here each year	Date agreements were last reviewed or updated

Have any problems been encountered concerning the transferability of courses?
Yes _____ No _____

If yes, specify the nature of these problems.

E. For A.A.S. and certificate programs: Provide regional workforce data with respect to (1) the number of people currently employed in the field; (2) projections for employment growth or decline; and (3) the current salary range. *Discuss the implications of these numbers for the program.*

[For employment projections: http://www.labor.state.ny.us/stats/descriptor.asp
For wages: http://www.labor.state.ny.us/stats/lsWage2.asp or, cite other sources.]

Discuss the results of any recent graduate and employer surveys with respect to the success of program graduates in the workplace and the expectations of employers for entry-level positions. **Append survey details in Appendix A.**

1. Does the program have an advisory committee? Yes ____ No _____

2. If yes, list the names and affiliations of the advisory committee members.

3. Does the college catalog contain a correct listing of advisory committee members?

4. Does the SCCC website contain a correct listing of advisory committee members?

5. How often does the advisory committee meet?

6. Specify advisory committee contributions to the program's growth and development.

7. **Append minutes of the advisory committee's last two meetings in Appendix B.**

IV. Curriculum

A. Curricular Revisions

1. Discuss (a) new courses, (b) revisions to existing courses [including prerequisites and corequisites], (c) changes in course sequencing, or (d) elimination of courses that have occurred since the last program review.

2. Are any changes to the curriculum being contemplated?
Yes _____ No _____

If so, describe these changes.

3. Supply the program's most recent curriculum map for each of the program's learning outcomes in **Appendix C.**

4. Based on the curriculum map, discuss the adequacy of organized, intentional, sequential learning experiences.

5. Indicate how the program satisfies the SUNY general education course requirements.

6. If courses are being offered in distance-education formats, discuss the assessments of these formats with respect to how they compare with traditional formats.

V. Assessments

A. Append the current version of the program's plans for Annual Assessment of Student learning. **Appendix D**

B. What programmatic changes have been implemented as a result of the last program review or recent programmatic assessment activities?

C. Identify desired changes as a result of programmatic assessment that have yet to take place.

D. Describe any changes in the annual programmatic assessment process the program review committee deems desirable?

VI. Students

A. Describe full-time and part-time enrollment trends since the last program review or past five years.

B. Describe enrollment trends regarding student's age, gender, socio-economic status and ethnicity since the last program review or past five years.

C. Comment on graduation rates since the last program review or past five years.

D. Comment on transfer rates for students who have and who have not graduated from the program.

E. Has the program instituted any methods or materials to encourage and increase applications by new students? Yes____ No_____

If yes, please describe any initiatives.

F. Has the program instituted any methods or materials to encourage and increase applications recruiting continuing students to choose this program major or emphasis? Yes____ No_____

If yes, please describe any initiatives.

G. Describe any concerns the program review committee has regarding: (1) any enrollment trends mentioned above or (2) other enrollment-related issues.

VII. Resources

A. Comment on the availability, adequacy, and use of learning tools, such as computer software, instructional media, laboratories, studios, etc.

B. Discuss the adequacy of (1) instructional space, (2) office space (3) instructional supplies, and (4) equipment for the program.

C. Discuss library resources. **Append Library Data Package. Appendix G.**

VIII. Faculty and Staff

A. Report the numbers of full-time and part-time faculty, professional staff, and clerical staff currently associated with the program. Note any changes that have occurred in these numbers since the last program review or previous five years. Briefly explain how these changes have affected the program.

B. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) traditional evening/weekend sections, (3) distance education/hybrid sections, and total sections are taught by full-time faculty? Comment on the levels of full-time, part-time faculty and professional or clerical staff.

IX. Major Findings and Recommendations

A. State the major findings of this program review.

B. Based on these findings, list specific recommendations for achieving desired changes and improvements. When appropriate include assessment findings supporting the recommendation.

X. Appendices

Appendix A: Student, Graduate, and Employer Surveys

Appendix B: Advisory Committee Minutes

Appendix C: Curriculum Map

Appendix D*: Annual Assessment Plan of Student Learning*

Appendix E: Assessment Summary

A. Identify program improvements made as a result of previous assessments of this major.

1.	
2.	
3.	
4.	
5.	

B. Major learning outcomes for this program and methods used to assess them.

	Major Learning Outcomes	Methods Used to Assess Them
1.		
2.		
3.		
4.		

C. Major Assessment Findings and Actions to be Taken in Addressing Them

	Major Assessment Findings	Actions to be Taken in Addressing Them
1.		
2.		
3.		
4.		
5.		

D. What has been learned that can be helpful to others as they conduct assessment of their majors?

Appendix F: Program Plan

Program-Review Recommendations

	Recommendations	Assessment Findings Supporting Each Recommendation	Action Plan(s)	Lead Responsibility for Action Plans	Budgetary Implications	Timeframe for Completion	Status
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Appendix G: Library Data Package

Appendix E: General Education Assessment Schedule

2012-2013
Social Sciences
American History
Western Civilization
The Arts
Other World Civilizations

2013-2014
Basic Communication (oral)
Natural Sciences
Foreign Languages

2014-2015
Basic Communication (written)
Humanities
Information Management

2015-2016
American History
Mathematics
The Arts
Other World Civilizations

2016-2017
Basic Communication (oral)
Western Civilization
Foreign Languages
Social Sciences

2017-2018
Basic Communication (written)
Natural Sciences
Humanities
Information Management

2018-2019
American History
Mathematics
The Arts
Other World Civilizations

2019-2020
Basic Communication (oral)
Western Civilization
Foreign Languages
Social Sciences

The infused competency of Critical Thinking will be assessed as a component of each area assessment.

APPENDIX F: GENERAL EDUCATION ASSESSMENT TEMPLATE

SUNY GENERAL EDUCATION ASSESSMENT FORM

Year of Previous Assessment: _____ Year of Current Assessment: _____

Chairperson of General Education Assessment Committee:

_____

General Education Assessment Committee Members:

Additional Faculty Members who Participated in Assessment Process (if applicable):

Date of Final Report Submission: _____

SUNY LEARNING OUTCOMES FOR XXXXXX XXXX

Students will demonstrate

1.
2.

SUNY LEARNING OUTCOMES FOR CRITICAL THINKING

Students will

1. Identify, analyze, and evaluate arguments as they occur in their own or other's work
2. Develop well-reasoned arguments

SUNY GENERAL EDUCATION ASSESSMENT FOR XXXXXX XXXX

I. PREVIOUS ASSESSMENT

A. Summarize data conclusions from previous assessment, e.g., what percentage of students exceeded, met, approached or did not meet the standards for each of the outcomes.

B. Summarize analysis and conclusions of the previous assessment.

C. Summarize recommendations from the previous assessment.

D. Describe program improvements made as a result of the previous assessment.

II. CURRENT ASSESSMENT

A. Summarize current assessment process, including sampling. Be sure to specify how the current process differed from the previous process if there were changes, i.e., different sampling, different assessment tool, different course, etc.

B. In the course of conducting this cycle of assessment, were there any significant deviations from the plan that was approved by the General Education Assessment Review (GEAR) Group? If so, please comment on why the committee felt that it was necessary to make these changes and how these changes may have affected findings, if at all.

C. Provide the results of the assessment, e.g., how many students exceeded, met, approached or did not meet each of the learning outcomes.

D. Describe differences in results between this assessment and the previous assessment.

E. Describe the major findings of this assessment and explain possible reasons why students performed as they did on this assessment, why there may be differences between these results and the previous assessment results. Be sure to address areas of excellence, areas of improvement, and areas that may still need improvement.

III. RECOMMENDATIONS

A. Describe the actions to be taken to address these specific findings, showing the relationship between the findings and the response.

B. As applicable, describe what has been learned and make recommendations for what could be done to improve the assessment method.

IV. APPENDICES

A. Assessment Tools, e.g., assignments, rubrics, tests, etc.

B. Institutional Effectiveness Data Analysis

APPENDIX G: ANNUAL ASSESSMENT OF SLOS TEMPLATE

SCCC Program-Level Student Learning Outcomes Assessment Action Plan Year of 5

Program: **Degree or Certificate:**

Applicable Institutional Goal:

Offered at (check all that apply): Ammerman East Grant Submitted: , 2011

Program-Level Student Learning Outcome(s) (a)	Course-Level Student Learning Outcome(s) (b)	Assessment Tool or Activity (c)	Desired Performance (d)	Timeline (e)	Responsibility for Data Analysis –Key Findings (f)	Use of Results / Action Items and Dissemination (g)
☐	☐	☐	☐	☐	☐	☐

Follow Up/Actions Taken:

APPENDIX H: COURSE ASSESSMENT SCHEDULE

Suffolk County Community College Course Assessment Schedule

Course-level Assessments are used for courses that are not part of a program, the Program Review process, or General Education assessment.

Developmental level courses and College/Freshman Seminar courses (COL) are assessed using Course-level Assessments. The schedule of assessment activities is as follows:

2011-2012	ENG010 – Developmental Writing MAT007 – Algebra I
2012-2013	RDG099 – Reading in the Content Areas COL101 -- Freshman Seminar
2013-2014	ENG009 – Basic English Skills COL101 – Freshman Seminar (continued) MAT006 – Pre-Algebra and Algebra I
2014-2015	RDG098 – Introduction to College Reading COL105 – Personal Growth and College Life
2015-2016	Discipline-specific COL classes ENG010 – Developmental Writing MAT001 – Developmental Mathematics Skills

APPENDIX I: COURSE ASSESSMENT TEMPLATE

Suffolk County Community College

Course-Level Student Learning Outcomes Assessment Action Plan

Course:

Date Submitted:

Applicable Institutional Goal:

Course-Level Student Learning Outcome(s) (a)	Assessment Tool or Activity (b)	Desired Performance (c)	Timeline (d)	Responsibility for Data Analysis – Key Findings (e)	Use of Results / Action Items and Dissemination (f)
☐	☐	☐	☐	☐	☐
Follow Up/Actions Taken:					

APPENDIX J: INVENTORY OF AES UNITS

	Campus	Central
Admissions	X	X
Alumni Relations		X
Athletics	X	
Business Operations		X
Campus Activities	X	
Campus Business Offices	X	
Career Services	X	
Computer and Information Systems		X
Continuing Education		X
Corporate Training		X
Counseling	X	
Development		X
Employee Resources		X
EOP	X	
Facilities Support		X
Faculty And Professional Advancement		X
Financial Affairs		X
Financial Aid	X	X
Grants Development		X
Health Services	X	
Institutional Advancement		X
Institutional Effectiveness		X
Instructional Technology/ETU	X	X
K-12 Partnerships		X
Legal Services, Risk Mitigation, Affirmative Action		X
Library	X	
Planning and Master Schedule		X
Plant Operations	X	
Public and Fire Safety		X
Registrar	X	X
Special Events & Programs		X
Special Services/Disability Services	X	
Student Support Services/TRIO	X	
Study Abroad		X
Transfer Office	X	
Writing Centers	X	

The rationale behind the scheduling of the units is as follows:

1) When possible, equal numbers of units that are administrative, educational support, and outreach are included each
2) Departments with multiple units are spaced out over multiple years
3) A similar number of total units are reviewed each year

APPENDIX K: SEVEN-YEAR AES UNIT REVIEW SCHEDULE

		Administrative	Educational	Outreach	Total
Career Services	2013-2014		1		
Continuing Education	2013-2014			1	
Grants Development	2013-2014	1			
Registrar, Central	2013-2014	1			
Writing Centers	2013-2014		1		
		2	2	1	5
Development	2014-2015			1	
Special Services/Disability Services	2014-2015	1			
Facilities Support	2014-2015	1			
Instructional Technology/ETU	2014-2015		1		
Planning and Master Schedule	2014-2015	1			
		3	1	1	5
Admissions	2015-2016	1			
Computer and Information Systems	2015-2016	1			
Corporate Training	2015-2016			1	
Employee Resources	2015-2016	1			
Health Services	2015-2016		1		
		3	1	1	5
EOP	2016-2017		1		
Financial Affairs	2016-2017	1			
Institutional Effectiveness	2016-2017			1	
Legal Services, Risk Mitigation, Affirmative Action	2016-2017	1			
Public and Fire Safety	2016-2017	1			
Transfer Office	2016-2017	1			
		4	1	1	6
Business Operations	2017-2018	1			
Faculty And Professional Advancement	2017-2018	1			
Financial Aid	2017-2018	1			
Institutional Advancement	2017-2018			1	

Student Support Services/TRIO	2017-2018		1		
Study Abroad	2017-2018		1		
		3	2	1	6
Alumni Relations	2018-2019			1	
Athletics	2018-2019		1		
Campus Activities	2018-2019		1		
Campus Business Offices	2018-2019	1			
Plant Operations	2018-2019	1			
		2	2	1	5
Counseling	2019-2020		1		
Library	2019-2020		1		
K-12 Partnerships	2019-2020	1			
Registrar	2019-2020	1			
Special Events & Programs	2019-2020			1	
		2	2	1	5

APPENDIX L: AES UNIT REVIEW TEMPLATE

Unit Name:

Review Year:

Responsible Staff Member:

Administrative Support Educational Support Community Outreach

Introduction

The purpose of this document is to guide the unit through the process of unit review within the redeveloped institutional effectiveness model. As of 2013, the College is engaging in the first year of a seven year cycle. Unit review is about evaluation and, as such, incorporates information gather during the annual assessment of outcomes and establishment of plans. This process is designed to take a full year and requires significant investment of all individuals within the unit. It is important to not only involve administrators, faculty, and senior staff, but also, where applicable, support staff. This is an opportunity for the unit to closely examine its impact on the college and complete involvement is key to its success. Throughout the document, please provide an appropriate amount of narrative, but make sure to rely on evidence (minutes, documents, etc.) where possible. For additional assistance, please feel free to contact the Office of Planning and Institutional Effectiveness (OPIE) or consult the AES Unit Review guidelines on the OPIE webpage.

Section 1: History

To effectively share your story, please provide information that you consider pertinent and essential. This can include, but is not limited to why your unit was developed, what significant changes have occurred, and any other information that external constituents should have to understand your unit.

Section 2: Unit Overview

Please include the unit's mission, goals, and student learning outcomes (SLOs)/support outcomes (SOs). Also indicate the last date that each of these were reviewed/revised.

Mission:

Goals:

Outcomes:

Which institutional goals and measurable institutional objectives (MIOs) connect to the mission of the unit?

Institutional Goals:

MIOs:

What are the primary functions and services this unit provides to Suffolk County Community College?

Please identify the unit's reporting structure and processes for ensuring quality communication (include a unit organizational chart as an appendix).

Please identify the strengths, weaknesses, opportunities, and threats that will impact your unit over the next seven years.

Strengths:

Weaknesses:

Opportunities:

Threats:

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to the unit overview.

Section 3: Staffing

Do your current staffing levels and qualifications enhance or detract from the unit's ability to achieve its stated mission? Please provide both evidence and a detailed explanation.

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to staffing.

Section 4: Planning and Assessment

Please identify which outcomes have been assessed by the unit since the previous unit review.

For each outcome assessed, please provide a summary of both the results of the assessment as well as the plans that emerged from the assessments. Also, include any assessments (i.e. reports, collection of data, etc.) not explicitly connected to the unit outcomes, but which provide a detailed examination of whether the unit is achieving its goals.

For each plan, provide the year that the plan was introduced as well as a summary of how it was implemented and whether it was successful or not.

Please identify changes that were implemented as a result of implementing the plans.

Please identify budget requests and resource reallocations that emerged as a result of the use of assessment data.

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to planning and assessment.

Section 5: External Evaluation

While the College is only asking for each unit to secure two external reviews, there is no official limit. Please identify the two (or more) external reviewers who will be examining this unit. Note, both should be familiar with community colleges and, ideally, at least one should be from a SUNY community college.

Reviewer 1: (Name, title, institution, and brief biography)

Reviewer 2: (Name, title, institution, and brief biography)

Additional Reviewers:

Please include, within the appendices to this report, the final report from the external evaluator to include the following:

- Evaluation of the unit operations
- Evaluation of the staffing
- Evaluation of the SWOT
- A list of recommendations for the unit

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to the external evaluations.

Section 6: Conclusion and Recommendations

Please provide an evaluation of the unit's performance since the last unit review. Please utilize your responses to the section-based conclusions and recommendations.

Finally, please indicate potential future directions in regards to assessment and planning. Be sure to indicate any perceived changes to institutional mission, goals, or outcomes that resulted from this examination.

Section 7: Action Plan

To this point, the review has focused on the collection of information to better understand what changes need to made and issues address in the future. This section of the document requests that you begin to develop plans to address these issues.

Based on the information included in this document, what improvements does the unit feel are necessary, within the next seven years (the time between periodic evaluations), to position the unit to more effectively achieve its mission? Please develop a plan that addresses timelines, anticipated activities, details the data collection plan, expected results, criteria for success, the individuals responsible, and the resources required. As the plan is implemented, please complete the AES unit review action planning template on the AES unit review webpage.

APPENDIX M: AES UNIT REVIEW ACTION PLAN TEMPLATE

Unit Name: _____

Lead Individual: _____

Action Planning Period: _____

Applicable Institutional Goals (check all that apply):

- ☐ Goal 1: Student Success
- ☐ Goal 2: Community Development/Societal Improvement
- ☐ Goal 3: Access and Affordability
- ☐ Goal 4: Institutional Effectiveness
- ☐ Goal 5: Communication
- ☐ Goal 6: Diversity

SUMMARY OF THE ACTION PLAN

What activities were completed as a part of your action plan?

Please describe the data collection plan and the criteria for success.

Did your unit meet the criteria for success?

RESULTS OF THE PLAN

Analysis of Results:

What improvements occurred as a result of the plan?

What changes did you implement as a result of the action plan?

What lessons did you learn as a result of the action planning process?

APPENDIX N: ANNUAL ASSESSMENT OF SLOS/SOS IN AES UNITS

Unit Name_____ Assessment Period_____

Unit Type: Administrative Support___ Educational Support__ Community Outreach___

Applicable Institutional Goals:

Student Learning Outcome (SLO)/Support Outcome (SO) (One per year)	**Method of Assessment** Describe what method will be used to conduct the assessment. Direct methods reflect either evaluation of learning or unit processes while indirect methods reflect either perceptions of learning or perceptions of unit processes.	**Data Collection Plan** (Describe how data will be collected and analyzed)	**Criteria for Success** (What metric will be used to evaluate success – i.e. 90% will, 80% improvement, etc.)	**Analysis of Results** What were the final results of the analysis? Make sure to address whether or not the criteria for success was met	**Discussion and Conclusions** Describe what conclusions were reached based on the analysis of results. Detail how conclusions were reached and include any meeting minutes
	Direct (Examples in the SCCC Assessment Manual)	Direct	Direct	Direct	
	Indirect (Examples in the SCCC Assessment Manual)	Indirect	Indirect	Indirect	

What is your proposed action plan to address the findings and unit discussion for next year? Consider what activity(ies) will the unit engage in to address issues

Budget implications of the action plan (only answer if yes):

- Reallocation of resources (staffing, adjustment or responsibilities, budget line adjustments, etc.):
- Request for new resources (make sure to link the request to institutional goals and, if applicable, MIOs):

APPENDIX O: AES ANNUAL ASSESSMENT ACTION PLAN TEMPLATE

Unit Name: _____

Lead Individual: _____

Action Planning Period: _____

Applicable Institutional Goals (check all that apply):

☐ Goal 1: Student Success ☐ Goal 2: Community Development/Societal Improvement

☐ Goal 3: Access and Affordability ☐ Goal 4: Institutional Effectiveness

☐ Goal 5: Communication ☐ Goal 6: Diversity

Student Learning/Support Outcome(s) Assessed (from previous year's assessment):

SUMMARY OF THE ACTION PLAN

What activities were completed as a part of your action plan?

Please describe the data collection plan and the criteria for success.

Did your unit meet the criteria for success?

RESULTS OF THE PLAN

Analysis of Results:

What improvements occurred as a result of the plan?

What changes did you implement as a result of the action plan?

What lessons did you learn as a result of the action planning process?

APPENDIX P: OPERATIONAL PLANNING (CENTRAL) TEMPLATE

INSTITUTIONAL GOAL ***EXECUTIVE RESPONSIBILITY*:**					
MEASURABLE INSTITUTIONAL OBJECTIVE					
ACTION PLAN			**ASSESSMENT**		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?

APPENDIX Q: YEARLY BUDGET REQUEST FORM

Budget Planning Matrix for Allocation of Resources for Accomplishment of the Mission of Suffolk County Community College

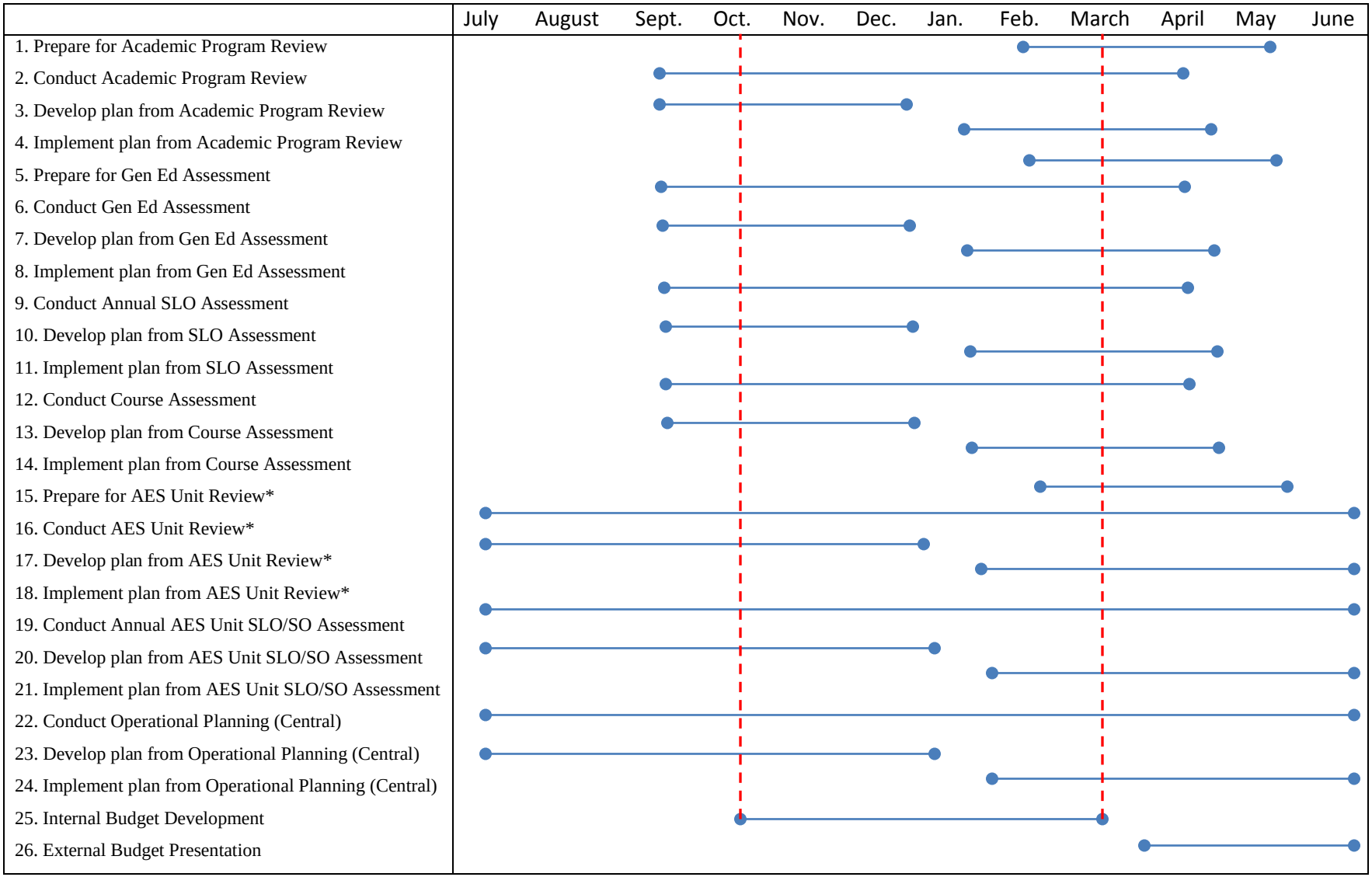
Department: _____ **Campus:** _____

Prepared by: _____ **Date:** _____

2013 - 2014

	Institutional Goals	Initiatives	Planned Results	Budget Resources Allocated
1	**Student Success:** to foster the intellectual, physical, and social development of students through sound academic and student-support programs and services.			
2	**Community Development/ Societal Improvement:** to promote the social and economic development of the college and community we serve.			
3	**Access and Affordability:** to provide universal access to higher education by reducing economic, social, geographic, and temporal barriers.			
4	**Institutional Effectiveness:** to monitor and improve the level of success in achieving the mission, vision and goals of the college.			
5	**Communication:** to promote effective communication within the college community and between the college community and external constituencies.			
6	**Diversity:** to reflect the ethnic and economic composition of Suffolk County			

APPENDIX R: COMPREHENSIVE INSTITUTIONAL EFFECTIVENESS TIMELINE



Note: The red lines indicate the beginning and ending of the budget development cycle. It is during this time frame that planning and budgeting overlap.

Monitoring Report to the Middle States Commission on Higher Education

From

Suffolk County Community College
Selden, NY 11784

Dr. Shaun L. McKay, President

Dr. Philip Christensen, Associate Dean for Curriculum Development
MSCHE Accreditation Liaison Officer

September 1, 2013

Subject of the Follow-Up Report:

To request a monitoring report, due September 1, 2013, documenting that the institution has achieved and can sustain compliance with Standards 7 and 14, including but not limited to evidence of (1) the development and implementation of an organized and sustainable assessment process, including direct measures, to improve institutional effectiveness with evidence that assessment information is used in budgeting, planning and resource allocation and to gain efficiencies in programs, services, and processes (Standard 7); and (2) an organized and sustainable process to assess the achievement of expected student learning outcomes in all programs with evidence that assessment goals are documented and that results are used to improve teaching and learning (Standard 14). In addition, to request that the monitoring report provide evidence of additional steps taken (3) to develop and implement updated institutional goals and objectives that are linked to mission and include clear assignment of responsibility and accountability (Standard 2); and (4) to improve the institution's long-term financial viability and the institution's sustainability (Standard 3).

Suffolk
COUNTY COMMUNITY COLLEGE
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Introduction

After reviewing Suffolk County Community College's Periodic Review Report (PRR) from June 1, 2012, the Middle States Commission on Higher Education (MSCHE) placed the College on warning due to "insufficient evidence" that the College is currently in compliance with Standard 7 (Institutional Assessment) and Standard 14 (Assessment of Student Learning). As a consequence of this action, the Commission requested a monitoring report, due September 1, 2013, documenting the College's efforts to "sustain compliance" with Standards 7 and 14. In addition to material concerning the standards that were the basis of the warning, the Commission called for evidence in the report of "additional steps taken" to develop and implement updated institutional goals (Standard 2) and to improve the institution's long-term financial viability and sustainability (Standard 3).

In response to the Commission's request, President Shaun L. McKay established the Monitoring Report Task Force (MRTF) which was charged with oversight of the development of the monitoring report. Four subgroups were established and tasked with collecting evidence of progress made by the College regarding Standards 2, 3, 7, and 14. The working groups framed their responses based upon the MSCHE letter, the four standards, and the fundamental elements included within each standard. Each working group collected evidence of the progress Suffolk has made in complying with the standards. This evidence includes an integrated institutional effectiveness model, the completion and approval of the Suffolk County Community College 2013-2020 Strategic Plan and revisions to assessment planning procedures and practices. It also includes the development of institutional learning outcomes (ILOs), and enhancement of missions, goals, and outcomes for academic programs and administrative and educational support (AES) units.

In addition Dr. McKay, shortly after assuming the presidency, established an Office of Planning and Institutional Effectiveness to coordinate college-wide assessment, planning, and institutional effectiveness. The Executive Director of Institutional Effectiveness leads this office and reports directly to the president due to the importance of these efforts.

In the following pages, Suffolk County Community College presents the results of the work of the four working groups and the MRTF. This report documents evolutionary changes that have occurred regarding institutional assessment, planning, and resource allocation over the past two years. These changes have allowed Suffolk to enhance and strengthen existing assessment and planning processes through a more systematic, institutionally developed and supported assessment system rooted in strategic and operational planning.

Response to Standard 7: Institutional Assessment

Institutional assessment, at Suffolk County Community College, demonstrates the College's ability to realize its mission by accomplishing its Institutional Goals. Realization of these goals is evidenced by achievement of the Measurable Institutional Objectives (MIOs), through attainment of program goals and student learning outcomes (SLOs) at the institutional, program, and course levels and unit goals and SLOs and support outcomes (SOs) within the Academic and Educational Support (AES) Units. Strategic planning at the College drives the integrated approach to institutional effectiveness highlighted in Figure 1.

I. The Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE)

A. The CAPIE:

Suffolk County Community College's comprehensive assessment planning process ensures the following:

1. Systematic, ongoing assessment of the goals, objectives, and outcomes developed in support of the College's mission; and

2. Delivery of assessment-result analyses to College decision makers and planners.

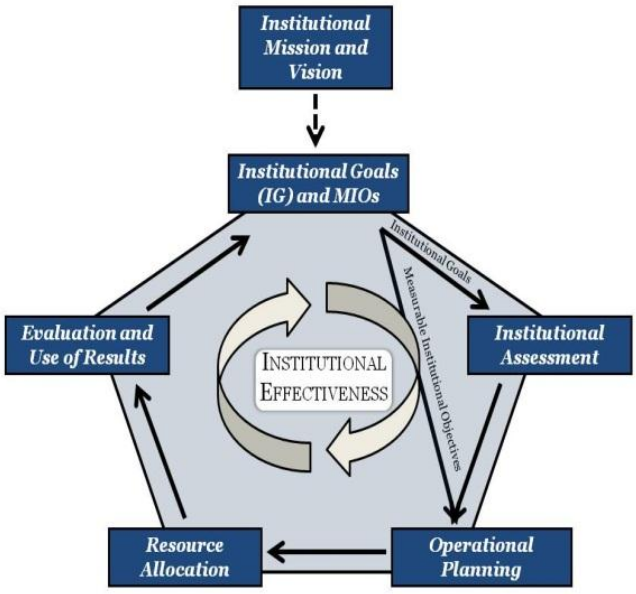

Figure 1: Institutional Effectiveness Model

The revised CAPIE serves as a map which guides assessments at Suffolk County Community College to ensure they are continuous, outcomes-focused and inform planning and resource allocation toward the improvement of programs, services, student learning, and institutional effectiveness. The CAPIE includes:

- A systematic process for assessment, including designation of responsibility and "closing the loop";

- A plan for systematic and sustained application of both direct and indirect measures that use existing data, relate to the goals they are assessing, and are reliable;
- A description of faculty, staff, and administrative support units that contribute to the planning and continuous improvement processes;
- An outline of realistic timetables and suitable supporting institutional resources;
- A plan for sustainability through ease, reasonableness, detail and ownership; and
- A mechanism for the periodic evaluation of the assessment of the institution's effectiveness.

B. TracDat:

TracDat database software is the College's assessment management system and central repository for the collection, storage, and reporting of all information and data gathered from academic program and administrative and educational support (AES) unit assessments. Included within this system is the capacity to store an inventory of assessments and evaluations, relevant rubrics, templates, plans, results, and documentation of use of results. TracDat also stores the strategic plan and outcome-based action and implementation plans associated with achievement of the strategic plan.

C. External Review:

Program reviews are forwarded to external reviewers to critique the reports and ensure that an objective and current perspective is provided. The programs ensure that external reviewers are experts in the academic discipline or in a related industry. AES unit reviews also undergo external review by at least two experts in the area.

D. Accountability:

The revised CAPIE identifies the individuals and groups responsible for the organization, implementation, supervision, and reporting of assessment activities. In addition to the administrative agents involved, two groups have been charged with support and oversight of assessment and planning. The Assessment Advisory Council (AAC) reviews assessment activities, works to ensure quality assessment practices, and serves as a vehicle for reporting assessment activity outcomes. The Strategic Planning Council (SPC) reviews the College's

Strategic Plan, recommends strategies that will enable the College to achieve its mission , and participates in the ongoing strategic and operational planning processes. It also monitors the College's progress in meeting its measurable institutional objectives (MIOs). Each of these councils is a representative body of faculty, staff, and administrators from all three campuses, including Governance representatives.

II. Continuous Improvement of Institutional Assessment

In addition to the development of a Strategic Plan, the strengthening of the CAPIE, and the development of Institutional Learning Outcomes, Suffolk County Community College continues to build up and enhance its institutional assessment efforts. The College is utilizing existing committees to provide oversight to the revised assessment and planning processes. It has encouraged all departments and units to review and revise/develop the elements necessary for effective outcomes assessment, including missions, goals, and plans. This process allows each department or unit to align its outcomes with the amended institutional goals.

A. Assessment and Planning Committees: The Assessment Advisory Council (AAC), established in 2011, meets at least two times each semester to oversee the implementation of the CAPIE. The Strategic Planning Council (SPC), which also meets at least twice per semester, is the college-wide body responsible for monitoring the strategic planning process and documenting institutional progress, and to insure integration of assessment and planning. These committees are comprised of a representative group of faculty, administration, students, and staff from all three campuses and central administration. The work of the committees is coordinated through the Office of Planning and Institutional Effectiveness (OPIE).

B. Academic Assessment: Institutional Learning Outcomes developed under the direction of College-wide Governance were ratified by the three campus Governance bodies by May 7, 2013. These outcomes are the basis for assessment of student learning at the institutional level and represent a shift from the use of the SUNY General Education Learning Outcomes that have been guiding general education assessment. During spring 2012 through spring 2013, the Office of Academic and Student Affairs worked with all academic programs to examine and improve, as necessary, program mission statements, program-level learning outcomes, and annual assessment of student learning. Additionally,

programs were assisted in amending curriculum maps developed during Academic Program Review to ensure that the revised and comprehensive curriculum maps demonstrate alignment between outcomes and Institutional Goals.

C. Administrative and Educational Support Units (AES) Assessment: Between spring 2012 and spring 2013, the Office of Planning and Institutional Effectiveness (OPIE) worked with the College Administrative and Educational Support (AES) units to review or and revise/develop unit mission statements, goals and outcomes. AES unit assessment status is documented in the "AES Unit Assessment Plan Readiness Status" chart.

III. Institutional use of Assessment Data

As detailed in the CAPIE, assessment data are gathered and utilized regularly at the College to ensure continuous improvement within programs, units, processes, policies, and procedures—centrally and at the campuses. Prior to the development of the revised CAPIE's formal AES process, Suffolk utilized assessment data, including during the past year, to plan, prioritize and guide actions in the budgeting process for AES units with specific examples forthcoming. Assessments are performed with the express purpose of helping the College attain its Institutional Goals. The accompanying table illustrates how each one assists the College in achieving its Institutional Goals:

Table 1: AES Assessment Examples by Institutional Goal

AES Units Cited as Examples and Corresponding Institutional Goals	IG 1: Student Success	IG 2: Community Development /Societal Improvement	IG 3: Access & Affordability	IG 4: Institutional Effectiveness	IG 5: Communication	IG 6: Diversity
A. Eastern Campus Student Success Center	X		X	X	X	
B. Review of Testing and Placement	X		X	X	X	X
C. Library Assessments	X			X	X	
D. High School Remediation Initiative	X	X	X		X	X
E. IT Project Planning Process				X	X	
F. Eastern Campus ETU Strategic Plan	X			X	X	
G. Title III Grant	X		X		X	X
H. Computer and Information Services				X	X	

Below are examples of institutional assessment of AES units and activities:

A. Eastern Campus Student Success Center

Based on research into nationwide best practices and student survey results, which were a part of the 2009 Foundations of Excellence Self-Study, the Eastern Campus, in 2010, initiated the development of a plan to integrate the Student Affairs units of admissions, counseling/advising, financial aid, and the bursar into to a "One-Stop Center" (now known as the "Student Success Center"). It was anticipated that this coordination of Student Services into one location would enhance student experience of these student services resulting in better student satisfaction, student engagement, and more efficient delivery of services. Campus personnel made the proposal for the Center to the College central administration, resulting in a budget for construction and implementation, and training of personnel. The plans for the center went through numerous iterations as front line staff

regularly assessed the location of offices, effectiveness of cross-training, and, as a result of professional development, examined the emerging plan against national best practices. After two years of plan development, construction began in the spring 2012 semester and the center opened in January 2013.

Student services personnel at the Eastern Campus worked with the Office of Planning and Institutional Effectiveness to establish baseline data that will be used in future assessments. The Student Success Center distributed pre- and post-surveys to new students attending orientation in August 2012 to determine the efficacy of the orientation experience. The amount of time students spent during orientation as they navigated their way through student services at the Student Success Center was also monitored. A second assessment of efficiency of students moving through the orientation and registration process was conducted for spring/summer of 2013. Student satisfaction surveys have been administered as students use the new Student Success Center during spring and summer of 2013.

B. Review of Testing and Placement Polices/Procedures

The SUNY Taskforce on Remediation recommended that each institution of the State University of New York review its placement practices and encourages the use of multiple measures, rather than just placement exam data, to place students into developmental coursework. In addition, the New York State Regents changed its high school mathematics curriculum and testing, requiring a readjustment of testing and placement procedures. Between September and December 2012, a College Dean of Instruction, working with academic personnel and testing and placement personnel from Student Services on each campus reviewed placement data. College personnel examined the numbers of students placed in developmental courses and their grades on the placement exam, high school performance, including scores on national and state Regents exams, and the success of students in subsequent semesters. Using these data, the following recommendations were approved:

1. Allow the use of a score of 85 on the state Regents exam in Global Studies to waive students from the reading portion of the exam;
2. Allow passing scores on three math Regents exams to waive a student from the arithmetic portion of the placement exam;
3. Allow more students to retest, using high school GPA as an indicator for retesting.

Personnel are continually monitoring the effect of these changes and will track student performance after being placed using the new criteria. In October 2013, the effects of testing and placement changes will be assessed through comparison to data from 2010 – 2012. As a result of implementing these recommendations in the summer of 2013, the college has already experienced significant positive results.

C. Library Assessments

To address recommendations made in the College's last Self-Study, the Library Program formed a multidisciplinary committee. This past spring the committee produced the document "Library Program Review" dated May 21, 2013 containing the Library Program's mission statement and goals. The document was widely distributed across the College. The mission statement and goals were written using guidelines from the Association of College and Research Libraries.

The Library Program Review document includes reports of assessment events for COL 101 Freshman Seminar (fall 2009, 2010, and 2011), and COL 105 Personal Growth and College Life (fall 2010) taught by Library staff, with extensive analysis, results, and recommendations. Information on database usage, including comparisons to libraries at nearby and peer institutions, has been entered into TracDat. The Library Program conducted direct assessment of the effectiveness of Library support for courses by collecting artifacts from research-intensive courses. Library assessment cycles are tracked with a "Library Assessment Goals Tracking" document which is periodically updated by the head librarians. The latest version of the document includes assessment results and recommendations under each goal, a timeline for assessment, a description of direct measures, results from student learning outcomes assessment, analysis, and a schedule describing the assessment cycle.

D. High School Remediation Initiative

In 2009, Hampton Bays High School contacted the chair of the Math and Sciences Department on the Eastern Campus because so many students from Hampton Bays were being placed into remedial math upon entry into Suffolk County Community College. In fall 2012, 60.4% of students were placed into remedial mathematics. The Eastern Campus math faculty met with the Hampton Bays faculty to discuss the problem. Following, the Eastern Campus math faculty created a test to assess the same skills as the college

placement test. Students are administered the tests in the 11th grade and can take a 12th grade math course to help remedy deficient skills. The high school agreed to use ALEKS, the on-line mathematics learning platform used in Suffolk County Community College's remedial math courses. At the end of the 12th grade, when enrolling at the College, after having taken the 12th grade math course, students take the college placement exam and are placed accordingly. In fall 2011, following the intervention, the percentage of students who tested into remedial math from Hampton Bays dropped from 60.4% to 54.2 %. In 2012, after the second year of the intervention, the percentage dropped to 45.5%, which has resulted in one-third (1/3) fewer students placed into developmental mathematics.

Over the course of the 2011-2012 school year, the high school discussed a program to address the number of students placed into remedial writing. Over 30% of students from Hampton Bays enrolling at the College were placed into remedial writing between 2010 and 2012. To address this remediation issue, high school English teachers at Hampton Bays met with College personnel and created a program whereby Suffolk administers the college placement exam to Hampton Bays students and, based on the results, identifies those who would be placed in developmental writing. The College has shared developmental course student guides, and the high school teachers collect student work in portfolios that are evaluated at the end of the school year. Students passing the portfolio evaluation are placed in Standard Freshman Composition (ENG101) and those not passing are placed in Developmental Writing (ENG010) or retested. This first year of the program (2012-2013), 52% of students taking part in the program who would have been placed into developmental coursework, passed the portfolio review and were placed into Standard Freshman Composition.

E. Information Technology Project Planning Process

In spring 2013, the College created an Information Technology Steering Committee to create a process to connect large IT projects to institutional planning, and then to use this process to evaluate major IT projects. The new project request process requires individuals to provide appropriate data that supports the request including: what technology support is needed, why the project is important to the College, and how, if approved, the project will advance the College's Strategic Plan (the process requires demonstrable connection to either the College's institutional goals or MIOs). Additionally, this process requires individuals to

demonstrate how affected populations will benefit from the new project as well as identify the expected outcomes. The College is already using the new process to tie IT projects directly to overall institutional planning.

F. Eastern Campus Educational Technology Unit (ETU) Strategic Plan

Between spring 2012 and February 2013, the Eastern Campus Educational Technology Unit developed its own Strategic Plan, which consisted of multiple processes, including the formalization of a mission, compilation of data (focus groups/faculty survey), conduction of a SWOT analysis, completion of a Service Inventory, extrapolation of information from the college-wide Technology Plan and assured alignment with the College's Mission, Vision, Institutional Goals and Measurable Institutional Objectives. This official plan was developed by using a compilation of the information that formalized and operationalized the goals and objectives for the unit. The unit utilizes these same tools, plus Kayako (help desk software) to assess objectives. The Eastern ETU goals and objectives were developed using information gathered in the processes above, and these goals were aligned with College IGs and the goals of the college-wide Instructional Technology department. The unit then devised a plan to achieve these goals, including defining objectives, responsibilities, and assessment methodology.

G. Title III Grant

The College just completed year three of a five-year grant from the U.S. Department of Education. The project, "Student Engagement through Informed Support (SEIS)," seeks to improve student success. SEIS engages and supports students through several initiatives, including developing repositories of online learning objects for 20 high-enrollment gateway courses, and unifying student support resources by developing a Virtual Learning Commons (VLC). The Title III Office has conducted multiple assessments.

Online academic support was initiated in fall 2011, when a Virtual Learning Commons pilot was developed, hosting mini-online tutorials for students in five of the twenty most highly-enrolled "gateway" courses. Each subsequent year, five additional gateway courses have added learning objects to be accessed by students in those courses. Many methods of introducing the VLC were employed. In fall 2012, the grades of the first-time, full-time (FT/FT) students enrolled in the first five courses were measured against baseline grades from 2009-2010. The results showed a seven percent (7%) increase in successful completion

rates overall, versus a 20% increase among the subset of VLC users. The improvement in student outcomes was noted and efforts were made to increase the student user-base of the VLC to expose more students to academic support. Learning activities were implemented in fall 2012, successfully increasing the student user base 29%. In spring 2013, with support for ten courses, one semester's worth of grades for all students enrolled in those courses were measured against the baseline. The results showed an increase in successful course completion of seven percent (7%) over the baseline, with a 16% increase among the subset of VLC users.

H. Computer and Information Services

In fall 2012, the Associate Dean of Computer and Information Systems (CIS) contacted the Office of Planning and Institutional Effectiveness for assistance in developing its unit's mission statement, goals, and outcomes. The CIS unit is comprised of three areas: Networking and Telecommunication, Information Management, and Computer Support Services. The unit developed a mission, goals, and outcomes that would be applicable to all three areas and serve as a basis for assessment and planning. In April 2013, the CIS unit began to construct its assessment plan. For the period of July 2013 – June 2014, the unit chose to assess its outcome: "Computer and Information Systems will provide effective communication services to the college community." The plan identifies its method of assessment, its data collection plan, and criteria for success (benchmarks).

I. Student Affairs

The Division of Student Affairs engaged in the assessment of student learning outcomes in 2009 and 2010; however, given the difficulty of some units to assess student learning, a decision was made by the Student Affairs Assessment Council (SAAC) to reevaluate and revise the assessment system to ensure usefulness and relevance for all functions. Beginning in fall 2011, the division collaborated with the Office of Planning and Institutional Effectiveness to revise mission, goals, and outcomes. As a result of this partnership, the division revised the learning goals and outcomes and, given that the division has both administrative and educational support units, the SAAC developed support goals and outcomes as well. In spring 2013, Student Affairs launched its first assessment with the new goals, outcomes, and templates provided in the CAPIE. Units have already established assessment plans and some have already initiated their assessment assignments.

IV. Responses to Specific Issues

In response to the Commission's concerns expressed in the letter placing the College on warning, as well as the report from the PRR review team, the College is presenting its efforts to enhance and strengthen assessments and evaluations through the development of a more comprehensive assessment and planning system, a process which was initiated in 2011. This more comprehensive and systematic approach is designed to extensively assess institutional effectiveness and ensure compliance with accreditation standards. The following items were specifically identified in the reviewers' response to SCCC's PRR and the College's response, within the context of this monitoring response, follows the concern:

A. "SCCC should complete the development and approval of its 2012-2017 Strategic Plan within several months and the Plan should be published and disseminated via various routes to the entire College community as well as the external community" (14).

The College has completed its Strategic Plan (spring 2013) and has expanded the scope of the plan through the year 2020. The Strategic Plan includes an institutional review of the mission, vision, and goals and the articulation of the MIOs. The Board of Trustee (BOT) approved document is the foundation for planning and assessment. The full Strategic Plan is available in two versions on the College's website: the full planning document can be found on the web pages for the Office of Planning and Institutional Effectiveness. An eight-page, four-color version is available as a flip-book on the College President's web page and printed hardcopies were mailed to hundreds of the College's external constituents during the summer of 2013.

B. "[During] the self-study site visit in 2007, the visiting team recommended under Standard 7, that SCCC should strengthen the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) by including assessment measures for additional areas of the College, specifically fiscal resources, library, and enrollment and retention...The College was also encouraged to develop institutional goals derived from the College mission….The PRR does not directly address this recommendation" (10).

The CAPIE has been revised and includes both annual unit assessments and periodic unit reviews for AES units, including the Office of Business and Financial Affairs, libraries, and the Office of Enrollment Management. The Board-approved Strategic Plan includes Institutional Goals developed by the college community.

Five task groups were established to review and suggest necessary revisions to the College's five Institutional Goals. Each group, which included faculty, staff and administrators, was charged with reviewing the goals. The groups concluded that the existing Institutional Goals were aligned with the mission of the College. The Institutional Goals were reviewed by the college community and sent to each of the campus Governance bodies. After review from the college community as a whole, including the Governance bodies, the goals were sent to the BOT for approval, who approved the five goals and added a sixth: diversity. Six working groups were then asked to develop MIOs for each of the Institutional Goals. Throughout the fall of 2012, the college community and Governance were provided with the opportunity to review and comment on the MIOs. The BOT approved the MIOs on January 17, 2013.

C. "The CAPIE is a very impressive document. However, the reviewers were troubled by seeing a table of contacts watermarked with 'DRAFT,' some timelines that have not been updated since 2008 or were not filled in at all, as well as references to and plans for a 2007-2012 Strategic Plan that was never developed. Some of these inconsistencies seem to have been identified in June 2011 by the AAC but apparently have not been acted upon" (pg. 10).

The CAPIE has been revised and was approved by the BOT on June 20, 2013. It includes all assessment and evaluation timelines (see B. above). Additionally, the revised strategic plan has been approved by the BOT. The implementation of the plan has already started through the development of operational plans at the central level.

D. "The reviewers recommend that SCCC update the CAPIE plan for Institutional Effectiveness to include current timelines, schedules and institutional goals as well as plans for achieving those goals; the revised document should be posted for use and reference by the entire college community" (10,14).

The CAPIE has been revised, approved, and posted on the college website. It demonstrates an alignment of cycles and interconnection of planning and assessment efforts, and it includes current timelines and schedules, goals and plans for achieving them.

E. "The PRR describes recent and ongoing assessment,…carried out by Student Services, Business and Financial Affairs, Institutional Advancement, and Workforce and Economic Development with evidence that results of assessment are being used to improve outcomes. However, these appear to be discrete assessments. It is not clear to the readers how these assessments are related to the CAPIE, the respective unit or program goals, the institutional mission and goals, or how they are being used to demonstrate institutional effectiveness. […I]t is not clear if these were select examples or if such unit level assessments are pervasive throughout the entire college" (10).

These examples cited point to a "culture of assessment" at the College—assessment that happens regularly. The revised CAPIE, however, elucidated a comprehensive framework for assessment and planning that ensures greater standardization and alignment of efforts. The College has taken the necessary steps to coordinate planning, assessment, and evaluation, ensuring systematic and effective assessment of institutional effectiveness. These steps have included incorporating the strategic plan as its planning document, the operational plan as its mechanism for achieving the Institutional Goals and MIOs, the CAPIE as the institutional effectiveness plan, and the Strategic Planning Council and Assessment Advisory Council as the review and accountability bodies.

F. "SCCC should be required to demonstrate clearly articulated institutional, unit-level, and program level goals encompassing all programs, services, and initiatives into a clear, comprehensive picture of institutional effectiveness that demonstrates progress toward achievement of institutional mission, goals, and plans" (10, 14). "These (goals and outcomes) should be included on the website and within each program page on the website" (11).

Institutional Goals were developed and were approved by the Board of Trustees in March 2012. They are posted on the College website. Numerous academic programs and AES units have developed program and unit goals, respectively, and the College has plans for completing this process. Program-level Student Learning Outcomes (PLOs) are now

available on program web pages for all academic programs while Course-level Student Learning Outcomes (CLOs) appear on course web pages and syllabi/course outlines as a result of the 2009 Syllabus Project initiative. They were approved by vote of faculty in each program. AES goals can be found on the unit web page.

Programs have engaged in a thorough review of curriculum maps to ensure that all outcomes stem from the College's Institutional Goals. Historically, curriculum mapping has been a part of Program Review. The Office of Academic Affairs held two workshops to update faculty: "Principles for a Better Curriculum," on mission, goals, and outcomes (session 1), and "Curriculum Mapping," (session 2). Eighty-nine (89) College personnel attended the September 28 workshop, and seventy-two (72) attended the March 15 workshop. The two workshops were open to all faculty, department chairs, coordinators, and directors. Under the direction of a College Dean of Instruction, programs initiated a full review of existing curriculum maps. During spring 2013, revised curriculum maps were submitted to the Office of Academic and Student Affairs and a College Dean for Instruction will be working with all academic programs to ensure 100% submission during fall 2013.

Mission statements and goals have been developed by 85.7% of AES units, and 78.6% of units have developed student learning and/or support outcomes. The remaining units are currently in the process of developing outcomes working with the Office of Planning and Institutional Effectiveness.

G. "The reviewers were also troubled by lack of evidence of course assessment beyond General Education courses" (11).

This item is discussed thoroughly in the section on Standard 14, which contains assessment information of many courses not covered under General Education including developmental courses, and capstone courses, among others.

H. "SCCC should be required to identify and publish clear institutional learning outcomes that are linked with course and program learning outcomes, are regularly and systematically assessed, and are consistent with SCCC's mission and standards of higher education" (14).

Institutional Learning Outcomes (ILOs) were developed with extensive input and broad participation by the College's faculty and college-wide Governance, who sought input from the entire college community. The ILOs were presented and voted on by the three campus Governance groups and are published on the College website.

As this Monitoring Report demonstrates, Suffolk County Community College has expended significant time, effort, and resources in assuring that its institutional assessment processes are comprehensive, organized, useful, and sustained. The initiatives and practices contributing to the sustainability of this process include:

- Completion and implementation of an assessment-driven Strategic Plan that serves to guide planning, assessment, decision-making, and resource allocation at all levels of the institution;
- Construction of the College's Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) to guide assessment and planning practices;
- Integration of assessment into the institution's major operational processes in the form of regular assessment plans and reporting;
- Linking planning and assessment to the College's budget allocation process and communication of that linkage to the college community;
- Connection of assessment and operational planning to the annual budget-planning cycle that enables the identification of needs and resource allocation that support strategic initiatives;
- Establishment of a schedule that ensures academic programs, courses, and administrative units are assessed on a regular and ongoing basis;
- Utilization of TracDat as the primary assessment tracking tool and assessment management system.

Importantly, the College has allocated personnel to provide accountability to the College's assessment processes. Since 2011, the College has appointed two college-wide Deans of Instruction to monitor academic assessment to work with the Associate Deans of Curriculum Development, on program review and academic assessment and established an Office of Planning and Institutional Effectiveness. This college hired staff charged specifically with oversight of planning, assessment, and institutional effectiveness, which includes a Vice-President, Executive Director, Director, and Assessment Specialist.

Response to Standard 14: Assessment of Student Learning

With regard to Standard 14, the Commission requested evidence that the College has achieved and can sustain compliance through "an organized and sustainable process to assess the achievement of expected student learning outcomes in all programs with evidence that assessment goals are documented and that results are used to improve teaching and learning." In this section, the College presents evidence of compliance with Standard 14 within the framework of the five elements of the Commission's request.

I. The Assessment Process Is Organized and Sustainable

Assessment and planning at Suffolk County Community College occurs within an integrated planning model guided by the strategic plan. The College's approved 2013-2020 plan provides both the institutional goals and MIOs that allow for assessment of institutional effectiveness. As part of a the systematic operational planning system detailed within the CAPIE, academic programs conduct assessment in three areas (general education, annual assessment of program learning outcomes, and course assessment) with the goal of gathering substantial information that will allow the programs, on a seven-year cycle, to evaluate their effectiveness during the Academic Program Review process. This standardized approach to assessment within the College's academic programs is highlighted within the revised CAPIE.

II. Assessment Goals Are Documented

The institutional mission and corresponding goals connect to all College programs and services and the CAPIE provides guidelines, timelines, and templates for assessment and planning at the institutional, divisional, program or unit, and course levels. Additionally, as a result of the College's academic program review process, numerous academic programs have program goals, and there is a plan in place to complete the development of these goals during the 2013-2014 academic year. Prior to the completion of the spring 2014 semester, all academic programs will upload their goals onto the departmental webpages and this information will also be included in the 2014-2016 College Catalog. For academic programs

that have already developed program goals, the goals are being housed with the College's assessment management system, TracDat.

III. Student Learning Outcomes Are Expected in All Programs

Fundamental to Standard 14 is that accredited institutions must clearly articulate "expected student learning outcomes, at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development" (*Characteristics of Excellence*, 66). Expectations regarding student knowledge, skills, and competencies as a result of a course, academic program, or other requirement/set of experiences must be clearly evident and written in observable terms.

Program-level student learning outcomes (PLOs) have been critical to the Academic Program Review Process, however, the Office of Academic and Student Affairs provided additional support to all academic programs during the spring of 2012 to ensure the PLOs were sufficient, appropriate, and would enable the programs to effectively utilize the revised assessment processes highlighted in the CAPIE. This process primarily included a full review and revision, if necessary, of outcomes by program faculty. In addition to this direct support, two aforementioned workshops, and numerous sessions at the March 2013 Professional Development Day provided guidance on how to develop effective student learning outcomes. Student learning outcomes at the program and course levels are now published on the College web site and these, along with the proposed ILOs, after final approval in the coming academic year, will appear in the 2014-2016 print catalog.

A. Institutional Learning Outcomes (ILOs)

In fall 2012, the College Governance Council created an ad hoc General Studies Program Review Committee, charged with helping faculty articulate institutional learning outcomes through a shared governance process. Faculty review and approval of these draft outcomes continued throughout the spring 2013 semester. These outcomes map to the College's academic programs and express values shared across programs and curricula. These proposed ILOs support assessment efforts that measure overall effectiveness. Prior to the development of these ILOs, the College utilized the SUNY General Education Learning Outcomes as its institutional-level student learning outcomes. The ILOs are currently under review and are set to be approved during the 2013-2014 academic year and, pending

approval, will be published on the College web site and in the 2014-2016 College Catalog. Given that the College will be undergoing a transition this year as the ILOs replace the SUNY General Education Learning Outcomes, the College has developed a crosswalk to ensure that linkage between the two is clearly communicated to the faculty responsible for conducting assessments within the various academic programs.

B. Program Learning Outcomes (PLOs)

In line with the expectations of Standard 11, Suffolk County Community College has developed educational offerings "congruent with its mission, which includes appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered" (*Characteristics*, 43). Within the past year, Program Learning Outcomes (PLOs) for all degree-granting and certificate programs were reviewed by program faculty. These PLOs express in measurable language what "graduates will be able to do … upon successful completion" of a program. To provide students, other institutions, and the general public with the learning expectations of various degree granting and certificate programs, PLOs are published on the College web site under "Academics," with links by program, under Degree-Granting Programs.

C. Course-Level Student Learning Outcomes (CLOs)

In addition to ILOs and PLOs, course-level student learning outcomes (CLOs) express what students will know, do, or perform upon completion of a course and also provide the final and most foundational element of an academic program's curriculum map. The CLOs can be found on the website by course, under "Academics," through either of two links: "Course Description" or "Course Syllabi." CLOs are the basis both of course-embedded assessment of program learning outcomes through annual assessments, as well as of "gateway," developmental, and general education courses.

IV. Student Learning Outcomes Are Assessed

A. Annual Assessment Plans

As part of a sustained academic program review process, academic programs have developed plans for annual assessment of student learning at the program level. These plans, which generally assess a single PLO annually, are designed to support, over the seven-year

cycle, comprehensive assessment of a program's learning outcomes, with aggregate data that informs the more comprehensive evaluation of the academic program during the program review process.

Each annual assessment is course-embedded, with assessment of program learning taking place within the context of course-level student learning outcomes. The Action Plans for each annual assessment identify PLOs and related CLOs, as well as the specific course or courses in which the outcomes areassessed. These Action Plans also identify the assessment tool or activity, performance target, timeline, and use of results, as well as individuals responsible for data analysis and key findings. During the development of Annual Assessment Plans, which were developed and implemented in accordance with the assessment system detailed in the revised CAPIE, program faculty complete the following steps:

1. **Program-Level Student Learning Outcomes (PLOs)**—Faculty determined which PLO(s) to assess during the academic year. For programs with numerous PLOs, faculty adjusted their annual assessment cycle so that programs can examine all PLOs prior to the Academic Program Review.
2. **Course-Level Student Learning Outcomes (CLOs)**—Faculty determined, based upon the course in which the assessment assignment would be completed, which CLO(s) to link to the assessment. They utilized the program's curriculum maps to reinforce the link between the PLOs and CLOs and to determine what level of mastery is expected by students within the assessment. Although not all programs have full curriculum maps, all programs do have PLOs and CLOs and are using these connections to drive annual assessments of PLOs while simultaneously completing the full maps.
3. **Assessment Tool or Activity**—Faculty selected appropriate measures to assess whether targeted learning outcomes have been achieved. More specifically, they identified data sources and potential methods of measurement designed to ensure reasonable and manageable data collection and analysis.
4. **Performance Indicators**—Faculty discussed standards and setting of target achievement levels, with clearly articulated desired levels of student success.
5. **Timeline**—Faculty established realistic assessment cycles, keeping in mind the process for collection, analysis, and reporting of data.

6. **Responsibility for Data Analysis/Key Findings**—Team leaders were appointed to guide the annual assessment activities and action plan.

After faculty complete their assessment assignments, they engage in the following steps to utilize the results to ensure continuous improvement of the teaching and learning environment:

7. **Use of Results/Action Items and Dissemination**—Faculty identify those responsible for communicating assessment results and share potential recommendations for improvement and/or change.
8. **Follow Up/Actions Taken**—Faculty document ongoing conversations, deliberations, and actions that occur as a result of the annual assessments to guide support of and improvements to the student academic experience. Moreover, they track the effectiveness of implemented recommendations to ensure continuous quality improvement.

B. Course-Embedded Assessment

As a result of the College's efforts to strengthen the assessment of institutional effectiveness, Suffolk County Community College engaged faculty in a comprehensive effort to implement a set of ILOs that reflect the values of the College. Within the revised assessment system outlined in the CAPIE, the ILOs provide a connection between the institution's mission and goals and the student learning outcomes at the program and course level. As a result of college-wide efforts to review and revise the PLOs for every academic-program, the College is better equipped to engage in a continuous assessment of student learning within the academic programs. At the core of this continuous assessment are the course-level student learning outcomes (CLOs) which, either directly or indirectly, drive the assessments conducted at the program level. Whether assessments are conducted for general education, annual assessment within the programs, or for gateway courses, developmental courses, or other course-level assessments of student learning, the course itself is where the assessment occurs and, accordingly, provides the foundation for all academic assessment.

V. Results of Academic Assessment Are Used to Improve Teaching and Learning

Across disciplines and programs, faculty have deliberated, analyzed, and responded to assessment of learning outcomes and, when appropriate, introduced course or program revisions. In 2012-2013, faculty engaged in course-based assessments and the Office of Academic and Student Affairs is currently tracking the progress of these efforts. Listed below are some recent examples of both programs and committees utilizing results from assessments to make decisions and effect change.

As noted earlier, academic assessment at Suffolk is course embedded, with linkages between the proposed ILOs (currently the SUNY General Education Learning Outcomes), PLOs, and CLOs, and, as such, these assessments provide information on student learning at multiple levels and for program review. The following examples demonstrate the use of assessment results from program reviews:

The **Communication and Media Arts: Journalism/A.A. Degree** Academic Program Review, completed in June 2010, raised faculty concerns related to student performance within three of the four program learning outcomes. Specifically, there were issues with the following three objectives:

1. Demonstrate the ability to incorporate a variety of sources, including interviews, statistics, and reports, that can be verified when fact-checked;
2. Demonstrate the ability to gather, fact-check, and report information through honest, respectful, and fair methods;
3. Demonstrate the ability to access government records and practices, and the ability to exercise journalistic privileges and protections.

Actions have been identified for each area of weakness:

1. In the fall 2013, student projects will be designed to span at least two semesters, to ensure their ability to access government documents for evaluation and use.

2. In spring 2014, a unit will be implemented on becoming an enterprising reporter with documentation recommending sources and ways to find and gain access to stories.
3. In spring 2014, a unit will be implemented on sourcing and finding sources.

In 2010, the **Construction and Architectural Technology/A.A.S. Degree** and **Certificate** program review, faculty reported to major concerns with an impact on the following program learning outcome:

CTAT students will demonstrate professional-level design and technical skills.

Actions to improve performance have been implemented in two areas during 2011 and 2012:

1. Matching grant and College funding has supported upgrade of instructional lab, furniture, and software, as well as open lab availability; and
2. Grant funding provides expanded software access for students, including a free version of CAD from home on limited basis.

While currently undergoing major revisions, General Education assessment remains critical to the College's efforts to continuously improve teaching and learning. As illustrated in the revised assessment system within the CAPIE, it is the bridge between assessment of student learning at the course level within academic programs, and across the institution (proposed ILOs). Some recent examples of the use of results include the following:

- During the spring of 2012, as part of the College's 2012 assessment of the SUNY General Education Learning Outcome – Natural Sciences/Scientific Reasoning ILO, Science faculty assessed Introduction to Oceanography (MAR 105). During the assessment, faculty determined that students scored lowest on questions that relate to learning outcome 4 – questions about humidity, temperature, wind, and the atmosphere. As a result, faculty adjusted laboratory exercises to reinforce concepts and a faculty member recently took a sabbatical to revise the laboratory manual.

- As part of the College's 2012 assessment of the SUNY General Education Learning Outcome – Western Civilization/Historical Awareness ILO, History faculty assessed

History 102. This assessment included nearly 1,400 students and the participation of 98% of the faculty. The means of assessment utilized in 2012 was an essay, embedded in a paper, portfolio, or exam, based upon recommendations from the 2008 general education assessment of History 101. The results of the assessment were that approximately 17% of the students approached the standard and faculty members have proposed enhancing learning support which they believe will decrease the number of students who approach and do not meet the standard.

Administrative and Education Support (AES) Units Assessment of Student Learning

College Libraries—In spring 2013, library faculty conducted assessment of two services with a vital impact to their educational support of academic programs and, in particular, the SUNY General Education Learning Outcome – Information Management/Institutional Learning Outcomes – technological competency and information literacy. In the first, the Electronic Resources Committee (ERC) assessed the following goals:

- Maintaining a comprehensive collection of electronic resources;
- Promoting student access to electronic database resources that support academic research.

The committee assessed the library database collection overall, as well as five of the most popular databases within this collection. This assessment utilized three approaches:

1. Analysis of usage statistics for the five databases;
2. Comparison of database collections (overall and the five most popular) with databases of peer academic institutions;
3. Satisfaction survey for the five databases.

Results of this assessment have led to the following recommendations:

1. With greater and more pervasive off-campus access to the Internet, the library must enhance its "connection" with students who are no longer using library resources in the physical building. These enhancements will include improved online reference services and additional instructional technology that increases student awareness of the subject-specific, specialized, and smaller databases available in the collection.

2. The Electronic Resources Committee is following up, this year, with data collection from 100-level courses that will demonstrate if and how students are using library databases in their Works Cited.

This final recommendation, which specifically addresses the SUNY General Education Learning Outcome – Information Management/Information Literacy ILO, is linked to a parallel assessment of the following library goals in spring 2013 by the Information Literacy Committee:

- Teach students, through formal and informal opportunities, information literacy and information management skills;
- Instruct and assess 100-level courses that attend library information literacy instruction.

The Information Literacy Committee, which participated in numerous norming sessions, developed a rubric that was applied to research projects sampled from 100-level courses across disciplines. In the first phase, the library assessed twenty 100-level classes that attended library "information literacy" instruction (four at the Eastern Campus; ten at the Ammerman Campus; and six at the Michael J. Grant Campus). The Office of Planning and Institutional Effectiveness has analyzed the assessment results and provided a report to the libraries. A second phase of a three-year study will involve 200-level classes and will be conducted in spring 2014.

Over the past few years, the College has placed an increasing emphasis on student success in developmental courses. With the development and approval of the College's strategic plan and CAPIE, these regular assessments will, beginning in fall 2013, be tied to Institutional Goal 1 – Student Success. Some recent examples of the use of results in developmental education include the following:

- The Developmental Studies Committee decided that the Developmental Writing (ENG 010) learning outcomes needed to be reworked to better reflect assessable actions. For example, "develop annotating and note-taking techniques" was changed to "employ annotating techniques" and "record notes from content area materials." In addition, shortcomings in the assessment process were addressed with the follow-up assessment in spring 2013, where "editing" was identified as a learning outcome

in which students are falling short of the established target. Additionally, English faculty developed learning objects (mini-online tutorials designed to support learning outcomes) within the College's Virtual Learning Commons (VLC).

- An assessment of Algebra I (MAT007) led to a number of Developmental Studies Committee recommendations for improving student performance, including:

    1. Development of a more concise timeline for complete coverage of the syllabus;
    2. Encouragement of faculty to get students thinking visually/ geometrically earlier in the semester;
    3. Implementation of additional professional development events for teachers of MAT007 and developmental mathematics in general.

    For the third recommendation, the Developmental Studies Committee organized a workshop, in March 2013 entitled, "Improving Teaching and Learning in Developmental Education." One breakout session, entitled "Collaborative Learning in a Developmental Math Course," discussed the benefits of collaborative learning in the classroom, particularly in topics that present students with difficulty. From calculations using fractions in MAT001 to graphing and factoring in MAT007, this workshop demonstrated how handouts, games, and manipulatives can increase student understanding while helping instructors identify which students are having difficulty. A second breakout session was given on the theme "Math Assessment: Where do we go from here?" Specifically, the presenter led a discussion on how assessment results in MAT007 can improve teaching and learning in developmental math.

Faculty at the College have, even outside of program review, annual assessments, and developmental course assessments, conducted various assessments that have resulted in the use of data for the improvement of teaching and learning. Some examples include:

- The Criminal Justice faculty have, for many semesters, examined the success of students in the program's capstone course. More specifically, they review each area of the capstone exam, and the program's college-wide coordinator, at the conclusion

of each semester, sends results to all faculty with a request that they reinforce areas of weaknesses in their classes. In fall 2012, the program experienced an improvement in five of the eight areas of weakness. With the support of Academic Affairs, the program will now be able to more effectively tie the areas of the capstone assignment to the PLOs.

- Another assessment linked to mathematics was conducted by science faculty. More specifically, faculty in the Physical Science Department teaching Earth and Space Sciences conducted an assessment of student success in all 100-level science courses with respect to the highest level math course completed in the semester prior to enrolling in the science course. This study, completed in 2011, included 4,669 students who were enrolled in a 100-level science course between spring 2005 and spring 2009.

  Results from this study showed that students who were not enrolled in a college-level mathematics course the semester prior to taking a 100-level science course were less likely to succeed (Grade C or better) in those 100-level science courses. Over the span of five years, 61-62% of students who met the prerequisite of MAT007 (developmental math course) completed the science courses successfully, whereas 69-80% of students enrolled in college-level math courses successfully completed the science courses. Furthermore, when comparing only pass rates; 73% of students who met the current prerequisite passed the science course, whereas 83-89% of students enrolled in a college-level math course passed the science course.

  In response to this assessment, the Physical Sciences faculty submitted a letter of intent for a proposal calling for college-level math as a prerequisite for all 100-level science courses. This proposal will go before the College Curriculum Committee in the fall 2013 semester.

Nursing/A.A.S. Degree—The School of Nursing conducts a Systematic Evaluation Plan that assesses student outcomes, including passing rate and area performance on the National Council Licensure Exam (NCLEX-RN) examination. This evaluation marks an expansion of efforts within the program to assess student learning and illustrates how assessment within programs accredited by specialized agencies can operate in alignment

with institutional assessment systems. Student performance has been identified as lower in Child Health and Adult Health. Interventions have been introduced to address these areas with Child Health adopting a new textbook, and Adult Health providing more clinical time in the College's simulation hospital.

Critical Thinking - Staff in the Office of Academic and Student Affairs, while reviewing the results of various academic assessments, observed a trend regarding student performance in critical thinking assignments. Overall, the performance rates in recent assessments have been lower than expected and some specific examples include:

- Anthropology 101 (Fall 2012) – 48% of students met or exceeded the standard for identifying, analyzing, and evaluating arguments and 68% met or exceeded the standard for developing well-reasoned arguments
- English 101 (Fall 2011) – 52% of students met or exceeded the standard for analysis and 65% of students met or exceeded the standard for argument
- History 102 (Spring 2013), and History 103 (Fall 2012) – An average of 62% of students met or exceeded the standard for identifying, analyzing, and evaluating arguments and an average of 60% of students met or exceeded the standard for developing well-reasoned arguments
- Psychology 101 (Fall 2012) – 66% of students met or exceeded the standard for identifying, analyzing, and evaluating arguments and 68% met or exceeded the standard for developing well-reasoned arguments
- Sociology 101 (Spring 2013) – 68% of students met or exceeded the standard for identifying, analyzing, and evaluating arguments and 52% met or exceeded the standard for developing well-reasoned arguments

Based upon the results of the critical thinking assessments, the Office of Academic and Student Affairs has developed a series of activities that will be conducted in the fall and throughout the 2013-2014 academic year for both full-time and adjunct faculty members. These include:

- Workshops to be offered during the College's Professional Development Day, March 2014;
- Workshops conducted by a speaker from the Center for Critical Thinking;

- A request for departments to review curricula to determine where critical thinking is most appropriately emphasized;
- A request to review the teaching of critical thinking as a major focus of the 2013 General Studies program review.

Academic assessment has been strengthened substantially over the past year due to efforts by Academic Affairs staff and members of the Office of Planning and Institutional Effectiveness. A substantial amount of support, through workshops, professional development activities, one-on-one meetings with faculty and staff, and greater utilization of TracDat to simplify assessment assignments, and as a result, assessment efforts within academic affairs have been significantly enhanced in a short period of time. Additionally, as a result of the 2013-2020 College Strategic Plan and the revision of assessment processes, templates, and the institutional assessment system identified within the CAPIE, faculty have been provided with an effective framework that effectively supports academic programs as they work to utilize the results towards continuous improvement.

Response to Standard 2: Planning, Resource Allocation and Institutional Renewal

Suffolk County Community College has worked in earnest since June 2011, both to improve and implement institutional goals and objectives rooted in the institutional mission. The result of this nearly two-year process, guided by the institution's integrated planning approach (see figure), is a comprehensive strategic plan that includes the institutional mission, vision, goals, and objectives as well as the plan methodology, implementation, dissemination, assessment, and review.

Integrated planning, at Suffolk County Community College, is built on the institutional philosophy that continuous assessment drives strategic planning, operational planning, and resource allocation. Strategic planning and operational planning are connected to the MIOs centrally and the Institutional Goals at the campuses. Resource allocation is tied to both strategic planning and operational planning in that funds are used to achieve Institutional Goals and MIOs, and are addressed within the annual operational planning templates.

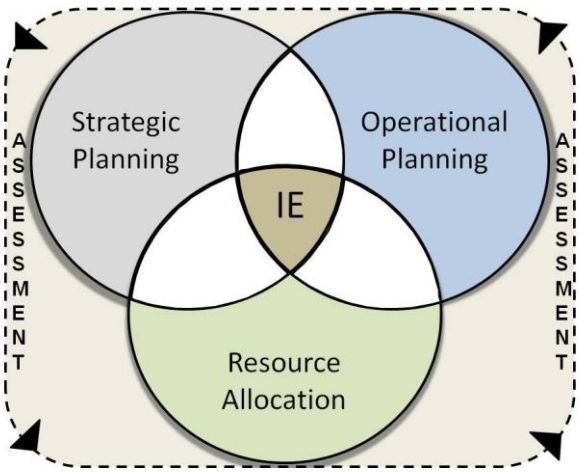

Figure 2: Integrated Planning Approach

I. Development of Updated Institutional Goals and Objectives Linked to the Mission

Representative groups comprised of faculty, staff, and administrators reviewed the Institutional Goals and, upon completion, the college community and Governance bodies reviewed the goals. Students were also informed of and provided a voice in the strategic planning process through representation on the Strategic Planning Council by the Student Government Association and the student trustee from the Board of Trustees. Multiple Town Hall meetings, held on all three campuses, provided a forum for the President to discuss planning and assessment, and College Briefs (referenced earlier) ensured that all members of

the college community had an opportunity to review the individual steps taken to develop the strategic plan. These reviews, which were augmented by focus groups, environmental scanning, and SWOT data, resulted in Board of Trustee approved Institutional Goals and MIOs.

II. Implementation of Updated Institutional Goals and Objectives Linked to the Mission with Clear Assignment of Responsibility and Accountability

The revised CAPIE is the College's institutional effectiveness plan and the document that operationalizes the strategic plan. It also ensures that those results will be delivered to the College's decision-makers, to improve teaching and learning as well as planning and resource allocation.

Implementation of the institutional goals and MIOs is assured through operational planning, which is guided by annual assessments. Operational planning at Suffolk County Community College represents a parallel process, with planning both at the central and campus levels. The first process represents the yearly operationalization of the strategic plan and is implemented centrally. Currently, the College has 16 MIOs; annual plans are developed each year to ensure progress toward achieving the key performance indicators (KPIs) for each MIO. The CAPIE provides both a template designed to streamline and guide this process as well as guidelines, which include timelines, a model, responsibilities, and review processes for completing the template. Specific responsibility for operational planning at the central level is reflected in this corresponding table.

The second process, operational planning at the campus level, leads to the development of operational plans at the academic program and AES unit level and is guided by the Institutional Goals. More specifically, the academic programs all have program-level Student Learning Outcomes, and these outcomes, as well as the unit goals within the AES units, are anchored to the Institutional Goals. Operational planning at this level is further addressed in the CAPIE under institutional assessment.

Response to Standard 3: Institutional Resources

The College's annual budget cycle process ensures the institution's long-term financial viability and sustainability. This ongoing process, which includes continual data collection, projecting and reporting, consists of documented policies and procedures that optimize the use of College resources in relation to the institution's mission and goals. Thus, the College addresses the financial risk that current expenditures and existing obligations will negatively impact long-term financial viability and sustainability through a comprehensive approach used to promote sound stewardship of all institutional assets.

In regard to the College's unfunded obligation, GASB 45 requires the financial reporting of obligations for Other Post-Employment Benefits (OPEB) and compensated absences as liabilities and Suffolk has received an unqualified opinion from an outside auditor indicative of full compliance, including GASB 45. To address the College's obligation, which is comprised of post-employment healthcare benefits, the policy is to pay the actual post-employment healthcare benefit costs annually as they accrue. The College minimizes the risk of unexpectedly large annual payments by: 1) carefully monitoring the level of the obligation, 2) planning for payment during the multi-year budget projection process, 3) managing the cost of employee healthcare, and 4) maintaining a strong positive fund balance for use in case of an unexpected shortfall.

Suffolk County Community College is the largest undergraduate institution in SUNY and is located in the region of New York State with one of the nation's highest cost of living. Data comparing the College with peer institutions, however, demonstrate that Suffolk's plan is both measured and effective. For example, AFT data from nine SUNY peer institutions for 2010-11 show that, while Suffolk's FTE and yearly budget were the highest and the second-highest, respectively, average faculty medical benefits at the College are well below the peer average. Further, the same data demonstrates that the rate at which healthcare benefit costs have increased over the last ten years is substantially lower for Suffolk than for all but one of the nine peer institutions. These favorable comparisons are the result of ongoing and long-term steps to contain healthcare costs in coordination with the unions and the county government. One of the College's unions, the Faculty Association, led the initiative to form the Employee Medical Health Plan (EMHP), the first of its kind in New York State. Today, the College administration, the union, and the county continue this effective partnership.

Before EMHP, only 62% of employees were seeing providers in the plan, compared to today where more than 90% do, providing substantial cost containment.

In conclusion, the unfunded obligation is a SUNY-wide and statewide issue that requires a solution at those levels. No reasonable legal mechanism currently exists that would allow any New York college or university to fully fund the OPEB obligation. Given these realities, the College continues to take proactive measures to exercise fiscal restraint, engage in prudent budget procedures aligned with generally accepted practices, and substantially grow the fund balance.

Conclusion

Suffolk County Community College's Monitoring Report demonstrates that the College places a high priority on institutional effectiveness, planning, and assessment, and that through the support and leadership of its faculty, staff, and administration, the College can produce documented evidence of significant progress regarding compliance with Standards 7 and 14. In response to the Commission's concerns, Suffolk County Community College has demonstrated numerous steps taken since 2011 to demonstrate compliance with the aforementioned MSCHE standards for accreditation. The College has engaged in assessment and planning activities for many years; however, the efforts of the past two years have significantly elevated their effectiveness. These efforts, which represent substantial progress, include the development and staffing of the Planning and Institutional Effectiveness Office, hiring of academic affairs officers to guide assessment of student learning, and the creation of representative bodies charged with assessment and planning oversight.

The College's commitment to comprehensive institutional assessment has resulted in the 2013-2020 Strategic Plan, a revised CAPIE, and Institutional Learning Outcomes. These efforts have established the foundation on which the institutional assessment process, the focus of Standard 7, now rests. The College's intensified efforts to evaluate institutional effectiveness have involved a broad base of constituencies that has already strengthened Suffolk County Community College. These activities have resulted in progress toward a systematic, sustainable, and practical set of assessment processes that emphasize use of results for "closing the loop." The College's culture of assessment has evolved substantially over the past two years as a result of the support and leadership demonstrated by faculty, staff, and administration.

In terms of the assessment of student learning, the focus of Standard 14, the College has expanded its assessment processes. The College has historically performed assessment and evaluation activities. These activities have been improved and systematized as detailed within the CAPIE. This process ensures more efficient communication leading to effective utilization of findings to improve student learning and to make decisions regarding academic programs and resource allocation.

Regarding Standard 2, the College has developed updated Institutional Goals and Objectives linked to its mission with clear assignment of responsibility and accountability and established a framework for ongoing implementation. As illustrated through the Strategic Plan and the CAPIE, the College has advanced its planning efforts to reflect integrated planning. By doing so, Suffolk County Community College is positioned to ensure that budgeting will be guided through operational plans developed through the use of assessment results.

The College's annual budget cycle process, as it applies to Standard 3, ensures the institution's long-term financial viability. This ongoing process consists of documented policies and procedures that align the use of resources to the College's mission and goals. The revised CAPIE formalizes this process and its link to assessment, mission, goals, objectives, and evaluation of outcomes. Suffolk's annual budget cycle is supported by consistent institutional policies and procedures for allocating resources. The proactive and fiscally responsible approaches to resource allocation embraced by the College have and will continue to position the College to effectively respond to changing external conditions.

The College has made significant progress in the development of an assessment system that engages academic programs, educational support units, and administrative support units in annual assessment and planning, periodic evaluation, and data-driven resource allocation linked to the institutional and unit goals and outcomes. The College's revised assessment system, framed within integrated planning, has considerably expanded the institution's ability to provide evidence that assessment and planning activities are interconnected. These results are widely communicated, and accountability and responsibility over these processes are clearly delineated. Suffolk County Community College has achieved cultural and institutional changes in the past two years that have resulted in the development of an institutional effectiveness approach that is focused on enhancing the teaching and learning environment.

PROGRAM REVIEW SELF-STUDY REPORT

Name of Program/Degree/Certificate

Campus or Campuses

Date of Report

Program Review Committee

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I. Introduction

A. Provide the current mission statement for the program.

B. How does the program's mission advance the mission or goals of the College?

C. *Programmatic Effectiveness* is defined as the extent to which a program is achieving its mission. Briefly comment on the current effectiveness of the program.

D. Catalog Description

1. Provide the current program catalog description.

2. Does this description accurately describe the current program?
Yes_____ No_____

If No, what changes does the program review committee recommend? Explain reasons for any recommended changes.

3. Is the program information appearing on the College website up to date and consistent with the College catalog? Yes____ No____

If No, what changes does the committee recommend?

E. Previous Program Review

1. Provide the date of the last program review: _____

2. List the recommendations from that review, and indicate the extent to which these recommendations have been implemented. Indicate "I" for recommendations implemented, "IP" for those in progress and "NI" for those not implemented. For those recommendation not implemented please explain the circumstances.

II. Programmatic Outcomes

A. Program-level Student Learning Outcomes

List the current program-level student learning outcomes (PLOs). Indicate whether each programmatic outcome advances one or more of the institutional learning outcomes (ILOs). If so, discuss the manner in which the PLOs relate to the ILOs.

1. Does the Program Review committee recommend any changes, deletions, or additions to the PLOs? Yes ____ No____

2. If so, state the recommended changes and the rationale for each of them.

B. Program-level Operational Outcomes

State the program's current operational outcomes.
(An operational outcome is a statement that summarizes the achievement of a broad-based performance measure, excluding any which are specific to student learning. Operational outcomes express the value of work being done in a program by students, faculty, and professional staff outside of the classroom.)
Program performance measures might include indicators related to the following areas of interest:

- Retention; Persistence; Completion
- Transfer; Job-Placement; Licensure
- Enrollment; Recruitment; Orientation; Advisement
- Diversity; Faculty/Student
- Faculty Development; Faculty Credentials
- Facilities; Equipment; Space Planning

1. Does the program-review committee recommend any changes, deletions, or additions to the operational outcomes? Yes____ No____

2. If so, state the recommended changes and the rationale for each of them.

III. Environmental Scan

A. Identify current trends in the program's field or discipline.

B. What has the program done to respond to these trends?

C. What else might the program consider doing to respond to them?

D. For A.A. and A.S. programs: Does the program have any articulation or joint admission agreements? Yes _____ No _____

If yes, complete this table.

Name of Institution	Type of Agreement	Average number of students who transfer here each year	Date agreements were last reviewed or updated

Have any problems been encountered concerning the transferability of courses?
Yes _____ No _____

If yes, specify the nature of these problems.

E. For A.A.S. and certificate programs: Provide regional workforce data with respect to (1) the number of people currently employed in the field; (2) projections for employment growth or decline; and (3) the current salary range. *Discuss the implications of these numbers for the program.*

[For employment projections: http://www.labor.state.ny.us/stats/descriptor.asp
For wages: http://www.labor.state.ny.us/stats/lsWage2.asp or, cite other sources.]

Discuss the results of any recent graduate and employer surveys with respect to the success of program graduates in the workplace and the expectations of employers for entry-level positions. **Append survey details in Appendix A.**

1. Does the program have an advisory committee? Yes ____ No _____

2. If yes, list the names and affiliations of the advisory committee members.

3. Does the college catalog contain a correct listing of advisory committee members?

4. Does the SCCC website contain a correct listing of advisory committee members?

5. How often does the advisory committee meet?

6. Specify advisory committee contributions to the program's growth and development.

7. **Append minutes of the advisory committee's last two meetings in Appendix B.**

IV. Curriculum

A. Curricular Revisions

1. Discuss (a) new courses, (b) revisions to existing courses [including prerequisites and corequisites], (c) changes in course sequencing, or (d) elimination of courses that have occurred since the last program review.

2. Are any changes to the curriculum being contemplated?
Yes _____ No _____

If so, describe these changes.

3. Supply the program's most recent curriculum map for each of the program's learning outcomes in **Appendix C.**

4. Based on the curriculum map, discuss the adequacy of organized, intentional, sequential learning experiences.

5. Indicate how the program satisfies the SUNY general education course requirements.

6. If courses are being offered in distance-education formats, discuss the assessments of these formats with respect to how they compare with traditional formats.

V. Assessments

A. Append the current version of the program's plans for Annual Assessment of Student learning. **Appendix D**

B. What programmatic changes have been implemented as a result of the last program review or recent programmatic assessment activities?

C. Identify desired changes as a result of programmatic assessment that have yet to take place.

D. Describe any changes in the annual programmatic assessment process the program review committee deems desirable?

VI. Students

A. Describe full-time and part-time enrollment trends since the last program review or past five years.

B. Describe enrollment trends regarding student's age, gender, socio-economic status and ethnicity since the last program review or past five years.

C. Comment on graduation rates since the last program review or past five years.

D. Comment on transfer rates for students who have and who have not graduated from the program.

E. Has the program instituted any methods or materials to encourage and increase applications by new students? Yes____ No_____

If yes, please describe any initiatives.

F. Has the program instituted any methods or materials to encourage and increase applications recruiting continuing students to choose this program major or emphasis? Yes____ No_____

If yes, please describe any initiatives.

G. Describe any concerns the program review committee has regarding: (1) any enrollment trends mentioned above or (2) other enrollment-related issues.

VII. Resources

A. Comment on the availability, adequacy, and use of learning tools, such as computer software, instructional media, laboratories, studios, etc.

B. Discuss the adequacy of (1) instructional space, (2) office space (3) instructional supplies, and (4) equipment for the program.

C. Discuss library resources. **Append Library Data Package. Appendix G.**

VIII. Faculty and Staff

A. Report the numbers of full-time and part-time faculty, professional staff, and clerical staff currently associated with the program. Note any changes that have occurred in these numbers since the last program review or previous five years. Briefly explain how these changes have affected the program.

B. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) traditional evening/weekend sections, (3) distance education/hybrid sections, and total sections are taught by full-time faculty? Comment on the levels of full-time, part-time faculty and professional or clerical staff.

IX. Major Findings and Recommendations

A. State the major findings of this program review.

B. Based on these findings, list specific recommendations for achieving desired changes and improvements. When appropriate include assessment findings supporting the recommendation.

X. Appendices

Appendix A: Student, Graduate, and Employer Surveys

Appendix B: Advisory Committee Minutes

Appendix C: Curriculum Map

Appendix D*: Annual Assessment Plan of Student Learning*

Appendix E: Assessment Summary

A. Identify program improvements made as a result of previous assessments of this major.

1.	
2.	
3.	
4.	
5.	

B. Major learning outcomes for this program and methods used to assess them.

	Major Learning Outcomes	Methods Used to Assess Them
1.		
2.		
3.		
4.		

C. Major Assessment Findings and Actions to be Taken in Addressing Them

	Major Assessment Findings	Actions to be Taken in Addressing Them
1.		
2.		
3.		
4.		
5.		

D. What has been learned that can be helpful to others as they conduct assessment of their majors?

Appendix F: Program Plan

Program-Review Recommendations

	Recommendations	Assessment Findings Supporting Each Recommendation	Action Plan(s)	Lead Responsibility for Action Plans	Budgetary Implications	Timeframe for Completion	Status
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Appendix G: Library Data Package

2013-2014 ANNUAL ACADEMIC ASSESSMENT INVENTORY

Degree Program	Map	Program Learning Outcome(s)	Course(s)	Gen. Educ.	Assessement Schedule	
Accounting (A.A.S.)	yes	Prepare and enter business transaction data manually and electronically for use in standard financial statements including payroll, sales, income tax forms, etc. Convey accounting concepts and data in written and oral form to assist in business management and decision-making	ACC 101: Principles of Accounting I	no	Fall 2013	Report in
Accounting (A.S.)	yes	Prepare and enter business transaction data manually and electronically for use in standard financial statements. Convey accounting concepts and data in written and oral form to assist in business management and decision-making	ACC 101: Principles of Accounting I	no	Fall 2013	Report in
Accounting Cert.	yes	Prepare and enter business transaction data manually and electronically for use in standard financial statements.	ACC 101: Principles of Accounting I	no	Fall 2013	Report in
American Sign Language (A.A.S.)	yes	Describe the contrasting features of American and Deaf cultures	ASL 103 - Deaf Culture and Contemporary Issues ASL 220 American Sign Language IV	no	Fall 2013	Report in
Automotive Service Specialist (A.A.S.)	yes	Describe the operating systems of the modern motor vehicle and their interdependence	AUT 112: Integrated Automotive Systems	no	Fall 2013	Report in**ur
Business Administration Career Option Online (A.A.S.)	yes	Apply information management and technological skills to business related tasks.	BUS 201: Management Principles and Practices	no	Fall 2013	Report in
Business Administration Transfer Option (A.S.)	yes	Apply information management and technological skills to business related tasks.	BUS 201: Management Principles and Practices	no	Fall 2013	Report in
Business: Marketing (A.A.S.)	yes	Apply contemporary management principles in a marketing setting. Curriculum completing Program Review.	MKT 201: Cases in Marketing Management	no	Fall 2013*	Report in*ur
Business: Office Management (A.A.S.)	yes	Demonstrate the effective use of technology as a tool for information management and profitable business decision-making.	OFT 101: Basic Keyboarding	no	Fall 2013	Report in
Business: Retail Business Management (A.A.S.)	yes	Identify and explain the elements for the retail mix, their use and interrelationships in retail marketing.	RET 111: Retail Principles	no	Fall 2013	Report in*ur
Business: Retail Business Management Certificate	yes	Identify and explain the elements for the retail mix, their use and interrelationships in retail marketing.	RET 111: Retail Principles	no	Fall 2013	Report in*ur

2013-2014 ANNUAL ACADEMIC ASSESSMENT INVENTORY

Degree Program	Map	Program Learning Outcome(s)	Course(s)	Gen. Educ.	Assessement Schedule	
Chemical Dependency Counseling (A.A.S.)	no	Communicate effectively to perform addiction counseling. Curriculum completing external program review/accreditation.	CDC 230: Professional Documentation: Data Collection, Assessment and Treatment Planning	no	Fall 2013	pending
Communications and Media Arts: Journalism (A.A.)	**uc	Identify and apply communication theories and/or concepts to various situations and contexts.	ENG 170: Introduction to Journalism	no	Fall 2013	Report in* ur
Communications Studies (A.A.)	yes	Exhibit comprehension of various communication concepts through oral and written exercises and performance on exams	COM 101: Introduction to Human Communication	yes	Fall 2013	Report in
Computer Art (A.A.S.)	yes	Effectively use contemporary computer terminology and concepts as they apply to creating digital media.	GRD 105: Digital Design Freshman Seminar	no	Fall 2013	Report in
Computer Science (A.S.)	yes	Define and explain the major components of a computing system such as data representation, hardware low-level and high-level programming languages, algorithms, abstract data types, operating systems, networking, and application software.	CST 111: Introduction to Computer Science and Information Technology	no	Fall 2013	Report in
Construction Technology - Architectural Technology (A.A.S.)	yes	Create architectural drawings reflecting an appropriate technical and professional level of skills.	DRF 114: Autocad 1	no	Fall 2013	Report in
Criminal Justice (A.S.)	yes	Identify and describe the components of the American criminal justice system; Describe the major complexities of maintain law and order in a free and open society guided by the constitution of the USA; Explain and apply major concepts related to criminology, law, corrections and policing; and Analyze and discuss the importance of sensitivity of ethical and multicultural issues as they pertain to criminal justice.	CRJ 209: Criminal Justice Capstone Course	no	Fall 2013	Report in*ur
Culinary Arts/Baking and Pastry Arts (A.A.S.)	yes	Determine effective techniques for food preparation and its planning.	CUL 101: Hospitality Freshman Seminar CUL 111: Sanitation	no	Fall 2013	Report in*ur
Culinary Arts: Baking and	yes	Determine effective techniques for food preparation and its	CUL 101: Hospitality Freshman Seminar	no	Fall 2013	Report

2013-2014 ANNUAL ACADEMIC ASSESSMENT INVENTORY

Degree Program	Map	Program Learning Outcome(s)	Course(s)	Gen. Educ.	Assessement Schedule	
Pastry Certificate		planning.	CUL 111: Sanitation			in*ur
Culinary Arts/Restaurant Management (A.A.S.)	yes	Determine effective techniques for food preparation and its planning.	CUL 101: Hospitality Freshman Seminar CUL 111: Sanitation	no	Fall 2013	Report in*ur
Culinary Arts: Restaurant Management Certificate	yes	Determine effective techniques for food preparation and its planning.	CUL 101: Hospitality Freshman Seminar CUL 111: Sanitation	no	Fall 2013	Report in*ur
Design Fashion: Interior Design (A.A.S.)	yes	Using aesthetic sensitivity, apply lighting, textiles and furniture selection to the creation of interior spaces	INT 101: Interior Design I INT 102: Interior Textiles and Finishes INT 201: Interior Design III INT 205: Working Drawings	no	Fall 2013	Report in
Dietetic Technician (A.A.S.)	yes	Completing curriculum assessment through external review/accreditation.	To be determined	no	Fall 2013	
Drafting – CAD Certificate	yes	Create basic residential plans including floor plans, elevations, sections and perspective drawings; and	DRF 114: Autocad 1	no	Fall 2013	Report in
Early Childhood (A.A.S.)	yes	Student will establish effective, caring and professional relationships with young children	EDU 211: Early Childhood Seminar and Practicum I	no	Fall 2013	Report in
Early Childhood (A.S.)	yes	Student will establish effective, caring and professional relationships with young children	EDU 211: Early Childhood Seminar and Practicum I	no	Fall 2013	Report in
Electrical Technology: Electronics (A.A.S.)	**uc	Analyze and solve direct current and alternating current series circuit and parallel circuit problems.	ELT 112: Electricity I	no	Fall 2013	Report in
Emergency Medical Technician: Paramedic (A.A.S.)	yes	Integrates the principles of patient assessment and patient management	PAR 103: Paramedic Operations 3	no	Fall 2013	Report in
Engineering Science (A.S.)	**uc	Solve complex system analysis problems using mathematical reasoning and knowledge of related physical science principles.	ENS 112: Introduction to Engineering Design	no	Fall 2013	Report in
Fire Protection Technology Certificate	yes	Identify, analyze and describe the relationship between a building's construction and the application of fire science.	FPT 171: Industrial Safety Engineering I	no	Fall 2013	Report in*ur

2013-2014 ANNUAL ACADEMIC ASSESSMENT INVENTORY

Degree Program	Map	Program Learning Outcome(s)	Course(s)	Gen. Educ.	Assessement Schedule	
Fire Protection Technology (A.A.S.)	yes	Identify, analyze and describe the relationship between a building's construction and the application of fire science.	FPT 171: Industrial Safety Engineering I	no	Fall 2013	Report in*ur
Fitness Specialist (A.S.)	yes	Complete a full fitness assessment.	PFS 205: Fitness Assessment and Screening	no	Fall 2013	Report in
Graphic Design (A.A.S.)	yes	Use critical thinking skills to investigate and solve a design problem with multiple solutions	GRD 101: Basic Graphic Design GRD 102: Intro to Computer-Based Design GRD 103: Typographic Design GRD 105: Digital Design Freshman Seminar GRD 201: Publication Design GRD 203: Web Page Design	no	Fall 2013	Report in
Health Information Technology/Medical Records (A.A.S.)	yes	Transition paper based health information/medical records to electronic health records.	HIT 117: Electronic Health Record (EHR)	no	Fall 2013	Report in
Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R) (A.A.S.)	yes	Effectively design, diagnose and service heating ventilation, air conditioning and refrigeration (HVAC/R) products and systems.	HVA 242: Diagnostics and Servicing	no	Fall 2013	Pending
Hotel and Resort management (A.A.S.)	yes	Determine effective techniques for food preparation and its planning.	CUL 111: Sanitation	no	Fall 2013	Report in*ur
Hotel and Resort Management Certificate	yes	Determine effective techniques for food preparation and its planning.	CUL 111: Sanitation	no	Fall 2013	Report in*ur
Human Services (A.S.)	yes	Provide human services through the application of generalist practice theories and methods that are empowerment focused	HUS 201: Human Services Seminar and Field Practicum I	no	Fall 2013	Report in

2013-2014 ANNUAL ACADEMIC ASSESSMENT INVENTORY

Degree Program	Map	Program Learning Outcome(s)	Course(s)	Gen. Educ.	Assessement Schedule	
		and strengths based.				
Information Technology (A.A.S.) *Comp. Info. Systems Option *Internet/Web Development Option *Network Design and Admin. Option	yes	Define and explain the major components of a computing system such as data representation, hardware, low-level and high-level programming languages, algorithms, abstract data types, operating systems, networking, and application software.	CST 111: Introduction to Computer Science and Information Technology	yes	Fall 2013	Report in
Information Technology Certificate *Comp. Info. Systems Option *Internet/Web Development Option *Network Design and Admin. Option	yes	Define and explain the major components of a computing system such as data representation, hardware, low-level and high-level programming languages, algorithms, abstract data types, operating systems, networking, and application software.	CST 111: Introduction to Computer Science and Information Technology	yes	Fall 2013	Report in
Liberal Arts and Sciences (A.A.) Adolescence Education/Biology	yes	Engage in self-reflective practice.	EDU 201: Introduction to Education	no	Fall 2013	Report in
Liberal Arts and Sciences (A.A.) Adolescence Education/ English	yes	Engage in self-reflective practice.	EDU 201: Introduction to Education	no	Fall 2013	Report in

2013-2014 ANNUAL ACADEMIC ASSESSMENT INVENTORY

Degree Program	Map	Program Learning Outcome(s)	Course(s)	Gen. Educ.	Assessement Schedule	
Liberal Arts and Sciences (A.A.) Adolescence Education/History	yes	Engage in self-reflective practice.	EDU 201: Introduction to Education	no	Fall 2013	Report in
Liberal Arts and Sciences (A.A.) Adolescence Education/Mathematics	yes	Engage in self-reflective practice.	EDU 201: Introduction to Education	no	Fall 2013	Report in
Liberal Arts and Sciences (A.A.) Adolescence Education - Education (Child Study)	yes	Engage in self-reflective practice.	EDU 201: Introduction to Education	no	Fall 2013	Report in
Liberal Arts and Sciences General Studies (A.A.)	**uc	SUNY General Education and Critical Thinking learning outcomes:	HIS 101: Western Civilization I	yes	Spring 2009 data to be analyzed Fall 2013.	Report in
Liberal Arts and Sciences Humanities (A.A.)	**uc	Produce reasoned, analytical arguments in response to primary and secondary texts. Demonstrate a strong command of the vocabulary and concepts relevant to their chosen field of study.	CIN 156: The Documentary CIN 114: American Cinema; ENG and PHL courses within options in Humanities A.A. degree program.	yes	Fall 2013* Fall 2013	Report in
Liberal Arts and Sciences International Studies (A.A.)	**uc	Demonstrate foreign language proficiency.	SPN 102: Spanish II	yes	Fall 2013	pending
Liberal Arts and Sciences Mathematics (A.A.)	yes	Demonstrate high-level numerical and algebraic computational skills. Present both algebraic and geometric solutions using a variety of techniques. Accurately translate mathematics into words, and vice versa, and solve real-world problems.	MAT 141: Calculus with Analytic Geometry I MAT 142: Calculus with Analytic Geometry II MAT 203: Calculus with Analytic Geometry III MAT 204: Differential Equations MAT 206: Linear Algebra	yes	Fall 2013	Report in
Liberal Arts and Sciences		See options under review below.				

2013-2014 ANNUAL ACADEMIC ASSESSMENT INVENTORY

Degree Program	Map	Program Learning Outcome(s)	Course(s)	Gen. Educ.	Assessement Schedule	
Science (A.S.)						
*Biology Option	yes	Demonstrate knowledge of factual material essential to their discipline in science.	BIO 150: Modern Biology I BIO 152: Modern Biology II BIO 270: Embryology	yes	Fall 2013	Report in
*Chemistry Option	yes	Demonstrate knowledge of factual material essential to their discipline in science.	CHE 133: College Chemistry I CHE 134: College Chemistry II	yes	Fall 2013	Report in
*Earth and Space Science Option/Astronomy Seq.	yes	Demonstrate knowledge of factual material essential to their discipline in science	PHY 130: Physics I PSY 230: Physics II	yes	Fall 2013	Report in
*Physics Option	yes	Demonstrate knowledge of factual material essential to their discipline in science	PHY 130: Physics I PHY 230: Physics II	yes	Fall 2013	Report in
Liberal Arts and Sciences Social Sciences (A.A.)	** uc	See options under review below.				Report in* ur
*Psychology Option	yes	Use critical thinking skills to identify, analyze, evaluate and prepare well-reasoned arguments.	PSY 215: Abnormal Psychology	yes	Fall 2013	Report in* ur
*Political Science Option	yes	Use critical thinking skills to identify, analyze, evaluate, and prepare well-reasoned arguments.	POL 105: American National Politics and Government	yes	Fall 2013	Report in* ur
Liberal Arts and Sciences – Women's and Gender Studies (A.A.)	yes	Identify the indicators for and describe the mechanisms of oppression and discrimination of women. Analyze and describe the relationship between mechanisms of oppression/discrimination based on gender and other aspects of identity including, but not limited to, race, ethnicity, class, socioeconomic status and sexuality.	WST 116/HUM 116: Gender and the Humanities	no	Fall 2013	Report in
Manufacturing Technology (A.A.S.)	yes	Program under external program review process 2013-14.	To be determined.	no	Fall 2013	Pending
Music (A.S.)	yes	Sight-sing an unknown composition through the use of solfeggio; Transcribe music in real time.	MUS 123: Aural Skills 1	no	Fall 2013	Report in

2013-2014 ANNUAL ACADEMIC ASSESSMENT INVENTORY

Degree Program	Map	Program Learning Outcome(s)	Course(s)	Gen. Educ.	Assessement Schedule	
Nursing (A.A.S.)	yes	Deliver nursing care that is patient and family-centered.	NUR 101: Fundamentals of Nursing	no	Fall 2013	Report in
Nursing from LPN (A.A.S.)	yes	Deliver nursing care that is patient and family-centered.	NUR 101: Fundamentals of Nursing	no	Fall 2013	Report in
Nursing (A.A.S.) Evening	yes	Deliver nursing care that is patient and family-centered.	NUR 101: Fundamentals of Nursing	no	Fall 2013	Report in
Nursing: Practical Nursing Certificate	yes	Deliver nursing care that is patient and family-centered.	NUR 101: Fundamentals of Nursing	no	Fall 2013	Report in
Occupational Therapy Assistant (A.A.S.)	yes	Communicate effectively orally and in writing.	OTA 201: Occupational Therapy Media and Applications III	no	Fall 2013	Pending
Paralegal Studies (A.A.S.)	yes	Describe the Federal and New York State court systems and the jurisdiction of the civil courts. Program under external review by American Bar Assn. (2013-14)	LAW 111: Business Law I	no	Fall 2013	Report in
Paralegal Studies Certificate	yes	Describe the Federal and New York State court systems and the jurisdiction of the civil courts. Program under external review by American Bar Assn. (2013-14)	LAW 103: Introduction to Paralegal Studies	no	Fall 2013	Report in
Photographic Imaging (A.A.S.)	yes	Demonstrate the technical skills required to capture images correctly and efficiently.	ART 145: Digital Photography I	no	Fall 2013	Report in
Physical Therapist Assistant (A.A.S.)	yes	Demonstrate the knowledge base required of an entry-level physical therapist assistant as defined by Federation of State Boards of Physical Therapy. Demonstrate the roles, responsibilities, and legal, ethical,	PTA 150: Clinical Practicum I PTA 153: Acute Care Physical Therapy	no	Fall 2013	Report in

2013-2014 ANNUAL ACADEMIC ASSESSMENT INVENTORY

Degree Program	Map	Program Learning Outcome(s)	Course(s)	Gen. Educ.	Assessement Schedule	
		interpersonal behaviors expected of the entry-level physical therapist assistant by the institution of employment, profession and society.				
Radio and Television Production (A.A.S.)	yes	Produce projects in radio and television media using artistic and technical skills. Curriculum under program review 2013-14.	RTV 111: Radio Production	no	Fall 2013	Report in*ur
Telecommunications Tech. Verizon Option (A.A.S.)	no	Program in last year of existence –Employer based-no assessment is planned.	Not applicable	na	na	N/A
Theatre Arts (A.S.)	yes	Demonstrate quality competitive performance skills and work habits.	THR 244: Theatre Portfolio Preparation	no	Fall 2013	Report in
Veterinary Science Technology (A.A.S.)	** uc	Curriculum under program and external review and accreditation.	To be determined.	no	Fall 2013	Pending
Veterinary Science Technology (A.A.S.) Evening	** uc	Curriculum under program and external review and accreditation.	To be determined.	no	Fall 2013	Pending
Visual Arts (A.S.)	yes	ART133 Drawing I Render form, texture, space and light in line and value. Measure and describe the accurate proportions of objects. Create unified and balanced compositions. Demonstrate effective and controlled use of a variety of black and white drawing media and materials. Produce “blind” and “modified” contour drawings. Rapidly capture the formal essence of a visual event through the use of gesture drawing. Define space using linear and atmospheric perspective.	Portfolio Review (0 credits)	no	Fall 2013	Report in

2013-2014 ANNUAL ACADEMIC ASSESSMENT INVENTORY

Degree Program	Map	Program Learning Outcome(s)	Course(s)	Gen. Educ.	Assessement Schedule

Notes: *The course or courses listed on this inventory are offered in the Fall 2013 term unless indicated otherwise. Some programs will be collecting additional assessment data related to the Program-Level Student Learning Outcome during the Spring 2014 term.*

* Data collected in Spring 2013 ** uc - curriculum map under construction **ur – under review : February 14, 2014 djl

SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

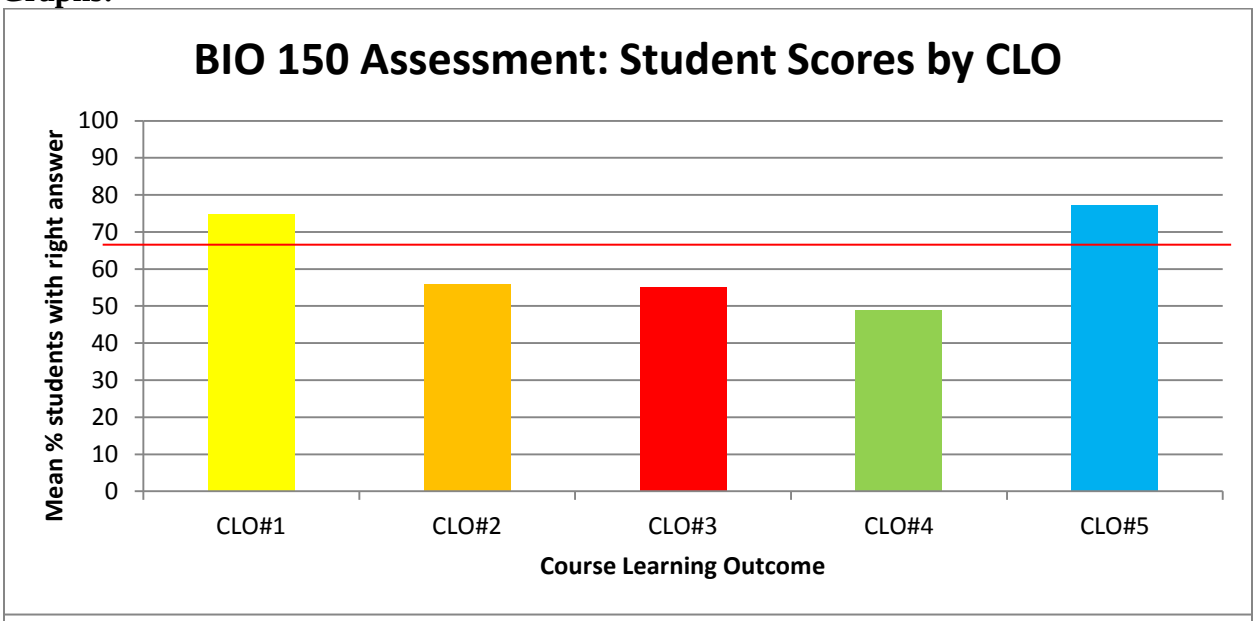
Academic Program:	Graphic Design
Date of Assessment:	Fall 2013 (October)
Lead person:	Laurey Buckley, Assoc. Professor of Graphic Design
What did you assess? If associated with a learning outcome, please specify.	Program learning Outcomes: 1. Use critical thinking skills to investigate and solve a design problem with multiple solutions
Description of assessment activity.	60 Students across 4 section of GRD101 created an 11 x 14 Promotional Poster based on the following: research topic, concept development, selection of colors, typefaces, and imagery, sketches, rough draft, class critique, final draft, and deadline adherence. The projects were collected an analyzed by the Graphic Design Department faculty for fulfillment of the project requirements and project/course learning outcomes as they relates to the overall program learning outcomes.
What did you find?	85% of the student achieved a (75% satisfaction) C+ or better based on the fulfillment of the project's objectives and the program learning outcomes. 48% got an A - 100% satisfaction of the project's objectives and the program learning outcomes.
Was any action taken?	The graphic design faculty discussed and devised a plan to reinforcing the assignment with more emphasis on individual learning outcomes prior to the commence of the assignment as well more emphasis on research, and requiring more participation during critique sessions. Further meetings were planed to review individual course learning outcomes for all courses within the GRD curriculum.
Was any follow-up performed?	Department met in Nov. 2013 to review ongoing course/project-level assessments, findings, and future plans.

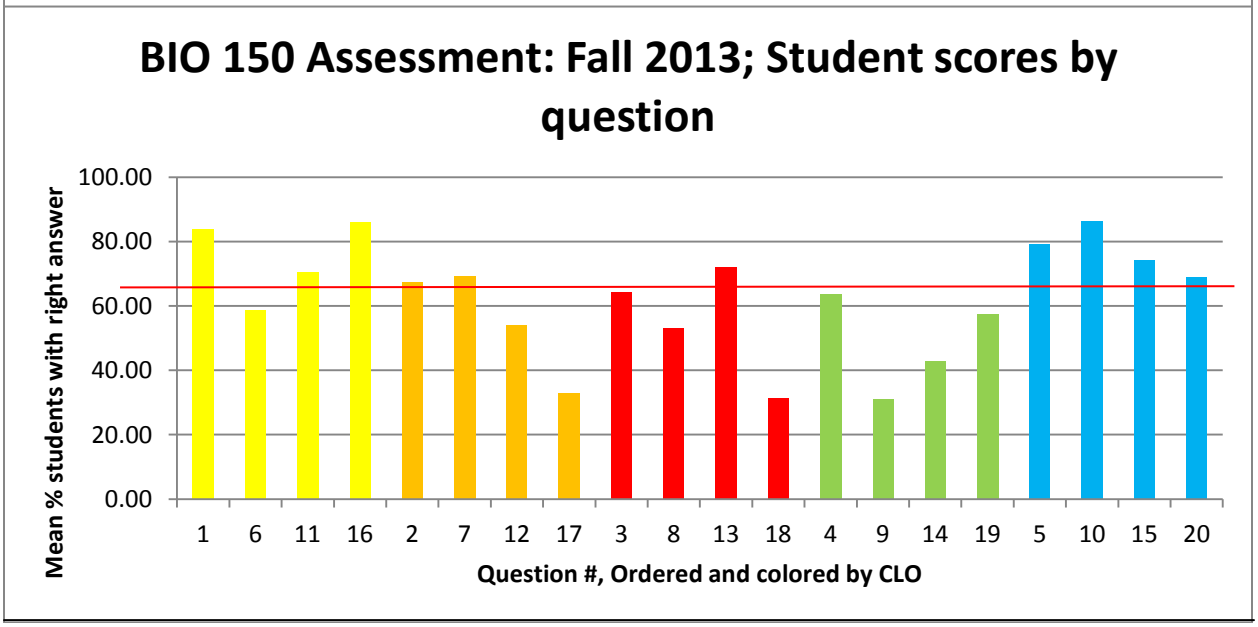
Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu. Thank you.

Summary:

- Only 48.1% of students received an overall score of 70% or better. Our goal was 67% would get a 70% or better
- Questions 3,4,6,8,9,12,14,17,18 and 19 had less than 67% get the correct answer
- CLO#2, 3 & 4 all had an average of less than 67% of students getting the right answer
- CLO#4 had the lowest overall score: an average of 48.8% of students got right answers

Graphs:





BIO150 Common Questions-Final Version

CLO #1. Have an in-depth understanding of major biological concepts from a molecular perspective including how the Laws of Thermodynamics apply to living systems.

1. Phospholipid molecules in water can spontaneously align to form bilayered membranes because:

   A. phospholipid molecules are entirely hydrophobic.
   B. water molecules form covalent bonds with phospholipid molecules.
   C. phospholipid molecules are entirely hydrophilic.
   D. each phospholipid molecule has both hydrophobic and hydrophilic parts.
   E. the fatty acid portions of a phospholipid form hydrogen bonds with water molecules.

6. Large organic molecules (polymers) can be broken down into smaller molecules (monomers) via a chemical process called:

   A. hydrolysis.
   B. dehydration synthesis.
   C. phosphorylation.
   D. condensation.
   E. acidification.

11. Organic molecules are very diverse, yet they are all characterized by a framework of carbon atoms. Carbon can form a variety of molecular shapes because it:

   A. has eight valence electrons and so is inherently stable.
   B. tends to form isotopes easily.
   C. is highly electronegative and so readily produces polar molecules.
   D. has four valence electrons that can form up to four covalent bonds with other atoms.
   E. can only bond with oxygen atoms.

16. The first law of thermodynamics states that:

   A. as the temperature of matter increases its kinetic energy decreases.
   B. energy can be changed from one form to another, but not created or destroyed.
   C. the amount of disorder in a system tends to increase over time.
   D. potential energy can never be converted into kinetic energy.
   E. one form of matter cannot be changed into another.

CLO #2. Understand and comprehend the concepts of metabolism and energy exchange in the processes of photosynthesis, cellular respiration, and fermentation

2. Since membranes are relatively impermeable to ions, most protons re-enter the matrix by passing through specific channels in the inner mitochondrial membrane. Because of the inward flow of protons these channels allow the synthesis of:

   A. ATP from ADP and P*i* (inorganic phosphate).
   B. glucose from pyruvate.
   C. ADP from ATP and P*i* (inorganic phosphate).
   D. lactate from pyruvate.
   E. alcohol from fatty acids.

7. Most plants (with the exception of cacti, succulents and bromeliads) use the energy harvested from the light to incorporate carbon dioxide into carbohydrates by means of a cycle of reactions called the:

   A. Krebs (citric acid) cycle
   B. ATP cycle
   C. Calvin cycle
   D. carbon cycle
   E. glycolysis

12. Which of the following is common to both cellular respiration and the light dependent reactions of photosynthesis?

   A. mitochondrial activity
   B. oxygen is one of the end products
   C. must have light
   D. chemiosmotic synthesis of ATP
   E. chlorophyll

17. Fermentation reactions in animal cells result in:

   A. regeneration of O_2
   B. regeneration of NAD^+
   C. synthesis of glucose
   D. movement of protons across cell membranes
   E. synthesis of pyruvate

CLO #3. Become familiar with possible events leading to the origins of life and with the concepts of evolution.

3. Life has existed on earth for approximately:

A. 1 million years.
B. 1 billion years.
C. 3.5 billion years.
D. 4.5 billion years.
E. 6 billion years.

8. The experiments of Miller -Urey showed that:

A. DNA is a double helix.
B. a living cell could be created out of simple chemicals in a laboratory.
C. life appeared on earth approximately 3.5 billion years ago.
D. organic molecules could be formed abiotically from simpler chemicals.
E. amino acids were not essential to living cells.

13. Oxygen gas (O_2) first appeared in the earth's atmosphere as a result of:

A. the metabolic processes of animals
B. release by photosynthetic organisms
C. release from comets
D. evaporation of lakes, rivers, and oceans
E. there has always been oxygen gas in the earth's atmosphere

18. Which does not describe Darwin's concept of natural selection?

A. acquired characteristics are passed on to offspring.
B. populations display variation among individuals.
C. given a specific set of environmental conditions, some individuals will be better equipped to survive than others.
D. individuals better equipped to survive may pass their characteristics on to their offspring.
E. more offspring are produced than can survive.

CLO #4. Integrate the interrelationships of metabolism, genetics, and evolution to other scientific concepts:

4. Variation in heritable traits is necessary for evolution. All of following processes could promote variation by producing new genetic combinations **except**:

A. crossing over during meiosis I
B. chance meeting of two gametes at fertilization
C. independent assortment of chromosomes during gamete formation
D. somatic cell division by mitosis
E. random mating of individuals in a population

9. All organisms must power cellular processes by oxidizing molecules to liberate the energy contained within their bonds. Which of theses processes evolved before free oxygen was present and remains in use by cells today?

A. the Krebs cycle
B. glycolysis
C. the electron transport chain
D. the Calvin cycle
E. photo-photophosphorylation

14. Current thought on origins of life suggest that the first genetic material was/were:

A. free nitrogenous bases
B. polysaccharides
C. RNA
D. free amino acids
E. DNA

19. What evidence is there for an endosymbiotic origin of mitochondria and chloroplasts?

A. the phospholipid membrane
B. both contain nuclei
C. both have their own DNA
D. they are part of the endomembrane system
E. both have cilia

CLO #5. Identify and apply the mechanisms of inheritance, reproduction and molecular genetics.

5. If an organism possesses two different Mendelian factors for one trait, but one of the factors is not observable, we call this factor:

A. recessive
B. a phenotype
C. a genotype
D. homozygous
E. dominant

10. In the genetic cross homozygous dominant (**AA)** x heterozygous (**Aa**), what fraction of the offspring will be heterozygous (**Aa**)?

A. 75%
B. 50%
C. 25%
D. 0%
E. 100%

15. Genes are best viewed as:

A. mutations
B. diploid
C. information
D. chromosomes
E. genomes

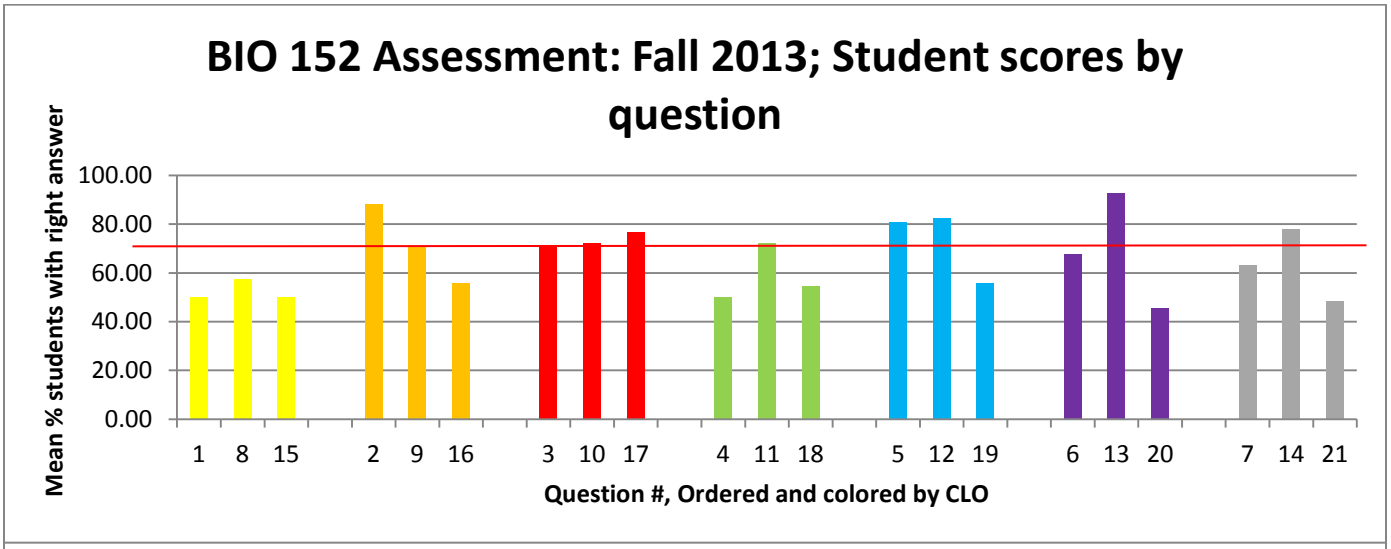
20. The process of _____ splits duplicated genomes between daughter cells, and the process of _____ splits genomes evenly between gametes.

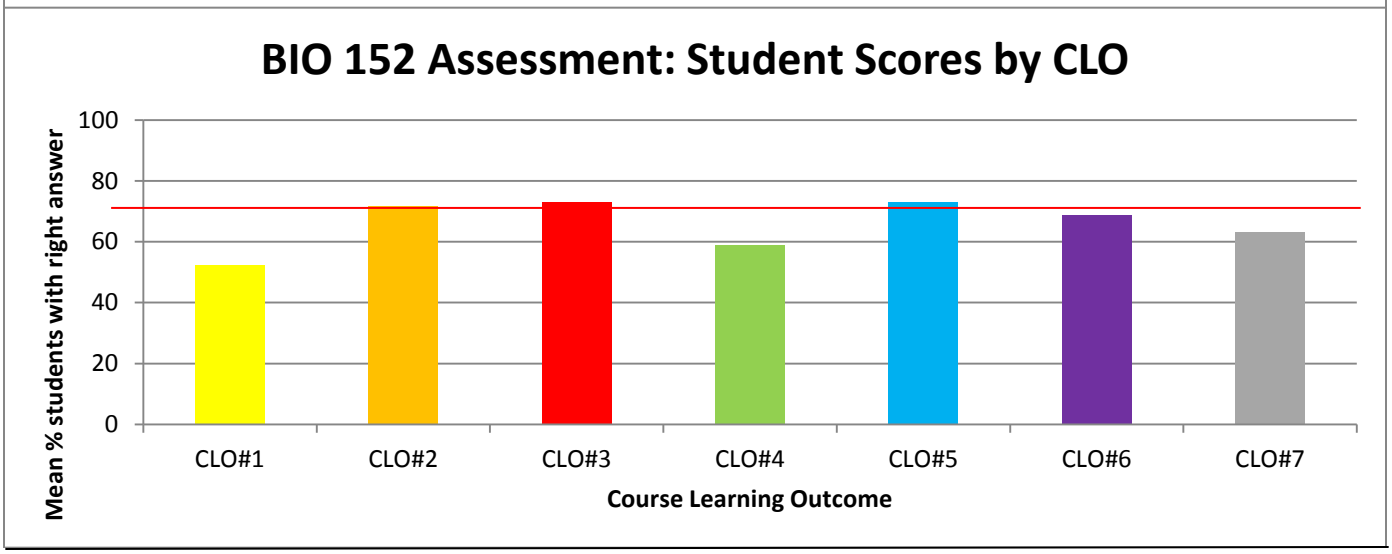
A. cytokinesis/fertilization
B. meiosis/mitosis
C. mitosis/meiosis
D. interphase/telophase
E. fertilization/cytokinesis

Summary:

- Only 41% of students received an overall score of 70% or better. Our goal was 67% would get a 70% or better
- Questions 1,8,15,16,4,18,19, and 20 had less than 67% get the correct answer
- CLO#1, 4, & 7 all had an average of less than 67% of students getting the right answer
- CLO#1 had the lowest overall score: an average of 52% of students got right answers
- CLO#4 had second lowest overall score: an average of 59% of students got right answers

Graphs:





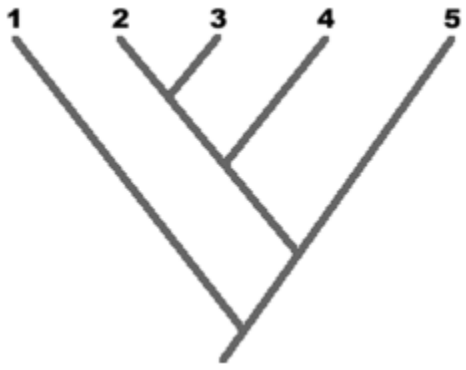
CLO #1: to trace the functional and structural adaptations in the evolution from simple to complex organisms in their respective environments.

1. All of the following describe trends in the evolution of plants except _____ .
   A. plants without vascular tissue → plants with vascular tissue
   B. plants with seeds and flowers → plants with seeds but no flowers
   C. sperm that require moist habitats to move → sperm that do not require moist habitats to move
   D. seedless plants → plants that produce seeds
   E. gametophytic dominance → sporophytic dominance

8. The evolution of seeds was a key innovation in the successful colonization of terrestrial environments by plants. Which of the following is NOT an adaptive benefit of seeds?
   A. Seeds permit plants to postpone embryonic development during unfavorable conditions.
   B. Seeds contain stored energy for young seedlings to develop before they can photosynthesize on their own.
   C. Seeds attract pollinators who can assist the plant in reproduction.
   D. Seeds provide protection to plant embryos at their most vulnerable stage of development.
   E. The dispersal of seeds facilitates the distribution of offspring away from the parent plant.

15. Which of the following is most responsible for freeing vertebrates from their dependence on aquatic habitats?
   A. shelled, amniote eggs
   B. paired appendages
   C. fur
   D. a four-chambered heart
   E. large brains

CLO#2. to apply principles of systematics to construct taxonomic schema, and to investigate contemporary molecular systematics



2. Based on the cladogram above, which of the following shares the most recent common ancestor with species 3?

   A. species 1
   B. species 2
   C. species 4
   D. species 5
   E. this cannot be determined from the information given.

9. If crocodiles, lizards, snakes, turtles, and birds represent all of the descendants of a common ancestor, then these animals constitute a group that is

A. polyphyletic
B. monophyletic
C. paraphyletic
D. analagous
E. homoplastic

16. Which of the following pairs of structures is analogous (homoplastic)?

A. the wing of a bat and the forelimb of a human
B. the forelimb of a human and the pectoral fin ("flipper") of a porpoise
C. the wing of a bat and the pectoral fin of a porpoise
D. the wing of a bird and the wing of a butterfly
E. the forelimb of a human and the forelimb of a cat

CLO#3. to compare and contrast systems for nutrient acquisition, digestion, gas exchange, internal transport, osmoregulation, and excretion in representative species

3. Which of the following features do **all** animal respiratory surfaces have in common?
A. They all use air as the respiratory medium with which gases are exchanged.
B. The respiratory surfaces are moist.
C. The respiratory surface extends throughout the entire body.
D. The circulatory systems transports gases between the respiratory surface and the rest of the body
E. They all have evolved to remove 100% of the oxygen from the respiratory medium

10. What advantage does the flow-through, complete digestive system found in earthworms have over the gastrovascular cavity found in flatworms?

A. it allows larger prey to be digested
B. it allows for specialization of various regions of the gut
C. it is highly branched so that nutrients can directly reach each cell of the body
D. it only requires one opening to the external environment
E. it allows the earthworm to eat other animals, not just plant material

17. Which of the following are the only vertebrates in which blood flows directly from respiratory organs to body tissues without first returning to the heart?
A. reptiles
B. fishes
C. amphibians
D. mammals
E. birds

CLO#4. to explain the maintenance of homeostasis through biofeedback mechanisms

4. In mammals, _____promotes the uptake of glucose in the body whereas _____promotes the release of glucose into the blood.

A. Insulin, glucagon
B. Glycogen; glucagon
C. Insulin; glycogen
D. Glucagon; insulin
E. Glucagon; glycogen

11. Animals that can maintain a constant tonicity (water/salt balance) despite fluctuations in their external environment are known as:
A. Osmoconformers
B. Osmoregulators
C. Ectotherms
D. Endotherms
E. Poikilotherms

18. An example of a negative feedback loop is when:
A. Injured tissues release chemicals to activate platelets which, in turn, activates more platelets
B. Leaking sodium ions cause a change in membrane potential generating an action potential
C. Estrogen spikes during the follicular phase of the menstrual cycle promote ovulation
D. The Central Nervous System causes blood vessel dilation and sweating during overheating, resulting in a reduced body temperature
E. The sight or smell of food stimulates salivary glands and releases gastric secretions

CLO#5. to analyze the intricacies of neural control and effectors in the evolutionary progression from unicellular organisms to the human species

5. A neuron consist of

A. An astrocyte, oligodendrocyte and microglia
B. An axon, myelin and dendrites
C. An axon, cell body and dendrites
D. An axon, schwann cell and glia
E. A cell body, glia and dendrites

12. Neurons generate electrical signals primarily via the movement of which ions?

A. Calcium and chloride
B. Sodium and potassium
C. Potassium and chloride
D. Sodium and chloride
E. Calcium and magnesium

19. Which of the following represents the most recently evolved nervous system?

A. The centralized nervous system of fish
B. The paired ganglia of flatworms
C. The auxin system of plants
D. The nerve net of hydra and jellies
E. The ventral nerve cord of insects

CLO# 6. to understand the physiological and biochemical mechanisms of hormonal control in growth, development and regulatory processes in plants and animals

6. Which of the following statements about hormones is false?
A. They are chemical signals produced in the organism.
B. They are produced in small, often minute quantities.
C. They are produced in one part of the organism and transported to another.
D. Their effect is the same throughout the organism.
E. They can stimulate certain physiological processes while inhibiting others.

13. Target cells respond to the presence of a specific hormone because
A. only those cells are attached to the endocrine gland.
B. only those cells have the appropriate receptors.
C. only those cells allow the hormone to enter the cells.
D. they are the first cells along the hormone's circulatory path.
E. if enough time is allowed, all cells respond to the hormone.

20. Vertebrate endocrine system signals are transported to the appropriate target cells via the
A. lymph.
B. neurons.
C. blood.
D. peripheral nervous system.
E. phloem.

CLO# 7. to correlate patterns of reproduction and embryonic development with natural habitats and evolutionary station of representative species

7. As vertebrates colonized the land, there was intense selective pressure to evolve internal fertilization because
A. eggs are too small for males to find and fertilize on land
B. gametes released outside the body are vulnerable to drying out
C. animal sperm move much faster in air than in water
D. animals only produce small quantities of gametes
E. gametes are more vulnerable to predators on land

14. Some sharks and amphibians are ovoviviparous, which means that they reproduce by

    A. housing developing offspring within their bodies, supplying nutrients to the offspring through a maternal connection, and then giving live birth
    B. laying eggs outside their bodies, where the offspring finish their development
    C. retaining fertilized eggs within their bodies while the offspring develop using nutrients supplied solely by the yolk
    D. giving live birth to an embryo which then secretes its own egg in which to develop
    E. laying eggs in the nests of other vertebrate species then abandoning them

21. Which of the following reproductive strategies limit bryophyte plants, such as mosses, to moist habitats?

    A. pollen is used to transfer sperm
    B. the sporophyte is the dominant part of the life cycle
    C. the sperm are flagellated and must swim to reach the egg
    D. there is no alternation of haploid and diploid generations
    E. eggs are released into the environment, rather than retained on the female plant

SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	Photographic Imaging
Date of Assessment:	12/20/2013
Lead person:	Allen Keener
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	Photographic skills: image exposure and focus control. Demonstrate the technical skills required to capture images correctly and efficiently. ART145 Digital Photography I
Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	Instructor analyzed the images from the semester's final assignment and scored a rubric assessing five photographic skills. The final assignment asked the students to use all of the skills taught over the semester. The rubric assessed the student's skills level working with image exposure and focus. The measurement used four categories to measure success: • Exceeding Standards • Meeting Standards • Approaching Standards • Not Meeting Standards The five skills assessed were: • Overall image exposure. • Overall image focus. • Used the correct ISO setting during image capture to properly expose the image. • Used the camera's f/stops for depth-of-field control (selective or maximum focus) while maintaining correct exposure. • Used the correct shutter speeds for movement control (blur, panning, stop action) while maintaining correct exposure. The expected outcomes were for all the students to meet the standards of the assessment. For students to succeed as professional photographers they must perform the skills of image exposure and image focus precisely and with professional consistency. Thirty-four students from three sections (CRN93033, CRN93034, and CRN93035) participated in the assessment.

Summary of findings and interpretation of the findings.	**Overall Image Exposure:** In summary, the below results reflect that students (91%) are meeting or exceeding the standard. Three of the students (9%) were found to be approaching or not meeting the standard. • 8-students were found exceeding the standard. • 23-students were found meeting the standard. • 2-students were found approaching the standard. • 1-students were found not meeting the standard. **Overall Image Focus:** In summary, the below results reflect that students (88%) are meeting or exceeding the standard. Four of the students (12%) were found to be approaching or not meeting the standard. • 9-students were found exceeding the standard. • 21-students were found meeting the standard. • 2-students were found approaching the standard. • 2-students were found not meeting the standard. **Used the correct ISO setting during image capture to properly expose the image:** In summary, the below results reflect that most of the students (85%) are meeting or exceeding the standard. Five of the students (15%) were found to be approaching or not meeting the standard. • 8-students were found exceeding the standard. • 21-students were found meeting the standard. • 3-students were found approaching the standard. • 2-students were found not meeting the standard. **Used the camera's f/stops for depth-of-field control (selective or maximum focus) while maintaining correct exposure:** In summary, the below results reflect that some of the students (74%) are meeting or exceeding the standard. Nine students (26%) were found to be approaching or not meeting the standard. • 8-students were found exceeding the standard. • 17-students were found meeting the standard. • 7-students were found approaching the standard. • 2-students were found not meeting the standard. **Used the correct shutter speeds for movement control (blur, panning, stop action) while maintaining correct exposure:** In summary, the below results reflect that some of the students (77%) are meeting or exceeding the standard. Eight students (23%) were found to be approaching or not meeting the standard.

	• 9-students were found exceeding the standard. • 17-students were found meeting the standard. • 5-students were found approaching the standard. • 3-students were found not meeting the standard.
Actions required to improve teaching and learning in light of the findings? Who will be responsible?	The program's assessment committee will meet to discuss the assessment findings and investigate teaching methods to improve weaknesses in student learning. The program's assessment committee, the College Coordinator of Photographic Imaging, and the instructors teaching ART145 Digital Photography I
Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? ("Closing the loop.")	Spring 2014 Semester: The program's assessment committee will meet to review the results of the assessment and to make recommendations to improve instruction, learning and assessment. Fall 2014 Semester: If recommendations are made, they will be implemented during the Fall 2014 semester. Rubrics will be administered at the end of the semester to measure and compare the success of actions taken.

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu and to your campus Associate Dean of Academic Affairs. Thank you.

SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	Photographic Imaging
Date of Assessment:	12/20/2013
Lead person:	Allen Keener
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	Photographic skills: image exposure and focus control. Demonstrate the technical skills required to capture images correctly and efficiently. ART245 Digital Photography III
Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	Instructor analyzed the images from the semester's final assignment and scored a rubric assessing five photographic skills. The final assignment asked the students to use all of the skills taught over the semester to shoot and print a portfolio of three or more images. An minimum of two hundred images were required to be shot for the assignment. The rubric assessed the student's skills level working with image exposure and focus. The measurement used four categories to measure success: • Exceeding Standards • Meeting Standards • Approaching Standards • Not Meeting Standards The five skills assessed were: • Overall image exposure. • Overall image focus. • Used the correct ISO setting during image capture to properly expose the image. • Used the camera's f/stops for depth-of-field control (selective or maximum focus) while maintaining correct exposure. • Used the correct shutter speeds for movement control (blur, panning, stop action) while maintaining correct exposure. The expected outcomes were for all the students to meet or exceed the standards of the assessment. For students to succeed as professional photographers they must perform the skills of image exposure and image focus precisely and with professional consistency. Twenty-two students from two sections (CRN93768 and CRN93769) participated in the assessment.

Summary of findings and interpretation of the findings.	**Overall Image Exposure:** In summary, the below results reflect that the students (91%) are meeting or exceeding the standard. Only two (9%) of the students were found to be approaching the standard. None of the students were found not meeting the standard. • 4-students were found exceeding the standard. • 16-students were found meeting the standard. • 2-students were found approaching the standard. • 0-students were found not meeting the standard. **Overall Image Focus:** In summary, the below results reflect that the majority of the students (82%) are meeting or exceeding the standard. Only four students (18%) were found to be approaching or not meeting the standard. • 4-students were found exceeding the standard. • 14-students were found meeting the standard. • 3-students were found approaching the standard. • 1-students were found not meeting the standard. **Used the correct ISO setting during image capture to properly expose the image:** In summary, the below results reflect that some of the students (64%) are meeting or exceeding the standard. Eight students (36%) were found to be approaching the standard. • 3-students were found exceeding the standard. • 11-students were found meeting the standard. • 8-students were found approaching the standard. • 0-students were found not meeting the standard. **Used the camera's f/stops for depth-of-field control (selective or maximum focus) while maintaining correct exposure:** In summary, the below results reflect that the majority of the students (77%) are meeting or exceeding the standard. Five students (23%) were found to be approaching or not meeting the standard. • 3-students were found exceeding the standard. • 14-students were found meeting the standard. • 4-students were found approaching the standard. • 1-students were found not meeting the standard.

	Used the correct shutter speeds for movement control (blur, panning, stop action) while maintaining correct exposure: In summary, the below results reflect that students (91%) are meeting or exceeding the standard. Two students (9%) were found to be approaching the standard. None of the students were found not meeting the standard. • 3-students were found exceeding the standard. • 17-students were found meeting the standard. • 2-students were found approaching the standard. • 0-students were found not meeting the standard.
Actions required to improve teaching and learning in light of the findings? Who will be responsible?	The program's assessment committee will meet to discuss the assessment findings and investigate teaching methods to improve weaknesses in student learning. The program's assessment committee, the College Coordinator of Photographic Imaging, and the instructors teaching ART245 Digital Photography III
Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? ("Closing the loop.")	Spring 2014 Semester: The program's assessment committee will meet to review the results of the assessment and to make recommendations to improve instruction, learning and assessment. Fall 2014 Semester: If recommendations are made, they will be implemented during the Fall 2014 semester. Rubrics will be administered at the end of the semester to measure and compare the success of actions taken.

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SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	A.A.S. Construction Technology / Architectural Technology (CTAT) and Drafting Certificate Program
Date of Assessment:	December 2013
Lead person:	Responsibilities shared by Natalie Niemann, Mike Simon and Al Dawson
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	PLO -1). Students will create architectural drawings reflecting an appropriate technical and professional level of skills. **DRF114: AutoCAD 1** 1. Demonstrate the ability to properly use CAD software by reading, understanding and creating basic geometric shapes, multi-view drawings, sectional drawings, pictorial drawings and technical working drawings based on industry requirements. 2. Communicate the geometry and intent of design features by effectively adding standardized dimensions and notes to drawings. 3. Effectively manipulate the CAD software interface which includes file setup and management by producing drawings of the kind used in architectural / construction industry. **DRF217: Architectural Drafting: Residential** 1. Effectively apply residential space planning guidelines and basic design principles to their project as governed by codes and standard practices. 2. Properly use cad software by reading, understanding and creating a comprehensive set of residential working drawings of the kind used in industry. 3. Correctly identify and explain typical residential construction methods and materials such as wood used for framing and site cast concrete used for foundations. 4. Effectively communicate the geometry and intent of design features by detailing conventional wood framing conditions as governed by codes.

Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	Students completed a comprehensive evaluation exam with an expectation that 80% of students will meet or exceed the desired performance standard set forth by the department evaluation rubric (see attached). Evaluations were distributed and results tabulated /recorded by the end of the Fall 2013 semester. Assessment was supervised by Ammerman Dept. Chair of Engineering Science in collaboration with Al Dawson, Natalie Niemann and Mike Simon. For course DRF114: AutoCAD 1, 50 students took part in the assessment (department standard evaluation of 25 questions worth 4 points each). For course DRF217: Architectural Drafting: Residential, 16 students took part in the assessment (department standard evaluation of 20 questions worth 5 points each).
Summary of findings and interpretation of the findings.	For course DRF114: AutoCAD 1, 77.1% of the students met or exceeded the desired performance of the comprehensive evaluation exam. See attached summary evaluation sheet with specific results per question. For course DRF217, 79% of the students met or exceeded the desired performance of the comprehensive evaluation exam. See attached summary evaluation sheet with specific results per question.
Actions required to improve teaching and learning in light of the findings? Who will be responsible?	Responsibilities for the following will be shared between N. Niemann, M. Simon and A. Dawson Actions to improve the learning and teaching will progress as follows: 1) Create a list of topical areas where students are not achieving the performance level required by the department. Review this list with each faculty member, full-time and part-time, and improve offering of these topics for this current semester and all future semesters. 2) Results indicate those students that did not meet the expectations were lacking in architectural techniques and foundations developed in an introductory hand-drafting course DRF111. Some students did not take DRF111 or may not have grasped the concepts in DRF111. The department will move forward in a course redesign that will alleviate this in future course offerings. 3) Course syllabi do not list clearly all the concepts to be covered in these two courses (DRF114, DRF117). Redesign the course syllabus to clearly define the course materials to be covered, in detail.

	4) Each faculty member will get a summary and a rubric identifying what topics and areas students were struggling in, identifying areas the faculty member needs to evaluate if the students are grasping the concepts.
Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? ("Closing the loop.")	Results will be shared with full time and part time faculty through the department meetings and opening/ closing meeting of all fulltime faculty and part time faculty. The following procedure will be implemented: 1) Opening meeting for the spring 2014 semester of all faculty and adjuncts (January 21) will review the results of the assessment. All instructors will have the summaries, results and rubrics sent to them by January 15th and at the meeting on January 21st, we will discuss the results as well as the actions to be put in place to see improvement in student learning. 2) By May 1st 2014, rewrite the course syllabus for DRF114 and DRF117 clearly defining the course material to be covered. 3) Re-asses the same learning initiatives by the end of the spring 2014 semester and compare to the fall to see if there are improvements. 4) Look at redesigning the introductory course DRF114 and DRF111 so that students will have the foundation skills to succeed in DRF114. To be completed by May 2014 and implemented for fall 2014. All faculty members will be accountable for implementing changes.

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu and to your campus Associate Dean of Academic Affairs. Thank you.

SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	Liberal Arts and Sciences: Education (Child Study) Emphasis
Date of Assessment:	Fall 2012
Lead person:	Dr. Donna Ciampa
What did you assess? If associated with a learning outcome, please specify.	Program Level Learning Outcome #1: Student will engage in self-reflective practice
Description of assessment activity.	Through a philosophy-based paper, students will identify and examine personal values, goals and professional organizations related to the teaching profession. Students will identify and examine the roles and behaviors of effective teachers. A standardized rubric was utilized in the assessment of this paper for this outcome (see attachment).
What did you find?	Using the required rubric, there appeared to be an area that was not addressed in the rubric. Some students did not delve deeply enough into their topic, providing mostly commonly known general information (although supported by references).
Was any action taken?	Nothing in the rubric directly addressed this, although item VIII (paragraphs fit with this structure coherently and present accurate and pertinent examples and evidence to support central and subsidiary ideas) vaguely touched on it. The rubric seemed to focus mainly on the format of the paper, and less on the actual content. **In an effort to more clearly evaluate the content within the paper, the rubric was revised to include items** that state that the topic was thoroughly researched, resulting in a paper that demonstrates in depth understanding of the topic that surpasses general or simplistic information.
Was any follow-up performed?	An assessment of the outcomes using the updated rubric (see pages attachment for Fall 2013 rubric) is being gathered during the Fall 2013 semester.

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SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	Accounting AAS, A.S. , Certificate
Date of Assessment:	Fall 2013
Lead person:	
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	ACC101 Principles of Accounting I. Prepare and enter business transaction data manually and electronically for use in standard financial statements. ACC101 sections.
Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	Students were tested on their ability via computerized exam. The exam required students to record eleven financial transactions. Each transaction was equally weighted. Students were expected to meet minimum standards. A total of 462 students participated in the assessment project.
Summary of findings and interpretation of the findings.	73% exceeded expectations. 12% met expectations. 10% approached expectations. 5% did not meet expectations.
Actions required to improve teaching and learning in light of the findings? Who will be responsible?	Faculty will continue to work with academic services in recruiting tutors for this course. Instructors will advise students to utilize these services.
Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? ("Closing the loop.")	Planned program review in Spring 2014. Follow-up evaluation to be completed Fall 2014.

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SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	Health Information Technology/Medical Records A.A.S.
Date of Assessment:	Fall 2013
Lead person:	Professor Tracy D'Errico
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	Program Learning Outcome: Transition paper based medical records to Electronic Health Records in HIT117.
Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	Students prepare for participation in Planning, design, selection, implementation, integration, testing, evaluation and support for organization wide Electronic Health Record (EHR) information system. Rubric created (attached). All students (27) in HIT117 were assessed.
Summary of findings and interpretation of the findings.	Desired outcome was that 80% of the students will meet (grade of B) or exceed (grade of A) the desired performance on an assignment using an agreed upon rubric. The result indicated that 85% of the students (23) exceeded the desired performance level (a grade of A). 2 students met the desired outcome (Grade of B/B+), 1 students approached the outcome (Grade of C/C+) and 1 students failed to demonstrate a command of the content (Grade of D/D+/F).
Actions required to improve teaching and learning in light of the findings? Who will be responsible?	Areas where students were most challenged will be reviewed with the faculty, however no action is required at this time based on the excellent performance.

Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? ("Closing the loop.")	Assessment of a Program Learning Outcome for HIT117 will be assessed in Fall 2014 when the class is offered again.

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SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	Gender and Women's Studies
Date of Assessment:	Fall 2013
Lead person:	Alice Goode-Elman, Gertrude Postl
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	The Student Learning Outcome associated with the assignment was: Explain how sexism and the representations of gender roles, sexuality, and gender identity affect individual lives and interpersonal relationships. The Program Learning Outcome associated with the Student Learning Outcome was: Identify the indicators for and describe the mechanisms of oppression and discrimination of women. The course in which the assessment took place was: HUM 116/WST 116 Gender and the Humanities
Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	An evaluation of a student writing assignment of a personal essay of 500 words or more about an experience which was shaped by or influenced by gender. The methodology involved reading the student essays and evaluating them according to the attached rubric. It was expected that 70% of students would meet the expectations for the assignment. 78 students took part in the assessment.
Summary of findings and interpretation of the findings.	80% of students met the expectations for the assignment and 20% exceeded the expectations for the assignment. Overall, students assessed in this activity are meeting the expectations to write a coherent essay in which they describe a personal experience they have had which is influenced or shaped by gender. They can provide examples of sexism, or a gendered difference, and describe the consequences and impact of the experience.
Actions required to improve teaching and learning in light of the findings? Who will be responsible?	This writing assignment is working well to assess the student learning outcome for HUM 116/WST 116 aligned with the assessed program learning outcome for the Gender and Women's Studies program.

Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? ("Closing the loop.")	

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu and to your campus Associate Dean of Academic Affairs. Thank you.

LAS Child Study EDU 201- Introduction to Education Spring 2013

Office of Planning and Institutional Effectiveness
June, 2013

INTRODUCTION

The assessment of EDU 201 – Introduction to Education was administered in the Spring 2013. Six assignments were sent out to the Professional Assistant in the Campus Associate Dean of Academic Affairs office for entry in to the TracDat system, there were a total of 90 students in the cohort. The assignment consisted of a 10 question rubric for use on a research paper.

RESULTS (HIGHLIGHTS)

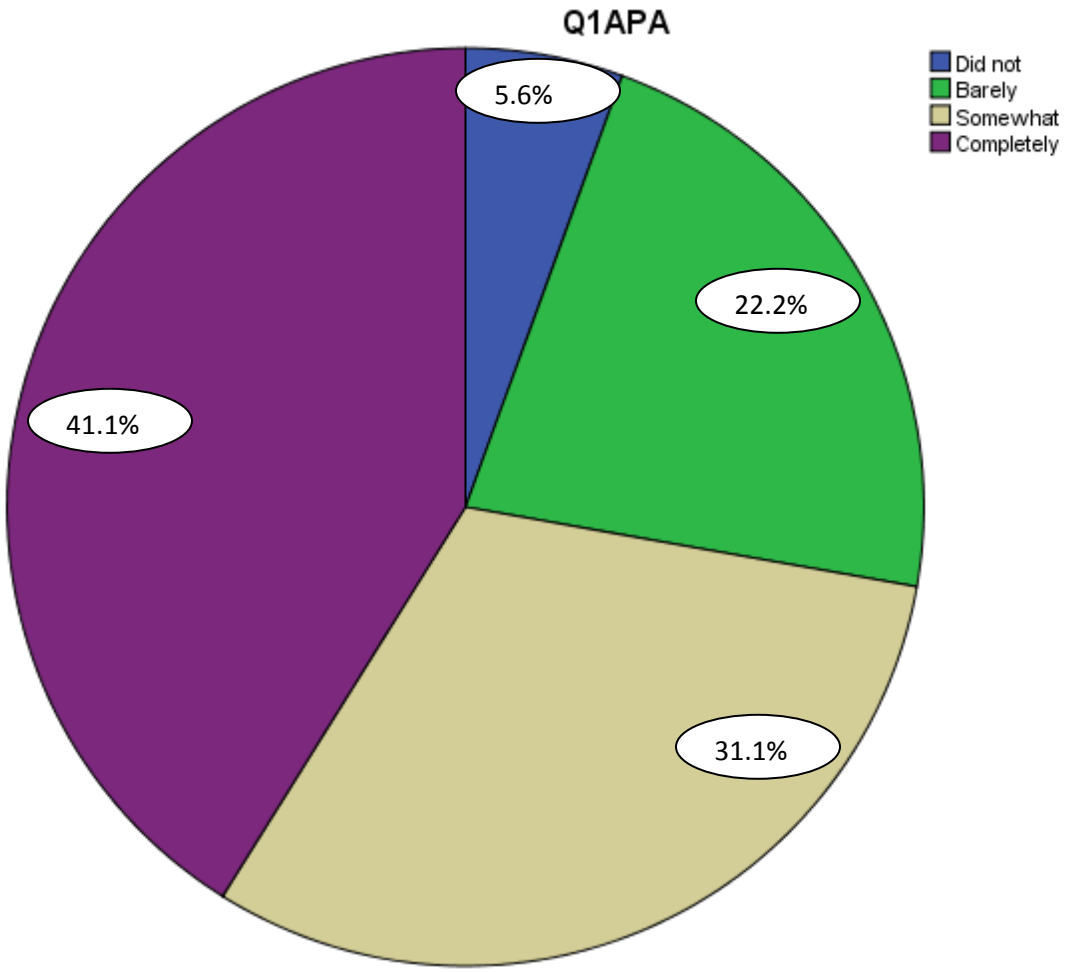
This section will present some of the key findings of the assessment. The full results can be found in the Appendices.

Q9 MECHANICS: One third (30%) of students in the assessment scored in the "Enhanced Communication" scoring category.

SUGGESTIONS FOR THE FUTURE

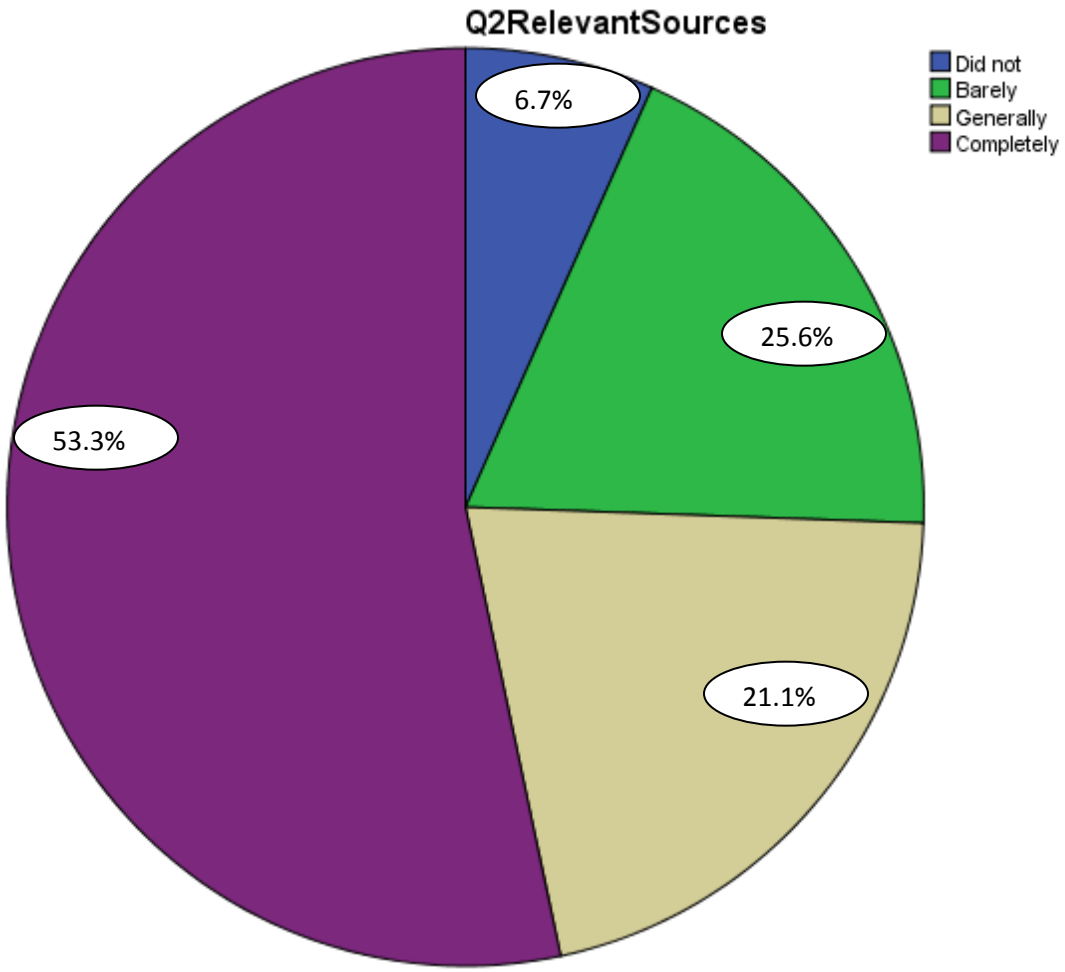
- The Office of Planning and Institutional Effectiveness (OPIE) encourages academic programs to standardize their assessment planning (i.e. means of assessment, assignment, delivery etc.), to ensure greater data reliability.
- An assessment assignment embedded in homework (with minimal impact on the final grade) decreases the amount of effort students place on the assignment (Wise, 2005). High stakes assignments alternatively (i.e. final exams, term papers, etc.) are more likely to garner greater effort from students. When assessments utilize multiple types of stakes (high, medium, and low) the usefulness and reliability of the data may be compromised.
- The criteria for success must be established before assessment assignments begin to ensure that informed decisions can be made based on baseline data and best practices. In setting established criteria for success, the results can be interpreted against an expected level of success.

APPENDIX



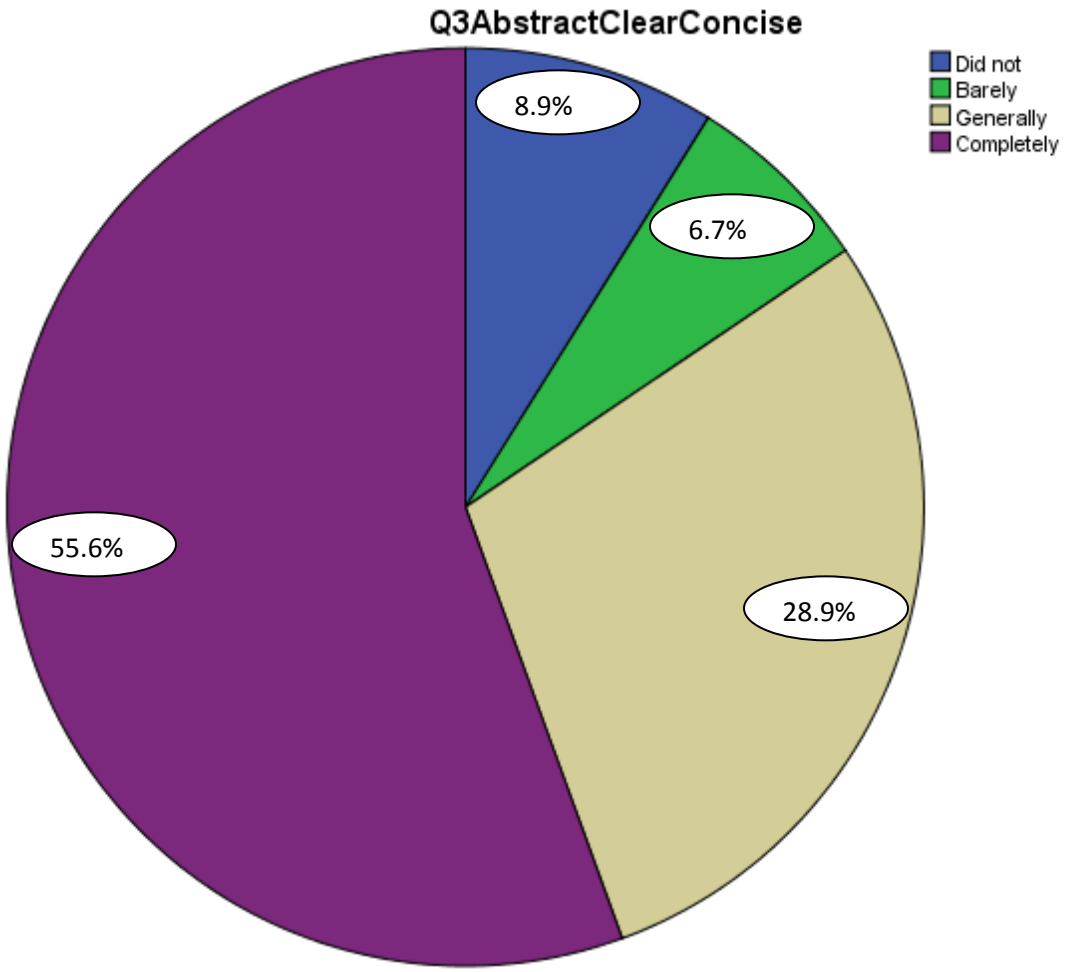
Q1APA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not	5	5.6	5.6	5.6
	Barely	20	22.2	22.2	27.8
	Somewhat	28	31.1	31.1	58.9
	Completely	37	41.1	41.1	100.0
	Total	90	100.0	100.0	



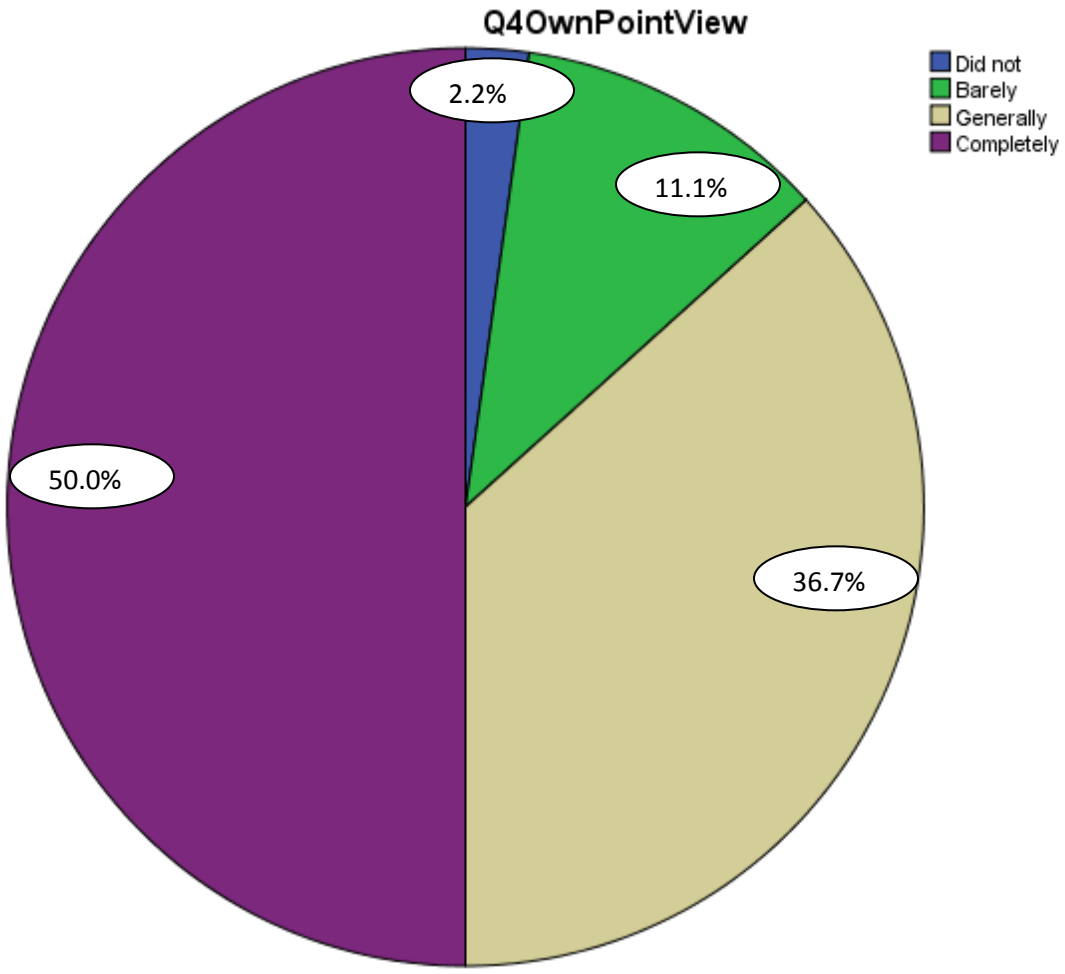
Q2RelevantSources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not	6	6.7	6.7	6.7
	Barely	17	18.9	18.9	25.6
	Generally	19	21.1	21.1	46.7
	Completely	48	53.3	53.3	100.0
	Total	90	100.0	100.0	



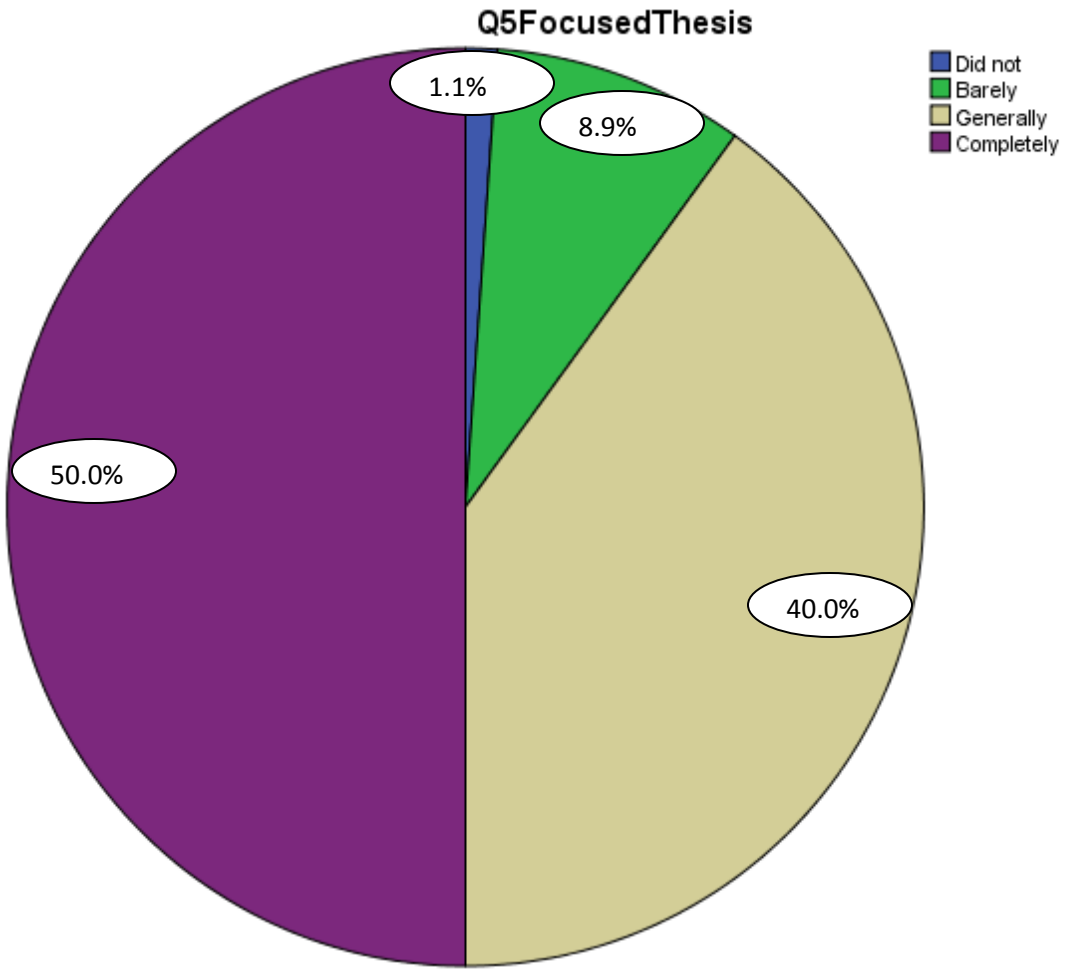
Q3AbstractClearConcise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not	8	8.9	8.9	8.9
	Barely	6	6.7	6.7	15.6
	Generally	26	28.9	28.9	44.4
	Completely	50	55.6	55.6	100.0
	Total	90	100.0	100.0	



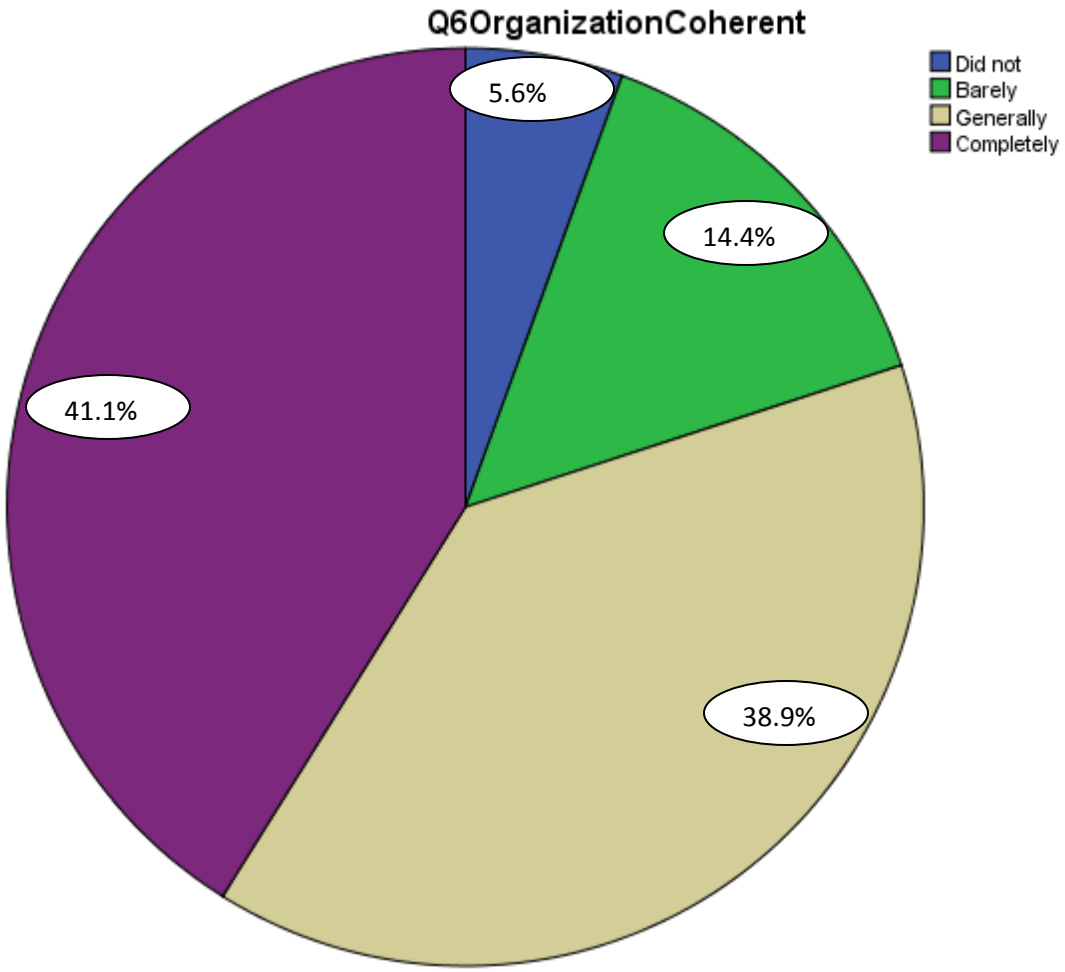
Q4OwnPointView

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not	2	2.2	2.2	2.2
	Barely	10	11.1	11.1	13.3
	Generally	33	36.7	36.7	50.0
	Completely	45	50.0	50.0	100.0
	Total	90	100.0	100.0	



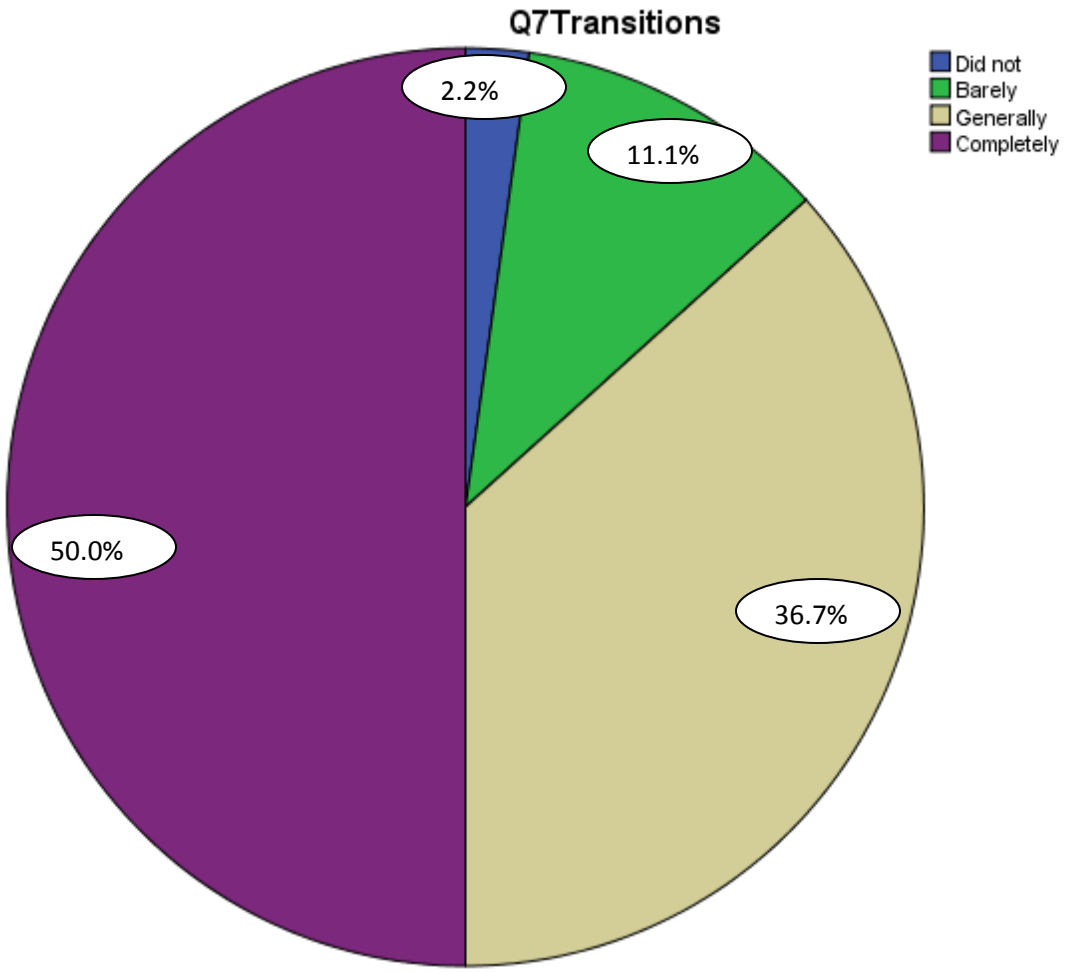
Q5FocusedThesis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not	1	1.1	1.1	1.1
	Barely	8	8.9	8.9	10.0
	Generally	36	40.0	40.0	50.0
	Completely	45	50.0	50.0	100.0
	Total	90	100.0	100.0	



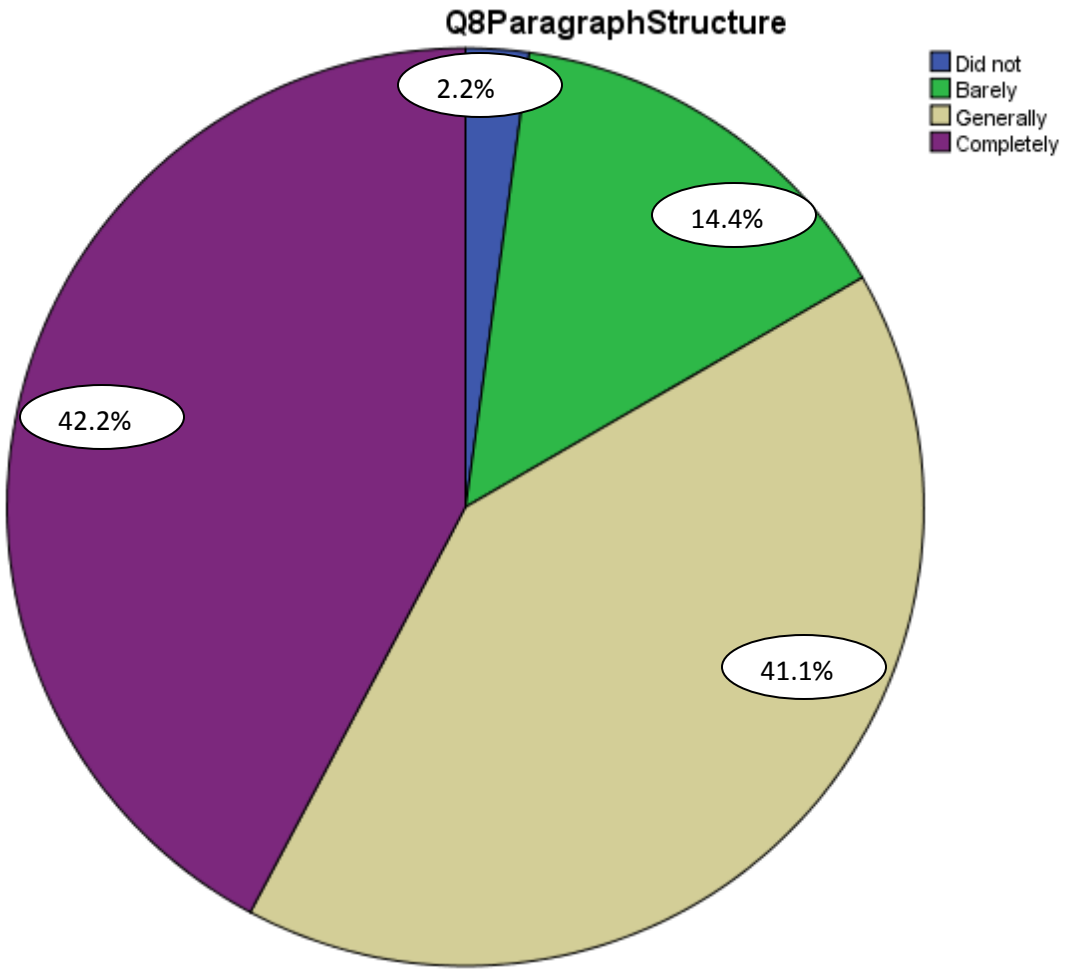
Q6OrganizationCoherent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not	5	5.6	5.6	5.6
	Barely	13	14.4	14.4	20.0
	Generally	35	38.9	38.9	58.9
	Completely	37	41.1	41.1	100.0
	Total	90	100.0	100.0	



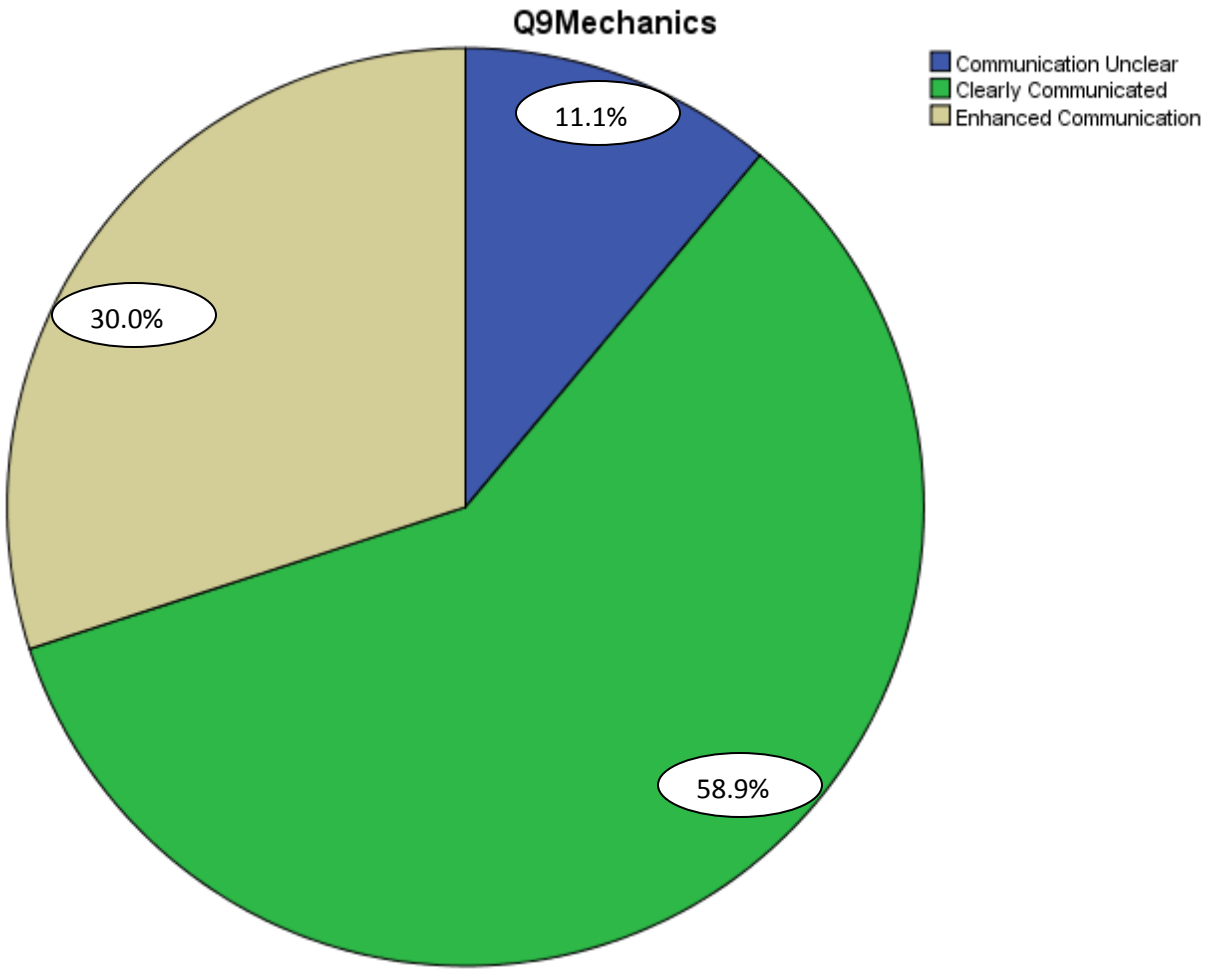
Q7Transitions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not	2	2.2	2.2	2.2
	Barely	10	11.1	11.1	13.3
	Generally	33	36.7	36.7	50.0
	Completely	45	50.0	50.0	100.0
	Total	90	100.0	100.0	



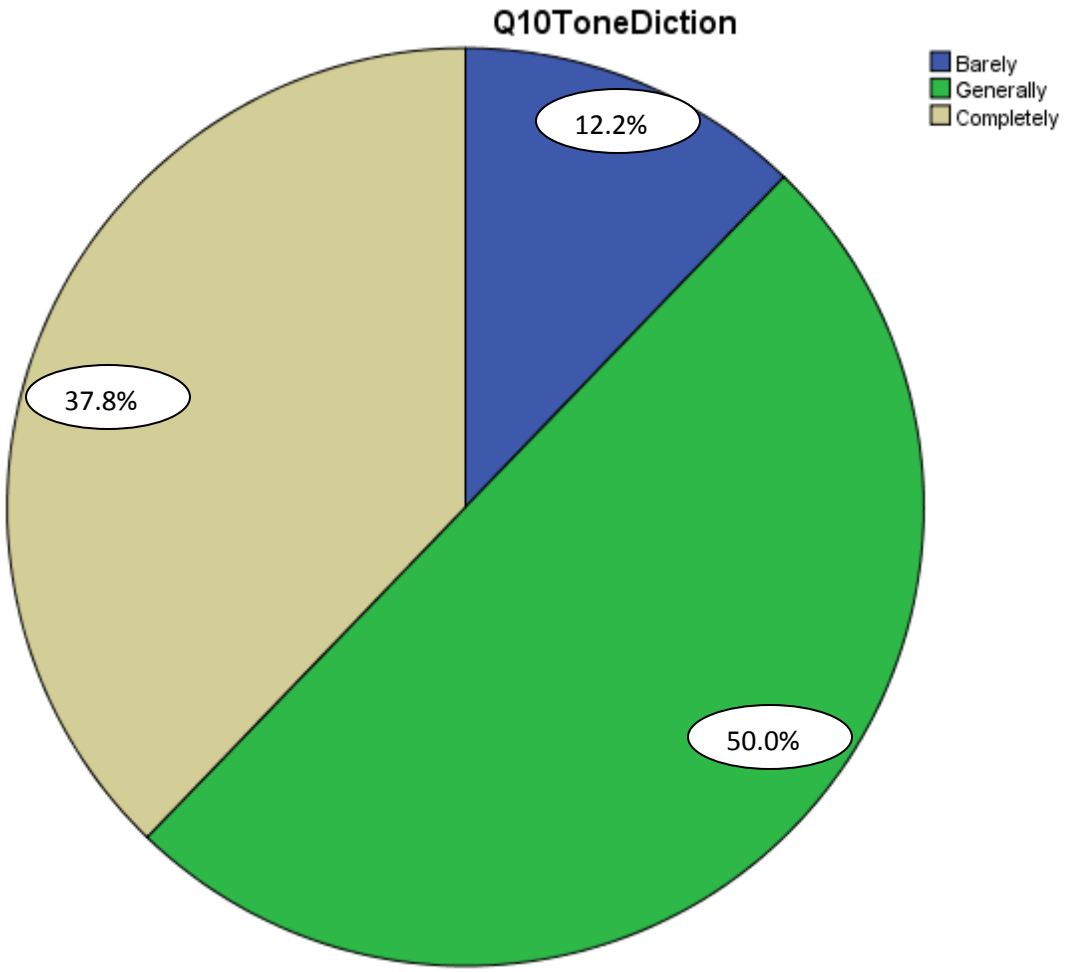
Q8ParagraphStructure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not	2	2.2	2.2	2.2
	Barely	13	14.4	14.4	16.7
	Generally	37	41.1	41.1	57.8
	Completely	38	42.2	42.2	100.0
	Total	90	100.0	100.0	



Q9Mechanics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Communication Unclear	10	11.1	11.1	11.1
	Clearly Communicated	53	58.9	58.9	70.0
	Enhanced Communication	27	30.0	30.0	100.0
	Total	90	100.0	100.0	



Q10ToneDiction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Barely	11	12.2	12.2	12.2
	Generally	45	50.0	50.0	62.2
	Completely	34	37.8	37.8	100.0
	Total	90	100.0	100.0	

Bibliography

Wise, S. L., & DeMars, C. E. (2005). Low Examinee Effort in Low-Stakes Assessment: Problems and Potential Solutions. *Educational Assessment*, *10*(1), 1-17. doi:10.1207/s15326977ea1001_1

SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	Graphic Design
Date of Assessment:	Spring 2013
Lead person:	Laurey Buckley, Assoc. Professor of Graphic Design
What did you assess? If associated with a learning outcome, please specify.	Program Learning Outcomes: 1. Use critical thinking skills to investigate and solve a design problem with multiple solutions 2. Use ideas and production techniques to create meaning with images, type and symbols. 3. Create meaningful visual messages using design theory, perception, visual organization and aesthetics. 4. Demonstrate command of the materials, tools and technology used in the production of both print and interactive display.
Description of assessment activity.	In GRD205 : Graphic Design Portfolio preparation and Assessment 1. Direct Measures: standardized exams, project submissions such as advertisements, brochures, editorial spreads, websites, logos, pamphlets, annual reports, and, oral presentations 2. Formal and informal written and verbal commentary and analysis 3. Proficiency Examinations, Exit Survey, Preliminary and Final Portfolio Evaluation
What did you find?	85% of the student cohort achieved a C+ or better based on the fulfillment of each project's individual objectives
Was any action taken?	1. Recommendations were made to require more practice and written exams in each GRD course 2. Recommendations were made to consistently integrate more opportunities for students to practice these skills 3. 5 key projects were developed for implementation in every section of each GRD course, by all instructors
Was any follow-up performed?	Department meetings to review ongoing course/project-level assessments, findings, and future plans.

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu. Thank you.

Criteria for Assessment of Graphic Design Portfolios

(Updated 5/2011)

Upon completion of the curriculum students are required to present a final body of work in the form of an interactive website that displays projects created over the past four semesters. In direct correlation with the stated programmatic learning outcomes and objective learning outcomes, student portfolios are evaluated by the department faculty and industry professionals on a Likert scale in the following five categories:

1. Creative Concepts (visualize, critical thinking, aesthetics)
2. Use of Resources (variety of media-images, sketches, design models, copy)
3. Graphic Design Principles (theory, terminology, analysis)
4. Execution (production techniques, software proficiency)
5. Practical Purpose (needs of industry, designer's role)

Electronic Portfolio Rubrics

	(5) Advanced	(4) Proficient	(3) Basic	(2) Below Basic	(1) Not Passing
Assessment Outcomes	*Highly creative, inventive, mature presence of outcome*	*Detailed and consistent evidence of outcome*	*Some evidence of outcome*	*Little evidence of outcome*	*No evidence of outcome*
Process Development	Very strong understanding and all elements of product's purpose Critical reflection is clearly evident in the planning	Product's purpose is clear Planning is well-organized and evident	Product's purpose is partially clear Planning is organized	Little evidence of product's purpose Minimal effect is shown in planning	No evidence of product's purpose No planning; just opened Dreamweaver and struggled with page planning
Technical Design	Every page downloads quickly and wait time is minimal Use of 1024x768 pixels so viewer does not have to scroll more than two screens All elements incorporated work (javascript, Flash, roll-overs) All rules of spelling and grammar have been followed	Every page downloads in a reasonable length of time Scrolling is not excessive Extra elements incorporated (javascript, Flash, roll-overs) Rules of spelling and grammar have been followed	Most pages download in a reasonable length of time Scrolling is not excessive Only Flash is incorporated One or more spelling and grammar errors	Many pages do not download in a reasonable length of time Scrolling is excessive Only one Flash file is incorporated Multiple misspellings and grammar errors	All pages do not download in a reasonable length of time Scrolling is excessive No Flash is incorporated Multiple misspellings and grammar errors

	(5) Advanced	(4) Proficient	(3) Basic	(2) Below Basic	(1) Not Passing
Time and File Management	All files are efficiently organized in one folder with subfolders Past projects are moved to the one folder and link efficiently Exhibits strong self-motivation to complete production in class and during open lab with reference materials to problem solve	All files are efficiently organized in one folder with subfolders Past projects are moved to the one folder and links are fixed with very little effort Exhibits self-motivation to complete production in class and during open lab with no interaction with peers and faculty	All files are efficiently organized Past projects are moved to the one folder and links are fixed with some effort Understands the need to complete the production in class and during open lab time with minimal interaction with peers and faculty to solve problems	Site files in one folder Demands daily help from peers and/or faculty in class Barely uses extra lab time to complete production Missed more than two classes or in class and not working on the website production	Site files unorganized Demands daily help from peers and/or faculty in class Never uses extra lab time to complete production Missed classes and not working effectively in class
Design Components (color, balance, type, etc.)	Planned carefully, made several sketches, and showed an awareness of the elements and principles of design Colors, graphics and text interplay with high regard to effective design Screen designed attractively and entices users to further exploration Clear attention given to all design components with a very strong aesthetical appeal	Applied the principles of design while using one or more elements effectively Graphics download quickly and are relevant, text is easy to read Color are effectively coordinated Elements accompany content to reinforce message	Adequate application of the elements of design Graphics and text interplay to a clear design Colors coordinate	Showed little evidence of any understanding of elements of design Graphics and text are not clear Lack of white space and color harmony	No evidence of understanding the elements of design Poor interaction of graphics and text Lack of white space and multiple elements not considered in the design Poor color choices

	(5) Advanced	(4) Proficient	(3) Basic	(2) Below Basic	(1) Not Passing
Navigation	All links work Navigation scheme is consistent on each page and the user can move from page to page with ease Size of the navigation clues and color coordination is very successful	All links work Navigation scheme is consistent on each page and the user can move from page to page with ease Size of the navigation clues and color coordination is successful	Most links work Navigation scheme is consistent on each page, but some pages require the user to shift location Size of the navigation clues and color is fine	Most links do not work Navigation scheme is questionable Size of the navigation clues are too large	No link work Navigation scheme is inoperable and size of the navigation clues are overpowering
Media Integration	Enhancements contribute significantly to convey the intended message Complete revisit of previous semester's websites to enhance and improve Resume file presented as HTML page with a PDF download Self-exploration of other techniques in Flash, Javascript and CSS is clearly demonstrated	Enhancements contribute to convey the intended message Revisit of previous semester's websites to enhance and improve Resume file presented as HTML page with a PDF download Self-exploration of other techniques in Flash, Javascript and CSS is demonstrated	Enhancements contribute to convey the message Partial renovation of previous semester's websites to enhance and improve Resume file presented as PDF download Self-exploration of other techniques in Flash and CSS clearly demonstrated	No enhancements are used No revisit of previous semester's websites to enhance and improve Resume file presented as PDF download	No enhancements are used No display of previous semester's websites No resume file

	(5) Advanced	(4) Proficient	(3) Basic	(2) Below Basic	(1) Not Passing
Originality and Creativity	Design creates a striking and memorable work that has the power to impact the viewer Multiple ideas and unusual combinations or changes in all the ideas generated with ability to self-edit and create an unique message Connection to previous knowledge clearly demonstrated Completed understanding of problem solving skills	A few ideas were tried before selecting the completed project Work based on someone else's idea with several modifications to a completed project Decisions made only after referring to one source Solve the problem in logical way	An idea was tried and adequately executed Lacks originality Work copied from someone else without modifications Personal observation and skill needs improvement	Fulfills the assignment, but gives no evidence of trying anything unusual Work copied from peer or someone else without modifications	No evidence of original thought or the application of previous acquired skill
Required Elements	All required elements have been successfully completed	All required elements have been successfully completed	Several of the required elements have not been completed	Most of the required elements have not been completed	None of the required elements have been completed

Event Promotion and Public Awareness Rubric

Poster, flyer, pamphlet, ticket, signage, postcard, web banner, web animations, etc.

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Assessment Outcomes	*Highly creative, inventive, mature presence of outcome*	*Detailed and consistent evidence of outcome*	*Some evidence of outcome*	*Little evidence of outcome*	*No evidence of outcome*
Process Development and Research (Target Audience and Product's Purpose)	Very strong understanding and all elements of product's purpose are engaging and appropriate for the target audience	Product's purpose is clear Major elements of the product is appropriate for the target audience	Purpose is partially clear Target audience is indicated with some elements	Little evidence of product's purpose or relationship to a target audience	No evidence of product's purpose or aim to a target audience
Craftsmanship (Attention to Detail)	Clear evidence showing beautiful and patiently done; high attention to detail for a complete finish	With a little more effort, work could have been outstanding Attention to detail is missing for a complete finish	Shows average craftsmanship; adequate Careless consideration to finishing	Shows below average craftsmanship Lack of pride in finished work	Poor craftsmanship No connection for finished work
Visual Impact of Typographical Solution (visual hierarchy)	Hierarchy is distinctly visible Font face choice reflects the message with superior directness	One or two lines of type need downsizing or upsizing for visual impact Font face choice clearly reflects a message	More than two lines of type are out of balance Font face choice defines a message	Type is all one size Font face choice shows little relationship to project	Type is all one size Font face choice shows no relationship to project

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Media Integration (software usage plus type/image relationship)	Clear and inventive integration of applications in the final product Demonstrates successful utilization of more than one software application All of the photographs and graphics enhance the content and create interest All photographs and graphics files are high quality images with appropriate language/vision and clear delivery	Clear integration of applications in the final product Most of the photographs and graphics enhance the content and create interest. Most of the photographs and graphics are high quality images and effectively enhance the content and create interest	Software integration was minimal A few of the photographs and graphics are inappropriate for the content and do not create interest Several photos and graphics are not high quality images	Only one software application was used All photographs and graphics are inappropriate for the content or are distracting decorations that create a busy feeling and detract from the content. Many of the photos and graphics are not high quality images or are not properly edited for print	Only one software application was used No photographs and graphics are used
Clarity and Effective Communicating the Message	Effectively grabs the viewer's attention Creates a memorable visual impression Communicates a message with impact	Adequate viewer's attention is focused on visual Communicates a message	Average, but not very strong, for the viewer's attention on the visual Message is communicated weakly	Lack of a strong attraction for the viewer's attention on the visual Message is weak	No communicative qualities
Color Scheme and Production Techniques (RGB/CMYK, resolution and output device)	Superior color choices for reproduction Output method is clearly defined and blended into the product	Strong choice of color for reproduction Output method defined and blended into the product	Average choice of color for reproduction Output method partially defined	Weak choice of color for reproduction Output method missing	No color choice that does not allow for output
Effective Use of Elements of Design (line, texture, shape/form, value, repetition, balance, emphasis, contrast, unity)	Planned carefully, made several sketches, and showed an awareness of the elements and principles of design	Applied the principles of design while using one or more elements effectively	Adequate application of the elements of design	Showed little evidence of any understanding of elements of design	No evidence of understanding the elements of design

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Use of Space (alignment and white space)	Effective use of positive/negative space with just the right amount of white space to provide a strong message	Awareness of filling the positive/ negative space adequately	Adequate use of positive/negative space used	Shows some consideration, but overall lack of white space and alignment	Clearly no evidence in using positive/negative space
Time and File Management	Class time is used wisely Demonstrates independence and self-initiative in learning Great effort and thought is given in the planning and designing for completion prior to due date All files are organized and complete	Class time is used wisely with adequate time and effort to complete prior to due date One or two files missing from the initial folder, but available upon request	Class time not always used wisely Little time and effort is given to planning and designing with partial completion by due date Files are stored in multiple places	Class time not used wisely Completion is within a week past the due date Files are saved in multiple places or missing at the project's completion	Class time is not even used No effort is given to complete the project one week after the due date Files not available or need recreation
Technical Specifications	All required elements as well as additional information were completed Software integration well done as it pertains to printer/web specifications, such as crop and print marks, folding allowances and web sizes.	All required elements without any additional information Software integration done as it pertains to printer/web specifications, such as crop and print marks, folding allowances and web sizes.	All but one of the required elements is included Software integration partially done as it pertains to printer/web specifications, such as crop and print marks, folding allowances and web sizes.	Several required elements are missing Software integration not complete	None of the required elements and specifications were completed

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Overall Design (originality and creativity)	Design creates a striking and memorable work that has the power to impact the viewer Multiple ideas and unusual combinations or changes in all the ideas generated with ability to self-edit and create an unique message Connection to previous knowledge clearly demonstrated Completed understanding of problem solving skills	A few ideas were tried before selecting the completed project Work based on someone else's idea with several modifications to a completed project Decisions made only after referring to one source Solve the problem in logical way	An idea was tried and adequately executed Lacks originality Work copied from someone else without modifications Personal observation and skill needs improvement	Fulfills the assignment, but gives no evidence of trying anything unusual Work copied from peer or someone else without modifications	No evidence of original thought or the application of previous acquired skill

Informational Rubric

Magazine, newspaper, newsletter, manual, instructional literature, etc.

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Assessment Outcomes	*Highly creative, inventive, mature presence of outcome*	*Detailed and consistent evidence of outcome*	*Some evidence of outcome*	*Little evidence of outcome*	*No evidence of outcome*
Process Development and Research (Target Audience and Product's Purpose)	Very strong understanding and all elements of product's purpose are engaging and appropriate for the target audience	Product's purpose is clear Major elements of the product is appropriate for the target audience	Purpose is partially clear Target audience is indicated with some elements	Little evidence of product's purpose or relationship to a target audience	No evidence of product's purpose or aim to a target audience
Craftsmanship (Attention to Detail)	Clear evidence showing beautiful and patiently done; high attention to detail for a complete finish Multiple page documents well done consistency of design and specifications as it pertains to such items such as folds, crop and print marks, margins, and bleeds	With a little more effort, work could have been outstanding Attention to detail is missing for a complete finish Multiple page documents done with consistency of design and specifications as it pertains to such items such as folds, crop and print marks, margins, and bleeds	Shows average craftsmanship; adequate Careless consideration to finishing Multiple page documents done with some consideration of design and specifications as it pertains to such items such as folds, crop and print marks, margins, and bleeds	Shows below average craftsmanship Lack of pride in finished work Multiple page documents done with lacking strong consistency of design and specifications as it pertains to such items such as folds, crop and print marks, margins, and bleeds	Poor craftsmanship No connection for finished work Multiple page documents done with no consistency of design and specifications as it pertains to such items such as folds, crop and print marks, margins, and bleeds
Visual Impact of Typographical Solution (visual hierarchy)	Hierarchy is distinctly visible Font face choice reflects the message with superior directness	One or two lines of type need downsizing or upsizing for visual impact Font face choice clearly reflects a message	More than two lines of type are out of balance Font face choice defines a message	Type is all one size Font face choice shows little relationship to project	Type is all one size Font face choice shows no relationship to project

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Media Integration (software usage plus type/image relationship)	Clear and inventive integration of applications in the final product Demonstrates successful utilization of more than one software application All of the photographs and graphics enhance the content and create interest All photographs and graphics files are high quality images with appropriate language/vision and clear delivery	Clear integration of applications in the final product Most of the photographs and graphics enhance the content and create interest. Most of the photographs and graphics are high quality images and effectively enhance the content and create interest	Software integration was minimal A few of the photographs and graphics are inappropriate for the content and do not create interest Several photos and graphics are not high quality images	Only one software application was used All photographs and graphics are inappropriate for the content or are distracting decorations that create a busy feeling and detract from the content. Many of the photos and graphics are not high quality images or are not properly edited for print	Only one software application was used No photographs and graphics are used
Clarity and Effective Communicating the Message	Effectively grabs the viewer's attention Creates a memorable visual impression Communicates a message with impact	Adequate viewer's attention is focused on visual Communicates a message	Average, but not very strong, for the viewer's attention on the visual Message is communicated weakly	Lack of a strong attraction for the viewer's attention on the visual Message is weak	No communicative qualities
Color Scheme and Production Techniques (RGB/CMYK, resolution and output device)	Superior color choices for reproduction Output method is clearly defined and blended into the product	Strong choice of color for reproduction Output method defined and blended into the product	Average choice of color for reproduction Output method partially defined	Weak choice of color for reproduction Output method missing	No color choice that does not allow for output
Effective Use of Elements of Design (line, texture, shape/form, value, repetition, balance, emphasis, contrast, unity)	Planned carefully, made several sketches, and showed an awareness of the elements and principles of design	Applied the principles of design while using one or more elements effectively	Adequate application of the elements of design	Showed little evidence of any understanding of elements of design	No evidence of understanding the elements of design

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Use of Space (alignment and white space)	Effective use of positive/negative space with just the right amount of white space to provide a strong message	Awareness of filling the positive/ negative space adequately	Adequate use of positive/negative space used	Shows some consideration, but overall lack of white space and alignment	Clearly no evidence in using positive/negative space
Time and File Management	Class time is used wisely Demonstrates independence and self-initiative in learning Great effort and thought is given in the planning and designing for completion prior to due date All files are organized and complete	Class time is used wisely with adequate time and effort to complete prior to due date One or two files missing from the initial folder, but available upon request	Class time not always used wisely Little time and effort is given to planning and designing with partial completion by due date Files are stored in multiple places	Class time not used wisely Completion is within a week past the due date Files are saved in multiple places or missing at the project's completion	Class time is not even used No effort is given to complete the project one week after the due date Files not available or need recreation
Technical Specifications	All required elements as well as additional information were completed Multiple page layout technically completed very thoroughly	All required elements without any additional information Multiple page layout technically completed thoroughly	All but one of the required elements is included Multiple page layout technically complete	Several required elements are missing Multiple page layout technically incomplete	None of the required elements and technical layouts were completed

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Overall Design (originality and creativity)	Design creates a striking and memorable work that has the power to impact the viewer Multiple ideas and unusual combinations or changes in all the ideas generated with ability to self-edit and create an unique message Connection to previous knowledge clearly demonstrated Completed understanding of problem solving skills	A few ideas were tried before selecting the completed project Work based on someone else's idea with several modifications to a completed project Decisions made only after referring to one source Solve the problem in logical way	An idea was tried and adequately executed Lacks originality Work copied from someone else without modifications Personal observation and skill needs improvement	Fulfills the assignment, but gives no evidence of trying anything unusual Work copied from peer or someone else without modifications	No evidence of original thought or the application of previous acquired skill

Product/Service Rubric

ads, package, label, signage, corporate identity, direct mail, banner ad, brochure

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Assessment Outcomes	*Highly creative, inventive, mature presence of outcome*	*Detailed and consistent evidence of outcome*	*Some evidence of outcome*	*Little evidence of outcome*	*No evidence of outcome*
Process Development and Research (Target Audience and Product's Purpose)	Very strong understanding and all elements of product's purpose are engaging and appropriate for the target audience	Product's purpose is clear Major elements of the product is appropriate for the target audience	Purpose is partially clear Target audience is indicated with some elements	Little evidence of product's purpose or relationship to a target audience	No evidence of product's purpose or aim to a target audience
Craftsmanship (Attention to Detail)	Clear evidence showing beautiful and patiently done; high attention to detail for a complete finish	With a little more effort, work could have been outstanding Attention to detail is missing for a complete finish	Shows average craftsmanship; adequate Careless consideration to finishing	Shows below average craftsmanship Lack of pride in finished work	Poor craftsmanship No connection for finished work
Visual Impact of Typographical Solution (visual hierarchy)	Hierarchy is distinctly visible Font face choice reflects the message with superior directness	One or two lines of type need downsizing or upsizing for visual impact Font face choice clearly reflects a message	More than two lines of type are out of balance Font face choice defines a message	Type is all one size Font face choice shows little relationship to project	Type is all one size Font face choice shows no relationship to project
Media Integration (software usage plus type/image relationship)	Clear and inventive integration of applications in the final product Demonstrates successful utilization of more than one software application All of the photographs and graphics enhance the content and create interest All photographs and graphics files are high quality images with appropriate language/vision and clear delivery	Clear integration of applications in the final product Most of the photographs and graphics enhance the content and create interest. Most of the photographs and graphics are high quality images and effectively enhance the content and create interest	Software integration was minimal A few of the photographs and graphics are inappropriate for the content and do not create interest Several photos and graphics are not high quality images	Only one software application was used All photographs and graphics are inappropriate for the content or are distracting decorations that create a busy feeling and detract from the content. Many of the photos and graphics are not high quality images or are not properly edited for print	Only one software application was used No photographs and graphics are used

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Clarity and Effective Communicating the Message	Effectively grabs the viewer's attention Creates a memorable visual impression Communicates a message with impact	Adequate viewer's attention is focused on visual Communicates a message	Average, but not very strong, for the viewer's attention on the visual Message is communicated weakly	Lack of a strong attraction for the viewer's attention on the visual Message is weak	No communicative qualities
Color Scheme and Production Techniques (RGB/CMYK, resolution and output device)	Superior color choices for reproduction Output method is clearly defined and blended into the product	Strong choice of color for reproduction Output method defined and blended into the product	Average choice of color for reproduction Output method partially defined	Weak choice of color for reproduction Output method missing	No color choice that does not allow for output
Effective Use of Elements of Design (line, texture, shape/form, value, repetition, balance, emphasis, contrast, unity)	Planned carefully, made several sketches, and showed an awareness of the elements and principles of design	Applied the principles of design while using one or more elements effectively	Adequate application of the elements of design	Showed little evidence of any understanding of elements of design	No evidence of understanding the elements of design
Use of Space (alignment and white space)	Effective use of positive/negative space with just the right amount of white space to provide a strong message	Awareness of filling the positive/ negative space adequately	Adequate use of positive/negative space used	Shows some consideration, but overall lack of white space and alignment	Clearly no evidence in using positive/negative space
Time and File Management	Class time is used wisely Demonstrates independence and self-initiative in learning Great effort and thought is given in the planning and designing for completion prior to due date All files are organized and complete	Class time is used wisely with adequate time and effort to complete prior to due date One or two files missing from the initial folder, but available upon request	Class time not always used wisely Little time and effort is given to planning and designing with partial completion by due date Files are stored in multiple places	Class time not used wisely Completion is within a week past the due date Files are saved in multiple places or missing at the project's completion	Class time is not even used No effort is given to complete the project one week after the due date Files not available or need recreation

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Technical Specifications	All required elements as well as additional information were completed	All required elements without any additional information	All but one of the required elements is included	Several required elements are missing	None of the required elements were completed
Overall Design (originality and creativity)	Design creates a striking and memorable work that has the power to impact the viewer Multiple ideas and unusual combinations or changes in all the ideas generated with ability to self-edit and create an unique message Connection to previous knowledge clearly demonstrated Completed understanding of problem solving skills	A few ideas were tried before selecting the completed project Work based on someone else's idea with several modifications to a completed project Decisions made only after referring to one source Solve the problem in logical way	An idea was tried and adequately executed Lacks originality Work copied from someone else without modifications Personal observation and skill needs improvement	Fulfills the assignment, but gives no evidence of trying anything unusual Work copied from peer or someone else without modifications	No evidence of original thought or the application of previous acquired skill

Website Rubric

Five or more pages connected as a complete website

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Assessment Outcomes	*Highly creative, inventive, mature presence of outcome*	*Detailed and consistent evidence of outcome*	*Some evidence of outcome*	*Little evidence of outcome*	*No evidence of outcome*
Target and Purpose	Very strong understanding of the target audience All elements of the site are engaging and appropriate for the target audience	Site has a clear purpose Major elements of the site are appropriate for the target audience	Purpose may be somewhat unclear Target audience is identified and some choices are appropriate for this audience	Little evidence of site's purpose displayed or relationship to a target audience	No evidence of product's purpose or any aim to a target audience
Overall Design	Website clearly demonstrates design principles with consistent alignment, proximity, repetition and contrast in a strong overall design concept Text is easy to read on a background that is not distracting Headings create hierarchy and intrigue reader Layout is creative, effective and extends the ideas and content	A strong website design concept with an overall understanding of design principles Text is easy to read with appropriate font and background color Layout is interesting and appropriate for content	Site demonstrates average use of the design principles Design concept choice does not relate to the overall design Layout is busy or unimaginative	Site demonstrates weak use of the design principles Layout of pages is confusing, cluttered or dull Layout seems arbitrary	No evidence of design principle understanding Layout of pages lack any design skill

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
Navigation Elements	Functionality intrigues target audience and enhances purpose Simple and powerful navigation structure makes navigation feel intuitive Works properly and every page is linked to each other Creative use of interactivity enhances purpose of the site	Functionality is appropriate for target audience and accomplishes the purpose Simple structures make site quite easy for the user Appropriate use of interactivity User does not needs to use the back button of the browser to return to a page	Navigation structures may be awkward or difficult to use Some elements of functionality may not work as intended User needs to use the back button of the browser to return to a page	User becomes lost in navigating on or between pages Problems with functionality frustrates the user User needs to use the back button of the browser to return to a page	Functionality is lacking User needs to use the back button of the browser to return to a page
Home Page	Home page draws user into the site in a compelling way Home page readily orients users to the site	Home page is aesthetically pleasing and gives a clear sense of purpose for the whole site	Home page is only functional	Home page does not function to bring user into the site	Home page is missing
Color Choice	Demonstrates above average knowledge of color as it applies to the principles of design	Demonstrates understanding of color as it applies to the principles of design with fair skill	Developing an understanding Needs improvement as it applies to principles of design	Lack of color coordination with the principles of design	Loud and offensive color choices
Page Construction	Planned carefully and complete with all elements necessary Completed storyboard with an awareness of elements and	Planned using an awareness of filling the space adequately Storyboard shows concept with adequate awareness of elements and principles of design	Minimal planning and limited success with the use of space Storyboard displays minimal awareness of elements and principles of design	No planning and unsuccessful use of space as it applies to elements and principles of design Storyboard lacking any cohesive design	No plan No storyboard

	(4) Advanced	(3) Proficient	(2) Basic	(1) Below Basic	(0) Not Passing
	principles of design				
Time Management	Class time is used wisely Demonstrated independence and self-initiation in learning Great effort and thought is given in the planning and designing of the site for completion prior to presentation date	Class time is used wisely with adequate time Constructive effort and thought is given to complete the site one day prior to presentation date	Class time not always used wisely Little time and effort is given to planning and designing Completed on presentation date	Class time not used wisely No effort given to complete the project in a timely manner Multiple items missing on presentation date	Class time not used End product was not completed
Text and Media Integration	Headings create hierarchy and intrigue user Still images and text create a clear and concise design Flash swfs are placed with extreme meaning and thought within the webpage All spelling is correct	Headings create hierarchy Still images and text create a clear design Flash swfs are placed thoughtfully and within the webpage One or two spelling errors	Headings are not consistent throughout the site No images and text combinations Flash swfs are placed incorrectly and presented as a standalone Multiple spelling errors	All text appears the same size with no hierarchy rules No images and text combinations No Flash swfs Multiple spelling errors	Incomplete text No images and text combinations No Flash swfs Multiple spelling errors
Required Dreamweaver Elements	All 10 are used correctly and thoughtfully	8 out of 10 have been used	5-7 out of 10 have been used	1-4 out of 10 have been used	No elements used
Required Flash Elements	All 7 are used correctly and thoughtfully	5-6 out of 7 have been used	3-4 out of 7 have been used	1-2 out of 7 have been used	No elements used
Required Specifications	All 9 Specifications are used correctly and thoughtfully	6-8 out of 7 have been used	3-5 out of 7 have been used	1-2 out of 9 have been used	All specifications are missing

Graphic Design
Portfolio Assessment

Students Name:

Bill Balcuk

Reviewer	PRESENTATION **Presentation - Attention to detail** 1-Unacceptable 2-Undeveloped-basic attempt 3-Adequate but inconsistent 4-Satisfactory-slightly above average 5-Excellent-consistently above average	DESIGN SKILLS **Design Skills** 1-Unacceptable 2-Undeveloped-basic attempt 3-Adequate but inconsistent 4-Satisfactory-slightly above average 5-Excellent-consistently above average	MEDIA & TECHNIQUES **Integration of Media and Techniques** 1-Unacceptable 2-Undeveloped-basic attempt 3-Adequate but inconsistent 4-Satisfactory-slightly above average 5-Excellent-consistently above average	**Creative/Imaginative/Original Solu** 1-Unacceptable 2-Undeveloped-basic attempt 3-Adequate but inconsiste 4-Satisfactory-sligh 5-Excellent
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Average Scores →	**PRESENTATION**	**DESIGN SKILLS**	**MEDIA & TECHNIQUES**	**CREATIVITY & ORIGINALITY**

SPRING 2013					
OrgDefinedId	GRD Terms Exam Points Grade <Numeric MaxPoints:100>	Final Portfolio Points Grade <Numeric MaxPoints:10>	Proficiency Exam C Points Grade <Numeric MaxPoints:10>	Proficiency Exam B Points Grade <Numeric MaxPoints:10>	Proficiency Exam A Points Grade <Numeric MaxPoints:10>
00760781	90	95	4	8	0
00575744	100	85	7.5	10	7.5
00579455	94	85	8.5	6	4.5
01012340	94	80	4	7	0
00762758	74	50	1	0	2
01024053	80	75	2	8	2
01042659	78	85	8	7	6
01046703	98	90	0	9	5.5
01066348	94	95	4	10	4
01069646	86	90	6	6.5	3.5
01066831	100	85	6	7.5	6.5
01077131	98	95	0	9.5	8.75

SPRING 2012						
OrgDefinedId	GRD Terms Exam Points Grade <Numeric MaxPoints:100>	Final Portfolio Points Grade <Numeric MaxPoints:10>	Calculated Final Grade Numerator	Calculated Final Grade Denominator	Adjusted Final Grade Numerator	Adjusted Final Grade Denominator
1004515	98	9	107	110		
00390115	64	8	72	110	8	10
00757749	82	9	91	110	9	10
01026079	94	8	102	110	8.5	10
01032823	98	0	98	110	0	10
00388713	100	9	109	110		
01036378	94	10	104	110		
01048959	96	8.5	104.5	110	8.5	10
00563033	92	8.75	100.75	110		

SPRING 2011						
OrgDefinedId	Project Evaluations 1 thru 9 Points Grade <Pass/Fail MaxPoints:30>	Final Evaluation Points Grade <Numeric MaxPoints:10>	Interactive PDF portfolio Points Grade <Numeric MaxPoints:10>	Calculated Final Grade Numerator	Calculated Final Grade Denominator	Adjusted Final Grade Numerator
00768499	30	7	7	54	90	8.75
01001119	30	9.55	9	78.55	110	9
01004075	30	8.25	9	107.25	110	9
00718495	30	8.25	9.5	97.75	100	9
00624830	30	8.85	10	108.85	110	9
00242163	30	10	9.5	99.5	100	9
01020369	30	10	10	110	110	9
01023735	30	9	10	89	110	9
00415947	30	10	10	100	100	9
01023619	30	10	10	110	110	9
01021998	30	9	8.5	67.5	100	9
01014931	30	8.8	9	107.8	110	9
01025109	30	7.55	9	86.55	100	9
01028317	30	8.25	8	106.25	110	9
00353396	30	9	9	108	110	9

SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	GEN ED—HIS 103
Date of Assessment:	Fall 2012
Lead person:	Murph Kinney
What did you assess? If associated with a learning outcome, please specify.	American History Learning Outcomes 1, 2 and 3 Critical Thinking Learning Outcome 1 and 2
Description of assessment activity.	Common rubric developed for all outcomes; instructors allowed to craft own assignments
What did you find?	See attached sheet
Was any action taken?	See attached sheet

Was any follow-up performed?	Dec meeting planned for all historians to discuss finding and how to implement recommendations

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu. Thank you.

ACADEMIC AFFAIRS TRACKING DOCUMENT (FOR INTERNAL USE ONLY)

Course	Governance-Approved Institutional Learning Outcome (ILO)	SUNY Gen Ed Learning Outcome	Level	Semester /Year	Findings & Relevant Information	Follow up Actions
HIS 103 Foundations of American History	**Historical Awareness** An examination of human institutions over time leading to an understanding of the relationship among events, ideas, and artifacts	**American History** Knowledge of a basic narrative of American History: political, economic, social, and cultural, including knowledge of unity and diversity in American society	**Gen Ed**	**Fall 2012**	507 students and 86% of faculty participated in this assessment. (68% increase over the number assessed in HIS 103, 2003-2004.)	
					74.1% met or exceeded the standard; 18.6% "approached" the standard; 7.3% did not meet the standard.	Student distraction following hurricane Sandy may have impacted student performance. Appoint a college-wide disciplinary lead in history. Advocate for more f/t faculty to promote greater continuity among sections. Promote disciplinary conversations and professional development (i.e. encourage faculty knowledge of historigraphical trends and new pedagogical techniques). On March 5, 2013, at Professional Development Day, history and other social sciences faculty discussed assessment and the need for greater faculty engagement in professional development activities. For the minutes of that discussion, see https://mysccc.sunysuffolk.edu/cp/grouptools/fileshare/5086/SocialSciences_.pdf.
		Knowledge of common institutions in American society and how they have affected different groups			71.1% met or exceeded the standard; 21.2% "approached" the standard; 7.7% did not meet the standard.	
	Intercultural and Global Knowledge An understanding of cultures and world views different than one's own	Understanding of America's evolving relationship with the rest of the world			57.5% met or exceeded the standard; 26.7% "approached" the standard; 14.9% did not meet the standard.	Faculty who have completed graduate studies recently are more like to have studied Colonial and Early America within the context of the Atlantic World and the Pacific Rim. Faculty are encouraged to strengthen their expertise in this area through professional development activities.
	Critical Thinking A comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion	**Critical Thinking (Reasoning)** Identify, analyze and evaluate arguments as They occur in their own or other's work			60.9% met or exceeded the standard; 25.6% "approached" the standard; 13.5% did not meet the standard.	Assessment took place in the fall. Data analysis, in the spring 2013, indicates a need for emphasis on reading comprehension, arguments, and evaluating sources. In the fall 2013, faculty will develop an action plan to address student inability to read, both primary and secondary sources, analytically.
		Develop well-reasoned arguments			65.9% met or exceeded the standard; 23% "approached" the standard; 11.1% did not meet the standard.	

October 2013

General Education Assessment- MAT 111 Algebra II Spring 2013

Office of Planning and Institutional Effectiveness
June, 2013

INTRODUCTION

The general education assessment of MAT 111 Algebra II was administered in Spring 2013. Forty five assessment assignments were sent out to faculty via e-mail using the college's assessment software TracDat; 44 were completed for a 98% response rate. The total number of students in the cohort for this assessment was 1653. Nearly three-quarters (69.1%) of the students in the cohort took the final exam, 10.4% did not show up for the final exam, 8.9% withdrew before the final exam, 6.6% had other reasons why they did not take the exam and 5.0% never attended.

The assignment rubric consisted of Student Learning Outcome (SLO) 1-5 and Critical Thinking Outcomes (CTO) 1and 2 were addressed utilizing 14 questions administered on a common final examination given the last week of classes across all three campuses.

SUNY General Education Student Learning Outcomes for Math and Critical Thinking:

Mathematics Outcomes:

(SLO-1)Outcome 1: A student will be able to demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.

(SLO-2) Outcome 2: A student will be able to demonstrate the ability to represent mathematical information symbolically, visually, numerically, and verbally.

(SLO-3) Outcome 3: A student will be able to demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

(SLO-4) Outcome 4: A student will be able to demonstrate the ability to estimate and check mathematical results for reasonableness.

(SLO-5)Outcome 5: A student will be able to demonstrate the ability to recognize the limits of mathematical and statistical methods.

Critical Thinking Outcomes:

(CLO-1)Outcome 1: Students will identify, analyze, and evaluate arguments as they occur in their own or other's work.

(CLO-2)Outcome 2: Students will develop well-reasoned arguments.

The scoring choices for the rubric were: "Completely Correct", "Generally Correct", "Partially Correct" and "Incorrect" faculty from the Math department discussed these categories and levels of correctness prior to the assessment.

RESULTS (HIGHLIGHTS)

This section will present some of the key findings of the assessment. The full results can be found in the Appendices of this document.

SLO 1 (Questions 17, 21b) with a mean of 6.13 for this SLO, students were in the scoring category "generally correct"

SLO 2 Num; (Questions 1, 4) with a mean of 6.48 for this SLO, students were in the scoring category "generally correct"

SLO 2 Sym: (Questions 14,18a) with a mean of 5.11 for this SLO, students were in between the scoring categories "generally correct" or "partially correct"

SLO 2 Vis: (Questions 20, 22e) with a mean of 4.63 for this SLO, students were in between the scoring category "partially correct"

SLO 3 (Questions 6, 10)) with a mean of 5.35 for this SLO, students were in between the scoring categories "generally correct" or "partially correct"

Q1 SLO 2 N: More than half (66.3%) of students in the assessment for Q1SLO2 N were in the scoring category "Completely Correct"

Q6 SLO 3: Nearly half (45.4%) of students in the assessment for Q6 SLO3 were in the scoring categories "Partially Correct"(27.0%) and "Incorrect" (18.3%)

Q10 SLO 3: Nearly half the students in the assessment for Q10 SLO 3 were in the scoring category "Completely Correct" (46.2%), and almost equal numbers were in the scoring categories "Partially Correct" (14.7%) and "Incorrect" (28.5%).

Q12 SLO 5: More than three quarters (76.0%) of the students in the assessment for Q12 SLO 5 were in the scoring categories "Partially Correct" (23.6%) and "Incorrect" (52.4%)

Q17 SLO1: Almost equal numbers of students were in the highest scoring category "Completely Correct" (34.2%), as were in the lowest category "Incorrect" (32.8%).

Q18A SLO S: More than one third (41.0%) of students in the assessment of Q18A SLO S were in the scoring category "Incorrect".

Q20 SLO2 VIS: More than one third (39.1%) of students in the assessment of Q20 SLO2 VIS were in the scoring category "Incorrect".

Q21B SLO1: More than three quarters (76.1%) of students in the assessment of Q21B SLO1were in the scoring category "Completely Correct".

SUGGESTIONS FOR THE FUTURE

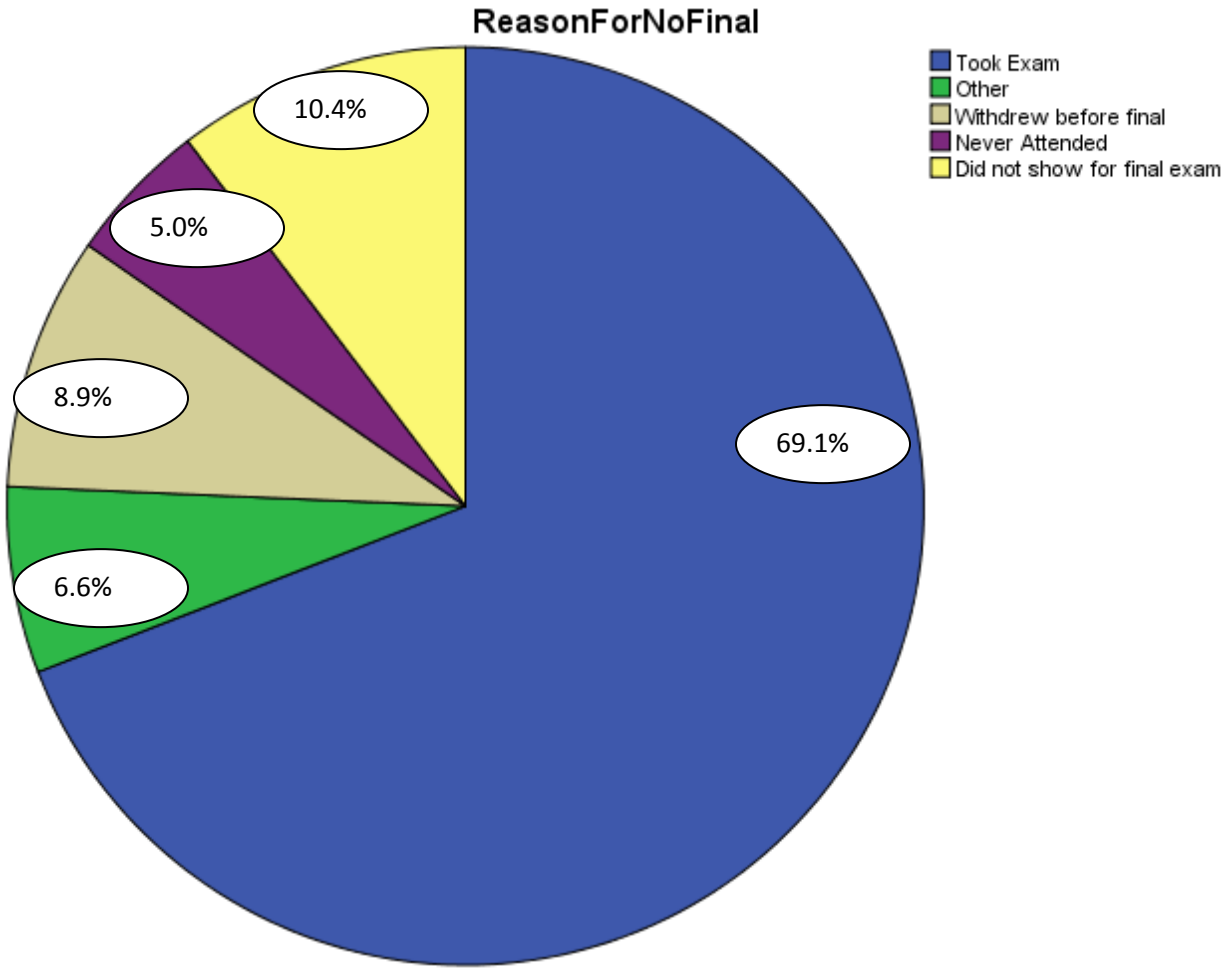
- The criteria for success must be established before assessment assignments begin to ensure that informed decisions can be made based on baseline data and best practices. In setting established criteria for success, the results can be interpreted against an expected level of success.

- Particular attention should be paid to sub-categories where more than 40% of students are in the "Partially Correct" and "Incorrect" categories as this is an indication that a substantial number of students are scoring below the minimum standards. For this assessment, areas that warrant particular attention are:

    - Q6 SLO3
    - Q10 SLO 3
    - Q12 SLO5
    - Q14 SLO S
    - Q16 SLO VER- CTO 2
    - Q17 SLO 1
    - Q18a SLO 2 S
    - Q20 SLO2 VIS
    - Q21c SLO 4
    - Q22e SLO 2 VIS

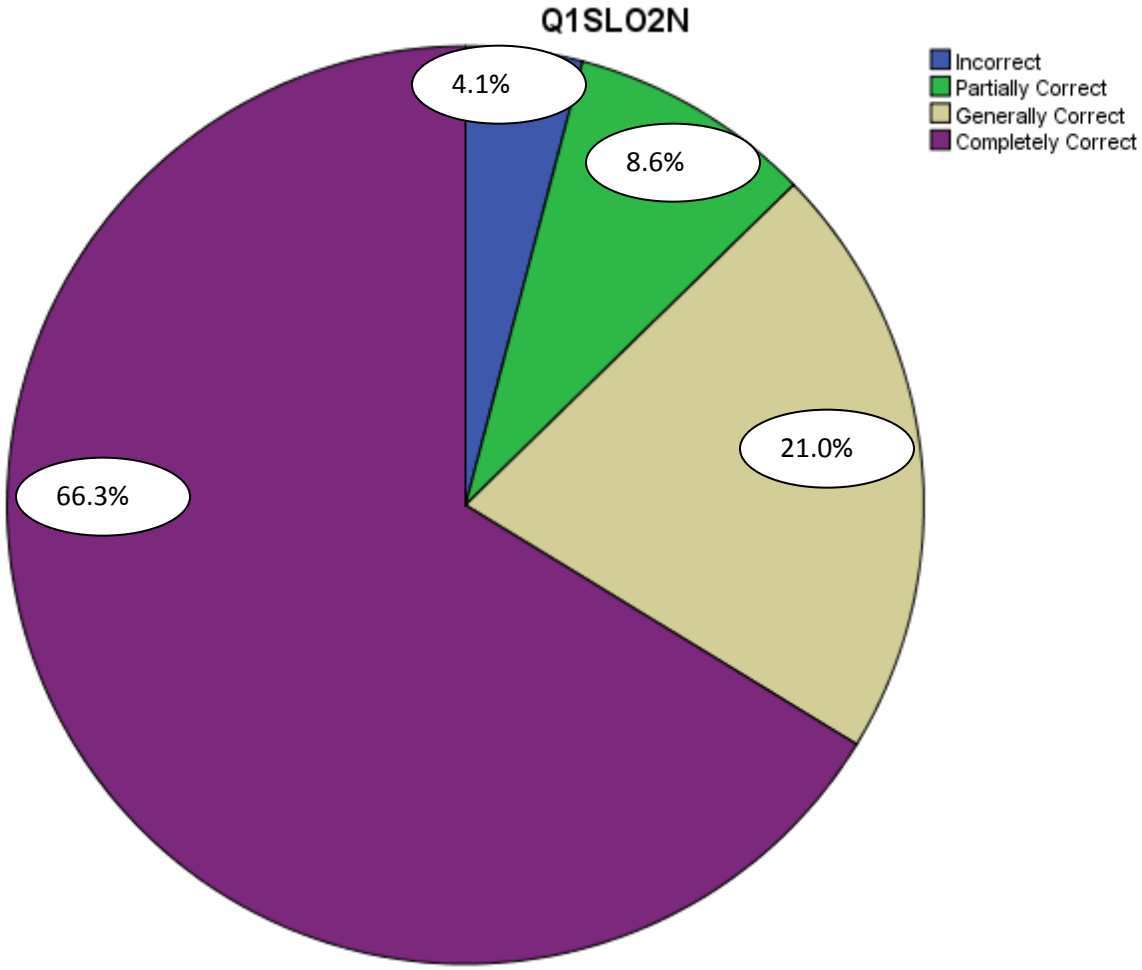
APPENDICES

APPENDIX A



Reason For No Final

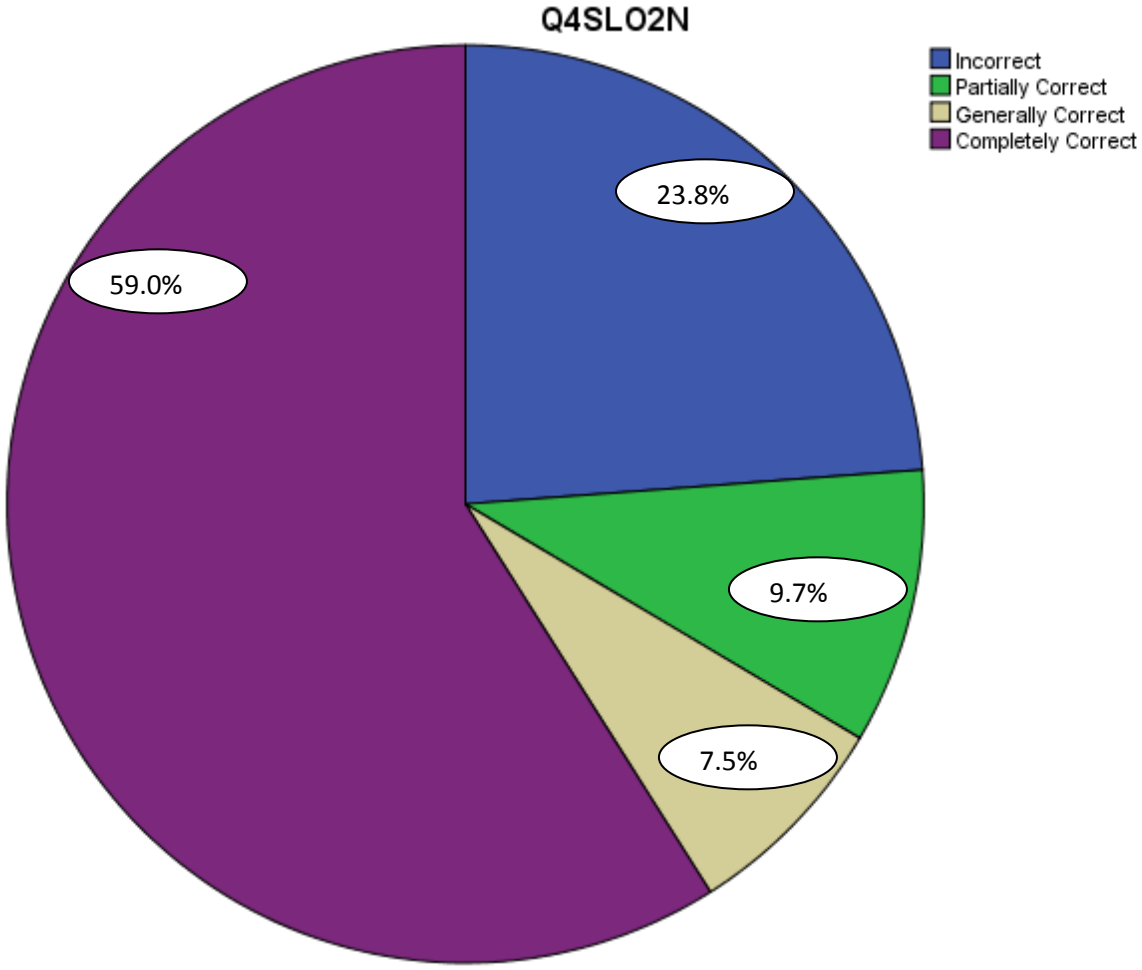
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Took Exam	1074	68.8	69.1	69.1
	Other	102	6.5	6.6	75.7
	Withdrew before final	139	8.9	8.9	84.6
	Never Attended	78	5.0	5.0	89.6
	Did not show for final exam	161	10.3	10.4	100.0
	Total	1554	99.5	100.0	
Missing	System	8	.5		
Total		1562	100.0		



Q1SLO2N- (SLO-2) Outcome 2: A student will be able to demonstrate the ability to represent mathematical information symbolically, visually, numerically, and verbally.

Q1SLO2N

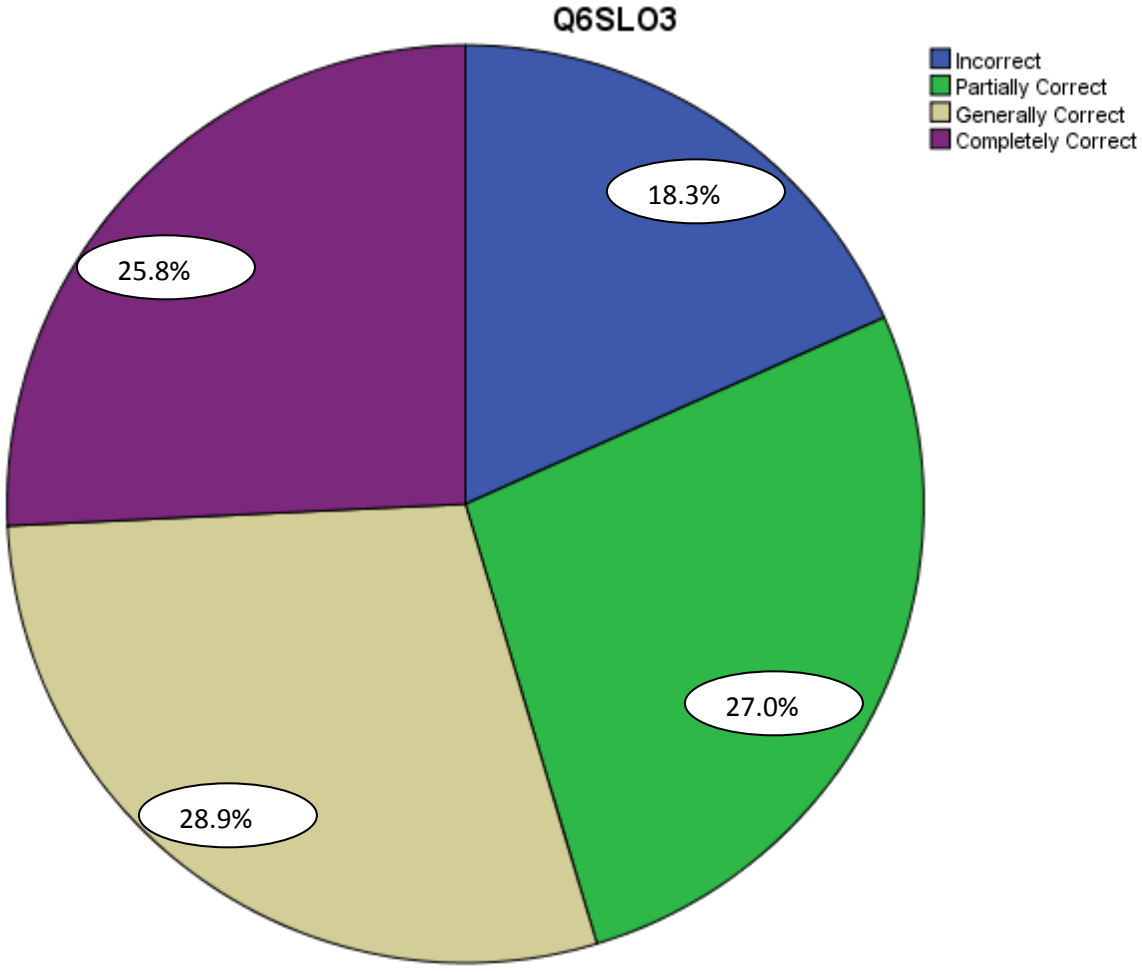
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	725	46.4	66.0	66.0
	Generally Correct	230	14.7	20.9	85.9
	Partially Correct	94	6.0	8.6	94.5
	Incorrect	45	2.9	4.1	99.0
	0	4	.3	.4	99.4
	Total	1098	70.3	100.0	
Missing	System	463	29.7		
Total		1561	100.0		



Q4SLO2N- (SLO-2) Outcome 2: A student will be able to demonstrate the ability to represent mathematical information symbolically, visually, numerically, and verbally.

Q4SLO2N

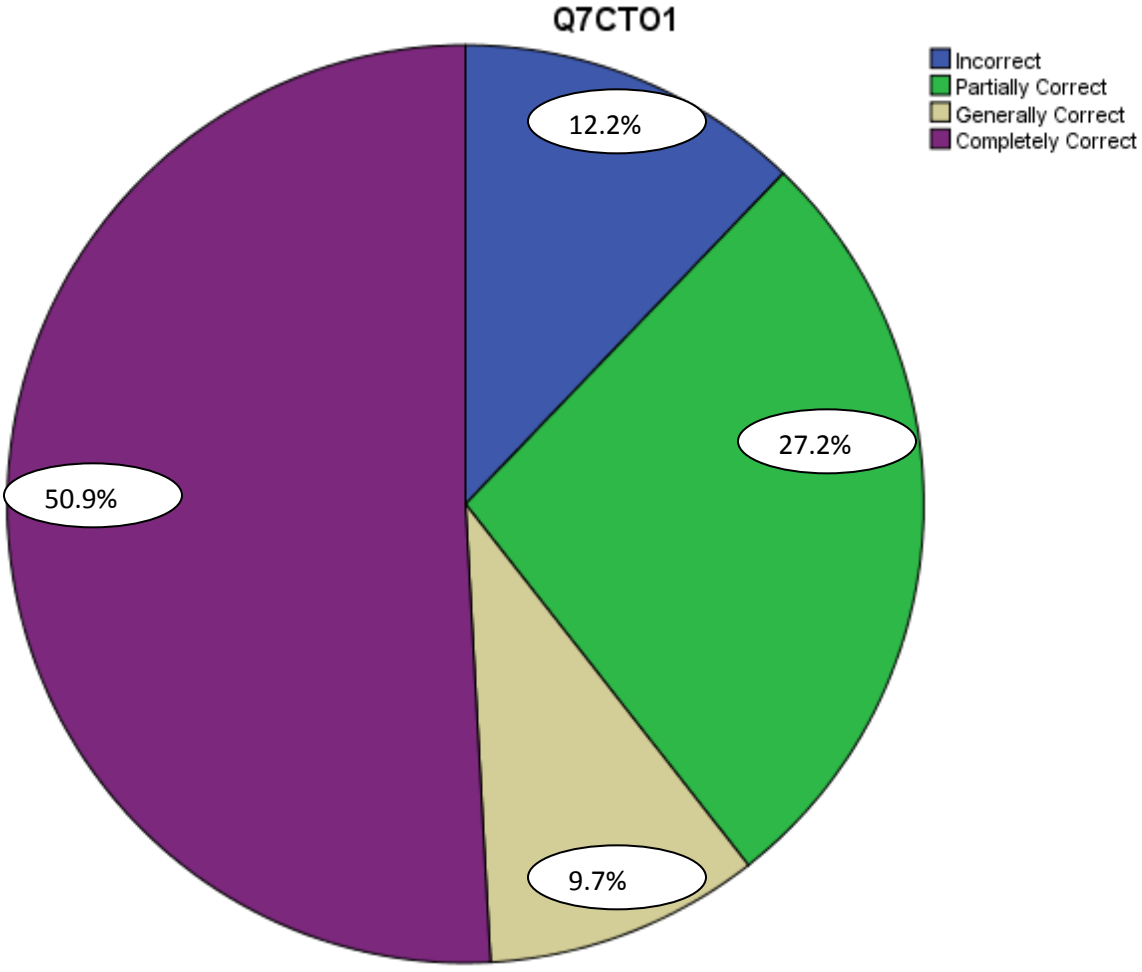
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	644	41.3	58.7	58.7
	Generally Correct	82	5.3	7.5	66.2
	Partially Correct	106	6.8	9.7	75.9
	Incorrect	260	16.7	23.7	99.6
	0	5	.3	.5	
	Total	1097	70.3	100.0	
Missing	System	464	29.7		
Total		1561	100.0		



Q6SLO3- (SLO-3) Outcome 3: A student will be able to demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

Q6SLO3

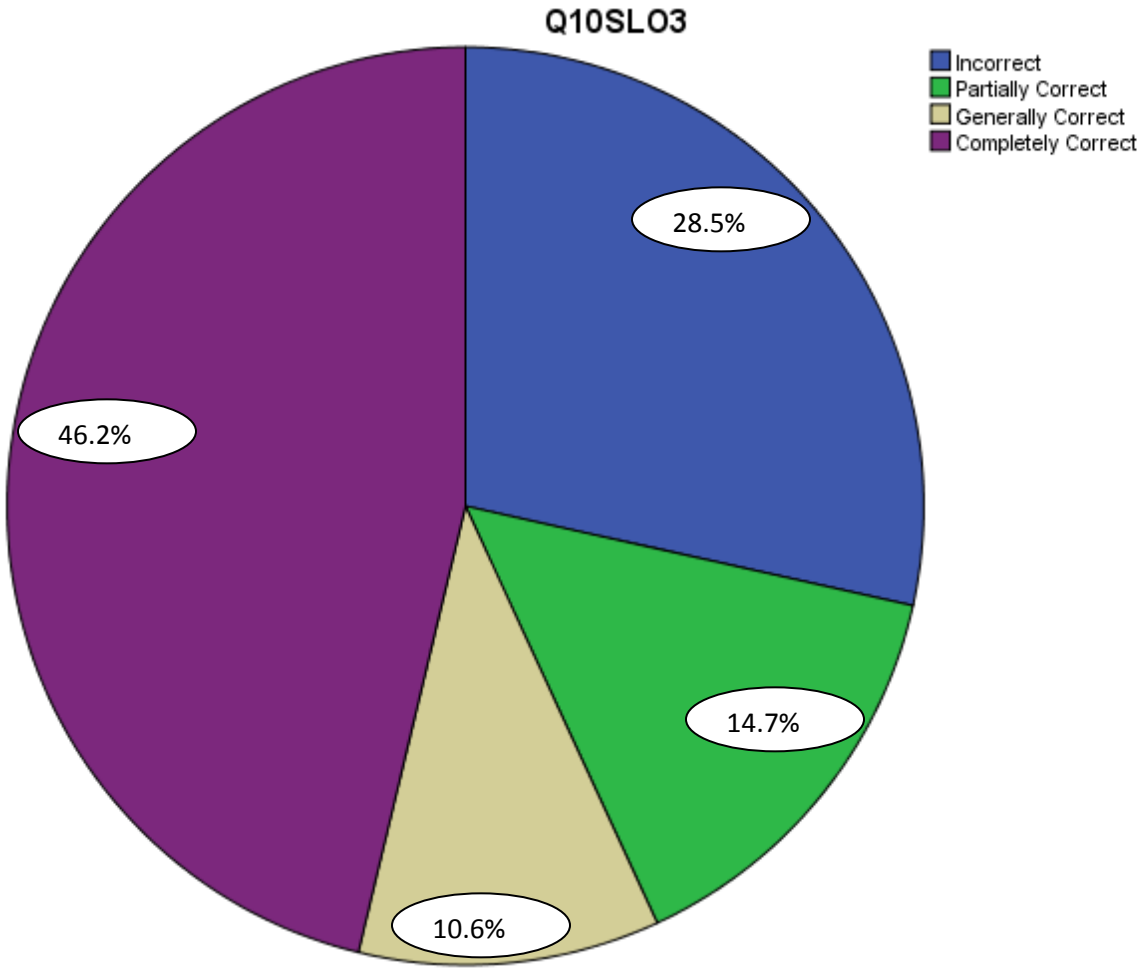
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	281	18.0	25.7	25.7
	Generally Correct	315	20.2	28.8	54.5
	Partially Correct	295	18.9	26.9	81.4
	Incorrect	200	12.8	18.3	99.7
	0	4	.3	.4	100
	Total	1095	70.1	100.0	
Missing	System	466	29.9		
Total		1561	100.0		



Q7CTO1- (CLO-1)Outcome 1: Students will identify, analyze, and evaluate arguments as they occur in their own or other's work.

Q7CTO1

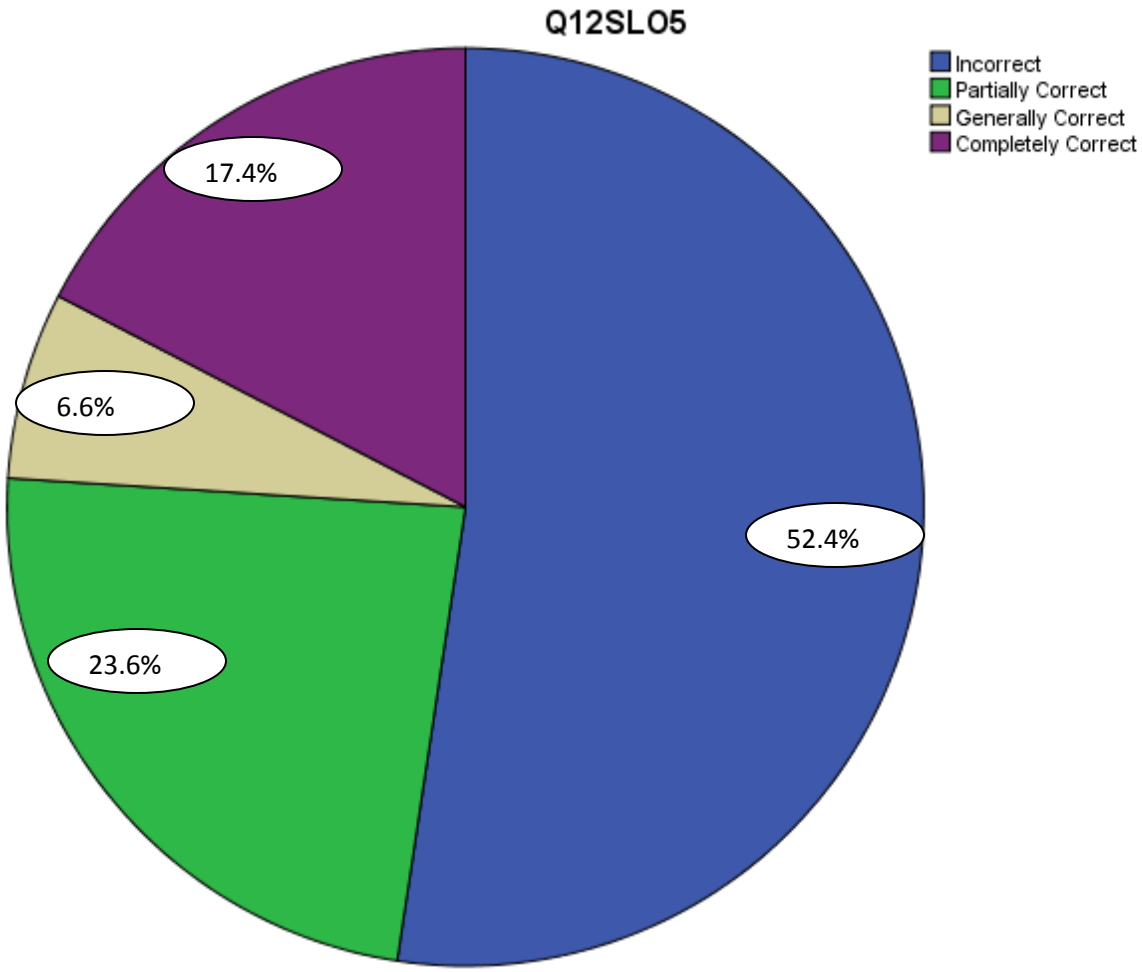
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	555	35.6	50.7	50.7
	Generally Correct	106	6.8	9.7	60.4
	Partially Correct	297	19.0	27.1	87.5
	Incorrect	133	8.5	12.1	100
	0	4	.3	.4	
	Total	1095	70.1	100.0	
Missing	System	466	29.9		
Total		1561	100.0		



Q10SLO3-(SLO-3) Outcome 3: A student will be able to demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

Q10SLO3

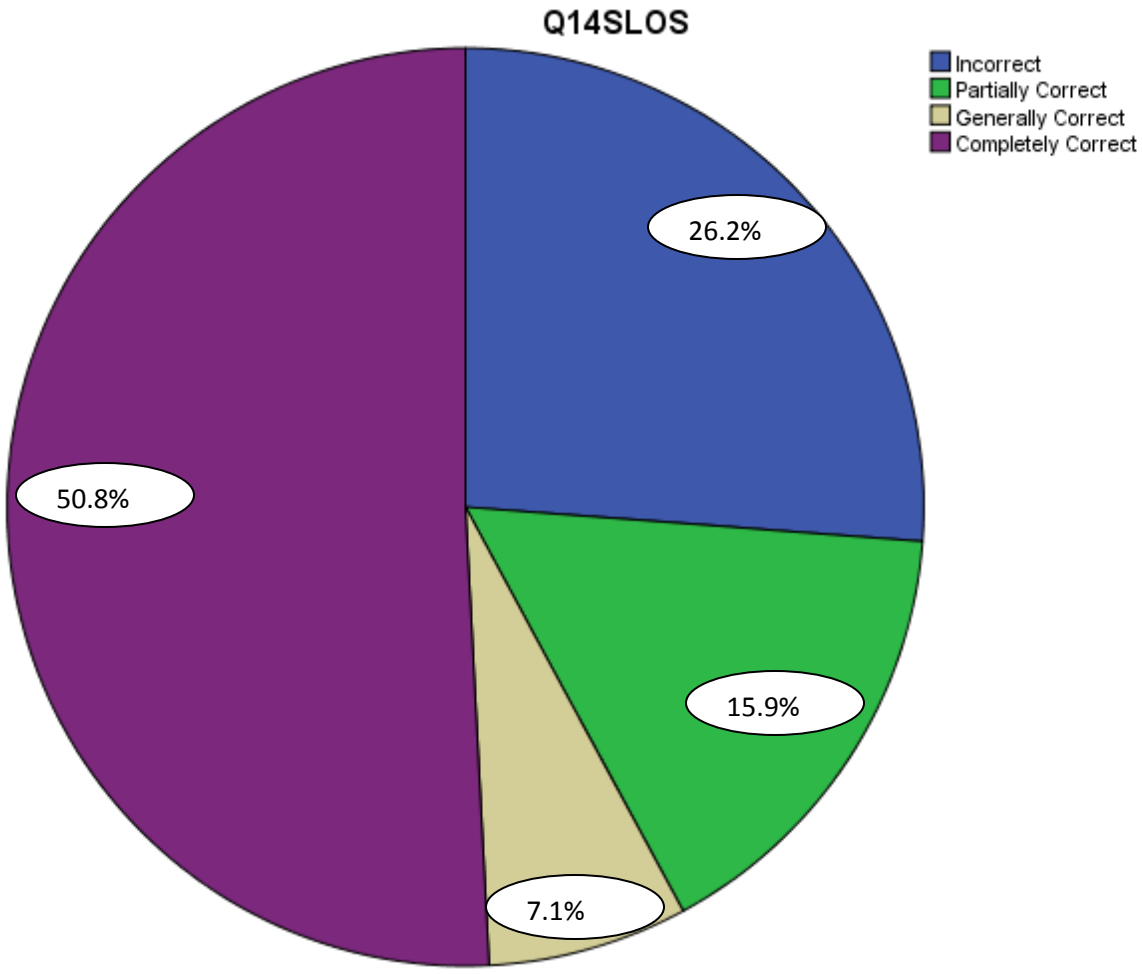
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	505	32.4	46.1	46.1
	Generally Correct	116	7.4	10.6	56.7
	Partially Correct	160	10.2	14.6	71.3
	Incorrect	311	19.9	28.4	99.7
	0	3	.2	.3	100
	Total	1095	70.1	100.0	
Missing	System	466	29.9		
Total		1561	100.0		



Q12SLO5- (SLO-5)Outcome 5: A student will be able to demonstrate the ability to recognize the limits of mathematical and statistical methods.

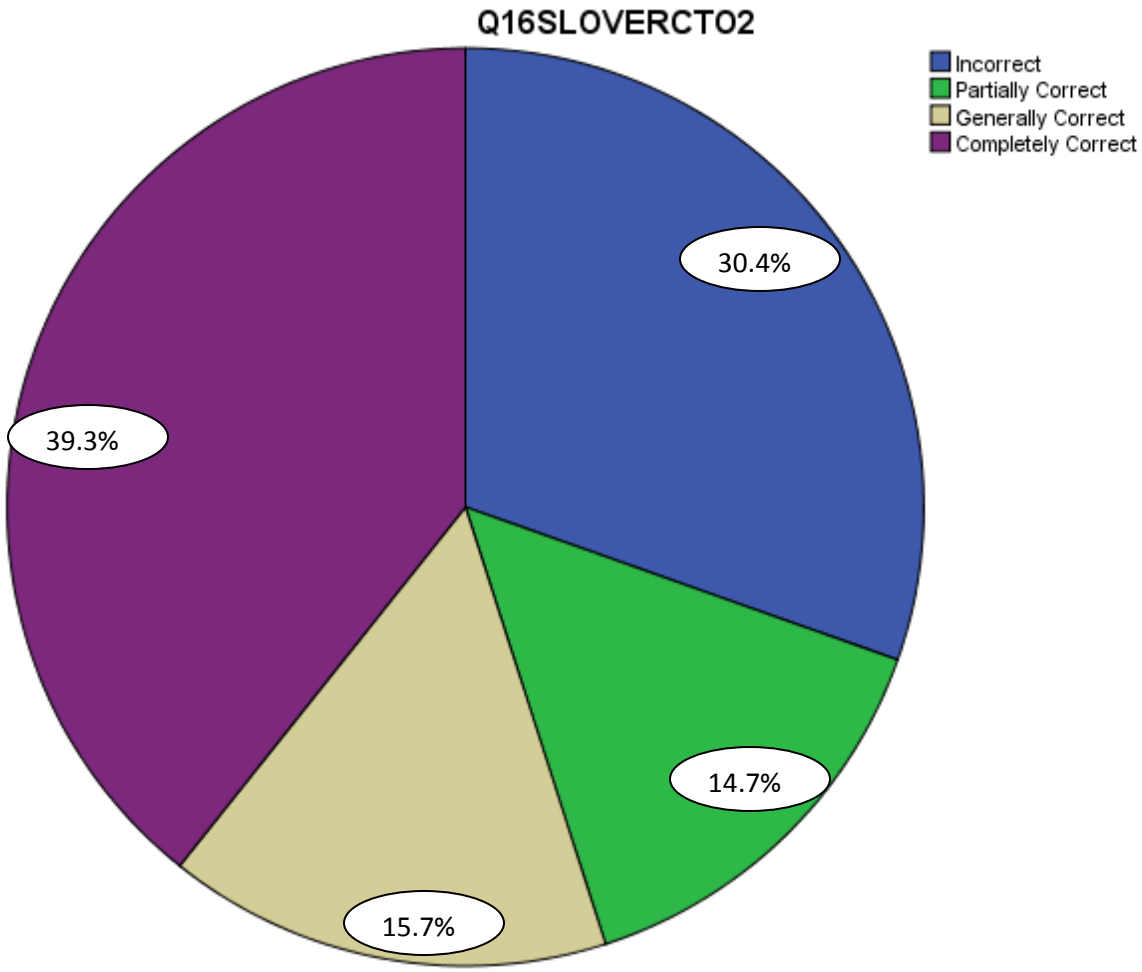
Q12SLO5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	190	12.2	17.4	17.4
	Generally Correct	72	4.6	6.6	24.0
	Partially Correct	258	16.5	23.6	47.6
	Incorrect	572	36.6	52.3	99.9
	0	2	.1	.2	100
	Total	1094	70.1	100.0	
Missing	System	467	29.9		
Total		1561	100.0		



Q14SLOS

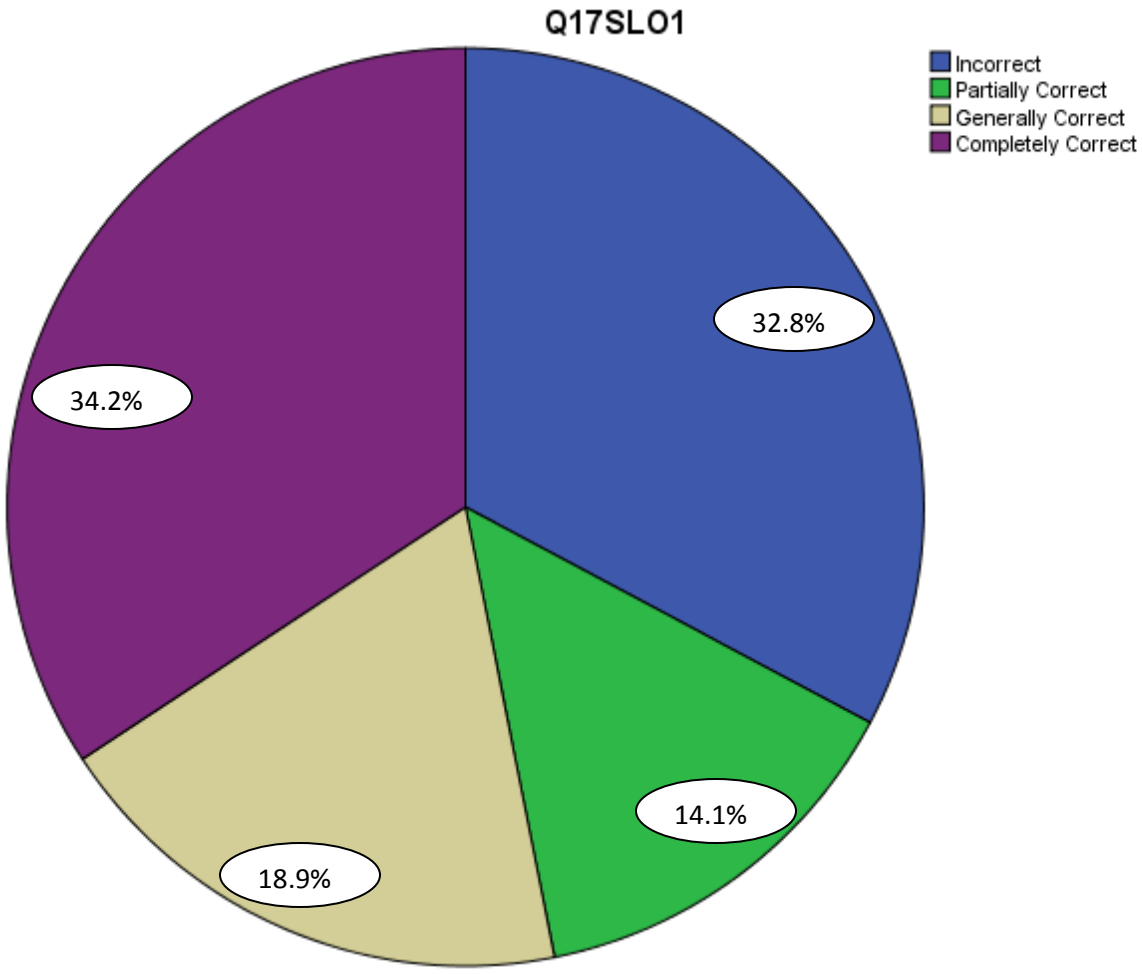
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	555	35.6	50.7	50.7
	Generally Correct	77	4.9	7.0	57.7
	Partially Correct	174	11.1	15.9	73.6
	Incorrect	286	18.3	26.1	99.7
	0	2	.1	.2	99.9
	Total	1094	70.1	100.0	
Missing	System	467	29.9		
Total		1561	100.0		



Q16SLOVERCTO2- (CLO-2)Outcome 2: Students will develop well-reasoned arguments.

Q16SLOVERCTO2

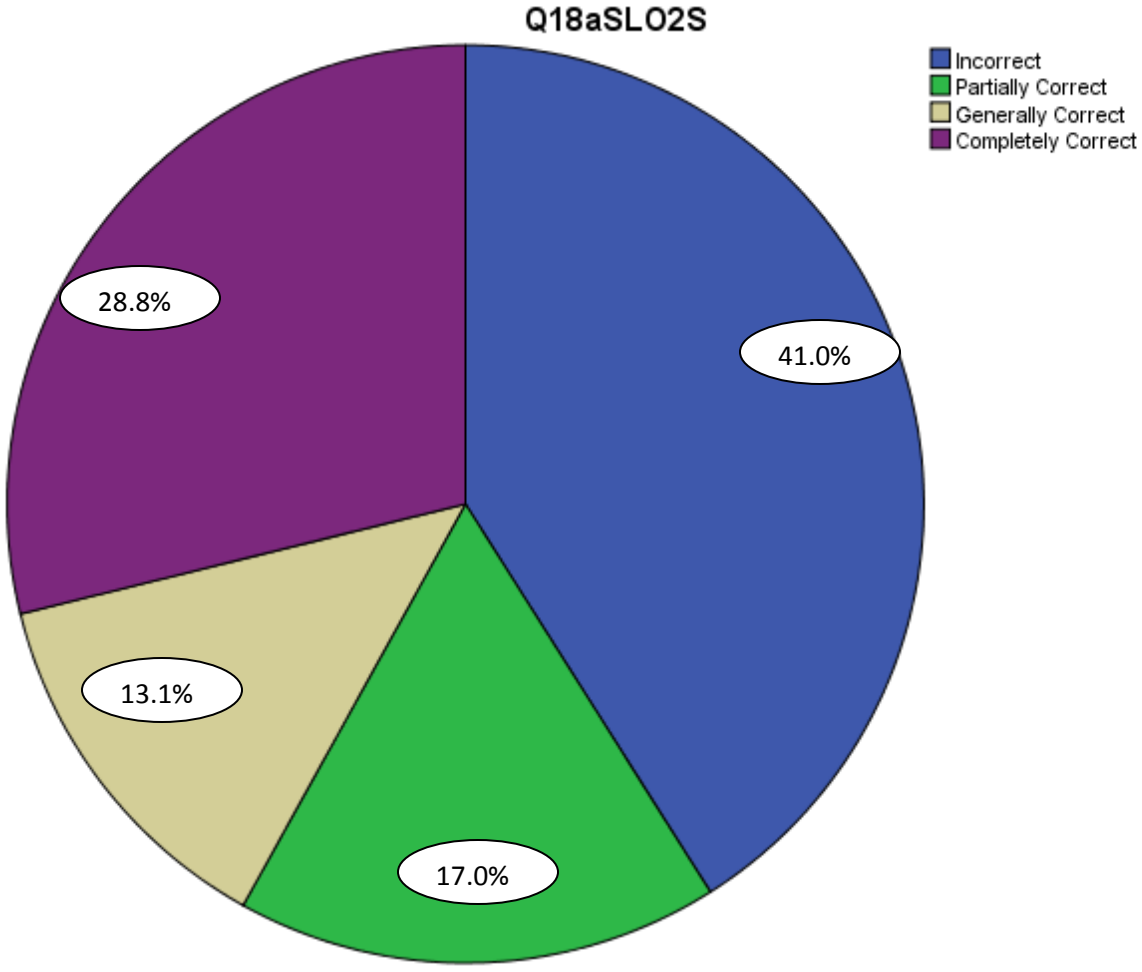
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	429	27.5	39.2	39.2
	Generally Correct	171	11.0	15.6	54.8
	Partially Correct	160	10.2	14.6	69.4
	Incorrect	332	21.3	30.4	99.8
	0	1	.1	.1	99.9
	Total	1093	70.0	100.0	
Missing	System	468	30.0		
Total		1561	100.0		



Q17SLO1 (SLO-1)Outcome 1: A student will be able to demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.

Q17SLO1

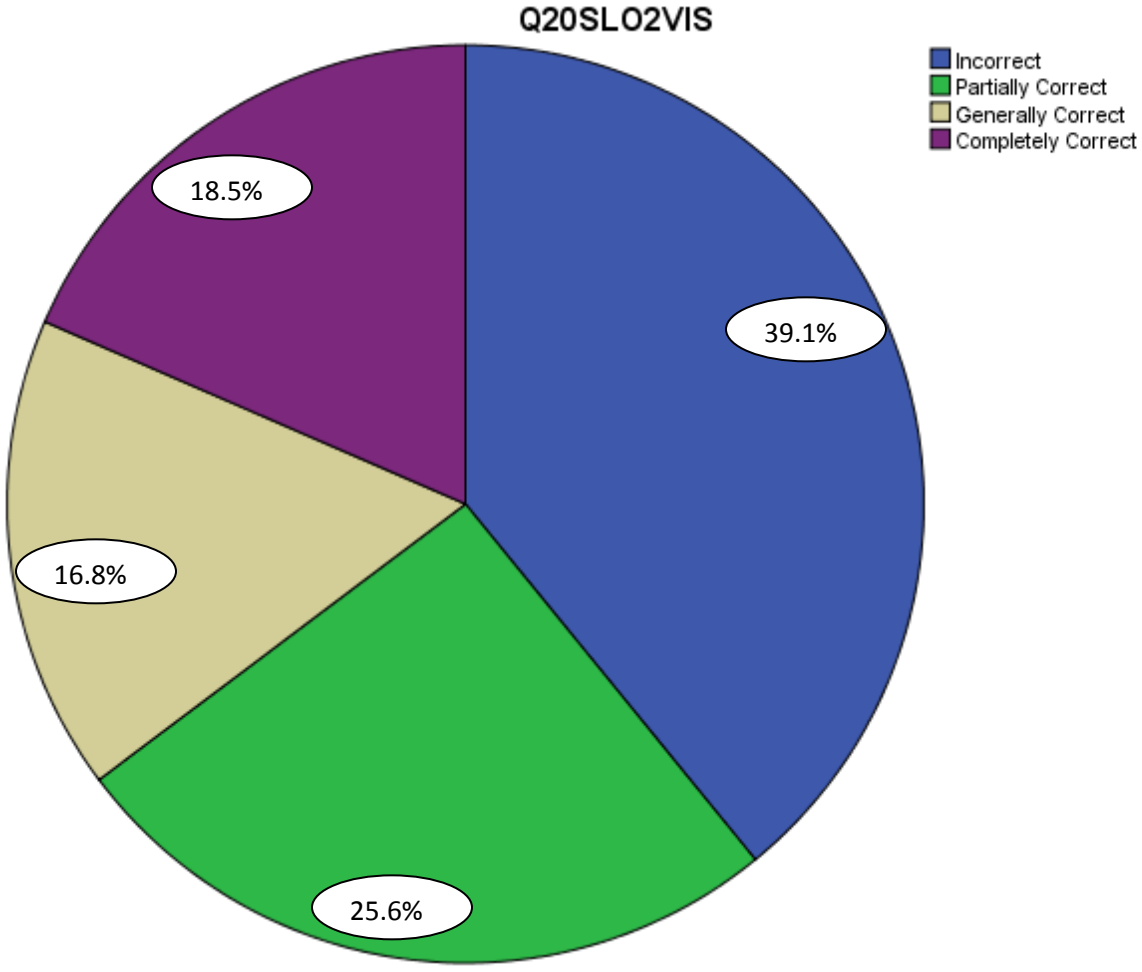
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	374	24.0	34.2	34.2
	Generally Correct	206	13.2	18.8	53.0
	Partially Correct	154	9.9	14.1	67.1
	Incorrect	358	22.9	32.8	99.9
	0	1	.1	.1	100
	Total	1093	70.0	100.0	
Missing	System	468	30.0		
Total		1561	100.0		



Q18aSLO2S- (SLO-2) Outcome 2: A student will be able to demonstrate the ability to represent mathematical information symbolically, visually, numerically, and verbally.

Q18aSLO2S

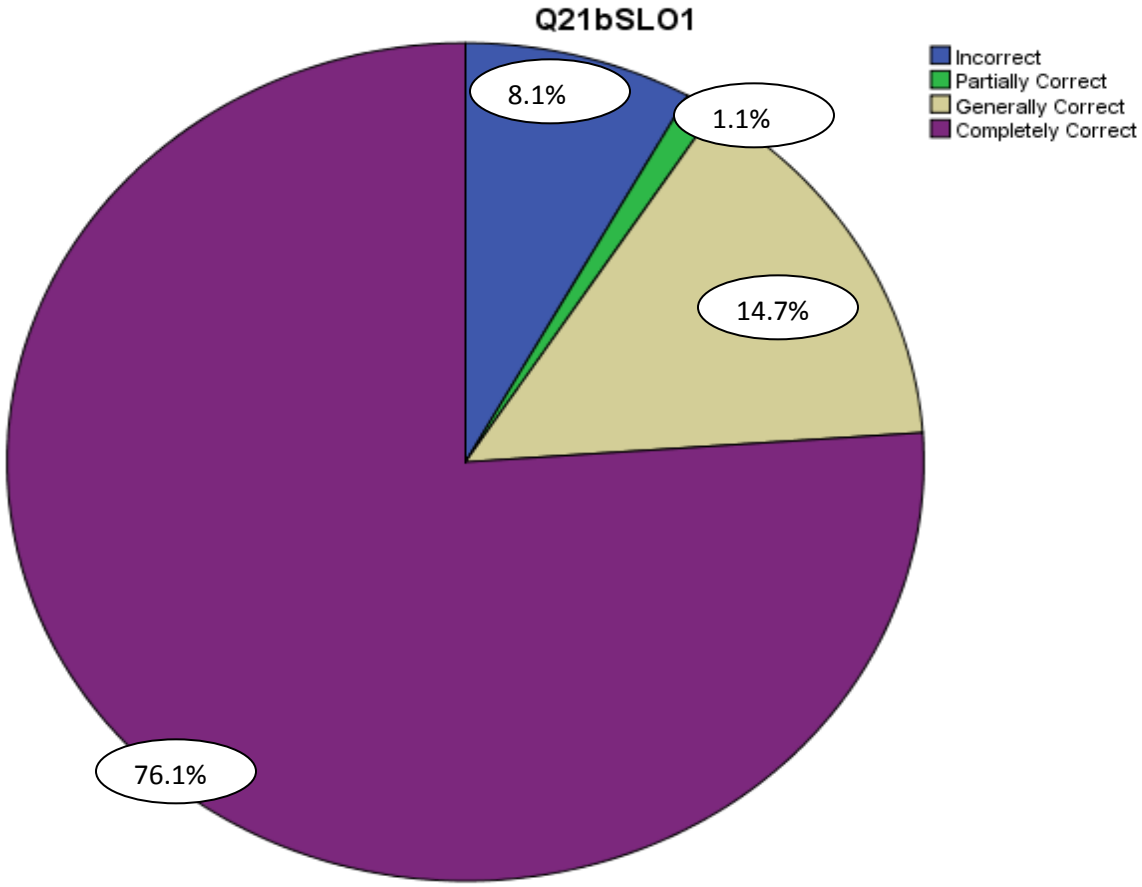
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	315	20.2	28.8	28.8
	Generally Correct	143	9.2	13.1	41.9
	Partially Correct	186	11.9	17.0	58.9
	Incorrect	448	28.7	41.0	99.9
	0	1	.1	.1	100
	Total	1093	70.0	100.0	
Missing	System	468	30.0		
Total		1561	100.0		



Q20SLO2VIS- (SLO-2) Outcome 2: A student will be able to demonstrate the ability to represent mathematical information symbolically, visually, numerically, and verbally.

Q20SLO2VIS

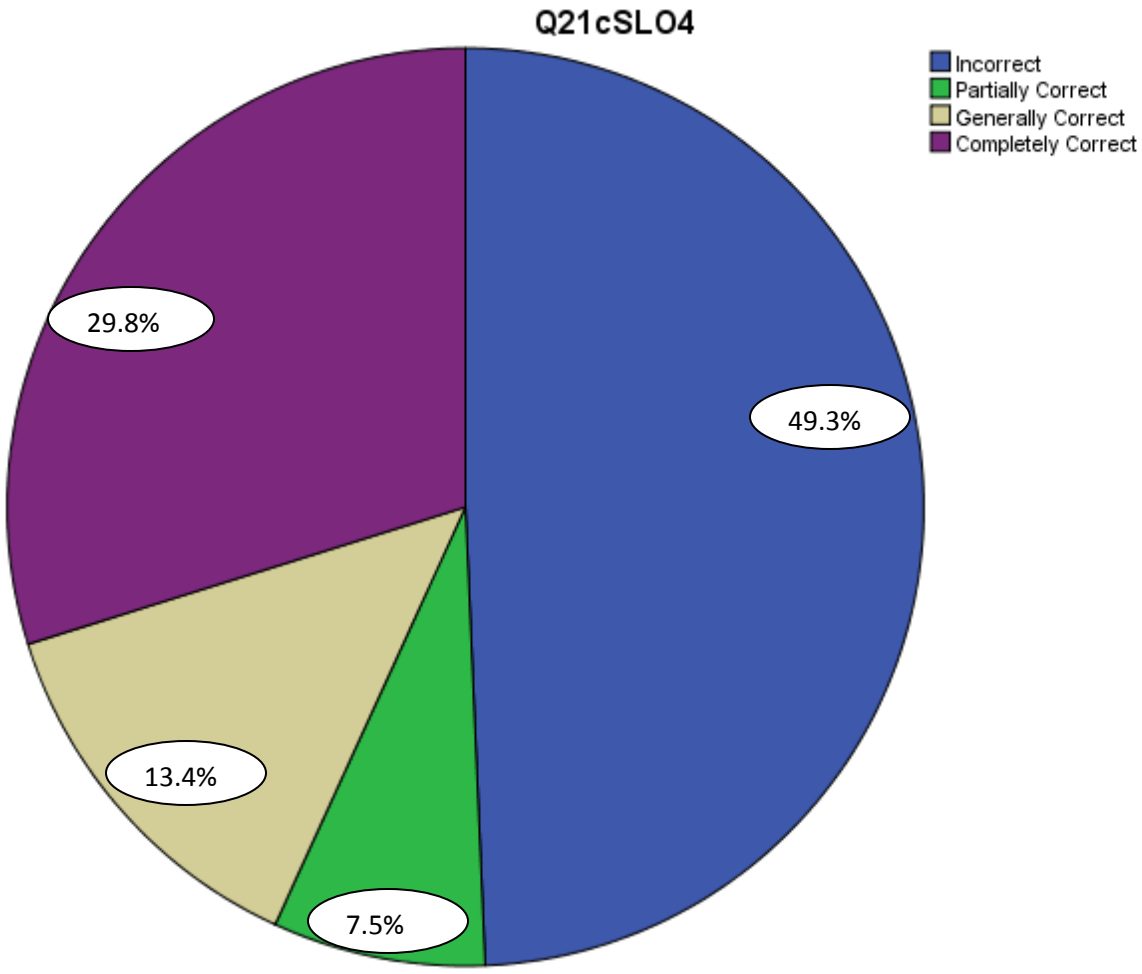
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	202	12.9	18.5	18.5
	Generally Correct	183	11.7	16.7	35.2
	Partially Correct	280	17.9	25.6	60.8
	Incorrect	427	27.4	39.1	99.9
	0	1	.1	.1	100
	Total	1093	70.0	100.0	
Missing	System	468	30.0		
Total		1561	100.0		



Q21bSLO1- (SLO-1)Outcome 1: A student will be able to demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.

Q21bSLO1

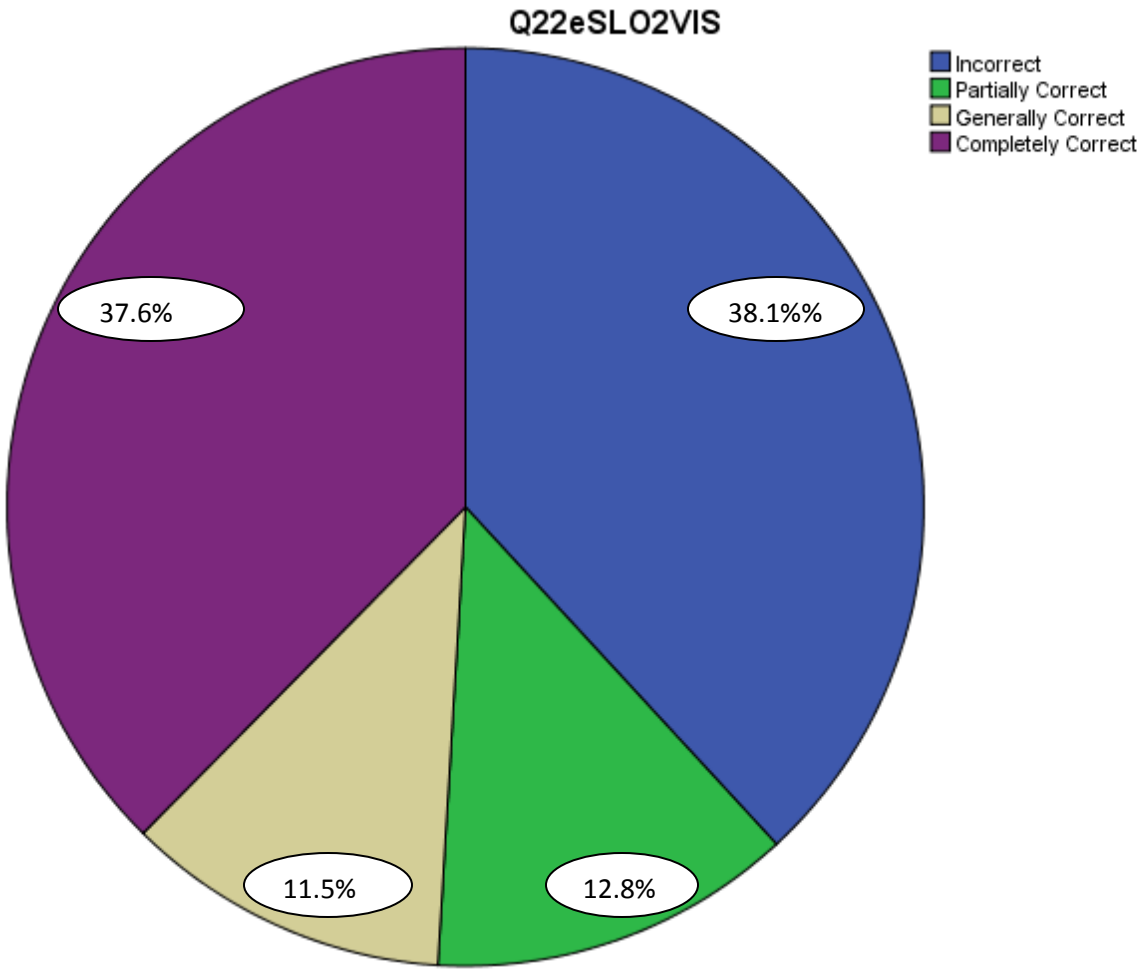
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	832	53.3	76.1	76.1
	Generally Correct	161	10.3	14.7	90.8
	Partially Correct	12	.8	1.1	91.9
	Incorrect	88	5.6	8.1	100
	Total	1093	70.0	100.0	
Missing	System	468	30.0		
Total		1561	100.0		



Q21cSLO4-(SLO-4) Outcome 4: A student will be able to demonstrate the ability to estimate and check mathematical results for reasonableness.

Q21cSLO4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	326	20.9	29.8	29.8
	Generally Correct	146	9.4	13.4	43.2
	Partially Correct	82	5.3	7.5	50.7
	Incorrect	539	34.5	49.3	100
	Total	1093	70.0	100.0	
Missing	System	468	30.0		
Total		1561	100.0		



Q22eSLO2VIS- (SLO-2) Outcome 2: A student will be able to demonstrate the ability to represent mathematical information symbolically, visually, numerically, and verbally.

Q22eSLO2VIS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Correct	410	26.3	37.6	37.6
	Generally Correct	125	8.0	11.5	49.1
	Partially Correct	140	9.0	12.8	61.9
	Incorrect	416	26.6	38.1	100
	Total	1091	69.9	100.0	
Missing	System	470	30.1		
Total		1561	100.0		

APPENDIX B

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SLO1	1093	2.00	8.00	6.1327	1.61771
SLO2NUM	1097	.00	8.00	6.4840	1.68829
SLO2SYM	1093	.00	8.00	5.1144	2.06282
SLO2VIS	1091	1.00	8.00	4.6260	2.02539
SLO3	1095	.00	8.00	5.3498	1.92573
Valid N (listwise)	1091				

Mean Scores for each question

		Q1 SLO2N	Q4SLO2N	Q6SLO3	Q7CTO1	Q10SLO3	Q12SLO5	Q14SLOS	Q16SLO VER CTO2
N	Valid	1098	1097	1095	1095	1095	1094	1094	1093
	Missing	463	464	466	466	466	467	467	468
Mean		3.48	3.00	2.61	2.98	2.74	1.89	2.82	2.64
Median		4.00	4.00	3.00	4.00	3.00	1.00	4.00	3.00
Std. Deviation		.843	1.294	1.067	1.139	1.304	1.131	1.303	1.277

		Q17SLO1	Q18aSLO2S	Q20SLO2VIS	Q21bSLO1	Q21cSLO4	Q22eSLO2VIS
N	Valid	1093	1093	1093	1093	1093	1091
	Missing	468	468	468	468	468	470
Mean		2.54	2.30	2.14	3.59	2.24	2.48
Median		3.00	2.00	2.00	4.00	2.00	2.00
Std. Deviation		1.263	1.269	1.132	.865	1.329	1.329

SLO 1 (Questions 17, & 21b)

		Frequency	Valid Percent	Cumulative Percent
Valid	Completely Correct (sum of 8)	324	29.64	29.64
	Generally Correct (sum of 6 or 7)	328	30.00	59.64
	Partially Correct (sum of 4 or 5)	386	35.31	94.95
	Incorrect (sum of 2 of 3)	55	5.03	99.98
	Total	1093	99.98	

SLO 2 Num (Questions 1 & 4)

		Frequency	Valid Percent	Cumulative Percent
Valid	Completely Correct (sum of 8)	466	42.59	42.59
	Generally Correct (sum of 6 or 7)	296	27.05	69.64
	Partially Correct (sum of 4 or 5)	278	25.41	95.05
	Incorrect (sum of 2 of 3)	54	4.93	99.98
	Total	1094	99.98	

SLO 2 Vis (Questions 20, 22e)

		Frequency	Valid Percent	Cumulative Percent
Valid	Completely Correct (sum of 8)	127	11.63	11.63
	Generally Correct (sum of 6 or 7)	251	22.98	34.91
	Partially Correct (sum of 4 or 5)	325	29.79	64.67
	Incorrect (sum of 2 of 3)	389	35.63	35.60
	Total	1092	100	100

SLO 2 Sym (Questions 14, 18a)

		Frequency	Valid Percent	Cumulative Percent
Valid	Completely Correct (sum of 8)	221	20.21	20.21
	Generally Correct (sum of 6 or 7)	231	21.13	41.34
	Partially Correct (sum of 4 or 5)	351	32.11	73.45
	Incorrect (sum of 2 of 3)	290	26.53	99.98
	Total	1093	99.98	

SLO 3 (Questions 6 & 10)

		Frequency	Valid Percent	Cumulative Percent
Valid	Completely Correct (sum of 8)	174	15.93	15.93
	Generally Correct (sum of 6 or 7)	384	35.16	51.09
	Partially Correct (sum of 4 or 5)	308	28.20	79.29
	Incorrect (sum of 2 of 3)	226	20.70	99.99
	Total	1092	99.99	

SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	**HUMAN SERVICES PROGRAM**
Date of Assessment:	**MAY 2013** (PLO's are assessed each spring through a capstone assignment in the final program course)
Lead person:	Maureen G. Bybee
What did you assess? If associated with a learning outcome, please specify.	4 program learning outcomes: OUTCOME 1 Applies critical thinking skills within the context of human services practice. OUTCOME 2 Provides human services through the application of generalist practice theories and methods that are empowerment focused and strengths based. OUTCOME 3: Engages in self-critical practice as a human service worker OUTCOME 4: Communicates effectively with colleagues and diverse client systems.
Description of assessment activity.	3 part capstone assignment in final course. 1. Students write a Biopsychosocial History of a client with whom the student is working, 2. present an oral description of their work with client to the class 3. write an analysis of their work including application of the principles of Generalist Practice
What did you find?	92% of students meet or exceed the standard for Outcome 1 89% of students meet or exceed the standard for Outcome 2 71 % of students meet or exceed the standard for Outcome 3 91% of students meet or exceed the standard for Outcome 4
Was any action taken?	Instructors of HUS 201, 205 and 211 will incorporate more frequent opportunities for self-assessment in classroom experiences. Instructions for the capstone assignment will more clearly state the requirement for inclusion of professional strengths and challenges in the analysis.

Was any follow-up performed?	Will be reassessed in Spring 2014

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu. Thank you.

SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	ANT101 was assessed for the Liberal Arts & Sciences: Social Science Option Program and as an Other World Civilizations General Education course.
Date of Assessment:	Fall 2012
Lead person:	Dr. Etsuko Donnelly
What did you assess? If associated with a learning outcome, please specify.	1. Assessed SUNY gen. ed. requirements for Other World Civilizations course: "Students will demonstrate knowledge of the distinctive features of the history, institutions, economy, society, culture, etc. of one non-Western civilization. 2. Also assessed was the Program Learning Outcome 1/SUNY Critical Thinking Outcome 1 and 2: Students will identify, analyze, and evaluate arguments as they occur in their own or other's work and will develop well-reasoned arguments
Description of assessment activity.	Students in all ANT101 sections in the Fall of 2012 were given three assignments to complete: a 35 multiple question exam and two short essays.
What did you find?	Please see attached report
Was any action taken?	Please see attached report

Was any follow-up performed?	Professor Mahin Gosince is chairing a committee that will develop in the Fall 2013 semester a short list of recommended textbooks for instructors of ANT101. The statistical results of the assessment have been forwarded to all ANT101 instructors for discussion.

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu. Thank you.

SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	Liberal Arts & Sciences: Social Science Option
Date of Assessment:	Spring 2013
Lead person:	Dr. Etsuko Donnelly, Assistant Professor of Sociology, Ammerman Campus
What did you assess? If associated with a learning outcome, please specify.	1. Assessed SOC 101 as *SUNY General Education Social Science course:* Student will have knowledge of major concepts, models, and issues of sociology. Student will understand the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis. 2. Assessed SOC 101 for *SUNY General Education Critical Thinking Outcome* and for *Liberal Arts & Sciences: Social Science Option Program Learning Outcome 1*: Students will identify, analyze, and evaluate arguments as they occur in their own or other's work and will develop well-reasoned arguments
Description of assessment activity.	Two short essays and a 35 question multiple choice exam.
What did you find?	Results for Total Learning Outcomes: 18.1% of students exceeded standard, 35.9% of students met standard, 28.7% of students are approaching standard, and 17.3% of students do not meet standard. More detailed information may be found in the attached report.

Was any action taken?	The final report, including remediation plan, is pending, due November 2013
Was any follow-up performed?	The final report, including remediation plan, is pending, due November 2013.

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu. Thank you.

Submitted by J. Travers, Chair, Dept. of Social Sciences & Criminal Justice, October 2013.

SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	Liberal Arts and Sciences: Adolescence Education (BIO, ENG, HIS, MAT Emphases)
Date of Assessment:	Fall 2012
Lead person:	Dr. Donna Ciampa
What did you assess? If associated with a learning outcome, please specify.	Program Level Learning Outcome #1: Student will engage in self-reflective practice
Description of assessment activity.	Through a philosophy-based paper, students will identify and examine personal values, goals and professional organizations related to the teaching profession. Students will identify and examine the roles and behaviors of effective teachers. A standardized rubric was utilized in the assessment of this paper for this outcome (see attachment).
What did you find?	Using the required rubric, there appeared to be an area that was not addressed in the rubric. Some students did not delve deeply enough into their topic, providing mostly commonly known general information (although supported by references).
Was any action taken?	Nothing in the rubric directly addressed this, although item VIII (paragraphs fit with this structure coherently and present accurate and pertinent examples and evidence to support central and subsidiary ideas) vaguely touched on it. The rubric seemed to focus mainly on the format of the paper, and less on the actual content. **In an effort to more clearly evaluate the content within the paper, the rubric was revised to include items** that state that the topic was thoroughly researched, resulting in a paper that demonstrates in depth understanding of the topic that surpasses general or simplistic information.
Was any follow-up performed?	An assessment of the outcomes using the updated rubric (see attachment for rubric) is being gathered during the Fall 2013 semester.

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu. Thank you.

Academic Program Review Guide

Academic Program Review at Suffolk County Community College provides an opportunity to evaluate and strengthen the College's academic programs. The Program Review process is based on the Program Review recommendations put forth by the SUNY University Faculty Senate in January 2012, best practices from other institutions, and the processes employed historically by Suffolk County Community College.

I. The Committee Structure

A. Program Review Chairperson

The chairperson is responsible for organizing the committee, assigning specific tasks to each member of the committee, seeing to it that all timelines are maintained, and writing/editing the final version of the report.

B. Committee Members

The members of the Program Review Committee will consist of the following:

1. The academic chair or program coordinator and at least two faculty members from the program under review. This may include members of the adjunct faculty. In the case of a multi-campus review, there should be at least one faculty member from each campus that offers the program.
2. Optional: One faculty member from outside the program.
3. Optional: One student in the program.
4. Optional: For A.A.S programs – An outside member, perhaps someone from the program advisory board or industry.

C. Selection of Membership

Program Review Committee Chairperson: For multi-campus reviews, the Associate Dean for Curriculum Development, in consultation with the Vice President for Academic Affairs, campus deans, and academic chairs, will appoint the program review chairperson. For single campus reviews the campus Executive Dean will appoint the chairperson.

Committee members: For multi-campus reviews the chairperson will select committee members in consultation with the Associate Dean for Curriculum Development. For single campus reviews the chairperson will select members in consultation with the campus Executive Dean.

II. Outcomes Assessment Component

Each program has developed Program Learning Outcomes and Annual Plans for the Assessment of Student Learning. These assessments will be housed in TracDat and can be retrieved from the Office of Planning and Institutional Effectiveness. The committee may develop additional instruments for assessment and evaluation. The Office of Planning and Institutional Effectiveness can assist in the development of any additional assessment tools.

III. Report Format

A template for the Program Review will be provided by the Office of Academic Affairs.
The report will contain:

1. A cover page with the title of the program, campus(es), date of review, names of chair and committee members.
2. Preface – a brief description of the process; acknowledgements.
3. Table of Contents
4. Body of the Report (approximately 25-30 pages in length).
5. Major Findings – the program's main strengths and weaknesses.
6. Recommendations – state, in priority order, the committee's recommendations for strengthening the program. The recommendations must be:
    a. Be based on the committee's findings, as supported by evidence;
    b. Be clear and specific as to what action should be taken;
    c. Be realistic in light of current and foreseeable resources.
7. Appendices – all support material, assessments, reports used, etc.

IV. Support Services for the Committee

A. Secretarial/Computing Services

Secretarial/computing services will be provided by the area, division or department under which the program being reviewed resides. In the case of multi-campus reviews, support will be furnished by the home campus of the program review chairperson.

B. Data Support Services

The Office of Planning and Institutional Effectiveness will assign a specialist to each Program Review Committee. That specialist will assist in gathering data necessary for the review and in interpreting its significance. A standard student data package will be provided, which contains information about student demographics, persistence and retention rates, and other helpful information.

C. Orientation Meeting

The Office of Academic Affairs will introduce the Program Review process at the first meeting of the Program Review Committee, and will provide the Program Review Template, this Guide, and will be

available to answer any questions. Staff members of the Office of Academic Affairs will be available for the duration of the review to assist in answering questions and providing support as necessary.

V. EXTERNAL REVIEW

The program review process includes a review by a team of external evaluators. The External Evaluator serves as an independent consultant to bring a fresh perspective to the program review process. This perspective will provide the College with valuable input concerning the status of each program. The Guidelines for External Reviewers are sent to all external reviewers with their appointment letter from the Associate Dean for Curriculum Development. These guidelines describe the topics and questions to be addressed by the external review team and are available to the Program Review Committee on the College website.

Organizing the external review team:

- A team of two to three external reviewers should be used. According to SUNY Guidelines, "external review teams should consist of not less than two (2) persons who have no academic, professional or other significant relationship to full-time faculty in the program/department, no previous significant or formal affiliation with the institution, and who come from academic or professional institutions."
- The committee recommends reviewers to Associate Dean for Curriculum Development who approves the candidates and sends appointment letters.
- The committee arranges the dates and the agenda for the on-site visit after consultation with Associate Dean for Curriculum Development.
- The committee chair sends copy of the review, background materials regarding program and curriculum and Guidelines for External Reviewers to external review team members.
- External review team conducts site visit including visits to classes as well as meetings with students, faculty, and administration.
- Evaluators meet with Associate Dean for Curriculum Development for exit interview at conclusion of site visit.
- Evaluators submit Final Report to Associate Dean for Curriculum Development, who forwards copies to the department head and program chair.

VI. Timeline

April/May: Chair and committee members are appointed for Program Reviews to be completed in the next school year.

September: Chair convenes the committee for its initial meeting. A schedule of meetings and activities is constructed. (*If additional assessment activities are planned, the committee should take care to build in time for the Office of Planning and Institutional Effectiveness to perform to perform analyses and provide reports.)*

September 1 –March 1: The Program Review Committee conducts the review process and prepares the initial draft of the report for submission to the appropriate deans and to the Associate Dean for Curriculum Development.

February: Committee recommends external reviewers to Associate Dean for Curriculum Development.

March 1: The initial draft of the report is submitted to the appropriate deans and the Associate Dean for Curriculum Development to review the report for completeness, coherence, and clarity. The deans return the review with comments/suggestions to the chair and committee by **March 15.**

March 15 – April 15: The committee completes the final draft of the program review report and submits it to the appropriate deans and the Associate Dean for Curriculum Development. Final arrangements are made for visit by External Review Team.

April 15 – early May: External Review Team visit.

May 1 – May 31: The appropriate deans review the report and, if the report is acceptable, add their comments and recommendations and forward it to the appropriate campus Executive Dean(s) and the Associate Vice President of Academic Affairs and the Vice President for Academic and Student Affairs. All reports are sent to the President of the College after being reviewed by the Vice President. (*If the report is not acceptable, it is returned to the chair and the committee for completion and resubmission by September 1.)* For their information, copies of the completed review are distributed to the chair and members of the review committee.

June: A summary of the Program Review report, with emphasis on outcomes assessment and inclusion of the major findings and recommendations, will be sent to the Office of the SUNY Provost.

VI. Monitoring and Follow-up

For all single campus Program reviews, the campus Executive Dean and Associate Academic Dean will designate an individual for each completed Program review who will be primarily responsible for following up on the report's recommendations. For multi-campus reviews, there will be one such person designated on each campus reporting through his/her respective Executive Dean or Associate Academic Dean to the Associate Dean for Curriculum Development.

October/November: An implementation plan for Program Review follow-up is developed and submitted by the above designated individual to the appropriate deans, Associate Dean for Curriculum Development, AVP for Academic Affairs and VP for Academic and Student Affairs.

March/April: An implementation progress report is submitted to the deans, Associate Dean for Curriculum Development, AVP for Academic Affairs and VP for Academic and Student Affairs.

Following October: A second implementation progress report is submitted to all of the above.

APPENDIX C: ACADEMIC PROGRAM REVIEW SCHEDULE

SUFFOLK COUNTY COMMUNITY COLLEGE
Program-Review Cycle and Schedule: 2012–2020
For Non-externally Accredited Programs

2012–2013					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	Grad. Req.
Business: Marketing (G)			X		
Fire Protection Technology (A)			X		
Fitness Specialist (A)		X			
HVAC/R (G)			X	X	
LAS: Social Science (AG)	X				
Manufacturing Technology (G)			X		
Photographic Imaging (EG)			X		

2013–2014					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Accounting (AEG)		X	X	X	
American Sign Language (A)			X		
Criminal Justice (AEG)		X			
Engineering Science (A)		X			
LAS: General Studies (AEG)	X				
LAS: Science (AEG)		X			
Radio & TV Production (A)			X		
Music (A)		X			

2014–2015					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business Administration (AEG)		X	X		
Business Admin. Online (AEG)			X		
Computer Science (A)		X			
Electrical Technology (A)			X		
Theatre Arts (A)		X			
Visual Arts (AG)		X			

2015–2016					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	Grad. Req
Comm. & Media Arts: Journalism (A)	X				
Construction Technology (A)			X		
Graphic Design (E)			X		
Chemical Dependency Counseling (G)			X		
LAS: Humanities (A)	X				
LAS: International Studies (AEG)	X				

2016–2017					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Retail Management (A)			X	X	
Culinary Arts (E)			X	X	
Early Childhood Education (AEG)		X	X		
Human Services (A)		X			
Information Technology (AEG)			X	X	
LAS: Women's & Gender Studies (A)	X				

2017–2018					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Communication Studies (AEG)	X				
Computer Art (E)			X		
Hotel & Resort Management (E)			X	X	
Interior Design (E)			X		
LAS: Education (AEG)	X				
Emergency Medical Technician (A)			X		

2018–2019					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Information Processing (AG)			X	X	
Business Management (AEG)				X	
Business: Office Management (AEG)			X		
LAS: Mathematics (A)	X				
Drafting [CAD] (A)				X	
Fitness Specialist (A)		X			

2019–2020					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Marketing (G)			X		
Fire Protection Technology (A)			X	X	
HVAC/R (G)			X	X	
LAS: Social Science (AG)	X				
Manufacturing Technology (G)			X		
Photographic Imaging (EG)			X		

Rationale for Program Review Schedule:

The Program Review Schedule was designed to include all academic programs in a seven-year cycle of comprehensive evaluation, while not overburdening a particular department. Reviews are spread among degree types and campuses. At some points, programs with significant overlap have been grouped in the same year.

PROGRAM REVIEW SELF-STUDY REPORT

Fire Protection Technology

Name of Program

July, 2013

Date of Report

Program Review Committee
Leo DeBobes, Associate Professor & Fire Protection Technology Program Coordinator Prof. Peter Maritato, Academic Chair, Engineering & Technology Prof. Catherine Wynne, Specialist II, Institutional Effectiveness Prof. Deborah Provenzano, Ammerman Library James Lagonegro, Director of Enrollment Information and Reporting

I. Introduction

A. Provide a current mission statement for the program.

> The mission of the Fire Protection Technology program of Suffolk Community College is to prepare students for employment and advancement opportunities in public and private fire protection and emergency services fields, as well as in occupational safety and health. Students are provided with a body of knowledge and critical thinking skills that will enhance their capabilities to protect the citizens of the communities they serve.

1. Does this mission statement include the following information?

   a. The name of the program. Yes X No _____

   b. The purpose of the program. Yes X No _____

   c. The program's target audience. Yes X No _____

2. Is this a new or revised statement? Yes _____ No X

   If this is a new or a revised statement, acknowledge appropriate departmental approvals (votes):

A NA					
Campus	Department	For	Against	Abstain	Date of Vote
E NA					
Campus	Department	For	Against	Abstain	Date of Vote
G NA					
Campus	Department	For	Against	Abstain	Date of Vote

B. How does the program's mission advance the mission or goals (*Expanded Statement of Institutional Purpose*) of the college? (*Check all that apply.*)

X **Access—**providing universal access to higher education by removing economic, social, geographic, and temporal barriers.

X **Transfer—**preparing students for transfer to four-year institutions.

X **Career Preparation—**preparing students for a first career, a career change, or career advancement and instilling into them a commitment to the lifelong-learning process required for career progression.

X **Basic Skills and Developmental Education—**assisting underprepared students in acquiring the basic skills and knowledge that will allow them to advance to college-level work.

X **Workforce/Economic Development and Community Service—** meeting the educational aspirations of educated adults, employees of local business and industry, and professionals seeking continuing certification, as well as local workforce development needs, including the provision of programs, events, and services for community organizations and the general public.

X **Other** (*specify: e.g., strategic goals or institutional goals*)

There are three primary areas in which education could positively impact the fire service and the community it serves:

1. Career entry-level education
2. Officer-level education
3. Four-year degree preparation

C. Programmatic Effectiveness is defined as the extent to which a program is achieving its mission. Summarize, briefly, the extent to which the program is achieving its mission.

The assessment team identified three primary areas in which education could positively impact the fire service and indirectly the community served:

1. Career entry-level education
2. Officer-level education
3. Four-year degree preparation

These three paths have both significant similarities and differences. First, a majority of students currently enrolled in the Fire Protection Technology A.A.S. program are traditional students seeking a career as a firefighter. For these students, enhanced general education competencies increase their chances of scoring well on civil service entrance exams. The pursuit of a degree in fire protection demonstrates their commitment to their chosen career path.

Second, officer-level education focuses on two areas: career advancement through the civil service process and the knowledge, skills, and abilities needed by supervisors, managers, and leaders within the fire service. Civil service promotional exams target specific knowledge that can be addressed by college-level courses. The development of supervisory, managerial, and leadership knowledge skills and abilities have been identified as a need by career and volunteer fire departments in southern New York, including Long Island, Westchester, and New York City.

Third, the focus on the preparation of students for transfer to bachelor degree programs is not new. The AAS degree program is effective in preparing interested students for transfer to a four-year school. Many of the program's current students indicate the desire to either attend a four-year school or to at least leave the door open to taking that path.

This assessment of the Fire Protection Technology degree program addresses the current need to compare the program learning outcomes to the course learning outcomes and the visionary need to align the mission, goals, outcomes, and objectives to the present and future educational needs of the fire service.

D. Catalog Description

1. How is the program described in the current catalog?

This curriculum provides a professional education in fire protection technology for those persons interested in pursuing employment in fire protection agencies as well as preparation for persons planning to work in industrial safety or inspection. The individual fire science courses prepare students with the insight and knowledge for varied careers in fire service.

Students can earn a **certificate** upon successfully completing the fire science courses (FRPTCERT). An Associate of Applied Science (A.A.S.) **degree** is awarded upon completion of the courses indicated below.

Most career fire departments require either completion of certificate courses and/or the degree program for promotion inside the department.

This program can be finished in two years by attending full-time or can be completed on a part-time basis as well. Except for FPR124 and FPT172, any fire science course can be taken in any semester. The following is an example of a course sequence but is not a required sequence. Students should consult with the department for guidance.

2. Does this description accurately portray the program? Yes X No _____

3. Does the committee recommend modifying the current description? Yes X No _____

4. If so, what changes are recommended? Explain reasons for any recommended changes.

Recommend change to *"This curriculum provides a professional education in fire protection technology for those persons interested in pursuing employment in fire protection agencies as well as preparation for persons planning to work in* ***occupational safety & health, fire inspection, and emergency management****. The individual fire protection technology courses prepare students with the insight and knowledge for varied careers in fire service."*

Occupational safety & health is much broader than industrial safety and is more indicative of the true aim of some of the courses. In addition, emergency management has emerged as a full-fledged field and this program effectively prepares students to enter the field.

Do these recommendations have departmental approvals? Yes x No _____

If yes, acknowledge appropriate departmental approvals (votes):

A	Engineering & Tech.7ft/12 adjunct faculty	18	0	1	9/17/13
Campus	Department	For	Against	Abstain	Date of Vote
E	NA				
Campus	Department	For	Against	Abstain	Date of Vote
G	NA				
Campus	Department	For	Against	Abstain	Date of Vote

5. Is information appearing on SCCC Web pages consistent with the catalog? Yes X No _____

6. If not, what changes are recommended?

A Fire Protection Technology program website should be developed so that it can be maintained and updated in real time, and so that it can be utilized as a student recruitment and retention tool.

E. Previous Program Review

1. Provide the date of the last program review. 2007

2. Summarize the recommendations from that review, and indicate the extent to which these recommendations have been implemented. If any recommendations have not been implemented, explain why not.

	Recommendations from previous Program Review	**Extent to which recommendations have been implemented or reasons why they haven't been implemented.**
1.	Establish and maintain an Internship program with local fire districts	Some students have taken Internship classes offered as HUM130 through SCC's Career Services and Cooperative Education

		program and have obtained internships with Suffolk County Fire Rescue and Emergency Services. In addition, students have been introduced to Internships with employers in the Fire Investigation field. We have worked with SCC's Career Services and Cooperative Education program to create a new FPT-specific Internship course and would like this to be introduced during the 2013-2014 academic year.
2.	Establish and maintain measures to identify career opportunities in the fire service	Students are provided with information regarding career opportunities as they occur. An FPT specific website would help in this regard.
3.	Maintain a current curriculum	This had been a weakness in prior years and is now a strength. All courses are evaluated on an ongoing basis for currency.
4.	Increase the size of the Fire Protection Technology program	The program has grown demonstrably over the past review cycle.
5.	Inadequate classroom and storage facilities. Provide dedicated space for the Fire Protection Technology program	This continues to be a weakness. The Fire Protection Technology program has no designated classroom and meets in several different classrooms in the Riverhead building. There is one inadequately sized closet for storage of teaching aids that is shared with other programs. A complete sprinkler system showing the different types of systems found in the field had originally been set up in Room 38, however, this was dismantled and never reassembled when the room was refurbished. This was an

		important teaching aid for the Fire Protection Hydraulics course. In addition, a large number of materials for the Hazardous Materials and Industrial Safety courses are stored in this closet and are difficult to access, maintain, and utilize during classroom contact time.

II. Programmatic Outcomes

A. State up to three of the most important programmatic non-learning outcome goals, and for each goal, identify up to three objective outcomes that can be used to measure the achievement of that goal.

Programmatic Non-learning-Outcome Goal	Programmatic Non-learning-Outcome Objectives
Increase the size of the Fire Protection Technology program.	Provide local high schools with curriculum information.
	Develop online, blended or hybrid courses to expand enrollment.
	Advertise the program in SCC regional advertising and in media directed towards the fire, rescue and emergency services (Fire News, 1st Responder News)

Programmatic Non-learning-Outcome Goal	Programmatic Non-learning-Outcome Objectives
Develop the Fire Protection Technology program as a regional resource for the continuing education needs of the fire, rescue and emergency services.	Create a fire safety seminar program geared towards the needs of the fire, rescue and emergency services
	Pursue grant funding for the continuing education needs of the fire, rescue and emergency services

1. Are any of these new or revised goals? Yes X No _____

2. If any of these are new or revised goals, acknowledge departmental approvals (votes):

A	Engineering & Tech & 12 Adjuncts	7 F/T	18	0	1	9/17/13
Campus	Department		For	Against	Abstain	Date of Vote
E	NA					
Campus	Department		For	Against	Abstain	Date of Vote
W						
Campus	Department		For	Against	Abstain	Date of Vote

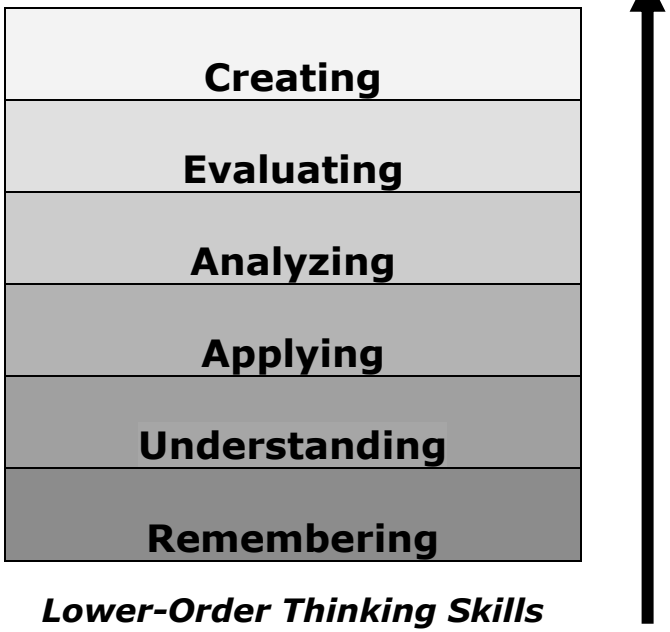
B. State at least four of the most important programmatic learning outcome goals, and for each goal, identify up to three outcome objectives that can be used to measure the achievement of that goal. [*(1) Inasmuch as course assessments are assumed to measure the acquisition of discipline-related content, programmatic learning goals should deemphasize content acquisition and focus on higher-order learning outcomes. See Charts 1 and 2. (2) The roles played by the general education courses required by the curriculum should be acknowledged by stating intended outcomes related to the contributions made by these courses in the curriculum. If, for example, a program requires specific courses in humanities, social science, etc., then desired learning outcomes expected from these courses should be expressed. (3) If a program sponsors a student club, it is suggested that one student-learning goal be expressed in terms of what students are expected to learn from this experience.*]

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
Upon graduation students will be able to compare the different types of building constructed and relate them to fire science.	Upon graduation students will be able to create documents explaining the characteristics of buildings and how they relate to fire science, with 70% proficiency.
	Upon graduation students will be able to explain the physical building characteristics in terms performance and failure under heat load, with 70% proficiency.
	Upon graduation students will be able to deliver technical presentation pertaining to building construction and fire science, with 70% proficiency.

Chart 1

Revised Bloom's Taxonomy
(Anderson and Krathwohl)
Cognitive Domain

Higher-Order Thinking Skills



Lower-Order Thinking Skills

Creating = combining elements to form a novel, coherent whole or making an original product through generating, planning, and producing.
Evaluating = making judgments based on criteria and standards.
Analyzing = dividing material into constituent parts and determining how these parts relate to one another through differentiating, organizing, and attributing.
Applying = executing or implementing a procedure in a given situation.
Understanding = constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
Remembering = retrieving, recognizing, and recalling information from long-term memory.

Chart 2

Behavioral Verbs Appropriate for Each Level of the Cognitive Domain

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Tell List Describe Relate Locate Write Find State Name Identify Label Recall Define Recognize Match Reproduce Memorize Draw Select Recite	Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare Describe Relate Generalize Summarize Paraphrase Convert Demonstrate Visualize Find out more	Solve Show Use Illustrate Construct Complete Examine Classify Choose Interpret Make Put together Change Apply Produce Translate Calculate Manipulate Modify Put into practice	Analyze Distinguish Examine Compare Contrast Investigate Categorize Explain Separate Advertise Take apart Differentiate Subdivide Deduce	Judge Select Choose Decide Justify Verify Argue Recommend Assess Discuss Rate Prioritize Determine Critique Weigh Value Estimate Defend	Create Invent Compose Plan Construct Design Imagine Propose Devise Formulate Combine Hypothesize Originate Add to Forecast

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
Upon graduation students will be able to characterize and operate fire suppression systems.	Upon graduation students will be able to create technical documents comparing and outlining operating procedures for fire suppression systems, with 70% proficiency.
	Upon graduation students will be able to create written documentation that analyzes the physical characteristics of fire suppression systems.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
Upon graduation students will be able to overview the proper and professional process of handling Hazardous Materials.	Upon graduation students will create documentation explaining the characteristics of hazardous materials, with 70% proficiency.
	Upon graduation students will solve technical hazardous materials problems relating to proper handling, with 70% proficiency.
	Upon graduation students will be able to obtain certification as Hazardous Material Technicians from the State of New York.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
Upon graduation students will be able to perform analysis of hydraulic systems for fire suppression.	Upon graduation students will be able to solve technical fire service problems, with 70% proficiency.
	Upon graduation students will be able to solve problems related to water pressure in vertical rise scenarios, hose diameter, friction loss and hose length, with 70% proficiency.
	Upon graduation students will be able to deliver a technical presentation relating hydraulic systems to fire suppression, with 70% proficiency.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
Upon graduation students will be able to apply and analyze Industrial Safety standards set forth by government oversight agencies, such as the USDOL Occupational Safety Hazard Administration (OSHA) and standards-making bodies such as the National Fire Protection Association (NFPA)	Upon graduation students will be able to create fire and safety plans/ inspections that follow the criteria set forth by governing agencies, for both private and public buildings.
	Upon graduation students will be able to create documentation to identify and analyze the potential safety / health hazards related to Fire Science.
	Upon graduation students will be able to create documentation outlining personal protection equipment and compliance strategies related to Fire Science.

1. Are any of these new or revised learning outcomes? Yes X No _____

2. If any of these are new or revised learning outcomes, acknowledge departmental approvals (votes):

A	Engineering & Tech.	18	0	1	9/17/13
Campus	Department	For	Against	Abstain	Date of Vote
E	NA				
Campus	Department	For	Against	Abstain	Date of Vote
W	NA				
Campus	Department	For	Against	Abstain	Date of Vote

III. Environmental Scan

A. Identify current trends in the field or discipline.

The Fire Service has increased its emphasis on Firefighter Safety and Survival and shifted towards a reduced risk approach.

The Fire Service has increased its emphasis on Hazardous Materials emergency response to a more hands-on, proactive approach.

The Fire Service, governmental agencies and general industry have had a greater emphasis on Emergency Management.

B. What has the program done to accommodate these trends?

The FPT Strategies and Tactics course (FPT149) has been created to reflect the emphasis on a reduced risk approach, while Industrial Safety Engineering II (FPT172) has had a greater emphasis on Occupational Safety & Health for the Fire Service.

Hazardous Materials I and II (FPT 113 and 124) have been accepted by the New York State Office of Fire Prevention and Control as meeting the requirements for state certification in Hazardous Materials Operations and as a Hazardous Materials Technician.

Hazardous Materials I (FPT 113) now incorporates the FEMA Incident Command courses 100, 200 and 700.

C. What else should the program consider doing to accommodate these trends?

A stand-alone course in Emergency Management should be developed in order to introduce students to this area and make them more marketable.

D. For A.A. and A.S. programs: does the program have any articulation or joint admission agreements with other institutions? Yes X No _____

Name of Institution	Type of Agreement	Average Number of Students who Transfer Here Each Year.	When were Agreements Last Reviewed or Updated?
Adelphi University	articulation	n/a	2011
SUNY	articulation	n/a	n/a
CUNY John Jay		n/a	n/a

Have any problems been encountered concerning the transferability of courses? Yes _____ No X

If yes, specify the nature of these problems.

E. For A.A.S. and certificate programs: provide regional workforce data with respect to (1) the numbers of people currently employed in the field; (2) the number of positions currently unfilled; (3) projections for employment growth or decline; and (4) current salary range, median salary, and benefits offered.

Employment and advancement opportunities for graduates are found in municipal and industrial fire protection fields, marketing and support of fire suppression and detection systems, and safety departments of mid to large size companies.

For students who are interesting in pursuing careers as Firefighters, the US Bureau of Labor Statistics suggests that 2010 median pay is $42,250, with the

lowest 10% earning less than $23,050 and the top 10% earning more than $75,390. There are 310,400 people currently employed and 10-year job growth (2010-2020) is projected to increase by 9%.

For students who are interesting in pursuing careers as Fire Inspectors or Investigators, the US Bureau of Labor Statistics suggests that 2010 median pay is $52,230, with the lowest 10% earning less than $34,210 and the top 10% earning more than $85,260. There are 13,600 people currently employed and the 10-year job growth (2010-2020) is projected to increase by 9%.

For students who are interesting in pursuing careers in occupational safety and health, entry-level ranges between $40-50,000; mid-level ranges between $50-70,000 and top-level ranges from $60-130,000 and up (*Based on 2000 AIHA Salary Survey*. The 2008 AIHA Salary Survey shows 75% of respondents earning more than $81,000, with 25% earning $120,000 or more.

Money Magazine's November 2010 issue listed Environmental Health & Safety Specialist as #22 of the 100 Best Jobs in America, with a median pay of $71,000. According to Money Magazine and the BLS, the 10-year job growth (2008-2018) is projected to increase by 28%

Summarize and discuss the results of any recent graduate and employer surveys with respect to the success of program graduates in the workplace and the expectations of employers for entry-level positions. **Append details of survey analyses in Appendix A.**

This needs to be accomplished. The most recent graduate survey was conducted in 2007.

F. Program Advisory Committee

1. Does the program have an advisory committee? Yes X No _____

2. If yes, list the names and credentials of the Advisory Committee members.

Committee Members	Credentials
Joseph Williams	Commissioner, Suffolk County Fire Rescue and Emergency Services
Christopher Mehrman *	Chief Fire Marshal, Town of Brookhaven
Charles P. LaSalla *	Fire Chief, Brookhaven National Laboratory
Ronald Spadafora	Assistant Chief of Logistics, FDNY
William Rohr *	Fire Marshal, FDNY; 3rd Assistant Chief, Setauket FD
Gary Kaczmarczyk *	Executive Director Environmental Health & Safety, Stony Brook University
Charles J Keeling *	Safety Director, Gershow Recycling; Past President, American Society Safety Engineers
Shawn Reardon	Manager of Training & Compliance, Miller Environmental Group, Inc.; President, American Society Safety Engineers
Leo DeBobes	Associate Professor and Fire Protection Technology Program Coordinator

3. How often does the Advisory Committee meet? One each semester

4. Specify Advisory Committee contributions to the program's growth and development.

An Advisory Committee has been developed in May 2013 and is comprised of industry and agency professionals, as well as Fire Protection Technology program alumni. This new group has reviewed the program and is strongly supportive of its growth and development. Members denoted with an asterisk are former students of the program.

5. Append minutes of the Advisory Committee's last two meetings. **Appendix B**

IV. Curriculum

A. When was the program first registered by SED? February 1972

B. When was the program last registered by SED? December 1989

C. Identify actions regularly taken by program faculty to ensure that the curriculum remains current.

FPT program faculty members regularly review and update their courses to reflect current trends, requirements, and generally accepted safe practice.

All courses except one are regularly taught by at least two different faculty members in order to enhance opportunities for upgrading and evaluation.

FPT program faculty members regularly are in contact with and meet with local industry and agency professionals to discuss their needs, and these professionals also work to assist the students with onsite learning through mandatory field trips and practical evolutions. These include but are not limited to Suffolk County Fire Rescue & Emergency Services, Brookhaven National Laboratory Fire Rescue Group, Brookhaven National Laboratory Photon Directorate EH&S Group, Stony Brook University Fire Marshals, Miller Environmental Group, Wenner Bread Inc., Gershow Recycling Inc., etc.

All FPT program faculty members are active in their fields in order to remain current.

The FPT Program Coordinator is a Subject Matter Expert and Program Evaluator for the National College Credit Recommendation Service (NCCRS, formerly National PONSI) and regularly evaluates fire, rescue and EMS academy courses for college level equivalency, including the FDNY and Nassau Fire Academies.

D. Curricular Revisions

1. Discuss (a) new courses, (b) revisions to existing courses, (c) changes in course sequencing, or (d) elimination of courses that have occurred since the last program review.

Alarms, Sprinklers and Detection Systems (FS46) is no longer offered and its content has been merged into Fire Protection Hydraulics (FPT140) and Introduction to Fire Protection (FPT111).

In addition, Strategies and Tactics (FPT149) was developed and has successfully introduced students to the increased new emphasis on Firefighter Safety and Survival and the industry shift towards a reduced risk approach.

No changes in course sequencing have occurred.

2. List any changes in course prerequisites or corequisites that have occurred since the last program review. When were these requirements last examined? Is there a reason to change any of them at this time?

No changes in course prerequisites have occurred. Except for FPT124 (Hazardous Materials II) and FPT172 (Industrial Safety Engineering II), any Fire Protection Technology course can be taken in any semester.

3. Course Syllabi

a. How often are course syllabi reviewed? Annually, but no less than bi-annually.

b. Is the program's advisory committee consulted during these reviews? Yes X No ____ N/A ____

c. Are the objectives for all courses in the major expressed in terms that can be measured? Yes X No ____

d. Are there common learning outcomes for all sections of all courses in the major? Yes X No ____

e. Describe the procedures used to ensure that there are common learning outcomes for all sections of all courses in the major.

Since all courses are offered in the day and evening by different faculty members, faculty work together to develop learning outcomes so that the sections are essentially identical, regardless of the instructor.

f. Comment on the extent to which course outlines reflect programmatic outcomes.

Course outlines all reflect the competency based needs of the programmatic outcomes.

g. Append current syllabi for all courses in the major. **Appendix C**

4. Are any changes to the curriculum being contemplated? Yes X No _____

If yes, describe these changes.

A new stand-alone course entitled Emergency Management is being proposed in order to introduce students to this area and make them more marketable. This course would be offered as an alternative to the Crash Victim Extrication course (HSC128) for those students who wish to focus on the non-firefighting aspects of the major, as well as being a related elective for those student who wish to take additional courses in the discipline. A Special Topics course entitled Terrorism and Weapons of Mass Destruction is also being proposed as an elective course and would be offered on-line. Change the title of Industrial Safety Engineering I and II to the more correct Occupational Safety and Health Engineering I and II. Change the requirement for Chemistry to be any lab science (for example Physics would be helpful for many of our students; since they already get Haz Mat I and II, Chemistry does not need to be mandatory). Add an Internship course; this would be a daytime "seminar" course running each Fall, with the bulk of the time spent in field placements and the credit is as elective credit.

5. Complete a Curriculum Map for each of the program's learning outcomes. **(Appendix D)**

6. Based on the Curriculum Maps, discuss the adequacy of organized, sequential learning experiences.

All courses are appropriately sequential, however, Fire Service Management and Leadership should be taken late in the program or with permission of the instructor. Industrial Safety II and Hazardous Materials II must be taken as the second course in each sequence.

7. Indicate how the program satisfies SUNY general education course requirements.

The current requirements for the AAS degree in the program are as follows:

REQUIRED CREDIT DISTRIBUTION	
Fire Science	30 credits
English	6 credits
Social Science	6 credits
Mathematics / Science	11-12 credits
Humanities	3 credits
Health Careers	3 credits
Unrestricted Elective	3-4 credits

8. Explain how learning outcomes in general education courses align with or support programmatic learning outcomes.

The general education courses provide for ENG101, SOC101, and CHE100 and math elective (3-4 credits), humanities elective (3 credits), English elective (3 credits), lab science elective (4 credits), and political science elective (3 credits). All of these courses are directly in alignment with the needs of the program, with one exception. The specific requirement for General Chemistry (CHE100) is outdated and should be modified to enable students to utilize other lab sciences. The Fire Protection Technology program already requires the successful completion of Hazardous Materials I and II, for a total of 6 credits. While CHE100 is beneficial, students would also benefit by substituting a Physics or Biology Lab course.

9. Does the program sponsor a student club or organization? Yes X No _____

If yes, what are the intended outcomes of student participation in this organization, and to what extent are these outcomes being achieved?

The former Fire Science Club, later Fire Protection Society, became defunct several years ago. We are currently working with student leaders to reinvigorate it as the Fire Rescue and Emergency Responders Association.

10. Peer Institutions

a. Identify a group of peer institutions (preferably SUNY units) that offer a similar program.

Nassau Community College

Monroe Community College

Rockland Community College

Dutchess Community College

Erie Community College

b. How does the SCCC curriculum compare to the curricula of these programs at the peer institutions?

Nassau Community College offers an AS in Fire Science. 66-67 credits are required. Several courses seem unnecessary for the major, e.g. Criminal Investigation and others seem to combine courses that should be stand-alone courses, e.g. Fire Safety & Tactics or Arson Investigation/Safety Management/OSHA. NCC also offers an AS in Emergency Management, using mostly the same courses. Chemistry is required in the Fire Science AS but not in the Emergency Management AS.

Monroe Community College offers an AAS in Fire Protection Technology. 61-68 credits are required, which includes EMT certification. Chemistry is not required.

Rockland Community College offers an AS in Fire Science, and also builds in an NFPA Firefighter I certificate. Most of the courses mirror the FESHE model.

Dutchess Community College offers an AAS in Fire Protection Technology. 64 credits are required, which includes EMT certification. Chemistry is required. DCC also offers an AS in Fire and Occupational Safety. 66 credits are required, including Chemistry. This track offers more options for the student wishing to pursue a career in OS&H.

Erie Community College offers an AAS in Fire Protection Technology. 60 credits are required, including Chemistry. Most of the courses mirror but to not exactly track the FESHE model.

11. Instructional Methods and Modalities

a. List new instructional methods that have been implemented since the last review.

Instructors are encouraged to use varying methods of instruction in the classroom. The use of pure lecture is discouraged in favor of methods that employ more active learning. Projects, small group discussion, directed class discussion, and presentations are being encouraged.

Since the last review, Hazardous Materials I and II have had a greater hands-on practical component and are now approved by the New York State Office of Fire Prevention and Control for state certification

All classrooms are now smart rooms, so a greater use on multi-media is being utilized.

All courses now make use of D2L

b. Provide examples of how programmatic faculty integrate electronic or digital products and systems into the curriculum.

D2L is used in all courses.

Several courses require students to develop electronic or digital presentations as part of their course projects.

c. Identify any courses in the major that are being offered in a distance-education format, and specify what formats are being used. If faculty do not believe that these formats are applicable to this program, explain why.

No courses are currently offered in a distance learning format, however, two courses, Industrial Safety Engineering I and II (FPT171 and 172) have been offered as Independent Study using D2L.

It is recommended that all courses be offered on-line, except for Hazardous Materials II (FPT124), which requires a hands-on competency based practical.

d. If courses are being offered in distance-education formats, discuss assessments of these formats with respect to how they compare with traditional formats.

N/A

V. Assessments

A. Append Program's Assessment Plan **Appendix E**

B. Programmatic Assessments

1. Discuss the process that guided the development of the program's assessment plan.

The program assessment was developed using the Suffolk Community College institutional template as a guideline. All courses were reviewed and assessed and the results were shared with the new Fire Protection Technology Program Advisory Committee.

2. What changes have been implemented as a result of programmatic assessment?

A new Fire Protection Technology Program Advisory Committee ahs been established and has begun meeting. This group will meet on at least a once per semester basis.

3. Identify desired changes as a result of programmatic assessment that have yet to take place.

The program would benefit from having a separate track to accommodate students who wish to specialize in Occupational Safety and Health.

4. What changes, if any, in the programmatic assessment process are deemed desirable?

None at this time

C. Assessment Summary for Learning Outcomes **Complete Assessment Summary Form (Appendix F)**

VI. Students

A. Report target goals for admissions. Discuss trends in application numbers.

Each section currently accommodates up to 26 students, for a total of 52 new students who may be accommodated each year.

B. Is this a new program or a program that has undergone a major revision since the last program review? Yes _____ No X

If yes, discuss how actual enrollments compare with those that were projected in the new-program or program-revision proposal. Explain any discrepancies.

N/A

C. Describe full-time and part-time enrollment trends since the last program review. Compare them to enrollment trends at the college and enrollment trends at peer institutions.

Enrollment trends in the program show very strong and consistent growth, with a total of 60 students enrolled in the AAS program in 2008, 67 in 2009, 79 in 2010, 83 in 2011 and 89 in 2012, with approximately 5 enrolled in the certificate program each year.

Enrollment trends at most peer institutions within the SUNY system are not readily available, except for Monroe Community College (suburban Rochester) , which indicated that students enrolled in the Fire Protection Technology A.A.S. program generally have significantly higher graduation rates than the College as a whole. It is also interesting to note that there has been little increase in graduation rates between three years and four years of starting the program.

Fall Semester	*In Program (Cohort)*	*Graduated Within 2 Years*			*Graduated Within 3 Years*			*Graduated Within 4 Years*		
		P%	*C%*	*M%*	*P%*	*C%*	*M%*	*P%*	*C%*	*M%*
2002	19	36.8%	0%	13.5%	36.8%	5.3%	28.4%	47.4%	5.3%	33.5%
2003	20	20.0%	0%	12.5%	35.0%	10.0%	25.8%	40.0%	15.0%	30.7%
2004	25	24.0%	0%	12.0%	28.0%	0%	25.8%	32.0%	0%	30.9%
2005	20	20.0%	0%	9.8%	50.0%	0%	22.7%	50.0%	5.0%	28.3%
2006	28	25.0%	0%	10.4%	35.7%	7.1%	23.6%	35.7%	7.1%	29.6%

P=Graduated from Program
C=Graduated from Program Cohort but not from the Program
M=First-time and Full-time who graduated from MCC

D. Report annual graduation rates since the last program review. How do these rates relate to student profiles, admissions criteria, or other relevant factors? Compare graduation rates to those of similar programs at the college and to those of peer institutions. Identify factors that contribute to or impede successful completion of the program.

Graduation rates in the program show consistent growth, with a total of 10 students graduating in the AAS program in 2003, 5 in 2004, 5 in 2005, 3 in 2006, 12 in 2007, 7 in 2008, 6 in 2009, 8 in 2010, 8 in 2011 and 12 in 2012.

Enrollment trends at most peer institutions within the SUNY system are not readily available, except for Monroe Community College (suburban Rochester) , which indicated that students enrolled in the Fire Protection Technology A.A.S. program generally have significantly higher graduation rates than the College as a whole. It is also interesting to note that there has been little increase in graduation rates between three years and four years of starting the program.

Fall Semester	In Program (Cohort)	Graduated Within 2 Years			Graduated Within 3 Years			Graduated Within 4 Years		
		P%	C%	M%	P%	C%	M%	P%	C%	M%
2002	19	36.8%	0%	13.5%	36.8%	5.3%	28.4%	47.4%	5.3%	33.5%
2003	20	20.0%	0%	12.5%	35.0%	10.0%	25.8%	40.0%	15.0%	30.7%
2004	25	24.0%	0%	12.0%	28.0%	0%	25.8%	32.0%	0%	30.9%
2005	20	20.0%	0%	9.8%	50.0%	0%	22.7%	50.0%	5.0%	28.3%
2006	28	25.0%	0%	10.4%	35.7%	7.1%	23.6%	35.7%	7.1%	29.6%

P=Graduated from Program
C=Graduated from Program Cohort but not from the Program
M=First-time and Full-time who graduated from MCC

Students are enrolled in the program for many reasons. Some take individual courses to satisfy a personal interest or job requirement. Others are enrolled in the program to satisfy the credit requirements for entrance into career fire departments. Several career fire departments require a degree for promotion. Unlike most other programs at Suffolk, a significant number of the students taking courses in the Fire Protection Technology program are career firefighters. These students are often not enrolled in the program, but instead are taking individual courses that are necessary for advancement in their present employment. This cohort does not necessarily graduate even though

the program serves a vital role in the local community. As a result, a statistical review of the number of students graduating might lead to erroneous conclusions.

The program also attracts students from local fire departments who want to formalize their training, but are not necessarily looking for a degree.

E. Provide annual transfer rates for those students who have and who have not graduated from the program.

N/A

F. Describe the procedures by which students in this program receive advisement. How are students informed about career or transfer opportunities? Discuss any recommended changes in student advisement.

Students receive advisement from the Advisement Office, but many do request additional support from the Program Coordinator or from the Academic Chair. It is recommended that Program staff meet with Advisors to discuss the program and ensure that they are fully aware of the program's content.

G. Identify the means by which the program is being marketed to prospective students.

A program description and listing of courses is faxed and e-mailed every Fall to all 110 volunteer fire departments in Suffolk, as well as to all of the volunteer ambulance corps in the county.

Fire Protection Technology faculty participate in Suffolk's Open House days.

H. Have surveys been administered to current students, graduates, or employers? Yes _____ No _____

If yes, identify the surveys used, and discuss the results of these surveys with respect to future plans for the program.

Not since 2007. A new survey is recommended.

I. Append statistics concerning students. **Appendix G**

VII. Resources

A. Review and analyze data provided by the library, and discuss (1) the availability, (2) the relevance, and (3) the quality of collections and online databases.

The analysis of the relationship between the Fire Protection Technology program and the Ammerman campus library's resources has been written by Deborah Provenzano and is based upon reports created by College-Wide Library Technical Services and data retrieved from the Circulation and Periodicals departments of the campus library.

The Huntington Library at Ammerman has had a full review of their book, media and periodical collections in the Fire Protection Technology program. The Library of Congress classifications included: QD516, SD421, TH1061, and TH9025 – 9745. Fall enrollment data from 2011 was used in preparing this portion of the report.

B. Comment on the extent of student and faculty use of the library collections and online databases. Do programmatic courses require library research? If so, provide examples. Comment on the accessibility of the library to students and faculty. To what extent do faculty refer students to the library?

The program is not a traditional research-based program; however, the teaching faculty does refer students to the library. Individual students utilize the library for reference materials and fire science related reading in the field. Oftentimes students in the program are required to locate journal titles and create presentation from the retrieved data.

The Huntington Library at Ammerman has a total circulating and reference collection in the Fire Protection Technology area of 56 volumes. The books in Fire Protection Technology area represent .06 percent of the total monographic collection of the Ammerman campus library.

The median publication date of books included in the data was determined to be 2005. This date represents an update in the currency of titles that occurred due to weeding of out-of-date materials as well as the addition of newer editions of core titles. It is apparent that this area, though improved, still needs to be augmented with more current titles in the field. As of the writing of this report at least 6 current titles have been placed on order with our book wholesaler. Plans have been made to have the library deal more closely with the program director in order to continue to take the monographic collection in the proper direction.

There are a total of 503 hard-copy periodical titles in the campus collection, three of which directly support the Fire Protection Technology program. These three items are used regularly by students in the program for classroom assignments.

Access to licensed databases such as *Academic Search Premier* which provides full text to over 4,000 serials, and *Academic OneFile* provide substantial access for students performing research. In addition, subscriptions to news databases such as *New York State Newspapers*, *Newspaper Source Plus* and *New York Times Historical Archives* provide students access to current and archived news sources. Included in several of these resources are graphics.

C. Comment on the availability, adequacy, and use of learning tools such as computer software, instructional media, and laboratories, studios, etc.

The Fire Technology Protection program does not require frequent use of audiovisual equipment available from Media Services. The faculty in the area tend to use their own media equipment and VHS/DVDs. There are currently two DVDs in the media collection that support the program and three titles being reviewed by the Library Media Committee for possible inclusion in the collection.

D. Evaluate the integration of the academic computing labs and academic skills centers into programmatic coursework.

The assessment of the library component of the program review report did not disclose any weaknesses in the library or its services. It is however recommended that the collection be weeded more thoroughly in conjunction with the Fire Technology Protection teaching faculty and that current relative titles continue to be added to the monographic and media collections. As of the date this report was written these two items have already begun to have been addressed.

E. Discuss the adequacy of (1) instructional space, (2) office space, (3) supplies, and (4) equipment for the program. Prioritize the program's needs in these areas.

We continue to experience inadequate classroom and storage facilities and recommend dedicated space for the Fire Protection Technology program. The Fire Protection Technology program has no designated classroom and meets in several different classrooms in the Riverhead building. There is one inadequately sized closet for storage of teaching aids that is shared

with other programs. A complete sprinkler system showing the different types of systems found in the field had originally been set up in Room 38 however, this was dismantled and never reassembled when the room was refurbished. This was an important teaching aid for the Fire Protection Hydraulics course. In addition, a large number of materials for the Hazardous Materials and Industrial Safety courses are stored in this closet and are difficult to access, maintain, and utilize during classroom contact time. A large amount of the supplies, materials and teaching aids are provided by the faculty themselves.

In addition, we had expanded the program to the Sayville Center for three consecutive semesters and experienced full capacity not only at Sayville, but at Ammerman as well. Having access to Sayville again would greatly enhance to program's ability to expand.

F. Append Library Data Package **Appendix H**

VIII. Personnel

A. Report the number of full-time and part-time faculty, professional staff, and clerical staff in the program. Note any changes that have occurred in these numbers since the last program review, and state how these changes have affected the program.

There are 7 adjunct faculty members and no full time faculty members. The program does not have any clerical staff.

B. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) evening/weekend sections, and (3) total sections is taught by full-time faculty? Does the program require additional full-time faculty? If so, explain why. Comment on the need, if any, for additional professional or clerical staff.

The faculty is comprised 100% of adjuncts and all day and evening sections are taught by adjunct faculty. No additional staff is needed, except that at least 2 per diems would be needed to assist during the hands-on components of Hazardous Materials II. This would be for approximately three sessions during both the day and the evening sections, and would occur every other Spring semester, during odd-numbered years.

C. How do program faculty improve their teaching skills and stay current in their discipline? Provide examples of professional development activities by program faculty and professional staff over the past six years.

Fire Protection Technology is a broad field. It encompasses many technology, science, and tactical disciplines. Instructors are selected based on their experience and preparation in a specific field. Credentials include educational preparation and applicable certifications. There are still areas where formal secondary education is not available or extremely limited. In these cases, more emphasis is given to certifications and applied knowledge and experience. All faculty members are masters-prepared at a minimum. The assessment team believes that the instructors have the specific preparation and experience to effectively teach in their respective fields. Since there is currently no full-time teaching faculty, all sections are exclusively taught by adjunct faculty. Due to the low turnover of instructors, staffing is generally predictable, however, due to the

specialized nature of most of the courses, when a vacancy does occur, a significant amount of effort must usually go into identifying a qualified replacement.

All faculty members in the program are currently engaged in their disciplines in the community on an active and ongoing basis. In addition, faculty members take professional development courses on a regular basis.

As an example, in the past 6 years, the Fire Protection Technology Program Coordinator has been promoted to Associate Professor, authored the NFPA/IAFC Hazardous Materials Awareness and Operations Student Workbook, was a Chapter Author in the Handbook of Loss Prevention Engineering, was a Technical Reviewer in several new Fire Science textbooks, has been a speaker on safety issues at the local, regional, and national level, and has been named as the 2012 Regional Safety Professional of the Year (NY/NJ/PA/CT/MA/ME/NH/VT/RI) by the American Society of Safety Engineers and as the 2013 National Safety Professional of the Year (the 1 in 35,000) by the American Society of Safety Engineers.

IX. Program Vision

Present a recommended vision of where the program-review committee would like to see the program be in ten years from now. Indicate what might be required to realize this vision.

The recommended vision is that this program continues to grow and develop, and provide three tracks for students: an AAS in Fire Protection Technology; an AAS in Emergency Management; and an AAS in Occupational Safety & Health. This could be accomplished using the existing program as the backbone, supplemented by cross-listed courses, and with limited additional courses.

X. Major Findings and Recommendations

A. State the major findings of this program review.

The Fire Protection Technology program is a thriving program and enrollment in the program has increased steadily over the past few years, however, in comparison to the sizes of other programs at Suffolk, it is relatively small in terms of enrollment. An expansion of the program would be beneficial to the college as well as the local community.

.

The courses listed in the Fire Protection Technology program are necessary and comprehensive, and adequately serve the purpose of this program. All of the faculty in this program are actively involved in careers in fire, rescue, safety and emergency services, and as such provide the students with the current knowledge that is required in this field. Close collaboration with local fire departments and related agencies, e.g. through Internships, would benefit both students as well as the program.

B. Based on these findings, list specific recommendations.

	Recommendations	Assessment Findings Supporting Each Recommendation
1.	Consider providing three tracks for students: and AAS in Fire Protection Technology; an AAS in Emergency Management; and an AAS in Occupational Safety & Health.	Disciplines under the broad umbrella of Fire Protection Technology are in the midst of a period of rapid change. Other SUNY community colleges in the state have been able to expand their programs in this area, and there are no similar programs at the associates or certificate level in the southern New York region.
2.	Consider developing an Internship elective course as part of the Fire Protection Technology program.	Other SUNY community colleges in the state have been able to develop fire-related Internships. In addition, Stony Brook University's Environmental Health degree program provides for nearly 100 internships in the filed within the local area.
3.	Consider expanding enrollment through the use of on-line and blended or hybrid courses.	Significant opportunities exist to expand enrollment through the use of on-line and blended or hybrid courses. Currently, no FPT courses are available on-line, however, all courses except Hazardous Materials II can be offered in this format. Significantly, Nassau

		CC is now offering its courses on-line, as is Monroe CC. Courses such as these could potentially draw from students within Suffolk County. With the strength of the Suffolk program and by offering online courses, this distinctive program would become more attractive to non-traditional students and to potential students outside of Suffolk County.
4.	Consider increasing articulation with four year schools.	The FPT program currently is partnered with Adelphi University's Emergency Management program. It is recommended that a pathway transfer agreement be developed for SUNY Empire State College, for CUNY John Jay College, and for Stony Brook University.
5.	Provide a dedicated classroom/training room for the Fire Protection Technology program	The program would be enhanced by having mock system setups as had present in the past. Corporate sponsors would provide fire detection and suppression mock-ups, as well as safety and hazardous materials equipment and props, however, we'd need a place to keep them. Such as space would need smart technology and ideally should be designed to facilitate small group interaction. The EMS program has dedicated space in the Riverhead Building that allows them to work in this away. Similarly, Nassau CC's FPT program has designed such a room, and North-Shore LIS's EMS program uses such a space.
6.	Develop a website for the Fire Protection Technology program	The program could reap additional marketing benefits from an enhanced and dynamic web presence. This could include information of interest to current, prospective and past students, and would not concentrate solely on courses and schedules, but would include information of contemporary interest.
7.	Develop an Advisory Board for the Fire Protection Technology program	An Advisory Board provides strategic and curriculum support for an academic

		program. An Advisory Board for the Fire Protection Technology program has been established. This should receive priority because it can provide assistance and validation for the program design proposals.
8.	Review the Fire Protection Technology program courses for adherence to the Fire and Emergency Services Higher Education Model.	While the FESHE Model represents a minimal level of expectation and does not address local or regional needs, courses should be reviewed and evaluated for compatibility with the FESHE model. Courses that meet FESHE standards will be identified as such, however, no SCC course will be reduced in scope or rigor.
9.		

C. Provide a tentative plan for acting on these recommendations.

Appendix I

D. Discuss elements that were identified as program best practices.

The program includes state certification for qualified students who complete the Hazardous Materials I and II courses. This is unique among downstate programs.

The program makes extensive use of hands-on competency based skills in Hazardous Materials I and II, and uses field trips to appropriate employers for Hazardous Materials II and Industrial Safety Engineering II.

E. Who will have responsibility for preparing and submitting annual status reports concerning the implementation of these recommendations? *Annual status updates are to be submitted to the Office of Academic and Student Affairs by June 15 of each year, beginning with the year following the submission of the self-study.*

Leo DeBobes, Associate Professor and Fire Protection Technology Program Coordinator

F. Comment on the program-review process. What worked well? What could have been done to improve the process?

The template was beneficial in conducting the assessment. The new Advisory Board would have been helpful earlier in the process, however, it was only created late in the process. This group will be greatly beneficial in future assessments.

APPENDICIES

Appendix A

Student, Graduate, and Employer Surveys

Appendix B

Advisory Committee Minutes

Fire Protection Technology

Suffolk Community College Fire Protection Technology Advisory Committee Meeting Minutes

Meeting Date: May 21, 2013

The meeting began at 6 PM at the Ammerman Campus in the Mildred Green room of the Babylon Student Center. In attendance were the following Advisory Committee members:

Joseph Williams, Commissioner, Suffolk County Fire Rescue and Emergency Services
Christopher Mehrman, Chief Fire Marshal, Town of Brookhaven
Charles P. LaSalla, Fire Chief, Brookhaven National Laboratory
Ronald Spadafora, Assistant Chief of Logistics, FDNY (via teleconference)
William Rohr, Fire Marshal, FDNY; 3rd Assistant Chief, Setauket FD
Gary Kaczmarczyk, Executive Director Environmental Health & Safety, Stony Brook University
Charles J Keeling, Safety Director, Gershow Recycling; Past President, American Society Safety Engineers
Shawn Reardon, Manager of Training & Compliance, Miller Environmental Group, Inc.; President, American Society Safety Engineers
Leo DeBobes, Associate Professor and Fire Protection Technology Program Coordinator, Suffolk County Community College
Peter Maritato, Academic Chair of Engineering Science and Industrial Technology, Suffolk County Community College

The members were introduced and the purpose of the Advisory Committee was established as being to help keep the program curriculum content current and to ensure that the content meets the expectations of employers for entry-level positions in the field. This program offers an A.A.S and a certificate in Fire Protection Technology, both of which can be completed during the day or during the evening.

The program curriculum was reviewed and much discussion ensued regarding the course content. The group concurred that the Industrial Safety Engineering I and II courses should be renamed to the more accurate Occupational Safety and Health Engineering I and II. In addition, the group felt that the Arson and Fire Investigation course might be more appropriately named Fire Investigation. The group also recommended the introduction of a new course to focus on Emergency Management. This would necessitate removing an unrestricted elective since all other courses in the program remain essential.

There was some discussion regarding the mix of students in the program, as some students are taking the courses to obtain entry level positions, while others take the courses for advancement in their current jobs or to improve present job skills. Some courses were noted as being better suited for a student who has already completed most of the courses, such as Fire Service Management and Leadership, which is best taken by a student who has experience or who has already completed much of the course content.

The group also discussed the needs of individual employers who hire graduates of the program, and the group felt the program provides a strong foundation. The group discussed the existing articulation agreements with Adelphi University and suggested reaching out to other institutions, such as the University of New Haven and Metropolitan College.

The group discussed the feasibility of having three separate concentrations in the Fire Protection Technology program, with one being Fire Protection Technology, a second being Emergency Management, and a third being Occupational Safety and Health. This will be discussed further at the next meeting.

There was much discussion on the General Chemistry (CHE100) requirement and opinions varied on the need for Chemistry or whether a Physics lab could be substituted. The group was evenly split between the Chemistry as a requirement, or permitted the student to take either Chemistry or Physics.

The group felt that expanding the course offerings to allow for an online option would fill a great need, especially for nontraditional students or those working rotating shifts. This will be explored further.

There was some discussion of the creation of a capstone course that would enable students to demonstrate competency in all of the required courses. This is being recommended as part of the curriculum assessment.

The group felt strongly that the program should have some dedicated classroom space in order to accommodate the need for hands-on activities (e.g. Hazardous Materials) and

examples of best practices (e.g. sprinklers, alarm systems). There was a concurrence that donors would assist with props and materials if such a space was provided.

The group also recommended that the program consider doing seminars and short courses geared towards the local fire, rescue and emergency services. Such seminars might focus on fire risks of solar arrays or of electric vehicles. Grants do exist that might be advantageous for this purpose.

The group felt that it would be helpful to meet again, as well as to use conference calls or e-mails to solicit additional comments or suggestions.

Recorded by:

Leo J. DeBobes, MA (OS&H), CSP, CHCM, CPEA, CHEP, CHSP, CSC, EMT
Associate Professor and Fire Protection Technology Program Coordinator
Suffolk County Community College
Fire Protection Technology (Riverhead Building, Room 35)
Selden, New York 11784-2899

Appendix C

Course Syllabi

Suffolk County Community College
Fire Protection Technology

Course Title: Hazardous Materials I (FPT 113)

Faculty: Associate Professor Leo DeBobes, CSP (631) 444-6151

Semester: Fall, 2012

Objective: The objective of this course is to provide the student with an understanding of the principles of hazardous materials storage, handling, and emergency response, including identification, risk assessment, control zones, and defensive techniques for incident response at the Hazardous Materials Awareness and Operations levels.

Procedures: Lectures, classroom discussion, audio-visual presentations, various related printed materials, field trip(s) and guest speaker(s).

Responsibilities of Students:

1. Read assigned textbook chapters and course materials
2. Complete assigned projects/papers
3. Successfully complete periodic quizzes
4. Successfully complete mid-term examination
5. Successfully complete final examination
6. Actively participate in class discussions

Absence and Lateness: The College expects that each student will exercise personal responsibility with regard to class attendance. All students are expected to attend every class session for which they are registered. The student is responsible for all that transpires in class, whether he or she is in attendance or not. Excessive absence or lateness may lead to failure in a course. Students should communicate directly with the Instructor if there are any problems or concerns with the above.

Textbook: Hazardous Materials for First Responders (4th edition, 2010)
IFSTA/Fire Protection Publications, Stillwater, OK

Hazardous Materials First Responder Operations Workbook
New York State Department of State Office of Fire Prevention and Control

2012 Emergency Response Guidebook
U. S. Department of Transportation

Pocket Guide to Chemical Hazards (2010)
National Institute for Occupational Safety and Health

Grading:		
	Class assignments and participation	10%
	Research projects/papers	20%
	Quizzes	20%
	Mid-term examination	20%
	Final examination	30%

Hazardous Materials I (FPT 113) Course Schedule

Associate Professor Leo DeBobes, CSP (631) 444-6151
debobel@sunysuffolk.edu
leo.debobes@stonybrookmedicine.edu

9/6/12	Course Introduction; Hazardous Materials Definitions, Roles, Regulations and Competencies (chapter 1)
9/13/12	Characteristics of Hazardous Materials; Health Hazards; Physical Hazards (chapter 2)
9/20/12	Identification of Hazardous Materials; Transportation Issues; Labeling, Placarding, Tanks and Containers (chapter 3)
9/27/12	Using the DOT Emergency Response Guidebook
10/4/12	Risk Assessment and Utilizing Resources
10/11/12	Personal Protective Equipment for Hazardous Materials (chapter 6)
10/18/12	Command and Control of Hazardous Materials Incidents – Scene Management
10/25/12	**Midterm Examination**
11/1/12	Command and Control of Hazardous Materials Incidents – Pre-planning
11/8/12	Command and Control of Hazardous Materials Incidents – Operations (Chapter 4)
11/15/12	Command and Control of Hazardous Materials Incidents – Operations: Spill Control Techniques and Equipment (Chapter 5)
11/22/12	Thanksgiving Recess – **No Class**
11/29/12	Decontamination/Incident Termination (Chapter 7)
12/6/12	Semester Review; Practical Evolutions
12/13/12	**Final Examination** – Last day of Class

Field Trip locations(s) to be determined

Suffolk County Community College
Fire Protection Technology

Course Title: Hazardous Materials II (FPT 124)

Instructor(s): Associate Professor Leo J. DeBobes, CSP (631) 444-6151

Semester: Spring, 2013

Objective: The objective of this course is to provide the student with an advanced understanding of the principles of hazardous materials storage, handling, and emergency response, including identification, risk assessment, control zones, and both defensive and offensive techniques for incident response at the Hazardous Materials Technician Level.

Procedures: Lectures, classroom discussion, audio-visual presentations, various related printed materials, field trip(s) and guest speaker(s).

Responsibilities of Students:

1. Read assigned textbook chapters and course materials
2. Complete assigned projects/papers
3. Successfully complete periodic quizzes
4. Successfully complete mid-term examination
5. Successfully complete final examination
6. Actively participate in class discussions

Absence and Lateness: The College expects that each student will exercise personal responsibility with regard to class attendance. All students are expected to attend every class session for which they are registered. The student is responsible for all that transpires in class, whether he or she is in attendance or not. Excessive absence or lateness may lead to failure in a course. Students should communicate directly with the Instructor if there are any problems or concerns with the above.

Textbooks:

Hazardous Materials for First Responders (4th edition, 2010)
IFSTA/Fire Protection Publications, Stillwater, OK

2012 Emergency Response Guidebook
U. S. Department of Transportation

NIOSH Pocket Guide to Chemical Hazards (2010)
National Institute for Occupational Safety and Health, Cincinnati, OH

NIOSH/OSHA/USCG/EPA Occupational Safety & Health Guidance Manual for Hazardous Waste Site Activities (1985)
National Institute for Occupational Safety and Health, Cincinnati, OH

Suggested References:

Hazardous Materials First Responder Operations Workbook
New York State Department of State Office of Fire Prevention and Control

Grading:

Class assignments and participation	10%
Research projects/papers	20%
Quizzes	20%
Mid-term examination	20%
Final examination	30%

Course Schedule
Hazardous Materials II - Spring 2013
Associate Professor Leo J. DeBobes, CSP (631) 444-6151
leo.debobes@sunysb.edu

1/31/13	Course Introduction; Hazardous Materials I review; review of NFPA 472 and 473 competencies
2/7/13	Chemistry of Hazardous Materials
2/14/13	Detection and Monitoring Equipment; Explosives
2/21/13	Tanks, Containers and Transportation Emergencies; Compressed and Liquefied Gases
2/28/13	Emergency Risk Assessment; Flammable and Combustible Liquids
3/7/13	Safety and Personal Protective Equipment for the Hazardous Materials Technician; Flammable Solids
3/14/13	Advanced Decontamination; Oxidizers and Organic Peroxides
3/21/13	**Midterm Examination**
3/28/13	***Spring Recess - No Class***
4/4/13	Advanced Spill Control Techniques and Equipment; Poisons and Corrosives Field Trip – **Miller Environmental**
4/11/13	Field Trip – **Practical Evolutions at Stony Brook University**
4/18/13	Field Trip – **Practical Evolutions at BNL**
4/25/13	Incident Command and Termination; Radioactive Materials and Radiation Hazards; Semester Review; Research Projects due
5/2/13	Field Trip - **Practical Evolutions at Suffolk County Fire Academy**
5/9/13	**Final Examination – Last day of Class**

Suffolk County Community College
Fire Protection Technology

Course Title: Industrial Safety Engineering I (FPT 171)

Instructor(s): Associate Professor Leo J. DeBobes, CSP (631) 444-6151

Semester: Fall, 2011

Objective: To provide the student with knowledge of the fundamentals of occupational safety and health, including safety engineering regulations, codes and practices, safety program administration, recognition of hazards, and implementation of hazard controls. Students will demonstrate by written exam and class work an understanding of the fire and safety problems associated with modern industry, as well as the controls needed to prevent or mitigate hazards.

Procedures: Lectures, classroom discussions, audio-visual presentations, various related printed materials, field trip(s) and guest speaker(s).

Responsibilities of Students:

1. Read assigned textbook chapters and course materials
2. Complete assigned projects/papers
3. Successfully complete periodic quizzes
4. Successfully complete mid-term examination
5. Successfully complete final examination
6. Actively participate in class discussions

Absence and Lateness: The College expects that each student will exercise personal responsibility with regard to class attendance. All students are expected to attend every class session for which they are registered. The student is responsible for all that transpires in class, whether he or she is in attendance or not. Excessive absence or lateness may lead to failure in a course. Students should communicate directly with the Instructor if there are any problems or concerns with the above.

Textbook: Supervisors' Safety Manual (10^{th} edition, 2009)
National Safety Council, Itasca, IL

Grading:

Class assignments and participation	10%
Research projects/papers	10%
Quizzes	20%
Student presentation	10%
Mid-term examination	20%
Final examination	30%

Course Schedule

Associate Professor Leo DeBobes, CSP (631) 444-6151
leo.debobes@sunysb.edu

9/8/11	First Day of Class – History of Occupational Safety and Health; Careers in Safety and Health; Introduction to Safety Management
9/15/11	Human Performance Management; Safety and Health Training; Promoting Safety and Health; Communications
9/22/11	Safety, Health and Environmental Auditing; Accident Investigations
9/29/11	School Holiday – **NO CLASS**
10/6/11	Industrial Hygiene
10/13/11	Personal Protective Equipment
10/20/11	Ergonomics; Materials Handling and Storage
10/27/11	Hazard Communication (Right to Know)
11/3/11	**Mid-term Examination**
11/10/11	Machine Guarding; Hand Tools & Portable Power Tools
11/17/11	Environmental Management
11/24/11	Thanksgiving Recess – **NO CLASS**
12/1/11	Electrical Safety; Fire Safety
12/8/11	Emergency Preparedness; Firefighter Safety
12/15/11	Student Presentations; Semester Review
12/22/11	**Final Examination** – Last day of Class (***This is a Tuesday!***)

Suffolk County Community College
Fire Protection Technology

Course Title: Industrial Safety Engineering II (FPT 172)

Instructor: Associate Professor Leo J. DeBobes, CSP (631) 444-6151

Semester: Spring, 2012

Objective: A continuation of Industrial Safety Engineering I, the objective of this course is to provide the student with a more detailed knowledge of occupational safety and health concepts, including safety engineering regulations, codes and practices, safety program administration, recognition of hazards, and implementation of hazard controls. Students will demonstrate by written exam and class work an understanding of occupational safety and health problems associated with modern industry, as well as the controls needed to prevent or mitigate hazards.

Procedures: Lectures, classroom discussions, audio-visual presentations, various related printed materials, field trip(s) and guest speaker(s).

Responsibilities of Students:

1. Read assigned textbook chapters and course materials
2. Complete assigned projects/papers
3. Successfully complete periodic quizzes
4. Successfully complete mid-term examination
5. Successfully complete final examination
6. Actively participate in class discussions

Absence and Lateness: The College expects that each student will exercise personal responsibility with regard to class attendance. All students are expected to attend every class session for which they are registered. The student is responsible for all that transpires in class, whether he or she is in attendance or not. Excessive absence or lateness may lead to failure in a course. Students should communicate directly with the Instructor if there are any problems or concerns with the above.

Textbook: OSHA Standards For General Industry (29 CFR Part 1910, June 2011)
Mangan Communications, Inc., Davenport, Iowa

Grading:

Class assignments and participation	10%
Research projects/papers	10%
Quizzes	20%
Student presentation	10%
Mid-term examination	20%
Final examination	30%

Course Schedule
Industrial Safety Engineering II (FPT 172)
Associate Professor Leo DeBobes (631) 444-6151 or leo.debobes@stonybrook.edu

2/2/12	First Day of Class – Review of Industrial Safety Engineering I; Applicable Organizations and Agencies; General Safety and Health Provisions; Subpart K – Medical and First Aid
2/9/12	Subpart D - Walking and Working Surfaces; Construction Safety
2/16/12	Subpart E - Means of Egress Subpart L – Fire Protection
2/23/12	Subpart F – Powered Platforms, Manlifts and Vehicle Mounted Work Platforms Subpart N – Materials Handling and Storage
3/1/12	Subpart G – Occupational Health and Environmental Control Subpart H – Hazardous Materials
3/8/12	Eye and Face Protection - **Guest Speaker**, Kurt Daems, Wolf Peak Intl. Subpart I - Personal Protective Equipment
3/15/12	**Field Trip** to Wenner Bread, Bayport Subpart J – General Environmental Controls
3/22/12	**Mid-term Examination**
3/29/12	Slips, Trips and Falls – **Guest Speaker**, William Marletta, PhD, CSP
4/5/12	Spring Recess – **NO CLASS**
4/12/12	**Field Trip** to BNL National Synchrotron Light Source (NSLS) Subpart S – Electrical
4/19/12	Welding, Cutting and Hot Work – **Guest Speaker, Louis Mancuso** Subpart M – Compressed Gas and Compressed Air Equipment Subpart Q – Welding, Cutting and Brazing
4/26/12	Machinery Extrication Subpart O – Machinery and Machine Guarding Subpart P - Hand & Portable Power Tools and Other Hand-Held Equipment
5/3/12	**Field Trip** to Gershow Recycling, Medford Subpart Z- Toxic and Hazardous Substances; Hazard Communication and Right to Know; Semester Review
5/10/12	**Final Examination** – Last Day of Class

Note that field trip dates and locations are subject to change.

OUTLINE AND EXPECTATIONS

Course Title:	FPT-111 Introduction to Fire Protection
Instructor:	John M. Searing, PE
Semester:	Fall 2011
Course Objective:	Introductory survey of fire prevention, protection and suppression systems providing an overview of such elements as composition of fire, home fire safety, building construction, extinguishing agents, fire-fighting equipment, fire-fighting procedures, detection and protection systems, fire extinguishers and their utilization. Foundation for other courses in this program.
Methodology:	Use of classroom lecture with audiovisual materials, life experiences as well as other teaching aids.
Student Requirements:	Student will be required to read assigned work and discuss reading assignments in class. In addition, earn passing grades on all tests and quizzes. Homework must be completed and handed in on-time. Spot quizzes may be administered at the beginning of each class. Material outside of the text will be covered. A term paper is required.
Absences & Lateness:	As stated in the catalog, students are responsible for all material covered in class and are required to attend all classes. Any excessive absences (more than 2) will affect the final grade.
Text:	Fundamentals of Fire Protection, NFPA; Arthur E. Cote, PE; 2004 (in bookstore)
Supplemental Reading:	- NFPA Fire Protection Handbook - Others as handed out in class
Grading:	10 % Class Participation 10 % HW 20 % Scheduled Quizzes 20 % Term Paper 20 % Midterm 20 % Final

NO SMOKING, EATING OR DRINKING IN CLASS. THERE WILL BE A BREAK DURING CLASS.

ALL ELECTRONIC DEVICES SHALL BE SET TO VIBRATE. USE OF YOUR BLACKBERRY, CELLPHONE, SMART PHONE, ETC IS NOT PERMITTED DURING CLASS. NO TEXTING. TURN OFF ANY FIRE DEPARTMENT PAGERS – YOU WON'T MAKE THE TRUCK FROM HERE!

NO COMPUTERS ARE PERMITTED OPEN DURING CLASS – I EXPECT YOU WILL NOT BE LOOKING AT EMAIL OR SURFING THE WEB DURING THIS TIME.

ANY MISSED EXAM WILL BE COUNTED AS A ZERO FOR YOUR GRADE.

SYLLABUS

FPT-111: INTRODUCTION TO FIRE PROTECTION
FALL 2011 SEMESTER

DATE	ACTIVITY
September 12	Course Intro / Logistics / Chapter 1
September 19	Chapters 2 & 3
September 26	Quiz 1 / Chapter 4 / HW1 Due
October 3	Chapter 5
October 10	Chapter 6
October 17	Mid-Term Exam
October 24	Chapter 7 / HW2 Due
October 31	Chapter 8
November 7	Chapter 9
November 14	Quiz 2 / Chapter 10
November 21	Chapter 11 / HW3 Due
November 28	Chapter 12
December 5	Guest Speakers / Paper Due
December 12	Review
December 19	FINAL EXAM

The Syllabus is subject to change and will be re-distributed as that occurs.

- HW1 – Answer review questions at end of Chapter 3 - All
- HW2 – Answer review questions: Ch.4 – 3,4,5,8; Ch.5 – 2,3,5; Ch.6 – 3,6,8
- HW3 – Answer review questions: Ch.7 – 3,5,8,10,11; Ch.8 – 1,2,6,13; Ch.9 – 1,4,7; Ch.10 – 2,3,5

Revision 0 – 9/6/11

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(631) 451-4112

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(631) 451-4110

Michael J. Grant Campus
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Brentwood, NY 11717-1092
(631) 851-6700

Eastern Campus
121 Speonk-Riverhead Road
Riverhead, NY 11901-3499
(631) 548-2500

OUTLINE AND EXPECTATIONS

Course Title:	FPT-140 Fire Protection Hydraulics
Instructor:	John M. Searing, PE
Semester:	Spring 2012
Course Objective:	Learn and demonstrate proficiency in the following areas: Principles of hydraulics, suction and drafting water, velocity and discharge, friction loss calculations, engine and nozzle pressures, fire hydrants and mains, fire streams, sprinkler system calculations, and pumps.
Methodology:	Use of classroom lecture with audiovisual materials, life experiences as well as other teaching aids.
Student Requirements:	Student will be required to read assigned work and discuss reading assignments in class. In addition, earn passing grades on all tests and quizzes. Homework must be completed and handed in on-time. **No late homework will be accepted**. Spot quizzes may be administered at the beginning of each class. Material outside of the text will be covered.
Absences & Lateness:	As stated in the catalog, students are responsible for all material covered in class and are required to attend all classes. Any excessive absences (more than 2) **will affect** the final grade.
Text:	"Fire Service Hydraulics and Water Supply (Second Edition)" FPP - Fire Protection Publications
Supplemental Reading:	- NFPA Fire Protection Handbook - Hydraulics for Jakes, Jeff Welle - http://hydraulics4jakes.com/ - Others as handed out in class
Grading:	10 % Class Participation 20 % HW 20 % Scheduled Quizzes 20 % Midterm 30 % Final

NO SMOKING, EATING OR DRINKING IN CLASS. THERE WILL BE A BREAK DURING CLASS.

ALL ELECTRONIC DEVICES SHALL BE SET TO VIBRATE. USE OF YOUR BLACKBERRY, CELLPHONE, SMART PHONE, ETC IS NOT PERMITTED DURING CLASS. TURN OFF ANY FIRE DEPARTMENT PAGERS – YOU WON'T MAKE THE TRUCK FROM HERE!

NO COMPUTERS ARE PERMITTED OPEN DURING CLASS – I EXPECT YOU WILL NOT BE LOOKING AT EMAIL OR SURFING THE WEB DURING THIS TIME.

ANY MISSED EXAM WILL BE COUNTED AS A ZERO FOR YOUR GRADE.

SYLLABUS

FPT-140: FIRE SERVICE HYDRAULICS
SPRING 2012 SEMESTER

DATE	ACTIVITY
January 30	Course Intro / Logistics / Chapter 1 & 2
February 6	Chapters 2 (contd) & 3
February 13	Chapters 4 / HW 1 Due
February 27	Quiz 1 / Chapter 5
March 5	Chapters 6 & 7
March 12	Chapters 8 / HW 2 Due
March 19	Mid-Term Exam
March 26	Chapters 9 & 10
April 9	Chapter 11/ HW 3 Due
April 16	Quiz 2 / Chapters 12
April 23	Chapters 13 & 14
April 30	Chapters 15 / HW 4 Due
May 7	Review / Extra Credit Due
May 14	FINAL EXAM

The Syllabus is subject to change and will be re-distributed as that occurs.

Homework: Will be handed out or assigned in class and due as shown above.

Revision 0

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Eastern Campus
121 Speonk-Riverhead Road
Riverhead, NY 11901-3499
(631) 548-2500

OUTLINE AND EXPECTATIONS

Course Title:	FPT-131 Building Construction
Instructor:	John M. Searing, PE
Semester:	Fall 2012
Course Objective:	Review building construction and how it relates to the fire service. Provide the student with information needed to assess the hazards in buildings that are under attack by fire. Various types of construction design and techniques, collapse potential and fire problems will be discussed.
Methodology:	Use of classroom lecture with audiovisual materials, life experiences as well as teaching aids.
Student Requirements:	Student will be required to read assigned work and discuss reading assignments in class. In addition, earn passing grades on all tests and quizzes. A written report will be required in December (must be submitted to take final). Spot quizzes may be administered at the beginning of each class. Material will be covered outside of the text. You are expected to use D2L!
Absences & Lateness:	As stated in the catalog, students are responsible for all material covered in class and are required to attend all classes. Any excessive absences will affect the final grade.
Text:	"Building Construction Related to the Fire Service (Second Edition)" IFSTA
Supplemental Reading:	- NFPA Fire Protection Handbook - Building Construction for the Fire Service, Francis L. Brannigan, NFPA - Collapse of Burning Buildings – A Guide to Fireground Safety, Vincent Dunn, Fire Engineering Books - Others as handed out in class
Grading:	15 % Class Participation and HW 15 % Project Paper 20 % Scheduled Quizzes 25 % Midterm 25 % Final

NO SMOKING, EATING OR DRINKING IN CLASS. THERE WILL BE A BREAK DURING CLASS.

ALL ELECTRONIC DEVICES SHALL BE SET TO VIBRATE. USE OF YOUR BLACKBERRY, CELLPHONE, SMART PHONE, ETC IS NOT PERMITTED DURING CLASS. TURN OFF ANY FIRE DEPARTMENT PAGERS – YOU WON"T MAKE THE TRUCK FROM HERE!

NO COMPUTERS ARE PERMITTED OPEN DURING CLASS – I EXPECT YOU WILL NOT BE LOOKING AT EMAIL OR SURFING THE WEB DURING THIS TIME.

ANY MISSED EXAM WILL BE COUNTED AS A ZERO FOR YOUR GRADE.

SYLLABUS
FALL 2012 SEMESTER

DATE	ACTIVITY
September 10	Course Intro / Logistics / Chapter 1
September 17	No Class
September 24	Chapters 2 & 3 / HW 1 Due
October 1	Chapters 4 & 5
October 8	Quiz 1 / Chapter 6
October 15	Chapters 7 & 8
October 22	Chapters 9 & 10 / HW 2 Due
October 29	Mid-Term Exam
November 5	Chapters 11 & 12
November 12	Chapters 13
November 19	Quiz 2 / Chapter 14
November 26	Chapters 15 & 16 / HW 3 due
December 3	Project Due
December 10	Review
December 17	FINAL EXAM

All information will be published on D2L. You are expected to check the class website.

The project will be handed out later in the semester.

The Syllabus is subject to change and will be re-distributed as that occurs.

Rev 0 – 9/4/12

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(631) 548-2500

Suffolk Community College
Fire Protection Technology

FPT 131	Building Construction and Facilities Spring 2013
Instructor:	John Esposito BA, MA DC.John.Esposito@gmail.com
Course Objective:	To provide students with the information needed to understand the principles of building construction; how fire affects buildings; how and why burning buildings collapse and finally, actions necessary to prevent serious injury from burning building collapse. Students will be required to understand various methods of building construction and the materials used in construction and be able to explain the differences. The successful student will also be able to explain the expected collapse potential for all types of construction. This course has a strong emphasis on safety and protection from burning building collapse.
Procedures:	Lectures, discussions, audio-visual materials and field work
Requirements:	Read and be able to discuss assigned textbook chapters. Complete assigned projects, outside readings and research. Successfully complete quizzes, midterm and final exams. Remain informed of related current events and participate in classroom discussions.
Absence/Lateness:	The College expects that students will exercise personal responsibility with regard to class attendance. Students are expected to attend every class session for which they are registered. Students are responsible for all that transpires in class, whether she/he is in attendance or not. Excessive absence or lateness may lead to failure of the course. More than two absences is considered excessive. Communicate directly with the instructor if there are any problems or concerns with this requirement.
Text:	Collapse of Burning Buildings: A Guide to Fireground Safety, 2nd Edition Vincent Dunn: Fire Engineering Books (available in class or here or here or here)
Grade Policy:	Class Participation 15% Report/Project 10% Quizzes 30% Mid-term 20% Final Exam 25%

Suffolk Community College
FPT 131: Building Construction

Spring 2013 Class Schedule
Friday 0900-1150
Room 205, Riverhead Building

January 25:	**Background, expectations, introductions and Chapter 1**
February 1:	**Chapter 2 & 3**
February 8:	**Chapters 4, 5, 6 & 7**
February 15:	**Chapters 8 & 9**
February 22:	**Chapters 10, 11, 12 & 13**
March 1:	**Off campus assignment**
March 8:	**Chapters 14, 15 & 16**
March 15:	**Chapter 17 and review**
March 22:	**Midterm Exam**
March 29:	**Spring Break; No Class**
April 5:	**Chapters 18 & 19**
April 12:	**Chapters 20 & 21**
April 19:	**Chapters 22, 23 & Epilogue**
April 26:	**Presentations**
May 3:	**Presentations, Final review**
May 10:	**Final Exam**

OUTLINE AND EXPECTATIONS

Course Title:	FPT-149 Strategies and Tactics
Instructor:	John M. Searing, PE
Semester:	Spring 2010
Course Objective:	Devise strategies and tactics needed to resolve problems at fires and emergency scenes. Students learn Incident Command System, fire company operations, firefighter safety and operational guidelines, and procedures for major building types.
Methodology:	Use of classroom lecture with audiovisual materials, discussion based scenarios, and life experiences; as well as teaching aids.
Student Requirements:	Student will be required to read assigned work and discuss reading assignments in class. In addition, earn passing grades on all tests and quizzes. A written report will be required in May (must be submitted to take final). Spot quizzes may be administered at the beginning of each class. Material will be covered outside of the text.
Absences & Lateness:	As stated in the catalog, students are responsible for all material covered in class and are required to attend all classes. Any excessive absences will affect the final grade. I generally allow 1 – 2 foir GOOD reasons. Going to alarms isn't one of them!
Text:	"Firefighting Strategies and Tactics – 2nd edition" Delmar
Supplemental Reading:	- NFPA Fire Protection Handbook - National Incident Management System - Trade Magazines
Grading:	20 % Class Participation and Spot Quizzes 10 % Required Project 20 % Scheduled Quizzes 20 % Midterm 30 % Final

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Suffolk
COUNTY COMMUNITY COLLEGE
50 YEARS

SYLLABUS
SPRING 2010 SEMESTER

DATE	ACTIVITY
January 29	Overview
February 5	Chapters 1 & 2
February 12	Chapters 3 & 4
February 19	NO CLASS
February 26	Quiz 1
March 5	Chapters 5 & 6
March 12	Chapters 7 & 8
March 19	Mid-Term Exam
March 26	Chapters 9 & 10
April 9	Class Trip – SCFA (Scenarios)
April 16	Chapters 11 & 12
April 23	Quiz 2
April 30	Chapters 13 & 15
May 7	Chapters 16 & 18
May 14	FINAL EXAM

WHAT WE'LL USE IN CLASS

Book – Firefighting Strategies and Tactics 2nd Edition, Delmar Publishing

Various Handouts

Scenarios

Videos

Discussions

(Revision 0 – 1/25/10)

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ARSON and FIRE INVESTIGATION
SCCC - FS 50

Instructor:

John F. Ferro, Certified Fire and Explosion Investigator, NAFI
Forensic Accountant
New York State Fire Investigator, Levels I and II
Ret. Fire Marshal, New York City Fire Department, Bureau of Fire Investigation

Office Telephone 516-376-1135
Email: jferro1@optonline.net

COURSE OUTLINE

Objectives:

Upon the successful completion of this course of study the student should be able to:

1. Conduct investigation of fires
2. Determine the origin and cause of a fire
3. Prepare the necessary forms, sketches and reports to properly record the facts determined by the investigation
4. Identify fires of an incendiary nature
5. Identify the common motives that are often encountered in fire investigations
6. Identify, collect and preserve evidence that may be used to prove some fact and/or occurrence
7. Understand the arson law as defined in the NY State Penal Code

Accomplishment of Objectives:

The procedures used to accomplish the course objectives will be lectures, visual aids, class discussions, visiting lecturers, and a student project.

Student Requirements:

1. Take comprehensive notes during class lectures
2. Conduct research as required using reference / internet sources
3. Class participation
4. Quizzes
5. Completion of a student project at conclusion of course
6. Final examination

Grading Practices:

Quiz grades	30%
Final exam grade	30%
Student Project	10%
Class Participation and research	30%

Student Absence and Lateness:

Students are expected to attend all classes and be prepared to begin the learning process at the start of class.

Student Text:

NFPA 921 Guide for Fire and explosion Investigations
National Fire Protection Association

WEEKLY OUTLINE OF TOPICS
Class duration: 3 hrs. / weekly

Class 01	Course Introduction; Organizational Meeting Requirements; Objectives; Overview	Pg 1-2
Class 02	Terminology Scope of the Arson Problem	Glossary; 137-142
Class 03	Fire Concepts and Behavior	Ch 3; 33-54
Class 04	Fire Department Operations Observational Skills Safety Operations	Ch 1; 5-8 Ch 1; 8-14 Ch 2; 17-28
Class 05	Building Construction Alarm and Protection Systems	
Class 06	Determining the Point of Origin Fire Causes	Ch 4; 57-62 Ch 5; 75-86
Class 07	Midterm Examination	
Class 08	Vehicles Fires Brush Fires Summary	Ch 4; 62-65 Ch 4; 65-70 Ch 4; 71
Class 09	Fire Setters	Ch 6; 89-95
Class 10	Evidence Collection Fire Scene Sketching Photography	Ch 7; 99-114
Class 11	Interviewing Reports	
Class 12	Legal Aspects	Ch 8; 117-123 App B; 131-133
Class 13	Class Projects and Presentations	
Class 14	Final Examination	

Course Title:	FS - 48 Fire Service Management and Leadership
Instructor:	Chris Brennan (H) 631-751-6182; (W) 631-444-8937 e-mail: brennancp@aol.com; Christopher.Brennan@sunysb.edu;
Semester:	Fall 2008
Course Objective:	A survey of fire service management techniques and challenges, leadership principles and tactics for the career and volunteer firefighter.
Methodology:	Use of classroom lecture with audiovisual materials, life experiences as well as teaching aids.
Student Requirements:	Student will be required to read assigned work and discuss reading assignments in class. In addition, earn passing grades on all tests and quizzes. A written report will be required in May. Spot quizzes may be administered at the beginning of each class. Material will be covered outside of the text.
Absences & Lateness:	As stated in the catalog, students are responsible for all material covered in class and are required to attend all classes. Any excessive absences will effect the final grade, as indicated in the catalog.
Text:	"Fire Department Company Officer,"International Fire Service Training Association (IFSTA), Stillwater, OK. Available in the College bookstore or through IFSTA.
Supplemental Reading:	Fire Chiefs Handbook
Grading:	10 % Class Participation and Homework 15 % Required Project 15 % Scheduled Quizzes 30 % Midterm 30 % Final
Class Schedule:	Class starts at 6:30 PM. September 3 10 17 24 October 1 15 22 29 November 5 12 19 December 3 10 17

NO SMOKING, EATING OR DRINKING IN CLASS. THERE WILL BE A BREAK DURING CLASS.

FS-48 - Fire Service Management and Leadership

Fall Semester 2008 Wednesday 6:30 PM

Course Outline and Schedule

9/3	Assuming the Role of Officer and Fire Department Structure
9/10	Legal Responsibilities and the Company/Dept as a Group
9/17	Leadership, Supervision and Management
9/24	Training and Lesson Plan Preparation - Select Report Topic
10/1	Turn in Lesson Plans and Perform a Brief Training
10/8	**No Class**
10/15	Government Structure and Community Issues - Review for Midterm
10/22	Midterm
10/29	Labor Relations and Budgeting
11/5	Information Management and Fire Department Communications
11/12	Fire and Life Safety Inspections and Fire Investigations
11/19	Incident Command System - Turn in Reports
11/26	No Class
12/3	Incident Command System
12/10	Firefighter Safety and Health - Review for Final Exam
12/17	Final Exam

Appendix D

Curriculum Map

Curriculum Map 1

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: **I** (introduced by instructor), **R** (reinforced by instructor), or **P** (practiced by students). Identify courses in which the objective is being assessed with the letter **A**. Multiple letters may be appropriate for any single course.

Upon graduation students will be able to characterize and operate fire suppression systems.		
Objective 1	**Objective 2**	**Objective 3**
Upon graduation students will be able to create technical documents comparing and outlining operating procedures for fire suppression systems, with 70% proficiency.	Upon graduation students will be able to create written documentation that analyzes the physical characteristics of fire suppression systems.	

Objective	**Courses**														
	111	113	124	131	140	148	149	171	172	150					
1.	X				X										
2.	X				X										
3.															

Curriculum Map 2

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: **I** (introduced by instructor), **R** (reinforced by instructor), or **P** (practiced by students). Identify courses in which the objective is being assessed with the letter **A**. Multiple letters may be appropriate for any single course.

Intended Program Student-Learning Outcome: Upon graduation students will be able to compare the different types of building constructed and relate them to fire science.		
Objective 1	**Objective 2**	**Objective 3**
Upon graduation students will be able to create documents explaining the characteristics of buildings and how they relate to fire science, with 70% proficiency.	Upon graduation students will be able to explain the physical building characteristics in terms performance and failure under heat load, with 70% proficiency.	Upon graduation students will be able to deliver technical presentation pertaining to building construction and fire science, with 70% proficiency.

Objective	**Courses**														
	111	113	124	131	140	148	149	171	172	150					
1.	I, R, P			I, R, P						I, R, P					
2.	I, R, P			I, R, P						I, R, P					
3.	I, R, P			I, R, P						I, R, P					

Curriculum Map 3

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: **I** (introduced by instructor), **R** (reinforced by instructor), or **P** (practiced by students). Identify courses in which the objective is being assessed with the letter **A**. Multiple letters may be appropriate for any single course.

Intended Program Student-Learning Outcome: Upon graduation students will be able to overview the proper and professional process of handling Hazardous Materials.		
Objective 1	**Objective 2**	**Objective 3**
Upon graduation students will create documentation explaining the characteristics of hazardous materials, with 70% proficiency.	Upon graduation students will solve technical hazardous materials problems relating to proper handling, with 70% proficiency.	Upon graduation students will be able to obtain certification as Hazardous Material Technicians from the State of New York.

Objective	**Courses**														
	111	113	124	131	140	148	149	171	172	150					
1.		I, R, P, A	I, R, P, A												
2.		I, R, P, A	I, R, P, A												
3.		I, R, P, A	I, R, P, A												

Curriculum Map 4

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: **I** (introduced by instructor), **R** (reinforced by instructor), or **P** (practiced by students). Identify courses in which the objective is being assessed with the letter **A**. Multiple letters may be appropriate for any single course.

Intended Program Student-Learning Outcome: Upon graduation students will be able to perform analysis of hydraulic systems for fire suppression.		
Objective 1	**Objective 2**	**Objective 3**
Upon graduation students will be able to solve technical fire service problems, with 70% proficiency.	Upon graduation students will be able to solve problems related to water pressure in vertical rise scenarios, hose diameter, friction loss and hose length, with 70% proficiency.	Upon graduation students will be able to deliver a technical presentation relating hydraulic systems to fire suppression, with 70% proficiency.

Objective	**Courses**														
	111	113	124	131	140	148	149	171	172	150					
1.					I,R,P										
2.					I,R,P										
3.					I,R,P										

Curriculum Map 5

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: **I** (introduced by instructor), **R** (reinforced by instructor), or **P** (practiced by students). Identify courses in which the objective is being assessed with the letter **A**. Multiple letters may be appropriate for any single course.

Intended Program Student-Learning Outcome: Upon graduation students will be able to apply and analyze Industrial Safety standards set forth by government oversight agencies, such as the USDOL Occupational Safety Hazard Administration (OSHA) and standards-making bodies such as the National Fire Protection Association (NFPA)		
Objective 1	**Objective 2**	**Objective 3**
Upon graduation students will be able to create fire and safety plans/ inspections that follow the criteria set forth by governing agencies, for both private and public buildings.	Upon graduation students will be able to create documentation to identify and analyze the potential safety / health hazards related to Fire Science.	Upon graduation students will be able to create documentation outlining personal protection equipment and compliance strategies related to Fire Science.

Objective	**Courses**														
	111	113	124	131	140	148	149	171	172	150					
1.							I,R,P	I,R,P	I,R,P						
2.							I,R,P	I,R,P	I,R,P						
3.								I,R,P	I,R,P						

Appendix E

Assessment Plan

Instructional-Program Assessment Plan

Fire Protection Technology

Name of Program

July 2013

Date

Mission Statements

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

Program Mission:
The mission of the Fire Protection Technology program of Suffolk Community College is to prepare students for employment and advancement opportunities in public and private fire protection and emergency services fields, as well as in occupational safety and health. Students are provided with a body of knowledge and critical thinking skills that will enhance their capabilities to protect the citizens of the communities they serve.

How does the program's mission support the *Institutional Mission* or the Expanded Statement of Institutional Purpose?
While Suffolk County Community College promotes intellectual discovery, physical development, social and economic awareness, and economic opportunities for all through an education that transforms lives, builds communities, and improves society, the mission of the Fire Protection Technology program directly promotes these goals within the program discipline. Students are provided with a body of knowledge and critical thinking skills that will enhance their capabilities to protect the citizens of the communities they serve.

Outcome Goal 1:
Upon graduation students will be able to compare the different types of building constructed and relate them to fire science.

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibi
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who wil oversee th implementa of each act plan?
Students will be able to create documents explaining the characteristics of buildings and how they relate to fire science, with 70% proficiency.	Students utilize course materials and case studies in order to apply, analyze and evaluate building characteristics.	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding.	A course would need to run in the day and evening at least annually.	Program Coordinator and Acaden Chair
Students will be able to explain the physical building characteristics in terms performance and failure under heat load, with 70% proficiency	Students utilize course materials and case studies in order to apply, analyze and evaluate building characteristics	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding.	A course would need to run in the day and evening at least annually.	Program Coordinator and Acaden Chair
Students will be able to deliver technical presentation pertaining to building construction and fire science, with 70% proficiency.	Students design and create technical presentations	Project is judged at 70% proficiency	Project is judged at 70% proficiency	Final project	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding.	A course would need to run in the day and evening at least annually.	Program Coordinator and Acaden Chair

Outcome Goal 2: Upon graduation students will be able to characterize and operate fire suppression systems.

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
Students will be able to create technical documents comparing and outlining operating procedures for fire suppression systems, with 70% proficiency.	Students utilize course materials and case studies in order to apply, analyze and evaluate fire suppression system characteristics.	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding	A course would need to run in the day and evening at least annually	Program Coordinator and Academic Chair
Students will be able to create written documentation that analyzes the physical characteristics of fire suppression systems.	Students utilize course materials and case studies in order to apply, analyze and evaluate fire suppression system characteristics	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding	A course would need to run in the day and evening at least annually	Program Coordinator and Academic Chair

Outcome Goal 3: Upon graduation students will be able to overview the proper and professional process of handling Hazardous Materials.

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
Students will create documentation explaining the characteristics of hazardous materials, with 70% proficiency	Students utilize course materials and case studies in order to apply, analyze and evaluate characteristics of hazardous materials	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam and hands-on practical evolutions	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding.	A course would need to run in the day and evening at least annually.	Program Coordinator and Academic Chair
Students will solve technical hazardous materials problems relating to proper handling, with 70% proficiency	Students utilize course materials and case studies in order to apply, analyze and evaluate characteristics of hazardous materials	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam and hands-on practical evolutions	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding.	A course would need to run in the day and evening at least annually.	Program Coordinator and Academic Chair
Students will be able to obtain certification as Hazardous Material Technicians from the State of New York.	Students utilize course materials and case studies in order to apply, analyze and evaluate characteristics of hazardous materials	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam and hands-on practical evolutions	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding.	A course would need to run in the day and evening at least annually.	Program Coordinator and Academic Chair

Outcome Goal 4: Upon graduation students will be able to perform analysis of hydraulic systems for fire suppression.

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
Students will be able to solve technical fire service problems, with 70% proficiency	Students utilize course materials and case studies in order to apply, analyze and evaluate hydraulic systems and their characteristics	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding.	A course would need to run in the day and evening at least annually	Program Coordinator and Academic Chair
Students will be able to solve problems related to water pressure in vertical rise scenarios, hose diameter, friction loss and hose length, with 70% proficiency.	Students utilize course materials and case studies in order to apply, analyze and evaluate hydraulic systems and their characteristics	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding.	A course would need to run in the day and evening at least annually	Program Coordinator and Academic Chair
Students will be able to deliver a technical presentation relating hydraulic systems to fire suppression, with 70% proficiency.	Students design and create technical presentations	Project is judged at 70% proficiency	Project is judged at 70% proficiency	Final project	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding.	A course would need to run in the day and evening at least annually	Program Coordinator and Academic Chair

Outcome Goal 5: Upon graduation students will be able to apply and analyze Industrial Safety standards set forth by government oversight agencies, such as the USDOL Occupational Safety Hazard Administration (OSHA) and standards-making bodies such as the National Fire Protection Association (NFPA)

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
Students will be able to create fire and safety plans/ inspections that follow the criteria set forth by governing agencies, for both private and public buildings.	Students utilize course materials and case studies in order to apply, analyze and evaluate safety programs and systems	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding	A course would need to run in the day and evening at least annually	Program Coordinator and Academic Chair
Students will be able to create documentation to identify and analyze the potential safety / health hazards related to Fire Science.	Students utilize course materials and case studies in order to apply, analyze and evaluate safety programs and systems	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding	A course would need to run in the day and evening at least annually	Program Coordinator and Academic Chair
Students will be able to create documentation outlining personal protection equipment and compliance strategies related to Fire Science.	Students utilize course materials and case studies in order to apply, analyze and evaluate safety programs and systems	Testing to weigh 70% proficiency	Testing to weigh 70% proficiency	Final exam and final project	Consider utilization of a programmatic capstone course	Programmatic capstone course would assess cumulative knowledge and understanding	A course would need to run in the day and evening at least annually	Program Coordinator and Academic Chair

Appendix F

Assessment Summary

A. Identify program improvements made as a result of previous assessments of this major.

1.	All courses are now offered during the day and evening, so students can complete their degree in two years by attending either day or evening, or a combination of day and evening
2.	A dedicated Fire Protection Technology Program Coordinator function has been established
3.	
4.	
5.	

B. Major learning outcomes for this program and methods used to assess them.

	Major Learning Outcomes	Methods Used to Assess Them
1.	Upon graduation students will be able to compare the different types of building constructed and relate them to fire science.	Final exam and final projects to test to 70% proficiency
2.	Upon graduation students will be able to characterize and operate fire suppression systems.	Final exam and final projects to test to 70% proficiency
3.	Upon graduation students will be able to overview the proper and professional process of handling Hazardous Materials.	Final exam and final projects to test to 70% proficiency
4.	Upon graduation students will be able to apply and analyze Industrial Safety standards set forth by government oversight agencies, such as the USDOL Occupational Safety Hazard Administration (OSHA) and standards-making bodies such as the National Fire Protection Association (NFPA)	Final exam and final projects to test to 70% proficiency

C. Major Assessment Findings and Actions to be Taken in Addressing Them

	Major Assessment Findings	Actions to be Taken in Addressing Them
1.	Consider development of a capstone course or cumulative examination of proficiency	Program Coordinator will develop proposals for a capstone course or cumulative examination of proficiency
2.	The Fire Protection Technology program is a thriving program and enrollment in the program has increased steadily over the past few years, however, in comparison to the sizes of other programs at Suffolk, it is relatively small in terms of enrollment. An expansion of the program would be beneficial to the college as well as the local community.	Provide dedicated space for the program
3.		
4.		
5.		

D. What has been learned that can be helpful to others as they conduct assessment of their majors?

Where Advisory Committees do not yet exist, they should be developed

Appendix G

Student Data Packages

Appendix H

Library Data Package

CHAPTER 5
Narrative Analysis of Resources and Services

The analysis of the relationship between the Fire Protection Technology program and the Ammerman campus library's resources has been written by Deborah Provenzano and is based upon reports created by College-Wide Library Technical Services and data retrieved from the Circulation and Periodicals departments of the campus library.

The Huntington Library at Ammerman has had a full review of their book, media and periodical collections in the Fire Protection Technology program. The Library of Congress classifications included: QD516, SD421, TH1061, and TH9025 – 9745. Fall enrollment data from 2011 was used in preparing this portion of the report.

I. Teaching

The program is not a traditional research-based program; however, the teaching faculty does refer students to the library. Individual students utilize the library for reference materials and fire science related reading in the field. Oftentimes students in the program are required to locate journal titles and create presentation from the retrieved data.

II. Books

The Huntington Library at Ammerman has a total circulating and reference collection in the Fire Protection Technology area of 56 volumes. The books in Fire Protection Technology area represent .06 percent of the total monographic collection of the Ammerman campus library.

The median publication date of books included in the data was determined to be 2005. This date represents an update in the currency of titles that occurred due to weeding of out-of-date materials as well as the addition of newer editions of core titles. It is apparent that this area, though improved, still needs to be augmented with more current titles in the field. As of the writing of this report at least 6 current titles have been placed on order with our book wholesaler. Plans have been made to have the library deal more closely with the program director in order to continue to take the monographic collection in the proper direction.

III. Periodicals

There are a total of 503 hard-copy periodical titles in the campus collection, three of which directly support the Fire Protection Technology program. These three items are used regularly by students in the program for classroom assignments.

IV. Media

Access to licensed databases such as *Academic Search Premier* which provides full text to over 4,000 serials, and *Academic OneFile* provide substantial access for students performing research. In addition, subscriptions to news databases such as *New York State Newspapers*, *Newspaper Source Plus* and *New York Times Historical Archives* provide students access to current and archived news sources. Included in several of these resources are graphics.

V. Media

The Fire Technology Protection program does not require frequent use of audiovisual equipment available from Media Services. The faculty in the area tend to use their own media equipment and VHS/DVDs. There are currently two DVDs in the media collection that support the program and three titles being reviewed by the Library Media Committee for possible inclusion in the collection.

Recommendations

The assessment of the library component of the program review report did not disclose any weaknesses in the library or its services. It is however recommended that the collection be weeded more thoroughly in conjunction with the Fire Technology Protection teaching faculty and that current relative titles continue to be added to the monographic and media collections. As of the date this report was written these two items have already begun to have been addressed.

CAMPUS LIBRARY DATA FOR ACADEMIC PROGRAM REVIEW

Campus library Ammerman – Fire Protection Technology

Statistical base year 2011-2012

Discipline with classmark(s) QD516, SD421, TH1061 and TH9025-9745

I. TEACHING

0	1. Number of instructional sessions conducted by library faculty for the program (include workshops).
278	2. Total number of subject-specific instructional sessions conducted by library faculty (COL101 105 not included).
14,541	3. Campus head count enrollment (use Fall data).
94	4. Program head count enrollment (use Fall data).
.65	5. What percentage of the total campus enrollment is the program enrollment? (No. 4 divided by No. 3 x 100).
	6. Review program course outlines for library related projects. See library narrative analysis.

II. BOOKS

92,713	1. Number of circulating and reference titles in the campus collection. *Everything except pamphlets, reserves, periodicals, and media.*
56	2. Number of circulating and reference titles that support the program. *Everything except pamphlets, reserves, periodicals, and media.*
.06%	3. What percentage of the total number of circulating and reference titles in the campus collection is the number of circulating and reference titles that support the program?
2005	4. Median age of circulating and reference titles that support the program.
6,485	5. Number of books circulated in the base year. *Excludes Book Reserves.*
4	6. Number of books circulated that support the program.
1	7. Number of books that support the program borrowed on intercampus and interlibrary loan.
12,689	8. Number of book titles added to the campus collection in the last 5 years of the program review cycle.
4	9. Number of book titles that support the program added to the campus collection in the last 5 years of the program review cycle.

.03% 10. What percentage of the total number of titles added in the last 5 years of the program review cycle is the number of titles added to support the program?

III. PERIODICALS

503 1. Total number of periodical titles in the campus collection.

3 2. Number of periodical titles that support the program. (For broader programs, i.e., Humanities, be as inclusive as necessary.)

.60 3. What percentage of the total number of periodical titles is the number of titles that support the program?

984 4. Number of periodicals circulated.

21 5. Number of periodicals circulated that support the program.

2.1 6. What percentage of the total number of periodicals circulated is the number of periodicals circulated that support the program?

0 7. Number of periodical articles that support the program borrowed on intercampus and interlibrary loan.

0 8. Number of periodical titles to support the program added to the campus collection in last 5 years of the program review cycle.

Attachment A 9. Attach a college-wide alphabetical list of periodical titles with holdings in the discipline.

IV. ONLINE RESOURCES

1. Attach an alphabetical list of periodical titles relevant to this program.

Attachment B

2. Usage statistics for all databases.

Attachment C

V. MEDIA

A. College-Wide Media Collection

3,151 1. Total number of media titles – includes College created You-tube videos.

2 2. Number of media titles to support the program.

.06 3. What percentage of the total number of media titles is the number of media titles to support the program? (No. 2 divided by No. 1 x 100)

4. Number of media titles to support the program by format.

0	VH ½ " Videotape
2	DVD
0	CD ROM

5. Listing of Media Titles - **Attachment D**

Program Review - Fire Protection Technology

Library, Attachment A

Alphabetical Periodical Titles – Hard Copy

Engineering News- Record

Emergency Medical Services

Fire Engineering

Program Review - Fire Protection Technology

Library, Attachment B

Alphabetical Periodical Titles Available through SCCC's Library Databases

Emergency Preparedness News

Engineering News - Record

Fire

Fires

Fire Chief

Fire Engineering

Fire Protection Technology

Fire Safety Engineering

Fire Technologies

Firehouse Magazine

Fire Technology

Health and Safety at Work

Journal of Fire Sciences

Odyssey

Product News Network

Safety and Health Practitioner

Program Review - Fire Protection Technology
Library Attachment C
EZ Proxy Statistics

Database	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
360 Search (Serials Solutions)	1,169	1,213	1,915	1,216	188	586	928	855	436	258
Academic One File (Gale)	1,166	2,189	2,816	2,413	431	2,287	2,100	2,888	1,522	402
Academic Search Complete (EBSCO)	4,012	6,654	7,785	5,854	1,035	4,744	5,681	6,475	2,729	1,017
Alt Health Watch (EBSCO)	9	25	26	11	4	26	33	15	16	4
AP Multimedia Archives	6	27	28	39	4	13	9	11	3	1
ArtSTOR	31	46	52	32	2	11	10	25	11	5
Associates Programs Source (EBSCO)	22	7	1	3	1	1	3	2	0	4
Biography Reference Bank (Wilson)	139	80	71	79	14	35	5	1	6	14
Books in Print (Bowker)	5	6	8	7	2	0	4	1	5	6
Business & Company Resource Center	19	16	28	45	1	26	42	60	20	10
Business Source Complete (EBSCO)	120	121	173	165	59	175	116	191	122	49
Canadian Reference Centre (EBSCO)	4	2	1	4	0	4	1	3	1	1
Career & Vocational Periodicals (Gale)	29	31	1	0	0	0	0	0	0	2
Charleston Advisor	2	2	5	1	1	2	0	0	0	3
Chronicle of Higher Education	8	18	20	8	6	10	24	24	22	7
CINAHL Plus with Full Text (EBSCO)	267	208	228	99	50	444	568	310	61	159
CollegeSource	30	31	28	8	7	16	16	31	19	4
Computer Source (EBSCO)	11	4	8	24	2	30	2	11	3	2
Computers & Applied Sciences Complete	5	3	2	8	2	11	2	2	2	4
CQ Researcher	144	672	707	510	46	312	407	656	288	92
Credo Reference	32	115	147	36	18	88	107	407	251	49
Culinary Arts Collection	6	67	85	46	4	10	15	5	4	5
Custom Newspapers (Gale)	103	229	243	86	2	6	11	9	9	5
Dance in Video	0	3	6	2	3	51	9	0	1	2
Dissertations (via FirstSearch)	8	0	0	0	0	1	0	0	0	4
Education Resource Complete	159	32	33	87	23	110	52	54	32	14
Environment Complete (EBSCO)	1	17	26	54	1	11	40	49	10	3
Database	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
ERIC	83	51	48	94	7	89	76	81	81	17
Facts On File	183	526	612	401	61	233	320	442	248	112
Facts.com	31	48	1	0	0	1	2	0	0	0
FirstSearch	23	25	26	6	7	4	1	9	1	2
Funk & Wagnalls New World Encyclopedia	35	15	17	41	16	45	7	36	13	7

Gale Virtual Reference Library	1,132	2,257	2,579	2,477	291	1,201	2,277	2,672	1,756	391
General OneFile (Gale)	45	56	87	277	20	151	277	215	122	75
Geo Base (via FirstSearch)	0	0	2	2	0	0	0	1	0	1
Green File (EBSCO)	1	5	7	18	0	5	13	10	5	2
Grolier Online Encyclopedia	22	22	26	32	8	15	12	17	10	7
Harper's Weekly - The Civil War Era	2	2	2	0	2	1	3	2	2	0
Health Resource Center Academic (Gale)	811	1,009	1,512	1,015	253	784	1,501	1,300	569	179
Health Source: Consumer Ed. (EBSCO)	16	5	8	9	4	17	21	25	10	4
Health Source: Nursing & Acad. (EBSCO)	25	37	43	25	51	98	138	113	49	6
History Reference Online	0	53	65	10	7	29	73	57	11	2
Humanities International Complete (EBSCO)	16	14	18	14	7	22	24	41	28	6
JSTOR	483	916	761	548	245	681	1,021	968	764	144
Library, Info Sci & Technology (EBSCO)	4	3	7	5	0	2	2	3	4	8
Literary Reference Center (EBSCO)	106	74	59	57	9	199	145	194	156	22
Literature Criticism Online (Gale)	75	58	41	52	19	96	147	133	90	9
Literature Resource Center (Gale)	648	1,005	1,137	1,199	139	995	1,017	557	403	274
LitFinder (Gale)	13	17	27	1	6	70	63	25	29	25
Long Island Union List of Serials	1	3	14	3	5	1	0	6	1	0
MEDLINE with Full Text (EBSCO)	53	49	19	28	5	38	69	60	24	11
Military & Government Collection (EBSCO)	3	4	3	2	1	21	4	5	3	0
NAXOS	146	108	188	49	60	151	185	115	118	21
NetLibrary	8	6	7	0	0	0	0	1	0	0
New York State Newspapers (Gale)	97	211	249	384	85	253	242	176	105	42
Newspaper Source Plus (EBSCO)	18	36	59	46	10	29	52	90	42	3
Nursing Made Incredibly Easy	39	42	43	40	31	99	62	65	22	529
OED	52	57	65	15	13	41	44	27	21	109
Opposing Viewpoints In Context	501	1,549	3,483	3,288	133	661	1,384	2,718	1,597	295
Database	**Sept.**	**Oct.**	**Nov.**	**Dec.**	**Jan.**	**Feb.**	**March**	**April**	**May**	**June**
Professional Development Collection	13	9	2	8	6	8	20	8	7	3
Project MUSE	57	107	167	114	45	130	123	202	206	27
Proquest Newspapers (incl.Newsday,Ethnic News/Gender Watch,Historical NYT & Wall St. Jrnl)	893	856	852	787	230	654	751	1,277	726	664
PsycARTICLES	196	214	152	63	29	181	248	204	69	40
Psychology & Behavioral Sciences (EBSCO)	368	253	216	103	77	358	521	298	158	121
Regional Business News (EBSCO)	2	4	5	3	0	3	2	8	8	7
Rehabilitation Reference Center	5	9	16	10	2	9	21	13	2	3
Religion & Philosophy Collection (EBSCO)	22	20	21	22	6	8	29	42	31	5
Resources for College Libraries	6	11	22	7	8	4	11	3	5	4
Science (magazine)	8	119	123	85	19	110	215	189	173	5
Science Direct	540	1,049	1,152	934	440	741	1,220	1,043	639	192

Serials Directory (EBSCO)	1	0	0	0	0	0	0	0	0	0
Sociological Index with Fulltext	95	27	30	39	5	53	44	32	13	0
SIRS Issues Researcher	212	917	1,218	916	61	381	779	863	421	120
SPIN	1	6	8	0	0	4	2	0	0	
Springer Ebooks	241	84	76	45	8	12	54	19	26	13
Suffolk Historic Newspapers	8	8	6	0	0	1	0	0	1	0
Teacher Reference Center (EBSCO)	21	3	2	8	0	9	6	10	2	2
Theatre in Video (incl. BBC Shakespeare)	1	1	7	1	0	7	12	4	7	3
Twayne Authors Series	13	11	12	10	0	19	13	18	12	3
Vocational & Career Collection (EBSCO)	27	17	29	47	4	17	30	47	12	3
Westlaw Campus	33	138	84	96	59	76	128	97	81	169
World History in Context (Gale)	10	58	75	8	3	46	16	3	5	6
WorldCat (via FirstSearch)	1	3	7	1	0	1	1	0	0	0
Total	**8,597**	**13,921**	**17,391**	**14,787**	2,745	**10,231**	**14,871**	**16,396**	**9,758**	**3,963**
Misc. Databases Sessions	9,342	15,757	19,944	14,440	2,300	10,369	13,499	26,631	8,254	3,707
Total EZProxy Sessions	**17,939**	**29,678**	**37,335**	**29,227**	5,045	**20,600**	**28,370**	**43,027**	**18,012**	**7,670**

PROQUEST products:

Database	Sept.	**Oct.**	**Nov.**	**Dec.**	**Jan.**	**Feb.**	**March**	**April**	**May**	**June**
Proquest National Newspapers Premier	30	24	60	63	21	35	54	74	45	9
Newsday	146	275	321	222	44	170	175	349	151	28
Wall Street Journal	20	39	64	56	32	28	45	62	55	13
NYT Historical	146	178	184	173	31	142	267	335	128	21
Alt Press Watch	35	64	115	85	19	32	73	94	38	13
Gender Watch	6	18	25	35	4	8	15	32	30	2
Ethnic News Watch	5	19	9	11	4	4	11	11	12	3
	388	**617**	**778**	**645**	**155**	**419**	**640**	**957**	**459**	**89**

Program Review - Fire Protection Technology
Library, Attachment D

Media Titles

Arson Investigation

Long Island Wilderness: the Pine Barrens

Appendix I

Program Plan

Program-Review Recommendations

	Recommendations	Assessment Findings Supporting Each Recommendation	Action Plan(s)	Lead Responsibility for Action Plans	Budgetary Implications	Timeframe for Completion	Status
1.	Consider providing three tracks for students: and AAS in Fire Protection Technology; an AAS in Emergency Management; and an AAS in Occupational Safety & Health	Disciplines under the broad umbrella of Fire Protection Technology are in the midst of a period of rapid change. Other SUNY community colleges in the state have been able to expand their programs in this area, and there are no similar programs at the associates or certificate level in the southern New York region.	Develop a proposal for the curriculum committee	Fire Protection Technology Program Coordinator	Minimal. At least two sections of a new course would need to be developed.	September 2014	
2.	Consider developing an Internship elective course as part of the Fire Protection Technology program.	Other SUNY community colleges in the state have been able to develop fire-related Internships. In addition, Stony Brook University's Environmental Health degree program	Develop a program-specific Internship course	Fire Protection Technology Program Coordinator	Minimal. At least two sections of a new course would need to be developed.	September 2014	

		provides for nearly 100 internships in the filed within the local area.					
3.	Consider expanding enrollment through the use of on-line and blended or hybrid courses	Significant opportunities exist to expand enrollment through the use of on-line and blended or hybrid courses. Currently, no FPT courses are available on-line, however, all courses except Hazardous Materials II can be offered in this format. Significantly, Nassau CC is now offering its courses on-line, as is Monroe CC. Courses such as these could potentially draw from students within Suffolk County. With the strength of the Suffolk program and by offering online courses, this distinctive program would become more	Develop a proposal for review by the on-line curriculum committee	Fire Protection Technology Program Coordinator	Minimal. At least one online section of each course would need to be developed and existing program faculty would teach in their own areas	September 2014	

		attractive to non-traditional students and to potential students outside of Suffolk County.					
4.	Consider increasing articulation with four year schools.	The FPT program currently is partnered with Adelphi University's Emergency Management program. It is recommended that a pathway transfer agreement be developed for SUNY Empire State College, for CUNY John Jay College, and for Stony Brook University.	Contact these three schools to determine an appropriate path for articulation	Fire Protection Technology Program Coordinator	None	May 2014	
5.	Provide a dedicated classroom/training room for the Fire Protection Technology program	The program would be enhanced by having mock system setups as had present in the past. Corporate sponsors would provide fire detection and suppression mock-ups, as well as safety and hazardous materials equipment and props, however, we'd need a	Provide a dedicated classroom/training room for the Fire Protection Technology program	College leadership	A dedicated small building would be costly, but a dedicated room in the Riverhead building would not be. Corporate	TBD	

		place to keep them. Such as space would need smart technology and ideally should be designed to facilitate small group interaction. The EMS program has dedicated space in the Riverhead Building that allows them to work in this away. Similarly, Nassau CC's FPT program has designed such a room, and North-Shore LIS's EMS program uses such a space.			sponsors would be utilized.		
6.	Develop a website for the Fire Protection Technology program	The program could reap additional marketing benefits from an enhanced and dynamic web presence. This could include information of interest to current, prospective and past students, and would not concentrate solely on courses and schedules, but would	Work with IT to develop a website for the Fire Protection Technology program	Fire Protection Technology Program Coordinator	Minimal	May 2014	

		include information of contemporary interest.					
7.	Develop an Advisory Board for the Fire Protection Technology program	An Advisory Board provides strategic and curriculum support for an academic program. An Advisory Board for the Fire Protection Technology program has been established. This should receive priority because it can provide assistance and validation for the program design proposals.	Completed	Fire Protection Technology Program Coordinator	Minimal	May 2013	Completed
8.	Review the Fire Protection Technology program courses for adherence to the Fire and Emergency Services Higher Education Model.	While the FESHE Model represents a minimal level of expectation and does not address local or regional needs, courses should be reviewed and evaluated for compatibility with the FESHE model. Courses that meet FESHE standards will be identified as such, however, no SCC	Review the Fire Protection Technology program courses for adherence to the Fire and Emergency Services Higher Education Model	Fire Protection Technology Program Coordinator, Advisory Committee, and FPT faculty	Minimal	May 2014	

		course will be reduced in scope or rigor.					
9.							
10.							
11.							
12.							
13.							
14.							
15.							

PROGRAM REVIEW SELF-STUDY REPORT

Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) /A.A.S.

Name of Program

Spring 2013

Date of Report

Program Review Committee
Eugene Silberstein, B.A., M.S., Program Coordinator Luckner John Jerome, B.S., M.S., Ph.D., Academic Chair, Mathematics, Business and Technology Hector Sepulveda, B.S., M.A., M. P.H., M.D., Campus Associate Dean of Academic Affairs Business, Technology, Natural Science, Health Science & Athletics

Introduction

Provide a current mission statement for the program.

The HVAC program at Suffolk County Community College will provide dependable, industry-accepted hands-on and theory training that stimulates intellectual growth, creates career paths and serves the needs of the industry.

1. Does this mission statement include the following information?

   a. The name of the program. Yes X No _____

   b. The purpose of the program. Yes X No _____

   c. The program's target audience. Yes X No _____

2. Is this a new or revised statement? Yes X No _____

   If this is a new or a revised statement, acknowledge appropriate departmental approvals (votes):

Campus	Department	For	Against	Abstain	Date of Vote
A					
E					
W	Business	8	0	0	11/20/13

How does the program's mission advance the mission or goals (*Expanded Statement of Institutional Purpose*) of the college? (*Check all that apply.*)

X Access—providing universal access to higher education by removing economic, social, geographic, and temporal barriers.

X Transfer—preparing students for transfer to four-year institutions.

Articulation agreement with Ferris State University (Big Rapids, MI) for admission into their HVAC Design B.S. degree.

X Career Preparation—preparing students for a first career, a career change, or career advancement and instilling into them a commitment to the lifelong-learning process required for career progression.

X Basic Skills and Developmental Education—assisting underprepared students in acquiring the basic skills and knowledge that will allow them to advance to college-level work.

X Workforce/Economic Development and Community Service—meeting the educational aspirations of educated adults, employees of local business and industry, and professionals seeking continuing certification, as well as local workforce development needs, including the provision of programs, events, and services for community organizations and the general public.

X Other (*specify: e.g., strategic goals or institutional goals*)

Programmatic Effectiveness is defined as the extent to which a program is achieving its mission. Summarize, briefly, the extent to which the program is achieving its mission.

The HVAC Program at SCCC is accomplishing its mission in the following areas.

1. Students are completing the program

2. Positive feedback from graduates, employers (At this time, feedback is informal, but grad and employer surveys are in progress) and advisory board members, as can be referenced in the Appendix.

3. Positive feedback from current students regarding quality of program

Catalog Description

How is the program described in the current catalog?

Grant / HVAC-AAS
Hegis Code — 5317

The Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) associate degree program prepares students for rewarding and challenging positions in the ever-changing and growing HVAC/R industry. This A.A.S. degree program provides students with a well-rounded education in HVAC/R technology that includes a thorough understanding and working knowledge of the theory and practical applications necessary for superior systems operation. As new technologies are developed and incorporated in the manufacture and upgrading of equipment, the need for skilled technicians continues to expand. According to the Bureau of Labor statistics, the employment needs for this area are expected to outpace the average employment needs for other service-based industries.

By combining comprehensive, career-based courses such as system design, diagnostics, servicing and controls with real-life, hands-on training through internships and intensive laboratory sessions, the HVAC/R curriculum -- teamed with a grounding in the liberal arts -- provides students with the credentials and experience needed to obtain immediate employment upon successfully completing the program.

The HVAC/R degree program is a part-time evening and weekend program that can be completed in seven semesters. Some HVAC/R courses may be offered day and evening. Prior to matriculation, however, students may take some courses that would apply to the program.

Admission Procedures and Requirements

This program begins only in the FALL semester and is competitive. All applicants must take the SCCC placement tests (CPT) unless waived by the Admissions Office based upon academic credentials. Entering students should be qualified for Freshman Composition (ENG101), Technical Math (MAT112) and Advanced College Reading (RDG101).

Students already enrolled in college must have successfully completed Algebra I (MAT007) or higher and Developmental Writing (ENG010) or the equivalent.
Students who do not meet the Admissions criteria may be admitted on a provisional basis.

FIRST SEMESTER: 9.5 credits *Credits*
COL101: Freshman Seminar 1.5
ENG101: Standard Freshman
Composition 3
HVA131: Refrigeration and Air
Conditioning Systems 5
SECOND SEMESTER: 11 credits
ENG121: Technical Writing 3
HVA111: Computer Applications
in Technology 4

MAT112: Technical Mathematics I 4
THIRD SEMESTER: 9 credits
HVA141: Heating Systems 5
PHY112: Technical Physics I 4
FOURTH SEMESTER: 9 credits
HVA222: HVAC/R Control Systems 4
HVA242: HVAC/R Diagnostics
and Servicing 5
FIFTH SEMESTER: 8 credits
COM102: Interpersonal
Communication 3
HVA232: HVAC/R Commercial
Systems 5
HEAT ING, VENTILAT ION, AIR CONDITIONING AND REFRIGERATION (HVAC/R) / A.A.S. DEGREE
SIXTH SEMESTER: 10-11 credits
Accounting or Business Elective 3-4
HVA252: HVAC/R System Design 4
Social Sciences Elective 3
SEVENTH SEMESTER: 9 credits
HVA260: HVAC/R Internship 3
Liberal Arts Elective 3
Social Sciences Elective 3
TOTAL CREDITS REQUIRED: 65.5-66.5
These courses constitute the major courses in this curriculum.

REQUIRED CREDIT DISTRIBUTION
HVAC/R . . . . . 35 credits
Mathematics/Science . . . .8 credits
English . . . . . .6 credits
Communication . . . . . .3 credits
Social Sciences . . . . . .6 credits
Liberal Arts . . . . . 3 credits
Business . . . . . .3-4 credits
Freshman Seminar . . . . . .1.5 credits

2. Does this description accurately portray the program? Yes X No _____

3. Does the committee recommend modifying the current description? Yes _____ No X

4. If so, what changes are recommended? Explain reasons for any recommended changes.

Do these recommendations have departmental approvals? Yes N/A No N/A

If yes, acknowledge appropriate departmental approvals (votes):

A

Campus	Department	For	Against	Abstain	Date of Vote

E

Campus	Department	For	Against	Abstain	Date of Vote

W

Campus	Department	For	Against	Abstain	Date of Vote

5. Is information appearing on SCCC Web pages consistent with the catalog? Yes X No _____

6. If not, what changes are recommended?

Previous Program Review

1. Provide the date of the last program review. This is the first review

2. Summarize the recommendations from that review, and indicate the extent to which these recommendations have been implemented. If any recommendations have not been implemented, explain why not.

This is the first review. There are no previous recommendations.

	Recommendations from previous Program Review	Extent to which recommendations have been implemented or reasons why they haven't been implemented.
1.		
2.		

3.		

Programmatic Outcomes

State up to three of the most important programmatic non-learning outcome goals, and for each goal, identify up to three objective outcomes that can be used to measure the achievement of that goal.

Programmatic Non-learning-Outcome Goal	Programmatic Non-learning-Outcome Objectives
1. The program will implement a plan to streamline the internship process.	a. The program will have internship assignments completed during the winter-session and summer break to enable the students to start their internships during the first two weeks of the semester.
	b. Create standard log forms on which the student will track intern hours.
	c. Create a data base of companies and organizations that have participated in the internship program.

Programmatic Non-learning-Outcome Goal	Programmatic Non-learning-Outcome Objectives
2. The program will develop a means to measure student success and achievement after graduation.	a. Produce a survey to assess the progress of the program graduates with regards to their positions, salaries and other related employment data .
	b. Generate reports/lists of program graduates which include their latest contact information.
	c. Create a means to efficiently tabulate the results of the collected reports.

Programmatic Non-learning-Outcome Goal	Programmatic Non-learning-Outcome Objectives
3. The program will develop a professional development plan for its	a. Obtain baseline status of faculty professional development.

faculty members.	b. Conduct annual meetings with faculty members to discuss and share PD by faculty members to assist in future PD planning efforts.

Programmatic Non-learning-Outcome Goal	Programmatic Non-learning-Outcome Objectives
4. The program will develop a plan to streamline the advisement process for its students.	a. Assess current practice and present to faculty for input on creating a team-based solution.
	b. Create written advisement plan that will appropriately divide work load among faculty members.
	c. Assess to ensure that students are receiving adequate advisement services.
	d. Create a student information sheet indicating what needs to be done prior to advisement to reduce faculty-student interface time.

1. Are any of these new or revised goals? Yes X No _____

2. If any of these are new or revised goals, acknowledge departmental approvals (votes):

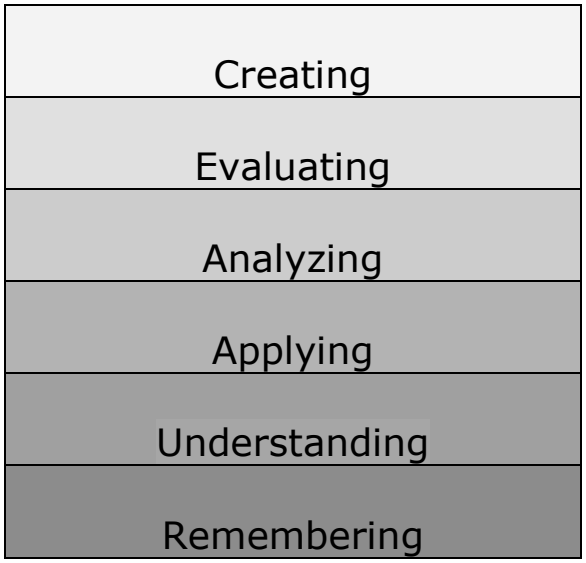
Campus	Department	For	Against	Abstain	Date of Vote
A					
E					
W	Business	8	0	0	11/20/13

State at least four of the most important programmatic learning outcome goals, and for each goal, identify up to three outcome objectives that can be used to measure the achievement of that goal. [*(1) Inasmuch as course assessments are assumed to measure the acquisition of discipline-related content, programmatic learning goals should deemphasize content acquisition and focus on higher-order learning outcomes. See Charts 1 and 2. (2) The roles played by the general education courses required by the curriculum should be acknowledged by stating intended outcomes related to the contributions made by these courses in the curriculum. If, for example, a program requires specific courses in humanities, social science, etc., then desired learning outcomes expected from these courses should be expressed. (3) If a program sponsors a student club, it is suggested that one student-learning goal be expressed in terms of what students are expected to learn from this experience.*]

Chart 1

Revised Bloom's Taxonomy
(Anderson and Krathwohl)
Cognitive Domain

Higher-Order Thinking Skills



Lower-Order Thinking Skills

Creating = combining elements to form a novel, coherent whole or making an original product through generating, planning, and producing.
Evaluating = making judgments based on criteria and standards.
Analyzing = dividing material into constituent parts and determining how these parts relate to one another through differentiating, organizing, and attributing.
Applying = executing or implementing a procedure in a given situation.
Understanding = constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
Remembering = retrieving, recognizing, and recalling information from long-term memory.

Chart 2

Behavioral Verbs Appropriate for Each Level of the Cognitive Domain

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Tell	Explain	Solve	Analyze	Judge	Create
List	Interpret	Show	Distinguish	Select	Invent
Describe	Outline	Use	Examine	Choose	Compose
Relate	Discuss	Illustrate	Compare	Decide	Plan
Locate	Distinguish	Construct	Contrast	Justify	Construct
Write	Predict	Complete	Investigate	Verify	Design
Find	Restate	Examine	Categorize	Argue	Imagine
State	Translate	Classify	Explain	Recommend	Propose
Name	Compare	Choose	Separate	Assess	Devise
Identify	Describe	Interpret	Advertise	Discuss	Formulate
Label	Relate	Make	Take apart	Rate	Combine
Recall	Generalize	Put together	Differentiate	Prioritize	Hypothesize
Define	Summarize	Change	Subdivide	Determine	Originate
Recognize	Paraphrase	Apply	Deduce	Critique	Add to
Match	Convert	Produce		Weigh	Forecast
Reproduce	Demonstrate	Translate		Value	
Memorize	Visualize	Calculate		Estimate	
Draw	Find out more	Manipulate		Defend	
Select		Modify			
Recite		Put into practice			

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
1. Communicate effectively in written and oral formats.	a. Students will assess the operating conditions and potential problems with HVAC/R systems.
	b. Students will formulate and justify opinions as to the best action plan for the design, installation and/or repair of HVAC/R equipment.
	c. Students will produce written reports and projects that reflect an understanding of various service, design and system evaluation topics.
	d. Students will create and design unique control systems to demonstrate mastery of system controls and how these devices interact with each other.
	e. Students will prepare and deliver presentations on a variety of HVAC/R topics to demonstrate mastery these topics.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
2. Interpret, analyze, assess and evaluate technical materials	a. Students will utilize technical data to properly install, replace and/or diagnose HVAC/R systems and components.
	b. Students will utilize technical data and materials to properly select HVAC/R system components for use in proper system installation.
	c. Students will compare and contrast the benefits and drawbacks of selecting one piece of HVAC/R equipment over another.
	d. Students will utilize technical materials to properly determine and evaluate HVAC/R system capacity and efficiency.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
3. Effectively design, diagnose and service heating, ventilation, air conditioning and refrigeration (HVAC/R) products and systems	a. Students will create a unique heat gain/heat loss calculation for a residential structure, which will be used to properly select the HVAC/R equipment to be used for a particular application.
	b. Using proper pieces of test equipment, the students will properly install, replace and diagnose HVAC/R systems and components.
	c. Students will properly select HVAC/R system components for use in proper system installation.
	d. Students will determine and evaluate HVAC/R system capacity and efficiency.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
4. Apply microprocessor technology to the HVAC/R field	a. Students will compare and contrast the operation and efficiency of microprocessor-controlled and electromechanically-controlled HVAC/R systems.
	b. Students will evaluate the performance of microprocessor-controlled systems using appropriate pieces of test equipment.
	c. Students will troubleshoot electronic control devices found in HVAC/R equipment using the proper pieces of test equipment.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
5. Practice industrial safety related to the HVAC/R field	a. Students will describe and practice industry-accepted safety guidelines.
	b. Students will identify and correct unsafe conditions and practices in a controlled-environment.
	c. Students will prepare and present safety-related projects that stress the importance of workplace safety.
	d. Students will employ safety procedures as part of their hands-on practical examinations and their day-to-day lab work.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
6. Employ basic principles of contemporary business management and operations.	a. Students will create job proposals and bids on simulated projects and assignments.
	b. Students will demonstrate business acceptable behavior with respect to punctuality, dress and attitude.
	c. Students will properly prepare work orders to help ensure proper billing and record keeping.
	d. Students will learn the importance of maintaining inventory and associated records.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
7. Apply knowledge of pre-calculus mathematics, technical physics, and the social sciences to HVAC/R system operations and organizations.	a. Students will determine air conditioning system efficiency and capacity by interpreting information on pressure enthalpy and psychometric charts.
	b. Students will utilize steam tables and pressure/temperature charts to evaluate, analyze and interpret the physical properties of air, water and refrigerants.
	c. Students will use industry manuals, such as ACCA Manuals D and J, to

	evaluate the heat gain and heat loss of a structure as well as air distribution systems and the dynamics of airflow through duct systems.

1. Are any of these new or revised learning outcomes? Yes X No _____

2. If any of these are new or revised learning outcomes, acknowledge departmental approvals (votes):

Campus	Department	For	Against	Abstain	Date of Vote
A					
E					
W	Business	8	0	0	11/20/13

Programmatic Learning Outcomes and objectives will be submitted to the Academic Chair for review. The department will review, provide feedback and vote on these objectives during the Fall 2013 semester.

Environmental Scan

A. Identify current trends in the field or discipline.

1. The industry is moving away from HCFC refrigerants. R-22 will be completely phased out in 2020.

2. Industry is moving in the direction of variable refrigerant flow (VRF) systems as opposed to traditional, constant volume systems.

3. Inverter technologies are becoming more commonplace in the industry.

B. What has the program done to accommodate these trends?

1. Additional content on R-22 replacement options has been added to the program. We have obtained some R-410A air conditioning and refrigeration equipment.

2. Introduction of VRF content to the program. Program lead instructor has received training on VRF technologies and continues to attend training sessions on the topic. The program has received a large equipment donation of VRV equipment to aid in the educating of our students.

3. Inverter technology content has been added to the program.

C. What else should the program consider doing to accommodate these trends?

1. Acquire additional R-410A equipment.

2. Acquire additional VRV equipment and implement a more formalized VRV element to the program.

3. Acquire more inverter controlled equipment and trainers.

D. For A.A. and A.S. programs: does the program have any articulation or joint admission agreements with other institutions? Yes X No _____

The program is an A.A.S. program, however, Ferris State University accepts SCCC graduates for transfer into its B.S. in HVACR Engineering Technology.

Name of Institution	Type of Agreement	Average Number of Students who Transfer Here Each Year.	When were Agreements Last Reviewed or Updated?
Ferrris State University, Big Rapids Michigan	They accept our AAS degree as their own for students who wish to obtain a four year degree	1	Three years ago

Have any problems been encountered concerning the transferability of courses? Yes _____ No X

If yes, specify the nature of these problems.

E. For A.A.S. and certificate programs: provide regional workforce data with respect to (1) the numbers of people currently employed in the field; (2) the number of positions currently unfilled; (3) projections for employment growth or decline; and (4) current salary range, median salary, and benefits offered.

HVA related job titles include the following:

HVAC/R Installer
HVAC/R Helper
HVAC/R Service Technician
Estimator
Heat Gains and Heat Losses
Project Coordinator/Supervisor
Service Manager
Dispatcher
Parts Counter/Supply House
Manufacturer's Representative
System Designer
System Testing and Balancing
Duct System Layout and Design
Duct System Installation
HVAC/R Control System Design
HVAC/R Control System Installation
HVAC/R Control System Diagnostics

The New York State Department of Labor reports the following information:

1. There are currently 2,370 people employed on Long Island in the HVACR

area.

2. The estimated for HVACR jobs per year is 50.

3. The projection for growth in this area is assessed as "very favorable."

4.. Entry-level wages in this field are reported as $44,680. Wages for experienced workers average $66,230. The median salary is reported as $59,050. Information regarding benefits for this profession is not available.

Summarize and discuss the results of any recent graduate and employer surveys with respect to the success of program graduates in the workplace and the expectations of employers for entry-level positions. Append details of survey analyses in Appendix A.

Surveys are developed, approval was obtained in a vote and the Academic Chair will implement process this semester. Sample questions for use in surveys have been listed in the Appendix A.

F. Program Advisory Committee

1. Does the program have an advisory committee? Yes X No _____

2. If yes, list the names and credentials of the Advisory Committee members.

Committee Members	Credentials
Steve Bergman	Owner, Twinco Supply
Tom Butcher	Engineer, Brookhaven National Labs
Paul Cooper	P.E., Executive Director of Facilities, SCCC
Joe Fraccalvieri	Director, POB, Grant Campus, SCCC
Richard Halley	Area Manager, Trane Corp
Wayne Lawrence	Field Technician, PETRO Oil

John Levey	President, Oilheat Associates, HVAC/R Adjunct Faculty, SCCC
Dawn Marie Martino	Service Tech, Gotham Air Conditioning; Graduate, SCCC
Rusty McAllister	Owner, ACE Shore Refrigeration
Victor Micoretti	Branch Manager, York International
Michael O'Rourke	President, Best Climate Control
Douglas J. Pavone	PE, Vice-President, Lizardos
Teddy Ramjas	HVAC/R Adjunct Faculty, SCCC
Kevin Rooney	CEO, Oil Heat Institute of Long Island
Tom Schwarz	President, TGO Mechanical
Frank Sciavone	Sav Mor Mechanical
Eugene Silberstein	Academic Chair, HVAC, SCCC
Len VanSicklin	Service Manager, Anron
Richard Zimmerman	Field Supervisor, Gotham Air Conditioning; HVAC/R Adjunct Faculty, SCCC; Alumna

3. How often does the Advisory Committee meet? Twice a Year

4. Specify Advisory Committee contributions to the program's growth and development.

The Advisory Committee's role includes the following:

1. discussion of current trends in the field and how the program can incorporate changes into the curriculum

2. provide feed back regarding the program's graduates and employers' satisfaction

3. discuss community outreach regarding publicizing the program and opportunities for students to interact with the community

5. Append minutes of the Advisory Committee's last two meetings. Appendix B

Curriculum

A. When was the program first registered by SED? 2003

B. When was the program last registered by SED? 2003

C. Identify actions regularly taken by program faculty to ensure that the curriculum remains current.

The program coordinator and faculty have established a relationship with businesses on Long Island. Adjunct faculty continues to work in the field and bring their expertise and experience into the classroom.

D. Curricular Revisions

1. Discuss (a) new courses, (b) revisions to existing courses, (c) changes in course sequencing, or (d) elimination of courses that have occurred since the last program review.

Not Applicable; no previous program review

2. List any changes in course prerequisites or corequisites that have occurred since the last program review. When were these requirements last examined? Is there a reason to change any of them at this time?

None

3. Course Syllabi

a. How often are course syllabi reviewed? Every semester

b. Is the program's advisory committee consulted during X ____ ____

these reviews? Yes ____ No ____ N/A ____

c. Are the objectives for all courses in the major expressed in terms that can be measured? Yes X No ____

d. Are there common learning outcomes for all sections of all courses in the major? Yes X No ____

e. Describe the procedures used to ensure that there are common learning outcomes for all sections of all courses in the major.

Program chair, lead faculty and assoc. dean reviews and faculty meetings.

f. Comment on the extent to which course outlines reflect programmatic outcomes.

The course outlines and course objectives accurately reflect the desired programmatic outcomes.

g. Append current syllabi for all courses in the major. Appendix C

4. Are any changes to the curriculum being contemplated? Yes X No ____

If yes, describe these changes.

There are several changes that are being considered for the HVAC/R program.

Develop an HVA Introductory Course

At the present time, the HVA111 course is a 4 credit, 6 hour course that is similar in format to the CST 101 course. The additional two hours allow students the opportunity to utilize Air Conditioning simulation software to

begin their understanding of these systems. At the present time, the course is being taught by Computer Science Faculty members who are not all familiar with the basics of Air Conditioning Systems. Quite often, the HVA111 course is taken prior to HVA131, so this course is, at times, the student's first exposure to air conditioning systems. For this reason, it is being considered that the HVA111 course be reduced to a 4-hour, 3 credit course (2 lecture hours, 2 lab hours). Additionally, another course, HVA121, would be created. This would be a 1-credit, 2 lab hour course that will serve as an introductory course for the program. The HVA121 course will be taught by faculty of the HVAC/R program.

Examine Course Divisions for future expansion

At the present time, many of the courses have a lecture component a well as a lab component. These courses include HVA131, HVA141, HVA222, HVA232, HVA242 and HVA252. It might be beneficial to have each of these courses broken down into separate sections with separate CRN numbers. This would be justified for a number of reasons. First, it would be possible to conduct a lecture class for 34 students, but conducting a lab class with 34 students would be an impossible task. By offering separate lab sections, it would be possible to run one lecture class of 34 students and two separate lab sections each with 17 students. The alternative would be offering two separate lecture classes, increasing the number of required teaching hours. Second, since adjunct faculty members are permitted to teach no more than eight contact hours during a semester, splitting the courses up between lecture and lab sections would make better use of the faculty members' workload. At the present time, for example, our HVA131 course is a 7 contact hour class, 3 lecture hours and 4 lab hours. If one adjunct faculty member is teaching that course, the instructor is limited to that course, with one hour not being utilized. If the program ran two HVA131 classes, we would need two adjunct faculty members, each teaching 7 hours. If, on the other hand, one faculty member were to teach the lab portions of both courses (8 hours) and the other faculty member were to teach the two lecture classes (6 hours), then the second instructor would be available to teach the HVA121 course that was referenced earlier in this section. This allows both instructors to teach 8 hours and potentially reduce the number of adjunct faculty members needed. This would also work if one faculty member taught the lab sections for other courses as well, such as a 4-hour HVA141 lab and a 4-hour HVA242 lab.

5. Complete a Curriculum Map for each of the program's learning outcomes. (Appendix D)

6. Based on the Curriculum Maps, discuss the adequacy of organized, sequential learning experiences.

Based on the completed curriculum maps, the students' learning experiences seem to be adequately organized, allowing for effective introduction, re-introduction, practice, reinforcement and assessing of the outlined skills and objectives.

Although there is confusion describe above (4.) regarding HVA111, at this time the total education is adequate. The above recommendation would improve the sequence of students' presentation with the material, but the current version is functional.

7. Indicate how the program satisfies SUNY general education course requirements.

General education course requirements are met for an A.A.S. program as follows.
ENG101___X__
English Elective___ENG121__ Technical Writing
Humanities Elective___COM102__ Interpersonal Communication

Social Science Elective (6 cr)___X_____
*(not English)
Math/Science_MAT112 Technical Mathematics I and PHY112 Technical Physics I_____
*2 Math and/or Lab Science courses
P.E. (2 cr.)___X__
Freshman Seminar (1.5 cr.)__X___

8. Explain how learning outcomes in general education courses align with or support programmatic learning outcomes.

ENG121, COM102 align with programmatic learning outcome
1. Communicate effectively in written and oral formats.

MAT112 and PHY112 align with programmatic learning outcomes
2. Interpret, analyze, assess and evaluate technical materials
3. Effectively design, diagnose and service heating, ventilation, air conditioning and refrigeration (HVAC/R) products and systems

Mathematics and physics skills are needed in the evaluation of technical materials and the design, diagnosis and service for products and systems.

9. Does the program sponsor a student club or organization? Yes ___X___ No _____

If yes, what are the intended outcomes of student participation in this organization, and to what extent are these outcomes being achieved?

The primary intended outcome of the club is social interaction of students with each other and the community HVAC/R industry. The student club is achieving this goal.

10. Peer Institutions

a. Identify a group of peer institutions (preferably SUNY units) that offer a similar program.

There are no A.A.S. programs or certificate programs in the SUNY system. Ferris State University in Big Rapids, MI offers an A.A.S. degree in HAC/R Technology. Their program outline and description can be found at http://catalog.ferris.edu/catalog1213/programs/230/.

b. How does the SCCC curriculum compare to the curricula of these programs at the peer institutions?

The curriculum of the SCCC program is similar to the curricula of other institutions that offer an AAS in HVAC/R.

It should be noted that there are no local institutions that offer an AAS in HVAC/R.

The A.A.S. program at Ferris State University is similar in scope as the program offered at SCCC. Ferris requires 40 credits in the major of study, while SCCC requires 35 credits.

The corresponding pages from the Ferris Catalog is in Appendix J.

11. Instructional Methods and Modalities

a. List new instructional methods that have been implemented since the last review.

Since the beginning of the program, software has been added for the laboratories. Manual J Spreadsheets are used to create heat gain and

heat loss reports for residential structure. Elite software products are used to evaluate the air side of air conditioning systems. Elite software products are used to create project estimates and proposals.

b. Provide examples of how programmatic faculty integrate electronic or digital products and systems into the curriculum.

HVAC/R simulation software (multiple vendors) is used to diagnose, troubleshoot and understand system operation.

Videos are used to supplement classroom instruction.

Manual J Spreadsheets are used to create heat gain and heat loss reports for residential structure.

Elite software products are used to evaluate the air side of air conditioning systems.

Elite software products are used to create project estimates and proposals.

c. Identify any courses in the major that are being offered in a distance-education format, and specify what formats are being used. If faculty do not believe that these formats are applicable to this program, explain why.

Distance education format is offered for the following classes:

ENG 101
ENG 121
COL 101

Classes in the major require extensive hands-on learning and demonstration. Distance-learning is not appropriate for these classes.

d. If courses are being offered in distance-education formats, discuss

assessments of these formats with respect to how they compare with traditional formats.

No courses in the major are offered in distance-education format.

Assessments

A. Append Program's Assessment Plan Appendix E

B. Programmatic Assessments

1. Discuss the process that guided the development of the program's assessment plan.

Previous to this program review, faculty met informally on a weekly to bi-weekly basis. The program was assessed on a problem-solving basis. For example, if faculty teaching a higher level course found that students were not fully prepared on a topic taught in a lower level course, faculty met and increased the assignments or time spent on that topic.

Now, all faculty will assess the curriculum as a whole on a yearly basis. Faculty meetings will be formalized and minutes taken.

Feedback from students, graduates and employers has always been solicited and noted informally. The program will shift to the development of formal surveys. The surveys will be assessed yearly, at the end of the fall semester for the previous year.

All faculty have been involved in professional development activities and have shared what they learned informally. A professional development plan is being developed so that faculty may document their activities and have a written record of the program's activities as a whole.

2. What changes have been implemented as a result of programmatic assessment?

Programmatic assessment has made faculty aware of the need to document their meetings and professional activities. Formal assessment of curriculum and feedback methods from students, graduates and employers. Meetings will be scheduled for these purposes and minutes recorded.

3. Identify desired changes as a result of programmatic assessment that have yet to take place.

Over time, data collected from surveys and student performance can be used to track trends in the effectiveness of teaching methods and the curriculum to implement long-term planning for improvement of the program.

4. What changes, if any, in the programmatic assessment process are deemed desirable?

The main goal at this time is to formalize and document administrative activities that faculty have been doing through the years informally to further focus curriculum and program effectiveness.

C. Assessment Summary for Learning Outcomes — Complete Assessment Summary Form (Appendix F)

Students

A. Report target goals for admissions. Discuss trends in application numbers.

The applicant pool is roughly equal to the number of available seats, 24 seats.

Admissions department handles the matriculation process for the program.

Increasing class size may be possible in the future by increasing classes to evenings or weekends but faculty availability limits expansion.

See Section IV. D. 4. Examine Course Divisions for future expansion. Ways to expand the class and better utilize faculty resources is a long term goal of the program.

B. Is this a new program or a program that has undergone a major revision since the last program review? Yes _____ No X

If yes, discuss how actual enrollments compare with those that were projected in the new-program or program-revision proposal. Explain any discrepancies.

N/A

C. Describe full-time and part-time enrollment trends since the last program review. Compare them to enrollment trends at the college and enrollment trends at peer institutions.

Program is designed to be part time. Some students opt to complete the program in four semesters. In the future, it may be desirable to implement a full-time curriculum. This is dependent on enrollment trends and student needs. Most students are full time workers coming for continuing education in their fields of practice.

D. Report annual graduation rates since the last program review. How do these rates relate to student profiles, admissions criteria, or other relevant factors? Compare graduation rates to those of similar programs at the college and to those of peer institutions. Identify factors that contribute to or impede successful completion of the program.

Because the numbers of students in the program are relatively small, the graduation and persistence rates vary widely, with one or two students differing each year affecting rates significantly. Graduation rates regularly vary between 27-50% (see Appendix G for more detailed information). As discussed later, more students in the program started their college careers in developmental studies, which may affect completion rates, as might the changeable economy and student financial burden.

Monroe Community College is the only community college in New York offering an A.A.S. in HVACR. Erie Community college offers an on-line certificate. Other programs across the country that are representative of this curriculum include Spartanburg Community College (SC), Tri-County Community College (SC), Vista College (TX), Redstone College (CO), Ivy Tech Community College (IN) and Ferris College (MI).

Curriculum construction and content is similar among all these programs. The SCCC program is current and similar to them.

The main obstacle to completing the program is the fact that nearly all students in the program work and have financial constraints. One of the long-term goals of the program is to re-recruit students who have had to drop out for these reasons.

Associated with this fiscal concern is that, like the rest of the College, there has been a rise in the numbers of students who begin college study in remedial coursework (see Appendix G). Students beginning college-study in developmental studies has increased in all three areas – reading, writing and mathematics. This may indicate that students have been increasingly underprepared for college level work, but this also extends the time students take to complete their course of study, which has been shown to effect graduation rates.

E. Provide annual transfer rates for those students who have and who have not graduated from the program.

As an A.A.S. program, transfer is not the goal for graduates. Nonetheless, some students have graduated to Ferris College in Michigan with which SCCC has an articulation agreement for their B.S. in HVACR Engineering.

F. Describe the procedures by which students in this program receive advisement. How are students informed about career or transfer opportunities? Discuss any recommended changes in student advisement.

Lead faculty member, chair of the department and dean of the division advise students on a one-on-one basis. An alternative advisement procedure is also found in the faculty advisement and mentoring center of the Grant campus.

There is also the transfer and career center that is available to the students as needed.

Improved methods of referring students to jobs will be addressed in the near future.

G. Identify the means by which the program is being marketed to prospective students.

The program is promoted through flyers, high school open house events and admissions department outreach events.

The program has a relationship with the Oil Heat Institute. They utilize our space for classes when the facility is not being used. SCCC faculty members address the attendees of these sessions to alert them to the College's HVAC/R offerings.

Faculty members attend college open house events.

H. Have surveys been administered to current students, graduates, or employers? Yes _____ No X

If yes, identify the surveys used, and discuss the results of these surveys with respect to future plans for the program.

Drafts for Student, Graduate and Employer surveys are in Appendix A. Once approved, these will be implemented starting in the fall 2013 and Spring 2014. Faculty will use the data collected from these surveys to identify program strengths and weaknesses. Conclusions from the surveys will be used in Curriculum Assessment meetings to identify areas that should be updated.

I. Append statistics concerning students. Appendix G

Resources

A. Review and analyze data provided by the library, and discuss (1) the availability, (2) the relevance, and (3) the quality of collections and online databases.

We currently have approximately 50 HVAC/R-books in the reserve section of the library. These books are not for distribution and must be viewed in the library. These books are adequate for the courses we are teaching.

Links to industry websites are made available to students. Students may utilize SCCC computers to access these sites.

The libraries maintain a varied and comprehensive set of resources for the HVAC program, which allows students to access materials both in the libraries themselves and on-line. Please see Appendix H for a list of resources available.

B. Comment on the extent of student and faculty use of the library collections and online databases. Do programmatic courses require library research? If

so, provide examples. Comment on the accessibility of the library to students and faculty. To what extent do faculty refer students to the library?

Students and faculty have access to online library services at all times. Students are assigned projects and reports for which the library has ample resources.

C. Comment on the availability, adequacy, and use of learning tools such as computer software, instructional media, and laboratories, studios, etc.

Students and faculty have access to online library services at all times. HVAC/R program-specific software programs are available to the students both in class and outside of class.

D. Evaluate the integration of the academic computing labs and academic skills centers into programmatic coursework.

As needed, students are referred to the Academic Skills Center for assistance with writing, math skills and paper preparation.

E. Discuss the adequacy of (1) instructional space, (2) office space, (3) supplies, and (4) equipment for the program. Prioritize the program's needs in these areas.

Adequate Adequate At this time, the current budget is adequate to meet the need for consumable items utilized by the program. The Program Coordinator requests materials needed on a yearly basis. Adequate at this time. Due to rapidly changing technology in the field, it is expected that equipment (and software) be purchased for the program be purchased regularly, every 2-4 years.

Supplies and equipment are performed by the lead faculty member. The related budget management is handled by the department chair.

F. Append Library Data Package Appendix H

Personnel

A. Report the number of full-time and part-time faculty, professional staff, and clerical staff in the program. Note any changes that have occurred in these numbers since the last program review, and state how these changes have affected the program.

1 Full-time faculty member
6 part-time faculty

There are three, part-time clerical staff members, who are each in the office 4 hours a day, with the exception of Fridays. The office staff assists both the HVAC/R and Manufacturing Technologies programs.

B. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) evening/weekend sections, and (3) total sections is taught by full-time faculty? Does the program require additional full-time faculty? If so, explain why. Comment on the need, if any, for additional professional or clerical staff.

There is one full-time Program Coordinator and five part-time adjuncts.

The full-time faculty member teaches 50% of classes and adjuncts teach 50%.

At this time, the full-time faculty member is teaching 23 contact hours per semester (four sections laboratory courses). Based on this situation, an additional full-time faculty member is warranted.

Additional clerical assistance is needed at this time as clerical staff work for more than one program. The assessment processes, especially regarding surveys, are implemented, additional hours will be essential to distribute surveys, collect and tabulate data.

C. How do program faculty improve their teaching skills and stay current in their discipline? Provide examples of professional development activities by program faculty and professional staff over the past six years.

Faculty in this program are very active in the HVACR world and do multiple projects. The Program Coordinator has been a major editor for one of the primary HVAC text books used across the country. Adjunct faculty are all active in the field.

A professional development plan will be implemented to document these activities so that the program has documentation of faculty work outside the college. The standard responsibilities of the faculty, to stay current with their line of field are done by documenting educational conferences and activities in which they participate.

Program Vision

Present a recommended vision of where the program-review committee would like to see the program be in ten years from now. Indicate what might be required to realize this vision.

2014-15: Implement student, graduate and employer surveys
Begin yearly Curriculum Evaluation
Implement Faculty Development Plan
Formalize program documentation (faculty minutes, assessment tasks)
Investigate program expansion strategies

2015-16 Begin assessment of surveys
Initiate the use of survey data in Curriculum Evaluation
Identify strategic plans for the program's next five years
Prepare for next Program Review
Develop program expansion plan/ submit necessary proposals

2016-18	Identify long-term trends Assess and update Program Assessment Plan Assess and update surveys as needed Complete next Program Review Complete expansion plan
2018-23	Use updated Assessment Plan to prepare for next Program Review Finalize expansion

Major Findings and Recommendations

A. State the major findings of this program review.

Faculty meetings have been informal and not documented
Feedback from students, graduates and employers has been informal and not systematic
Updating the curriculum and program outcomes has been done on an as-needed basis
Faculty have done extensive work outside of the program but it has not been documented and no guidelines for faculty development have been used
Curriculum has been updated on an as-needed basis and by faculty teaching courses
HVA 111 is taught in a way that causes confusion for the students due to the sequencing of information presented.
Expansion of the program has been limited by faculty availability

B. Based on these findings, list specific recommendations.

	Recommendations	Assessment Findings Supporting Each Recommendation
1.	Schedule faculty meetings and take minutes	Faculty meetings have been informal and not documented
2.	Implement Student, Graduate and Employer surveys on a yearly basis and collected data will be used in Program Assessment	Feedback from students, graduates and employers has been informal and not systematic
3.	Initiate a Faculty Professional Development Plan to document faculty activities and provide guidelines	Updating the curriculum and program outcomes has been done on an as-needed basis
4.	Schedule formal Curriculum	Faculty have done extensive work

	Evaluation meetings by faculty and document with minutes. Use data from surveys to update the curriculum.	outside of the program but it has not been documented and no guidelines for faculty development have been used
5.	Perform Program Review will every three years with all faculty participating in the process.	This is the first Program Review since the program was started ten years ago
6.	Develop Introductory Course	HVA 111 is taught in a way that causes confusion for the students due to the sequencing of information presented.
7.	Faculty and administration will explore ways to expand the program	Expansion of the program has been limited by faculty availability

C. Provide a tentative plan for acting on these recommendations. Appendix I

D. Discuss elements that were identified as program best practices.

Program Coordinator has edited and published a textbook that is used nationally
Adjunct faculty continue to work in the field and bring their expertise to the classroom
Faculty individually have pursued program development activities
There has been good communication among faculty
Faculty have used their experience and education to upgrade their courses frequently
There have been extensive community initiatives
The curriculum reflects national trends and is similar in structure to other program s at similar institutions

E. Who will have responsibility for preparing and submitting annual status reports concerning the implementation of these recommendations? *Annual status updates are to be submitted to the Office of Academic and Student Affairs by June 15 of each year, beginning with the year following the submission of the self-study.*

Lead Faculty Member ,Chair of department and assoc. academic

dean

F. Comment on the program-review process. What worked well? What could have been done to improve the process?

Since the beginning of the program, individual professors have attended to their courses and made continuous improvements "from the bottom up." The hardest part about the process was updating the Mission Statement, Programmatic Non-Learning Goals and Learning Goals and implementing changes "from the top down." It will improve the process in the future to work on the program with both ends in mind.

APPENDICES

Appendix A

Student, Graduate, and Employer Surveys

Questions for Student Survey (Draft)

1. Were the course objectives clearly stated and met?
2. Was the pace of the semester appropriate for your learning needs?
3. Was there an adequate balance of theory and hands on work?
4. Was your instructor knowledgeable about the topics covered this semester?
5. Was your instructor adequately prepared to conduct class on a daily basis?
6. Did your classes start and end at the scheduled times?
7. What adjectives would you use to describe the best parts of the semester?
8. What adjectives would you use to describe the worst parts of the semester?
9. What could your instructor have done better this semester?
10. Would you feel comfortable recommending this instructor to your friends and/or classmates who would need to take this course in the future?
11. Did your instructor address your concerns to your satisfaction?
12. Did your instructor answer your classroom questions to your satisfaction?
13. Did this course meet your expectations?

Questions for Graduate Survey (Draft)

1. Do you feel that the program has adequately prepared you to enter the workforce?
2. Has the program met your expectations?
3. If you had the authority to do so, what would you change about the program to make it better?
4. Was the pace of the program too fast, too slow or just right?

5. How likely are you to recommend the program to your friends?
6. Was the "program" environment conducive to learning?
7. What are some of the highlights of the program?
8. What parts of the program did you not like?

Questions for Employer Survey (Draft)

1. Has the program adequately trained our graduate to become a valuable member of your organization?
2. Is our recent graduate aware of, and does he/she employ safe field practices?
3. Does our recent graduate exhibit the personal/soft skills (professionalism, cleanliness, attitude, etc.) that you desire?
4. What do you think that our recent graduate is lacking with regards to technical training and knowledge?
5. Is our recent graduate a team player who works well with his/her coworkers and supervisors?
6. What technician certifications/credentials would you like to see our graduates possess before applying to your organization?
7. How likely are you to hire future graduates from the program?
8. Based on the performance of our recent graduate, how likely are you recommend Suffolk's HVAC/R program to your colleagues as a source for new employees?

Appendix B

Advisory Committee Minutes

HVAC ADVISORY BOARD MEETING

04/14/13

Present:
Eugene Silberstein
Hector Sepulveda
John Jerome
James Keane
Paul Cooper
Joseph Fraccalvieri

Hector Sepulveda introduces Campus Executive Dean, James Keane.

Dr. Keane spoke of HS rates and the college's enrollment, saying that we need to be more proactive on this issue since there is a leveling off based on HS retention graduation rates. He also spoke about the new library scheduled to be built, which will be the centerpiece of the campus along with the fact that there are struggles and challenges facing all at the college due to budget constraints.

Hector Sepulveda then spoke about how mathematics can be a problem for some students who wish to enroll in the HVA-R program and that there should be some kind of program for developmental students, such as a summer program to prepare them for the upcoming semester.

The FAC, Faculty Advising Center, is where students would meet with Eugene Silberstein for advising for their classes. He then congratulated Eugene Silberstein for creating the partnership with Daikin McQuay, a company that has donated equipment to the college that helps train individuals here at the college with a new system.

Eugene Silbertein then spoke about his trip to Germany in March where he attended the International Sanitation Heating Expo. He took many pictures and explained the layout of ISHE. While there, he learned more about Sustainable Energy, Fan Walls, Thermal Imaging, Ventilation and Filtration, Flow Tools, Filters, Rooftop Economizers, Heat Recovery, Radiators, Residential Oil Burners, Wastewater Heat Recovery. He spoke about how advanced the Germans are with their electricity. i.e. In their hotel rooms, you need a key to turn on the electric, an escalator operates in on/off mode, not constantly

running. One of the reasons why Germany is 10 years ahead of us is the fact that they pay $10 per gallon for oil.

He then thanked Ken Mueller of Daikin McQuay for their equipment donation saying that the equipment is here.

Community Outreach

According to Eugene, there are 12 internships, 4 of them in industry. There have been 4 job offers for students, of the 4, 2 were taken.

There are trips scheduled for the students, one at Apple Ice in Deer Park, another at Norris Foods in Bohemia. On May 8th, there is a tour of Southside Hospital's facilities.

There is a community outreach organization in Central Islip, Oil Heat Cares, that provides replacement of home heating appliances to needy families. This organization teams with oil heat professionals in all aspects of the industry and provides educational opportunities by having students work side by side with industry professionals.

Habitat for Humanity was contacted by the department to offer their services. To date, there has been no outcome. Different ways to market the program were discussed, such as advertising and political outreach (LI Geothermal Energy Organization). It was agreed that there should be knowledge in all areas of the industry and possibly letter campaigns should take place.

Hector Sepulveda said he felt the best way to publicize is to have involvement in the communities. He reminded the group that if they come up with any more ideas, they can call the office and not wait until the next board meeting. He also suggested going into COL101 classes to promote the program to first semester students.

Eugene Silberstein stated that the students are eager to learn and involvement in the communities could only help them and get the word out.

A discussion then started about the HVA-R program and its job placement opportunities. It was pointed out that there are internships involved in the program and if the company is happy with the student intern, they most likely would hire them if a job opening becomes available. However, commercial trade schools such as Branford Hall and Apex that advertise that once the schooling is completed, those students would have lifetime job placement which the college does not provide. Someone pointed out that he had a Branford Hall graduate working with him and the person knew absolutely nothing, was no good. It was felt that these trade schools have a connection with the unemployment offices (JTPA/VESID also) and that personnel steer their clients to these trade schools whether they are suited to the particular industry or not. The trade schools are more concerned with the tuition that is paid to them than the caliber of education the students receive. Some graduates from these schools are not properly trained. Eugene Silberstein

stated that when he interviews a student for the program, he will be honest with them if he feels they may not be a good fit for the program and doesn't lead them on.

SCCC's image was spoken of concerning their recruiting efforts. Someone suggested that the college advertising should stress that after getting their degree at SCCC, they can then go on to get their Bachelor's. However, it was also agreed that once you're in, it's hard to pursue a further degree due to long work hours.

Ken Mueller spoke about earning potential and mentioned Ferris State University in Michigan, which has an HVAC-R Bachelor's program.

A discussion then started regarding SCCC's policy regarding matriculation status and prerequisites and taking "ala carte" courses. Could classes be taken by interested parties as non-matriculating students, in other words, take courses without technically being in the program? Hector Sepulveda then noted that a class cannot be held if there aren't enough students to fill it. It was then asked if a regular class doesn't fill up, could those extra seats be taken by non-matriculating students. Eugene Silberstein then discussed challenge exams and how it would be possible for students to take them, if qualified.

Someone also asked about auditing a class and it was explained that auditing a class still means that the student would have to pay for it but they would receive no credit for it.

Appendix C

Course Syllabi

SUFFOLK COUNTY COMMUNITY COLLEGE
ABBREVIATED
COLLEGE COURSE SYLLABUS

Course Number and Title:

HVA111: Computer Applications in Technology

Catalog Description:

Computer Applications in Technology is a comprehensive computer course designed for technology students. Interactive laboratory and lecture sessions provide students with skills needed to analyze and present solutions to engineering design challenges. This course emphasizes how word processing, presentation and spreadsheet tools are used for engineering, statistical and numeric applications.
As part of the HVA111 course, students will be exposed to specialized refrigeration simulation software that will enable the student to develop/improve refrigeration system troubleshooting techniques. Using this specialized software package, students will take system pressure and temperature readings in an effort to identify system faults. Students will then make the necessary repairs to the system in order to put the system back in good working order. Students will use the software to troubleshoot both mechanical and electrical problems commonly encountered in the field.

III. *Learning Outcomes: (Main concepts, principles, and skills you want students to learn from this course) The Learning Outcomes listed here should be considered the minimum core outcomes for the course. Many other learning outcomes may also be a part of the learning experience within the course.

Upon completion of this course, students will be able to:

1. Become proficient in the use of MICROSFT OFFICE programs including WORD, POWERPOINT, ACCESS and EXCEL.

2. Become proficient in the use of WINDOWS and INTERNET EXPLORER.

3. Properly diagnose and service residential and light commercial air conditioning and refrigeration systems.

4. Use meters, gauges, computer software and other diagnostic instruments to effectively and accurately identify system problems.

5. Develop interpersonal and customer service skills that are essential in our service-oriented industry.

*These statements must appear verbatim in course outlines. However, additional outcomes may be added to individual course outlines at the instructor's discretion.

Revised 1/10

Name of Discipline Lead: Eugene Silberstein
Discipline Vote:
For___1_____ Against_____0__ Abstention____0_____
Date of Vote: 10/11/2010
_ WFC 10/13/10 Certification of Vote by AVP of Academic Affairs
_TG 12-13-10 Certification of Vote by College Curriculum Chair

SUFFOLK COUNTY COMMUNITY COLLEGE
ABBREVIATED
COLLEGE COURSE SYLLABUS

I. Course Number and Title:

HVA131: Refrigeration and Air Conditioning Systems

II. Catalog Description:

This course provides the student with a fundamental knowledge of air conditioning and refrigeration theory. The student will develop job-entry knowledge for operating, installing, maintaining and repairing automatic refrigeration and air conditioning systems. Through the use of refrigeration trainers that the students construct, practical experience will be gained with respect to leak detection, system evacuation, system charging and evaluation. In addition, the student will obtain a working knowledge of basic electricity by studying atomic and electrical theory and constructing and evaluating simple electric circuits.
*Learning Outcomes: (Main concepts, principles, and skills you want students to learn from this course) The Learning Outcomes listed here should be considered the minimum core outcomes for the course. Many other learning outcomes may also be a part of the learning experience within the course.

Upon completion of this course, students will be able to:

1. Understand the basic vapor-compression refrigeration cycle

2. Be able to interpret data that are gathered from gauge manifolds, thermometers and pressure/temperature charts.

3. Be able to discuss the operation of the four main components in the basic vapor-compression refrigeration system

4. Be able to plot an air conditioning or refrigeration system on a pressure enthalpy (Mollier) diagram

5. Determine properties of air by using the psychrometric chart

6. Perform piping operations on copper tubing such as cutting, reaming, flaring, swaging, soldering and brazing.
7. Learn the importance of being a team player
8. Construct and evaluate the operation of basic electrical circuits
9. Be able to use pieces of electrical test equipment to determine circuit characteristics such as voltage, current and resistance.
10. Construct and operate a refrigeration system that utilizes capillary tubes, automatic expansion valves and thermostatic expansion valves.
11. Learn to properly handle and work with refrigerants.
12. Be able to leak check, evacuate and charge refrigeration systems
13. Prepare detailed and accurate laboratory reports

*These statements must appear verbatim in course outlines. However, additional outcomes may be added to individual course outlines at the instructor's discretion.

Revised 1/10

Name of Discipline Lead: Eugene Silberstein
Discipline Vote:
For___1_____ Against_____0__ Abstention____0_____
Date of Vote: 10/11/2010
_ WFC 10/13/10 Certification of Vote by AVP of Academic Affairs
_TG 12-13-10 Certification of Vote by College Curriculum Chair

SUFFOLK COUNTY COMMUNITY COLLEGE
ABBREVIATED
COLLEGE COURSE SYLLABUS

I. Course Number and Title:

HVA141: Heating Systems

II. Catalog Description:

This course provides the student with fundamental knowledge of heating systems relying on fossil fuels such as gas and oil as well as reverse-cycle refrigeration (heat pumps). The student will develop a working knowledge to operate, install, repair and maintain these systems. Through the use of classroom trainers and heating equipment located on campus, practical experience will be gained with respect to combustion, combustion analysis, venting, boiler operation, boiler troubleshooting and evaluation. In addition, the student will continue to build on his/her knowledge of electricity by studying the controls and circuitry that enable these systems to operate in a safe and efficient manner.

III. *Learning Outcomes: *(Main concepts, principles, and skills you want students to learn from this course) The Learning Outcomes listed here should be considered the minimum core outcomes for the course. Many other learning outcomes may also be a part of the learning experience within the course.*

Upon completion of this course, students will be able to:

1. Understand the basic vapor-compression heat pump cycle
2. Troubleshoot electrical and mechanical portions of a heat pump system
3. Explain the processes of fossil fuel refinement and combustion
4. Test systems for proper combustion
5. Evaluate the products of combustion
6. Determine proper venting strategies for various heating systems
7. Explain the operation of gas and oil-fired boilers
8. Fabricate piping layouts for gas furnaces
9. Evaluate the electric circuits in a gas furnace
10. Disassemble and reassemble oil burners
11. Evaluate oil burner components
12. Layout a hydronic heating system

*These statements must appear verbatim in course outlines. However, additional outcomes may be added to individual course outlines at the instructor's discretion.

Revised 1/10

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Name of Discipline Lead: Eugene Silberstein
Discipline Vote:
For___1_____ Against_____0__ Abstention____0_____
Date of Vote: 10/11/2010
_ WFC 10/13/10 Certification of Vote by AVP of Academic Affairs

_TG 12-13-10 Certification of Vote by College Curriculum Chair

SUFFOLK COUNTY COMMUNITY COLLEGE
ABBREVIATED
COLLEGE COURSE SYLLABUS

I. Course Number and Title:

HVA222: HVAC/R Control Systems

II. Catalog Description:

This course covers electrical and solid-state devices used to control the operation of air conditioning, heating and refrigeration systems. Students will construct and evaluate circuits and their components to gain a solid understanding of how various components function together to provide the desired system operation. Students will troubleshoot components and design control systems based on projects assigned in class.

III. *Learning Outcomes: *(Main concepts, principles, and skills you want students to learn from this course) The Learning Outcomes listed here should be considered the minimum core outcomes for the course. Many other learning outcomes may also be a part of the learning experience within the course.*

Upon completion of this course, students will be able to:

1. Identify and describe the various control components found in refrigeration, air conditioning and heating systems
2. Evaluate/troubleshoot control systems by using various pieces of test equipment
3. Design control systems to achieve the desired system operation

*These statements must appear verbatim in course outlines. However, additional outcomes may be added to individual course outlines at the instructor's discretion.

Revised 1/10

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Name of Discipline Lead: Eugene Silberstein
Discipline Vote:
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SUFFOLK COUNTY COMMUNITY COLLEGE
ABBREVIATED
COLLEGE COURSE SYLLABUS

I. Course Number and Title:

HVA232: Commercial Air Conditioning and Refrigeration Systems

II. Catalog Description:

This course covers commercial air conditioning, heating and refrigeration systems. Emphasis on installation, servicing, troubleshooting as well as air distribution systems, psychrometrics, water-cooled equipment, cooling towers and chillers.

III. *Learning Outcomes: (Main concepts, principles, and skills you want students to learn from this course) The Learning Outcomes listed here should be considered the minimum core outcomes for the course. Many other learning outcomes may also be a part of the learning experience within the course.

Upon completion of this course, students will be able to:

1. Properly plot an air conditioning system on a pressure enthalpy chart
2. Properly plot the air side of an air conditioning system on a psychrometric chart
3. Evaluate the links between the pressure-enthalpy and psychrometric plots
4. Determine the energy efficiency rating (EER) of an air conditioning system using the psychrometric chart and pressure-enthalpy diagram.
5. Read and interpret blueprints
6. Layout air distribution (duct) systems
7. Layout duct sections in a sheet metal fabrication shop
8. Construct sections of ductwork in a sheet metal fabrication shop
9. Join sections of duct material
10. Explain the operation and service of chilled water systems
11. Explain the concept of free cooling
12. Adjust belts and pulleys on belt-driven air delivery systems
13. Take motor speed and air velocity readings on belt-driven air delivery systems
14. Establish relationships between blower speed and air volume delivery rates
15. Describe the various components found on commercial refrigeration systems
16. Describe the operation of a cascade refrigeration system
17. Describe the operation of an absorption air conditioning system

*These statements must appear verbatim in course outlines. However, additional outcomes may be added to individual course outlines at the instructor's discretion.

Revised 1/10

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SUFFOLK COUNTY COMMUNITY COLLEGE
ABBREVIATED
COLLEGE COURSE SYLLABUS

I. Course Number and Title:

HVA242: HVAC/R Diagnostics and Servicing

II. Catalog Description:

This course provides the student with an in depth perspective of systematic troubleshooting and diagnostic methods. Emphasis is placed on evaluating the requirements for corrective action and identifying the initial cause for system failure, not necessarily the effect or effects that may result from the failure. Service emphasis for residential air conditioning and light commercial refrigeration, heating and air conditioning systems is covered. In addition to the mechanical and electrical troubleshooting processes, emphasis is also placed on the technician's responsibility to the customer and colleagues to maintain a professional and courteous attitude in the work environment.

III. *Learning Outcomes: (Main concepts, principles, and skills you want students to learn from this course) The Learning Outcomes listed here should be considered the minimum core outcomes for the course. Many other learning outcomes may also be a part of the learning experience within the course.

Upon completion of this course, students will be able to:

1. Properly diagnose and service residential and light commercial air conditioning and refrigeration systems

2. Use meters, gauges, computer software and other diagnostic instruments to effectively and accurately identify system problems
3. Develop interpersonal and customer service skills that are essential in our service-oriented industry

*These statements must appear verbatim in course outlines. However, additional outcomes may be added to individual course outlines at the instructor's discretion.

Revised 1/10

Name of Discipline Lead: Eugene Silberstein
Discipline Vote:
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Date of Vote: 10/11/2010
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SUFFOLK COUNTY COMMUNITY COLLEGE
ABBREVIATED
COLLEGE COURSE SYLLABUS

I. Course Number and Title:

HVA252: HVAC/R System Design

II. Catalog Description:

The HVAC/R system design course gives the student the opportunity to complete the necessary calculations, drawings and proposals to execute three major design projects. These projects will include a complete heating and cooling load calculation of a residence using Manual J, a complete duct system design using Manual D and a complete heating /cooling system for use in a residential application. As part of the final project, students will utilize manufacturers' literature and design aids to prepare a complete heat gain/heat loss evaluation and job proposal for the installation of a complete heating and cooling system utilizing a split air conditioning system as well as a fossil fuel-fired heating system that will incorporate with baseboard or radian heat.

III. *Learning Outcomes: (Main concepts, principles, and skills you want students to learn from this course) The Learning Outcomes listed here should be considered the minimum core outcomes for the course. Many other learning outcomes may also be a part of the learning experience within the course.

Upon completion of this course, students will be able to:

1. Perform a complete load calculation on a residential structure using Manual J
2. Design a complete air distribution system using Manual D
3. Evaluate air distribution systems with respect to noise, friction and air leakage
4. Design hydronic heating systems utilizing steam or hot water
5. Design radiant heating systems
6. Compile a complete proposal package for a residential structure

*These statements must appear verbatim in course outlines. However, additional outcomes may be added to individual course outlines at the instructor's discretion.

Revised 1/10

Name of Discipline Lead: Eugene Silberstein
Discipline Vote:
For___1_____ Against_____0__ Abstention____0_____
Date of Vote: 10/11/2010
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_TG 12-13-10 Certification of Vote by College Curriculum Chair

SUFFOLK COUNTY COMMUNITY COLLEGE
ABBREVIATED
COLLEGE COURSE SYLLABUS

I. Course Number and Title:

HVA260: HVAC/R Diagnostics and Servicing

II. Catalog Description:
The HVAC/R Internship provides supervised, real-world experience with carefully selected HVAC/R contractors. Through required weekly seminars, students receive instruction on topics related to employment environment while obtaining practical work experience. The weekly meetings will be comprised mainly of group discussion and role play exercises intended to bring life to the long-used adage about putting yourself in another's shoes.

III. *Learning Outcomes: (Main concepts, principles, and skills you want students to learn from this course) The Learning Outcomes listed here should be considered the minimum core outcomes for the course. Many other learning outcomes may also be a part of the learning experience within the course.

Upon completion of this course, students will be able to:

1. Complete a successful service call
2. Maintain good working relationships with other employees in their organization
3. Maintain good employer/employee relationships on the job
4. Evaluate job-related situations in an objective manner
5. Explain and demonstrate the importance of personal appearance
6. Prepare job-related paperwork in a professional manner
7. Evaluate one's own abilities and limitations
8. Understand the importance of proper truck maintenance
9. Understand the importance of staying healthy on the job
10. Discuss the methods of resolving conflict on the job

*These statements must appear verbatim in course outlines. However, additional outcomes may be added to individual course outlines at the instructor's discretion.

Revised 1/10

Name of Discipline Lead: Eugene Silberstein
Discipline Vote:
For___1_____ Against_____0__ Abstention____0_____
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Appendix D

Curriculum Map

Curriculum Map 1

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: I (introduced by instructor), R (reinforced by instructor), or P (practiced by students). Identify courses in which the objective is being assessed with the letter A. Multiple letters may be appropriate for any single course.

Intended Program Student-Learning Outcome: Communicate effectively in written and oral formats				
Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Students will assess the operating conditions and potential problems with HVAC/R systems.	Students will formulate and justify opinions as to the best action plan for the design, installation and/or repair of HVAC/R equipment.	Students will produce written reports and projects that reflect an understanding of various service, design and system evaluation topics.	Students will create and design unique control systems to demonstrate mastery of system controls and how these devices interact with each other.	Students will prepare and deliver presentations on a variety of HVAC/R topics to demonstrate mastery these topics.

Objective	Courses														
	111	131	141	222	232	242	252	260							
1.	IAP	IPRA	IPRA	PRA	PRA	PRA	--	--							
2.	--	IPRA	IPRA	--	PRA	IPRA	IPRA	--							
3.	IPRA	IPRA	IPRA	IPRA	PRA	IPRA	IPRA	PRA							
4.	--	IPRA	IPRA	IPRA	--	PRA	IPRA	--							
5.	IPRA	IPRA	IPRA	IPRA	PRA	IPRA	IPRA	PRA							

Curriculum Map 2

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: I (introduced by instructor), R (reinforced by instructor), or P (practiced by students). Identify courses in which the objective is being assessed with the letter A. Multiple letters may be appropriate for any single course.

Intended Program Student-Learning Outcome: Interpret, analyze and evaluate technical materials			
Objective 1	Objective 2	Objective 3	Objective 4
Students will utilize technical data to properly install, replace and/or diagnose HVAC/R systems and components.	Students will utilize technical data and materials to properly select HVAC/R system components for use in proper system installation.	Students will compare and contrast the benefits and drawbacks of selecting one piece of HVAC/R equipment over another.	Students will utilize technical materials to properly determine and evaluate HVAC/R system capacity and efficiency.

Objective	Courses														
	111	131	141	222	232	242	252	260							
1.	IP	IPRA	IPRA	PRA	PRA	PRA	--	PR							
2.	--	IP	IP	IPR	PRA	IPRA	IPRA	--							
3.	--	IP	IP	IPRA	PRA	IPRA	IPRA	--							
4.	--	IPRA	IPRA	IPRA	PRA	PRA	IPRA	PR							

Curriculum Map 3

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: I (introduced by instructor), R (reinforced by instructor), or P (practiced by students). Identify courses in which the objective is being assessed with the letter A. Multiple letters may be appropriate for any single course.

Intended Program Student-Learning Outcome: Effectively design, diagnose and service heating, ventilation, air conditioning and refrigeration (HVAC/R) products and systems			
Objective 1	Objective 2	Objective 3	Objective 4
Students will create a unique heat gain/heat loss calculation for a residential structure, which will be used to properly select the HVAC/R equipment to be used for a particular application.	Using proper pieces of test equipment, the students will properly install, replace and diagnose HVAC/R systems and components.	Students will properly select HVAC/R system components for use in proper system installation.	Students will determine and evaluate HVAC/R system capacity and efficiency.

Objective	Courses														
	111	131	141	222	232	242	252	260							
1.	IP	IPRA	IPRA	PRA	PRA	PRA	--	PR							
2.	--	IP	IP	IPR	PRA	IPRA	IPRA	--							
3.	--	IP	IP	IPRA	PRA	IPRA	IPRA	--							
4.	--	IPRA	IPRA	IPRA	PRA	PRA	IPRA	PR							

Curriculum Map 4

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: I (introduced by instructor), R (reinforced by instructor), or P (practiced by students). Identify courses in which the objective is being assessed with the letter A. Multiple letters may be appropriate for any single course.

Intended Program Student-Learning Outcome: Apply microprocessor technology to the HVAC/R field		
Objective 1	Objective 2	Objective 3
Students will compare and contrast the operation and efficiency of microprocessor-controlled and electromechanically-controlled HVAC/R systems.	Students will evaluate the performance of microprocessor-controlled systems using appropriate pieces of test equipment.	Students will troubleshoot electronic control devices found in HVAC/R equipment using the proper pieces of test equipment.

Objective	Courses														
	111	131	141	222	232	242	252	260							
1.	--	IPRA	IPRA	RA	RA	PRA	--	--							
2.	--	IPRA	IPRA	RA	RA	PRA	--	--							
3.	--	IPRA	IPRA	PRA	PRA	PRA	--	--							

Curriculum Map 5

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: I (introduced by instructor), R (reinforced by instructor), or P (practiced by students). Identify courses in which the objective is being assessed with the letter A. Multiple letters may be appropriate for any single course.

Intended Program Student-Learning Outcome: Practice industrial safety related to the HVAC/R field			
Objective 1	Objective 2	Objective 3	Objective 4
Students will describe and practice industry-accepted safety guidelines.	Students will identify and correct unsafe conditions and practices in a controlled-environment.	Students will prepare and present safety-related projects that stress the importance of workplace safety.	Students will employ safety procedures as part of their hands-on practical examinations and their day-to-day labwork.

Objective	Courses														
	111	131	141	222	232	242	252	260							
1.	I	IPRA	IPRA	PRA	PRA	PRA	PR	PR							
2.	--	IPRA	IPRA	PRA	PRA	PRA	PR	PR							
3.	IPRA	PRA	PRA	PRA	PRA	PRA	PR	PR							
4.	--	IPRA	IPRA	PRA	PRA	PRA	PR	PR							

Curriculum Map 6

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: I (introduced by instructor), R (reinforced by instructor), or P (practiced by students). Identify courses in which the objective is being assessed with the letter A. Multiple letters may be appropriate for any single course.

Intended Program Student-Learning Outcome: Employ basic principles of contemporary business management and operations			
Objective 1	Objective 2	Objective 3	Objective 4
Students will create job proposals and bids on simulated projects and assignments.	Students will demonstrate business acceptable behavior with respect to punctuality, dress and attitude.	Students will properly prepare work orders to help ensure proper billing and record keeping.	Students will learn the importance of maintaining inventory and associated records.

Objective	Courses														
	111	131	141	222	232	242	252	260							
1.	IPRA	IPRA	IPRA	PRA	PRA	PRA	PRA	--							
2.	IPRA	IPRA	IPRA	PRA	PRA	PRA	PRA	PRA							
3.	--	I	IPR	PRA	PRA	PRA	PRA	PR							
4.	--	IPRA	IPRA	PRA	PRA	PRA	PR	PR							

Curriculum Map 7

Identify a Program Student-Learning Outcome and the objectives being used to measure achievement of this outcome. List each course required for program completion in the spaces provided. Then, identify those courses in which students are provided opportunities for learning the objectives using the following designations: I (introduced by instructor), R (reinforced by instructor), or P (practiced by students). Identify courses in which the objective is being assessed with the letter A. Multiple letters may be appropriate for any single course.

Intended Program Student-Learning Outcome: Apply knowledge of pre-calculus mathematics, technical physics, and the social sciences to HVAC/R system operations and organizations		
Objective 1	Objective 2	Objective 3
Students will determine air conditioning system efficiency and capacity by interpreting information on pressure enthalpy and psychrometric charts.	Students will utilize steam tables and pressure/temperature charts to evaluate, analyze and interpret the physical properties of air, water and refrigerants.	Students will use industry manuals, such as ACCA Manuals D and J, to evaluate the heat gain and heat loss of a structure as well as air distribution systems and the dynamics of airflow through duct systems.

Objective	Courses														
	111	131	141	222	232	242	252	260							
1.	--	IP	PR	--	PRA	PRA	PRA	--							
2.	--	IPR	PR	--	PRA	PRA	PRA	--							
3.	--	I	R	--	PRA	PRA	PRA	--							

Appendix E

Assessment Plan

Instructional-Program Assessment Plan

Heating, Ventilation, Air Conditioning and Refrigeration (

Name of Program

Spring 2013

Date

Mission Statements

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

Program Mission:

The HVAC program at Suffolk County Community College will provide dependable, industry-accepted hands-on and theory training that stimulates intellectual growth, creates career paths, and serves the needs of the industry.

How does the program's mission support the *Institutional Mission* or the Expanded Statement of Institutional Purpose?

The Program Mission states that the program will create career path advancement by stimulating intellectual growth for students, thus, supporting the college mission of providing economic opportunity through education.

Outcome Goal 1: 1. The program will implement a plan to streamline the internship process.

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
a. The program will have internship assignments completed during the winter-session and summer break to enable the students to start their internships during the first two	Discuss internship sites at each faculty meeting. Call facilities during the summer for commitments.	Documentation of internship sites in faculty meeting minutes. Documentation of sites contacted.	Faculty minutes documenting Old and new sites and an updated list of sites.	Faculty member assigning sites to students will finalize a site list by the end of the fall semester.	Method to be reported on to faculty in Spring 2014	Site list to be entered into faculty meeting minutes	Internship supervising faculty member, all other faculty, academic chair, program clerical support	Faculty, chair and dean of the division Internship Supervisor

weeks of the semester.								
b. Create standard log forms on which the student will track intern hours.	Log to be shared with faculty in Spring 2014 and appended to faculty minutes	Log form to be emailed to all faculty	Faculty will assess the use of the logs each spring	Log form will be presented and updated with faculty each spring	Log form will be presented and updated with faculty each spring	Faculty member supervising the interships is assigned responsibility for the form	Faculty Internship Supervisor supported by all faculty	Faculty, chair and dean of the division Internship Supervisor
c. Create a data base of companies and organizations that have participated in the internship program.	Faculty will present names and contact information to clerical support	Clerical support will email list to all faculty	Faculty will assess internships each spring	Faculty will update the plan yearly as needed	An updated version will be emailed to faculty each semester	Faculty member supervising the interships is assigned responsibility for the database	Faculty Internship Supervisor supported by all faculty	Faculty, chair and dean of the division Internship Supervisor

Outcome Goal 2: 2. The program will develop a means to measure student success and achievement after graduation.

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
a. Produce a survey to assess the progress of the program graduates with regards to their positions, salaries and other related employment data	Identify information needed during faculty meetings.	A database with lists of program graduates' positions, wages and other data	Clerical staff will tabulate data. Faculty will assess the results each fall. Issues that need to be addressed in the curriculum will be taken up in the spring curriculum meeting	The surveys will be sent out every spring by email.	Surveys will be updated every three years in collaboration with Academic Chair and Institutional Effectiveness	Initiate surveys in Spring 2014	Clerical staff	Faculty designee Faculty, chair and dean of the division
b. Generate reports/lists	Collaborate with clerical support to	A database with lists of program	Clerical staff will tabulate	The surveys will be sent out every	Contact list will be updated	Initiate surveys in Spring 2014	Clerical staff	Faculty designee Faculty,

of program graduates which include their latest contact information.	establish a student/ graduate database	graduates' contact information	data. Faculty will assess the results each fall. Issues that need to be addressed in the curriculum will be taken up in the spring curriculum meeting	spring by email.	every fall by clerical staff when new class is admitted			chair and dean of the division
c. Create a means to efficiently tabulate the results of the collected reports.	Collaborate with Institutional Effectiveness and other programs who perform surveys	A policy and procedure statement for survey administration	Faculty will review the policy and procedure each spring and update as necessary	Data will be tabulated each summer	A report will be evaluated by faculty each fall	Initiate first review in Fall 2014	Faculty designee	Faculty designee Faculty, chair and dean of the division

Outcome Goal 3: 3. The program will develop a professional development plan for its faculty members.

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
a. Obtain baseline status of faculty professional development.	Have each faculty member submit a CV	The program files should keep a current CV on each faculty member	Academic Chair will review	Beginning of Spring 2014	Academic Chair will review	Lead faculty member will send out email to all faculty in the fall semester requesting the CV	Academic Chair; a paradigm CV will be sent with instructions	Lead faculty member Faculty, chair and dean of the division
b. Conduct annual meetings with faculty members to discuss and share PD by faculty members to	Discuss in a spring faculty meeting	Faculty minutes should acknowledge receipt of CV; program files will retain hard copy	Academic Chair will review	Beginning of Spring 2014	Academic Chair will review	Discuss in a spring faculty meeting	Academic Chair; a paradigm CV will be sent with instructions	Academic Chair

assist in future PD planning efforts.								

Outcome Goal 4: 4/ The program will develop a plan to streamline the advisement process for its students.

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
a. Assess current practice and present to faculty for input on creating a team-based solution.	Use Curriculum Map to discuss sequence and emphasis of Learning Outcomes with all	Curriculum Map updates proprosed by each faculty member for courses they teach	Use Curriculum Map findings for recommendations. Discuss at Curriculum Evaluation faculty meeting and document consensus.	Spring faculty meeting for that purpose	Assess procedure during Program Review and update	Document assessment decisions and curriculum revisions	All faculty and Academic Chair	Lead faculty member Faculty, chair and dean of the division

	faculty							
b. Create written advisement plan that will appropriately divide work load among faculty members.	Discuss in a fall faculty meeting; appoint a designee to write up or edit policy	Append to faculty minutes	Discuss in a spring faculty meeting; appoint a designee to write up or edit policy	Discuss at fall and spring faculty meeting	Assess procedure during Program Review and update	Document in faculty meeting minutes	All faculty and Academic Chair	Lead faculty member Faculty, chair and dean of the division
c. Assess to ensure that students are receiving adequate advisement services.	Note student problems in faculty meeting minutes	Faculty meeting minutes	Discuss in a spring faculty meeting; appoint a designee to edit policy	Discuss at fall and spring faculty meeting	Assess procedure during Program Review and update	Document in faculty meeting minutes	All faculty and Academic Chair	Lead faculty member Faculty, chair and dean of the division
d. Create a student information sheet	Note student problems in faculty	Note time for faculty to distribute in meeting	Discuss in a spring faculty meeting; appoint a designee to edit	Discuss at fall and spring faculty	Assess procedure during Program	Document in faculty meeting minutes	All faculty and Academic Chair	Lead faculty member Faculty,

indicating what needs to be done prior to advisement to reduce faculty-student interface time.	meeting minutes	minutes	policy	meeting	Review and update			chair and dean of the division

Appendix F

Assessment Summary

1. Faculty will assess curriculum in a faculty meeting each spring using Curriculum Mapping for the courses they teach. They will collaborate using Programmatic Learning Outcomes to update the curriculum as a total faculty and document the changes in faculty meeting minutes.

2. Faculty will assess student, graduate and employer surveys in a faculty meeting each fall to assess issues that need to be assessed in the curriculum or program administration

3. Faculty will self-assess regarding Faculty Development by submitting a Curriculum Vitae documenting their educational and professional activities each year to be kept in program files; the Academic Chair will review these

4. Faculty will assess policy and procedure regarding advisement in a faculty meeting each fall in preparation for advisement in the spring. Later in the semester, they will review how the process went and update as necessary.

5. Faculty will contribute to the Program Review process as a team on a three year cycle. Year 1 is to implement recommendations from the previous Program Review. Year 2 is to itemize Program Review tasks and designate who will perform each task, splitting the tasks among all faculty members. Year 3 is to document the findings and assist a designee in the writing of the document.

A. Identify program improvements made as a result of previous assessments of this major.

This is the first Program Review. Prior to this assessment, the following program strengths have been:

1.	The Program Coordinator has edited an extensive HVACR textbook in use across the country. His work on current developments in the field have resulted in extensive benefit for the program's curriculum.
2.	Adjunct faculty who continue to work in the field have brought their expertise and recommendations for updates to their courses and the program.
3.	Additional content on R-22 replacement options has been added to the program. R-410A air conditioning and refrigeration equipment has been obtained.
4.	The program has added equipment and software that have enhanced instruction.
5.	

B. Major learning outcomes for this program and methods used to assess them.

	Major Learning Outcomes	Methods Used to Assess Them
1.	Communicate effectively in written and oral formats	Oral demonstration and presentation in the laboratories. Written projects, papers and examinations.
2.	Interpret, analyze and evaluate technical materials	Oral demonstration and presentation in the laboratories. Written projects, papers and examinations.
3.	Effectively design, diagnose and service heating, ventilation, air conditioning and refrigeration (HVAC/R) products and systems	Evaluation of laboratory projects. Classroom examination and papers.
4.	Apply microprocessor technology to the HVAC/R field	Evaluation of laboratory projects. Classroom examination and papers.
5.	Practice industrial safety related to the HVAC/R field	Evaluation of laboratory performance. Classroom

		examination.
6.	Employ basic principles of contemporary business management and operations	Evaluation of laboratory performance. Classroom examination.
7.	Apply knowledge of pre-calculus mathematics, technical physics, and the social sciences to HVAC/R system operations and organizations	Evaluation of laboratory performance. Classroom examination.

C. Major Assessment Findings and Actions to be Taken in Addressing Them

The construction of an assessment plan is in process…

As a result of this self study, we have identified the following…

	Major Assessment Findings	Actions to be Taken in Addressing Them
1.	Faculty meetings have been informal on an as-needed basis and have not been documented	Faculty meetings will be scheduled and minutes will be taken
2.	Faculty members have pursued individual professional development but it has not been documented	A Faculty Professional Development Plan will be implemented to document faculty activities and provide guidelines
3.	Student, Graduate and Employer feedback has been informal and not systematic	Student, Graduate and Employer surveys will be given on a yearly basis and collected data will be used in Program Assessment
4.	Curriculum was evaluated informally as needed and did not include all faculty	Formal Curriculum Evaluation meetings will be held by faculty and documented with minutes. Data from surveys will be assessed and used to update the curriculum.
5.	Program Review was needed.	Program Review will occur every three years with all faculty participating in the process.

6.	The course HVA111 is sequenced in a confusing way. Explanation: At the present time, the HVA111 course is a 4 credit, 6 hour course that is similar in format to the CST 101 course. The additional two hours allow students the opportunity to utilize Air Conditioning simulation software to begin their understanding of these systems. At the present time, the course is being taught by Computer Science Faculty members who are not all familiar with the basics of Air Conditioning Systems. Quite often, the HVA111 course is taken prior to HVA131, so this course is, at times, the student's first exposure to air conditioning systems. For this reason, it is being considered that the HVA111 course be reduced to a 4-hour, 3 credit course (2 lecture hours, 2 lab hours). Additionally, another course, HVA121, would be created. This would be a 1-credit, 2 lab hour course that will serve as an introductory course for the program. The HVA121 course will be taught by faculty of the HVAC/R program.	An introductory course, HVA121, should be developed with 1 credit (and 2 hour lab)
7.	Expansion of the program has not been addressed	

D. What has been learned that can be helpful to others as they conduct assessment of their majors?

Establish the Mission Statement, Non-Learning Programmatic Goals and Learning Programmatic goals first and assess everything else in the context of those.

Appendix G

Student Data Packages

HVAC-AAS Fall Enrollment by Status and Year

	Full-Time		Part-Time		Total
	Count	Row %	Count	Row %	Count
2004	25	55.6%	20	44.4%	45
2005	10	27.8%	26	72.2%	36
2006	6	18.8%	26	81.3%	32
2007	6	16.7%	30	83.3%	36
2008	19	38.0%	31	62.0%	50
2009	21	42.0%	29	58.0%	50
2010	36	55.4%	29	44.6%	65
2011	31	48.4%	33	51.6%	64
2012	33	48.5%	35	51.5%	68
2013	44	74.6%	15	25.4%	59

Notes. Data downloaded and current as of November 2013. Table 1 in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-AAS Fall Enrollment by Gender and Year

	Male		Female		Total
	Count	Row %	Count	Row %	Count
2004	43	95.6%	2	4.4%	45
2005	34	94.4%	2	5.6%	36
2006	30	93.8%	2	6.3%	32
2007	35	97.2%	1	2.8%	36
2008	47	94.0%	3	6.0%	50
2009	49	98.0%	1	2.0%	50
2010	65	100.0%	0	0.0%	65
2011	63	98.4%	1	1.6%	64
2012	67	98.5%	1	1.5%	68
2013	59	100.0%	0	0.0%	59

Notes. Data downloaded and current as of November 2013.
Table 2 in the program Student Data Package.
Enrollment figures include both new and continuing students;
students may be enrolled in more than one fall cohort.

HVAC-AAS Fall Enrollment by Age Category and Year

	AGE CATEGORY								Total
	19 & Below		20 - 22 yrs		23 - 30 yrs		31 & Above		
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
2004	11	24.4%	7	15.6%	10	22.2%	17	37.8%	45
2005	4	11.1%	8	22.2%	9	25.0%	15	41.7%	36
2006	2	6.3%	9	28.1%	8	25.0%	13	40.6%	32
2007	4	11.1%	10	27.8%	4	11.1%	18	50.0%	36
2008	11	22.0%	13	26.0%	13	26.0%	13	26.0%	50
2009	6	12.0%	13	26.0%	14	28.0%	17	34.0%	50
2010	11	16.9%	19	29.2%	17	26.2%	18	27.7%	65
2011	14	21.9%	21	32.8%	15	23.4%	14	21.9%	64
2012	10	14.7%	28	41.2%	16	23.5%	14	20.6%	68
2013	15	25.4%	17	28.8%	13	22.0%	14	23.7%	59

Notes. Data downloaded and current as of November 2013. Table
3 in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-AAS Fall Enrollment by Ethnic Group and Year

	ETHNIC GROUP												Total
	White non-Hispanic		Black non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Native Alaskan		Unknown		
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
2004	26	57.8%	6	13.3%	5	11.1%	0	0.0%	0	0.0%	8	17.8%	45
2005	20	55.6%	7	19.4%	5	13.9%	0	0.0%	0	0.0%	4	11.1%	36
2006	18	56.3%	3	9.4%	6	18.8%	0	0.0%	0	0.0%	5	15.6%	32
2007	20	55.6%	4	11.1%	7	19.4%	0	0.0%	0	0.0%	5	13.9%	36
2008	28	56.0%	5	10.0%	12	24.0%	0	0.0%	1	2.0%	4	8.0%	50
2009	28	56.0%	5	10.0%	13	26.0%	1	2.0%	0	0.0%	3	6.0%	50
2010	39	60.0%	3	4.6%	13	20.0%	1	1.5%	0	0.0%	9	13.8%	65
2011	45	70.3%	5	7.8%	6	9.4%	2	3.1%	0	0.0%	6	9.4%	64
2012	35	51.5%	9	13.2%	13	19.1%	5	7.4%	0	0.0%	6	8.8%	68
2013	33	55.9%	10	16.9%	8	13.6%	3	5.1%	1	1.7%	4	6.8%	59

Notes. Data downloaded and current as of November 2013.
Table 4 in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.
Ethnic groups based on banner field.

HVAC-AAS Fall Enrollment by Developmental Placement in Reading and Yea

	Developmental Reading		Non-Developmental Reading		Total
	Count	Row %	Count	Row %	Count
2004	8	17.8%	37	82.2%	45
2005	5	13.9%	31	86.1%	36
2006	7	21.9%	25	78.1%	32
2007	6	16.7%	30	83.3%	36
2008	10	20.0%	40	80.0%	50
2009	9	18.0%	41	82.0%	50
2010	14	21.5%	51	78.5%	65
2011	18	28.1%	46	71.9%	64
2012	24	35.3%	44	64.7%	68
2013	21	35.6%	38	64.4%	59

Notes. Data downloaded and current as of November 2013. Table 5A in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-AAS Fall Enrollment by Developmental Placement in English and Year

	Developmental English		Non-Developmental English		Total
	Count	Row %	Count	Row %	Count
2004	11	24.4%	34	75.6%	45
2005	7	19.4%	29	80.6%	36
2006	8	25.0%	24	75.0%	32
2007	9	25.0%	27	75.0%	36
2008	10	20.0%	40	80.0%	50
2009	8	16.0%	42	84.0%	50
2010	10	15.4%	55	84.6%	65
2011	16	25.0%	48	75.0%	64
2012	27	39.7%	41	60.3%	68
2013	22	37.3%	37	62.7%	59

Notes. Data downloaded and current as of November 2013.
Table 5B in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-AAS Fall Enrollment by Developmental Placement in Math and Year

	Developmental Math		Non-Developmental Math		Total
	Count	Row %	Count	Row %	Count
2004	14	31.1%	31	68.9%	45
2005	11	30.6%	25	69.4%	36
2006	13	40.6%	19	59.4%	32
2007	12	33.3%	24	66.7%	36
2008	21	42.0%	29	58.0%	50
2009	17	34.0%	33	66.0%	50
2010	20	30.8%	45	69.2%	65
2011	24	37.5%	40	62.5%	64
2012	32	47.1%	36	52.9%	68
2013	29	49.2%	30	50.8%	59

Notes. Data downloaded and current as of November 2013. Table 5C in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-AAS Graduation and Persistence based on First-Time Full-Time Program Matriculation

	Pgm Grad		Other Pgm Grad		Attending Pgm		Not Attending Pgm*		Transfer with Pgm Degree		Transfer with Other Pgm Degree		Transfer without Degree		Total
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
2004	5	27.8%	1	5.6%	0	0.0%	8	44.4%	2	11.1%	1	5.6%	1	5.6%	18
2006	0	0.0%	0	0.0%	0	0.0%	3	75.0%	1	25.0%	0	0.0%	0	0.0%	4
2007	1	33.3%	0	0.0%	0	0.0%	2	66.7%	0	0.0%	0	0.0%	0	0.0%	3
2008	3	27.3%	1	9.1%	0	0.0%	7	63.6%	0	0.0%	0	0.0%	0	0.0%	11
2009	2	33.3%	0	0.0%	0	0.0%	2	33.3%	0	0.0%	0	0.0%	2	33.3%	6
2010	6	50.0%	0	0.0%	1	8.3%	4	33.3%	1	8.3%	0	0.0%	0	0.0%	12
2011	0	0.0%	0	0.0%	2	20.0%	6	60.0%	1	10.0%	0	0.0%	1	10.0%	10
2012	0	0.0%	0	0.0%	5	41.7%	7	58.3%	0	0.0%	0	0.0%	0	0.0%	12
2013	0	0.0%	0	0.0%	24	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	24

Notes. Data downloaded and current as of November 2013. Table
6A in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.
*May include former program matriculants who are currently enrolled in another SCCC program or have departed SCCC with no record of transfer.

HVAC-AAS Summary Statistics for Years to Graduate from Program based on First-Time Full-Time Program Matriculation

		Count	Col %
YEARS TO GRADUATE	2	8	36.4%
	3	3	13.6%
	4	9	40.9%
	6	1	4.5%
	9	1	4.5%
Table Total		22	100.0%

Notes. Data downloaded and current as of November 2013. Table 6B in the program Student Data Package. Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-AAS Graduation and Persistence based on First-Time (Part- or Full-Time) Program Matriculation

	Pgm Grad		Other Pgm Grad		Attending Pgm		Not Attending Pgm*		Transfer with Pgm Degree		Transfer with Other Pgm Degree		Transfer without Degree		Total
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
2004	10	31.3%	1	3.1%	0	0.0%	16	50.0%	2	6.3%	1	3.1%	2	6.3%	32
2005	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1
2006	5	35.7%	0	0.0%	0	0.0%	8	57.1%	1	7.1%	0	0.0%	0	0.0%	14
2007	2	16.7%	1	8.3%	0	0.0%	8	66.7%	1	8.3%	0	0.0%	0	0.0%	12
2008	3	15.8%	1	5.3%	0	0.0%	14	73.7%	0	0.0%	0	0.0%	1	5.3%	19
2009	3	23.1%	0	0.0%	0	0.0%	8	61.5%	0	0.0%	0	0.0%	2	15.4%	13
2010	6	37.5%	0	0.0%	2	12.5%	7	43.8%	1	6.3%	0	0.0%	0	0.0%	16
2011	0	0.0%	0	0.0%	3	18.8%	10	62.5%	1	6.3%	0	0.0%	2	12.5%	16
2012	0	0.0%	0	0.0%	8	38.1%	13	61.9%	0	0.0%	0	0.0%	0	0.0%	21
2013	0	0.0%	0	0.0%	28	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	28

Notes. Data downloaded and current as of November 2013. Table
7A in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.
*May include former program matriculants who are currently enrolled in another SCCC program or have departed SCCC with no record of transfer.

HVAC-AAS Summary Statistics for Years to Graduate from Program based on First-Time (Part- or Full-Time) Program Matriculation

		Count	Col %
YEARS TO GRADUATE	2	8	36.4%
	3	3	13.6%
	4	9	40.9%
	6	1	4.5%
	9	1	4.5%
Table Total		36	100.0%

Notes. Data downloaded and current as of November 2013. Table 7B in the program Student Data Package. Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-AAS Graduation and Persistence of Veterans based on First-Time (Part- or Full-Time) Program Matriculation

	Pgm Grad		Attending Pgm		Not Attending Pgm*		Total
	Count	Row %	Count	Row %	Count	Row %	Count
2009	1	50.0%	0	0.0%	1	50.0%	2
2010	0	0.0%	0	0.0%	1	100.0%	1
2011	0	0.0%	0	0.0%	3	100.0%	3
2012	0	0.0%	0	0.0%	1	100.0%	1
2013	0	0.0%	4	100.0%	0	0.0%	4

Notes. Data downloaded and current as of November 2013.
Table 8A in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.
*May include former program matriculants who are currently enrolled in another SCCC program or have departed SCCC with no record of transfer.

HVAC-AAS Summary Statistics of Veterans for Years to Graduate from Program based on First-Time (Part- or Full-Time) Program Matriculation

	Count	Col %
YEARS TO GRADUATE 0		
Table Total	1	100.0%

Notes. Data downloaded and current as of November 2013.
Table 8B in the program Student Data Package. Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

Age and SAT Scores Summary Statistics by Year (HVAC-AAS)

	AGE			SAT VERBAL			SAT MATH		
	N	Mean	Std	N	Mean	Std	N	Mean	Std
2004	45	28.98	10.20	13	420.77	75.33	13	475.38	84.22
2005	36	30.50	10.08	12	418.33	78.14	12	467.50	82.81
2006	32	29.81	10.46	9	427.78	68.15	9	473.33	62.85
2007	36	31.19	11.28	7	445.71	55.63	7	491.43	56.99
2008	50	26.86	10.11	10	448.00	66.97	10	462.00	95.89
2009	50	30.34	12.65	9	452.22	70.32	9	482.22	98.97
2010	65	29.32	11.63	17	445.88	73.49	17	477.06	75.31
2011	64	26.63	10.34	22	445.91	68.15	23	494.35	89.33
2012	68	25.38	8.39	15	437.33	69.43	15	485.33	86.26
2013	59	26.10	9.85	13	452.31	69.30	13	486.15	65.13

Notes. Data downloaded and current as of November 2013. Table
9A in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

CPT Scores Summary Statistics by Year (HVAC-AAS)

	CPT READING			CPT SENTENCE			CPT MATH			CPT ALGEBRA		
	N	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std
2004	32	78.41	23.99	33	78.48	23.85	32	70.72	28.14	32	52.66	24.62
2005	26	81.19	23.50	26	79.88	24.17	25	75.36	26.17	25	57.60	26.00
2006	24	78.50	21.37	23	79.09	23.59	24	72.79	27.37	24	55.71	25.75
2007	27	77.15	18.86	26	77.65	24.40	25	73.36	27.25	25	57.84	24.54
2008	41	76.56	16.28	41	80.73	17.22	38	71.89	25.61	38	51.76	19.09
2009	42	75.79	20.34	41	78.88	22.48	36	70.33	28.68	36	53.25	23.85
2010	42	74.60	20.55	39	80.90	17.48	43	60.95	26.25	43	54.30	25.14
2011	43	73.98	19.75	41	76.98	17.66	41	63.76	27.53	40	49.75	23.49
2012	50	71.46	22.59	48	71.15	18.23	48	64.63	25.63	48	53.75	23.67
2013	47	74.26	18.87	42	74.52	17.41	47	62.13	26.50	49	55.82	22.16

Notes. Data downloaded and current as of November 2013.
Table 9B in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

High School & College Averages and Years to Graduate Summary Statistics by Year (HVAC-AAS)

	HIGH SCHOOL AVERAGE			GPA			YEARS TO GRADUATE		
	N	Mean	Std	N	Mean	Std	N	Mean	Std
2004	37	75.57	6.45	45	2.53	.88	9	5.11	2.09
2005	29	77.41	6.07	36	2.75	.64	0	.	.
2006	26	77.81	6.08	32	2.89	.49	1	4.00	.
2007	26	79.12	6.26	36	2.85	.79	1	3.00	.
2008	36	77.81	5.73	50	2.56	.92	4	3.25	.96
2009	32	78.63	5.63	50	2.78	.75	2	3.50	.71
2010	49	78.55	6.02	65	2.72	.79	7	2.14	.38
2011	51	79.65	5.40	64	2.61	.92	1	2.00	.
2012	53	79.58	5.58	68	2.45	.97	0	.	.
2013	44	77.95	5.72	59	1.51	1.36	0	.	.

Notes. Data downloaded and current as of November 2013. Table
9C in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-CERT Fall Enrollment by Status and Year

	Full-Time		Part-Time		Total
	Count	Row %	Count	Row %	Count
2004	1	20.0%	4	80.0%	5
2006	0	0.0%	3	100.0%	3
2007	0	0.0%	2	100.0%	2
2008	0	0.0%	5	100.0%	5
2009	1	11.1%	8	88.9%	9
2010	3	15.8%	16	84.2%	19
2011	3	12.5%	21	87.5%	24
2012	5	27.8%	13	72.2%	18
2013	6	27.3%	16	72.7%	22

Notes. Data downloaded and current as of November 2013. Table 1 in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-CERT Fall Enrollment by Gender and Year

	Male		Female		Total
	Count	Row %	Count	Row %	Count
2004	5	100.0%	0	0.0%	5
2006	3	100.0%	0	0.0%	3
2007	2	100.0%	0	0.0%	2
2008	5	100.0%	0	0.0%	5
2009	9	100.0%	0	0.0%	9
2010	19	100.0%	0	0.0%	19
2011	23	95.8%	1	4.2%	24
2012	17	94.4%	1	5.6%	18
2013	20	90.9%	2	9.1%	22

Notes. Data downloaded and current as of November 2013. Table 2 in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-CERT Fall Enrollment by Age Category and Year

	AGE CATEGORY								Total
	19 & Below		20 - 22 yrs		23 - 30 yrs		31 & Above		
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
2004	0	0.0%	2	40.0%	1	20.0%	2	40.0%	5
2006	0	0.0%	2	66.7%	0	0.0%	1	33.3%	3
2007	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
2008	0	0.0%	2	40.0%	1	20.0%	2	40.0%	5
2009	0	0.0%	1	11.1%	2	22.2%	6	66.7%	9
2010	2	10.5%	1	5.3%	5	26.3%	11	57.9%	19
2011	3	12.5%	5	20.8%	6	25.0%	10	41.7%	24
2012	1	5.6%	3	16.7%	7	38.9%	7	38.9%	18
2013	1	4.5%	3	13.6%	4	18.2%	14	63.6%	22

Notes. Data downloaded and current as of November 2013. Table
3 in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-CERT Fall Enrollment by Ethnic Group and Year

	ETHNIC GROUP												Total
	White non-Hispanic		Black non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Native Alaskan		Unknown		
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
2004	2	40.0%	3	60.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5
2006	0	0.0%	0	0.0%	2	66.7%	0	0.0%	0	0.0%	1	33.3%	3
2007	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	1	50.0%	2
2008	1	20.0%	0	0.0%	2	40.0%	1	20.0%	0	0.0%	1	20.0%	5
2009	5	55.6%	0	0.0%	1	11.1%	1	11.1%	1	11.1%	1	11.1%	9
2010	13	68.4%	0	0.0%	4	21.1%	1	5.3%	0	0.0%	1	5.3%	19
2011	14	58.3%	2	8.3%	5	20.8%	1	4.2%	0	0.0%	2	8.3%	24
2012	11	61.1%	3	16.7%	3	16.7%	0	0.0%	0	0.0%	1	5.6%	18
2013	16	72.7%	2	9.1%	2	9.1%	0	0.0%	0	0.0%	2	9.1%	22

Notes. Data downloaded and current as of November 2013.
Table 4 in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.
Ethnic groups based on banner field.

HVAC-CERT Fall Enrollment by Developmental Placement in Reading and Year

	Developmental Reading		Non-Developmental Reading		Total
	Count	Row %	Count	Row %	Count
2004	2	40.0%	3	60.0%	5
2006	1	33.3%	2	66.7%	3
2007	0	0.0%	2	100.0%	2
2008	1	20.0%	4	80.0%	5
2009	0	0.0%	9	100.0%	9
2010	3	15.8%	16	84.2%	19
2011	4	16.7%	20	83.3%	24
2012	4	22.2%	14	77.8%	18
2013	5	22.7%	17	77.3%	22

Notes. Data downloaded and current as of November 2013. Table 5A in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-CERT Fall Enrollment by Developmental Placement in English and Year

	Developmental English		Non-Developmental English		Total
	Count	Row %	Count	Row %	Count
2004	1	20.0%	4	80.0%	5
2006	1	33.3%	2	66.7%	3
2007	0	0.0%	2	100.0%	2
2008	2	40.0%	3	60.0%	5
2009	1	11.1%	8	88.9%	9
2010	2	10.5%	17	89.5%	19
2011	2	8.3%	22	91.7%	24
2012	3	16.7%	15	83.3%	18
2013	7	31.8%	15	68.2%	22

Notes. Data downloaded and current as of November 2013.
Table 5B in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-CERT Fall Enrollment by Developmental Placement in Math and Year

	Developmental Math		Non-Developmental Math		Total
	Count	Row %	Count	Row %	Count
2004	1	20.0%	4	80.0%	5
2006	1	33.3%	2	66.7%	3
2007	0	0.0%	2	100.0%	2
2008	0	0.0%	5	100.0%	5
2009	2	22.2%	7	77.8%	9
2010	5	26.3%	14	73.7%	19
2011	8	33.3%	16	66.7%	24
2012	6	33.3%	12	66.7%	18
2013	7	31.8%	15	68.2%	22

Notes. Data downloaded and current as of November 2013. Table 5C in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-CERT Graduation and Persistence based on First-Time Full-Time Program Matriculation

	Attending Pgm		Not Attending Pgm*		Total
	Count	Row %	Count	Row %	Count
2009	0	0.0%	1	100.0%	1
2010	0	0.0%	2	100.0%	2
2011	0	0.0%	1	100.0%	1
2012	1	50.0%	1	50.0%	2
2013	3	100.0%	0	0.0%	3

Notes. Data downloaded and current as of November 2013. Table 6A in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.
*May include former program matriculants who are currently enrolled in another SCCC program or have departed SCCC with no record of transfer.

HVAC-CERT Graduation and Persistence based on First-Time (Part- or Full-Time) Program Matriculation

	Pgm Grad		Other Pgm Grad		Attending Pgm		Not Attending Pgm*		Transfer without Degree		Total
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
2004	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	2
2006	1	33.3%	1	33.3%	0	0.0%	0	0.0%	1	33.3%	3
2007	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
2008	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	2
2009	3	75.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%	4
2010	1	10.0%	0	0.0%	2	20.0%	7	70.0%	0	0.0%	10
2011	0	0.0%	0	0.0%	0	0.0%	7	100.0%	0	0.0%	7
2012	0	0.0%	0	0.0%	3	60.0%	2	40.0%	0	0.0%	5
2013	0	0.0%	0	0.0%	7	100.0%	0	0.0%	0	0.0%	7

Notes. Data downloaded and current as of November 2013.
Table 7A in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.
*May include former program matriculants who are currently enrolled in another SCCC program or have departed SCCC with no record of transfer.

HVAC-CERT Summary Statistics for Years to Graduate from Program based on First-Time (Part- or Full-Time) Program Matriculation

	Count	Col %
YEARS TO GRADUATE 0		
Table Total	5	100.0%

Notes. Data downloaded and current as of November 2013.
Table 7B in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

HVAC-CERT Graduation and Persistence of Veterans based on First-Time (Part- or Full-Time) Program Matriculation

	Attending Pgm		Total
	Count	Row %	Count
2013	1	100.0%	1

Notes. Data downloaded and current as of November 2013.
Table 8A in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.
*May include former program matriculants who are currently enrolled in another SCCC program or have departed SCCC with no record of transfer.

Age and SAT Scores Summary Statistics by Year (HVAC-CERT)

	AGE			SAT VERBAL			SAT MATH		
	N	Mean	Std	N	Mean	Std	N	Mean	Std
2004	5	31.00	11.60	1	430.00	.	1	340.00	.
2006	3	28.00	13.00	0	.	.	0	.	.
2007	2	19.50	2.12	1	610.00	.	1	520.00	.
2008	5	28.60	10.81	0	.	.	0	.	.
2009	9	37.11	12.07	1	410.00	.	1	450.00	.
2010	19	34.05	12.92	1	480.00	.	1	470.00	.
2011	24	30.42	11.06	3	526.67	81.45	3	520.00	70.00
2012	18	29.67	8.92	3	446.67	66.58	3	486.67	5.77
2013	22	36.82	12.42	0	.	.	0	.	.

Notes. Data downloaded and current as of November 2013. Table
9A in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

CPT Scores Summary Statistics by Year (HVAC-CERT)

	CPT READING			CPT SENTENCE			CPT MATH			CPT ALGEBRA		
	N	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std
2004	4	82.50	20.34	4	81.00	21.02	3	77.67	30.09	3	60.00	39.66
2006	3	82.33	7.02	3	83.33	23.54	3	57.33	25.70	3	58.00	1.73
2007	1	83.00	.	1	85.00	.	1	61.00	.	1	59.00	.
2008	3	63.33	10.02	4	62.00	7.35	3	81.33	12.50	3	66.00	7.00
2009	4	97.25	4.79	5	86.00	20.98	6	73.33	23.36	6	47.83	26.69
2010	10	84.30	20.53	11	87.91	15.91	13	71.46	28.36	13	53.62	21.44
2011	13	82.92	28.16	11	85.45	21.67	15	66.53	25.78	15	48.00	22.96
2012	12	71.08	22.67	12	78.75	20.27	13	59.69	34.16	12	56.25	24.17
2013	13	69.00	18.96	13	64.69	18.46	14	56.64	20.52	13	51.46	24.31

Notes. Data downloaded and current as of November 2013.
Table 9B in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

High School & College Averages and Years to Graduate Summary Statistics by Year (HVAC-CERT)

	HIGH SCHOOL AVERAGE			GPA			YEARS TO GRADUATE		
	N	Mean	Std	N	Mean	Std	N	Mean	Std
2004	4	75.00	6.48	5	1.64	1.23	0	.	.
2006	3	78.00	2.00	3	2.64	1.43	0	.	.
2007	2	81.50	4.95	2	3.21	.33	0	.	.
2008	4	75.50	5.74	5	2.10	1.56	0	.	.
2009	5	76.20	7.69	9	3.10	.64	0	.	.
2010	12	75.42	6.58	19	2.36	1.27	0	.	.
2011	18	79.22	7.95	24	2.63	1.02	0	.	.
2012	11	78.91	6.55	18	2.72	.92	0	.	.
2013	10	76.50	7.71	22	2.00	1.46	0	.	.

Notes. Data downloaded and current as of November 2013. Table
9C in the program Student Data Package.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

Appendix H

Library Data Package

CAMPUS LIBRARY DATA FOR ACADEMIC PROGRAM REVIEW

Campus library Grant

Statistical base year 2011-12

Discipline with classmark(s) HVAC TH6014- TH7975

I. TEACHING

0	1. Number of instructional sessions conducted by library faculty for the program (include workshops).
96	2. Total number of subject-specific instructional sessions conducted by library faculty (OS15/20 not included).
10,157	3. Campus head count enrollment (use Fall data).
68	4. Program head count enrollment (use Fall data).
.67	5. What percentage of the total campus enrollment is the program enrollment? (No. 4 divided by No. 3 x 100).
	6. Review program course outlines for library related projects (analyze in report).

II. BOOKS

53,950	1. Number of circulating and reference titles in the campus collection. *Everything except pamphlets, reserves, periodicals, and media.*
29	2. Number of circulating and reference titles that support the program. *Everything except pamphlets, reserves, periodicals, and media.*
.06%	3. What percentage of the total number of circulating and reference titles in the campus collection is the number of circulating and reference titles that support the program? (No. 2 divided by No. 1 x 100)
1995	4. Median age of circulating and reference titles that support the program.
4,764	5. Number of books circulated in the base year. *Excludes Book Reserves.*
5	6. Number of books circulated that support the program.
.1%	7. What percentage of the total number of books circulated is the number of books circulated that support the program? (No. 6 divided by No. 5 x 100)
0	8. Number of books that support the program borrowed on intercampus and interlibrary loan.
12,690	9. Number of book titles added to the campus collection in the last 5 years of the program review cycle.
1	10. Number of book titles that support the program added to the campus collection in the last 5 years of the program review cycle.
.01%	11. What percentage of the total number of titles added in the last 5 years of the program review cycle is the number of titles added to support the program? (No. 10 divided by No. 9 x 100)

III. PERIODICALS

NOTE: For holdings, count only the latest official titles, both active and inactive.

104	1. Total number of periodical titles in the campus collection.
0	2. Number of periodical titles that support the program. (For broader programs, i.e., Humanities, be as inclusive as necessary.)
0	3. What percentage of the total number of periodical titles is the number of titles that support the program? (No. 2 divided by No. 1 x 100)
64	4. Number of periodicals circulated.
0	5. Number of periodicals circulated that support the program.
0	6. What percentage of the total number of periodicals circulated is the number of periodicals circulated that support the program? (No. 5 divided by No. 4 x 100)
0	7. Number of periodical articles that support the program borrowed on intercampus and interlibrary loan.
0	8. Number of periodical titles to support the program added to the campus collection in last 5 years of the program review cycle.
*	9. Attach a college-wide alphabetical list of periodical titles with holdings in the discipline. (See sample format attached.)

*Attached is a list of relevant periodical titles which appear in our online databases.

IV. ONLINE RESOURCES

1. Attach an alphabetical list of databases that are relevant to this program.
   See attachment.
2. If available and relevant, provide usage statistics for these databases.

The databases and their usage are too general in nature .

V. MEDIA SOFTWARE, EQUIPMENT AND SERVICES

A. Campus Media Resource Center

31 1. Total number of software uses in Media Resource Center.

-0- 2. Number of programmatic software uses in Media Resource Center.

3. Describe age, quality and usage of equipment by type and/or any unique needs for this program.

B. Campus Classroom Services

253 1. Number of software uses in the classroom

-0- 3. Number of programmatic software uses in the classroom.

4.

2 3. Number of hardware uses in the classroom for the program.

4. Describe the age, quality and usage of equipment by type and/or any unique needs for this program.

C. College-Wide Media Collection

3084 1. Total number of media titles.

-0- 2. Number of media titles to support the program.

0 % 3. What percentage of the total number of media titles is the number of media titles to support the program? (No. 2 divided by No. 1 x 100)

4. Number of media titles to support the program by format.

-0-	A: Audiotape
-0-	SLD: Slide Set
-0-	V: ¾" Videotape
-0-	VH: ½" Videotape
-0-	VX: Videodisc
-0-	DVD
-0-	CD ROM

2008 5. Median age of software, if possible.

-0- 6. Number of media titles to support the program added to the collection in the last 5 years of the program review cycle.

7. Attach an alphabetical list of media titles to support the program with campus locations. (See sample format attached.)

Grant Campus Library
Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R)-2013 Program Review

Resources:
The Grant Campus library provides a modest range of resources to the program through the SCCC libraries' homepage. These resources include twenty-nine books and five reserve items. The circulating books' copyright dates vary and a number of the items should be reviewed to see whether updating is warranted and if more current materials are available. Input from the program faculty is essential to this process due to the specialized nature and cost of the HVAC/R materials. Two important items are kept on reserve a 2013 text book and the *National Electrical Code Handbook.* Although we do not subscribe to any print periodicals 17 relevant journals are available through three databases- *Business Source Complete, General OneFile and Associates Programs Source.* The libraries' media collection does not contain any relevant items. Faculty have been encouraged to making recommendations regarding the acquisition of both books and media.
Access to library resources and services are available whenever the libraries are open. Although service hours vary by campus; the libraries are open on average 78 hours in a typical week during the spring and fall semesters. Remote access to e-books and databases allows students and faculty to use electronic resources on a 24/7 basis.
Usage:
A review of course outlines indicates that there are not any assignments which specifically require library research. Very few HVAC/R students ever ask the reference librarians for help.

HVAC Journals

ACR News: Air Conditioning & Refrigeration News (0266-6871) Look up Article More full text options

from 11/01/2007 to present in Business Source Complete

Air conditioning, heating & refrigeration news (0002-2276) Look up Article More full text options

from 01/01/1989 to present in General OneFile
from 01/10/1994 to present in Associates Programs Source, Business Source Complete, MasterFILE Premier and Vocational & Career Collection

ASHRAE handbook. Heating, ventilating, and air-conditioning systems and equipment (Inch-pound ed.) (1078-6066) Look up Article More full text options

from 01/01/2008 to 01/31/2008 in Associates Programs Source

Heating & ventilating review (0017-9396) Look up Article More full text options

from 11/01/2007 to present in Business Source Complete

Heating, piping and air conditioning (0017-940X) Look up Article More full text options

from 07/01/1989 to 04/30/1999 in General OneFile

Heating/piping/air conditioning engineering (1527-4055) Look up Article More full text options

from 07/01/2001 to 02/28/2010 in General OneFile
from 07/02/2003 to present in Academic Search Complete, Associates Programs Source and Computers & Applied Sciences Complete

Industrial heating (0019-8374) Look up Article More full text options

from 07/01/1996 to present in Associates Programs Source and Business Source Complete
from 02/01/2001 to present in General OneFile

Process heating (1077-5870) Look up Article More full text options

from 01/01/1995 to present in Business Source Complete
from 01/01/2001 to present in General OneFile

Refrigeration, Heating & Service Industry Machine Industry Yearbook Look up Article More full text options

from 12/01/1998 to 01/31/2000 in Business Source Complete

United States Heating & AC Equipment Wholesales Industry Report Look up Article More full text options

from 10/01/2010 to present in Business Source Complete

United States Heating Equipment & Solar Heaters Manufacturing Industry Report Look up Article More full text options

from 10/01/2009 to present in Business Source Complete

United States Plumbing & Heating & A/C Contractors Industry Report Look up Article More full text options

from 10/01/2008 to present in Business Source Complete

United States Plumbing & Heating & AC Contractors Industry Capital & Expenses Report Look up Article More full text options

from 05/01/2011 to present in Business Source Complete

United States Plumbing & Heating Equipment Wholesales Industry Report Look up Article More full text options

from 01/01/2012 to present in Business Source Complete

United States Steam & Air-Conditioning Supply Industry Report Look up Article More full text options

from 10/01/2009 to present in Business Source Complete

United States Ventilation Heating & AC Equipment Manufacturing Industry Report Look up Article More full text options

from 10/01/2009 to present in Business Source Complete

Worldwide Plumbing & Heating & A/C Contractors Industry Report Look up Article More full text options

from 11/01/2008 to present in Business Source Complete

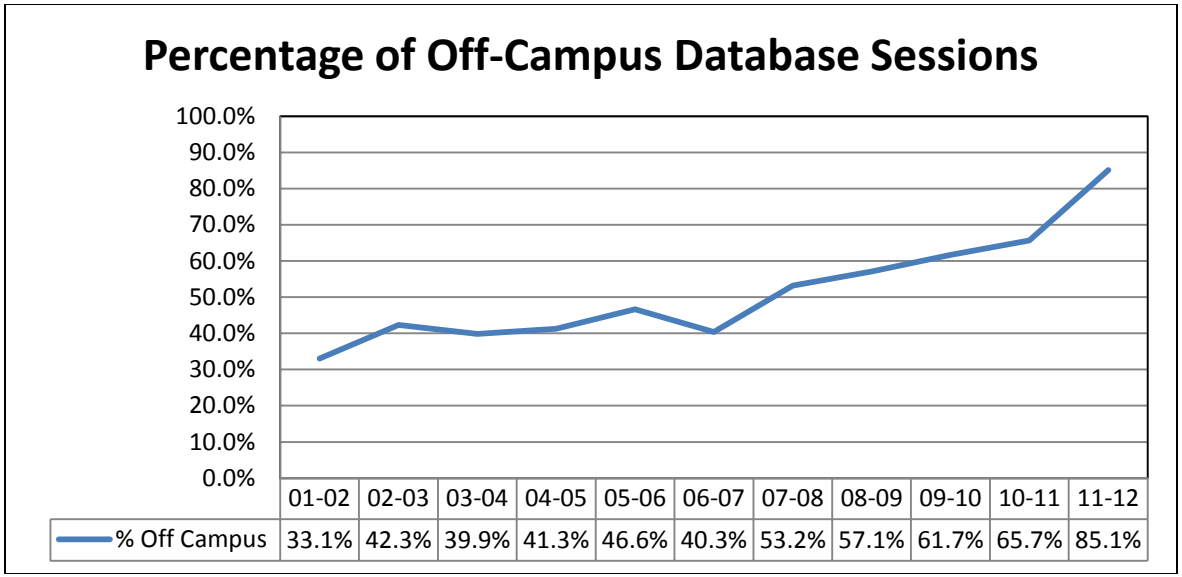
Databases that support the HVAC Program:
Business Source Complete
General OneFile
Associates Programs Source Revised 5/10/2013

HVAC Program Review-Library

The library program review regarding HVAC is specific to the Sagtikos Library, Grant Campus, Central Technical Services (acquisitions, cataloging, web and integrated library systems) and the resources therein. The library program focuses on providing academic assistance and support in the areas of collection, instruction, services and facilities. The aforesaid is implemented utilizing the library mission statement as a guide.

Collections

The library provides comprehensive research materials for the HVAC Program, most notably through online databases and books. The library subscribes to over 95 databases covering a broad range of topics. Since Suffolk is part of the SUNY system the library benefits from cost savings through group purchasing. In addition, the library accesses many databases through the New York State Library. This commitment to resource sharing is essential to providing a wide variety of materials and it is one of our stated goals. The Library Program has emphasized access to and ease of use of online periodicals and as a result use of electronic databases has increased significantly. In addition, there is much greater remote access of the databases by students as evidenced by the graph below. In one year alone, there was an increase of 20% regarding usage.



Based upon the above graphic, it is clear that our students are increasingly looking to use online resources, whether it is the databases or our virtual reference collection. The table below indicates the comprehensiveness of our database collection in support of the HVAC:

Databases that Support the HVAC Program

Emphasis	Databases in this field	Subscription start date
HVAC	Academic One File	7/1/05
	Academic Search Complete	7/1/05
	Associates Program Source	1/1/05
	Business Insights: Essentials	1/1/06
	Business Source Complete	7/1/02

The library has continued to acquire books in the HVAC area as the table below indicates. However, with the ever-increasing resources available through our databases and the skills acquired by our students through library instruction regarding evaluation and accessibility of relevant and appropriate websites, online sources are clearly outpacing physical collection.

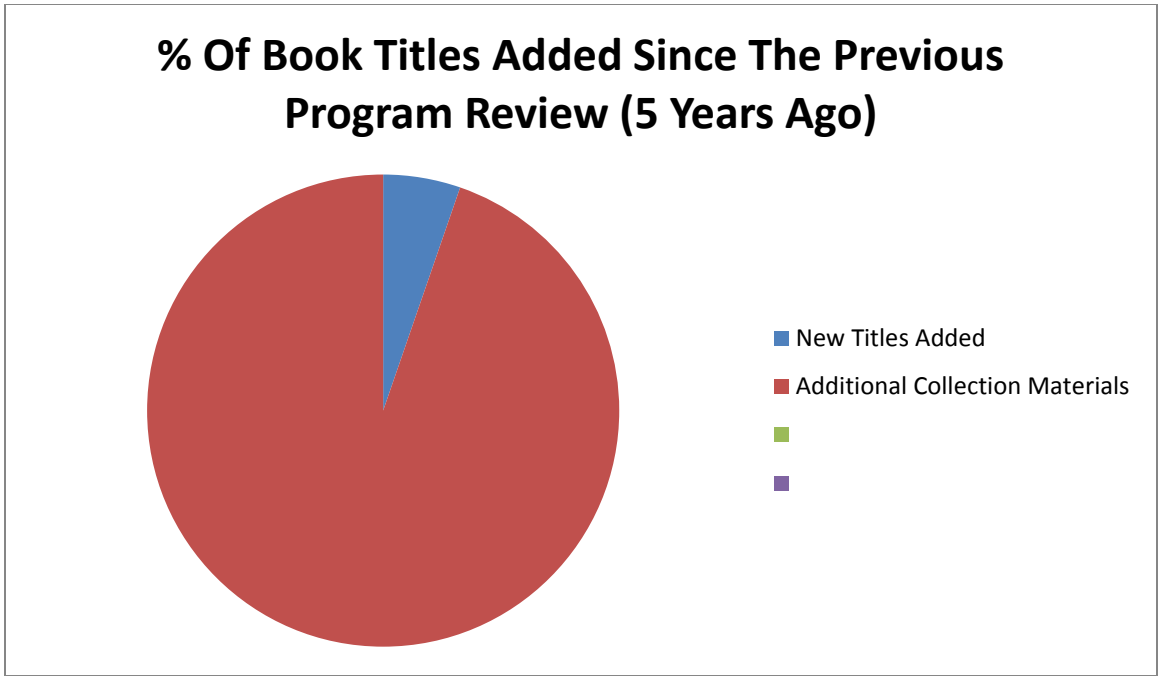
Emphasis	**LC Call number range**	**# Increase Since Last Review Assuming 5 Years Total**	**Total Number of Book Titles that support the Program Grant Campus**
HVAC	TH, TK AND TL	23	435

The Libraries are subscribing *to EBSCO's* College Collection of e-books and make it accessible via the web page, the online catalog, the databases page and various *LibGuides* (our online research guides).

Media

Many instructors are moving toward creating their own media presentations or utilizing streaming video from the web. Although there has not been any usage of media materials there is a proposal to offer streaming videos for the classroom currently being considered. If approved, the videos would be available through the library web page.

Percentage of Library Collection Devoted to HVAC Program



Book Titles Added to the HVAC Collection

The Grant Campus Library has added 23 new titles to the HVAC Collection which equates to an approximate 5% increase in the collection since the previous Program Review. The total area collection is 435 books not including any reserve holdings.

Federated Search Box

The library has improved access to online collections by creating a federated search box on its new home page:

http://www.sunysuffolk.edu/Students/library.asp

This feature allows students and faculty to search multiple resources simultaneously.

Reference

Many students within the program present reference questions regarding HVAC resources. In addition, we have received numerous HVAC related reference questions at the Grant Campus.

LibGuides

The library also subscribes to a web product called *LibGuides*. *LibGuides* enable librarians to create online pathfinders for access to particular subjects and to supplement instruction by creating
customized online guides for particular classes. However, currently there are not any customized LibGuides specifically for this program area.

http://libguides.sunysuffolk.edu/index.php

LibAnswers

In Summer 2013 the library unveiled a new 24/7 frequently asked questions service called *LibAnswers*. This service allows students to type in questions and to get immediate targeted answers that are previously prepared by librarians. For those questions where an answer is not available a customized response will be sent by a librarian within 24 hours.

The library's emphasis on access to digital collections and online instruction is a proactive approach to the research needs of our students enrolled in both traditional and online classes.

Services and Facilities

The libraries are open approximately 80 hours a week providing reference assistance, laptops and PCs, reserve items, interlibrary loans and study space. Even though our students often access our databases and e-books remotely each of our campus libraries are actively used facilities which students seek out for individual study, collaboration, research, socializing and computer use. With the new Montaukett Learning Resource Center at the Eastern Campus, a soon to be built LRC at the Grant Campus and the expansion wherever possible at the Huntington Library at Ammerman, the campus libraries are able to offer essential services to our HVAC students.

Conclusion

The library is meeting the research needs of the HVAC students through its current book collection, small but easily accessible media collection as well as, the comprehensive and easily accessible database collection. Finally, through services such as textbooks on reserve and improving our campus facilities, the library is able to fully support the HVAC students and faculty.
Submitted by Bruce Seger, Assistant Professor, Sagtikos Library, Grant Campus.
January 2014

Appendix I

Program Plan

Program-Review Recommendations

	Recommendations	Assessment Findings Supporting Each Recommendation	Action Plan(s)	Lead Responsibility for Action Plans	Budgetary Implications	Timeframe for Completion	Status
1.	Schedule faculty meetings and take minutes	Faculty meetings have been informal on an as-needed basis and have not been documented	Faculty will meet twice per semester and keep minutes.	Faculty, chair and dean of the division	None	Meetings to be in place during Spring 2014 semester.	Faculty notified of change. Meetings scheduled for Fall 2013
2.	Implement Student, Graduate and Employer surveys on a yearly basis and collected data will be used in Program Assessment	Student, Graduate and Employer feedback has been informal and not systematic	Draft pending approval by Academic Chair. Upon approval, surveys will be sent out each spring with clerical help in the program office, who will tabulate the data. In the	Faculty, chair and dean of the division	Additional clerical support required for survey dissemination and data collection	Pilot surveys to be initiated Spring 2014, data collection in spring and summer. Data to be evaluated by faculty in Fall	Draft pending approval by Academic Chair

			fall semester, a meeting will be scheduled to evaluate the data.				
3.	Initiate a Faculty Professional Development Plan to document faculty activities and provide guidelines	Faculty members have pursued individual professional development but it has not been documented	Plan being drafted, to be approved by Academic Chair.	Faculty, chair and dean of the division	None	2014Faculty introduced to plan 2013-14 school year. Plan initiated 2014-15.	Draft in progress.
4.	Schedule formal Curriculum Evaluation meetings by faculty and document with minutes. Use data from surveys to update the curriculum.	Curriculum was evaluated informally as needed and did not include all faculty	Schedule two faculty meetings per semester. One of the fall meetings will also assess survey data. One of the spring meetings will also assess curriculum. Faculty will take turns writing minutes that will be retained	Faculty, chair and dean of the division	None	First complete cycle of meetings are to be completed by Spring 2015.	First Curriculum Evaluation meeting will be scheduled in Spring 2014

			in the program documents in the clerical office for the program.				
5.	Perform Program Review will every three years with all faculty participating in the process.	There has been no previous Program Review.	Year 1: faculty will carry out and perfect the recommendations of the previous Program Review Year 2: Tasks for the next Program Review will be itemized and assigned among all faculty Year 3: Tasks will be completed . Writing tasks will be overseen by the Program Coordinator but small sections will be	Faculty, chair and dean of the division	None	2013-14: implementation of recommendations of this document 2014-15: itemization of tasks and assignment to faculty 2015-16: collection of data and writing of document	Faculty are being educated as to the necessary changes subsequent to this review.

			assigned to each faculty member as their contribution.				
6.	Develop Introductory Course	The course HVA111 is sequenced in a confusing way. Explanation: At the present time, the HVA111 course is a 4 credit, 6 hour course that is similar in format to the CST 101 course. The additional two hours allow students the opportunity to utilize Air Conditioning simulation software to begin their understanding of these systems. At the present time, the course is being taught by Computer Science Faculty members who are not all familiar with the basics of Air	Develop Course Proposal Form for HVA 131 and Course Revision Form for HVA 111	Faculty, chair and dean of the division	None	Submit by end of Spring 2014	Information being collected to construct drafts

		Conditioning Systems. Quite often, the HVA111 course is taken prior to HVA131, so this course is, at times, the student's first exposure to air conditioning systems. For this reason, it is being considered that the HVA111 course be reduced to a 4-hour, 3 credit course (2 lecture hours, 2 lab hours). Additionally, another course, HVA121, would be created. This would be a 1-credit, 2 lab hour course that will serve as an introductory course for the program. The HVA121 course will be taught by faculty of the HVAC/R program.					
7.	Faculty will explore ways to expand the program	Expansion of the program has not been addressed.	Faculty will collaborate with Academic Chair and	Faculty, chair and dean of the division	None	Yearly in Curriculum Evaluation Faculty	Faculty discussion in progress

			make proposals if appropriate			Meeting	

Appendix J

HVACR Technology (HVAR) -Ferris Course Catalog

FERRIS STATE Ferris Catalog UNIVERSITY

HVACR Technology HVAR

Degree Type: Associate in Science

College(s): Engineering Technology

Why Choose HVACR

The Heating, Ventilation, Air Conditioning and Refrigeration (HVACR) Technology program provides a balance of theory and application, in keeping with the philosophy of Ferris State University. This includes a solid foundation of the principles of heating, ventilation, air conditioning and refrigeration combined with extensive laboratory experience.

While in the lab, students learn to test, systematically troubleshoot, repair and maintain electrical and mechanical HVACR systems and components. Residential and light commercial heating, ventilating and air conditioning along with food preservation refrigeration are the main focus of the program.

An associate degree in this program will transfer into nearly 20 other Ferris bachelor of science degree programs, including business administration, computer information systems, television production and HVACR engineering technology.

Prepare for a Career

Because of the continuing demand for technicians, an HVACR graduate can easily find employment in any state or country. In fact, a Ferris HVACR graduate statistically has multiple jobs to choose from at graduation with starting salaries averaging $37,000 per year(although most students have already found employment prior to graduation).

Career opportunities for technicians are multiplying with technological advances in the use of microcomputers for data processing and system control. The demand also is spurred by expansion in the production, storage and marketing of food and other perishables.

The growing emphasis on energy cost and utilization also is creating a need for technicians to renovate, convert and service existing heating and air conditioning systems. Graduates may work as service technicians, manufacturers, laboratory technicians, sales representatives or designers.

Admission Requirements

Admission to the College of Technology is open to high school graduates who demonstrate academic preparedness, maturity and seriousness of purpose with backgrounds appropriate to their

chosen program of studies. Among first-time students in our technical programs, the average high school GPA is 2.8, and the average ACT composite score is 20.

General Education	Credit Hours
COMM121 Fundamentals of Public Speaking	3
ENG150 English 1	3
ENG211 Industrial and Career Writing	3
MAT116 Intermediate Algebra Num-Trig	4
Electives: Cultural Enrichment	3
Social Awareness	3
Scientific Understanding	3-4
Major	
HVAC101 Intro to Refrig and AC Systems	4
HVAC102 Advanced Refrigeration and AC	4
HVAC111 Electricity—Blueprints—Fab	4
HVAC117 Advanced Electricity—Circuits	4

HVAC132 Fund of Heating—Mech Systems	5
HVAC207 Commercial Refrigeration Syst	5
HVAC208 Air Conditioning Applications	5
HVAC235 Advanced Heating—Mech Systems	5
HVAC245 HVAC Unitary System Design	5
Other	
ISYS105 Intro Micro Systems—Software	3
Minimum credit hours required for A,A.S.	68

Students entering the HVACR Technology program must be high school graduates with a minimum 2.5 GPA and a minimum ACT score of 18 and a minimum ACT math subscore of 19.

Graduation Requirements

The HVACR Technology program at Ferris leads to an associate in applied science degree. Graduation requires a minimum 2.0 GPA in the major and overall. Students must complete all general education requirements as outlined on the General Education website.

More Information

College of Engineering Technology Ferris State University 1009 Campus Drive Big Rapids, MI 49307-2280 Phone: 231-591-2890

PROGRAM REVIEW SELF-STUDY REPORT

Liberal Arts and Sciences: Social Science Emphasis/A.A. Degree.

Name of Program

November 1, 2013

Date of Report

Program Review Committee
David E. Marshall – Chair of the Committee Nelly Sta. Maria – Chair – Subcommittee for Psychology Chris McDougal – Chair – Subcommittee for Anthropology/Sociology Judith Travers – Chair – Subcommittee for History Christina Bosco – History George Monahan – History Barbara Fox – History Andrea Macari – Psychology Bruce MacDonald – Psychology Claire Rubman – Psychology Christina Beard-Moose – Anthropology Mahin Gosine - Anthropology Lynn Liebert Marx – Department Chair, Social Science, Grant Campus. Faye Loursenso – Academic Chair, Social Sciences and Visual Arts – Eastern Campus

I. Introduction

A. Provide a current mission statement for the program.

"The Liberal Arts and Sciences: Social Science Emphasis's general philosophy mirrors the overall philosophy of SCCC, which is that all students should have the opportunity to realize their highest potential for individual human development - intellectually, socially, culturally, physically and personally. The Social Science curriculum offering encompasses each and every aspect of these human potential variables and assures the students of a well-rounded education.

"The emphasis not only offers a broad foundation in the traditional Liberal Arts and Sciences, it also explores, specifically, the depth of human behavior in its many aspects, including abnormal, economic, historical, political and developmental.

"This statement articulates the Social Sciences emphasis as a service emphasis, as well as a transfer emphasis. Service in the sense of offering Liberal Arts Social Science electives to other professional and degree programs at Suffolk Community. Transfer, because it provides majors with a two-year lower degree emphasis transferable to upper level programs at relevant four-year degree granting institutions."

1. Does this mission statement include the following information?

   a. The name of the program. Yes x No _____

   b. The purpose of the program. Yes x No _____

   c. The program's target audience. Yes _____ No x

2. Is this a new or revised statement? Yes _____ No x

   If this is a new or a revised statement, acknowledge appropriate departmental approvals (votes):

Campus	Department	For	Against	Abstain	Date of Vote
Campus	Department	For	Against	Abstain	Date of Vote
Campus	Department	For	Against	Abstain	Date of Vote

B. How does the program's mission advance the mission or goals (*Expanded Statement of Institutional Purpose*) of the college? (*Check all that apply.*)

x **Access—**providing universal access to higher education by removing economic, social, geographic, and temporal barriers.

x **Transfer—**preparing students for transfer to four-year institutions.

x **Career Preparation—**preparing students for a first career, a career change, or career advancement and instilling into them a commitment to the lifelong-learning process required for career progression.

x **Basic Skills and Developmental Education—**assisting underprepared students in acquiring the basic skills and knowledge that will allow them to advance to college-level work.

_____ **Workforce/Economic Development and Community Service—**meeting the educational aspirations of educated adults, employees of local business and industry, and professionals seeking continuing certification, as well as local workforce development needs, including the provision of programs, events, and services for community organizations and the general public.

_____ **Other** (*specify: e.g., strategic goals or institutional goals*)

C. Programmatic Effectiveness is defined as the extent to which a program is achieving its mission. Summarize, briefly, the extent to which the program is achieving its mission.

The mission of this program is to provide the first half of an undergraduate degree in the academic fields of History, Psychology, Anthropology/Sociology and Political Science. The program's mission is being achieved in the History, Psychology and Anthropology/Sociology options. The program's mission is not being achieved in the Political Science option college-wide, the committee believes, because of the lack of full-time political science faculty members and the lack of a "lead" faculty member to coordinate the program and recruit students.

D. Catalog Description

1. How is the program described in the current catalog?

From page 160 in the College Catalog:

Liberal Arts And Sciences: Social Science Emphasis / A.A. Degree

Ammerman - Grant / LASH-AA, LASS-AA, LASP-AA, LASA-AA Hegis Code – 5649

This program is for students who plan careers in such areas as law, government, social work, teaching social studies on the secondary level, or who plan to major in history, political science, psychology, or sociology when they transfer to a four-year institution to complete the requirements for the baccalaureate degree.

Admission Procedures and Requirements
Entering students should have a minimum high school average of 80 with Integrated Algebra or equivalent completed. Students already enrolled in college should have completed MAT 006 or MAT 007. Students are admitted on a rolling basis with most students meeting minimum standards admitted. Note that students who do not meet the admission criteria may be admitted on a provisional basis.

SUGGESTED FIRST-YEAR PROGRAM:

34.5-35.5 credits Credits Each Semester

COL101: Freshman Seminar . . . . . 1.5 (first semester)

ENG101 and ENG102 . . . . . 3 (first semester); 3 (second semester)

* Foreign Language . . . 3 (first semester); 3-4 (second semester)

♦HIS101 and HIS102
or IND101 and IND102 . ... 3 (first semester); 3 (second semester)

** Laboratory Science Elective ... . 4 (second semester)
** MAT103: Statistics . . . . 3 (first semester)
Physical Education. . . . . 1 (first semester); 1 (second semester)
♦ Social Sciences Option Courses
(see below) . . . . . 3 (first semester); 3 (second semester)

SUGGESTED SECOND-YEAR PROGRAM: 31-33 credits

COM101, COM102 or COM105 . . . . . 3 (first semester)

CST101: Introduction to Computing. 4 (second semester)

English Electives. . . . . 3 (first semester); 3 (second semester)

Science or Mathematics Electives . . . 3-4 credits (first and second semesters)

♦ Social Sciences Option Courses (see below) 3 (first semester); 3 (second semester)

♦ Social Sciences Electives . . . . . 3 (first semester); 3 (second semester)

Options

Each of the options listed below allows the student the opportunity to focus on and explore a particular social science. By selecting an option, the student is afforded the opportunity to gain both a level of depth traditionally associated with the first two years of college and to acquire the necessary background to transfer to a four-year college as a major. All students enrolling in the curriculum must select an option.

HISTORY OPTION (LASH)

Semester I, Semester II, Semester III, Semester IV –

HIS103, HIS104, GEO101, HIS/POL/ GEO elective (the recommended sequence over four semesters)

POLITICAL SCIENCE OPTION (1) (LASS)

Semester I, Semester II, Semester III, Semester IV –

POL101, POL105, POL107, POL elective (the recommended sequence over four semesters)

PSYCHOLOGY OPTION (2) (LASP)

Semester I, Semester II, Semester III, Semester IV – PSY101, PSY210, PSY215, PSY elective (the recommended sequence over four semesters)

SOCIOLOGY/ANTHROPOLOGY OPTION (LASA)

Semester I, Semester II, Semester III, Semester IV – SOC101, ANT101, SOC203 or ANT103, SOC/ANT elective (the recommended sequence over four semesters)

TOTAL CREDITS REQUIRED: 65.5-68.5

* Students must complete Foreign Language 102 or equivalent. Those who place out of Foreign Language 102 (FRE102, FRE113, GER102, ITL102, ITL113, SPN102 or SPN113) must, in consultation with an advisor, choose from any of the following courses:

FRE (French, intermediate level); GER (German, intermediate level); ITL (Italian, intermediate level); SPN (Spanish, intermediate level); ASL101 (American Sign Language I); Any humanities course

** Students must complete four semester-length courses in science and mathematics, including at least one 4-credit laboratory science course. The third and fourth courses may be in either science or mathematics. No portion of this category may be satisfied by MAT001, MAT006 or MAT007.

(1) It is recommended that students enrolled in the Political Science Option take MAT121 as one of their math/science electives.
(2) It is recommended that students enrolled in the Psychology Option take BIO101 and MAT121 as their math/science electives.

♦ These courses constitute the majors courses in this curriculum.

NOTES: *1) Students planning to transfer to a SUNY four- year institution should check the SUNY core General Education requirements on page 88 of this catalog for information on selection of elective courses. 2) See Transfer Opportunities on page 26 for articulation agreements with four-year colleges and universities.*

For up-to-date information on program requirements, please refer to the SCCC website at www.sunysuffolk.edu

REQUIRED CREDIT DISTRIBUTION
English . . . . . 12 credits

Foreign Language, Humanities and/or
American Sign Language . . . . . 9-10 credits
Computer Science . . . . . 4 credits
Mathematics and Science . . . . . 13-15 credits
Social Sciences . . . . . 24 credits
Freshman Seminar . . . . . .1.5 credits
Physical Education . . . . . 2 credits

2. Does this description accurately portray the program? Yes x No _____

3. Does the committee recommend modifying the current description? Yes _____ No x

4. If so, what changes are recommended? Explain reasons for any recommended changes.

The committee recommends no changes to the catalog.

Do these recommendations have departmental approvals? Yes _____ No _____

If yes, acknowledge appropriate departmental approvals (votes):

Campus	Department	For	Against	Abstain	Date of Vote
Campus	Department	For	Against	Abstain	Date of Vote
Campus	Department	For	Against	Abstain	Date of Vote

5. Is information appearing on SCCC Web pages consistent with the catalog? Yes ____ No x ____

6. If not, what changes are recommended?

The website for the Social Science Department at Ammerman needs to be updated. The Social Science Department at Grant currently has no department website. The Grant Campus Social Science Department will have a website by Spring Semester 2014.

E. Previous Program Review

1. Provide the date of the last program review. 2006-2007/8

2. Summarize the recommendations from that review, and indicate the extent to which these recommendations have been implemented. If any recommendations have not been implemented, explain why not.

	Recommendations from previous Program Review	**Extent to which recommendations have been implemented or reasons why they haven't been implemented.**
1.	(Goals and Learning Outcomes) For Faculty to continue to review course syllabi and assure the learning outcomes are compatible with SUNY General Education requirements.	Because of the ongoing assessment of courses in the Social Sciences Department, faculty regularly review course syllabi to assure that learning outcomes are compatible with SUNY General Education requirements.
2.	Adjunct faculty must be advised of the learning outcomes for courses, which have college-wide learning outcomes and assessments measures .	All full-time and adjunct faculty members are regularly advised by chairs at the beginning of each semester to include departmentally agreed upon learning outcomes for courses, which have college-wide learning outcomes and assessment measures. These are now available online, and all faculty must include these on their course syllabus.

3.	Curriculum – The Behavioral Science Department should consider offering the SUNY Learning Network course, Research Methods in Social Science as a traditional course offering on the Ammerman campus.	This recommendation was not implemented.
4.	Keep the Social Sciences options as created. Consider eliminating the Political Science and Economics as options due to low enrollment.	The Economics option was eliminated. In this current review, the committee recommends placing the Political Science option on hiatus, due to the lack of resources to sustain it. The program does not offer enough classes to make this a viable major, e.g., a standard introductory course to Political Science. In addition, the program needs more full-time faculty to properly run the Political Science option. The Grant and East campuses have no full-time professors in Political Science. The Ammerman campus has one full-time Political Science professor teaching five sections per semester, and one full-time Political Science professor who also teaches two sections of Geography each semester.
5.	To reduce the Foreign Language requirements to three credits. This is compatible with SUNY GE and other Community Colleges' requirements.	This recommendation has not been implemented. No data available on why. The current committee has raised no objections about our students taking six units of Foreign Language.
6.	The rigor of the current Social Science curriculum is reviewed by students to be appropriate, therefore the finding that other similar Community Colleges' curricula are less demanding should not influence our emphasis.	The committee did not see this as a recommendation and so it was not considered.

7.	The faculty in the Social Science emphasis should continue both the emphasis and course review process. All faculty, full-time and adjuncts, on all three campuses must be informed of the assessment efforts. Measures that were piloted and generated data must be evaluated and revised if necessary to produce a final assessment measure.	There is ongoing regular assessment that has been established by the annual assessment of student learning plans developed by each program. All full-time and adjunct faculty are informed of the assessment efforts by chairs and/or program directors.
8.	The Social Sciences options, both Behavioral and History, should continue to develop assessment measures that are reflective of the learning outcomes for the specific SS emphasis option.	The college has recently assessed the following General Education classes: HIS 101, HIS 102, HIS 103 and PSY 101. In academic year 2013-14, the Social Sciences Program is assessing PSY 215. There is a plan to assess 2 courses/year in academic years 2014-15 and 2015-16.
9.	Rename the departments of Social Science and Behavioral Science to a more discipline-specific title. The current academic chairs are investigating with their faculty a new name for these departments.	This has happened; the department is now named the Department of Social Sciences.
10.	Students – The survey response for graduates and non-returning students was rather low. Academic Chairs should work with Institutional Research to conduct surveys more frequently to increase response rate from students after they leave SCCC.	No surveys of students have been conducted in recent years.
11.	Faculty – Based on the ratio of fulltime to part-time faculty, the committee recommends hiring more fulltime faculty in the Social Sciences departments.	The program still needs to hire more full-time faculty on all campuses. Since the previous program review, the Ammerman campus has lost one Historian, one Psychologist and one Political Scientist. The Ammerman campus was given a full-time replacement in Political Science, but that person is required to teach

		regular sections of Geography. The Grant Campus has lost professors of Psychology and Sociology, and has never had a full-time Professor in Political Science. These are all serious holes in the program.
12.	The academic chairs should encourage adjunct and full-time faculty to participate in faculty development efforts. This should include professional development activities that the support the college's current focus on improved teaching, learning and assessment.	The Ammerman Social Sciences Department holds a Faculty Enrichment program at least once/semester, in which full-time and adjunct faculty are encouraged to attend. Each session receives about 12-15 attendees. The Grant Campus Social Sciences Department holds regular "brown bag" sessions on Wednesday during common hour. The topics here have wide range, and include faculty members sharing updates on their research projects.
13.	Resources – The college should continue to purchase instructional materials and equipment to modernize classrooms that support diverse pedagogy.	On the Grant Campus, all classrooms for Social Science faculty have been updated and are now Smart Classrooms. Three of these also include Smart Board technology. On the Ammerman Campus all classrooms on the Southampton Building are now smart classrooms.
14.	Continue to acquire book titles and periodicals, including on-line, relevant to the Social Sciences. Update the entire book collection. Faculty should be encouraged to bring their classes to the library. Faculty should consider increasing the number of classes taught in the Distance Education emphasis as part of technology-mediated instruction, both synchronous and asynchronous. Academic Chairs should encourage faculty to attend the	1. The library continues to acquire book titles and periodicals relevant to the Social Sciences. 2. Faculty are regularly encouraged to bring their classes to the library by chairs and program directors in departmental communications. 3. There has been no organized plan for faculty to increase the number of classes being taught in the Distance Education emphasis, as part of technology-mediated instruction. When this happens, it is a result of discussions between the faculty and the chair.

	faculty development programs offered by the college that support enhanced classroom instruction.	4. Faculty are notified of college-wide professional development programs by the by the Office of Faculty Professional Development, and are encouraged by their chairs to attend faculty development programs offered by department.

II. Programmatic Outcomes

A. State up to three of the most important programmatic non-learning outcome goals, and for each goal, identify up to three objective outcomes that can be used to measure the achievement of that goal.

Programmatic Non-learning-Outcome Goal	Programmatic Non-learning-Outcome Objectives
Improve student advisement. This will allow students to register for courses suited to their needs, keep on track toward graduation and transfer, and better prepare them for further study.	Professors will be linked directly with students in each of the options.
	Professors will begin outreach efforts directed at students in the various options.
	In Spring Semester 2014, Professors will hold "Meet the Mentor" workshops to meet the students in the options, and ensure that they have access to full-time faculty.

Programmatic Non-learning-Outcome Goal	Programmatic Non-learning-Outcome Objectives
Hold an annual workshop that covers the career and transfer opportunities in the field of Social Sciences to promote consideration of careers and further study in the social sciences.	Offer career and transfer workshops annually, starting in Spring Semester 2014.

Programmatic	Programmatic

Non-learning-Outcome Goal	Non-learning-Outcome Objectives
Administer surveys to the students, so that it will be easier to determine their satisfaction with the program and to identify areas in the social sciences that could be improved.	Establish a system enabling regular contact between students and full-time faculty in the various options.
	Students in the major will be encouraged to provide regular feedback on their satisfaction with the program.
	Professors will work with Office of Institutional Effectiveness to survey student satisfaction with the program.

1. Are any of these new or revised goals? Yes x No _____

2. If any of these are new or revised goals, acknowledge departmental approvals (votes):

A		27	2	0	10-28-2013
Campus	Department	For	Against	Abstain	Date of Vote
E					
Campus	Department	For	Against	Abstain	Date of Vote
W		15	0	0	10-28-2013
Campus	Department	For	Against	Abstain	Date of Vote

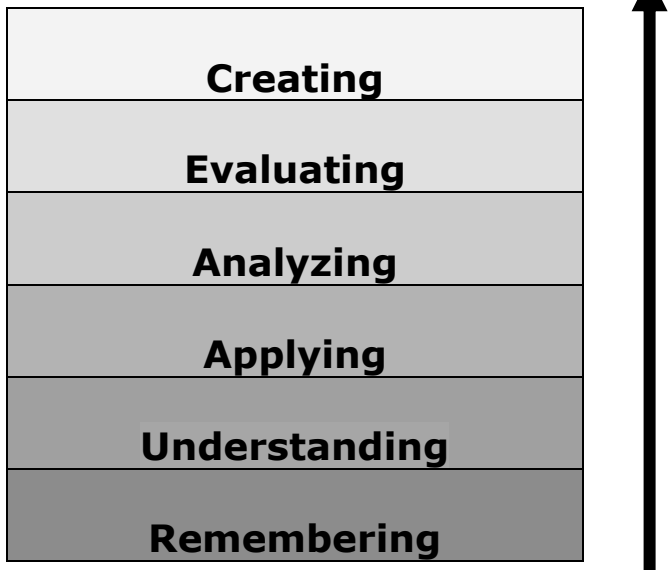
B. State at least four of the most important programmatic learning outcome goals, and for each goal, identify up to three outcome objectives that can be used to measure the achievement of that goal. [*(1) Inasmuch as course assessments are assumed to measure the acquisition of discipline-related content, programmatic learning goals should deemphasize content acquisition and focus on higher-order learning outcomes. See Charts 1 and 2. (2) The roles played by the general education courses required by the curriculum should be acknowledged by stating intended outcomes related to the contributions made by these courses in the curriculum. If, for example, a program requires specific courses in humanities, social science, etc., then desired learning outcomes expected from these courses should be expressed. (3) If a program sponsors a student club, it is suggested that one student-learning goal be expressed in terms of what students are expected to learn from this experience.*]

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
Use critical thinking skills to identify, analyze, evaluate, and prepare well-reasoned arguments.	Faculty will incorporate at least one lesson on critical thinking methods into their classes.
	The following will be used: class discussions of critical thinking materials; short writing assignments; student discussion groups that result in a short presentation to the class.
	The committee will use an exam and an essay exam to test the selected courses on the achievement of this outcome.

Chart 1

Revised Bloom's Taxonomy
(Anderson and Krathwohl)
Cognitive Domain

Higher-Order Thinking Skills



Lower-Order Thinking Skills

Creating = combining elements to form a novel, coherent whole or making an original product through generating, planning, and producing.
Evaluating = making judgments based on criteria and standards.
Analyzing = dividing material into constituent parts and determining how these parts relate to one another through differentiating, organizing, and attributing.
Applying = executing or implementing a procedure in a given situation.
Understanding = constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
Remembering = retrieving, recognizing, and recalling information from long-term memory.

Chart 2

Behavioral Verbs Appropriate for Each Level of the Cognitive Domain

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Tell List Describe Relate Locate Write Find State Name Identify Label Recall Define Recognize Match Reproduce Memorize Draw Select Recite	Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare Describe Relate Generalize Summarize Paraphrase Convert Demonstrate Visualize Find out more	Solve Show Use Illustrate Construct Complete Examine Classify Choose Interpret Make Put together Change Apply Produce Translate Calculate Manipulate Modify Put into practice	Analyze Distinguish Examine Compare Contrast Investigate Categorize Explain Separate Advertise Take apart Differentiate Subdivide Deduce	Judge Select Choose Decide Justify Verify Argue Recommend Assess Discuss Rate Prioritize Determine Critique Weigh Value Estimate Defend	Create Invent Compose Plan Construct Design Imagine Propose Devise Formulate Combine Hypothesize Originate Add to Forecast

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
Students will identify and describe some of the major concepts, models, and issues of their selected discipline in the Social Sciences.	Faculty will present material that helps students identify the major concepts, models and issues of the selected disciplines in the Social Sciences.
	In-class presentations, lessons and discussion groups will help students identify the major concepts, models and issues of the selected discipline. Students will have the opportunity to present material to their classes.
	The committee will use an exam and an essay exam to test the selected courses on the achievement of this outcome.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
Identify and evaluate social science research using traditional and electronic methods.	Faculty will include in their classes social science material from traditional and electronic sources.
	In-class discussion and student discussion groups will be used to help faculty teach students how to identify and evaluate social science research using traditional and electronic methods.
	The committee will use an exam and an essay exam to test the selected courses on the achievement of this outcome.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives
Communicate effectively orally and in writing	Faculty will use oral and written work in their classes.
	Faculty will use in-class and/or take-home essays, and oral assignments to help the students achieve this outcome.

	An oral presentation and an essay exam will be given in the selected courses to determine the achievement of this outcome.

Programmatic Learning-Outcome Goal	Programmatic Learning-Outcome Objectives

1. Are any of these new or revised learning outcomes? Yes x No _____

2. If any of these are new or revised learning outcomes, acknowledge departmental approvals (votes):

A		27	2	0	10-28-2013
Campus	Department	For	Against	Abstain	Date of Vote
E					
Campus	Department	For	Against	Abstain	Date of Vote
W		15	0	0	10-28-2013
Campus	Department	For	Against	Abstain	Date of Vote

III. Environmental Scan

A. Identify current trends in the field or discipline.

Anthropology/Sociology – According to the subcommittee, given the resources at Suffolk, their program offers the minimum number of courses necessary to help our students start their careers in these fields. The college needs to offer a fieldwork in Anthropology course, which is offered in many like programs in the first two years of study. In Sociology, because of anticipated increase in demand for pre-med MCAT preparation, there is greater need for extra sections of Introduction to Sociology, along with additional electives in this discipline.

Psychology – A lot of has been happening in this field. First, there is a higher demand for online courses, Second there is a need to provide students with a more background in research,which is expected by transfer institutions. Third, there is a growing need for more emphasis on Biology and Neuroscience.

In addition, the publication of the "DSM-V" in May 2013… "will result in many changes to our current teachings in psychology." There will be several changes made, such as "…proposed revisions to Axis 2 (Personality Disorders), which removes several diagnoses (e.g., Narcissistic PD, Histrionic PD, etc..)." The Evidence Based Treatment movement in Psychology is also growing rapidly. This appears to be an exciting development in the field. "As educators, EBTs allow us to confidently present the most effective interventions for each disorder to our students. It also enables us to eliminate the teaching of techniques which fail to demonstrate efficacy…Interestingly the EBT movement appears to replace psychology's focus on competing schools of thought (e.g., behaviorism, psychoanalysis, etc…) as it underscores the best intervention option for each disorder determined by science regardless of its theoretical basis." (All quotes come from the material submitted by the subcommittee for Psychology).

The professors in the History option have had many conversations on current trends in the discipline. They have agreed to wait until the end of the American Historical Association's Tuning project in 2014. "The AHA Tuning project will help students, faculty, departments, and institutions by scaling those competencies and outcomes to each degree level (A.A., B.A., and M.A.). Assisted by

experienced historians and tuning experts, participating faculty and other project personnel will collaborate in workshops and on-line forums to craft a common framework that establishes appropriate and fair expectations for students of history." http://www.historians.org/projects/tuning/ Once this project is completed, and it becomes clear what the AHA expects should be covered in an A.A. program in History, the discussions among the professors in this option will resume.

Political Science – This field is becoming more researched-based. Students enrolled in a Political Science major at other SUNY campuses generally take more political Science courses by the end of their first two years of college than are offered at Suffolk.. Suffolk offers only four. In addition there is a considerable hardship for students from other campuses, who are interested in Political Science. To take the four courses that are available (not including the POL 151 – the Internship), a student has to be able and willing to commute to the Ammerman Campus. This poses extra challenges. The bottom line is that the resource problems with this Political Science option are serious. Once the college is able to address these problems, the Social Sciences program can offer students dynamic option in this field.

B. What has the program done to accommodate these trends?

The professors in the Psychology option are taking the necessary steps to accommodate the trends in their field. For example, they are continuing to add and monitor the enrollment in online courses. The professors in the History option are waiting until the completion of the Americans Historical Association's tuning project, which is supposed to conclude in 2014. The tuning project will provide a better idea of what should be expected from a program offering an AA degree in History. The discussions in the Anthropology/Sociology option are ongoing. For their professors, the biggest issue appears to be the need for more classes to offer students in this option. In the Political Science option, there is very little that can be done until more full-time professors in this field join the college and more courses are developed.

C. What else should the program consider doing to accommodate these trends?

The program should place the Political Science option on hiatus

until the problems with resources have been addressed. The two current full-time professors in Political Science are very good. With additional help they can develop a strong option for this field. The College could then offer more courses in this area, and offer more research-based coursework.

The psychology curriculum will need to be adjusted to include changes to be made as a result of the 2013 "DSM-V."

Curricular changes may have to be made following the conclusion of the AHA tuning project at the end of 2014.

D. For A.A. and A.S. programs: does the program have any articulation or joint admission agreements with other institutions? Yes x No ____

Name of Institution	Type of Agreement	Average Number of Students who Transfer Here Each Year.	When were Agreements Last Reviewed or Updated?
Adelphi University	Articulation	No data available	Feb 24, 2011
Ashford University	Articulation	No data available	March 1, 2013
Dowling College	Articulation (with restrictions. All Social Science options enable students to seamlessly transfer into Dowling's Education program. Students in the Psychology option are able to seamlessly into	Not data available	Feb 1, 2013

	Dowling's Psychology program. The other options don't have similar agreements.)		
Hofstra University	Articulation	No data available	September 1, 2011 – renews automatically
Houghton College	Articulation	No data available	September 1, 2011
Long Island University	Articulation – but only the Psychology option.	No data available	Not listed, but possibly in 2009. The site had some agreements with majors listed, but not all.
Manhattan College	Articulation	No data available	June 16, 1998
Molloy College	Articulation	No data available	February 15, 2011
Mt. St. Vincent	Articulation	No data available	November 12, 2010
St. John's University SUNY Albany, SUNY Buffalo. SUNY Empire, SUNY Old Westbury, SUNY Oswego, SUNY Stony Brook (students in the Psychology option are able to transfer seamlessly into Stony Brook's Psychology program. The other options don't have these agreements.)	Articulation Articulation agreements for all listed SUNY colleges.	No data available No data available	March 20, 2005 SUNY Albany – started in Fall 1999. No data available on last update of agreement. SUNY Buffalo – January 21, 2011. SUNY Empire – June 9, 2010. SUNY Old Westbury – April 24, 2009. SUNY Oswego – January 5, 2009. SUNY Stony Brook – February 14, 2012.

Have any problems been encountered concerning the transferability of courses? Yes x No

If yes, specify the nature of these problems.

For both History and Psychology, the most common issue is that number sequencing is not uniform across the SUNY system. For example, in History, Suffolk somewhat follows the 100-level, 200-level sequence. Not all SUNY colleges do this, though. The US History sequence – HIS 103 and 104 can transfer as a 200-level course at some schools in the system, but not all so our history student can have a predominance of 100 level, of freshman level, courses, putting them behind. Our other programs encounter the same issues; none of which has an easy solution.

Psychology also had a problem, which has been solved, with the transferability of PSY 214 (Child and Adolescent Psychology), because Education programs required either Child or Adolescent Psychology, but not both in one course. This was remedied in 2011 by dividing PSY 214 into two separate courses, PSY 203 (Child Psychology) and PSY 217 (Adolescent Psychology).

IV. Curriculum

A. When was the program first registered by SED? December 1974

B. When was the program last registered by SED? December 1974

C. Identify actions regularly taken by program faculty to ensure that the curriculum remains current.

The committee notes the following are being done: 1) Remaining current with the professional literature in the various disciplines in this program; 2) Attending relevant conferences and workshops in the various disciplines in this program; 3) Sharing ideas across Suffolk's

three campuses through formal and informal meetings.

D. Curricular Revisions

1. Discuss (a) new courses, (b) revisions to existing courses, (c) changes in course sequencing, or (d) elimination of courses that have occurred since the last program review.

In History no courses have been eliminated since the last review. On the Eastern Campus HIS 110 – Colonial Latin American History has been added. There have been no revisions to existing courses or changes in course sequencing in History.

The option in Psychology has added PSY 203 (Child Psychology), PSY 211 (Adulthood and Aging), PSY 212 (Psychology of Gender) and PSY 217 (Adolescence). PSY 211 and 212 are electives on the Ammerman Campus. In addition, the foundational course in this area (PSY 101) is currently being revised to reflect the changes in the field and the needs of our students to be prepared to digest and critically evaluate research in the field.

The option in Anthropology recently deleted ANT 105 (Introduction to Archeology) and ANT 201 (Fieldwork in Anthropology). The professors in this option are trying to restore ANT 201.

The option in Sociology recently removed SOC 204 (American Ethnics: Native and Immigrant) and SOC 207 (Modern American Culture). The option has added SOC 224 (Sociology of the Aging.)

There have been no recent changes in Political Science.

2. List any changes in course prerequisites or corequisites that have occurred since the last program review. When were these requirements last examined? Is there a reason to change any of them at this time?

There have been no changes in prerequisites or corequisites in the past six years. There appears to be no reason to change course requirements currently.

3. Course Syllabi

a. How often are course syllabi reviewed?

The college has recently standardized all course syllabi, which are reviewed annually.

b. Is the program's advisory committee consulted during these reviews?

Yes ____ No ____ N/A x

c. Are the objectives for all courses in the major expressed in terms that can be measured?

Yes X No ____

d. Are there common learning outcomes for all sections of all courses in the major?

Yes x No ____

e. Describe the procedures used to ensure that there are common learning outcomes for all sections of all courses in the major.

Suffolk recently completed a college-wide syllabus project, designed to standardize the syllabi across the entire college, which must appear explicitly on every course outline. Ensuring that there were common learning outcomes was part of the endeavor. In addition annual assessments of student learning focusing on outcomes has been initiated and courses will take part on a rotating cycle.

f. Comment on the extent to which course outlines reflect programmatic outcomes.

The common course syllabi reflect programmatic outcomes

very well. For example the following are expected of all students enrolled in the Social Sciences Emphasis:

1. Identify and describe some of the major concepts, models and issues of their selected discipline in the Social Sciences.

2. Use critical thinking skills to identify, analyze, evaluate, and prepare well-reasoned arguments

One can find a version of these programmatic outcomes in the common syllabi for all classes that are taught in the program. The program is also assessing each of its PLOs through an annual assessment plan that tests the achievement of one PLO/year in two selected classes. Curriculum maps have been created or revisited to see where course outcomes align with programmatic outcomes.

g. Append current syllabi for all courses in the major. **Appendix C**

4. Are any changes to the curriculum being contemplated? Yes x No

If yes, describe these changes.

Changes are being contemplated in the History option. However, before anything happens the professors are waiting until the completion of the American Historical Association's Tuning Project. Once the Tuning Project is completed, the discussions about making changes in this option will resume.

The foundational course in this Psychology (PSY 101) is currently being revised to reflect the changes in the field and the needs of the students to be prepared to digest and critically evaluate research in the field. The psychology faculty completed an assessment of learning outcomes in PSY101, which demonstrated that certain topics needed to be strengthened in the curriculum. A review of professor's educational experience to teach this course was recommended.

While the professors in the Anthropology/Sociology option want more courses add to their program, no substantial changes to the curriculum

are being discussed.

Political Science needs additional resources (full-time faculty) and courses before anything can happen in this option.

5. Complete a Curriculum Map for each of the program's learning outcomes.
(Appendix D)

6. Based on the Curriculum Maps, discuss the adequacy of organized, sequential learning experiences.

In all the options, the professors teaching each course are able and expected to introduce, reinforce or apply the program's learning outcomes. Each PLO is introduced in the program's introductory courses, and either reinforced or applied in the more advanced courses. Based upon these findings, each option has adequate sequential learning experiences.

7. Indicate how the program satisfies SUNY general education course requirements.

Psychology – PSY 101 and 105 fulfill SUNY General Education requirement for Social Sciences.

History – HIS 101 and 102 fulfill SUNY General Education requirement for Social Sciences and Western Civilization. HIS 103 and 104 fulfill SUNY General Education requirements for Social Sciences and American History. HIS 105 and 106 fulfill SUNY General Education requirements for American History. HIS 107 fulfills SUNY General Education requirements for Social Sciences, Western Civilization and Other World Civilizations. HIS 118 and 119 fulfill SUNY General Education requirements for Other World Civilizations. HIS 120 fulfills SUNY General Education requirements for Other

World Civilizations. HIS 201 fulfills SUNY General Education requirements for Social Sciences and Western Civilization.

Anthropology/Sociology – ANT 101 fulfills SUNY General Education requirements for Social Science and Other World Civilizations. ANT 103 fulfills SUNY General Education requirements for Social Sciences. ANT 203 fulfills SUNY General Education requirement for Social Sciences and Other World Civilizations. ANT 205 and ANT 211 fulfill SUNY General Education requirements for Other World Civilizations. SOC 101 and 122 fulfill SUNY General Education requirements for Social Sciences.

Political Science – POL 101 and 103 fulfill SUNY General Education requirements for Social Sciences. POL 105 fulfills SUNY General Education requirements for Social Sciences and American History. POL 107 fulfills SUNY General Education requirements for Social Sciences and Other World Civilizations.

The program also has required courses that satisfy SUNY's general education requirements for Math, Basic Communication, Foreign Language, Natural Sciences and Humanities, and the infused competencies of information management/literacy and critical thinking skills..

8. Explain how learning outcomes in general education courses align with or support programmatic learning outcomes.

The program's core courses (e.g., HIS 101, PSY 101 etc…) are also general education courses. Two of the program's PLOs expect the following from the students.

1. Identify and describe some of the major concepts, models and issues of their selected discipline in the Social Sciences.

2. Use critical thinking skills to identify, analyze, evaluate, and prepare well-reasoned arguments

These learning outcomes are similar to what is expected in General Education courses. In addition, General Education outcomes of communication, both oral and written, as well as other General Eductaion outcomes specific to an emphasis (e.g. – Western Civilization or American History in sociology and anthropology, or

mathematical reasoning in courses that depend on statistical analyses).

9. Does the program sponsor a student club or organization? Yes ____ No x ____

If yes, what are the intended outcomes of student participation in this organization, and to what extent are these outcomes being achieved?

While there are various Social Science clubs on all the campuses, such as History and Psychology clubs, the program does not sponsor any of them.

10. Peer Institutions

a. Identify a group of peer institutions (preferably SUNY units) that offer a similar program.

1. Columbia-Greene Community College
2. Herkimer Community College
3. Jamestown Community College
4. Tompkins-Cortland Community College (their program, however, leads to an A.S. degree)
5. Westchester Community College

These programs are all from community colleges in the SUNY system. Most other community colleges offered degrees in LAS General Studies and LAS Humanities and Social Sciences.

b. How does the SCCC curriculum compare to the curricula of these programs at the peer institutions?

Columbia-Greene Community College:

1. No options in Anthropology or Political Science
2. Six units of History "electives", which are not specified.
3. Program requires all students to take three units of a Social Science elective, along with 12 units of General Electives – which appear to be courses within the student's concentration.
4. 12 units of Humanities Electives
5. Overall the program appears to offer its students a great amount of flexibility.

Herkimer Community College

1. Greater flexibility in History, as students are required to take one elective in American History and one elective in Western Civilization.
2. Students can take a wide range of courses in the Social Sciences, but have fewer options for an emphasis (only in Psychology, Social Services, Sociology and Special Education).
3. No foreign language requirement; foreign language can be taken as a Humanities elective.
4. Students can take a lot of English courses and conceivably skip Humanities entirely.

Jamestown Community College

1. No core requirement, which likely means greater flexibility.
2. This program has no options like Suffolk's.
3. Students have to take 24 units of Social Science courses.
4. Students must take courses in at least three different areas of Social Science.
5. Students are required to take only two courses in English and one elective in the Humanities. There is no foreign language requirement.
7. They don't offer many courses in each of the Social Science areas.

Tompkins-Cortland Community College

1. This program leads to an A.S and not an A.A. degree
2. They offer a capstone course in Social Sciences to students in their final semester of the program. Students in this class will need to complete original research in the Social Sciences. The course is thematically based.

Westchester Community College

1. No emphases/options available.

2. Lots of flexibility. To complete core requirements, students have to take at least one course in a Behavioral Science (Anthropology, Geography, Psychology or Sociology) and one course in a Social Science (Economics, Geography, History or Political Science).
3. To complete the degree requirements, students must take at least one course in four different disciplines in the Behavioral and Social Sciences.
4. Students have 10-13 units of free electives, most of which though must be taken in the Social and Behavioral Sciences.
5. Foreign language is not required, but it is an option for the Humanities elective.

Summary:

Because of the options in Suffolk's Social Sciences program, students likely have an easier time deciding on the proper discipline for their major. Other programs do not give students this opportunity, and this therefore is a definite strength at Suffolk. If the professors in Suffolk's Social Science emphasis wish, they could look at the peer institutions that provide greater flexibility, for example, in their core requirements, and consider if Suffolk should provide this same flexibility to its students. Suffolk's Social Sciences program should also consider offering a capstone course for its advanced students.

11. Instructional Methods and Modalities

a. List new instructional methods that have been implemented since the last review.

The program offers online, blended and web enhanced courses through the Desire to Learn (D2L) course management system. Almost all of the program's faculty have undergone D2L training; most professors use D2L to at least provide web enhancement for their courses. Some professors teach blended courses, while other teach online through D2L. The following courses are offered in the online format.

HIS101,102, 103, 104
GEO101
POL103
SOC101

ANT101
PSY101, 210, 214, 215

b. Provide examples of how programmatic faculty integrate electronic or digital products and systems into the curriculum.

Programmatic faculty use the standard mixture of PowerPoint, YouTube and other videos in their classrooms. Most of the professors use the college's course management system – which is changing from Desire 2 Learn to Blackboard in Fall Semester 2014. Through these methods the program's professors are able to take full advantage of the possibilities offered by digital media.

c. Identify any courses in the major that are being offered in a distance-education format, and specify what formats are being used. If faculty do not believe that these formats are applicable to this program, explain why.

Anthropology 101; HIS 101, 102, 103 and 104; POL 103 and 107; PSY 101, 203, 210, 211, 215 and 216; and SOC 101 and 203 are all offered through Desire 2 Learn/online.

PSY 101 and 210, and SOC 101 are offered in the Blended Online and Classroom format.

PSY 101 is also offered in the Distance Education room.

d. If courses are being offered in distance-education formats, discuss assessments of these formats with respect to how they compare with traditional formats.

No data available.

V. Assessments

A. Append Program's Assessment Plan **Appendix E**

B. Programmatic Assessments

1. Discuss the process that guided the development of the program's assessment plan.

The assessment plan is a five-year assessment of each of the program's PLOs. This plan developed because of and during Professional Development Day in Spring 2013. The professors in this program met, formed a committee, and worked out a plan for each of the PLOs. This plan will be carried out over the next five years.

2. What changes have been implemented as a result of programmatic assessment?

Currently the first PLO is being assessed in POL 105 and PSY 215. There should be data available by the end of Fall Semester 2013. Once the data is available, any necessary changes in the program will be implemented. This process will be ongoing.

3. Identify desired changes as a result of programmatic assessment that have yet to take place.

Once the first results of assessment are available at the end of Fall Semester 2013, changes in the program will be considered. In addition, the committee recommends placing the Political Science option on hiatus – meaning not allowing new students to matriculate into the option, but allowing current students to finish -- due to the lack of resources in this option (e.g., only two full-time professors on the Ammerman campus, only one of which teaches political science full-time). The committee recommends putting the program option on hiatus by the end of Spring Semester 2014.

4. What changes, if any, in the programmatic assessment process are deemed desirable?

No changes in the process are deemed desirable.

C. Assessment Summary for Learning Outcomes	**Complete Assessment Summary Form (Appendix F)**

VI. Students

A. Report target goals for admissions. Discuss trends in application numbers.

Other than Psychology, enrollment in these program options are very low. Here are some examples.

Spring 2013 – Ammerman Campus:

15 registered students in Anthropology/Sociology, 21 in History, 23 in Political Science and 244 in Psychology

Grant Campus:

21 registered students in Anthropology/Sociology, 30 in History, 29 in Political Science and 226 in Psychology.

East Campus (not registered in the major, but there are students in the program on the East Campus)

Four registered students in Anthropology/Sociology, nine in History, two in Political Science and 50 in Psychology.

These numbers appear to have been relatively steady since 2008, with very low numbers in all the program's options, except for Psychology. It is unclear why the Psychology option is more popular than the others in the program, but it is believed that psychology is applicable to a large number of other programs of study/careers. For now, the committee wants the program to double enrollment in the History and Anthropology/Sociology options over the next two years. There are bigger problems with the Political Science option, which are the result of serious resource problems.

B. Is this a new program or a program that has undergone a major revision since the last program review?

	Yes	No
		x

If yes, discuss how actual enrollments compare with those that were projected in the new-program or program-revision proposal. Explain any

discrepancies.

NA

C. Describe full-time and part-time enrollment trends since the last program review. Compare them to enrollment trends at the college and enrollment trends at peer institutions.

In 2008 the program's numbers were the following:

Ammerman – Anthropology/Sociology: 22; History: 18; Political Science: 14; Psychology: 142

Grant – Anthropology/Sociology: 14; History: 15; Political Science: 8 Psychology: 155

East – Anthropology/Sociology: 6; History: 8; Political Science: 4; Psychology: 47

In Spring 2013 the numbers in the program's numbers were the following:

Ammerman Campus:

15 registered students in Anthropology/Sociology, 21 in History, 23 in Political Science and 244 in Psychology

Grant Campus:

21 registered students in Anthropology/Sociology, 30 in History, 29 in Political Science and 226 in Psychology.

East Campus (not registered in the major, but there are students in the program on the East Campus)

Four registered students in Anthropology/Sociology, nine in History, two in Political Science and 50 in Psychology.

Enrollment in LAGS (Liberal Arts and General Studies) at all three campuses has experienced the following growth:

LAGS 2008 –

Ammerman: 3,583; Grant: 2,553; East: 775

LAGS 2013 –

Ammerman: 5,802 (an increase of 62%); Grant: 4,083 (an increase of 62%); East: 1,310 (an increase of 69%)

Whereas Suffolk's LAGS program has experienced respectable growth in the past five years, the numbers outside of the Psychology option in the Social Sciences program remain very low. While one could argue that enrollment in Anthropology/Sociology and History on the Grant Campus has practically doubled in the past five years, this represents a growth from 15 to 30 registered students.

D. Report annual graduation rates since the last program review. How do these rates relate to student profiles, admissions criteria, or other relevant factors?

Compare graduation rates to those of similar programs at the college and to those of peer institutions. Identify factors that contribute to or impede successful completion of the program.

Data not yet available

E. Provide annual transfer rates for those students who have and who have not

graduated from the program.

Data not yet available

F. Describe the procedures by which students in this program receive advisement.

How are students informed about career or transfer opportunities? Discuss any recommended changes in student advisement.

As of now, there is no procedure by which the students in the program receive advisement, other than the way all students at the college are advised. This will change. The committee plans to identify all the students in the program; once this has happened the professors in the program will devise a means to fairly assign students to professors in the various options (History, Psychology, Anthropology/Sociology and eventually Political Science).

G. Identify the means by which the program is being marketed to prospective students.

It is not being marketed.

H. Have surveys been administered to current students, graduates, or employers? Yes _____ No x

If yes, identify the surveys used, and discuss the results of these surveys with respect to future plans for the program.

I. Append statistics concerning students. **Appendix G**

VII. Resources

A. Review and analyze data provided by the library, and discuss (1) the availability, (2) the relevance, and (3) the quality of collections and online databases.

According to the data available in appendix H, Suffolk's libraries provide students and faculty with a sufficient amount of books and databases. Because students are now relying more on databases than books, the acquisition of the academic books has declined in the past few years.

Suffolk's library database is able to provide the necessary material for research projects. Books, however, are a different issue. The college library provides useful academic books for students' and professors' research projects. What is lacking in the college's library can be found at Stony Brook University.

Suffolk's library does a good job of providing the needed materials for faculty and students.

B. Comment on the extent of student and faculty use of the library collections and online databases. Do programmatic courses require library research? If so, provide examples. Comment on the accessibility of the library to students and faculty. To what extent do faculty refer students to the library?

Based upon the library's submitted data, specific bibliographic instruction in the college's Social Science courses – that requires use of the library – is growing incrementally. While programmatic courses require some sort of research/use of books and other academic material – many of them recommend, but do not require that the students use the library. Going to the library is an option that many students take advantage of. The library is readily available to the students who need it for their assignments. In addition, the library has vast on-line resources, making use of its databases and holdings very available and convenient.

C. Comment on the availability, adequacy, and use of learning tools such as computer software, instructional media, and laboratories, studios, etc.

On all three campuses students have a variety of necessary and useful learning tools (computer software, instructional media, laboratories, studios etc…) available to them.

D. Evaluate the integration of the academic computing labs and academic skills centers into programmatic coursework.

When relevant, academic computing labs and skills centers are adequately integrated into programmatic coursework. No courses currently in the program require a computer lab component.

E. Discuss the adequacy of (1) instructional space, (2) office space, (3) supplies, and (4) equipment for the program. Prioritize the program's needs in these areas.

Office space is adequate, as are supplies and equipment for the program. Instructional space is a different story, as it remains very, very tight across all three campuses. It seems like the challenge for classroom space grows more difficult each year, and it provides the program very little flexibility to offer the full range of courses that its professors would like. For example, in History at the Grant Campus, the full-time professors would like to offer more electives. Doing so has proven very difficult for the following reasons. A) There remains a huge demand for Western Civilization courses, and adding an elective in History often results in the removal of a Western Civilization course; and B) There is rarely any instructional space to offer elective course.

F. Append Library Data Package **Appendix H**

VIII. Personnel

A. Report the number of full-time and part-time faculty, professional staff, and clerical staff in the program. Note any changes that have occurred in these numbers since the last program review, and state how these changes have affected the program.

Ammerman Campus – • History: Seven full-time faculty members and 32 adjuncts • Psychology: Seven full-time faculty members and 28 adjuncts • Anthropology: 2.5 full time faculty members (one person splits her time between Anthropology and Sociology). There are

three adjuncts.

- Sociology: One full-time faculty member, one faculty member, who divides time between Anthropology and Sociology, and one faculty member who divides time between Anthropology and Japanese language courses. There are approximately seven adjuncts teaching Sociology on this campus.
- Political Science: One full time faculty member, who teaches five sections of Political Science, one full-time faculty member who must teach two sections of Geography/semester and one faculty member, who due to course release, teaches only one section each semester. There are seven adjuncts teaching Political Science on this campus on average each semester.
- Two full-time administrative assistants.

Eastern Campus –

- History: Two full-time faculty members and seven-eight adjuncts.
- Psychology: Two full-time faculty members and 11 adjuncts.
- Anthropology: 0 full-time faculty members and one adjunct.
- Sociology: One full-time faculty member.
- Political Science: One faculty member, who teaches two sections of Political Science 103 and two adjuncts.
- Two full-time administrative assistants.

Grant Campus –

- History: Three full-time faculty members +one full-time faculty member who receives course release and teaches 4 sections each semester and 20 adjuncts.
- Psychology: Four full-time faculty members + one full-time faculty member who receives course release and teaches only one section each semester plus 22 adjuncts.
- Anthropology: One full-time faculty member, who receives course release and teaches four sections each semester + one professor, who divides his time between Anthropology and Sociology plus approximately six adjuncts.
- Sociology: One full time faculty member + one professor, who divides his time between Anthropology and Sociology plus approximately six adjuncts. (There is a total of approximately 12 adjunct professors between Anthropology and Sociology.)
- Political Science: Zero full-time faculty plus four adjuncts.
- One full-time administrative assistant and one part-time college aide.

B. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) evening/weekend sections, and (3) total sections is taught by full-time faculty? Does the program require additional full-time faculty? If so, explain why. Comment on the need, if any, for additional professional or clerical staff.

1. Ratio of full-time faculty to part-time faculty- 37 full-time faculty and approximately 154 part-time faculty

2. Sections taught by full-time faculty/adjuncts (ratios are # of full-time faculty members/# of total sections) These numbers come from Spring Semester 2013.

History – daytime = 55/123
History – Evening/weekend = 6/32
History – Total = 61/155 sections

Psychology – daytime = 66/130
Psychology – evening/weekend = 2/27
Psychology – total = 68/157

Anthropology – daytime= 18/23
Anthropology – evening/weekend = 0/6
Anthropology – total = 18/29

Sociology – daytime = 18/45
Sociology – weekend = 3/14
Sociology – total = 21/59

Political Science – daytime = 10/17
Political Science – evening/weekend = 1/7
Political Science – total = 11/24

Note that this set of ten sections is in Political Science is taught by two full-time faculty members, who only teach two sections each. There is only one professor at this college teaching a full load of Political Science sections.

The general consensus is that each of the three campus departments has enough clerical/support staff. The program needs more faculty, especially in Political Science. East has one faculty member teaching only two sections of Political Science. Ammerman has one person teaching a full-load of courses, one regular faculty member teaching

two sections and a new hire, who teaches three sections of Political Science. Grant has no full-time faculty teaching its sections in Political Science. The college also offers a total of 24 sections in Political Science, which isn't enough to sustain the major.

Except for Anthropology, the full-time/adjunct ratio in the other options isn't that great either. The college could use a new hire in History, Psychology and Sociology. Based upon the above numbers, the college should prioritize finding a new line for History and give this line to the Grant Campus.

C. How do program faculty improve their teaching skills and stay current in their discipline? Provide examples of professional development activities by program faculty and professional staff over the past six years.

Our faculty is very busy, teaching their courses, contributing to their campus departments in various ways, and remaining experts in their fields. Most of the faculty attend and present at conferences regularly. These consist of local, regional and national conferences. They also maintain active memberships in their respective professional organizations, including the American Psychological Association, the American Historical Association and the German Studies Association. There are many examples.

Psychology –

Dr. Andrea Macari publishes regularly in journals, such as the Journal of Workplace Behavioral Health. She has also appeared as a disseminator of psychological information on a variety of television shows, including *Nancy Grace* and the *O'Reilly Factor*.
Dr. Michael Benhar writes for an on-line journal, for which he has published 15 articles in the past several years.
Dr. Lynn Liebert Marx has been very active in Suffolk's professional development workshops as a presenter. She is a campus and college leader, and a member of the Leadership Academy.

History –

Dr. Christina Bosco Lambert has presented at several conferences in Germany and the United Kingdom in the past six years, and has published an article in 2011 in *Early Theatre Journal*.

Dr. Neil Buffett has been accepted for a three-year program on Bridging Cultures for Community Colleges with the American Historical Association and the National Endowment for the Humanities

Dr. Sarah Grunder has presented regularly at the American Antiquarian Society, the Popular Culture Association and the American Historical Association.

Denise Haggerty presents at both history and honors conferences and is a participant in the Leadership Academy.

Dr. Judy Travers reviews books and presents regularly on women's history. She is also very busy chairing the Ammerman Social Sciences Department.

Dr. Barbara Fox has presented at the New York State Association of European Historians. She attends many other conferences and is a regular reviewer of textbooks. She was one of the organizers of Suffolk's conference on "Digital Humanities and the Transformation of Scholarship."

Martha Kinney has presented at a variety of conferences, including the American Association of Geographers and the American Historical Association. She is an active member in several different professional societies.

Dr. David Marshall presents papers every year at the German Studies Association. His conference attendance includes Middle Tennessee State University's International Holocaust Conference, and the New York State Association of European Historians.

Dr. Daniel Wishnoff is working on an article about public housing in New York City in the 1960s-1980s.

Dr. George Monahan writes and presents papers on military history.

Dr. Justin Turner writes and presents papers on U.S.-Cuba baseball diplomacy.

IX. Program Vision

Present a recommended vision of where the program-review committee would like to see the program be in ten years from now. Indicate what might be required to realize this vision.

10 years from now the committee sees a Social Sciences program that has remained dynamic and productive, and continues to provide the equivalent of the first two-years of a Social Science major to the enrolled students. It is hoped that the program will maintain strong majors in Psychology, History and Anthropology/Sociology. The committee would be pleased if the recommended Political Science's hiatus, if enacted, proves temporary, and that this option would again become an important part of the program. The committee would like students in this program to have the option to take courses in Geography and Economics.

The proper amount of resources is crucial to realizing this vision. The program needs more full-time faculty and a "lead" person or coordinator for each of its options that are available for students.

X. Major Findings and Recommendations

A. State the major findings of this program review.

Program Goals and Learning Outcomes

1. The committee understands the importance of regular assessment of the courses on the Social Sciences Emphasis and has therefore developed a program to assess selected courses in the coming five years to determine if these properly meet the program's learning outcomes (PLOs).

2. The Social Sciences Professors need to continue their ongoing conversations about the goals for this program. The professors in some of the program's options are happy with what they are doing, while those in other options await additional data before making further recommendations.

3. Student satisfaction with the program and the program's ability to help them meet their academic and career goals should be surveyed every two years.

4. The Eastern Campus is still not part of this program. The Eastern

Campus has requested to be able to offer the program but it has never received administrative approval.

Curriculum

1. The Psychology option seems to be working well with approximately 500 students enrolled on all three campuses. The Psychology professors appear to be generally satisfied with the program and the preparation of students for future study/work in the discipline.

2. History faculty have decided to wait until the completion of the American Historical Association's Tuning Project, expected in 2014, before making further recommendations about their option. The AHA defines the Tuning Project as, "…a nationwide, faculty-led project to articulate the disciplinary core of historical study and to define what a student should understand and be able to do at the completion of a history degree program." Once this work is completed, it will allow the professors of history to link the identified competencies and outcomes to the degree program.

3. The Anthropology/Sociology option needs more courses for their enrolled students. This option offers the absolute minimum that would be sufficient for a student wanting to major in either Anthropology or Sociology.

4. The Political Science option is understaffed with no full-time professors on the Grant and Eastern Campuses, and only two full-time professors on the Ammerman campus, one of whom must teach two courses in Geography/semester. The course offerings for the Political Science option are inadequate for the major, and students on the Grant and Eastern Campuses must travel to Ammerman to take all the required courses for graduation.

5. The committee believes that in its current form, CST 101 (Introduction to Computing) does not properly meet the needs of the program's students. The committee is working with the Department of Math and Computer Science to redesign the course, so that students in the Social Sciences Emphasis are better served.

6. Each of the disciplines (History, Psychology, Anthropology/Sociology) needs a college-wide coordinator to focus on discipline-specific concerns and to advocate for the disciplines.

7. The students in this program should be encouraged to participate in one of the college's many summer study abroad opportunities.

8. The History option competes with a program in History Education. And while Suffolk's program in History Education is jointly registered with St. Joseph's College, so that students in that program are concurrently enrolled at St. Joseph's, all students enrolled in the History Education program are able to transfer easily to any other college in the SUNY system. Therefore there is overlap between the History option in our program, and the History Education program. This should be addressed.

Assessment

1. The committee has developed a plan to assess selected courses over the coming five years.

Students

1. Other than in Psychology, student enrollment in the program is very low, partly due to a lack of appropriate advising. A plan that would assign students in this major to the appropriate full-time faculty members for advising, while not overwhelming Psychology faculty, must be developed.

Faculty

1. There are a substantial number of courses being taught by adjuncts, a problem on all three campuses. Research demonstrates that full-time faculty have the time and ability to revise courses and address student learning deficiencies in ways part-time or adjunct faculty often do not. Furthermore, an overreliance on adjunct faculty leaves Suffolk County Community College unable to adequately staff the necessary departmental, campus, and college committees and initiatives required to carry out the college mission. It also limits severely the ability to interact with students outside of the classroom, such as serving as student organization advisers.

2. If the college wishes to preserve the Political Science option as part of the Social Sciences Emphasis Program, additional full-time faculty are needed. Furthermore, if the college seeks to continue offering/requiring geography courses as part of this and other college programs, full-time faculty in geography must be hired, so that Political Science professors can teach more Political Science courses.

Resources

1. Instructional resources appear to be adequate. Most faculty members take advantage of what is available to them, including the use of smart

technology in the classrooms, our course management system – which has been through Desire 2 Learn, and our college libraries.

B. Based on these findings, list specific recommendations.

	Recommendations	Assessment Findings Supporting Each Recommendation
1.	Continue to collaborate with the Department of Mathematics and Computer Science to revise CST 101 (Introduction to Computing) in order to strengthen students' research and analytical skills.	Recent assessments of Social Science courses indicate that students struggle with critical analysis. Furthermore, faculty have noted students' weak research skills. CST 101 is being reworked to help address these problems.
2.	Hire more full-time faculty, especially in Political Science and Geography. Until there are more full-time faculty members in Political Science, this option should be placed on hiatus.	The college has one full-time professor in Political Science, and one full time professor split between Political Science and Geography on the Ammerman campus. There are no full-time professors in either Political Science or Geography on the Grant Campuses. Because of the lack of full-time faculty in Political Science, the program can no longer offer the Political Science emphasis. Because GEO 101 is a required course for the History Option, students in History would be best served by having a full-time Geographer.
3.	Add more courses to each of the options in the major.	Based upon comparisons with other colleges, the committee has determined that the program offers the minimum of classes necessary for students to complete the Social Sciences major. While the amount of courses offered in the HIS and PSY options are adequate for the students, adding more classes would enrich the program. The amount of courses available in the ANT/SOC option is barely adequate for the

		students, because of recent removals of classes from this option.
4.	Carefully monitor the assessment plan that has begun in Fall Semester 2013.	Up until Fall 2013, there has been no programmatic assessment of the learning outcomes in the Social Sciences program.
5.	Identify and poll the students in these options, especially in History and Anthropology/Sociology in order to discover their satisfaction with the program, their acceptance rates into 4-year programs/universities, and the level of preparation they received for their post-academic careers.	There has been no formal process to identify the students enrolled in Liberal Arts and Sciences: Social Science Emphasis, or to determine their satisfaction with the program.
6.	Develop a plan to advise the students in all the options of the program, one that ideally links them with professors on their campuses, who can become mentors.	There have been few attempts to assign for advisement any of the students enrolled in Liberal Arts and Sciences: Social Science Emphasis to a professor in one of the options.
7.	Encourage students in this program to take advantage of the college's many summer study abroad offerings.	The committee has looked into some of the studies that show a greater need for students living in a global community to experience some sort of international study during their college years. For more information on the benefits of study abroad, please click on this link from the Institute for the International Education of Students. http://www.iesabroad.org/study-abroad/why/career-benefits
8.	Encourage the development of "Discipline Leads" who will advocate for that particular discipline and perform a variety of tasks, such as assessment, college-wide discipline communication etc…	The committee feels that each year enough issues develop at the college to warrant the creation of a discipline lead to look out for the interests of that particular discipline (History, Psychology, Anthropology, Sociology, etc…).
9.	Extend the Liberal Arts and Sciences: Social Science Emphasis Program to the Eastern Campus.	The Eastern Campus is not part of this program.
10.		
11.		
12.		

13.		
14.		
15.		

C. Provide a tentative plan for acting on these recommendations.

Appendix I

D. Discuss elements that were identified as program best practices.

The faculty in the Social Sciences engage in ongoing professional development in their own fields of expertise as well as in teaching technologies and pedagogy as evidenced by their attendance and participation in professional development workshops and professional conferences including teaching conferences (The annual Teaching Professor conference, etc.). In addition, many have embraced "active Learning" techniques and employ them regularly. Evidence of this can be found in the number of faculty recently experimenting with, or regularly employing "flipped classroom" techniques in Social Science classes. In fact, in 2010 one of our full time Psychology faculty members (Michael Weissberg) produced and distributed to all Psychology faculty (both full and part time) a *Handbook of Active Learning Strategies for PSY 101*, which he developed.

In addition to the move away from traditional lecture formats toward active learning a variety of other teaching modalities have been introduced and expanded. Virtually all of our regular course offerings are now available as online and/or blended courses making them maximally accessible to students. A Virtual Learning Commons has been developed and launched to assist students in mastery of some of the most difficult concepts they encounter in "gateway" courses like PSY 101 and HIS 101. This site contains online tutorials, self tests and other self paced materials for students to use to enhance their learning in critical courses. Material is continuing to be developed and added to this site with the plan to ultimately provide support material for virtually all courses offered.

Sequencing of courses in some disciplines appears to enhance student success. Thus, the class schedules have been modified over time to compel most students to take courses in the most beneficial order by providing earliest courses primarily in the fall term and subsequent course in the spring semester. For example, data on student outcomes suggests that students perform better in HIS 102 if it is taken *after* HIS 101 (so that the time periods follow each other in a logical chronology). So

many more sections of HIS 101 are offered each fall than HIS 102, and the reverse is true for the spring terms. (Some sections of each course remain for students who begin "off sequence" or need to repeat a course, but most students are advised to take these courses in sequence.)

The Social Science faculty members throughout this program all require student writing in *every one* of their courses. In response to apparent weakness in students' communication abilities the faculty members have all adopted writing policies that ensure that all courses in the Social Sciences require student writing in a various formats. Some sequenced courses require progressive writing assignments moving from "low stakes" to "high stakes" assignments as students progress through their degrees. This practice ensures not only that students will gain valuable practice in communicating through writing, but that the assignments demand increasing skill levels before students complete their studies, further ensuring their readiness to move on to advance their education or into employment.

In addition to the increased emphasis on student writing, faculty in the Social Sciences have collaborated to produce standard grading rubrics for some courses and assignments to aid in the grading of student work. This process has proven extremely beneficial in allowing for inter-rater reliability when assessing courses. The rubrics are often shared with students prior to their completion of written work to serve as a guide and serve to highlight the key components of required essays and research papers.

E. Who will have responsibility for preparing and submitting annual status reports concerning the implementation of these recommendations? *Annual status updates are to be submitted to the Office of Academic and Student Affairs by June 15 of each year, beginning with the year following the submission of the self-study.*	David Marshall, chair of the committee, is willing to prepare and provide annual status reports concerning these recommendations. The committee supports this choice.

F. Comment on the program-review process. What worked well? What could have been done to improve the process?

This whole process was a learning experience for all of the participants who were involved. A large amount of useful work that will help improve the program has been produced during the past two years. The chair appreciates all of the assistance given by members of the committee. At the end of the process the administration provided guidance that was essential for the completion of this project. The chair really appreciated this support.

Suggestions: Assessment can be a very confusing process, especially for professors with very little experience. There should be training in assessment, along with mentors to help along during the process. In addition, there needs to be a new template for the program reports. The current template has proven difficult to use at times.

Finally it might also be helpful to divide program-review responsibilities a little more than they are currently. The chairs and members of the subcommittees did the work assigned to them (and for the record, the three Social Science department chairs went above and beyond the call of duty, providing vital support to help get this project completed). There is a problem with having one person responsible for a report this large (it is approximately 100 pages). There are so many details that must be checked and rechecked frequently to prevent anything from being overlooked. Having two leaders collaborate on a report like this could possibly make the process easier for everyone.

APPENDICIES

Appendix A

Student, Graduate, and Employer Surveys

No data available.

Appendix B

Advisory Committee Minutes

NA

Appendix C

Course Syllabi

The college has standardized all the syllabi, including those in our program.

http://www3.sunysuffolk.edu/Students/Syllabi.asp

Appendix D

Curriculum Map

Curriculum Map 1

Liberal Arts and Sciences: Social Sciences Emphasis/Psychology Option

	PSY101	PSY105	PSY203 PSY210 PSY217	PSY215	PSY201 PSY202 PSY205 PSY211 PSY212	PSY213 PSY216 PSY218 PSY220 PSY247							
1 –Students will use Critical Thinking skills to identify, analyze, evaluate and prepare well-reasoned arguments.	I	I	R	A	A	A							
2 – Students will identify and describe some of the major concepts, models and issues of their selected discipline in the Social Sciences.	I	I	R	A	A	A							
3 – Students will identify and evaluate social science research using traditional and electronic methods.	I	I	A	A	A	A							
4 – Students will communicate effectively orally and in writing.	I	I	A	A	A	A							

Curriculum Map 2

Liberal Arts and Sciences: Social Sciences Emphasis/Political Science Option

	POL 101	POL 103	POL 105	POL 107	POL 151								
1 –Students will use Critical Thinking skills to identify, analyze, evaluate and prepare well-reasoned arguments.	I	R, A	R, A	R, A	A								
2 – Students will identify and describe some of the major concepts, models and issues of their selected discipline in the Social Sciences.	I	R, A	R, A	R, A	A								
3 – Students will identify and evaluate social science research using traditional and electronic methods.	I	R, A	R, A	R, A	A								
4 – Students will communicate effectively orally and in writing.	I	R, A	R, A	R, A	A								

Curriculum Map 3

Liberal Arts and Sciences: Social Sciences Emphasis/Sociology-Anthropology Option

	SOC 101	ANT 101 ANT 103	SOC 203	ANT 203	ANT 205	ANT 211	SOC 122 SOC 205 SOC 212	SOC 215 SOC 220 SOC 224					
1 –Students will use Critical Thinking skills to identify, analyze, evaluate and prepare well-reasoned arguments.	I	I	R	R	A	A	A	A					
2 – Students will identify and describe some of the major concepts, models and issues of their selected discipline in the Social Sciences.	I	I	R	R	A	A	A	A					
3 – Students will identify and evaluate social science research using traditional and electronic methods.	I	I	R	R	A	A	A	A					
4 – Students will communicate effectively orally and in writing.	I	I	R	R	A	A	A	A					

Curriculum Map 4

Liberal Arts and Sciences: Social Sciences Emphasis/History Option

	HIS 101	HIS 102	HIS 103	HIS 104	HIS 105	HIS 106	HIS 107	HIS 110 HIS 118 HIS 119	HIS 120 HIS 201				
1 –Students will use Critical Thinking skills to identify, analyze, evaluate and prepare well-reasoned arguments.	I	I	I	I	R, A	R, A	R, A	R, A	R, A				
2 – Students will identify and describe some of the major concepts, models and issues of their selected discipline in the Social Sciences.	I	I	I	I	R, A	R, A	R, A	R, A	R, A				
3 – Students will identify and evaluate social science research using traditional and electronic methods.	I	I	I	I	R, A	R, A	R, A	R, A	R, A				
4 – Students will communicate effectively orally and in writing.	I	I	I	I	R, A	R, A	R, A	R, A	R, A				

Appendix E

Assessment Plan

Instructional-Program Assessment Plan

Liberal Arts and Sciences: Social Science Emphasis
Name of Program

November 1, 2013
Date

Mission Statements

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

Program Mission:

"The Liberal Arts and Sciences: Social Science Emphasis's general philosophy mirrors the overall philosophy of SCCC, which is that all students should have the opportunity to realize their highest potential for individual human development - intellectually, socially, culturally, physically and personally. The Social Science curriculum offering encompasses each and every aspect of these human potential variables and assures the students of a well-rounded education.

"The emphasis not only offers a broad foundation in the traditional Liberal Arts and Sciences, it also explores, specifically, the depth of human behavior in its many aspects, including abnormal, economic, historical, political and developmental.

"This statement articulates the Social Sciences emphasis as a service emphasis, as well as a transfer emphasis. Service in the sense of offering Liberal Arts Social Science electives to other professional and degree programs at Suffolk Community. Transfer. because it provides majors with a two-year lower degree emphasis transferable to upper level programs at relevant four-year degree granting institutions."

How does the program's mission support the *Institutional Mission* or the Expanded Statement of Institutional Purpose?

The program provides the following opportunities to students at Suffolk County Community College: 1) Intellectual discovery through a variety of challenging courses and the opportunities that come with them; 2) Social and economic awareness that students learn in their classes in History, Psychology, Anthropology and Sociology, along with the additional courses that students can take in Political Science and Geography; 3) Economic opportunities that are available once a student transfers from Suffolk's Social Sciences Program and completes a major at a four-year university; and 4) the opportunity to use this major to transform lives, build communities and improve society. For example, students majoring in this program can become teachers, who are crucial to transforming lives, building communities and improving society. There are many other additional options available.

Outcome Goal 1:
Use critical thinking skills to identify, analyze, evaluate, and prepare well-reasoned arguments

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
Faculty will incorporate at least one lesson on critical methods into their courses	Class discussion of the material; student discussion groups that result in presentations to the class; short critical-thinking written assignments	75 % of the students that pass these courses will meet or exceed outcomes expectations	An Exam and Essay Exam will be given the following courses: POL 105 (American National Politics and Government) and PSY 215 (Abnormal Psychology)	Courses will be evaluated in Fall 2013 and data will be analyzed in Spring 2014 semesters	Data not yet available.	Data not yet available.	Data not yet available.	Judith Travers – Professor of History at Ammerman

Outcome Goal 2:
Identify and describe some of the major concepts, models and issues of their selected disciplines in the Social Sciences

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
Depending on the course, faculty will present material that helps students identify the major concepts, models and issues of the various Social Science disciplines.	Lecture and discussion, including student groups that present material to the class	75 % of the students that pass these courses will meet or exceed outcomes expectations	An Exam and Essay Exam will be given in the following courses: SOC 203 – Marriage and the Family and HIS 104 – Modern American History	Courses will be evaluated in Fall 2014 and data will be analyzed in Spring 2015 semesters	Data not yet available.	Data not yet available.	Data not yet available.	Judith Travers – Professor of History at Ammerman

Outcome Goal 3:
Identify and evaluate social science research using traditional and electronic methods

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
Depending on the discipline, faculty will include social science material from traditional and electronic sources in their classes.	Through in-class discussion, including student discussion groups, students will demonstrate their understanding of traditional and electronic methods of social science research.	75 % of the students that pass these courses will meet or exceed outcomes expectations	Ann exam and essay exam will be given in the following courses: PSY 210 – Lifespan Development and GEO 101 – World Regional Geography	Courses will be evaluated in Fall 2015 and data will be analyzed in Spring 2016 semesters	Data not yet available.	Data not yet available.	Data not yet available.	To be determined

Outcome Goal 4:

Communicate effectively orally and in writing

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?
Depending on the discipline, faculty will include oral and written work in their classes.	The following should be used: Either in-class or take-home essays; oral assignments that can be completed through in-class presentations and/or discussions and discussion groups.	75 % of the students that pass these courses will meet or exceed outcomes expectations	An oral Presentation and Essay Exam will be given in the following courses: COM 101 – Introduction to Communication and HIS 101 – Western Civilization 1	Courses will be evaluated in Fall 2016 and data will be analyzed in Spring 2017 semesters	Data not yet available.	Data not yet available.	Data not yet available.	To be determined

Outcome Goal 5:

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?

Outcome Goal 6:

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?

Outcome Goal 7:

Outcome Objectives	Supporting Activities	Target	Assessment Method	Timeline	Analysis & Recommendations	Action Plans	Support	Lead Responsibility
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?

Appendix F

Assessment Summary

A. Identify program improvements made as a result of previous assessments of this major.

1.	Faculty members regularly review course syllabi to assure that learning outcomes are compatible with SUNY General Education requirements.
2.	There is a faculty enrichment program in the Social Science Department on the Ammerman campus that meets at least once/semester and receives approximately 12-15 attendees per session. All full-time and adjunct faculty members are encouraged to attend. The Grant Campus Social Science Department holds regular "brown bag" sessions during Wednesday Common Hour. The topics presented at these sessions have a wide range and include faculty members sharing updates on their research projects.
3.	On the Grant Campus, all classrooms for Social Science faculty have been updated and are now Smart Classrooms. Three of these also include Smart Board technology. On the Ammerman Campus all classrooms on the Southampton Building are now smart classrooms.
4.	There is ongoing assessment of the General Education courses in the Social Sciences major. The college has recently assessed the following General Education classes: HIS 101, HIS 102, HIS 103 and PSY 101. In academic year 2013-14, the Social Sciences Program is assessing PSY 215. There is a plan to assess 2 courses/year in academic years 2014-15 and 2015-16.
5.	New faculty have been hired in History and Psychology and all three campuses.

B. Major learning outcomes for this program and methods used to assess them.

	Major Learning Outcomes	Methods Used to Assess Them
1.	Use critical thinking skills to identify, analyze, evaluate, and prepare well-reasoned arguments.	Essay exam/exam given to selected courses
2.	Identify and describe some of the major concepts, models, and issues of their (students) selected discipline in the Social Sciences.	Essay exam/exam given to selected courses

3.	Identify and evaluate social science research using traditional and electronic methods	Exam given to selected courses
4.	Communicate effectively orally and in writing	Oral presentation and exam given to selected courses.

C. Major Assessment Findings and Actions to be Taken in Addressing Them

	Major Assessment Findings	Actions to be Taken in Addressing Them

1.	In Spring Semester 2013 the college's American History General Education Assessment Committee Assessed HIS 103 (Foundations of American History) They found the following: Students were strongest in meeting SUNY standards in the following areas: Student Learning Outcome 1 (SLO 1) Basic narrative of American History Student Learning Outcome 2 (SLO 2): Knowledge of common institutions in American society and how they have affected different groups Critical Thinking Outcome 2 (CT 2): Students will develop well-reasoned arguments Fewer students met SUNY standards in the following areas: Student Learning Outcome 3 (SLO 3) America's Evolving Relationship with the rest of the world. Critical Thinking Outcome 1 (CT 1): Students will identify, analyze, and evaluate arguments as they occur in their own and others work.	The Committee has recommended the following to address these findings: 1. Disciplinary conversations and ongoing professional development for the college's historians. 2. The creation of a disciplinary lead to represent the needs of the History faculty on all three campuses of this college. 3. The sharing and encouragement of knowledge of historiographical trends and new pedagogical techniques. 4. The use of selected sample assignments that have worked well in past course assessments. 5. Mandatory norming or rubric introduction sessions for all faculty participating in a course assessment. 6. A portfolio system to be used for future assessments.

2.	In academic year 2012-2013 the college's General Assessment Committee for Psychology assessed PSY 101 (Introduction to Psychology). They found the following: " We can therefore see that SCCC PSY 101 students have performed well in 5 subcategories of the Learning outcomes. The students demonstrated strength (verified by the fact that at least 70% met and exceeded the criterion) in: Measurement and Data Collection, Developmental Psychology, Mathematical and Interpretation Analysis, Learning Theory and Experimentation. We would not necessarily call any of these subsections "areas of excellence" though because our results, overall, have a distorted pattern. Although there were 4 total categories of criterion scores, what stood out to the committee was how **few** students fell into the "**Approaching Criterion**" category. Therefore, we are also reporting on the percentage of students who "**Did not meet criterion (score was below 59%)."** What is evident is that there are areas in which PSY 101 students exceeded and met criteria along with a significant percentage (greater than 24%) did not meet criteria *on the same subsection of the particular Learning Outcome*." And: *Areas of Improvement* "Two areas that stood out dramatically, in terms of a great need for improvement included **LO1: Evaluation of Evidence** (where 45.1% did not meet criteria) and **LO1 Hypothesis Development** (where 30.4% did not meet criteria). In fact for Evaluation of Evidence, only 11.7% exceeded the criterion."	The committee made the following recommendations: 1. Professional development seminars in the areas of: o Research Methods o Biological Psychology o Learning Theory and its applications o Development Psychology o Psychology and library science (presented by a full time faculty member from the SCCC library demonstrating the library databases in psychology and the enormous amount of information available to our students to write a research paper). 2. Revise the PSY 101 courses descriptions and SCCC learning outcomes. 3. Implementation of a common textbook for adjunct faculty. 4. Educating more faculty about the Virtual Learning Commons. 5. Greater administrative involvement.

3.		
4.		
3.		

D. What has been learned that can be helpful to others as they conduct assessment of their majors?

Above all the committee chair must not try to do as much as possible on his or her own. This has to be a collaborative process. The chair should not be afraid to ask for help from the committee members or the administration, as there are plenty of people at Suffolk, who can provide useful support. Program review can be a long and confusing process, containing scores of issues that must be addressed. No matter how well-intentioned he or she may be, the program chair can not afford to take on the bulk of the work alone.

Appendix G

Student Data Packages

Appendix H

Library Data Package

Liberal Arts and Sciences, Social Sciences Program Review-Library

In reviewing library resources we consider the entire library program consisting of the three campus libraries and the Central Technical Services department which manages acquisitions, cataloging, web and integrated library systems.

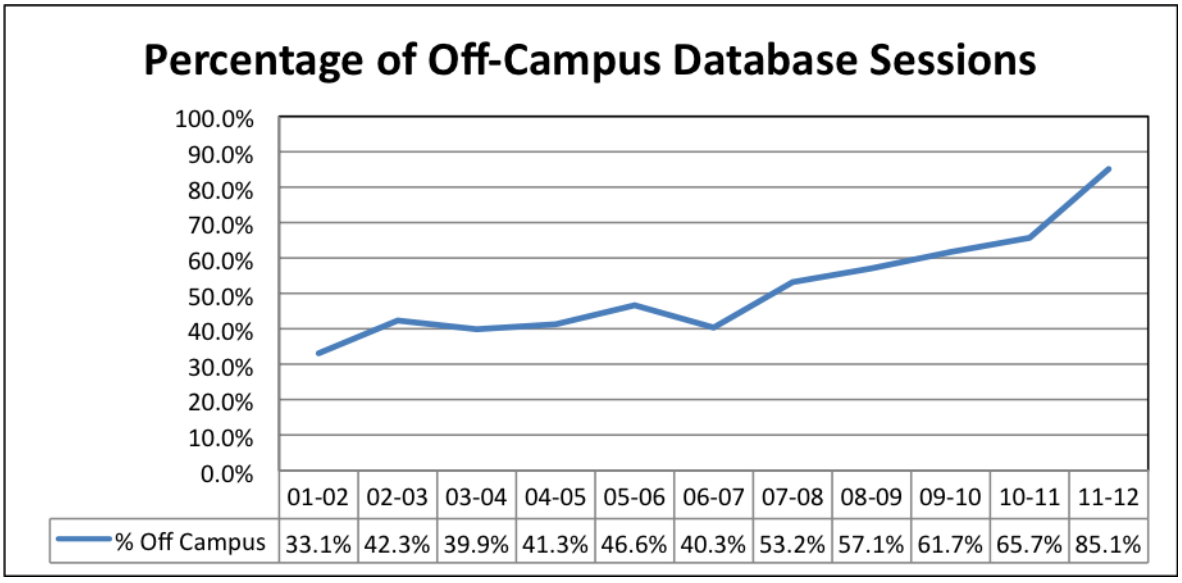
The library program is guided by its own mission statement in providing academic support for the social sciences program in four major areas-collections, instruction, services and facilities.

Collections

The library provides extensive research materials to the social sciences, most notably through databases and books.

The library subscribes to over 95 databases covering a broad range of topics. Since Suffolk is part of the SUNY system the library benefits from cost savings through group purchasing. In addition, the library accesses many databases through the New York State Library. This commitment to resource sharing is essential to providing a wide variety of materials and it is one of our stated goals.

Access to periodicals has never been better as access has dramatically shifted from print subscriptions to electronic databases. All students are increasingly accessing databases remotely. This past year, off-campus access skyrocketed to approximately 80% of our database usage as compared to approximately 60% the previous year.



	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
% Off Campus	33.1%	42.3%	39.9%	41.3%	46.6%	40.3%	53.2%	57.1%	61.7%	65.7%	85.1%

This trend indicates that our students are increasingly looking to use online resources, whether it is our databases or our virtual reference collection. The table below indicates the comprehensiveness of our database collection in support of the social sciences:

Databases that Support the Social Sciences

Emphasis	Databases in this field	Subscription start date
History	World History in Context	6/15/10
	Academic Search Complete*	7/1/05
	JSTOR	1/1/06
	Project Muse	8/1/09
	NY Times Historical Archive	8/1/04
	Suffolk Historical Newspapers	10/1/10
Political Science	Academic Search Complete*	7/1/05
	JSTOR	1/1/06
	CQ Researcher	7/1/03
	Gale Virtual Reference Library	1/1/05
	Facts on File Issues & Controversies*	7/1/00
Economics	Business Source Complete*	7/1/02
	Academic Search Complete*	7/1/05
	Academic OneFile*	7/1/00
	Wall St. Journal*	7/1/02
	JSTOR	1/1/06
Geography	National Geographic Archive	5/31/12
	ScienceDirect	4/1/02
	Science Magazine	8/6/10
Psychology	Psychology & Behavioral Science Collection	7/1/05
	PsychArticles	8/1/05
	DSM IV Online	1/1/12
	Health Reference Center Academic*	7/1/05
	Academic Search Complete*	7/1/05
	JSTOR	1/1/06
Sociology	Social Sciences Full text*	8/1/06
	JSTOR	1/1/06
	LGBT Life with Full text*	7/1/01
	Alt Press Watch	7/1/01
	Project Muse	8/1/09
	Academic Search Complete*	7/1/05
Anthropology	Social Sciences Full Text*	8/1/06
	Academic Search Complete*	7/1/05

	Academic OneFile* JSTOR	7/1/05 1/1/06

*Many iterations of database title (i.e., InfoTrac, Gender Watch, etc.)

The library still acquires a good number of books in the social sciences as the table below indicates, but not as many titles as in the past as students are increasingly relying on databases and web sites to meet their informational needs.

Emphasis	**LC Call number range**	**# Volumes ©2007**	**# Volumes ©2008**	**# Volumes ©2009**	**# Volumes ©2010**	**# Volumes ©2011**
History	D-DR	150	98	85	100	39
History	E	183	167	147	136	69
Political Science	JA-JC	32	34	22	20	6
Economics	HB-HD	151	163	152	131	56
Geography	G	16	11	10	12	7
Psychology	BF	87	88	92	84	70
Sociology	HM-HX	346	326	289	273	175
Anthropology	GN	24	36	34	30	15

In 2013-14 we will subscribe *to EBSCO's* College Collection of e-books and make it accessible via the web page, the online catalog, the databases page and various *LibGuides* (our online research guides).

The social sciences constitute a sizeable portion of library's media collection. Even though there is an increasing trend for instructors to use their own materials or to access web-based resources the social sciences titles are still regularly used as the table below indicates. Plans are underway to offer streaming videos for classroom use in 2013-14. These videos will be available through the library web page.

Emphasis	**# DVDs used 2008-2012**
History	71
Political Science	9
Economics	1
Geography	39
Psychology	64
Sociology	57
Anthropology	176

The library has improved access to online collections by creating a federated search box on its new home page:
http://www.sunysuffolk.edu/Students/library.asp
This feature allows students and faculty to search multiple resources simultaneously.

Instruction
The overall information literacy program has grown incrementally, but it has not as yet increased the number of social science courses that use the library instructional program as the table below indicates:

Social Sciences-Specific Bibliographic Instruction	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
	21	38	45	45	37

As part of the library's scaffolding information literacy plan, the library is currently assessing several classes in 100-level courses, which have been given library research lectures. A total of 20 college-wide classes are being assessed and included in this group are psychology, anthropology and sociology classes.
The library also subscribes to a web product called *LibGuides*. *LibGuides* enable librarians to create online pathfinders for access to particular subjects and to supplement instruction by creating customized online guides for particular classes.
http://libguides.sunysuffolk.edu/index.php
Of the 77 college-wide customized *LibGuide*s , 9 are specific to the social sciences. In addition, each subject that constitutes a social science has a customized *LibGuide*, which can be found under the "Subject Guides" list on the left-hand side of the "Research Guides" page.

In summer 2013 the library will unveil a new 24/7 frequently asked questions service called *LibAnswers*. This service will allow students to type in questions and to get immediate targeted answers that are previously prepared by librarians. For those questions where an answer is not available a librarian will send a customized response within 24 hours.

The library's emphasis on access to digital collections and online instruction is a proactive approach to the research needs of our students enrolled in both traditional and online classes.

Services and Facilities
The libraries are open approximately 80 hours a week providing reference assistance, laptops and PCs, reserve items, interlibrary loans and study space. Even though our students often access our databases and e-books remotely each of our campus libraries are actively used facilities, which students seek out for individual study, collaboration, research, socializing and computer use. With the new Montaukett Learning Resource Center at the Eastern Campus, a soon to be built LRC at the Grant Campus and the expansion wherever possible at the Huntington Library at Ammerman, the campus libraries are able to offer essential services to our social science students.

Conclusion

The library meets the social sciences program's research needs through its healthy book collection, small but well used media collection and an extremely rich and accessible database collection. The well-developed instructional program is being augmented by ongoing assessment and the offering of online research guides and reference services. Finally, through services such as textbooks on reserve and improving our campus facilities the library is able to fully support the social science students and faculty.

Submitted by Susan Lieberthal, Campus Head Librarian, Ammerman Campus and David Quinn, Campus Head Librarian, Grant Campus

May 2013

Appendix I

Program Plan

Program-Review Recommendations

	Recommendations	Assessment Findings Supporting Each Recommendation	Action Plan(s)	Lead Responsibility for Action Plans	Budgetary Implications	Timeframe for Completion	Status
1.	Continue collaborating with Department of Math and Computer Science to revise CST 101 (Introduction to Computing) in order to strengthen students' research and analytical skills.	Recent assessments of Social Science courses indicate that students struggle with critical analysis. Furthermore, faculty have noted students' weak research skills. CST 101 is being reworked to help address these problems.	Work with Math and Computer Science department to write a social-science based chapter for the revised textbook for CST 101.	Department chairs will help create a team of professors from the Social Science options to write the social science chapter for the revised CST 101 textbook.	No known significant budgetary implications	Tentative completion date = End of Spring Semester 2015.	Ongoing
2.	Hire more full-time faculty, especially in Political Science and Geography. Until there are more full-time faculty members in Political Science, this	The college has one full-time professor in Political Science, and one full time professor split between Political Science and Geography on the Ammerman campus. There are no full-	Work with the Executive Deans on all three campuses to acquire more faulty lines in the Social Sciences.	Grant Campus – Lynn Liebert Marx; Ammerman Campus – Judith Travers; Eastern Campus – Faye	Depending on when and how many professors are hired, the normal costs associated with	Spring Semester 2014. Process will be ongoing	Ongoing

	option should be placed on hiatus.	time professors in either Political Science or Geography on the Grant Campuses. Because of the lack of full-time faculty in Political Science, the program can no longer offer the Political Science emphasis. Because GEO 101 is a required course for the History Option, students in History would be best served by having a full-time Geographer.		Lourenso	adding full-time faculty to the college.		
3.	Add more courses to each of the options in the major.	Based upon comparisons with other colleges, the committee has determined that the program offers the bare minimum of classes necessary for students to complete this major. While the amount of courses	Work with professors in the various options and the campus curriculum committees to add more courses to the program.	The department chairs and assistant chairs, who would work with the professors in the various disciplines, who are	No known budgetary implicatio ns.	Ongoing process that will start in Spring 2014.	Ongoing

		offered in the HIS and PSY options are adequate for the students, adding more classes would enrich the program. The amount of courses available in the ANT/SOC option is barely adequate for the students, because of lack of course availability.		proposing additional courses.			
4.	Carefully monitor the assessment plan that the program has begun in Fall 2013.	Up until Fall 2013, there has been no programmatic assessment of the learning outcomes in the Social Sciences program.	PLO #1 is being assessed in PSY 215 and POL 105 in the Fall of 2013.	Judith Travers – with support from David Marshall and the rest of the committee that was created to monitor the assessment plan.	No known significant budgetary implications.	The program will have assessed PLO#1 by the end of the Fall 2013 semester. All four PLOs will have been assessed by the end of Spring Semester 2017.	Ongoing

5.	Identify and poll the students in these options, especially in History and Anthropology/Sociology in order to discover their satisfaction with the program, their acceptance rates into 4-year programs/universities, and the level of preparation they received for their post-academic careers.	There has been no formal process to identify the students enrolled in Liberal Arts and Sciences: Social Science Emphasis, or to determine their satisfaction with the program.	Step one: Request 1002 reports on all the majors in the options, and work with advising to be informed of new majors. Step two: Hold "Meet the Mentors" workshops approximately once/year between the professors and the students in the various options.	Grant Campus – David Marshall, with support from faculty in the Social Sciences Department. Ammerman Campus – Judy Travers with support of Social Science faculty.	No known significant budgetary implications.	End of Spring Semester 2014. Program will be ongoing.	Ongoing

6.	Develop a plan to advise the students in all the options of our program, one that ideally links them with professors on their campuses, who can become mentors.	There have been few attempts to assign for advisement any of the students enrolled in Liberal Arts and Sciences: Social Science Emphasis to a professor in one of the options.	Step one: Hold "Meet the Mentors" workshops approximately once/year. Step two: work closely with advising on each campus to provide proper advisement for students in the program.	Grant Campus - David Marshall with support from the faculty in the Social Sciences Department. Ammerman Campus – Judy Travers with support of Social Science faculty.	No known significant budgetary implications.	End of Spring Semester 2014. Program will be ongoing.	Ongoing
7.	Encourage students in this program to take advantage of the college's many summer study abroad offerings.	The committee has looked into some of the studies that show a greater need for students living in a global community to experience some sort of international study during their college years. For more information on the benefits of study abroad, please click	Step one: Share information about study abroad opportunities in all Social Science classes. Step two: Discuss study abroad	David Marshall with support from the rest of the faculty.	No known significant budgetary implications.	End of Spring Semester 2014. Program will be ongoing.	Ongoing

		on this link from the Institute for the International Education of Students. http://www.iesabroad.org/study-abroad/why/career-benefits	opportunities in annual "Meet the Mentors" workshops. Step three: Work to integrate at least one study abroad program into the academic plans of interested students.				
8.	Encourage the development of "Discipline Leads" who will advocate for that particular discipline and perform a variety of tasks, such as assessment, college-wide discipline communication etc…	The committee feels that each year enough issues develop at the college to warrant the creation of a discipline lead to look out for the interests of that particular discipline (History, Psychology, Anthropology, Sociology, etc…).	Faculty volunteers will submit a proposal to the college's administration advocating for discipline leads.	Faculty leads to be determined.	Several thousand dollars per year to be provided for the purpose of Course release time for the role of Discipline Lead.	The process will be completed by the end of Spring Semester 2014.	

9.	Extend the Liberal Arts & Sciences: Social Science Emphasis Program to the Eastern campus.	The Eastern Campus is not part of this program.	Have the necessary paperwork completed on the Eastern Campus.	Faye Lourenso and Jane Shearer	No known significant budgetary implications.	The process will be completed by the end of Spring Semester 2014	
10.							
11.							
12.							
13.							
14.							
15.							

Guidelines for the Approval of State University General Education Requirement Courses

For each State University General Education Requirement (SUNY-GER) category, the Task Force-defined learning outcomes are set out in plain text. Following each set of learning outcomes, guidelines for review and approval follow in italics. The guidelines take into account the intentions of Board Resolution 98-241, and the Provost's Advisory Committee on General Education's (PACGE's) recommendations regarding the interpretation of the Task Force learning outcomes. The purpose of the guidelines is to provide transparency as to the expectations of the kinds of courses that may be approved in each of the SUNY-GER categories. They are not intended to constitute a logically exhaustive description of possible ways in which the learning outcomes can be met or evaluated. But it will generally be true that the further a given course is from obviously meeting the articulated guidelines, the less likely it may be approved for the category in question. It is anticipated that these guidelines will be subject to review, refinement and correction on an ongoing basis to account for shifts in disciplinary boundaries and feedback from campuses on a range of relevant issues.

I. KNOWLEDGE AND SKILL AREAS

1. MATHEMATICS [1]

Students will demonstrate the ability to:

- interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
- represent mathematical information symbolically, visually, numerically and verbally;
- employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;
- estimate and check mathematical results for reasonableness; and
- recognize the limits of mathematical and statistical methods.

If a student has passed either the Regents Math B exam or the Regents Algebra 2 and Trigonometry exam with a score of 85 or above, the campus may judge the student to have satisfied all the learning outcomes for this category.

2. NATURAL SCIENCES

Students will demonstrate:

- understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and
- application of scientific data, concepts, and models in one of the natural (or physical) sciences.

For courses in the traditional natural science disciplines (e.g., chemistry, biology, physics, etc.) the inclusion of a laboratory component, though highly desirable, is not necessary for approval.

[1] Revision made 4/13/05, reflecting the content of student learning outcomes approved by State and National mathematical organizations. Revision made 7/9/10 to reflect new Regents exams.

For inter- or multi-disciplinary courses (e.g., environmental science, or the science portions of integrated curricula), or courses that fall outside the envelope of traditional natural science disciplines (e.g., psychology), submitted course information should demonstrate clearly:

- ***how they use all the methods listed in the first student learning outcome for the natural sciences;***
- ***a rationale for which discipline(s) in the natural sciences they draw on for concepts and models;***
- ***that the majority of the texts used fall clearly within the natural sciences.***

3. SOCIAL SCIENCES

Students will demonstrate:

- understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and
- knowledge of major concepts, models and issues of at least one discipline in the social sciences.

More than some other broadly defined discipline areas, the boundaries of the social sciences may vary significantly from campus to campus. In order to be approved for the social science category, submitted information should demonstrate clearly that the course provides a substantial introduction to an acknowledged social science discipline.

For inter- or multi-disciplinary courses (e.g., women's studies, or the social science portions of integrated curricula), or courses that otherwise fall outside the envelope of traditional social science disciplines, submitted course information should demonstrate clearly:

- ***how they teach understanding of social science methodologies;***
- ***a rationale for which discipline(s) in the social sciences they draw on for concepts and models;***
- ***that the majority of the texts used fall clearly within the social sciences.***

4. AMERICAN HISTORY

Students will demonstrate:

- knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society;
- knowledge of common institutions in American society and how they have affected different groups; and
- understanding of America's evolving relationship with the rest of the world.

To satisfy this SUNY-GER category, students must take either:

(i) a basic introduction to American History; or

(ii) a more specialized course in American History (only if they scored 85 or above on the NYS American History and Government Regents Exam).

A. Kinds of courses that are approvable for category (i):

1. ***One half of the typical year-long survey of U.S. history.***
2. ***Introductions to American Government that document significant attention to historical context.***
3. ***American History courses with a somewhat narrower chronological focus that nevertheless provide enough historical context to cover a narrative equivalent to one semester of the U.S.***

History survey. Courses in 20th century U.S. history, e.g., have been approved when it has been documented that there is significant coverage of the 19th century context.

4. ***Special theme courses that have as an explicit component the coverage of the basic narrative equivalent to one semester of the U.S. History survey. Examples of such courses are UGC 211 American Pluralism (Buffalo), and GEA 2000 American History, Society, and the Arts Purchase). Both of these examples document the breadth of coverage of U.S. history by the use of a U.S. history textbook among the readings for the course.***

B. Kinds of courses that are approvable for category (ii):

1. ***Virtually any American History course.***
2. ***Courses on American society and culture that adopt an ostensibly historical perspective and address in a significant way the 2nd and 3rd Task Force learning outcomes. These include, e.g., courses on the sociology of American institutions and/or minority groups. Courses that focus narrowly on literature, philosophy, the arts, vel sim., would not normally be deemed to provide the breadth of coverage of U.S. history intended by the Board Resolution.***

5. WESTERN CIVILIZATION

Students will:

- demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and
- relate the development of Western civilization to that of other regions of the world.

In addition to generic, eponymously titled, courses on the history of western civilization, courses that are more specialized—in either chronology or theme—may be approvable. Information submitted for such specialized courses would have to demonstrate

(i) a focus on an aspect of western civilization that is reasonably construed as foundationally important; and

(ii) relate that focus to the overall development of western civilization.

Thus, courses on specialized topics or periods—examples include: classical mythology, the Renaissance, the Bible, French civilization, the history of theater—are approvable so long as the materials submitted demonstrate that the primary focus of the course is related to larger cultural developments of western civilization. Courses that focus narrowly on particular authors or figures are generally not approvable, even if the authors in question should be very important ones. The operative idea is that the core of the course must be central to western civilization and that the treatment of that core must be placed in a broader cultural perspective, so that it could reasonably be said that students will gain an acquaintance with western civilization and not just a specialized knowledge of one narrowly defined topic.

6. OTHER WORLD CIVILIZATIONS

Students will demonstrate:

- knowledge of either a broad outline of world history, or
- the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.

The intention of this category is to provide a counterpoint to the European focus of the Western Civilization requirement. Thus, approvable courses in this category must be either entirely or preponderantly non-European and non-US in focus. In addition to courses on the civilizations of Asia

or Africa, this would, for example, allow courses on the histories of Latin America, the Caribbean, and/or indigenous peoples of the Americas.

7. HUMANITIES

Students will demonstrate:

- knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

This category does not specify a particular humanities discipline or approach. In order to preserve the Task Force intention in splitting the original Humanities /Arts category in two, "performance" courses will generally not be approvable unless supported by documentation that they include a preponderance of scholarly humanistic study. Standard scholarly histories of the arts are approvable in both the Humanities and Arts categories.

For inter- or multi-disciplinary courses whose scope does not obviously fall within the envelope of traditional humanistic disciplines (e.g., some communications offerings), submitted course information should demonstrate clearly:

- ***a rationale for which humanities discipline(s) they draw on for conventions and methods;***
- ***that the majority of the texts are within humanities disciplines.***

8. THE ARTS

Students will demonstrate:

- understanding of at least one principal form of artistic expression and the creative process inherent therein.

In order to be approved for the Arts category, offerings should engage the creative process directly as well as foster understanding of a principal form of artistic expression. Both performance-oriented and scholarly/historical offerings in the expressive arts are approvable for this category. Literary offerings are also approvable depending on campus-based criteria for distinguishing the Humanities and Arts categories. Courses imparting purely technical skills with no demonstration of aesthetic content are not approvable.

For inter- or multi-disciplinary courses whose scope does not obviously fall within the envelope of traditional principal forms of artistic expression (e.g., courses on technical or practical aspects of design or electronic media) submitted course information should demonstrate clearly:

- ***which principal form(s) of artistic expression students will encounter;***
- ***the amount of time spent on each form;***
- ***how students will show understanding of the creative process(es) inherent in the form(s).***

9. FOREIGN LANGUAGE[2]

Students will demonstrate:

- basic proficiency in the understanding and use of a foreign language; and
- knowledge of the distinctive features of culture(s) associated with the language they are studying.

The first college semester, or above, of a foreign language constitutes an approvable course in this category.

[2] Revision made 4/6/12 to reflect discontinuance of Regents exams in foreign languages.

It is acknowledged that campuses have widely differing practices and available resources for the assessment of foreign language preparation. Previously acquired language competence may be determined by a standard measure selected or developed by the relevant faculty and should demonstrate the student's readiness to enter the second college semester of foreign language study. Many campuses have, and are encouraged to have, language requirements that go beyond the minimum established by the Board resolution.

American Sign Language may be used to satisfy this category only by students in the following programs:

- ***programs leading to certification in elementary and secondary education;***
- ***programs leading to careers where there is likely to be significant contact with the hearing-impaired.***

10. BASIC COMMUNICATION

Students will:

- produce coherent texts within common college-level written forms;
- demonstrate the ability to revise and improve such texts;
- research a topic, develop an argument, and organize supporting details;
- develop proficiency in oral discourse; and
- evaluate an oral presentation according to established criteria.

Approvable courses for this category include

- ***writing-intensive courses that also include significant attention to speaking skills;***
- ***speaking-intensive courses that also include significant attention to writing skills.***

Campuses proposing to cover the Basic Communication outcomes by diffusion (e.g., Writing Across the Curriculum programs) must demonstrate that they are taught and practiced in all the courses involved. This demonstration may be facilitated by describing the mechanisms of course or program organization for achieving the learning outcomes.

Remedial or ESL courses are not acceptable within this category. Nor should students place out of the Basic Communication requirement by high verbal SAT scores, on the grounds that all students need an awareness of and continual practice in all the specifically college-level knowledge and skills.

II. COMPETENCIES

The following two competencies should be infused throughout the General Education program:

1. CRITICAL THINKING (REASONING)

Students will:

- identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- develop well-reasoned arguments.

2. INFORMATION MANAGEMENT

Students will:

- perform the basic operations of personal computer use;
- understand and use basic research techniques; and
- locate, evaluate and synthesize information from a variety of sources.

The Critical Thinking and Information Management competencies are not necessarily associated with any one course, though either or both of them could be imparted in specific "Critical Thinking" or "Information Management" courses. In either case, campus submissions must demonstrate that the learning outcomes are accomplished in the overall undergraduate curriculum.

Office of the Provost
System Administration
May 4, 2001
Amended April 13, 2005
Amended July 9, 2010

Mathematics:
MAT103, MAT111, MAT116H, MAT121,
MAT124, MAT125, MAT131, MAT126, MAT141, MAT142, MAT203, MAT204, MAT205, MAT206;

Natural Sciences:
BIO101, BIO103, BIO105, BIO118,
BIO209, BIO210, BIO111, BIO130,
BIO132, BIO138, BIO244, BIO246,
BIO150, BIO152, BIO262, BIO270,
BIO272;
CHE100, CHE120, CHE122, CHE133,
CHE134, CHE200, CH250, CHE251;
ESC101, ESC102, MET101, MET102,
AST101, AST102, AST103;
MAR111, MAR115, MAR105;
PHY112, PHY101, PHY102, PHY130,
PHY132, PHY230, PHY232, PHY245,
PHY246;

Social Sciences:
ANT101, ANT103, ANT105, ANT203;
ECO101, ECO111, ECO112;
GEO101, GEO102, GEO103;
HIS101, HIS102, HIS201, HIS107, HIS103, HIS104;
PSY101, PSY105;
SOC101, SOC122, SOC210, SOC224;
POL101, POL103, POL105, POL107; HUS101;

American History:
For all Students
HIS103, HIS104, POL105;
For Students Scoring above 84 on NYS American History Regents HIS105, HIS106

Western Civilization:
HIS101, HIS102, HIS201, HIS107;
IND101, IND102;

Other World Civilizations:
ANT101, ANT211, ANT105, ANT203, ANT205;
COM202;
ENG212,
GEO101, GEO102, GEO103;
HIS107, HIS118, HIS119, HIS120, PHL111,
POL107;

Humanities:
ENG102, ENG120, ENG141, ENG142, ENG205, ENG206, ENG209, ENG210, ENG211, ENG212, ENG213, ENG214, ENG202, ENG226, ENG215, ENG216, ENG218, ENG219, ENG220, ENG143, ENG144, ENG221;
CIN114, CIN111, CIN112, CIN156;
COM105, COM131, COM133, COM204, COM121;
HUM115H, HUM120H, HUM145;
IND101, IND102, IND123, IND101H, IND102H;
MUS101, MUS206, MUS210;
PHL101, PHL104, PHL105, PHL201,
PHL202, PHL111, PHL293, PHL107,
PHL211, PHL212, PHL215, PHL113;
SPN222, SPN225, SPN226;
THR211, THR212;
ART110, ART101, ART111, ART112,
ART113;

The Arts:
CIN114, CIN156, ENG202;
GRD104;
INT101;
MUS101, MUS206, MUS210, MUS109, MUS123, MUS117, MUS122, MUS105, MUS103, MUS120, MUS133, MUS135, MUS134, MUS132, MUS131;
THR101, THR105, THR120, THR211, THR212, THR131;
ART110, ART101, ART111, ART112, ART113, ART124, ART130, ART133, ART135, ART202, ART209, ART210, ART161, ART171, ART181, ART114, ART141;

Foreign Language:
FRE101, FRE102, FRE113, FRE201, FRE202;
GER101, GER102, GER201, GER202;
ITL101, ITL102, ITL113, ITL201, ITL202, ITL220;
JPN101;
LAT101, LAT102;
SPN101, SPN102, SPN113, SPN201, SPN202, SPN220, SPN223, SPN225, SPN226;

Basic Communication:
COM101, COM102, COM105, ENG101

Liberal Arts and Sciences Social Sciences Emphasis

Program Learning Outcome Assessment
General Education Assessment
Course Learning Outcome Assessment
POL 105 American National Politics and Government

Office of Planning and Institutional Effectiveness
January, 2014

INTRODUCTION

The Liberal Arts and Sciences- Social Sciences Emphasis faculty assessed one of the Program Learning Outcomes and also performed a general education and course learning outcome assessment using political science course POL 105 American National Politics and Government(Appendix A). The assessment assignment consisted of an instructor created essay, which resulted in a substantial paper or essay (at least 3+ pages), and counted as part of the students final grade. Essays were graded on a rubric using a scale of Exceeding, Meeting, Approaching, Not Meeting (Appendix B).

The general education and course learning outcomes that were assessed:

- *Demonstrates a knowledge and understanding of the American political process, as well as the functions and institutions of the federal system*
- *Explain and develop theories on politics and government utilizing measurement and data collection, mathematical and interpretive analysis & hypothesis development*

The program learning outcomes that were assessed:

- *Identify, analyze, and evaluate arguments as they occur in the students own work, as well as in the work of others*
- *Develop well-reasoned arguments*

The assessment assignments were sent via the college's assessment software TracDat, four assignments were sent with 100% participation from faculty. The cohort contained a potential of 169 students and data was reported on 116 students.

RESULTS (HIGHLIGHTS)

This section will present some of the key findings of the assessment. The full results can be found in the Appendices.

GENERAL EDUCATION AND COURSE LEARNING OUTCOME ASSESSMENT

For the General Education Learning Outcome: *Demonstrates a knowledge and understanding of the American political process, as well as the functions and institutions of the federal system*

- The average score was 2.47 which is between the scoring categories meeting and approaching
- Nearly half of the students (48.3%) were in the scoring categories approaching and not meeting

For the General Education Learning Outcome: *Explain and develop theories on politics and government utilizing measurement and data collection, mathematical and interpretive analysis & hypothesis development*

- The average score was 2.28 which is between the scoring categories meeting and approaching.
- More than half of the students (58.7%) were in the scoring categories approaching and not meeting.

PROGRAM LEARNING OUTCOME

For the Program Learning Outcome: *Identify, analyze, and evaluate arguments as they occur in the students own work, as well as in the work of others*

- The average score was 2.51 which is between the scoring categories meeting and approaching
- Nearly half of the students (47.4%) were in the scoring categories approaching and not meeting

For the Program Learning Outcome: *Develop well-reasoned arguments in support of a conclusion or point of view*

- The average score was 2.53 which is between the scoring categories meeting and approaching
- Nearly half of the students (46.5%) were in the scoring categories Approaching and Not Meeting

SUGGESTIONS FOR THE FUTURE

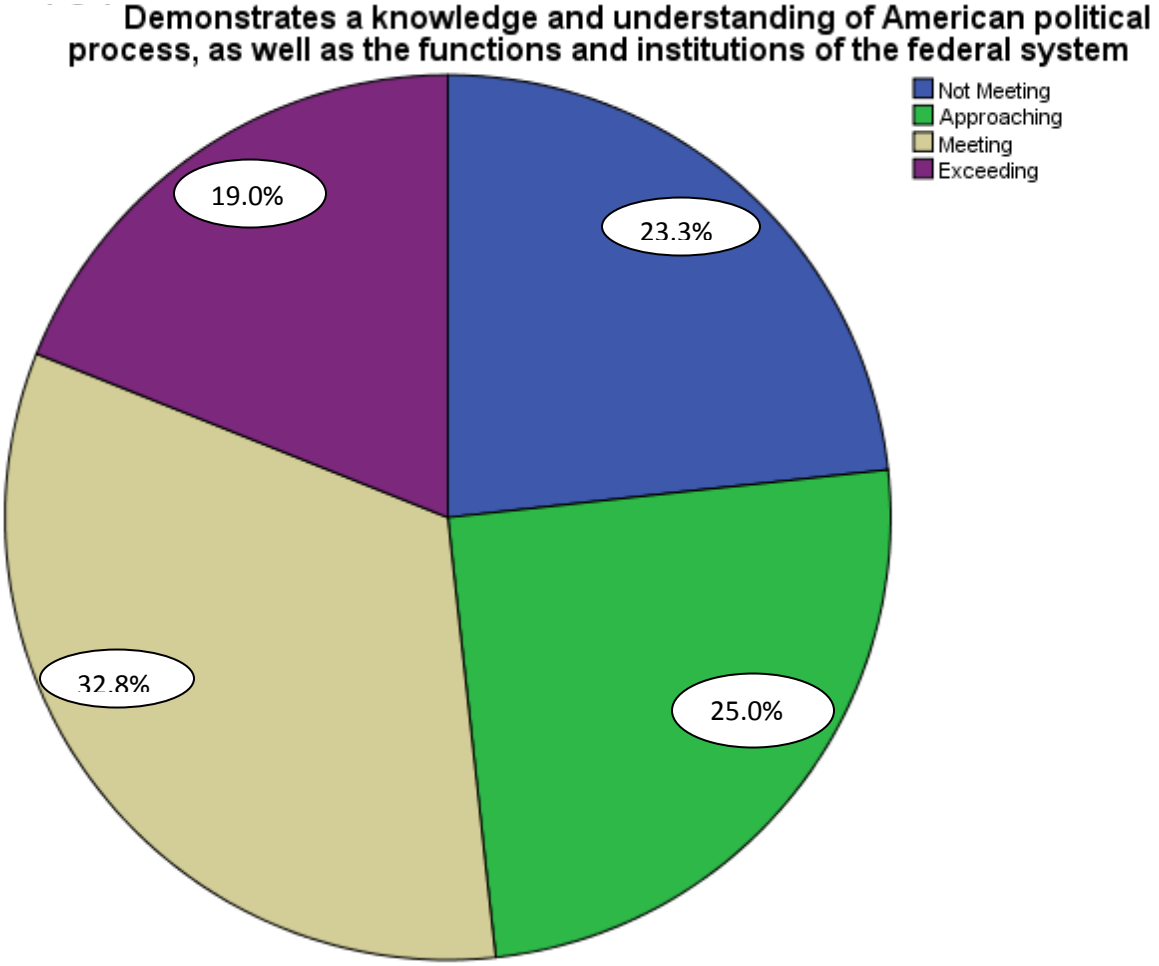
- To ensure more accurate data, the rubric should be broken up into 4 categories for the first general education outcome and 3 or the second. Without breaking the rubrics up into smaller components, you could have a student score in four different scoring categories. Therefore, having more discrete categories will improve data quality.
- The Office of Planning and Institutional Effectiveness (OPIE) encourages academic programs to use standardized means of assessment planning (i.e. means of assessment, assignment, delivery etc.). A low stakes assignment such as homework decreases the amount of effort students place on the assignment (Wise, 2005). High stakes assignments alternatively (i.e. final exams, term papers, etc.) are more likely to garner greater effort from students.

APPENDIX

APPENDIX A

Statistics

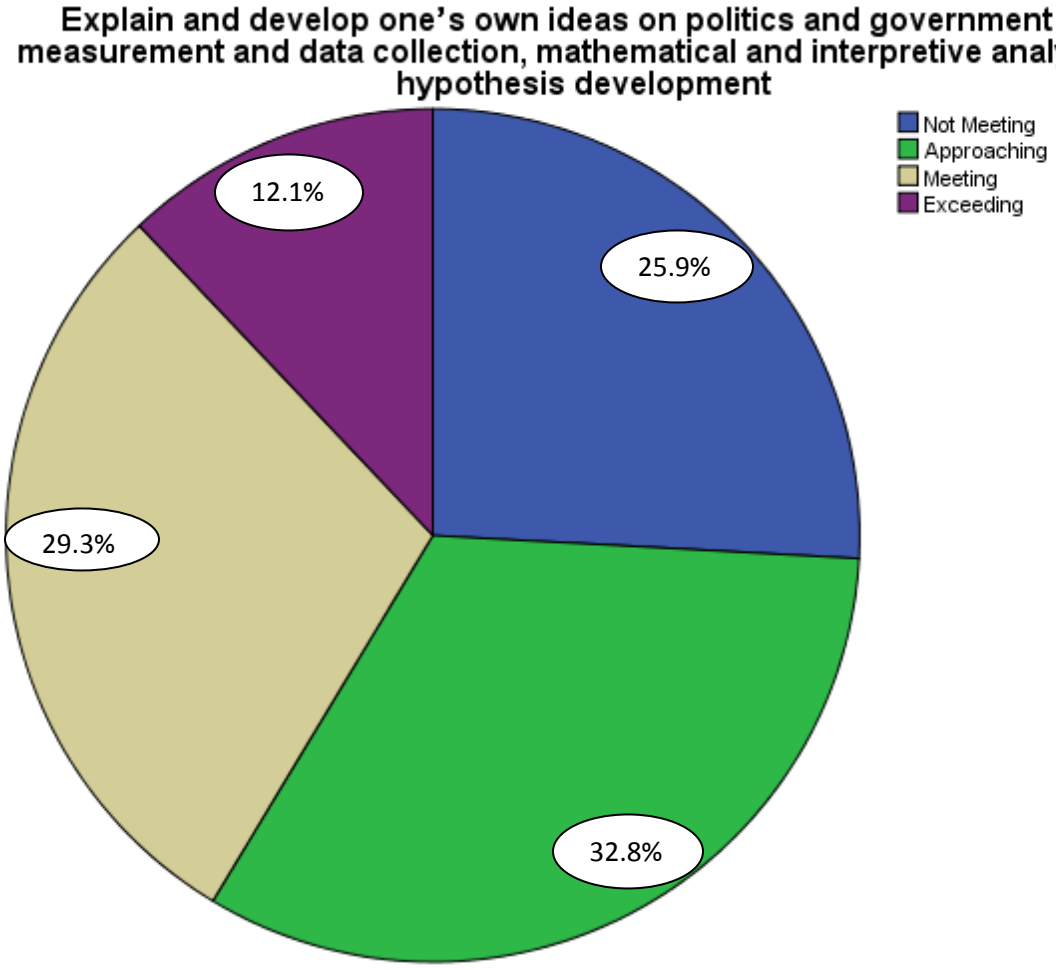
		General Education and Course Learning Outcome LO 1 Demonstrates a knowledge and understanding of American political process, as well as the functions and institutions of the federal system	General Education and Course Learning Outcome LO 2 Explain and develop one's own ideas on politics and government through measurement and data collection, mathematical and interpretive analysis & hypothesis development	Program Learning Outcome CT 1 Students will identify, analyze, and evaluate arguments as they occur in their own or other's work	Program Learning Outcome CT 2 Students will develop well-reasoned arguments in support of a conclusion or point-of-view
N	Valid	116	116	116	116
	Missing	0	0	0	0
Mean		2.47	2.28	2.51	2.53
Median		3.00	2.00	3.00	3.00
Std. Deviation		1.051	.983	.991	.991



GENERAL EDUCATION AND COURSE LEARNING OUTCOME

Demonstrates a knowledge and understanding of American political process, as well as the functions and institutions of the federal system

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Exceeding	22	19.0	19.0	100.0
	Meeting	38	32.8	32.8	81.0
	Approaching	29	25.0	25.0	48.3
	Not Meeting	27	23.3	23.3	23.3
	Total	116	100.0	100.0	

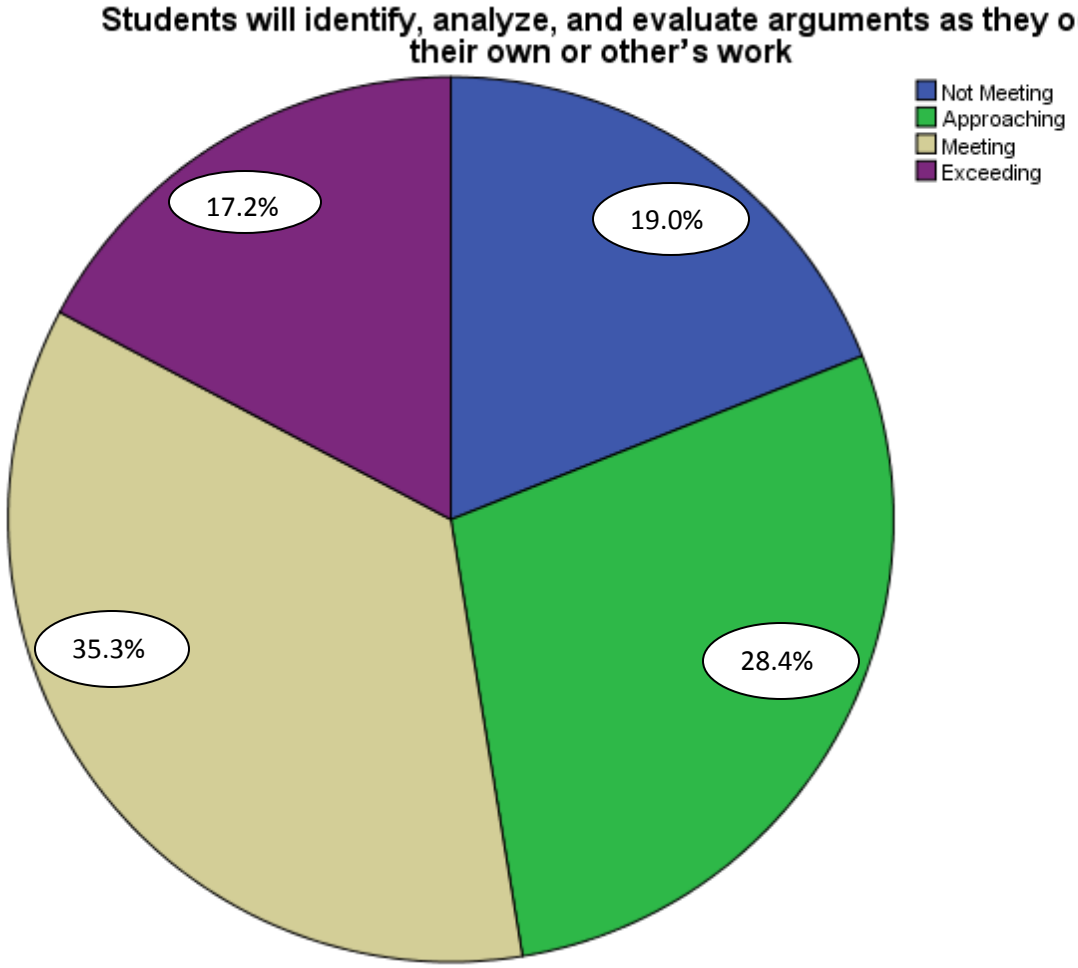


GENERAL EDUCATION AND COURSE LEARNING OUTCOME

Explain and develop one's own ideas on politics and government through measurement and data collection, mathematical and interpretive analysis & hypothesis development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Exceeding	14	12.1	12.1	100.0
	Meeting	34	29.3	29.3	87.9
	Approaching	38	32.8	32.8	58.6
	Not Meeting	30	25.9	25.9	25.9
	Total	116	100.0	100.0	

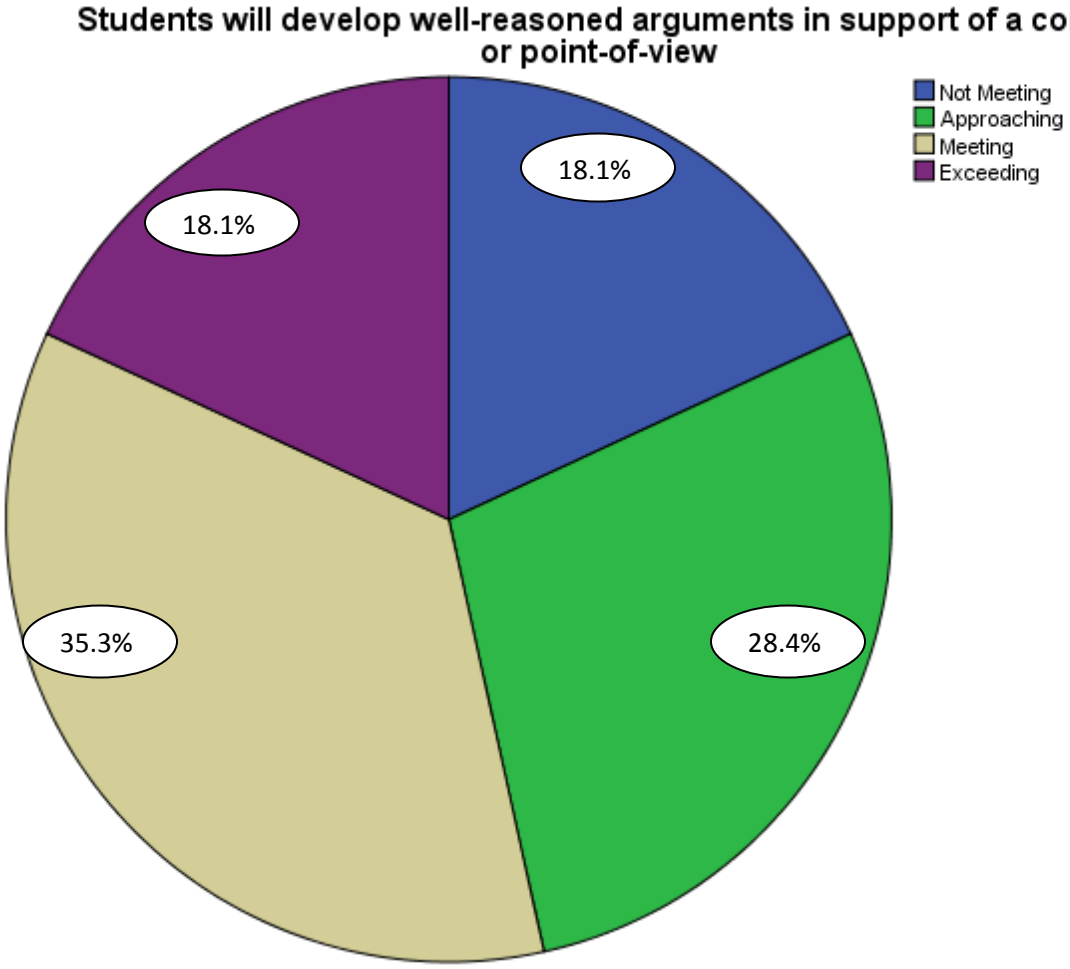
PROGRAM LEARNING OUTCOMES



PROGRAM LEARNING OUTCOME:

Students will identify, analyze, and evaluate arguments as they occur in their own or other's work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Exceeding	20	17.2	17.2	100.0
	Meeting	41	35.3	35.3	82.8
	Approaching	33	28.4	28.4	47.4
	Not Meeting	22	19.0	19.0	19.0
	Total	116	100.0	100.0	



PROGRAM LEARNING OUTCOME:

Students will develop well-reasoned arguments in support of a conclusion or point-of-view

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Exceeding	21	18.1	18.1	100.0
	Meeting	41	35.3	35.3	81.9
	Approaching	33	28.4	28.4	46.6
	Not Meeting	21	18.1	18.1	18.1
	Total	116	100.0	100.0	

POL 105- American National Politics & Government
Fall 2013 Assessment

Instructions

In accordance with SUNY's assessment of general education courses, as well as Suffolk County Community College's evaluation of the Liberal Arts & Social Sciences, Social Sciences Emphasis Program, POL 105- American National Government has been selected to be assessed during the fall 2013 semester.

In accordance with the SUNY general education requirements for Political Science, an two assessment matrixes have been developed. The first assessment matrix measures a student's ability in the following two learning outcomes:

- *Demonstrates a knowledge and understanding of the American political process, as well as the functions and institutions of the federal system*
- *Explain and develop theories on politics and government utilizing measurement and data collection, mathematical and interpretive analysis & hypothesis development*

The second assessment matrix is designed to determine if a student is achieving the following critical thinking goals and outcomes:

- *Identify, analyze, and evaluate arguments as they occur in the students own work, as well as in the work of others*
- *Develop well-reasoned arguments in support of a conclusion or point-of-view*

Both assessment matrixes have been developed to identify if a student is exceeding, meeting, approaching or not meeting the learning outcome expectations outlined in the two student learning outcomes described above. In order to accurately gauge if the student population is grasping the subject material, it is necessary that each student is measured individually. Each assessment has a sliding scale- i.e. 4= exceeding the learning outcome expectations and 1= not meeting the learning outcome expectations.

These matrixes are to be utilized to determine where gaps may exist and to identify areas of improvement within the program. In addition, the matrixes will allow the Professor to identify which students may need additional assistance. While grading an assignment, please tally the number of students in each category for each outcome. Once all tallies are completed, please input them into the matrix (i.e. Learning Outcome one- 6 students exceeding, 15 students meeting, 10 students approaching, and 3 students not meeting).

If you have any questions, please contact Nicholas Giordano at extension 4985 or by email at giordan@sunysuffolk.edu or June Lang at extension 4372 or by email at langj@sunysuffolk.edu. Please submit all results to Nicholas Giordano by

POL 105- American National Politics & Government

Student Learning Outcome Matrix

Outcomes/Expectations	Exceeding=4	Meeting=3	Approaching=2	Not Meeting=1
Learning Outcome: *Demonstrates a knowledge and understanding of American political process, as well as the functions and institutions of the federal system*	Student work demonstrates: • Thorough and specific understanding of the different levels & branches of government and their interaction with one another • Understands and identifies how interest groups, political parties, the media and the public impact/influence the process • Provides specific and relevant examples that delineate the different levels & branches of government interact • Identifies at least 3 of the 4 ways the process is influenced with specific examples	Student work demonstrates: • Demonstrates some familiarity and understanding of the different levels & branches of government and their interaction with one another • Provides some understanding of how interest groups, political parties, the media and the public impact/influence the process • Provides some examples on the different levels & branches of government interact • Identifies at least 2 of the 4 ways the process is influenced with some examples	Student work demonstrates: • A limited understanding of the different levels & branches of government and their interaction with one another • Limited understanding of how interest groups, political parties, the media and the public impact/influence the process • Provides limited examples of how the different levels & branches of government interact • Identifies at least 1 of the 4 ways the process is influenced with limited examples	Student work demonstrates: • A insufficient understanding of the different levels & branches of government and their interaction with one another • Insufficient understanding of how interest groups, political parties, the media and the public impact/influence the process • Provides few or no examples of how the different levels & branches of government interact • Identifies at least 0 of the 4 ways the process is influenced
Total Number of Students				

Outcomes/Expectations	Exceeding= 4	Meeting=3	Approaching=2	Not Meeting=1
Learning Outcome: *Explain and develop one's own ideas on politics and government through measurement and data collection, mathematical and interpretive analysis & hypothesis development*	Student work demonstrates: • Thorough and specific understanding of how public opinion polls, taxing and spending issues and campaign funding influence the political process • Provides a deep understanding and analytical skill in interpreting how all 3 data points impact the process • Comprehensive research material used to test the hypothesis	Student work demonstrates: • An accurate understanding of how public opinion polls, taxing and spending issues and campaign funding influence the political process • Provides an adequate understanding and analytical skill in interpreting how 2 of the 3 data points impact the process • Adequate research material used to test the hypothesis	Student work demonstrates: • An basic understanding of how public opinion polls, taxing and spending issues and campaign funding influence the political process • Provides a limited or basic understanding and analytical skill in interpreting how 1 of the 3 data points impact the process • Limited research material used to test the hypothesis	Student work demonstrates: • Almost no understanding of how public opinion polls, taxing and spending issues and campaign funding influence the political process • Provides almost no understanding and analytical skill and is unable to interpret any data points and how they impact the process • No research material used to test the hypothesis
Total Number of Students				

POL 105- American National Politics & Government

Critical Thinking Matrix

Outcomes/Expectations	Exceeding=4	Meeting=3	Approaching=2	Not Meeting=1
Critical Thinking Outcome: *Students will identify, analyze, and evaluate arguments as they occur in their own or other's work*	Student work demonstrates: • Identifies the target argument(s) and clearly distinguishes it from any extraneous elements such as expressions of opinion and description of events • Carefully articulates the argument's conclusion, clearly distinguishes it from its premises and identifies most relevant definitions and/or hidden assumptions • Clearly and correctly assess the whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true • Clearly and correctly assesses the reasonableness of the premises, including the credibility of their source (e.g. observation, testimony, assumption, experiment, etc.) independently of whether the premises support the conclusion	Student work demonstrates: • Identifies the target argument(s) • Distinguishes the argument's conclusion from its premises and some effort is made to identify relevant definitions and/or hidden assumptions • Correctly assess whether the argument's premises provide sufficient logical support for the conclusion independently of whether the premises are true • Correctly assesses the reasonableness of the premises, including the credibility of their sources, independently of whether they support the conclusion	Student work demonstrates: • Identifies the target argument(s), but includes extraneous elements such as expressions of opinion and description of events • Distinguishes the argument's conclusion from its premises, but little effort is made to identify relevant definitions and/or hidden assumptions • Attempts to assess whether the argument's premises provide sufficient, logical support for the conclusion, independently of whether the premises are true • Attempts to assess the reasonableness of the argument's premises, but little effort is made to consider the creditability of the premise's source	Student work demonstrates: • Does not isolate the argument(s) from the extraneous elements in the text • Does not identify the argument's conclusion or distinguish it sufficiently from the premises and little or no effort is made to identify relevant definitions or hidden assumptions • Does not address whether the argument's premises provide sufficient, logical support for the conclusion, independently of the truth of the conclusion • Does not consider whether the premises are reasonable to believe, independently of whether they support the conclusion, or else no effort is made to evaluate the creditability of the premises' sources
Total Number of Students				

Outcomes/Expectations	Exceeding= 4	Meeting=3	Approaching=2	Not Meeting=1
Critical Thinking Outcome: *Students will develop well-reasoned arguments in support of a conclusion or point-of-view*	Student work demonstrates: • Develops a clearly, articulated argument using evidence and/or systematic, logical reasoning in support of a conclusion or point-of-view • Identifies relevant qualifications or objections or alternate points-of-view and prioritizes evidence and/or reasons in support of the conclusion • Describes broader relevance, significance or context of the issue and/or applies the reasoning to a novel problem/issue	Student work demonstrates: • Presents an argument using evidence and/or logical reasoning in support of a point-of-view • Identifies some qualifications or objectives or alternate points-of-view • Describes the broader relevance, significance or context and/or applies the reasoning to a novel problem/issue	Student work demonstrates: • States a conclusion or point-of-view, but does not organize the evidence or reasons in a logically adequate way • Does not clearly identify or respond to relevant objections or alternate points-of-view • Does not adequately describe the broader relevance or significance or apply the reasoning to a novel problem/issue	Student work demonstrates: • Does not clearly state a conclusion or point-of-view or else little or no supporting reasoning or evidence is presented • Makes no attempt to recognize or respond to objections or alternative points-of-view • Makes no attempt to describe the broader significance or relevance or to apply the reasoning to a novel problem/issue
Total Number of Students				

Exam Item Analysis Report

Instructor:			**Total Possible:**	22
Exam Name:			**Highest Score:**	22
Exam Date:			**Lowest Score:**	0
Correct responses are shown in bold and italics				
Q1	A (123, 21.69%)	B (151, 26.63%)	C (24, 4.23%)	***D (256, 45.15%)***
Q2	***A (432, 76.19%)***	B (30, 5.29%)	C (38, 6.70%)	D (55, 9.70%)
Q3	A (24, 4.23%)	***B (394, 69.49%)***	C (72, 12.70%)	D (63, 11.11%)
Q4	A (139, 24.51%)	***B (373, 65.78%)***	C (29, 5.11%)	D (14, 2.47%)
Q5	A (202, 35.63%)	***B (282, 49.74%)***	C (54, 9.52%)	D (16, 2.82%)
Q6	A (35, 6.17%)	B (212, 37.39%)	C (37, 6.53%)	***D (271, 47.80%)***
Q7	A (146, 25.75%)	B (18, 3.17%)	***C (369, 65.08%)***	D (23, 4.06%)
Q8	A (28, 4.94%)	***B (496, 87.48%)***	C (8, 1.41%)	D (23, 4.06%)
Q9	A (88, 15.52%)	B (135, 23.81%)	C (129, 22.75%)	***D (198, 34.92%)***
Q10	***A (415, 73.19%)***	B (51, 8.99%)	C (57, 10.05%)	D (31, 5.47%)
Q11	A (58, 10.23%)	***B (466, 82.19%)***	C (11, 1.94%)	D (20, 3.53%)
Q12	A (47, 8.29%)	B (6, 1.06%)	***C (430, 75.84%)***	D (72, 12.70%)
Q13	A (31, 5.47%)	***B (425, 74.96%)***	C (40, 7.05%)	D (59, 10.41%)
Q14	A (24, 4.23%)	B (57, 10.05%)	C (77, 13.58%)	***D (396, 69.84%)***
Q15	A (38, 6.70%)	B (174, 30.69%)	***C (319, 56.26%)***	D (24, 4.23%)
Q16	***A (297, 52.38%)***	B (174, 30.69%)	C (23, 4.06%)	D (61, 10.76%)
Q17	A (70, 12.35%)	B (221, 38.98%)	***C (230, 40.56%)***	D (34, 6.00%)
Q18	A (74, 13.05%)	***B (321, 56.61%)***	C (62, 10.93%)	D (97, 17.11%)
Q19	***A (339, 59.79%)***	B (113, 19.93%)	C (63, 11.11%)	D (39, 6.88%)
Q20	A (79, 13.93%)	B (10, 1.76%)	C (20, 3.53%)	***D (443, 78.13%)***
Q21	A (24, 4.23%)	B (85, 14.99%)	***C (415, 73.19%)***	D (11, 1.94%)
Q22	A (50, 8.82%)	B (36, 6.35%)	C (23, 4.06%)	***D (423, 74.60%)***

	Average:	14.1	64.03%	
100.00%	**Median:**	14	63.64%	
0.00%	**KR20:**	0.7942799		

	Blanks	**Multiples**	**Pt. Biserial**	**Disc. Index**
E (0, 0.00%)	X	X	0.1	0.46
E (0, 0.00%)	X		0.26	0.34
E (0, 0.00%)	X		0.36	0.56
E (0, 0.00%)	X		0.28	0.49
E (0, 0.00%)	X	X	0.43	0.82
E (0, 0.00%)	X		0.34	0.71
E (0, 0.00%)	X	X	0.47	0.71
E (0, 0.00%)	X		0.49	0.34
E (0, 0.00%)	X		0.26	0.74
E (0, 0.00%)	X		0.46	0.58
E (0, 0.00%)	X		0.3	0.28
E (0, 0.00%)	X		0.44	0.51
E (0, 0.00%)	X		0.35	0.46
E (0, 0.00%)	X		0.48	0.66
E (0, 0.00%)	X		0.38	0.68
E (0, 0.00%)	X		0.31	0.66
E (0, 0.00%)	X		0.21	0.56
E (0, 0.00%)	X		0.29	0.64
E (0, 0.00%)	X		0.43	0.7
E (0, 0.00%)	X	X	0.22	0.28
E (0, 0.00%)	X		0.4	0.5
E (1, 0.18%)	X		0.38	0.53

Exams Graded: 567

Correct	Pct. Incorrect
256, 45.1%	54.9%
432, 76.2%	23.8%
394, 69.5%	30.5%
373, 65.8%	34.2%
281, 49.6%	50.4%
271, 47.8%	52.2%
368, 64.9%	35.1%
496, 87.5%	12.5%
198, 34.9%	65.1%
415, 73.2%	26.8%
466, 82.2%	17.8%
430, 75.8%	24.2%
425, 75.0%	25.0%
396, 69.8%	30.2%
319, 56.3%	43.7%
297, 52.4%	47.6%
230, 40.6%	59.4%
321, 56.6%	43.4%
339, 59.8%	40.2%
442, 78.0%	22.0%
415, 73.2%	26.8%
423, 74.6%	25.4%

General Education Assessment Committees Workshop
February 7, 2014

9:15 a.m. -9:30 a.m. Welcome and Introduction—Murph Kinney, Associate Professor of History and Faculty Facilitator for General Education Assessment

9:30 a.m. -9:45 a.m. Overview of the SUNY Gen Ed Assessment Program—Murph Kinney

9:45 a.m. -10:15 a.m. Working with Your Faculty—Julie Hanuaer, Ph.D., Associate Professor of Psychology

10:15 a.m. -10:30 a.m. Break

10:30 a.m. -11:15 a.m. Selecting and Creating Assessment Instruments—Murph Kinney

11:15 a.m. -11:45 a.m. The Role of the Office of Planning and Institutional Effectiveness in General Education Assessment—Caroline Burns, Ed. D., Specialist II, Office of Planning and Institutional Effectiveness

11:45 a.m. -12:15 p.m. Lunch

12:15 p.m. -12:45 p.m. Reporting the Results of General Education Assessment—Sarah Grunder, Ph.D., Assistant Professor of History

12:45 p.m. – 1:15 p.m. Implementing the Assessment Committee's Recommendations—Lynn Liebert-Marx, Ph.D., Associate Professor of Psychology and Department Chair of Social Sciences (Grant Campus)

1:15 p.m. – 1:30 p.m. Expectations of Assessment Committees—Carla Mazzarelli, Ph.D., Vice President for Academic Affairs and Student Affairs

1:30 p.m.-Close. Wrap-Up and Final Thoughts—Murph Kinney

Suffolk County Community College
College Brief

NO. 53January 21, 2014

TO: The College Community

FROM: Dr. Shaun L. McKay, President

SUBJECT: Update - Middle States Commission on Higher Education
Request for Follow-Up Monitoring Report Due by March 1, 2014

I would like to begin this communication by welcoming all of you back for the spring 2014 semester. As we work collectively to complete our preparation leading up to the next small team visit by representatives from the Middle States Commission on Higher Education, I want to provide you with an update regarding our progress to date.

Last fall, the Middle States Commission on Higher Education—the College's accrediting body—accepted the monitoring report we submitted in September and conducted a small-team visit in October. Following that visit, we were informed that the College would remain on warning based on items related to two areas: Standard 7 - Institutional Assessment and Standard 14 - Assessment of Student Learning. At that time, the Commission also requested another monitoring report due by March 1, 2014. We were advised that the March 2014 report must document the College's success in achieving compliance within standards 7 and 14 and must also demonstrate that Suffolk can sustain its compliance moving forward.

On Friday, the College received official correspondence from Middle States confirming that another small-team visit is scheduled for Thursday, April 24th – Friday, April 25th. On April 24th, the team will meet with appropriate members of the college community and on April 25th the team will deliver its oral exit report. Dr. Margaret McMenamin, President of Union County College in New Jersey, and a Middle States Commissioner, has agreed to serve as chair of the team. She is an experienced and highly regarded peer evaluator. She will be joined by Dr. Ceil Connelly-Weida, Associate Dean of Planning and Assessment for Lehigh Carbon Community College; Dr. Debra Klinman, Middle States Vice President, and Dr. Debra L. Moekel, SUNY Assistant Provost for Community College Education, who will serve as the Provost's liaison to the Middle States Commission.

At the conclusion of their visit, the team will submit a copy of its findings to the Middle States Commission. Following Middle States' meeting in June, the College will receive official communication from the Commission regarding its status.

Our timeline remains as follows:

February 1:	All academic and Administrative and Educational Support (AES) assessment reports and unit reviews completed and submitted. General Education assessment information is also due.
February 10:	Draft of the Monitoring Report will be provided to President McKay for review.
February 13:	Draft Monitoring Report issued to Board of Trustees for review.
February 20:	Board of Trustees meeting.
February 28:	MSCHE Monitoring Report submitted.

Since the end of the fall 2013 semester, the following progress has occurred:

- Academic assessment web pages are being developed and will be accessible through the portal. As we move forward, these pages will contain the latest information related to academic assessment, from templates, to reports, to curriculum maps.
- Similar web pages will be launched for our AES assessment information, once the academic site is completed.
- 50 academic assessments have already been submitted and more are forthcoming.
- All Academic Program Reviews that were scheduled for 2012-13 and were late or insufficient have been submitted.
- The College's Academic Program Review process has been streamlined and new guidelines have been created.
- Academic Program Reviews for this year are underway.
- AES Unit Reviews are also underway. As part of these assessments, site visits by external peer reviewers are taking place. The Continuing Education Department hosted their external reviewer visit on Wednesday, January 15th. The Office of Grants Development will host their reviewers on Thursday, January 23rd.
- AES annual assessment activities have begun in 34 areas, covering all AES divisions.
- The assessment review committees for both standard 7 and 14 have met. These committees are reviewing all submitted assessments to ensure they contain all the required elements (e.g. number of students involved, necessary evidence such as test questions, assignments, or rubrics, etc.). Both committees have established their rubrics for review of the assessments submitted.
- Draft versions of the second Monitoring Report's Introduction and the section dealing with Standard 14 are underway.
- Assessments performed in the last academic year have been collected.
- Both the Assessment Advisory Council (AAC) and the Strategic Planning Council (SPC) have met.

We are on course to meet the demands of the Middle States timeline thanks to the hard work of many, many people across the College. I would like to thank Dr. Jeffrey Pedersen, College Dean of Instruction, for his leadership in developing the College's response, as well as the members of the two sub-committees addressing each standard. The sub-committee addressing Standard 7 is being co-chaired by Dr. Christopher Shults, Director of the Office Planning and Institutional Effectiveness and Dr. Helen Wittmann, representing governance. The sub-committee addressing Standard 14 is being co-chaired by Dr. Dorothy Laffin, College Dean of Instruction, and Dr. Tina Good, representing governance. Dr. Carla Mazzarelli, Vice President for Academic and

Student Affairs, and Frances Dearing, Executive Director of the Office of Planning and Institutional Effectiveness, are serving as resource persons for the response committee.

I would also like to remind everyone that our program and unit review processes are meant to ensure the College's ability to continuously improve its operation. I am confident that we are collecting sufficient evidence to effectively demonstrate to the Commission that Suffolk County Community College has implemented a comprehensive, organized and sustainable process for assessment in both its academic and administrative and educational support areas. The involvement and contributions made by our faculty, staff and administration, will ultimately generate long-term improvements to our teaching and learning environment as we move forward.

URL to Academic Assessment Webpage

http://www.sunysuffolk.edu/Students/AcademicAssessment.asp

Administrative and Educational Support (AES) Unit Review Guide

The AES Unit review process has been designed to allow the College's units to examine past assessments and practices, current structure, historical context and the potential impact of the strengths, weakness, opportunities, and threats on future operations. This process is based on good institutional practices, influenced by the College's academic program review process, and conforms with the expectations of the Middle States Commission on Higher Education (MSCHE) assessment and planning standards. Suffolk County Community College is committed to the process and, as such, all AES units undergo a thorough evaluation of operations every seven years. Additional information on AES unit reviews including the College review schedule, template, and details about review and communication are included in the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) which can be found on the Suffolk County Community College website (http://www.sunysuffolk.edu/About/2541.asp).

I. The Committee Structure

A. Unit Review Chairperson

One individual will be appointed to serve as the AES Unit Review Chairperson. This individual may be a unit director or staff member. While this person is responsible for the overall review, this review represents a team effort and it is expected that assignments and activities will be completed by the chairperson and other members of the committee. In this role, the chair is responsible for:

1. In coordination with senior leadership and following posted guideline, recommending a representative committee membership
2. Identifying and confirming external reviewers
3. Completing the AES Unit Review template located with the CAPIE
4. Planning the external reviewers site visit
5. Reviewing the reviewers report and integrating the information into the template

6. Establishing a plan of action based on internal and external recommendations
7. Responding to recommendations from the Assessment Advisory Council (AAC)

B. Unit Review Committee Members

Although there is no required committee size, it is suggested that each committee is staffed by at least 5 individuals. Specific membership should include the following:

1. Each unit director (all three campuses and where applicable, central administration)
2. At least one staff member from each of the campuses and where applicable, central administration
3. Optional: One director or staff member from outside the unit (ideally from a unit that the unit under review collaborates with)
4. Optional: Where appropriate, one student representative
5. Optional: An outside member, perhaps a board member or external partner

In their role as committee members, individuals on the team are responsible for:

1. Supporting the completion of the template
2. Participating in the site visit
3. Providing input on the reviewers' report
4. Assisting the chair in responding to the Assessment Advisory Council

C. Ex-Officio Committee Members

To support the efforts of the committee, three additional committee members will be available to discuss findings, act as resources, and provide answers to questions. These members include a senior administrator affiliated with the unit and appropriate staff from the Office of Planning and Institutional Effectiveness (OPIE).

D. Selection of Membership

Unit Review Committee Chairperson:

The senior administrator responsible for the unit, in collaboration with OPIE staff, the Executive Deans, and where appropriate, the Associate Deans for Student Services, will appoint the unit review chairperson.

Unit Review Committee Members:

The chairperson will select committee members in consultation with the OPIE staff and, where appropriate, the Associate Deans for Student Services. These names will then be sent to the unit's senior administrator for approval.

II. Outcomes Assessment

Each AES unit has an established mission as well as goals and student learning outcomes (SLOs) and/or support outcomes (SOs). The annual assessment of these outcomes provides the bulk of data that units will use during the review, however, the outcomes also act as anchors for other activities conducted and reports generated between reviews. The annual assessments are housed both in TracDat as well as on the College's AES unit assessment webpage. As a part of the process, OPIE is available to collect and analyze additional data, assist with instrument development/ modification, and answer any research questions.

III. Report Format and Guidelines

The report is a unit driven document and should reflect the thoughtfulness, expertise, and experiences of the staff. While substantial support exists to assist with the effort, the final report and recommendations should reflect majority opinion, and ideally consensus, of the entire committee.

Section 1: History

The unit is asked to consider historical circumstances that have impacted the unit. This should include major staffing, budgetary, or mission/function modifications over the past 7 years. Any information that will give outsiders a greater understanding of what events have helped shape the direction of the unit should be included.

Section 2: Unit Overview

This section is important for providing answers to the basic questions about how the unit connects to the institutional mission. In addition to speaking to the unit's mission, goals, and outcomes and connection to the institutional goals and Measurable Institutional Objectives (MIOs), the Unit is asked to describe the basic functions, illustrate the reporting structure and conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis. Additionally, the committee should consider the adequacy of equipment and facilities and where there are concerns, provide compelling data.

Section 3: Staffing

The instructions in this section were left intentionally broad to allow the unit to discuss its staffing. This may include credentials and qualifications of current staff, comparisons of staffing in comparable colleges, illustrations of how the current staffing levels impact service, or other information deemed important by the committee.

Section 4: Planning and Assessment

This section was developed to allow the unit to report both on the findings from official assessments, but also to allow for the inclusion of data gathering efforts, information gathering, and reports over the last 7 years. What is important is that units anchor any information within the unit's goals and outcomes.

Section 5: External Evaluation

The unit should cut and paste the text from the external reviewer reports into this section of the report. This information is critical for the next step, which is to identify recommendations from the internal and external teams.

Section 6: Conclusion and Recommendations

The template was designed to encourage the AES Unit review team to consider conclusions and recommendations after each section of the report. This section allows the team to take all of this information, in addition to the recommendations from the external team, and begin to consider how to move forward in the next year.

Section 7: Action Plans

Based on the internal and external conclusions and recommendations, the Unit Review team is charged with establishing a series of activities that it will engage in over the next year. While the official action planning period is one year, the unit should reflect on this information each year and integrate the findings into the annual assessments to strengthen the assessment and planning activities.

It is important to note that the review is not just about completing a template. Rather, it is about effectively telling the story of the unit. This process represents an opportunity for self-reflection that takes into account positive and negative experiences, triumphs and challenges, and allows the team to stop and consider how all of the data and evidence can be used to plan for improvements. While building on historical information, reports, and personal accounts, the final product, which is the action plan, is all about moving forward. To that end, the team should consider the following when completing this process:

1. Be factual, explicit, and don't avoid examining and documenting the negative. Often, when things did not go well, there is an opportunity for learning and growth.
2. Although there will be some negative information placed into the report, maintain a solutions based approach and the report will provide a great resource for improving the unit.
3. Where possible, look for and document explicit connections to the College mission and strategic plan.
4. Where possible, consider how the activities, reports, and data connect back to the unit's mission, goals, and outcomes.
5. Consider the totality of the functions of the unit rather than focusing on a few core activities, functions, or initiatives.
6. Consider who the unit is charged with serving and whether their needs, requirements, and expectations have been met.
7. Consider how opportunities for professional development have been offered and whether it has made a difference.

IV. Support Services for the Committee

A. Secretarial/Computing Services

Secretarial/computing services will be provided by the unit that is under review. Division of work should be divided across the campuses to reduce the burden on any individual staff member. In

B. Data Support Services

The Office of Planning and Institutional Effectiveness will assign a specialist to each Program Review Committee as an ex-officio member. That specialist will assist in gathering data necessary for the review and in interpreting its significance. A standard student data package will be provided, which contains information about student demographics, persistence and retention rates, and other helpful information. Other OPIE staff, who will also serve as ex-officio, will be available to support the AES Unit Review committee in planning the review and organizing the site visit.

C. Orientation Meeting

OPIE will introduce the Unit Review process at the first meeting of the Unit Review Committee, and will provide the AES Unit Review Template, this Guide, and will be available to answer any questions. Staff members in OPIE will be available for the duration of the review to assist in answering questions and providing support as necessary.

V. External Review

In addition to the Unit Review report and the subsequent action plans, the external review represents the other critical aspect of the AES Unit review process. Without an evaluation from an objective, external evaluator, the review lacks the credibility necessary for the College to fully accept the recommendations. The Guidelines for External Reviewer Reports are sent to all external reviewers with their appointment letter from the senior administrator responsible for the unit. The guidelines specify the topics and questions that need to be addressed by the external reviewers. This document is available on the SCCC AES assessment webpage.

Organizing the External Review Team:

1. A team of two external reviewers should be used. According to SUNY Guidelines, "external review teams should consist of not less than two (2) persons who have no academic, professional or other significant relationship to full-time [staff] in the [unit], no previous significant or formal affiliation with the institution, and who come from academic or professional institutions.[1]" Additional information on reviewer qualifications can be found in the Guidelines for External Reviewers on the SCCC AES assessment webpage.
2. The committee recommends reviewers to the unit's senior administrator who approves the candidates and sends appointment letters.
3. The committee arranges the dates and the agenda for the on-site visit after consultation with OPIE staff
4. The committee chair sends copies of the review, additional background material, and the Guidelines for External Reviewers to external review team members.
5. External review team conducts the site visit which includes examination of facilities and conducting meetings with, as appropriate, students, faculty, and administration.
6. Evaluators meet with the committee, including ex-officio members and other individuals as appropriate, for a verbal exit report at the conclusion of the site visit.
7. Evaluators submit their final reports, either co-written or 2 separate reports to the committee chair who forwards copies to the unit's senior administrator and the unit as well as to OPIE

[1] The brackets indicate that staff and unit were not part of the SUNY language. These words replaced faculty and department so that the information is better aligned with AES units.

VI. Timeline

Given that AES Units operate on a 12-month schedule, there is more time and greater flexibility built into the timeline. Additionally, with the approval of the unit's senior leadership and consultation with OPIE, these timeframes can be adjusted. While it is important for the College to stay on schedule with these reviews, the major concern is that the information gathered provides the unit with the information necessary to plan for improvement.

March – May (Semester before the Unit Review)

The senior leadership (central), executive deans, and unit directors are contacted by OPIE to schedule a preparation meeting. Prior to this meeting, decisions are made about the Unit Review Chairperson and a team is chosen. Also, prior to the meeting, a series of questions is provided to the team to consider. At the meeting, a brainstorming session will occur to flesh out the units functions and goals, consider what data is available to analyze, determine what the standard data package will include, and initialize discussions about potential external reviewers.

May-July

The Unit holds meetings and/or a retreat to finalize a list of data necessary for the review, to review the standard data package provided by OPIE, and to finalize a list of external reviewers.

August-October

In addition to filling out the AES Unit template, the Unit reaches out to the external reviewers to secure their participation and begin preparations for the site visit.

End of November

The external reviewers should be committed to an official date between January and March. In addition, the template, up to the completion of the external reviewers report should be completed and forwarded to the AAC for review

December

The AAC reviews the document utilizing a rubric and submits any recommendations to OPIE. Representatives from OPIE will set up a meeting with the committee to discuss the recommendations. Any changes need to be made quickly, depending on the visit date as a final report, up to the external reviewer response, must be provided to the reviewers no later than two weeks before their visit.

January-March
External reviewers conduct the site visit and meet with important stakeholders, view operations, and observe any activities deemed to be mission critical. While the review team will provide an oral exit report, they are expected to provide a formal written report to the unit within two weeks. The unit should take all of the internal recommendations from the self-study and compare them against those from the external reviewers immediately after receiving the reports.

April
The unit should finalize the report and meet with senior leadership, executive deans, OPIE, and other appropriate stakeholders to discuss the report and action plan(s). Additionally, the report must be sent forward to the AAC subcommittee on AES Unit review prior to the end of the month.

May
At the AAC end of year meeting, the AES subcommittees will be presenting their results and individuals involved with the AES Unit review are invited to attend and provide their own evaluation of the process.

June
Any recommended changes are brought before the Joint Planning and Assessment Council (JPAC). In addition, the final reports from the AAC are sent to JPAC.

July-December
The AES Units work with the senior leadership, executive deans, OPIE, and other appropriate stakeholders to implement the action plans.

VII. Relationship to the Accreditation Process

Suffolk County Community College operates from the philosophy that the primary reason for conducting AES Unit reviews is for the continual improvement of the units responsible for improving the environment for student learning. MSCHE understands the importance and value of these units and, accordingly, has indicated in its standards that address institutional assessment and integrated planning, that continual assessment and periodic evaluation of these units is central to making an argument for institutional effectiveness. Effective unit reviews not only assist the College in enhancing the student learning environment, but provide evidence to our accreditor that SCCC is serious about continuous improvement.

VIII. Guideline Review

Suffolk County Community College is committed to a continual assessment of its assessment, evaluation, and planning activities. As such, the College is committed to both formal and informal assessment of the AES Unit review process. Formally, the AAC is charged with reviewing all aspects of the CAPIE every five years and, annually, the AAC subcommittee on AES Unit review examines the entire process and provides suggestions to JPAC (the joint meeting of the AAC and Strategic Planning Council). Informally, both the AAC and OPIE regularly receive recommendations from AES units navigating the AES Unit review process. These suggestions are brought forward first to the AES Unit review subcommittee and then to the larger body at the full AAC meetings. Should the suggestions receive the endorsement of the Council, they will be moved ahead to the JPAC for a formal vote.

IX. Suggested Appendices to the Review

While it is up to the discretion of the unit as to what information is included, the following list provides a common list of information that will help to enhance the Unit Review. This is by no means an exhaustive list and AES Units have the flexibility to provide whatever information helps to tell the most comprehensive story. Additionally, the Unit should feel free to contact OPIE throughout the process with questions or requests for additional data.

College Strategic Plan
Action plans documented in the College's Operation plan over the last 7 years
Long-range plans that anchor the activities of the unit
Organizational chart addressing the unit
Common data set provided by OPIE
Major reports generated in the last 7 years
Cost/Revenue data (at least 5 years)
External Reviewer reports
Previous Unit Reviews (if applicable)
Grant activity in the last 7 years (if applicable)
Membership and minutes of external advisory groups/meetings (if applicable)
External accreditation reports (if applicable)
Additional appendices as needed

APPENDIX K: SEVEN-YEAR AES UNIT REVIEW SCHEDULE

		Administrative	Educational	Outreach	Total
Career Services	2013-2014		1		
Continuing Education	2013-2014			1	
Grants Development	2013-2014	1			
Registrar, Central	2013-2014	1			
Writing Centers	2013-2014		1		
		2	2	1	5
Development	2014-2015			1	
Special Services/Disability Services	2014-2015	1			
Facilities Support	2014-2015	1			
Instructional Technology/ETU	2014-2015		1		
Planning and Master Schedule	2014-2015	1			
		3	1	1	5
Admissions	2015-2016	1			
Computer and Information Systems	2015-2016	1			
Corporate Training	2015-2016			1	
Employee Resources	2015-2016	1			
Health Services	2015-2016		1		
		3	1	1	5
EOP	2016-2017		1		
Financial Affairs	2016-2017	1			
Institutional Effectiveness	2016-2017			1	
Legal Services, Risk Mitigation, Affirmative Action	2016-2017	1			
Public and Fire Safety	2016-2017	1			
Transfer Office	2016-2017	1			
		4	1	1	6
Business Operations	2017-2018	1			
Faculty And Professional Advancement	2017-2018	1			
Financial Aid	2017-2018	1			
Institutional Advancement	2017-2018			1	

Student Support Services/TRIO	2017-2018		1		
Study Abroad	2017-2018		1		
		3	2	1	6
Alumni Relations	2018-2019			1	
Athletics	2018-2019		1		
Campus Activities	2018-2019		1		
Campus Business Offices	2018-2019	1			
Plant Operations	2018-2019	1			
		2	2	1	5
Counseling	2019-2020		1		
Library	2019-2020		1		
K-12 Partnerships	2019-2020	1			
Registrar	2019-2020	1			
Special Events & Programs	2019-2020			1	
		2	2	1	5

Administrative and Educational Support Unit Inventory

	Campus	Central
Admissions	X	X
Alumni Relations		X
Athletics	X	
Business Operations		X
Campus Activities	X	
Campus Business Offices	X	
Career Services	X	
Computer and Information Systems		X
Continuing Education		X
Corporate Training		X
Counseling	X	
Development		X
Employee Resources		X
EOP	X	
Facilities Support		X
Faculty And Professional Advancement		X
Financial Affairs		X
Financial Aid	X	X
Grants Development		X
Health Services	X	
Institutional Advancement		X
Institutional Effectiveness		X
Instructional Technology/ETU	X	X
K-12 Partnerships		X
Legal Services, Risk Mitigation, Affirmative Action		X
Library	X	
Planning and Master Schedule		X
Plant Operations	X	
Public and Fire Safety		X
Registrar	X	X
Special Events & Programs		X
Special Services/Disability Services	X	
Student Support Services/TRIO	X	
Study Abroad		X
Transfer Office	X	
Writing Centers	X	

APPENDIX N: ANNUAL ASSESSMENT OF SLOS/SOS IN AES UNITS

Unit Name_____ Assessment Period_____

Unit Type: Administrative Support___ Educational Support__ Community Outreach___

Applicable Institutional Goals:

Student Learning Outcome (SLO)/Support Outcome (SO) (One per year)	**Method of Assessment** Describe what method will be used to conduct the assessment. Direct methods reflect either evaluation of learning or unit processes while indirect methods reflect either perceptions of learning or perceptions of unit processes.	**Data Collection Plan** (Describe how data will be collected and analyzed)	**Criteria for Success** (What metric will be used to evaluate success – i.e. 90% will, 80% improvement, etc.)	**Analysis of Results** What were the final results of the analysis? Make sure to address whether or not the criteria for success was met	**Discussion and Conclusions** Describe what conclusions were reached based on the analysis of results. Detail how conclusions were reached and include any meeting minutes
	Direct (Examples in the SCCC Assessment Manual)	Direct	Direct	Direct	
	Indirect (Examples in the SCCC Assessment Manual)	Indirect	Indirect	Indirect	

What is your proposed action plan to address the findings and unit discussion for next year? Consider what activity(ies) will the unit engage in to address issues

Budget implications of the action plan (only answer if yes):

- Reallocation of resources (staffing, adjustment or responsibilities, budget line adjustments, etc.):
- Request for new resources (make sure to link the request to institutional goals and, if applicable, MIOs):

Action Plan Follow-up for Annual Administrative and Educational Support Unit (AES) Assessment

Unit Name: _____

Lead Individual: _____

Action Planning Period: _____

Applicable Institutional Goals (check all that apply):

- ☐ Goal 1: Student Success
- ☐ Goal 2: Community Development/Societal Improvement
- ☐ Goal 3: Access and Affordability
- ☐ Goal 4: Institutional Effectiveness
- ☐ Goal 5: Communication
- ☐ Goal 6: Diversity

Student Learning/Support Outcome Assessed (from previous year's assessment):

SUMMARY OF THE ACTION PLAN

What activities were completed as a part of your action plan?

Please describe the data collection plan and the criteria for success.

Did your unit meet the criteria for success?

RESULTS OF THE PLAN

Analysis of Results:

What improvements occurred as a result of the plan?

What changes did you implement as a result of the action plan?

What lessons did you learn as a result of the action planning process?

ASSESSMENT ADVISORY COUNCIL (AAC)

Co-chairs:

Dr. Jean Anastasia, Assistant Academic Chair and Professor of Biology
Dr. Christopher Shults, Director of Planning and Institutional Effectiveness
Dr. Troy Tucker, Specialist 2, Office of Grants Development

Administrative and Educational Support (AES) Subcommittees:

AES Unit Annual Assessment Membership

Katherine C. Aguirre (Subcommittee Chair), Counselor/Assistant Professor

John Cienski, Administrative Director, Office of Business Affairs

Troy Hahn, College Associate Dean, Office of Instructional Technology

Laura Levine, Director of Information Management

Dr. Patty Munsch, Counselor/Associate Professor

Mary Reese, Associate Dean of Student Services

Christina Vargas, Affirmative Action Officer

Susan Wood, Instructor of Library Services

Assessment Advisory Council (AAC)
Administrative and Educational Support (AES) Unit Annual Assessment subcommittee
NFL 11
January 31, 2014
3:30pm -4:30pm

Agenda

1. Responsibility for minutes and review of minutes from previous (12/19/13) meeting
2. Review rubric and walk through example scoring
3. Review unit annual assessment collection and decide how to divide
4. Discuss timeline and workflow
5. Recommend changes to CAPIE, Appendix K, or process
6. Adjourn

Copies of minutes and this agenda to be filed with OPIE

Meeting Minutes 1/31/14

Assessment Advisory Council (AAC)

Administrative and Educational Support unit (AES)

Annual Assessment subcommittee

~3:30 pm to 5:00 pm, NFL 11 conference room, Ammerman campus

Present: Katherine Aguirre (subcommittee chair), John Cienski, Laura Levine, Patty Munsch, Mary Reese, Christina Vargas, Susan Wood, and Troy Tucker (AAC co-chair)

Not present: Troy Hahn

Agenda passed out

Introductions

Discussion - review of the process for AES assessment and review, how the process should mesh with the annual budget process. Most AES units have been engaged in meaningful self-assessment for many years. The outcomes are measured in the successful coordinated effort that results in the enrollment and scheduling of students and courses each semester, the collection of payment, disbursal of aid, etc. That is the big accomplishment and the role of this subcommittee is to help AES units get credit for, and document systematically, their outcomes. The subcommittee will provide the venue for college-wide coordination of these ongoing assessments.

The units need feedback from their assessments reviews. When the subcommittee completes the scoring process the scores will be returned to the Office of Planning and Institutional Effectiveness (OPIE) to be fed back to each unit. The scores should include comments from reviewers explaining the rational for the scoring and constructive feedback. This should be associated with each of the nine scores. An additional general comments box should also be included on the rubric scorecard to allow subcommittee members to add additional ideas and comments to help the units increase the completeness and quality of their annual assessments.

Suggestion for the rubric: include a list of institutional goals and check boxes for applicable IGs at top.

Suggestion for Appendix K: include a list of institutional goals and check boxes for applicable IGs at top.

The members discussed that the subcommittee's agenda and minutes would serve as the data recording the College's assessment of the annual assessment process. The members agreed that minutes and agenda from previous meetings would be reviewed and approved and archived by Office of Planning and Institutional Effectiveness (OPIE) in TracDat and/or on an assessment web site to be developed. The agenda should always contain a reminder of this business and to assign at least one member present to take minutes.

The members discussed the workflow and timeline and whether or not another formal meeting of the entire subcommittee would be necessary before the entire AAC meets again in April. Members agreed that such a meeting will likely be necessary after each member has had a chance to complete their assigned units. The next subcommittee meeting will be discussed by email and arranged before the AAC April meeting presuming the subcommittee continues to feel it necessary.

The subcommittee chair handed out an example appendix k annual assessment and the subcommittee members spent time applying the draft rubric to the assessment and discussing best practices. The discussion centered on how much variation should be expected between reviewers and the need for feedback commentary to explain why each score was given. Clarity will clearly be an issue since each unit is so specialized, reviewers cannot be expected to understand the jargon or processes. Instead, feedback will indicate where clarity is lacking whenever possible. Feedback should be specific to the rubric, and AES units should be provided with the rubric to help guide their assessment next year.

Discussion also included this subcommittee's role in the assessment process. This subcommittee is charged with reviewing the annual assessment process itself, including all forms (eg appendix k) and related instructions in the CAPIE. The subcommittee's work will improve the process and make it sustainable by providing an assessment of the assessment for OPIE, and feedback regarding the completeness and quality of each unit's individual annual assessment.

The subcommittee then divided two copies of the 35 completed AES unit annual assessments among themselves. Members agreed that they would not review the annual assessment of their own unit, and members swapped assessments until none had their own unit. The subcommittee decided that each AES unit annual assessment would be read by two subcommittee members so that the rubric scores returned would be the average of two reviews. The level of norming can be studied by examining the variance between reviews. The committee discussed that it is to be expected that different reviewers would give different scores because of differences in familiarity with the function of each AES and different interpretations of how well data analyses lead to conclusions, and conclusions to action plans. The subcommittee members agreed that some amount of variance is unavoidable and acceptable, but it will be good to know how much variance exists.

Before adjourning, Dr. Tucker offered to produce a scorecard in MS Excel to distribute to the committee via email and to transcribe his notes to serve as a draft of the meeting minutes. This draft will be sent to each member to update and amend from their own notes to produce the draft to be approved at the next meeting.

Rubric	Student Learning Outcome (SLO) or Support Outcome (SO) assessed (1)	Method of Assessment (2)	Data collection plan (3)	Criteria for success (4)	Analysis of results (5)	Discussion and conclusions (6)	Proposed Action Plan (7)	Budget implications of Action Plan (if applicable) (8)	Review of previous Action Plan (if applicable) (9)
Exceeds expectations **4**	More than one SO or SLO explicitly assessed.	Explicitly describes assessment methods. Uses both direct and indirect measures of assessment.	Explicitly describes how data will be collected. Explicitly describes data analysis.	Explicitly describes criteria for success (metric used).	Explicitly describes results. Explicitly describes how criteria for success were met.	Explicitly describes conclusions reached based on the results. Explicitly describes how these conclusions were reached. Includes minutes or meeting notes if applicable2.	Action plan explicitly addresses the unit discussion and conclusion. Detailed list of activities provided.	Explicitly describes request for new or reallocated resources. Request for new resources explicitly linked to institutional goals, and, if applicable, MIOs.	Explicitly describes previous action plan, which includes list of activities.
Meets expectations **3**	One SO or SLO explicitly assessed.	Describes assessment methods. Uses at least one direct measure of assessment.	Describes how data will be collected. Describes data analysis.	Describes criteria for success (metric used).	Describes results. Describes how criteria for success were met.	Describes conclusions reached based on the results. Describes how these conclusions were reached. Includes minutes or meeting notes if applicable.	Action plan addresses the unit discussion and conclusion. List of activities provided.	Describes request for new or reallocated resources. Request for new resources linked to institutional goals, and, if applicable, MIOs.	Describes previous action plan.
Approaches expectations **2**	Unclear or incomplete SO or SLO chosen for assessment.	Unclear or incomplete description of assessment methods. Uses only indirect measures.	Unclear or incomplete description of how data will be collected. Unclear or incomplete description of data analysis.	Unclear or incomplete description of criteria for success.	Unclear or incomplete description of results. Unclear or incomplete description of how criteria for success were met.	Unclear or incomplete description of conclusions reached based on the results. Unclear or incomplete description of how these conclusions were reached.	Action plan does not address the unit discussion and conclusion. Unclear or incomplete list of activities provided.	Unclear or incomplete description of request for new or reallocated resources. Request for new resources not linked to institutional goals or MIOs.	Unclear or incomplete description of previous action plan.
Does not meet expectations **1**	No SO or SLO assessed.	No description of assessment methods.	No description of data collection plan.	No description of criteria for success.	No description of results	No description of conclusions reached.	No description of proposed action plan.	No implications of Action Plan described.	No review of previous action plan

ASSESSMENT ADVISORY COUNCIL (AAC)

Co-chairs:

Dr. Jean Anastasia, Assistant Academic Chair and Professor of Biology
Dr. Christopher Shults, Director of Planning and Institutional Effectiveness
Dr. Troy Tucker, Specialist 2, Office of Grants Development

Administrative and Educational Support (AES) Subcommittees:

AES Unit Review Membership

Dr. Donna Ciampa (Subcommittee Chair), Campus Associate Dean for Academic Affairs

Elida Buitron-Navarro, Specialist, Academic Skills Center

Sylvia Camacho, Director of Career Services/Cooperative Education

Jon DeMaio, Administrative Director of Educational Facilities

Theresa Dereme, Interim Assistant Dean of Student Services/Counseling

Dr. Michelle Fowler, Coordinator of Instructional Development/Professor

Al Heraghty, Associate Professor of Physical Education, Coordinator of the Academic Advising and Mentoring Center

Assessment Advisory Council (AAC)
Administrative and Educational Support (AES) Unit Review subcommittee
Caumsett Hall H100
February 4, 2014
3:15pm

Agenda

I. Responsibility for minutes; review and approve minutes from previous meeting

II. Responsibilities of the subcommittee

III. Processes and Calendar

IV. Review of Rubric

V. Meeting Schedule

VI. Comments and Suggestions for changes to CAPIE, specific to Appendix J

VII. Adjourn

Membership: Elida Buitron, Sylvia Camacho, Donna Ciampa, (Subcommittee Chair), Jon DeMaio, Theresa Dereme, Michelle Fowler, Al Heraghty, Troy Tucker, (AAC Co-Chair)

Copies of minutes and this agenda to be filed with OPIE

AAC: AES Unit Review Subcommittee
Minutes
February 4, 2014; 3:00 PM

Members- Present	Members-Absent
Elida Buitron	Michelle Fowler
Sylvia Camacho	Jon DeMaio
Donna Ciampa, Subcommittee Chair	
Theresa Dereme	
Al Heraghty	
W. Troy Tucker, AAC Co-Chair	

I. The meeting commenced at 3:15 PM
II. Responsibilities of the subcommittee
    a. Reflective Process
    b. Review data and report put forth by AES unit
    c. Not our responsibility to judge what is done with data, only to review that data is being used appropriately in decision making process, with emphasis on completeness, clarity, and quality.
    d. If a member of the subcommittee is a working member of the AES unit being reviewed, he/she will recuse him/herself from the subcommittee's charge for the assessment of that review.
III. Processes and Calendar
    a. The committee will meet 2 to 3 times per year to assess 5 or 6 AES Unit Reviews every year. (Each of the 35 units complete a Unit Review every 7 years.)
    b. The committee chair will distribute the completed reviews to the committee in late March.
    c. The spring meeting will occur in early April to discuss and apply a final rubric to the Unit Reviews. Decisions regarding application of the rubric will be by committee consensus.
    d. The committee chair will forward all recommendations for major and minor revisions, along with the rubric for each review back to the AAC Co-Chair.
    e. The committee will meet in late September to follow-up on the previous review recommendations and revisions, offer additional feedback, and discuss the unit reviews that will be completed in the upcoming year.
    f. The committee's agenda and minutes will serve as primary data documenting the process.
IV. Review of Rubric
    a. The rubric was deemed satisfactory by the committee.
    b. The committee reserves the right to adjust the rubric based on the implementation of it during the first round of the process. We will assess our use of the rubric and make adjustments as is necessary.
    c. The committee recognizes that this is a fluid process and there is room for revision.
V. Meeting Schedule
    a. On 2/6/14 @ 1:17PM, the committee chair left a message for Chris Shults on his voicemail, regarding when we can expect the final reviews.
    b. The next meeting date will be determined as soon as we have access to all of the reviews.

VI. Comments and Suggestions for changes to CAPIE, specific to Appendix J
   a. A question was posed regarding the first item on the template and rubric: Could a department identify the same outcome as in previous [annual] reviews to assess?
      i. After discussion, the committee determined that yes, the same outcome may be assessed based on the need for change or if any adjustments were made regarding the implementation of the outcome.
   b. A question was posed regarding Appendix J: Where are philosophical differences of the campuses recorded in the template?
      i. After a discussion, the committee determined that any differences in philosophy should be recorded in Section 1 of the template under the sections: primary functions and services provided by the unit, and the unit's reporting structure and processes.
      ii. Based on this being the first time these reviews are being written and assessed, the committee determined that the answer to this question may change after it completes the process for the first time.

VII. The meeting concluded at 4:10 PM with the understanding that the next meeting is yet to be determined, but will take place sometime in April.

Respectfully submitted,
Dr. Donna L. Ciampa
02/10/2014

AAC: AES Unit Review Rubric

Standards:

Not Meeting: 1 Approaching: 2 Meeting: 3 Exceeding: 4

Item Description:	Standard Level:			
	1	2	3	4
Section 1- Unit Overview:				
The unit has a mission, goals and student learning outcomes and/or support outcomes that tie to the college mission, institutional goals, and measurable institutional outcomes.				
Primary functions and services provided by the unit are aligned with the college's mission and institutional goals.				
The unit's reporting structure and processes for ensuring quality communication are identified and defined.				
The unit has identified strengths, weaknesses, opportunities, and threats that will impact the area over the next seven years.				
Section 2- Staffing:				
Current staffing levels and qualifications in relations to the unit's ability to achieve its mission are described and explained in detail.				
Section 3- Planning and Assessment:				
One or more outcomes are identified and assessed since the previous unit review.				
A summary of the results of the assessment and plans that emerged from the assessment are provided.				
A summary and timeline of the implementation and success of plan implementation are provided.				
Changes that were implemented as a result of implementation plans driven by yearly assessments are identified.				
Budget requests and resource reallocations that emerged as a result of the assessment and planning cycles are identified.				
Section 4- External Evaluation				
External reviewers have been identified and reports collected in regard to: 1) evaluation of the unit operations, 2) evaluation of the staffing, 3) evaluation of the SWOT, and 4) a list of recommendations from the unit.				
Section 5- Conclusions and Recommendations				
An evaluation of the unit's performance since the last unit review based on section-based conclusions and recommendations is provided.				
A potential future direction in regard to assessment and planning, inclusive of any perceived changes to institutional mission, goals, or outcomes that resulted from this examination, is indicated.				
Section 6: Action Plans				
Necessary improvements for the unit to achieve its mission over the next seven years are indicated with reference to the information within the self-study.				
An action plan that includes: 1) timeline, 2) activities, 3) expected results, 4) responsible individuals, and 5) resources required, is developed.				
Appendices:				

Recommendations and Revisions:

ASSESSMENT ADVISORY COUNCIL (AAC)

Co-chairs:

Dr. Jean Anastasia, Assistant Academic Chair and Professor of Biology
Dr. Christopher Shults, Director of Planning and Institutional Effectiveness
Dr. Troy Tucker, Specialist 2, Office of Grants Development

Academic Subcommittees:

Academic Program Annual Assessment Membership

Dr. Jean Nicolas Pestieau (Subcommittee Chair), Assistant Professor of Mathematics

Nicholas Bosco, Assistant Professor of Business Administration

Dr. Philip Christensen, College Associate Dean for Curriculum Development

Nancy Ellis, Professor of Business-Paralegal

Amanda Koscik, Student Representative

Elizabeth A. Tomlet, Assistant Professor of Physical Education

Dr. Frank Valenzisi, Assistant Professor of Veterinary Science

Assessment Advisory Council (AAC)
Academic Program Annual Assessment Subcommittee
Thursday, January 30th, 2014, 5:00 – 5:30 pm
Babylon Student Center – Montauk Point Room

Agenda

- Discuss the draft rubric for reviewing program-level SLO assessments.

- Identify potential new members for our subcommittee.

- Map out the next phase of our assessment work for the semester.

- Schedule our next meeting.

Assessment Advisory Council (AAC)
Academic Program Annual Assessment Subcommittee
Thursday, January 30th, 2014, 5:00 – 5:30 pm
Babylon Student Center – Montauk Point Room

Minutes

Dr. Jean Anastasia (AAC Co-Chair) _x_
Dr. Jean Nicolas Pestieau (AAC Subcommittee Chair) _x_
Nicholas Bosco _x_ Dr. Philip Christensen _x_ Nancy Ellis _x_
Elizabeth A. Tomlet __ Dr. Frank Valenzisi _x_ Amanda Koscik _x_

- In this brief meeting our group decided to test the rubric that was created during the winter break by reviewing a random Assessment Activity Report (*i.e.* the program course assessment) already completed by one of the academic programs at the College. We agreed to ask Dorothy Laffin for this sample report and for Nicolas to send it to everyone.

- Once the group receives this sample report, we agreed to individually review it and then reach out to the group after a short period to discuss the effectiveness of the current rubric. These discussions will take place via email.

- Jean told the group that she would reach out to Helen Wittman, the Congress (Governance) Chair at the Eastern Campus, asking her to recommend an additional member to serve on our subcommittee.

- Jean also told the group to keep the reports confidential and to document all our meetings with minutes (including informal ones among members from the same campus).

- We agreed to divvy up the current pool of completed reports (about 50+ programs have completed their annual course assessments so far) amongst the eight of us (including the expected new member from East) and have all members from the same campus discuss their review work to make sure all reports are checked by at least two members. Nicholas referred to this as the "buddy" system.

-We did not schedule our next meeting but plan to do so via email.

Assessment Advisory Council (AAC) – Academic Program Annual Assessment Subcommittee Assessment Rubric for Report of Academic Assessment Activity

Academic Program: _____

_____

Assessment Period (Semester): _____

Lead Person: _____

Program-Level Student Learning Outcome (SLO) assessed: _____

_____

_____

Course used in assessment: _____

ME = Meets Expectations

AE = Approaches Expectations

	ME	AE	Comments / What is needed?
Description of assessment activity			
Data collection and methodology used in assessment activity			
Criteria for success used in assessment activity			
Analysis of results collected from assessment activity			
Proposed action plan based on conclusions of assessment activity			
Timeline for follow-up assessment activities ("closing the loop")			

ASSESSMENT ADVISORY COUNCIL (AAC)

Co-chairs:

Dr. Jean Anastasia, Assistant Academic Chair and Professor of Biology
Dr. Christopher Shults, Director of Planning and Institutional Effectiveness
Dr. Troy Tucker, Specialist 2, Office of Grants Development

Academic Subcommittees:

General Education Assessment Membership

Martha Kinney Subcommittee Chair, Associate Professor of History, Faculty Liaison for Gen Ed Assessment

*Dr. Alex G. Atwood, Associate Professor of Mathematics

Courtney Brewer, Instructor of Behavioral Science

Dr. Tina Good, Professor of English, Chair of College-wide Curriculum Committee

*Dr. Atwood will be taking over as chair of this subcommittee

ASSESSMENT ADVISORY COUNCIL (AAC)

Co-chairs:

Dr. Jean Anastasia, Assistant Academic Chair and Professor of Biology
Dr. Christopher Shults, Director of Planning and Institutional Effectiveness
Dr. Troy Tucker, Specialist 2, Office of Grants Development

Academic Subcommittees:

Course Embedded Assessment Membership

Bridget Young (Subcommittee Chair), Associate Professor of Mathematics

Dr. Michael C. Boecherer, Assistant Professor of English

Melanie Weinstein-Zeolla, Assistant Professor of Reading

Dawn Tracy-Hanley, Academic Chair/Associate Professor of Reading

Assessment Advisory Council (AAC)
Sub-Committee for Course Embedded Assessment
Friday, January 30, 2014

Agenda

- Introductions
- Overview of Sub-Committee Charge
- Review of the "Report of Academic Assessment Activity" (RAAA)
- Fine-tuning of the rubric for review of the RAAA in "Course Embedded Assessment"
    - Layout
    - Items from RAAA to be assessed
    - Define expectation levels for each item
- Identify completed RAAAs that need review
- Schedule future Spring 2014 meetings

Suffolk
COUNTY COMMUNITY COLLEGE

Assessment Advisory Council (AAC)

Course Embedded Assessment Review (CEAR) Sub-Committee

Present:
Dr. Michael Boecherer, Dr. Jeffrey Pedersen, Bridget Young (Chair), Melanie Weinstein-Zeolla

I. Introductions: Dr. Pedersen announced that he is resigning from the subcommittee because of conflicts with his new position. The committee will seek another member, preferably one from the Grant campus to balance out representation.

II. Committee Charge: Dr. Pedersen explained what his office is looking for in the assessment reports and gave our committee insight as to what we should be looking for when we review reports. He indicated that assessments under our purview are currently ongoing and that he will let us know when there are reports to review.

*Dr. Pedersen was not present for the remainder of the meeting.

III. Rubric for CEAR: All members agreed to keep the design and items for review in the previous rubric draft. Criteria for categories of "Exceeds the Standard", "Meets the Standard", "Approaches the Standard", and "Does Not Meet the Standard" were discussed in detail. Committee members were able to reach consensus on all rubric items with one exception. The committee feels it needs clarity on the last item on the "Report of Academic Assessment Activity" before it can decide on criteria for this section of the rubric.

IV. Action to be taken: Bridget will update the rubric electronically and send the revision to the committee and AAC co-chairs for review. Bridget will contact Dr. Pedersen's office for clarity on the last item from the Assessment Report and submit proposed criteria in the revised rubric. The committee will finalize the rubric via email and meet again in person when assessment reports are ready for review (or if serious rubric changes are necessary).

Course Assessment Review
Assessment Advisory Committee- Course Embedded Assessment Review Subcommittee

Course Assessed: _____ Assessment Period: _____

Date Assessment Report Received: _____ Date Review Submitted: _____

Student Learning Outcome(s) Assessed: _____

Course Level Student Learning Outcome:				
	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
Assessment Body	• Explicitly describes group of students who took part in the assessment. ○ Course/ Modalities ○ Number of students	• Describes group of students who took part in the assessment. ○ Course/ Modalities ○ Number of students	• Unclear and/or incomplete description of group of students who took part in the assessment. ○ Course/ Modalities ○ Number of students	• No description of the group of students who took part in the assessment and how many • No description of the courses in which the assessment took place
Assessment Tool/Activity	• Explicitly describes assessment tool/ activity • Explicitly describes how the tool/ activity was administered to students • Explicitly describes data collection procedure • Explicitly describes measurement criteria	• Describes assessment tool/ activity • Describes how the tool/ activity was administered to students • Describes data collection procedure • Describes measurement criteria	• Unclear and/or incomplete description of ○ assessment tool/ activity ○ administration of tool/activity ○ data collection procedure ○ measurement criteria	• No description of ○ assessment tool/ activity ○ administration of tool/activity ○ data collection procedure ○ measurement criteria

Desired Performance	• Explicitly describes expected outcomes (metric used) • Explicitly describes criteria for success	• Describes expected outcomes (metric used) • Describes criteria for success	• Unclear and/or incomplete description of ○ Expected outcomes ○ Criteria for success	• No description of ○ Expected outcomes ○ Criteria for success
Summary of Findings and Interpretation	• Explicitly describes key findings and interpretations linked to expected outcomes and success criteria	• Describes key findings and interpretations linked to expected outcomes and success criteria	• Unclear description of key findings and interpretations linked to expected outcomes and success criteria • Describes key findings but does not link to expected outcomes and success criteria	• No description of key findings and interpretations linked to expected outcomes and success criteria

Action Required/ Person Responsible	• Explicitly describes action required in response to each key finding and indicates a person or group responsible	• Describes action required in response to each key finding and indicates a person or group responsible	• Unclear description of action required in response to each key finding • Describes action required but does not include person or group responsible • Describes action intended but does not indicate link to key findings	• No description of action intended nor person/group responsible for such
Timeline for Response	• Explicitly describes how action will be carried out and gives a timeline for action • Explicitly describes how action to be taken will be assessed to measure improvement	• Describes how action will be carried out and gives a timeline for action • Describes how action to be taken will be assessed to measure improvement	• Unclear and/or incomplete description of how action will be carried out and timeline for action • Unclear and/or incomplete description of how action to be taken will be assessed to measure improvement	• No description of how action will be carried out and no timeline for action described • No description of how action to be taken will be assessed to measure improvement

Summary and Recommendations:

ASSESSMENT ADVISORY COUNCIL (AAC)

Co-chairs:

Dr. Jean Anastasia, Assistant Academic Chair and Professor of Biology
Dr. Christopher Shults, Director of Planning and Institutional Effectiveness
Dr. Troy Tucker, Specialist 2, Office of Grants Development

Academic Subcommittees:

Academic Program Review Membership

Dr. Dorothy Laffin (Subcommittee Chair), College Dean of Instruction

Kathleen Burger, Academic Chair, Associate Professor of Nursing

Andrea K. Glick, Assistant Professor of Culinary Arts

Dr. Alexander Kasiukov, Associate Professor of Mathematics

Rachel Schmidt, Instructor of Criminal Justice

APPENDIX K: ANNUAL ASSESSMENT OF SLOS/SOS IN AES UNITS

Unit Name: Alumni Relations Assessment Period: 2013-2014

Unit Type: Administrative Support___ Educational Support__ Community Outreach___

Applicable Institutional Goals: Increase alumni engagement to support the College's mission.

Support Outcome (SO) (One per year)	**Method of Assessment** Describe what method will be used to conduct the assessment. Direct methods reflect either evaluation of learning or unit processes while indirect methods reflect either perceptions of learning or perceptions of unit processes.	**Data Collection Plan** (Describe how data will be collected and analyzed)	**Criteria for Success** (What metric will be used to evaluate success – i.e. 90% will, 80% improvement, etc.)	**Analysis of Results** What were the final results of the analysis? Make sure to address whether or not the criteria for success was met	**Discussion and Conclusions** Describe what conclusions were reached based on the analysis of results. Detail how conclusions were reached and include any meeting minutes
Develop & promote programming that would create opportunities for alumni to connect to the College, students and staff.	Direct: Analysis of the total Alumni Relations and co-sponsored alumni activities in the current FY.	Direct: Events are entered into the SCC Alumni Online Community software, website. Marketing assessment reports are driven from this data through a back-end interface.	Direct: Comparison of the number of alumni programs and count of alumni 'touches' that were promoted to SCCC alumni base from the Alumni Office. Targeted increase 25% year-over-year.	Direct: Period Sept 1 – Dec 10 (FY-over-FY): ALUMNI PROGRAMS # programs FY13 2 FY14 11 • Tanger Outlet Riverhead 11th Annual Fashion Show • SUNY Alumni Day at the Ball Park • Ellen Schuler Mauk Retirement Celebration to Benefit Student Scholarships 10/3/13 • Suffolk County Community College Alumni Art Exhibition 9/26/13 to 10/31/13 • Part-time Job / Internship Fair 10/23/2013 • Suffolk County Community College Alumni Benefit – Shop the Night Away • Embracing Our Differences – Outdoor Art Exhibition • Faculty Art Exhibition • Veterans Day at Suffolk County Community College 11/11/13 • Toying With Science • The Nutcracker	Year to date the Alumni Office as surpassed the goal of increased communications to our alumni base. As additional alumni programs are developed for our growing alumni population more departmental partnerships and volunteer management opportunities need to be developed.

	Indirect (Examples in the SCCC Assessment Manual) N/A	Indirect: N/A	Indirect: N/A	Indirect: N/A	

What is your proposed action plan to address the findings and unit discussion for next year? Consider what activity(ies) will the unit engage in to address issues

While year to date the Alumni Office as surpassed the goal of increased communications to our alumni base, the unit finding is that current resources for **Communication (MIO 5.2)** (Foundation website, Foundation online payment system, e-mail marketing system, online event ticketing system) will need to be revamped or developed for the first time due to an unforeseen vendor acquisition. This will require significant financial resource and staff hours in systems discovery, assessment, acquisition, testing, deployment and quality assurance. In addition it will require partnership with Information Technology, Office of the General Counsel and Procurement.
The unit anticipates the current infrastructure for alumni online Communication (Harris Connect) will not be available as early as 1/1/15.

Current resources for hard-copy **Communication (MIO 5.2)** need to be designed and developed pending approval of FY 13 budget.
Current resources for social media **Communication (MIO 5.2)** need to be designed and distributed pending Graphic Design volunteer training or outsourcing resources.

The unit will assure parallel communication approach with College Communications Director and Office of the President to connect with Institutional Mission and Institutional Goals.

The resources for Communication are essential toward the Alumni office impact in both **Community Development / Societal Improvement (MIO 2)** and assistance with **Access and Affordability (MIO 3).**

<u>Proposed action plan:</u>

1. Develop alumni **Communication (MIO 5.2)** assessment framework and project plan.
2. Evaluate any costs associated with discontinuation of Harris Connect Alumni Online Community (acquired by iModules).
3. Budget for new alumni online communications infrastructure and training.
4. Identify costs for new Graphic Design volunteer training or outsourcing resources.
5. Develop informational materials related to academic department partnerships and, volunteer solicitation and volunteer management process.
6. Partner with College offices when available to assist with:
    a. marketing collateral development for alumni
    b. marketing collateral distribution to alumni
    c. requesting alumni support in support of **Student Success (MIO 1)**

Budget implications of the action plan (only answer if yes):

- Reallocation of resources (staffing, adjustment of responsibilities, budget line adjustments, etc.):
    1. Approval and allocation of FY 13 budget required to effectively accomplish goals and prepare the next fiscal year.
    2. Budget line adjustments required for new resources for **Communication (MIO 5.2).**
    3. Adjustment of responsibilities required for Part-Time College Aid from Data Entry to alumni Communication development, copy editing and increased customer service based on new program development.

- Request for new resources (make sure to link the request to institutional goals and, if applicable, MIOs):
    1. Outsourcing or volunteer training resources for Graphic Design required for **Communication (MIO 5.2)** to help raise awareness on **Access and Affordability (MIO 3).**
    2. Outsourcing Data Entry resources required to quantify increased partnerships in **Community Development / Societal Improvement (MIO 2)** through alumni workforce data and to help raise awareness on **Access and Affordability (MIO 3)**.

Unit Name: Office of Computer and Information Systems_____ Assessment Period: July 1, 2013 – June 30, 2014_____

Unit Type: Administrative Support: _X__ Educational Support__ Community Outreach___

Applicable Institutional Goals:

3.0 Access and Affordability:

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

5.0 Communication:

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

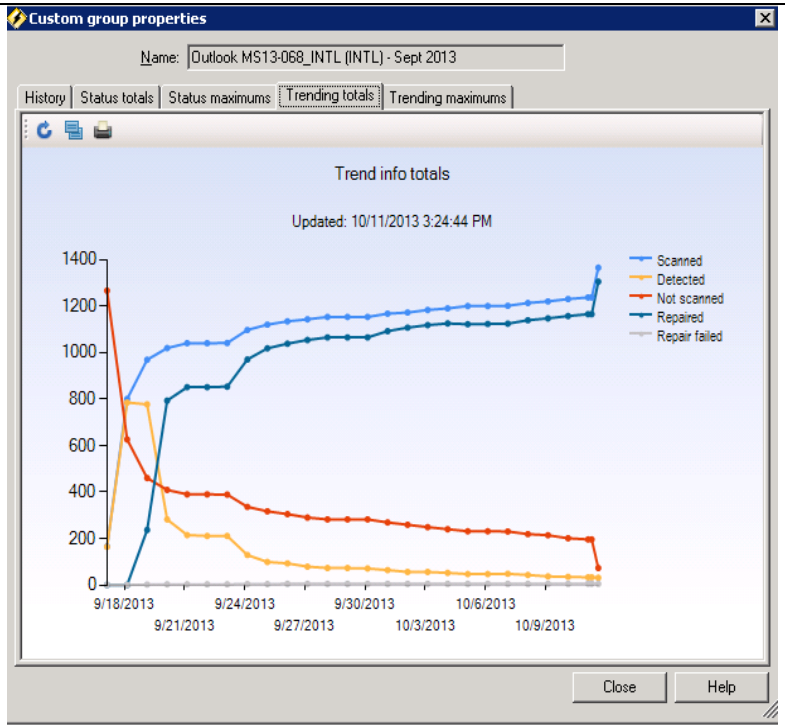
Student Learning Outcome (SLO)/Support Outcome (SO) (One per year)	**Method of Assessment** Describe what method will be used to conduct the assessment. Direct methods reflect either evaluation of learning or unit processes while indirect methods reflect either perceptions of learning or perceptions of unit processes.	**Data Collection Plan** (Describe how data will be collected and analyzed)	**Criteria for Success** (What metric will be used to evaluate success – i.e. 90% will, 80% improvement, etc.)	**Analysis of Results** What were the final results of the analysis? Make sure to address whether or not the criteria for success was met	**Discussion and Conclusions** Describe what conclusions were reached based on the analysis of results. Detail how conclusions were reached and include any meeting minutes
Computer and Information Systems will provide effective communication services to the College community	Direct **Voice System Redundancy**: On a monthly basis the redundancy of the voice system will be tested by simulating outages to two core voice system components: • The Cisco Call Managers	Direct Cisco Call Managers (CCM) • Shut down one CCM server and determine if another campus CCM takes over the call volume. • Shut down all but one CCM server and determine if	Direct Failover of phones are automatic and both incoming and outgoing calls are at 100% capability Failover to secondary server is	Direct All current registered phones failed over to secondary servers and call functionality was restored within seconds. Calls in progress did not fail and phone reset after call was completed. However, new phones could not be installed during outage.	This is a reasonable limitation as an outage of a main server should be corrected before any new devices are added to the system for database integrity.
				When voicemail server lost its connection to the primary database manager, message retrieval was delayed. This could appear to the user as if voicemail was not responding. After approximately thirty minutes in this mode, the system normalized and normal message retrieval was observed.	Further testing and research is needed to isolate the cause of the delay and to identify a possible solution.

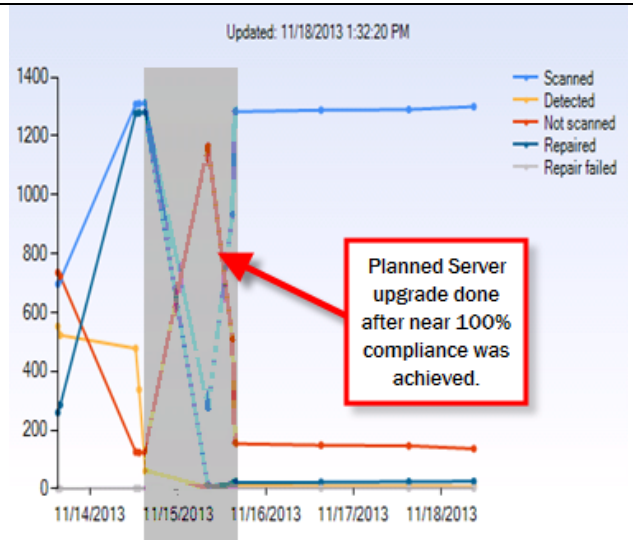
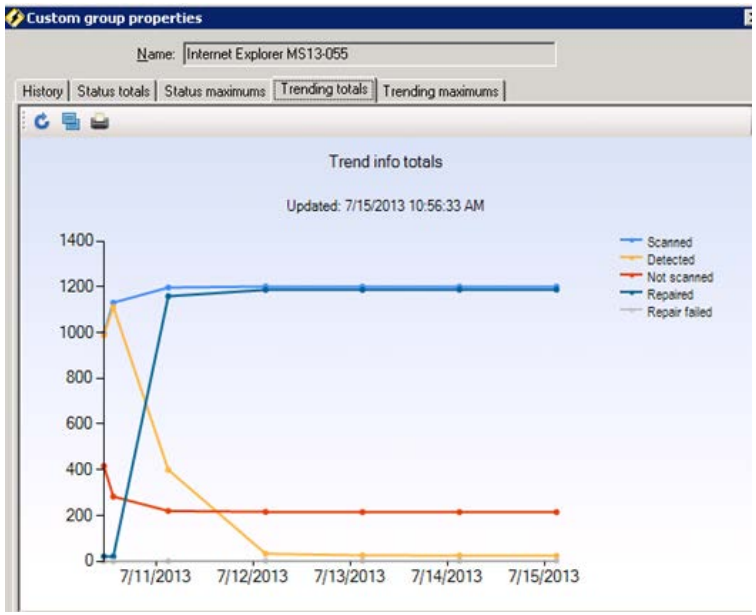
	(which control call activity and make the telephones useable) • The voicemail system (which is our message store).	the load of call volume can be handled by one server. • Disconnect campus TLS connection to and determine if any one campus can survive on its own. Voicemail • Shut down Primary voicemail server and determine if the secondary server receives calls and has messages previously recorded. • Failback servers and determine if the message store replicates	automatic with no errors, calls are answered, recordings can be made and all previously recorded messages are still in the store	When TLS (intercampus connectivity) is disconnected the campuses are isolated and run independently. **Services Lost:** The Eastern campus and Culinary do not have local voicemail servers so they lost voicemail services	If voicemail service is deemed critical for all campuses during a loss of intercampus connectivity, funding is required to allocate new hardware, software and licensing. This would provide each campus with full resiliency and redundancy.
			When TLS (intercampus connectivity) is disconnected the campuses are isolated and run independently. **Services Lost:** While Grant Campus 911 calls could be completed, Public Safety was not notified and first responders (Local PD and Public Safety) would not have had granular location information on the location of the call. These services were not available because there is no local CER server on the Grant Campus.	If this service is deemed critical, funding is required to allocate new hardware, software and licensing so that each campus will have its own CER for full resiliency and redundancy
			When TLS (intercampus connectivity) is disconnected the campuses are isolated and run independently. **Services Lost:** Grant Campus auto attendant calls could not be completed as there is no local server on campus and call re-routing from our current provider is not currently available.	If this service is deemed critical, funding is required to allocate new hardware, software and licensing so each campus will have its own system available for full resiliency and redundancy As a result of the test, a new provider was researched and obtained. Upon implementation, this will enable rerouting of incoming and outgoing calls
			When TLS (intercampus connectivity) is disconnected the campuses are isolated and run independently. **Services Lost:** Loss of phone directory and four digit dial between campuses occurs	If this service is deemed critical, funding is required to allocate new hardware, software and licensing so that each campus will have its own directory database utilizing AD and CCM functionality. Loss of the TLS campus interconnects reduces services available away from

					the Ammerman Campus. To provide an alternate path, a project has begun with Light Tower to provide a resilient dark fiber ring among the campuses. The ring is to have with two independent entry points, lessening the possibility of a full outage. Also, an investigation to provide automatic redistribution of calls via external provider is needed.
	Indirect **Voice System Redundancy**: A focus group will be used to verify user satisfaction with the switchovers noted above.	Indirect The focus group will be asked specific questions on the availability of core voice functionality	Indirect Feedback will indicate that there was no limitation in functionality after the switchover	Indirect To facilitate in effectively assessing our objectives we created indirect focus groups. These groups consist of a broad cross section of departments and users across the college community. Members within our scope were chosen by random. 25 subjects exist in total across the focus group and were provided with testing procedures to perform and questions to answer about those tests. Testing procedures include performing phone system functions in line to what college users perform daily in their duties. Subjects were not provided with any information as to what system or service was being tested or exactly when it is being tested. Subjects were told to perform their tests each Friday in the AM from start time to their first break. Results are as follows: Mean number of respondents was 5 High number of respondents was 7 Low number of respondents was 4 Average 25% of test subjects responded to the survey weekly. Of all the tests performed by all of the subjects **no** noticeable degradation of communication services was noted. Respondents noticed no loss of service at any time during testing.	It was found that although there were noticeable outages and various functionality was lost the end users did not experience issues using the system. From an overall perspective the outage was transparent to the community.
	Direct **Grading of Network Connections:** To verify that the phone system delivers good voice quality to the end user, network performance will be evaluated for minimum network latency and	Direct Each existing phone connection will be graded from the phone instrument back to the MDF/IDF closets, including patch cords and infrastructure cabling. The test will be conducted with a SignalTek	Direct Each connection tested will pass cat6 certification and latency test standards	Direct 50% of the overall cabling infrastructure that supports phone devices was tested and 95% certified at Cat 6 standards. Further testing is required.	The cabling tested was all fairly new and the rate achieved expected. The results will probably go down as tests are conducted on older cables. The cables that failed to meet the standard will need to be replaced. Additional funding was requested in next year's budget for cable replacement.

	maximized speed/throughput	category 6 tester using VoIP test settings that measure signal and latency.			This test is very labor intensive and very time consuming process with only one certifying tool available. One tool is no sufficient to complete this test in a timely fashion given current staffing resources. Additional resources are required.
	Direct **Uptime of Phone System:** To verify that the College's phone system does not experience any unplanned outages, the system will be monitored system uptime.	Direct Numerical data and charting will be obtained using phone tracking tools and hardware sensors, throughput analysis, and real time monitoring of services throughout the assessment period.	Direct No unplanned outages will be recorded.	Direct Average Percent availability for Phone system was 99.993 over a 90 day period of assessment See the results below openNMS® **Node Availability Report** 90 Days from Mon Jul 01 00:00:00 EDT 2013 Node / Outage Count / MTTR (hours) / Outage Hours / Outage Percent / Availability Percent **Surveillance Category: PhoneSystem** 172.20.0.253 svrSR105UCS01 — 2 — 0.04 — 0.09 — 0.004 — 99.996 192.168.124.253 svrEP219UCS01 — 2 — 0.05 — 0.10 — 0.005 — 99.995 192.168.124.254 svrEP219UCS02 — 4 — 0.07 — 0.30 — 0.014 — 99.986 192.168.60.253 svrSR105UCS01 — 1 — 0.07 — 0.07 — 0.003 — 99.997 192.168.60.254 svrSR105UCS02 — 1 — 0.18 — 0.18 — 0.008 — 99.992 Summary for category: PhoneSystem Average — 2.00 — 0.08 — 0.15 — 0.007 — 99.993 Maximum — 4.00 — 0.18 — 0.30 — 0.014 — 99.997 Minimum — 1.00 — 0.04 — 0.07 — 0.003 — 99.986 Report 7/1/13 12:00 AM Report end: 6/21/13 1:54 PM Page 1 of 1	Overall uptime falls within industry standards. However, improvement can be made by firmware upgrades to remove known bugs. This requires fixed maintenance windows for expected outages so that systems can be maintained properly. The institutions expectation of continual service hampers our abilities to perform routine maintenance. The institution needs to agree on established maintenance windows.

	Indirect **Phone System Usability:** A survey will be used to verify the phone system provides the features and functionality required by the user community.	Indirect A survey instrument will be developed and distributed to he college's user population to determine the usage of existing features and functionality of the phone system and to identify any additional needs	Indirect The instrument will be developed and issued, and results obtained to determine required features and functionality.	Department has developed skeleton of questions to be asked. Must meet with Institutional Effectiveness to develop survey. The survey is targeted for later in the Spring Semester.	
	Direct **Timely Security Compliance on End User Email Clients** The assessment plan will identify the period of time required for our patch management system to deliver and install Microsoft security patches for Outlook (E-Mail) to regularly used computers.	Direct The assessment process will start the second week of July and continue monthly for those months that include patches for Microsoft Outlook. The process will track the time it takes to complete the patch installation on identified computers, beginning when the patches are approved for installation by Desktop Support. Compliance progress will be determined utilizing LANDesk's trending & vulnerability reports	Direct 70-81 percent of college's PC systems in use will be in 85 percent compliance for the patches monitored, within 6 business days	The first patch available for our email client was Microsoft Released MS13-068, released on September 9, 2013. The technical review of patch was completed and deployment begun on September 18th. By September 24th, 900 of the 1275 administrative computers tested received the patch yielding a 71% compliance rate. Note: Regarding the graph below, "Repaired" is not confirmed until the vulnerability scan that follows the installation of the patch. That scan can occur up to a 1 day after the install.	An anomaly occurred during the test. The patch was received during the major project to return staff to the Riverhead Building. This delayed the College's technical review of the patch until 9/18/2013. In addition, the evening mass deployment was not performed until sometime after the testing period meaning that the patch was only delivered by auto detection. Still, the compliance results met the established criteria. Checks and balances were implemented to confirm that the mass evening patch deployment is performed within the first 24 hours of the approval of the patch. These were in place for the next patch opportunity on Nov. 14. The process for this patch actually achieved a near 100% compliance by the 11/14-15 overnight. Note: Once these results were achieved, the

				 On November 14, Microsoft released another patch for Outlook. By morning of 11/15 1319 out of 1321 computers had the patch installed yielding a compliance rate of 99.84% Note: Following these results, the server housing the reporting tool was upgraded as shown below.	department proceeded with a planned server upgrade which is identified on the included graph. <u>Conclusion:</u> The timing conflict with the major project that occurred during the first assessment identifies a staffing shortage within the department and a liability that exists for the College should a major cyber incident occurs when staffing resources are engaged in a similar “all hands” effort.

					
	Timely Security Compliance on End User Browsers: The assessment plan will identify the period of time required for our patch management system to deliver and install Microsoft security patches for Internet Explorer to regularly used computers.	Direct The assessment process will start the second week of July and continue monthly for those months that include patches for Microsoft Internet Explorer. The process will track the time it takes to complete the patch installation on identified computers, beginning when the patches are approved for installation by Desktop Support. Compliance progress will be determined utilizing LANDesk's trending &	Direct 70-81 percent of college's PC systems in use will be in 85 percent compliance for the patches monitored, within 6 business days	On July 9th Microsoft Released MS13-055. The technical review of patch was completed and deployment begun on July 11th. By July 17th 1191 of the 1191 computers tested received the patch yielding a 100% compliance rate. The graph below shows the results by day. 	This implementation included a mass evening deployment and did not rely solely on auto detection. The results show 100% compliance of the PCs available for the test within 24 hrs. This exceeded expectations and can be attributed to the implementation of Vpro. That product allows the department to more reliably wake up computers during the overnight to install patches.

		vulnerability reports.			
	Direct **Reliability of Communication Technology through the new Lp5 Portal - Availability:** The assessment plan will evaluate reliability of the portal for communicating with the College populations by electronically tracking system availability during the semester.	Direct The assessment process will begin when the new portal is live for user access. Availability will be tracked on a periodic basis by capturing the percentage of successful logins completed by a network tool simulating a user login	Direct The tool will have a 99% login success rate during regularly scheduled system hours.	A tool to accomplish this test was researched and selected. It was also installed and tested on the Lp5 Portal platform. The Lp5 portal was originally scheduled to Go-live in early fall '13 and testing was planned for November's registration period. The version of Lp5 initially available was found to have some technical deficiencies which were corrected with the version released in late September. As a result the Go-Live date was moved to the spring semester and the test period moved to the registration period in March/April. At the current time, the process for capturing data has been implemented. The reporting process is under development and will be completed for March.	
	Direct **Reliability of Communication Technology through the new Lp5 Portal – Simultaneous logins:** The assessment plan will evaluate the reliability of the portal for communicating with the College populations by electronically tracking the number of users logged into the portal during the high peak time of Priority Registration.	Direct The process will use scripts to capture the number of users logged into the portal on a periodic schedule during the November 2014 Priority Registration period.	Direct The portal will be able to support up to 3200 simultaneous users, during priority registration.	A tool to accomplish this test was researched and selected. It was also installed and tested on the Lp5 Portal platform. The Lp5 portal was originally scheduled to Go-live in early fall '13 and testing was planned for November's registration period. The version of Lp5 initially available was found to have some technical deficiencies which were corrected with the version released in late September. As a result the Go-live date was moved to the spring semester and the test period moved to the registration period in March/April. At the current time, the process for capturing data has been implemented. The reporting process is under development and will be completed for March.	

Proposed action plan to address the findings and unit discussion for next year:

- Further Testing and research needed into the delay experienced with voicemail logins when the database manager was disconnected.
- Discuss with the College's executives, the institution's tolerance for service outages discovered during the Voice System Redundancy tests and provide solutions to meet requirements.
- Investigate solutions to provide automatic redistribution of calls via external provider.
- Continue work with Light Tower to provide redundant paths for intercampus connectivity
- Replace fiber cables found defective and identify budget needs to provide a more effective cable testing solution.
- Establish regularly scheduled phone system maintenance windows
- Review the checks and balances put in place to address the missed mass patch deployment.
- Identify staffing resource shortages.
- Specific needs identified during the upcoming portal login test and phone system user survey

Budget implications of the action plan:

- As noted, depending upon outage tolerances, there may be a need for additional redundant hardware systems on the Eastern and Grant Campuses.
- As noted, there may be additional funding required to complete a full fiber plant grading and to replace cables that are found to be defective.
- In general it is difficult to address multiple needs with the staffing available. For example, testing cables while providing services and supporting normal activities when engaged in major projects. The staffing levels within IT need to be reviewed and the institutions expectations set proportional to the resources available.

APPENDIX K: ANNUAL ASSESSMENT OF SLOS/SOS IN AES UNITS

Unit Name Office of Institutional Advancement Assessment Period 2013-2014

Unit Type: Administrative Support X Educational Support__ Community Outreach___

Applicable Institutional Goals: 5-Communication

Student Learning Outcome (SLO)/Support Outcome (SO) (One per year)	**Method of Assessment** Describe what method will be used to conduct the assessment. Direct methods reflect either evaluation of learning or unit processes while indirect methods reflect either perceptions of learning or perceptions of unit processes.	**Data Collection Plan** (Describe how data will be collected and analyzed)	**Criteria for Success** (What metric will be used to evaluate success – i.e. 90% will, 80% improvement, etc.)	**Analysis of Results** What were the final results of the analysis? Make sure to address whether or not the criteria for success was met	**Discussion and Conclusions** Describe what conclusions were reached based on the analysis of results. Detail how conclusions were reached and include any meeting minutes
Maintain media/branding presence with appropriate stakeholders	Direct (Examples in the SCCC Assessment Manual) Track the number of press releases and news stories picked up and issued by the College.	Direct The number of press releases and news stories that are picked up by the media will be counted and analyzed using data supplied by our clipping service.	Direct Calculate the average number of press pick-ups for the most recent two- year period. For the forthcoming year, seek a 2 % increase above the average.	Direct The average number of articles appearing in the media that mention the College is relatively consistent (average = 297). Press pick-ups increased by 2% between 2012 and 2013.	By focusing on follow-up, the College has been successful in securing increased coverage. This coverage enables the College to educate the region regarding is services and programs, as well as emphasizing the value the institution brings to area communities. The largest increase to coverage was in the category of photo captions, highlighting the strength of visual messages. As coverage within certain newspaper sections favorably boosts an organization's reputation for being an expert source/resource, areas such as Letters to the Editor and the opinion Pages represent opportunities to enhance the College's presence as coverage in these sections
	Indirect (Examples in the SCCC Assessment Manual)	Indirect	Indirect	Indirect	

					has been nominal in the past. To address these results, the Office of Institutional Advancement will be pursuing activities designed to enhance the College's exposure through printed and online sources.

What is your proposed action plan to address the findings and unit discussion for next year? Consider what activity(ies) will the unit engage in to address issues

In response to some of the data related to the types of press coverage featuring the College, the Office of Institutional Advancement will be engaged in a series of activities in the upcoming year. Specifically, by developing an Op-Ed placement(s), the College and its President will gain favorable exposure as expert resources for subject matter being discussed and for higher education topics in general. To enhance the College's online presence, a new Director of Communications and a new web master were hired this semester. Their expertise will serve to increase the volume and quality of online and social media activity. Working with the web master we will utilize web based analytics to support data-influenced decision making and to evaluate potential areas for improvement across the website.

Budget implications of the action plan (only answer if yes):

- Reallocation of resources (staffing, adjustment or responsibilities, budget line adjustments, etc.):
- Request for new resources (make sure to link the request to institutional goals and, if applicable, MIOs):

APPENDIX K: ANNUAL ASSESSMENT OF SLOS/SOS IN AES UNITS

Unit Name___Plant Operations_____ Assessment Period__September 1, 2013- December 15, 2013_____

Unit Type: Administrative Support_X__ Educational Support__ Community Outreach___

Applicable Institutional Goals:

Student Learning Outcome (SLO)/Support Outcome (SO) (One per year)	**Method of Assessment** Describe what method will be used to conduct the assessment. Direct methods reflect either evaluation of learning or unit processes while indirect methods reflect either perceptions of learning or perceptions of unit processes.	**Data Collection Plan** (Describe how data will be collected and analyzed)	**Criteria for Success** (What metric will be used to evaluate success – i.e. 90% will, 80% improvement, etc.)	**Analysis of Results** What were the final results of the analysis? Make sure to address whether or not the criteria for success was met	**Discussion and Conclusions** Describe what conclusions were reached based on the analysis of results. Detail how conclusions were reached and include any meeting minutes
The Department of Plant operations will develop work order systems for tracking corrective maintenance, preventative maintenance and improvement issues.	Direct (Examples in the SCCC Assessment Manual) Using industry standard software "School Dude" to review work orders throughout the process.	Direct- Running reports from School Dude in regards to all work orders.	Direct- 75% of work orders across all 7 major categories will be completed.	Direct- Ammerman Campus 93% of work orders completed. East 92% of work orders complete. Grant	The Ammerman Campus not only met but exceeded the 75% completion rate of work orders across all seven major categories. In analyzing the results the following were found: • The percentage of completed work orders could improve dramatically if the carpentry department could replace the two members of the department who retired. This would help improve our customer service to faculty, staff and students. • The grounds department would be able to provide better service and close out more work orders in a timely fashion with the replacement of the HEO (Heavy Equipment Operator) who retired. • The replacement of one weekend HVAC mechanic who
	Indirect (Examples in the SCCC Assessment Manual)	Indirect	Indirect	Indirect	

					retired would help reduce the number of work orders in the HVAC department and provide better service to the College community over the weekend. • There is a need to identify and improve existing purchasing procedures so in time of emergencies parts, materials and equipment can be obtained faster to lower the down time and increase the completion rate of work orders. This is especially true in times of snow storms and other disasters where time is of the essence. The analysis of data from the above also has budget implications that increase staffing and resources in the form of dollars for the Plant Operations Department as follows: • Two additional carpenters, one additional HEO and one additional HVAC person will provide better service to faculty, staff and students throughout the Campus as well as improve the turnaround time of work orders. • Plant Operations Department spends dollars and there is no getting away from that. In order to improve services and increase work order turnaround additional monies

					is requested in three areas. Custodial supplies, building and grounds materials and building and grounds repairs. • The Eastern Campus Plant Operations does not have a person to manage the Work Order System. On the other campuses, they have allocated staff in charge of managing the School Dude Work Order System on their campuses. • As far as filtering Work Orders for each Campus: As long as all data fields are filled in correctly by the person placing the Work Order, there is no problem filtering. However, if the data fields are not filled in correctly, it creates a problem with deciphering work orders between campuses. • Wish List Items entered in School Dude as Work Orders: These Wish List Item Requests should be flagged or filtered to the Building Administrators as they are considered Budget Items, not relevant Work Orders. • The Eastern Campus Plant Operations is currently

					short staffed in all areas: ➢ Auto Shop: There is currently a single Auto Mechanic III working alone in the shop. To ensure the safety of this Auto Mechanic III, we are in need of a Laborer or Helper that should be working with him so that he is not working by himself. ➢ Custodial Staff: There is currently not enough coverage during the day shift as there are more buildings than full-time staff which creates a problem—the staff coverage gets stretched too thin in an effort to maintain all of the Campus Buildings. Additional staff is needed. ➢ Grounds: There is currently only a Labor Crew Leader and two Grounds persons who are responsible for the entire Eastern Campus Grounds upkeep—currently, there is not enough manpower in the Grounds Department to physically keep up with the daily grounds routine. Additional staff is needed. • All of the above items contribute to the Work Order System functioning in a slow manner.

What is your proposed action plan to address the findings and unit discussion for next year? Consider what activity(ies) will the unit engage in to address issues

Budget implications of the action plan (only answer if yes):

- Reallocation of resources (staffing, adjustment or responsibilities, budget line adjustments, etc.): The percentage of completed work orders could improve dramatically if the carpentry department could replace the two members of the department who retired. This would help improve our customer service to faculty, staff and students.
- The grounds department would be able to provide better service and close out more work orders in a timely fashion with the replacement of the HEO (Heavy Equipment Operator) who retired.
- The replacement of one weekend HVAC mechanic who retired would help reduce the number of work orders in the HVAC department and provide better service to the College community over the weekend.

The analysis of data from the above also has budget implications that increase staffing and resources in the form of dollars for the Plant Operations Department as follows:

- Two additional carpenters, one additional HEO and one additional HVAC person will provide better service to faculty, staff and students throughout the Campus as well as improve the turnaround time of work orders.
- Request for new resources (make sure to link the request to institutional goals and, if applicable, MIOs):

APPENDIX K: ANNUAL ASSESSMENT OF SLOS/SOS IN AES UNITS

Unit Name: **Special Events Office – Health Club** Assessment Period: 2013-2014

Unit Type: Administrative Support___ Educational Support__ Community Outreach: **X**

Applicable Institutional Goals: ***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.***

Student Learning Outcome (SLO)/Support Outcome (SO) (One per year)	**Method of Assessment** Describe what method will be used to conduct the assessment. Direct methods reflect either evaluation of learning or unit processes while indirect methods reflect either perceptions of learning or perceptions of unit processes.	**Data Collection Plan** (Describe how data will be collected and analyzed)	**Criteria for Success** (What metric will be used to evaluate success – i.e. 90% will, 80% improvement, etc.)	**Analysis of Results** What were the final results of the analysis? Make sure to address whether or not the criteria for success was met	**Discussion and Conclusions** Describe what conclusions were reached based on the analysis of results. Detail how conclusions were reached and include any meeting minutes
Provide a safe, clean and well maintained facility to promote education, athletics, community use, tourism and economic development	Direct (Examples in the SCCC Assessment Manual)	Direct	Direct	Direct	1. 90% of the members use the facility more than twice a week. Which would mean that we need to make sure cleaning and maintenance schedules are met to provide a safe and clean facility. 2. More than half of our members use the pool as opposed to the fitness room. In addition, the College is the host to Suffolk County high school swimming championships and the home to the ocean lifeguard training. This helps us expand awareness and promote a positive image of the College to all users of the facility.
	Indirect (Examples in the SCCC Assessment Manual) *Survey through Google drive*	Indirect *Emailed link of survey to all active Health Club members.*	Indirect 12% - response rate 90% - fantastic or average	Indirect The criteria for success was met and exceeded in certain areas. 12.5% - response rate 99% - fantastic or average	

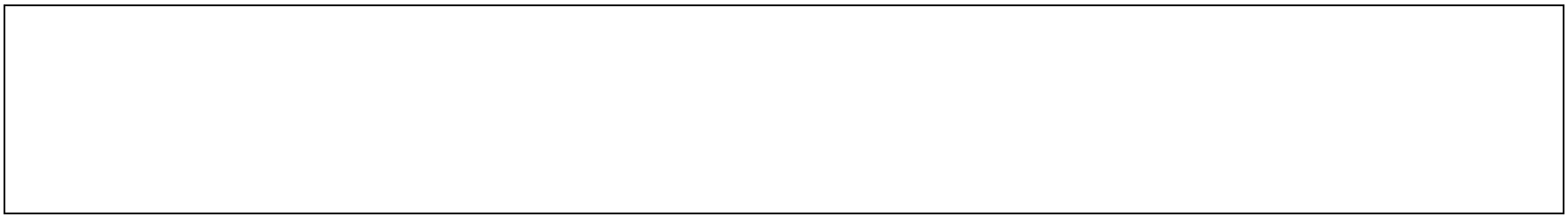
					3. 3 out of 4 members stated that their experience, communication and willing to assist with staff was fantastic. We need to continue to express and train our staff on the importance of customer service. 4. More than half of our members rated our overall maintenance and cleanliness as average. Although it wasn't a negative comment, we still have to take it into considerations and make some adjustments. 5. Overall the survey provided some great information that is crucial to the day to day operation of the department. Most of the information was positive but there are areas for improvement.

What is your proposed action plan to address the findings and unit discussion for next year? Consider what activity(ies) will the unit engage in to address issues

- Based on the findings of the survey we were able to see that one of the areas of improvement was the overall cleanliness and maintenance of the locker rooms and shower areas. We've contacted Plant Operations and did a walkthrough of those areas of improvement. There are cleaning schedules and summer projects that will now take due to the findings of the survey.
- We also noticed that the pool sells memberships due to the high volume of members using the pool over the fitness center. We will now make a marketing push to promote the pool and make it a focal point when trying to sell memberships.
- Although we received great reviews with our staff, we want to make sure that we do not get complacent and we continue our efforts to try and promote a positive image of the College. We will do that with bi-monthly meetings, certifications training (CPR, AED, Lifeguard, CPO), and customer service.

Budget implications of the action plan (only answer if yes):

- Reallocation of resources (staffing, adjustment or responsibilities, budget line adjustments, etc.):
- Request for new resources (make sure to link the request to institutional goals and, if applicable, MIOs):



APPENDIX L: AES UNIT REVIEW TEMPLATE

Unit Name:

Review Year:

Responsible Staff Member:

Administrative Support Educational Support Community Outreach

Introduction

The purpose of this document is to guide the unit through the process of unit review within the redeveloped institutional effectiveness model. As of 2013, the College is engaging in the first year of a seven year cycle. Unit review is about evaluation and, as such, incorporates information gather during the annual assessment of outcomes and establishment of plans. This process is designed to take a full year and requires significant investment of all individuals within the unit. It is important to not only involve administrators, faculty, and senior staff, but also, where applicable, support staff. This is an opportunity for the unit to closely examine its impact on the college and complete involvement is key to its success. Throughout the document, please provide an appropriate amount of narrative, but make sure to rely on evidence (minutes, documents, etc.) where possible. For additional assistance, please feel free to contact the Office of Planning and Institutional Effectiveness (OPIE) or consult the AES Unit Review guidelines on the OPIE webpage.

Section 1: History

To effectively share your story, please provide information that you consider pertinent and essential. This can include, but is not limited to why your unit was developed, what significant changes have occurred, and any other information that external constituents should have to understand your unit.

Section 2: Unit Overview

Please include the unit's mission, goals, and student learning outcomes (SLOs)/support outcomes (SOs). Also indicate the last date that each of these were reviewed/revised.

Mission:

Goals:

Outcomes:

Which institutional goals and measurable institutional objectives (MIOs) connect to the mission of the unit?

Institutional Goals:

MIOs:

What are the primary functions and services this unit provides to Suffolk County Community College?

Please identify the unit's reporting structure and processes for ensuring quality communication (include a unit organizational chart as an appendix).

Please identify the strengths, weaknesses, opportunities, and threats that will impact your unit over the next seven years.

Strengths:

Weaknesses:

Opportunities:

Threats:

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to the unit overview.

Section 3: Staffing

Do your current staffing levels and qualifications enhance or detract from the unit's ability to achieve its stated mission? Please provide both evidence and a detailed explanation.

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to staffing.

Section 4: Planning and Assessment

Please identify which outcomes have been assessed by the unit since the previous unit review.

For each outcome assessed, please provide a summary of both the results of the assessment as well as the plans that emerged from the assessments. Also, include any assessments (i.e. reports, collection of data, etc.) not explicitly connected to the unit outcomes, but which provide a detailed examination of whether the unit is achieving its goals.

For each plan, provide the year that the plan was introduced as well as a summary of how it was implemented and whether it was successful or not.

Please identify changes that were implemented as a result of implementing the plans.

Please identify budget requests and resource reallocations that emerged as a result of the use of assessment data.

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to planning and assessment.

Section 5: External Evaluation

While the College is only asking for each unit to secure two external reviews, there is no official limit. Please identify the two (or more) external reviewers who will be examining this unit. Note, both should be familiar with community colleges and, ideally, at least one should be from a SUNY community college.

Reviewer 1: (Name, title, institution, and brief biography)

Reviewer 2: (Name, title, institution, and brief biography)

Additional Reviewers:

Please include, within the appendices to this report, the final report from the external evaluator to include the following:

- Evaluation of the unit operations
- Evaluation of the staffing
- Evaluation of the SWOT
- A list of recommendations for the unit

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to the external evaluations.

Section 6: Conclusion and Recommendations

Please provide an evaluation of the unit's performance since the last unit review. Please utilize your responses to the section-based conclusions and recommendations.

Finally, please indicate potential future directions in regards to assessment and planning. Be sure to indicate any perceived changes to institutional mission, goals, or outcomes that resulted from this examination.

Section 7: Action Plan

To this point, the review has focused on the collection of information to better understand what changes need to made and issues address in the future. This section of the document requests that you begin to develop plans to address these issues.

Based on the information included in this document, what improvements does the unit feel are necessary, within the next seven years (the time between periodic evaluations), to position the unit to more effectively achieve its mission? Please develop a plan that addresses timelines, anticipated activities, details the data collection plan, expected results, criteria for success, the individuals responsible, and the resources required. As the plan is implemented, please complete the AES unit review action planning template on the AES unit review webpage.

College Administrative Offices
Office for Continuing Education

External Review Schedule
January 15, 2014

8:30–9:30	External Review Committee Breakfast with Dr. Carla Mazzarelli (VP for Academic and Student Affairs, Dr. Maria DeLongoria (Associate Vice President for Academic Affairs, Ms. Frances Dearing (Executive Director for Institutional Effectiveness), Dr. Christopher Shults (Director for Planning & Institutional Effectiveness) and Ms. Nina Leonhardt (Associate Dean for Continuing Education) – North Building, Ammerman Campus
9:45–10:30	Small group meetings with Continuing Education staff 9:45- 10:10: Kristin Riley, Andrea Dunkirk, Barbara DeFina – College-supported professional staff 10:10-10:30: Arlene Jackson, Elizabeth Altman – NYSED grant-supported staff
10:45-11:00	Tour of Continuing Education PC labs (Ammerman Campus) - Andrea Dunkirk
11:45-12:15	Small group meeting – POWER program; Tour of Continuing Education facilities, Sally Ann Slacke Building (Michael J. Grant Campus) – Thomas Kloss, Jeanne Durso
12:30-1:30	Lunch with Continuing Education program leads, Ms. Dearing and Dean Leonhardt; presentation of initial findings by reviewers- Michael J. Grant Campus

Suffolk
COUNTY COMMUNITY COLLEGE

Office of Grants Development

External Evaluator Schedule
January 23, 2014

8:30 - 9:00 a.m.	Kick-Off Meeting with Office of Institutional Effectiveness – Dr. Oldfield's Office
9:00 – 12:00 p.m.	Small Group Meeting with OGD Staff – Dr. Oldfield's Office
12:00 – 12:30 p.m.	Tour of Campus Facilities
12:30 - 1:30 p.m.	Working Luncheon - NFL #127 Attendees: Mary Lou Araneo (VP for Institutional Advancement), Frances Dearing (Executive Director of Institutional Effectiveness), Dr. Christopher Shults (Director of Planning & Institutional Effectiveness), Dr. Catherine Wynne (Specialist II – Office of Institutional Effectiveness), Dr. Troy Tucker (Specialist II - OGD), Lori Ann Pipczynski (Director of External Affairs - OGD), and Shaun Kneher (Grants Analyst - OGD) – NFL Building, Ammerman Campus
1:30 – 2:30 p.m.	External Reviewer Work Session: Preparation of Initial Findings – Dr. Oldfield's Office
2:45 – 3:15 p.m.	Exit Interview - NFL #127 Attendees: Same as Above
By 3:30 p.m.	Depart for Transportation Connections

Farmingdale
State College

Dr. Veronica Henry
Executive Assistant to the President
Horton Hall – Room 210
Phone: 631-420-2622 Fax: 631-420-2772
veronica.henry@farmingdale.edu

January 30, 2014

Dr. Carla L. Mazzarelli, Ph.D.
Vice President for Academic and Student Affairs
Suffolk County Community College
Central Administrative Offices
533 College Road
Selden, New York 11784-2899

Dear Dr. Mazzarelli:

Enclosed is the External Reviewer's Report for Suffolk County Community College Office of Continuing Education that was conducted on January 15, 2014. It was a pleasure visiting and meeting your wonderful staff. I am very impressed with the Continuing Education programs that are offered.

Again, thank you for inviting me to share in the external review process. Should you have any questions concerning the report, please contact me at 631 420-2622.

Sincerely,

Dr. Veronica Henry, Ph.D.

vh:bsb

Enclosure: External Reviewer's Report

cc: Nina Leonhardt, Associate Dean of Continuing Education

By UPS Next-Day Air

External Reviewer's Report
Administrative and Educational Support Unit Review

Institution: Suffolk County Community College
Administrative and/or Educational Support Unit name: Continuing Education
Date of Evaluation: January 15, 2014
Evaluator(s): Dr. Veronica Henry

I. Mission, Goals and Strategic Plan

Based on the review, the mission of the Office of Continuing Education (OCE) is aligned with and is supportive of the College's mission. Thus demonstrates that the unit is a valuable partner in serving the Community throughout Suffolk County, the Long Island Region and beyond.

The goals and objectives are in alignment with the College's goals as outlined in the strategic plan. The OCE unit provides programs that promote the social and economic development of the community. The programs are transformational, improving the lives of those they serve. It was evident during the interviews that were conducted with OCE faculty, staff and administration that there is a commitment to meeting the needs of the local workforce as well as delivering employer's specific training.

II. Functions and Services

There is a clear reporting structure for ensuring smooth communication flow as outlined in the organizational chart. During the visit, camaraderie and collegiality of the team was evident. The OCE is flexible in responding to the shifting and changing trends based on technology and workforce development training needs.

There is supportive evidence that the continuing education offerings evolve through needs identified by businesses, community, students, administration, faculty and research.

III. SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis

There is great respect for the administration of the OCE unit, both internally and externally. As an example, the strength in securing grants of over $2.1 million has allowed the unit to operate effectively and independently from the college. Their efforts must be applauded.

The infrastructure is paramount in promoting and marketing not only the OCE unit, but also Suffolk County Community College (SCCC). There are several conditions that could potentially threaten the unit's ability to achieve its goals and outcomes. The constraints of having state of the art computer lab equipment, new carpeting and overcrowded office space, presents opportunities for threats to the unit. These weaknesses are outlined in the SWOT Analysis and were observed during the external review.

IV. Staffing

There is evidence that the faculty, staff and administration are student centered, committed and mission focused. As indicated during interviews, the faculty expressed their commitment of going above and beyond their assignments to meet the needs of their students. However, with limited staffing, there can be imposed challenges in the workforce and academic needs, for example, timely curriculum development.

V. Planning and Assessment

The OCE has a formalized planning process that is imbedded in the strategic plan of the Office of Academic and Student Affairs. There is evidence of serving the needs of the community and the workforce through the number of grants funded and self-sustaining programs. Included are the pipeline programs such as Science, Technology, Engineering and Mathematics (STEM), STEP, CSTEP, GED, Liberty Partnerships and Alliance programs. The commitment to diversity is seen throughout all aspects of the programs.

The assessment plan measures are appropriate for the programs. The Associate Dean has excellent skills in assessment and has demonstrated them effectively and appropriately. Quality improvement is threaded through the assessment process.

The budget resource reallocation is an integral component of the Planning and Assessment process. The Suffolk County Community College is supportive of OCE in implementation of technology to assist with the budget process.

The faculty, staff and administration must be commended for their vision in focusing on the STEM pipeline in meeting the future workforce and economic needs.

VI. Conclusion

This external reviewer concludes that the OCE Unit is well developed and effectively administered. An effective evaluation strategy is in place, as an example, periodic surveys are conducted. The outcomes/results of the programs were identified and there is evidence of transparency. The focus on building new STEM partnerships and expansion of partnerships with local school districts and higher education provide seamless transition. The building location is accessible to the external community and the outward façade is attractive.

VII. Assessing the Assessment

Based on the review, the OCE programs are excellently administered, in light of existing constraints.

Recommendations:

- As mentioned earlier, there is evidence of overcrowded office space. This reviewer recommends an assessment of the current infrastructure for additional and improved accommodations.

- The need for additional staffing including faculty and administrative support has been articulated in the SWOT Analysis and interviews. It is important that the Suffolk County Community College leadership assess the need for additional staffing for the OCE Unit.

External Reviewer's Report
Administrative and Educational Support Unit Review

Institution: Suffolk County Community College
Administrative and/or Educational Support Unit name: Office for Continuing Education

Date of Evaluation: January 15, 2014
Evaluator(s): Patricia Malone, Executive Director, Corporate and Executive Education, Stony Brook University

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The Associate Dean of the unit prepared a seamless day beginning with a general discussion of the unit's role within the institution, relevant background about non-credit and grant funded programs and initiatives, and an opportunity to speak with senior administrators. This set the tone for the several informative and insightful interviews that followed with key program managers. The facility tours, program information and economic impact presented a keen perspective on the relevance of the unit at Suffolk Community College.

The Units Mission, Goals and Strategic Plan seemed to be completely aligned with those of the college. The unit has several key areas committed to student access and engagement equipped with dedicated faculty support. The programs are clearly aligned with occupational opportunities. It is clear that the program choices support both the social and economic health of the community as reflected in institutional goals. On-line and hybrid training models are used creatively to provide geographic and lifestyle access and affordability. Remedial and basic literacy programs support overall programming. Retention strategies and successful completion rates are monitored. Engagement with high school programs for advanced and disadvantaged students provide academic experiences for a diverse range of students fostering STEM disciplines and emerging occupational pathways. Several partnerships ranging from those with school districts, the U.S. Green Building Council, DDI and others promote a wide range of educational resources addressing talent and skill gaps in diverse settings. Measurement tools are in place in each area and all directors were able to articulate outcomes and issues in their programs. The staff has done an excellent job in adapting to the diminishing funding programs had originally and are struggling with ways to maintain quality and service.

The unit has a strong operational structure for the areas it addresses and very competent and dedicated staff. However, it appears that every program manager is stretched to capacity and beyond, both in work load, student services, student enrollment capacity and staffing. There is a limit to the innovation and creativity they can bring to their programs because of this overload. Despite this they remain flexible and agile to their best ability addressing new program areas as.

Strengths, Weaknesses and Opportunities and Threats

To be responsive to market trends and occupational demand areas the unit has to be versatile and

agile in its ability to obtain and translate labor intelligence, launch new programs, secure locations and launch instructional models in a short time frame. The labor market data is often changing and curriculum updates and enhancements are necessary. The unit can achieve much more breadth and depth if it had additional resources in staff and space. There is an inordinate amount of administrative time spent navigating operational processes and adapting them to their more entrepreneurial model. This energy could be put to use in enhancing student services or opening up additional programs. It is a roadblock to growth. Diminishing funding poses a threat to some programs yet opens up the need to be innovative in launching and enhancing new ones. New private/public partnerships present opportunities for revenue and growth in new areas.

Staffing

There is a clear need for additional staff in some areas to promote growth and ability to better service students. The relationship building and maintaining at school districts, with social service organizations, optical and electronic healthcare employers and so on takes a lot of time. It seems that with more specifically dedicated staff the college could have a much greater impact and strengthen its ability to engage more of their student population into academic programs at the institution.

Planning and Assessment

The expectations are that there will continue to be an internal and external review. Plans for continuing development were not discussed. The creation of sustainable revenue sources and as funding is diminished remains central to the plan.
It is recommended that there be more engagement from academic staff and other units to assist in identifying ways to expand and support the critical role this college “entry point” plays for many individuals attempting an academic experience, returning to work or in employment transition. It has tremendous potential to be a strong outreach partner but without the institutional connectivity it is not as central as it could be.
The programs can be delivered and strengthened in a more sustainable way if the labs and facilities being used are exclusive to the unit. The care and upkeep of the labs will result in a better public impression. Dedicated availability of facilities to the CE unit will allow additional scheduling and more creative programming. There are considerable limitations currently.
The facilities are moderately sufficient in most cases and in the case of the computer labs are substandard. The new student, corporate client or returning student will not have a good impression of the state of the art, up to date technology environment the college wishes to portray. It is a concern that repeat and expanded business may be deterred forms the facilities. The unit needs institutional support in refurbishing/ relocating these classrooms.

In conclusion, the unit does an excellent job in delivering and managing the programs it currently offers. The staff is dedicated and well informed about their program areas. They are strikingly caring about their students. There is a consistent theme of commitment to quality and pride in the work being done. They demonstrate all the values and aspirations included in the mission and vision statement. The staff is professional and dedicated. They have a keen grasp on their market, client and program. This is an impressive team. Thank you for the opportunity to participate in this external review.

Guidelines for External Reviewer's Report
Administrative and Educational Support Unit Review

Report to be Submitted 2 weeks after the Site Visit

Institution: Suffolk County Community College
Administrative and/or Educational Support Unit name: Office of Grants Development

Date of Evaluation: January 23, 2014
Evaluator(s): Susan M. Lombardi, Community Development Resources, LLC

I. Mission, Goals and Strategic Plan

a. Describe how the unit's mission and goals support SCCC's missions and the strategic plan (institutional goals and measurable institutional objectives).

The unit's mission and goals are directly aligned with SCCC's mission and support institutional goals and objectives outlined in the College's strategic plan.

II. Functions and Services

a. Assess the structure and coherence of the unit's functions and services. To what extent do these functions meet the needs of the SCCC community? Is the unit poised to be flexible to meet emerging needs?

The structure of the unit is sound. Unit staff brings varying strengths and expertise to the table and roles of the team members are clear. The unit's functions and services appear logical and responsive to the needs of the SCCC community, and in general, the unit is poised to meet changing/emerging needs. However, although the unit is described as a grants development/pre-award unit, the team has demonstrated significant flexibility in meeting the Colleges's needs, especially in the area of post-award assistance. It is my opinion that the addition of post-award support and technical assistance responsibilities has reduced the amount of time and focused attention that can be spent in identifying and developing additional competitive proposals that could further support the objectives outlined in the strategic plan.

III. SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis

a. Identify external trends or conditions that present opportunities for threats to the unit's ability to achieve its vision, mission, goals and outcomes.

The SWOT analysis clearly identified strengths, weaknesses, opportunities, and threats and these were adequately described in the review document. Additional strengths include the level of experience and expertise and cohesive nature of the team.

Dwindling and shifting federal unding streams and the restructuring of New York State's multi-agency grants system into a Consolidated Funding Application present a threat to the unit's success if appropriate resources and time are not given to monitoring these

changes, and making appropriate changes to unit functions as needed. The team's proactive approach of forecasting grant opportunities according to anticipated scheduled release dates provides opportunities to be more strategic in planning for and developing solid proposals prior to the tight timeframes given upon release.

Two weaknesses that stood out as hindering the progress of the unit: 1) the lack of involved faculty members in pursuing or implementing grant projects, and 2) the restrictive and time consuming review and submission processes that can jeopardize a timely submission. There is a lack of a formalized internal process that takes into account the changing mechanics of grant submissions, mainly from hard copy to electronic submissions. The logistics of the current process for review and approval of submission prior to entry into an electronic system appears to create inefficiencies, undue stress on the unit, and the potential for missing funding deadlines. During the site visit there was discussion regarding proposed alternative review/approval for submission methods.

IV. Staffing

a. Is there sufficient staff to achieve the unit mission? Explain your response.

If all positions cited in the team structure are filled and active, and the unit function is pre-award and focuses on grant research, development and submission, then the level of staffing is adequate to achieve the unit's mission. If oversight of post-award functions continues or increases, it is my opinion that additional staffing would be appropriate to ensure the success of the pre-award/development unit.

The unit has recently added a Grants Analyst, and a new staff member has filled a financial unit position responsible for grants management. These additions appear appropriate and prudent. However, it is my opinion that these new staff will need additional time, support and training in the higher education "grants world", for their roles to be fully effective.

V. Planning and Assessment

a. What are the plans and expectations for continuing unit development and self-assessment?

The unit engages in annual assessments and evaluation activities. The team members expect that this will continue. Recommendations for change will provide avenues for growth and continued improvement, and refinement of unit processes. The team is cognizant of issues found for improvement under the NSF assessment and actions are underway to address these issues.

b. Are the assessment plan and assessment measures appropriate? AND d. What would you recommend to improve the planning and assessment process?

The assessment plan and measures are appropriate. Additional measures might include an assessment of the amount of time spent on pre-award, post-award, and non-submission activities (i.e. committee work) as well as the tracking of faculty outreach and involvement in submission development.

c. Describe how the budget request and resource allocation support the unit's ability to deliver on its mission and goals.

The budget request and resource allocation reflects funding to maintain the necessary staff, including the additional staff recently brought on to support the unit. It includes expense lines for professional development/training, software upgrades, and consultant support. The unit budget appears to be adequate.

Conclusion

a. Include any additional observations important to the evaluation of this unit.

The flexibility of the unit team and its ability to adapt to the changing funding trends, offer support to post award activities and manage multiple deadlines is impressive. However, it appears that internal (College Level) protocols may be creating undue stress and inefficiencies that detract from the unit's success and potential growth.

b. Summarize the unit's major strengths and weaknesses with particular attention to the degree to which the unit's goals and outcomes are attained.

The units major strengths include: a cohesive team, strong leadership, varying yet complementary areas of expertise and experience, forward thinking, and flexibility. The team has the ability to effectively interface with leadership, faculty and outside stakeholders in order to coordinate functions and produce the materials needed for successful submissions.

The unit's major weaknesses include: 1) unclear delineation between pre-award and post award responsibilities and (SCCC) desired time allocation, 2) internal review and authorization protocols that can create a "too close to deadline" scenario, and/or jeopardize successful development and submission of grant proposals 3) lack of grant-involved faculty.

c. Summarize the recommendations for the unit to improve these weaknesses and maintain the identified strengths.

Recommended actions to potentially improve weaknesses while helping to maintain the unit's identified strengths include:

- Further analysis of review and signatory policies and procedures; potential creation of "in development" sign off process for faculty and authorized signatories.
- Increased "grants" outreach/education for faculty aimed at building the pool of potential PI/project directors needed to pursue expanded funding opportunities.

VI. Assessing the Assessment

a. Please briefly describe your recommendations for improving the AES unit review assessment process.

The AES unit review process was thorough and appropriate. Materials presented were helpful and College leadership and unit staff members were approachable and professional. I have no recommendations for improvement.

Guidelines for External Reviewer's Report
Administrative and Educational Support Unit Review

Report to be Submitted 2 weeks after the Site Visit

Institution: Suffolk County Community College
Administrative and/or Educational Support Unit name: Office of Grants Development

Date of Evaluation: January 23, 2014
Evaluator(s): Patricia R. Williams, Monroe Community College

Note: Sue Lombardi, Community Development Resources, LLC is the second external evaluator. .Each Evaluator is filing a separate Report.

I. Mission, Goals and Strategic Plan

a. Describe how the unit's mission and goals support SCCC's missions and the strategic plan (institutional goals and measurable institutional objectives).

The mission and goals were effectively described by the documentation submitted to reviewers prior to site visit. Both mission and goals of the unit align and support SCCC's mission and strategic plan.

II. Functions and Services

a. Assess the structure and coherence of the unit's functions and services. To what extent do these functions meet the needs of the SCCC community? Is the unit poised to be flexible to meet emerging needs?

Functions and services were clear and addressed SCCC's needs as described in the mission and vision statements and documents. The determination of what is the intended focus for the unit is somewhat muddled. In the review documents, the primary responsibility of the unit is development and pre-award activities. However, in the functional review, it appears that the unit engages heavily in post-award activities and responsibilities. The unit is poised and flexible to meet and address emerging needs, as evidenced by taking on the post-award responsibilities that are necessary to ensure that the grants that they obtain are successfully operated. It is the opinion of this reviewer that the support provided for post-award functions, as the unit is currently configured, detracts from the unit's ability to be fully engaged in the required forward movement.

III. SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis

a. Identify external trends or conditions that present opportunities for threats to the unit's ability to achieve its vision, mission, goals and outcomes.

The strengths, weaknesses, opportunities, and threats reported were clear and accurate. However, each area should be expanded, especially the strengths and opportunities. It was identified in the discussions that the internal infrastructure is very strong, but this was not noted in the reports provided. The ability of the staff to look at future opportunities was also not noted as strength although it should be. The creation of an electronic monitoring tool was listed as an opportunity. As it has since been developed and is being implemented, it should move to the strengths section. It should be noted that this new capability will need full implementation and adoption by the unit and the college.

Under the weaknesses, both reviewers agreed that the demonstrated shortage of facility involvement in grants activities is a concern. A significant weakness that is also a very real threat is the bureaucratic constraints described in both the written material and in the site visit discussion. The actions needed as a result of the desk review from NSF should be implemented immediately. Internal processes should be reviewed and streamlined to allow for flexibility and accountability in the project development phase of SCCC projects. Concerns of the approval process for submission were discussed and recommendations are in the conclusion section.

IV. Staffing

a. Is there sufficient staff to achieve the unit mission? Explain your response.

If the unit function is pre-award, the current level of staffing is adequate, while all positions remain filled. If oversight of post-award functions continues to be this unit's responsibility, there is some question if there is sufficient staffing to support the needs and protection of the college. Minimally, there should be significant training provided to the new unit staff as well as the new financial staff that are assigned to grants management.

V. Planning and Assessment

a. What are the plans and expectations for continuing unit development and self-assessment?

The unit reports their desire to continue this process for self-improvement and continual alignment with the strategic growth of SCCC. The unit indicated that they have been engaged in annual assessment and periodic strategic evaluation for more than ten years.

b. Are the assessment plan and assessment measures appropriate? AND d. What would you recommend to improve the planning and assessment process?

The assessment plan and measures appear to be adequate. It is recommended that the unit articulate and quantify the impact the OGD has on the college community as well as their ability to forecast future goals. The unit should create a baseline for reporting

separated from dollars generated to a process that will measure impact across the community (both college and non-college). These measures could include an ability to track funding streams, consortia building initiatives, faculty involvement, and generation of in-direct dollars that are returned to the college for operating funds.

c. Describe how the budget request and resource allocation support the unit's ability to deliver on its mission and goals.

There was limited information regarding budget requests or resource allocation. However, with the addition of a new position, and through the site visit, it appears the unit budget is adequate to meet the mission and goals. The unit's office suite, computer equipment and software are adequate for a fully functional pre-award office and the budget request maintains and upgrades these facilities. The budget request supports limited travel for professional development, such as travel to regional and national conferences, and for grant proposal writing support, such as attending workshops by grant sponsors.

VI. Conclusion

a. Include any additional observations important to the evaluation of this unit.

The unit strives to engage in activities that will expand their impact on the college community. Unit-members are active on college committees and initiatives not directly related to grants development.

b. Summarize the unit's major strengths and weaknesses with particular attention to the degree to which the unit's goals and outcomes are attained.

This unit has been meeting expectations and reaching set goals despite some areas that need improvement. The strengths are:

- Experienced and committed staff;
- Record of success in obtaining grants;
- Excellent rapport with faculty and administrators;
- Reputation for quality product;
- Responsive to needs of internal and external stakeholders;
- Record of developing and leading large consortia;
- Development and implementation of tracking system;
- Ability to forecast future needs;
- Engagement in continual professional development.

Weaknesses include two major areas already articulated in this report: engagement of faculty and bureaucratic constraints. In addition, the development and availability of policies and procedures for post award activities as noted in the action plan from the NSF Desk Audit needs to be addressed.

c. Summarize the recommendations for the unit to improve these weaknesses and

maintained the identified strengths.

Engagement of faculty was discussed at length. Some suggestions were provided that included targeted workshops for different foci (e.g. one workshop for only faculty interested in pursuing NSF grant opportunities, etc.), presenting at department meetings to talk about Grantsmanship, increasing the number of targeted communications to faculty, and other activities aimed at fostering a college-wide culture of grant-getting.

It is recommended that a process be investigated and implemented that allows some flexibility in grant submission. One suggestion was an electronic process that administration can sign off on at any time from any location; or a secondary administrator to sign off should there be an absence of the primary signatory. Even through it was continually stressed that there has never been a submission missed due to inability to schedule a signatory, it does not mean there will not be a missed submission in the future. Another suggestion was to review the college's risks and obligations associated with submission of a proposal vs. the acceptance of an awarded grant contract and align the effort and care required to acquire the necessary permissions and signatures accordingly.

VII. Assessing the Assessment

a. Please briefly describe your recommendations for improving the AES unit review assessment process.

The process was easy to follow and allowed adequate time for review prior to the visit, adequate time for the site visit and reporting.

URL to AES Assessment Webpage

http://www.sunysuffolk.edu/About/1372.asp

Suffolk County Community College's Annual Operational Plan

2013-2014

February 2014 Update

The College's Annual Operational Plan includes action plans for each of the sixteen measurable institutional objectives (MIOs) contained in the 2013-2020 strategic plan. The MIOs represent the College's strategic priorities and are embedded within each of the six institutional goals.

Suffolk
COUNTY COMMUNITY COLLEGE

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Mission, Vision, Institutional Goals, and Measurable Institutional Objectives

MISSION STATEMENT:

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.

VISION STATEMENT:

Suffolk County Community College commits to maintaining high educational standards, to fostering and inspiring student success, and to creating diverse opportunities for lifelong learning. By attracting strong leadership and distinguished faculty to a college of excellence, we create an enriched learning environment that empowers students to transform their lives.

INSTITUTIONAL GOALS:

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.

MEASURABLE INSTITUTIONAL OBJECTIVES

1. Student Success

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.

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.

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.

2. Community Development/Societal Improvement

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.

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.

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.

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.

3. Access and Affordability

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.

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.

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.

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.

4. Institutional Effectiveness

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.

5. Communication

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.

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.

6. Diversity

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.

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 FTFT freshmen, and improving graduation and transfer rates for these populations

Institutional Goal 1: Student Success

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.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Conduct a syllabi review of a minimum of 4 gateway courses	AVPAA; Chairs and discipline faculty (Maria DeLongoria)	Professional development; Clerical; Best practices	# of courses undergoing review	A minimum of 4 courses are reviewed	Spring 2014
Increase visibility, access and use of academic support, specifically writing centers, math and skill centers and the VLC	VPASA; AVPAA: Dean of Instruction; Title III leadership; Executive Deans; Campus Associate Deans	Faculty participation; website; marketing materials	# of students accessing academic support services; # of visits	10% increase in student usage	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
	(Carla Mazzarelli)				
Research and identify best practices to support student success in and accelerate student completion of gateway courses	VPASA; AVPAA: Dean of Instruction; Executive Deans; Campus Associate Deans; Faculty (Carla Mazzarelli, Maria DeLongoria)		Determine best practices for possible implementation	Research completed and best practices identified	Spring 2014
Provide professional development opportunities related to developmental and gateway courses to include pedagogy, advising and other relevant topics	AVPAA; College Associate Dean for Faculty and Professional Development (Chris Gherardi)	Funding for speakers; adjunct and full time faculty participation	# of relevant professional development events	Three professional development programs conducted	Spring 2014
Increase use of the VLC	Title III leadership, Faculty committees; academic	Marketing materials; faculty	# of students accessing VLC	A minimum of a 10% increase in the number of students	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
	departments (Marlene DuBois)	participation		accessing VLC over prior year	

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.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Increase participation rates in mentoring/advising centers on each campus	VPASA; Executive Deans; Title III; Faculty mentoring and Advising Committee (Carla Mazzarelli, Marlene DuBois)	Space; computers; staff; website; marketing materials; faculty participation	# faculty participating; # of students	increased faculty usage increased student usage	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Use student peer mentors to increase student engagement	Executive Deans; College Associate Dean; AVPSA (George Tvelia, James Keane, Maria DeLongoria)	Association funding support (includes hiring & training)	# of peer mentors; # of students assisted	Increased number of students assisted by peer mentors	Spring 2014
Increase the visibility, access and use of academic support services, specifically writing centers, math and skill centers and the VLC	VPASA; AVPAA: Dean Instruction; Title III leadership; Executive Deans; Campus Assoc. Deans; AVPSA; Dean Enroll. Mgt. (Carla Mazzarelli)	Faculty participation; website; marketing plan & materials	# of students accessing academic support services; # of visits	10% increase in student usage	Spring 2014
Complete and implement a college wide retention plan	College-wide Retention Committee; VPASA, AVPSA, AVPAA, Dean of Enrollment	Increased budget for marketing, outreach and communication;	Plan completion Plan implementation	Plan completed Plan implemented	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
	Mgt., Executive Deans (Joanne Braxton)	Data support from OPIE			
Implement Degree Works and develop a plan to roll out to faculty and students	Dean of Enrollment Mgt., College Registrar, Degree works implementation team and IT (Joanne Braxton, Anna Flack)	IT, counselors, training literature & marketing role out plan	Plan staff and student training sessions; develop marketing initiatives	Plan implemented Training initiated	Spring 2014
Pilot an Early Alert program in the 2013-14 academic year	Title III, College Registrar, Counselors, faculty, Retention committee (Carla Mazzarelli, Marlene DuBois, Anna Flack)	IT support, faculty and counselor participation	Comparing the persistence rate of the pilot cohort with a similar profile group of students	Higher persistence rates of the pilot cohort group	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Review and revise master schedule, as necessary, to ensure program scheduled offerings facilitate timely completion	Associate Dean Master Schedule; Campus Associate Deans Academic Affairs; Department Chairs (Gary Campbell)	Increased training for schedule builders and reviewers	Master schedule supports curriculum	Fewer class cancellations	Spring 2014 (Fall 2014)

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.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Ensure students are taking programs in sequence	Faculty Advisors and Counselors (Carla Mazzarelli, Maria DeLongoria)	Support for advising professional development	Schedule/ transcript audits for selected programs	Audits indicate students are following course sequencing	Spring 2014 (January 2015)
Promote graduation by increased outreach to students within 15 credits of graduation	AVPSA; Registrar (Christopher Adams, Anna Flack)	Assistance from campus' counseling and enrollment services	Outreach efforts; increased graduation rates	# additional students graduated as a result of efforts	Spring 2015

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Integrate transfer and career counseling /advisement early in the student experience	VPASA: AVPSA; Executive Deans; Campus Associate Deans, Transfer Counselors (Carla Mazzarelli)	Campus Financial Aid contacting students & arranging one on one counseling sessions	Develop a plan	Plan developed and implementation begun	Spring 2014
Systematize & enhance existing "*call back*" campus programs for non-returning students	AVPSA: Dean of Enrollment Mgt, Campus Admissions, IT, marketing (Joanne Braxton)		Annual evaluation of communication plan	Development of a communications plan	Spring 2014

Institutional Goal 2: Community Development/ Societal Improvement

GOAL 2: Community Development/Societal Improvement – To promote the social and economic development of the community we serve.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Academic Advisory committees are formed for all AAS programs and meet a minimum of 2 times per year	College Associate Dean for Special Programs and External Partnerships, Campus Associate Deans, Department Chairs and Program Coordinators (College Associate Deans)	Budget for food and invitations for semi annual committee meetings; Foundation support for an annual advisory committee dinner	# of advisory committees and # of meetings	advisory committees meet a minimum of once per year	Spring 2014 (January 2015)

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Promote workforce relevancy by hosting 4 CEO roundtables	AVP Workforce Development (John Lombardo)	Industry organizations, HIA, ADDAPT, ESD, LIFT and APICS;	# roundtables	Four roundtables held; actionable program ideas generated	Spring 2014
Develop new STEM program partnerships in IT, health and energy sectors aligned with regional economic development priorities	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Travel, professional development	# STEM partnerships	Two new STEM program partnerships developed Spring 2014	Spring 2014
Partner with employers to obtain SUNY Workforce Development Training funds to fill skills gaps	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Collaboration with Associate Dean for Special Programs, responsible for high school partnerships	# training grants obtained	Training grants obtained	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Increase by 2 per year school district partnerships/ programs by leveraging current STEP, LPP, testing and career awareness programs	Associate Dean for Continuing Education and CE staff; Associate Dean AA (Nina Leonhardt)		# of school districts partners for these programs	Increase of 2 partnerships	August, 2014
Explore and develop green and sustainable curricula	VPASA, AVPAA, ED Sustainability (Nick Palumbo)	Research from OAA, SUNY, national and international programs	Research curricula, best practices and workforce needs	Potential curricula identified	Spring 2014

GOAL 2: Community Development/Societal Improvement – To promote the social and economic development of the community we serve.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Participate in adult student open house each semester	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Collaboration with admissions office	Participation in open houses each semester	Two per year	Spring 2014
Offer courses and programs to employees of corporate/not-for-profit/government partners	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)		# programs developed	One new program developed per year	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Offer 2 new STEM-related programs for career changers each year based on information gathered from a community survey	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	IE administration of current survey and analysis of collected data	# programs developed	Two new STEM programs created for career changers	Spring 2014
Expand CE – credit-bearing program collaborations	AVPAA; Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Academic departments	# collaborations developed	A minimum of one new collaboration in discussion	Spring 2014
Develop and implement family focused high school ESL/EF open houses targeting identified school districts	Enrollment Services; Campus ESL/EF offices (Joanne Braxton)	District data, HS ESL student data	Attendance at event; # enrolling	Increased enrollment from target areas	Spring 2014 (Enrollment Fall 2014)

GOAL 2: Community Development/Societal Improvement – To promote the social and economic development of the community we serve.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Invite LPP and STEP families to College activities and events. Leverage parent leadership groups for both programs	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)		# invitations; # of attendees	LLP and STEP families invited and attend college activities	Spring 2014
Attend/partner with CBOs for CBO events	Associate Dean for Continuing Education and CE staff		Staff attendance at events	Increased # of events attended	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
	(Nina Leonhardt)				
Survey external stakeholders for input regarding CE-led events and initiatives	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Work with IE to develop and administer survey and to develop analysis of collected data	Survey	Survey developed, administered and analyzed	Spring 2014

GOAL 2: Community Development/Societal Improvement – To promote the social and economic development of the community we serve.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Increase by 1 the number of districts participating in the Excelsior program	College Associate Dean for Special Programs, Excelsior Coordinator (Deborah Wolfson)	Departmental support, faculty mentors, registration and clerical support	# of districts	One additional district participating	Spring 2014
Increase by 5% the number of students enrolled in the Excelsior and Early College programs	College Associate Dean for Special Programs, Excelsior and Early College Staff (Maria DeLongoria, Deborah Wolfson)	Departmental support, faculty mentors, registration and clerical support	# of students	# of students increased by 5%	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Expand the Hampton Bays model of remediation to one additional major feeder school	Dean of Instruction, College Associate Dean for Special Programs (Jeffrey Pedersen)	School district interest and collaboration	Program expansion	Remedial program expanded to one additional feeder school	Spring 2014
Expand current CPT testing of 11th and 12th grade LPP students to include 10th grade students. Work with partner district (Longwood) to remediate students/offer non-credit remedial courses paid for by LPP to those students needing assistance	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Testing office; College Associate Dean for Special Programs	Expand testing to 10th grade	# students tested/ classes offered	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Offer up to 4 credit-bearing classes to Longwood students, supported by LPP funding	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	College Associate Dean for Special Programs	# of classes offered	A minimum of one class is offered	Spring 2014
Replicate testing program for STEP students in Longwood and expand to STEP students in Brentwood, followed by other STEP districts	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Testing office; College Associate Dean for Special Programs	# of testing programs	Testing programs in place for STEP students in Longwood and Brentwood	Spring 2014
Continue to build STEM transfer pathways by leveraging CSTEP relationships	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)		# STEM pathways	One additional STEM pathway developed	Spring 2014

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Attend a least 12 High School/ Business Alliance Councils each year	Advance Manufacturing Team (John Lombardo)		# Councils attended	Attendance at a minimum of 12 councils	Spring 2014
Target specific high schools for the purpose of increasing enrollment	AVPSA, Dean of Enrollment Mgt., Enrollment management committee Associate Dean Special Programs; Campus Admissions Directors (Joanne Braxton)	Funding support, campus active participation	Conduct fall enrollment mgt meeting with Campus Admissions Dir., HS Guidance counselors and HS Principals to share information and receive feedback; Host High School Principal Luncheon Informational sessions	Increase yield from targeted high schools	End of Fall 2013/Spring 2014
Increase # of high schools that will allow on-site acceptance	Campus Admissions (Joanne Braxton, Jeff Lang, Chuck	Campus & central admissions	# of additional high schools	Increased # of high schools	Spring 2014

ACTION PLAN			ASSESSMENT		
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	Connolly, Elizabeth Spagnola)				
Increase outreach programs to grammar school & junior high school students	Campus Admissions (Joanne Braxton, Jeff Lang, Chuck Connolly, Elizabeth Spagnola)	Campus & central admissions	# of additional grammar and junior high schools	Increased # of grammar & junior high schools	Spring 2014
Expand new articulation/joint admissions programs with other Colleges and Universities.	Associate Dean of Special Programs, Associate Dean of Planning and College Master Schedule (Gary Campbell)		# of additional articulation/joint admissions agreements	Increased # of articulation & admissions agreements	End of academic year 2013/2014

Institutional Goal 3: Access and Affordability

GOAL 3: Access and Affordability – To provide access to higher education by reducing economic, social, geographic and time barriers.
***EXECUTIVE RESPONSIBILITY*: VP for Business and Financial Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Implement current Capital program	Executive Director of Facilities & Technical Support; Administrative Director of Educational Facilities	President's approval, Continued SUNY and Sponsor financial support	Weekly progress reports to the Board, Monthly monitoring of project progress, Annual reviews	Monitor expenses and project progress	Annual Assessment Report
Prepare 10 year capital plan for SUNY	Administrative Director of Educational Facilities	President's approval, Continued SUNY and Sponsor financial support	Annual review and update to plan	Project inclusion in sponsor and NYS Annual Budget	Annual NYS Budget

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Identify operating funds for campus improvements	Executive Director of Facilities & Technical Support; Administrative Director of Educational Facilities	President; Executive Campus Deans	Progress reports and annual reviews	Weekly, monthly, and annual progress reports to BOT	Weekly, monthly, and annually
Ensure that adequate facilities are available to support the College's Mission and Strategic Plan	Executive Director of Facilities & Technical Support; Administrative Director of Educational Facilities	Sponsors, state, President, and Executive Deans	Update College Master Plan Completion of Science and Technology Building Improvements to College Infrastructure-Riverhead Building Planning and design of East	Funding request to sponsor Sci & Tech Building open for Spring 2015 Phase 1 completed for Fall 2013 Design plans completed by	1) Spring 2014 2) Spring 2015 3) Fall 2013

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
			Campus Health and Sports Facility Planning and design of Grant LRC	January 2014; Construction bids to go out February 2014 Design plans competed by October 2013; Construction bids to go out December 2013	
Meet with campus stakeholders to determine campus and student needs	OPIE and appropriate college faculty and staff	Focus group reports and surveys	Student Opinions	Obtaining student opinions about campus needs	August, 2014
Operate facilities effectively and efficiently	Executive Director of Facilities & Technical Support; Administrative Director of Educational Facilities	Presidents approval Continued SUNY and Sponsor financial support	Monthly progress reports Constituent satisfaction	Successful progress High level of satisfaction	August, 2014

GOAL 3: Access and Affordability – To provide access to higher education by reducing economic, social, geographic and time barriers.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs and VP for Business and Financial Affairs**

OBJECTIVE 3.2 – The College will reduce the economic barriers to higher education by maximizing institutional efficiencies in order to minimize increases in College operating costs, as evidenced by the budget.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Develop plans to replicate successful one stop student services model on each campus	Executive Deans (George Tvalia, James Keane, Maria DeLongoria)	Assessment data from Eastern campus model; funds for travel and professional development	Plans developed on Grant and Ammerman campuses		Spring 2014
Promote cost savings through Energy efficiency	Executive Director of Facilities and Technical Support	Executive Deans, Campus Facilities Directors	Monitoring of expenditures Additional facilities adjustments	Mitigate growth in expenditure or reduce expenditures	August 31, 2014

ACTION PLAN			ASSESSMENT		
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Ensure proper recording and reporting of funds	VP of Finance; AD of Finance; Chief Auditor	Direct effort; Funds for CPA; Funds for additional staff	Annual Independent Audit Report	Unqualified Annual Audit findings	Spring 2014
Maintain an effective financial planning and budgeting process aligned with the College's mission and strategic plan	AD of Finance, Department Heads	Direct effort	Develop and update current year and multi-year financial projections Distribute budgets in a timely manner once approved Provide monthly budget actual regularly Budget planning tied to assessment	Audited financial statements Budget approved in June board meeting Year-to-date Reports Timely submissions	Spring 2014 February, 2014

GOAL 3: Access and Affordability – To provide access to higher education by reducing economic, social, geographic and time barriers.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs and Executive Director of the Foundation**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Implement an online scholarship application process	AVPSA, Dean of Enrollment Management, IT (Christopher Adams, Joanne Braxton)	Funds for software purchase and support	Implementation of process # of online scholarship applications	Online scholarship application is available for students	Spring 2014
Increase visibility of scholarship opportunities	AVPSA, Dean of Enrollment Mgmt, IT and IA (Christopher Adams, Joanne Braxton)	Support for website and print materials	# of scholarship applications	Increased # of scholarship applications	Spring 2014

GOAL 3: Access and Affordability – To provide access to higher education by reducing economic, social, geographic and time barriers.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs and VP for Business and Financial Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Convert to SUNY Learning Network and Blackboard	AVPAA; College Associate Dean Instructional Technology, Campus Computing (Maria DeLongoria)	Funds for training and marketing	Task completed	Conversion complete and SLN in use	Fall 2014
Undertake a college wide review of all online courses for	AVPAA; College Associate Dean Instructional		Task completed	Review completed and online course offerings reflect student and program	Fall 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
demand and currency and revise online course offerings based on results	Technology (Maria DeLongoria)			needs	
Implement flexible registration for non-credit courses	Associate Dean for Continuing Ed and CE; IT staff; Banner Users Group (Nina Leonhardt)		Task completed	Flex registration implemented ; student feedback and increased enrollment	Fall 2014
VLC – increase the number of learning objects and increase the numbers of students viewing the learning objects	Title III staff, Faculty (Marlene DuBois)	Title III funding; Faculty support	# of learning objects; # of viewers	More learning objects; more viewers	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Expand and enhance messaging techniques via use of cell phones and SCCC mobile app	College Dean of Enrollment Mgt/College Registrar; IT (Joanne Braxton)	IT support and Telecommunications	Messaging available to cell phones and mobile app implemented	Improved communication; use of app results in student action; student feedback	
Implement a system for issuing electronic student refunds	Chief Auditor	IT Steering Committee approval/ IT support/ Service Provider	Postage Costs Allocation of Staff Time Percent of students receiving electronic refunds Student satisfaction	10% reduction in postage 20% of staff time reallocated 50% of students receiving electronic refunds. Positive student satisfaction response	Fall 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Increase electronic payment options on Web Pay to include ACH or e-check	Chief Auditor	IT Steering Committee approval/ IT support/ Service Provider	Merchant service costs # of checks processed at Cashier's Office	5% reduction in Merchant Service costs 25% of check transactions converted to e-check	Fall 2014
Implementation of Automated Vendor payable system and electronic payments	Chief Auditor, Accounts Payable Supervisor	IT Steering Committee approval/ IT support	Number of vendors receiving electronic payments/ increase revenue from profit sharing	50% of eligible vendors receiving Electronic payments, 10% increase in interest revenue	Summer 2014

Institutional Goal 4: Institutional Effectiveness

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.
***EXECUTIVE RESPONSIBILITY*: Interim VP for Planning and Institutional Effectiveness and VP for Academic and Student Affairs**

OBJECTIVE 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, goals, and objectives during the period 2013-2020.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Provision of assessment and planning support throughout the Academic Program Review process	Office of Planning and Institutional Effectiveness (OPIE), The Office of Academic and Student Affairs (ASA), Executive Deans, Campus Associate Deans, Department	Funding for professional development, resources to support adjunct participation in professional development and follow up activities, funding for external	Timely completion of the Academic Program Review (Appendix B of the CAPIE)	100% of Academic Program Reviews will be completed within the established timelines	Progress will be tracked at the end of each semester with a final assessment detailed in a yearly institutional effectiveness report

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
	chairs, Program Coordinators, and Faculty (Carla Mazzarelli, Jeffrey Pedersen)	evaluations, the CAPIE, TracDat, datasets, and collaboration among OPIE, ASA, and the academic departments			
Provision of assessment and planning support throughout the General Education assessment process	OPIE, ASA, Executive Deans, Campus Associate Deans, Department Chairs, Program Coordinators, and Faculty (Carla Mazzarelli, Jeffrey Pedersen)	Professional development, resources to support adjunct participation in professional development and follow up activities, funding for external evaluations, the CAPIE, TracDat, datasets, and collaboration among OPIE, ASA, and the academic departments	Timely completion of the General Education Assessment Template (Appendix D of the CAPIE)	100% percent of general education assessments will be completed within the established timelines	Progress will be tracked at the end of each semester with a final assessment detailed in a yearly institutional effectiveness report

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Provision of assessment and planning support throughout the annual assessment of student learning process	OPIE, ASA, Executive Deans, Campus Associate Deans, Department Chairs, Program Coordinators, and Faculty (Carla Mazzarelli, Jeffrey Pedersen)	Funding for professional development, resources to support adjunct participation in professional development and follow up activities, funding for external evaluations, the CAPIE, TracDat, datasets, and collaboration among OPIE, ASA, and the academic departments	Timely completion of the Annual Assessment of Student Learning Outcomes Template (Appendix E of the CAPIE)	Sixty percent of annual assessment of student learning outcomes assignments will be completed within the established timelines.	Progress will be tracked at the end of each semester with a final assessment detailed in a yearly institutional effectiveness report
Provision of assessment and planning support throughout the course assessment process	OPIE, ASA, Executive Deans, Campus Associate Deans, Department Chairs, Program Coordinators, and Faculty	Funding for professional development, resources to support adjunct participation in professional	Timely completion of the Course Assessment Template (Appendix G of the CAPIE)	One-hundred percent of course assessment assignments will be completed within the established	Progress will be tracked at the end of each semester with a final assessment detailed in a yearly institutional

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
	(Carla Mazzarelli, Jeffrey Pedersen)	development and follow up activities, funding for external evaluations, the CAPIE, TracDat, datasets, and collaboration among OPIE, ASA, and the academic departments		timelines	effectiveness report
Provision of assessment and planning support throughout the AES Unit Review process	OPIE, Vice Presidents, AES unit supervisors, and AES staff (Jeffrey Pedersen)	Professional development, funding for external evaluations, the CAPIE, TracDat, datasets, and collaboration between OPIE and the AES Units	Timely completion of the AES Unit Review Template (Appendix J of the CAPIE) .	One-hundred percent of AES Unit Reviews will be completed within the established timelines	Progress will be tracked at the end of each semester with a final assessment detailed in a yearly institutional effectiveness report

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Provision of assessment and planning support throughout the annual assessment of student learning outcomes/support outcomes process	OPIE, Vice Presidents, AES unit supervisors, and AES staff (Jeffrey Pedersen)	Professional development, funding for external evaluations, the CAPIE, TracDat, datasets, and collaboration between OPIE and the AES Units	Timely completion of the Course Assessment Template (Appendix K of the CAPIE)	Fifty percent of AES units will complete annual assessment assignments within the established timelines	Progress will be tracked at the end of each semester with a final assessment detailed in a yearly institutional effectiveness report .
Utilization of results from previous General Education assessment to improve teaching and learning	OPIE, ASA, Executive Deans, Campus Associate Deans, Department Chairs, Program Coordinators, and Faculty (Carla Mazzarelli)	Resources to support adjunct professional development and follow up, funding for external evaluations, CAPIE, TracDat, data, and collaboration among OPIE, ASA, and the departments	Timely completion of action plans	Sixty percent of programs that completed an assessment assignment in 2012-2013 will be engaged in action planning in 2013-2014	Progress will be tracked at the end of each semester with a final assessment detailed in a yearly institutional effectiveness report

Institutional Goal 5: Communications

GOAL 5: Communication – To promote transparent and effective communication within the college community and between the college community and external constituencies.
***EXECUTIVE RESPONSIBILITY*: VP for Institutional Advancement, VP for Academic and Student Affairs, and VP for Business and Finance**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Launch an upgraded Luminus portal to ensure greater communication to students and faculty	Office of Computer Information Systems (CIS), Office of Institutional Advancement (IA), College registrar, Student Services, and OPIE	IT Central records and Campus Registrar staff, quantitative and qualitative data	Successful launch	Launch Spring 2014	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Emphasize college efforts and progress regarding assessment, planning, institutional effectiveness (IE), and accreditation	IA, OPIE, ASA, Executive Deans	Internal communications, TracDat for reporting, collaboration between central and the campuses	College briefs, presentations, and other internal communications	Ten percent of official college communications will provide information on assessment, planning, IE, or accreditation	Progress will be tracked each semester with final results reported in summer of 2014
Development of a checklist that documents the alignment of grant projects with the institutional mission	IA, Office of Grants Development (OGD)	Participation from the Primary Investigators and Grant Coordinators	A completed checklist	The checklist will reflect that grant funded projects are in alignment with 50% of the measurable institutional objectives (MIOs)	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Development of a matrix that documents the pervasiveness of grants in meeting existing classifications and in serving diverse populations	IA, OGD	Participation from the Principal Investigators and Grant Coordinators	A completed matrix	The Matrix will reflect that 50% of the boxes regarding alignment with classifications are filled in and that 33% of the boxes regarding serving diverse populations are filled in	Spring 2014
Review policies and procedures	VP for Business and Financial Affairs	Staff input and review	Monthly progress report	Updated policies and procedures manual – posted on webpage Increased access to information; a user friendly medium for students, employees, vendors, and others	One year

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Update Business and Financial Affairs webpage	VP for Business and Financial Affairs	Staff input and review	Webpage Satisfaction survey	Webpage will be updated 60% satisfaction rate with the webpage	
Develop a process for identifying Financial Aid adjustments that result in an increase in student liability	Chief Auditor	Campus Business Officers/Financial Aid Office/IT Support	Reduced number of students in collection due to reduced aid	20% decrease in students with decreased aid going to collection	Fall 2014

GOAL 5: Communication – To promote transparent and effective communication within the college community and between the college community and external constituencies.
***EXECUTIVE RESPONSIBILITY*: VP for Institutional Advancement**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Launch the latest ads in the "I Got my Start at Suffolk" ad campaign	Office of Institutional Advancement (IA)	Budget	Completion of the ads – television and print	Surveys and data from focus groups will demonstrate a positive response to the new ads	Spring 2014
Communicate College, student, faculty, and staff accomplishments	IA, ASA, Campus Executive Deans	Software and the College website	Local coverage from media outlets – television and print	Increased coverage of the college as measured by news stories and articles	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Host launch activities for the College's capital projects	IA, Office of Business and Finance (OBF), Administrative Director of Educational Facilities, Campus Executive Deans, College Director Special Events and Programs	Clerical and events management support	Placements in publications and print media	Increased placements	Spring 2014

Institutional Goal 6: Diversity

GOAL 6: Diversity – To reflect the ethnic, demographic, and economic composition of Suffolk County.
***EXECUTIVE RESPONSIBILITY*: General Counsel, AVP Human Resources, and VP for Academic and Student Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Implement new search procedures for Faculty, non-instructional faculty and staff, including advertising in diverse publications and screening applicant pools	AA Officer AVP HR Office of Legal Affairs	Collaboration with department chairs, search committee chairs and search committee members Financial resources for advertising Administrative support for data collection Data needed: baseline information on diversity	Hires: Track total number of hires by gender, ethnicity, and department, title; compare to prior year(s) data Applicants: Collect data and report on applicant demographics, including gender, ethnicity and source	Increase in number of qualified candidates applying for positions Increase in demographic diversity of applicant pools	Examine search activity (total number of hires) at the end of each semester. Update for Cabinet and Executive Council in August 2014 (at the end of next hiring cycle)

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
for diversity		of applicant pools; finalist pools; and hired/selected candidates; Baseline report on advertising conducted in prior year(s) to compare with 2013-2014. Collect information on efforts conducted by departments during their recruitment (i.e. conference attendance, networking in discipline specific areas, etc.) IT Support to update Affirmative Action voluntary survey completed by applicants online to collect more detailed, accurate demographic data	of advertising Outreach: Collect data and report on number and places advertised per search and recruitment efforts engaged in by search committees and departments	Increase in number of diverse recruiting sources advertised	

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Identify best practices for diversity and equal opportunity in every search	AA Officer AVP HR Office of Legal Affairs VP for Academic and Student Affairs Executive Deans	Administrative Support to conduct research on best practices from colleges nationwide Legal Affairs, HR and AA support to ensure all appropriate policies are updated Campus-based support to hold focus groups and roundtable discussions with search committee chairs, members, department chairs and Deans to understand needs and gaps, and identify practices that should be replicated College-wide	Three best practices that each search committee should use in the upcoming hiring cycle	Disseminate to all hiring departments and search committee members	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Ensure an inclusive interviewing and selection process	AA Officer AVP HR VP for Academic and Student Affairs Academic and administrative department chairs and Directors Search committee chairs and members	Create partnerships with Deans and department chairs to provide consultation and educational forums A focus group of search committee chairs and members to understand existing hiring barriers Resources to publish tools and information for search committees on the web/intranet and in printed format IT resources to track demographics of the applicant pool at all hiring stages (initial application, interview slate, finalists, recommended hire)	HR and AA Officer to meet and charge all search committees at the beginning of the hiring process to ensure all recruitment procedures and equal opportunity policies are followed. Timely publishing of tools and resources	100% of search committee members receive recruitment/search procedures Develop two tools by February 2014	Examine search activity at the end of each semester Update for Cabinet, Executive Council and department chairs in August 2014 (at the end of next hiring cycle)

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Counsel search committees to assist understanding of the College's Diversity Goal	AA Officer AVP HR Office of Legal Affairs Institutional Effectiveness (OPIE)	Support from Institutional Effectiveness to create additional reports and provide statistics that show workforce demographics at all levels (Executive, Administrative, Faculty, Support) by campus and department, title, gender and ethnicity Support from HR and IT to create new reports to track and share hiring trends over time. IT support to make goals and statistics internally available to appropriate groups via portal/intranet in Mysccc	Receipt of the Diversity Goal at the beginning of the search Receipt of the demographic data of the applicant pool at the beginning of the search	100% of search committee members receive goals 100% of search committee members receive data	Disseminate progress reports and statistics to the Cabinet and Executive Council in Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Implement two on-line training classes for faculty and staff to educate on policies, rights and responsibilities	AVP HR Office of Legal Affairs AA Officer	Executive Council support to ensure participation of their staff and faculty Legal Affairs, HR and AA Officer support to ensure all appropriate policies are updated Communication and marketing needed to ensure training participation Union support to ensure compliance with training mandate Administrative support to track training attendance and follow-up for non-compliance	All full-time and part-time faculty and staff complete two online courses	Online courses completed in Spring 2014	Report on training completion rates at the end of each semester

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Implement new search procedures for Faculty, non-instructional faculty and staff, including advertising in diverse publications and screening applicant pools for diversity	AA Officer AVP HR Office of Legal Affairs	Collaboration with department chairs, search committee chairs and search committee members Financial resources for advertising Administrative support for data collection Data needed: baseline information on diversity of applicant pools; finalist pools; and hired/selected candidates; Baseline report on advertising conducted in prior year(s) to compare with 2013-2014. Collect information on efforts conducted by	Hires: Track total number of hires by gender, ethnicity, and department, title; compare to prior year(s) data Applicants: Collect data and report on applicant demographics, including gender, ethnicity and source of advertising Outreach: Collect data and report on number and places advertised per search and recruitment efforts engaged in by search committees and departments	Increase in number of qualified candidates applying for positions Increase in demographic diversity of applicant pools Increase in number of diverse recruiting sources advertised	Examine search activity (total number of hires) at the end of each semester. Update for Cabinet and Executive Council in August 2014 (at the end of next hiring cycle)

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
		departments during their recruitment (i.e. conference attendance, networking in discipline specific areas, email or other outreach to the community, organizations or alumni.) IT Support to update Affirmative Action voluntary survey completed by applicants online to collect more detailed, accurate demographic data			

GOAL 6: Diversity – To reflect the ethnic, demographic, and economic composition of Suffolk County.
***EXECUTIVE RESPONSIBILITY*: General Counsel, AVP Human Resources, and VP for Academic and Student Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Ensure that enrollment, retention, graduation and transfer reports provide comparative data by ethnicity to evaluate potential	OPIE AVPAA; Enrollment Mgt.	Data support from OPIE Baseline reports created	Reports generated	Reports generated	Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
disparities					
Complete and implement a College-wide retention plan[1]	College-wide Retention Committee; VPASA; AVPSA; AVPAA; Dean of Enrollment Mgt.; Executive Deans	Increased budget for marketing, outreach and communication; Data support from OPIE	Plan completion Plan implementation	Plan Completed Plan implemented	Spring 2014

[1] Listed in Objective 1.2

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Use student peer mentors to increase student engagement for purposes of persistence[2]	Executive Deans; College Associate Dean; AVPSA	Association funding support (includes hiring & training)	# of peer mentors from underrepresented groups; # of students assisted from underrepresented groups	Increased number of students assisted by peer mentors	Spring 2014
Pilot the "Minority Leadership Academy"[3] program on the Eastern campus	College-wide Coordinator for Multicultural Affairs; Executive Dean AVPAA; AVPSA	Marketing and communication of program; Budgetary support for the program	Number of students successfully complete program	Program implemented	Fall 2014

[2] Listed in Objective 1.2 – measures have been revised for this objective

[3] This program is designed to provide a broad range of leadership skills to students. It is intended that those who successfully complete the program will qualify for future peer mentoring positions. The program may potentially expand to the Ammerman and Grant campuses in Spring 2014

ACTION PLAN			ASSESSMENT		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?
Develop and implement family-focused high school ESL/EF open houses, targeting identified school districts[4]	Enrollment Services; Campus ESL/EF offices	District data HS ESL student data	Attendance at event; # enrolling	Increased enrollment from target areas	Spring 2014 (Enrollment Fall 2014)

[4] Listed in Objective 2.2

Operational Planning Review Checklist – First Review Meeting

This checklist has been designed to provide both assistance and guidance in the development of the operational plan. This is not an evaluative document, but rather a tool designed to ensure the continuous improvement of the operational plan. In addition to providing a statement as to the effectiveness of each plan, based on the criteria, specific recommendations on areas of improvement will be provided. After this initial meeting, please bring this document with you to additional support sessions so that progress can be tracked and documented.

Institutional Goal

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MIO

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Action Plan

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Description Meets the Standard ☐ Revision Suggested ☐

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Lead Responsibility Meets the Standard ☐ Revision Suggested ☐

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Support Meets the Standard ☐ Revision Suggested ☐

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Method Meets the Standard ☐ Revision Suggested ☐

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Target Meets the Standard ☐ Revision Suggested ☐

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Timeline Meets the Standard ☐ Revision Suggested ☐

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Value Meets the Standard ☐ Revision Suggested ☐

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Action Plans by MIO with Connections to the KPIs - September 2013

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
1.1	1	Conduct a curriculum review of a minimum of 4 gateway courses	Yes, examination between curriculum and student success	KPI 1 - completion rates in gateway courses KPI 2 - student success
	2	Increase the visibility, access, and use of academic support services	Yes, through enhanced academic support	KPI 1 - completion KPI 2 - student success
	3	Research and identify best practices to support student success in and accelerate student completion of gateway courses	Yes, identifying practices to support student success	KPI 1 - completion KPI 2 - student success
	4	Provide a minimum of 3 professional development opportunities related to developmental and gateway courses to include pedagogy, advising and other relevant topics	Yes, through enhanced academic support and student services	KPI 1 - completion KPI 2 - student success
	For MIO 1.1, All KPIs are addressed, but no plans that deal with enhanced engagement with faculty			

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
1.2	1	Establish or upgrade faculty mentoring/advising centers on each campus	Yes, through enhanced academic support	KPI 1 - Fall-to-spring persistence rates KPI 2 - Fall-to-fall retention rates
	2	Foster student engagement through the effective use of student peer mentors	Possible, need evidence of student mentoring enhancing student success	N/A
	3	Increase the visibility, access, and use of academic support services	Yes, through enhanced academic support	KPI 1 - Fall-to-spring persistence rates KPI 2 - Fall-to-fall retention rates KPI 3 - Student goal attainment
	4	Increase promotion and use of the VLC	Possible, need evidence of VLC improving persistence, and retention	N/A
	5	Develop a student/curriculum driven master schedule that supports persistence and retention	Possible, need evidence that changes impact persistence and retention	N/A

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
	6	Complete and implement a college-wide retention plan	Yes, through increased persistence and retention	KPI 1 - Fall-to-spring persistence rates KPI 2 - Fall-to-fall retention rates
	7	Implement Degree Works and develop a plan to roll out to faculty and students	Yes, through enhanced academic support and student services	KPI 1 - Fall-to-spring persistence rates KPI 2 - Fall-to-fall retention rates
	8	Pilot an early alert program in the spring of 2014	Yes, through increased persistence, enhanced academic support, and student services	KPI 1 - Fall-to-spring persistence rates
	For MIO 1.2, All KPIs are addressed, but no plans deal with enhanced engagement with faculty. Also multiple plans need data to support that the efforts will impact persistence and retention			

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
1.3	1	Review and revise master schedule, as necessary, to ensure program scheduled offerings facilitate timely completion	Yes, through increasing the graduation rates	KPI 1 - 3yr graduation rate KPI 2 - credits earned at graduation
	2	Ensure advising and scheduling by students for programs in sequence	Yes, through increasing the graduation rates	KPI 1 - 3yr graduation rate KPI 2 - credits earned at graduation
	3	Review and revise academic curricula to meet revised SUNY guidelines for credits	Yes, through containing accumulation of credits	KPI 2 - credits earned at graduation
	4	Promote graduation through increased outreach efforts to students within 15 credits of graduation or those who have left and may wish to transfer credits back	No, because these student are not likely to graduate within the 150% threshold	N/A
	5	Integrate transfer counseling/ advisement early in the student experience	Yes, through enhanced academic support and student services	KPI 1 - 3yr graduation rate KPI 2 - credits earned at graduation
	6	Identify FA students who withdrew prior to the 60% of the semester	No, students who withdraw and re-enroll are unlikely to graduate in 3 years	N/A

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
	7	Systematize ad enhance existing call back campus programs for non-returning students	No, students who withdraw and re-enroll are unlikely to graduate in 3 years	N/A
	For MIO 1.3, all KPIs are addressed, but no plans that deal with enhanced engagement with faculty			
MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
2.1	1	Academic Advisory committees are formed for all AAS programs and meet a minimum of 2 times per year	Yes, by increasing partnerships with key employment sectors	KPI 1 - Number of partnerships within identified employment sectors
	2	Work with business and industry to promote workforce relevancy by hosting 4 CEO roundtables	Yes, by offering programs to address the employment skills gap in Suffolk County	KPI 1 - Number of partnerships within identified employment sectors KPI 2 - market penetration rates
	3	Develop 2 new STEM program partnerships with employers in IT, health and energy sectors, as aligned with regional economic development priorities	Yes, by increasing partnerships with key employment sectors and addressing the employment skills gap in Suffolk County	KPI 1 - Number of partnerships within identified employment sectors KPI 2 - market penetration rates
	4	Partner with employers to obtain SUNY Workforce Development Training funds to fill skills gaps	Yes, by increasing partnerships with key employment sectors and addressing the employment skills gap in Suffolk County	KPI 1 - Number of partnerships within identified employment sectors KPI 2 - market penetration rates
	5	Increase by 2 per year school district partnership/programs by leveraging current STEP, LPP, testing and career awareness programs	No	N/A
	6	Investigate additional grant funding opportunities	No	N/A
	7	Explore and develop green and sustainable curricula	Possible if there are skills gaps related to green and sustainability careers	N/A
	For MIO 2.1, no plans address KPI 3 or KPI 4			

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
2.2	1	Participate in adult student open house each semester	Yes, targeted outreach to non-traditional students	KPI 1 - number of non-traditional students participating in continuing education KPI 2 - number of non-traditional students participating in academic programs
	2	Offer courses and programs to employees of corporate/not-for-profit/governmental partners. Develop 1 new program per year.	Yes, but it is not clear whether the program will be in continuing education or an academic program	KPI 1 - number of non-traditional students participating in continuing education
	3	Offer 2 new STEM-related programs for career changers each year. Use community survey data to inform program development	Yes, outreach to non-traditional students and service through traditional academic programs	KPI 2 - number of non-traditional students participating in academic programs
	4	Expand credit-bearing program collaborations	Possible, are CE students primarily non-traditional?	N/A
	5	Develop and implement family focuses high school ESL/FF open houses targeting identified school districts	Yes, through outreach to non-traditional students	KPI 1 - number of non-traditional students participating in continuing education KPI 2 - number of non-traditional students participating in academic programs
	For MIO 2.2, all aspects of the MIO and KPIs are addressed			

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
2.3	1	Invite LPP and STEP families to College activities and events. Leverage parent leadership groups for both programs	Yes, through increased participation in social and cultural events, initiatives, and activities conducted by the College	KPI 1 - county participation rates
	2	Attend/partner with CBOs for CBO events	Yes, build partnerships with external stakeholders	No clear connection
	3	Survey external stakeholders for input regarding CE-led events and initiatives	Yes, build partnerships with external stakeholders	KPI 2 - participant satisfaction rates
	For MIO 2.3, all aspects of the MIO and KPIs are addressed			

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
2.4	1	Increase by 1 the number of districts participating in the Excelsior program	Yes, expanding the number of partnerships with local high schools and school districts and ensuring smoother transitions for high school to college	KPI 1 - number of students receiving college-level credits in early college
	2	Increase by 5% the number of students enrolled in the Excelsior and Early College Programs	Yes, expanding the number of partnerships with local high schools and school districts and ensuring smoother transitions for high school to college	KPI 1 - number of students receiving college-level credits in early college
	3	Expand the Hampton Bays model of remediation to one additional major feeder school	Yes, expanding the number of partnerships with local high schools and school districts and ensuring smoother transitions for high school to college	KPI 2 - Percentage of FTFT students placed into developmental education
	4	Expand current CPT testing of 11th and 12th grade LPP students to include 10th grade students. Work with partner district (Longwood) to remediate students/offer non-credit remedial courses paid for by LPP to those students needing assistance	Yes, expanding the number of partnerships with local high schools and school districts and ensuring smoother transitions for high school to college	KPI 2 - Percentage of FTFT students placed into developmental education
	5	Offer up to 4 credit-bearing classes to Longwood students, supported by LPP funding	Yes, expanding the number of partnerships with local high schools and school districts and ensuring smoother transitions for high school to college	KPI 1 - number of students receiving college-level credits in early college
	6	Replicate testing program for STEP students in Longwood and expand to STEP students in Brentwood, followed by other STEP districts	Yes, expanding the number of partnerships with local high schools and school districts and ensuring smoother transitions for high school to college	KPI 2 - Percentage of FTFT students placed into developmental education

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
	7	Continue to build STEM transfer pathways by leveraging CSTEP relationships	Yes, expanding the number of partnerships with local high schools and school districts and ensuring smoother transitions for high school to college	N/A
	8	Attend at least 12 High School/Business Alliance Councils each year	No	N/A
	9	Conduct fall enrollment management meeting with campus admission directors, high school guidance counselors, and principals	Yes, expanding the number of partnerships with local high schools and school districts	N/A
	10	Host High School Principal Luncheon Informational Sessions	Yes, expanding the number of partnerships with local high schools and school districts	N/A
	11	Increase # of high schools that will allow on-site acceptance	Yes, expanding the number of partnerships with local high schools and school districts	N/A
	12	Increase outreach programs to grammar school & junior high school students	Yes, expanding the number of partnerships with local school districts	N/A
	13	Expand new articulation/joint admissions programs with other Colleges and Universities	Yes, expanding partnerships with other higher education institutions	N/A
	For MIO 2.4, all aspects of the MIO and KPIs are addressed			

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
3.1	1	Implement current Capital plan	Yes, the institution will improve access by developing needed facilities and reducing geographic barriers associated with campus structures through the implementation of the capital program	KPI 2 - yearly progress towards completion of the capital program

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
	2	Prepare 10 year capital plan for SUNY	Yes, the institution will improve access by developing needed facilities and reducing geographic barriers associated with campus structures	N/A
	3	Identify operating funds for campus improvements	No	N/A
	4	Ensure that adequate facilities are available to support the College's Mission and Strategic Plan	Yes, the institution will improve access by developing needed facilities	KPI 2 - yearly progress towards completion of the capital program
	5	Operate facilities effectively and efficiently	No	N/A
	For MIO 3.1, no discussion of topography or specific projects. Also no connection to KPI 1			
MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
3.2	1	Develop plans to replicate successful one stop student services model on each campus	Yes, the College will reduce the economic barriers to higher education by maximizing institutional efficiencies	N/A
	2	Promote cost savings through energy efficiency	Yes, 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	KPI 2 - System energy efficiency
	3	Ensure proper recording and reporting of funds	No	N/A
	4	Maintain an effective financial planning and budgeting process aligned with the College's mission and strategic plan	No	N/A
	5	Ensure that there are effective controls over cash accounts	No	N/A
	6	Manage cash flow to optimize cash balances	Yes, the College will reduce the economic barriers to higher education by maximizing institutional efficiencies	N/A

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
	7	Assure accountability in the budget process	No	N/A
	8	Require assessment in budget process and restrict budget transfer to priority expenses that are consistent with MIOs	No	N/A
	9	Monthly reports to president and BOT	No	N/A
	10	Implementation of Automated Vendor payable system and electronic payments	Yes, the College will reduce the economic barriers to higher education by maximizing institutional efficiencies	N/A
	For MIO 3.2, no connection to KPI 1			
MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
3.3	1	Implement an online scholarship application process	The institution will reduce the economic barriers to higher education associated with limited financial aid by increasing the number of applications for both merit and need-based scholarships	Unclear whether designed for both need and merit based scholarships
	2	Increase the visibility of scholarship opportunities	No	N/A
	For MIO 3.3, there is no mention about the foundation. Also, a judgment cannot be rendered			
MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
3.4	1	Convert to SUNY Learning network and Blackboard	Yes, the institution will reduce social, geographic and time barriers to academic success through the enhancement of online, web and /or mobile academic and student support	N/A
	2	Undertake a college wide review of all online courses for demand and currency and revise online course offerings based on results	Yes, increasing the availability, accuracy, and currency of courses, as well as the ease and convenience of delivery	KPI 1 - course sections available online

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
	3	Implement flexible registration for non-credit courses	Yes, increasing the availability, accuracy, and currency of applications, as well as the ease and convenience of delivery	N/A
	4	VLC - increase the number of learning objects and increase numbers of students viewing the learning objects	Yes, the institution will reduce social, geographic and time barriers to academic success through the enhancement of online, web and /or mobile academic and student support	KPI 2 - VLC participation rate
	5	Expand and enhance messaging techniques via use of cell phones and SCCC mobile app	Yes, increasing the availability of applications as well as the ease and convenience of delivery	N/A
	6	Implement a system for issuing electronic student refunds	Yes, increasing the availability of applications as well as the ease and convenience of delivery	N/A
	7	Provide enhanced electronic payment options on web pay	Yes, increasing the availability, accuracy, and currency of	N/A
	For MIO 3.4, all aspects of the MIO are addressed, but no plans clearly connect to KPI 3			
MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
4.1	1	Provision of a standard data package and research support, as requested, to ensure successful completion of Academic Program Reviews	No	N/A
	2	Provision of assessment and planning support throughout the General Education assessment process to include assistance with the development of instrumentation, analysis, and reporting of data, tracking of progress through TracDat, use of results for operational planning, and ongoing assistance as requested	Yes, through the implementation of an integrated planning system, all of the College's departments and programs will monitor and assess outcomes and communicate evidence that assessment have been used toward continuous improvement	KPI 2 - Percentage of ILOs assessed annually - with evidence of closing the loop

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
	3	Provision of assessment and planning support throughout the annual assessment of student learning outcomes to include assistance with the development of instrumentation, analysis, and reporting of data, tracking of progress through TracDat, use of results for operational planning, and ongoing assistance as requested	Yes, through the implementation of an integrated planning system, all of the College's departments and programs will monitor and assess outcomes and communicate evidence that assessment have been used toward continuous improvement	KPI 1 - Percentage of programs engaged in annualized SLO assessment - with evidence of closing the loop
	4	Provision of assessment and planning support throughout the course assessment process to include assistance with the development of instrumentation, analysis, and reporting of data, tracking of progress through TracDat, use of results for operational planning, and ongoing assistance as requested	Yes, through the implementation of an integrated planning system, all of the College's departments and programs will monitor and assess outcomes and communicate evidence that assessment have been used toward continuous improvement	N/A
	5	Provision of a standard data package and research support, as requested, to ensure successful completion of AES Unit Reviews	No	N/A
	6	Provision of assessment and planning support throughout the annual assessment of student learning outcomes/support outcomes in AES units to include assistance with the development of instrumentation, analysis, and reporting of data, tracking of progress through TracDat, use of results for operational planning, and ongoing assistance as requested	Yes, through the implementation of an integrated planning system, all of the College's divisions, services, and units will monitor and assess outcomes and communicate evidence that assessment have been used toward continuous improvement	KPI 3 - Percentage of AES units engaged in annualized SO assessment and were appropriate, annualized SLO assessment - with evidence of closing the loop

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
	7	Utilization of results from previous general education assessment to improve teaching and learning	Yes, through the implementation of an integrated planning system, all of the College's departments and programs will monitor and assess outcomes and communicate evidence that assessment have been used toward continuous improvement	KPI 2 - Percentage of ILOs assessed annually - with evidence of closing the loop
	8	Meet with Business and Financial Affairs Staff to set unit goals	Yes, through the implementation of an integrated planning system	N/A
	For MIO 4.1, the entire MIO is addressed as are the KPIs			
MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
5.1	1	Modify and launch an upgraded Luminus portal to ensure greater communication to students and faculty	Yes, through electronic communication, the college will promote effective internal communication	KPI 1 - Internal communications satisfaction index - college wide
	2	Emphasize college efforts and progress regarding assessment, planning, institutional effectiveness (IE), and accreditation	Yes, 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.	KPI 1 - Internal communications satisfaction index - college wide and by campus KPI 2 - Internal communications engagement index - college-wide and by campus

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
	3	Development of a checklist that documents the alignment of grant projects with the institutional mission	Yes, through written and electronic communication, issue college-wide communication to administrators, faculty, staff, and students in order to promote effective internal communication	N/A
	4	Development of a matrix that documents the pervasiveness of grants in meeting existing classifications and in serving diverse populations	Yes, through written and electronic communication, issue college-wide communication to administrators, faculty, staff, and students in order to promote effective internal communication	N/A
	For MIO 5.1, the entire MIO is addressed as are the KPIs			
MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
5.2	1	Launch the latest ads in the "I Got my Start at Suffolk" ad campaign	Yes, through electronic communication, during the period 2013-2020, each year the College will issue information to external constituents and stakeholders about College and student initiatives and accomplishments in order to promote the value the College brings to Suffolk County and its citizens	N/A

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
	2	Communicate the accomplishments and awards received by the College, students, faculty, and staff	Yes, through written, electronic, and face-to-face communication, during the period 2013-2020, each year the College will issue information to external constituents and stakeholders about College and student initiatives and accomplishments in order to promote the value the College brings to Suffolk County and its citizens	N/A
	3	Host launch activities for the College's capital projects	Yes, through face-to-face communication, during the period 2013-2020, each year the College will issue information to external constituents and stakeholders about College and student initiatives and accomplishments in order to promote the value the College brings to Suffolk County and its citizens	N/A
	4	Enhance the College's social media footprint	Yes, through electronic communication, during the period 2013-2020, each year the College will issue information to external constituents and stakeholders about College and student initiatives and accomplishments in order to promote the value the College brings to Suffolk County and its citizens	N/A
	For MIO 5.2, the entire MIO is addressed and the KPIs are under further review			

MIO	Plan #	Action Plan	Connection to MIO	Connection to KPI
6.1	1	Develop and sustain diverse, talented and robust applicant pools for each opportunity to hire with the Faculty, Non-Instructional Faculty, and Staff by advertising in diverse publications and screening applicant pools for diversity	Yes, through the fostering and demonstration of measurable improvement in decreasing ethnic disparities with the instructional and non-instructional faculty and staff	KPI 1 - Faculty and staff diversity
	2	Identify and implement best practices for diversity and equal opportunity in every search. Ensure an inclusive interviewing and selection process.	Yes, through the fostering and demonstration of measurable improvement in decreasing ethnic disparities with the instructional and non-instructional faculty and staff	KPI 1 - Faculty and staff diversity
	3	Counsel search committees and create tools and resources to assist understanding of the College's Diversity Goal and Affirmative Action Plan statistics	Possible, but more explicit connection is needed	N/A
	4	Implement on-line training for faculty and staff to educate on policies, rights and responsibilities including those related to diversity and equity	Possible, but more explicit connection is needed	N/A
	5	Write College brief on Diversity for the College Community explaining the relevance and importance of the Diversity goal	Possible, but more explicit connection is needed	N/A
	6	Provide formal mentoring opportunities for new faculty	Possible, but more explicit connection is needed	N/A
	For MIO 6.1, the entire MIO is addressed as is the KPI			

Colleagues,

We want to thank you for your work in the development and implementation of your actions plans. We are quickly approaching the first quarterly submission date (November 22nd) for operational planning progress reports and to aid you with your submission, a reporting template has been included with this e-mail.

As a result of discussions with Dr. Adams and others, the following changes have been made to the process:

1) All reports will be written, not verbal.
2) Dr. McKay will discuss the reports with you at your monthly one-on-one meetings (be prepared to speak to all action plans).
3) The report must be completed and submitted to the Office of Planning and Institutional Effectiveness by the **close of business on Tuesday, November 19, 2013.** This will allow OPIE several days to merge the individual reports into a single report with an executive summary.

Please be reminded that you will be submitting progress reports in February, May, and August and that you will be provided with templates for these reports. While there is no suggested minimum page length, please keep the report to no more than four (4) pages. Also, be sure to provide enough detail so that Dr. McKay remains thoroughly informed regarding the College's progress in completing its operational plan. Should you have any questions, comments, or are in need of assistance, please do not hesitate to contact us directly.

Again, thank you for your work and have a great day.

Email sent to VPs on November 5th, 2013

2nd Quarter Progress Report on the College's Operational Plan

2013-2014

February 2014

Suffolk
COUNTY COMMUNITY COLLEGE

GOAL ***EXECUTIVE RESPONSIBILITY*:**					
OBJECTIVE					
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Status:** What is the status of your Action Plan?	**Highlights:** Are there any highlights you would like to mention?	**Concerns:** Are there any concerns about these plans?	**Plan:** If you have any concerns, is there a plan in place to address the concerns?

Suffolk
COUNTY COMMUNITY COLLEGE

First Quarter Operational Planning Progress Report:

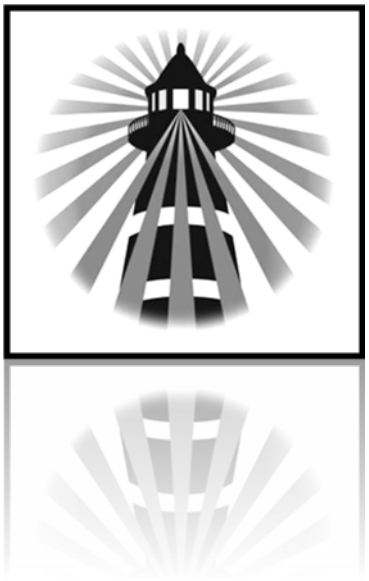
Executive Summary and Individual Reports

2013-2014

First Quarter Reporting Period:

September – November, 2013

November 22, 2013



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EXECUTIVE SUMMARY

As part of Suffolk County Community College's operational planning process, the individuals responsible for each of the action plans are required to submit quarterly progress reports to the president. While the operational plan has been in development, it is not official until after Dr. McKay has reviewed the plan and been updated on progress. To ensure that the reporting is systematic, the responsible executives were provided with a template consisting of seven questions. These questions were designed to provide Dr. McKay with important information on which action plans have the potential for the greatest impact, potential concerns, suggestions for improvement, and the overall process of action plan development.

Some highlights, which span the institutional goals and emerged from the reports include:

- A significant number of individuals were involved with the development of the action plans and this increased institutional commitment to the process
- Divisions and offices worked with each other and with the campuses on the development of the operational plan
- Action plans deemed to be among the most impactful included:
    - Plans associated with implementation of the CAPIE
    - Plans associated with improved communications
    - Implementation of the college-wide retention plan
    - Expansion of the Excelsior and early college programs
    - Implementation of the Capital Program
    - Expansion of the College Success Center
    - Migration from D2L to Blackboard
    - Implementation of a new position search process
- Responsible executives are confident that the action plans will be completed, but note:
    - External review of the AES units is on a very tight timeline
    - Major projects will only see incremental progress
    - Some plans require cabinet understanding and approval
- There is evidence that the significant collaboration between various offices and OPIE, the development of teams, technical support, guidelines, and increased communication all strengthened the operational planning process
- For each institutional goal, nearly 100% of the action plans have been implemented

- Suggestions for improvement include convening an end of year forum, tying unit goals to the operational plan, involving more departments, and adjusting the planning template to include a progress column

The responsible executives will, during their regular one on one meeting with the President, review their portions of the operational plan. After these sessions have been completed, the 2013-2014 Suffolk County Community College Operational Plan will be finalized and shared with the College community as well as external stakeholders. The Strategic Planning Council (SPC) is responsible for providing an end of year report on the College's operational planning progress.

First Quarter Operational Planning Progress Report 2013-2014

September – November, 2013

Responsible Executive: Dr. Carla Mazzarelli, Vice-President for Academic and Student Affairs
Institutional Goals Covered: Goals 1, 2 and 3

Team Members: AVPs for Academic and Student Affairs, Executive Deans, Associate Deans, Continuing Education staff, and AVP for Economic Development

1) Explain the process used to develop your operational plans.

The team met numerous times to develop action items for IGs 1, 2 and 3.The AVPs and Executive Deans met with members of their administrative teams to determine key action items. The entire plan was then reviewed again by the Academic and Student Affairs leadership team and one or more individuals were assigned lead responsibility for each item. A subsequent meeting with Dr. Shults and members of the OPIE staff ensured that the action plan, method and target were aligned.

2) Which plans have the opportunity for the greatest institutional impact, and therefore, should be highlighted to the President, Board of Trustees and Executive Cabinet? Identify the MIO's related to each plan.

The following plans are likely to have the greatest institutional impact-

a) Increased participation in faculty mentoring and advising centers – (IG1; mio1.2). This activity, if it can be expanded to scale has the potential to revitalize and improve the faculty advising model thereby impacting student engagement and persistence.
b) Implement a college wide retention plan – (IG1; mio1.2). Increased retention will subsequently improve on-time graduation rates as well as support enrollment goals.
c) Implementation of Degree Works – (IG1; mio1.2). This is a major college-wide initiative related to both SUNY and Title III.
d) Pilot an Early Alert program – (IG1; mio1.2). This activity was piloted in the fall and was very well received. It has the potential to impact student success by providing students with early, actionable feedback as well as connections with faculty.
e) Explore and develop green and sustainable curricula – (IG2; mio2.1). This activity directly ties to the proposed, new STEM and renewable energy center.
f) Expansion of the Excelsior and Early College programs – (IG2; mio2.4). This activity has a direct impact on enrollment as well as marketing the college in the high schools.
g) Replicate one stop model – (IG3; mio3.2). The Ammerman and Grant campuses will pursue unique and campus based models for one stop student services.
h) Convert to SUNY Learning Network and Blackboard – (IG3; mio3.4). This conversion, along with new leadership in this area, will be the catalyst for expansion, coordination and assessment of online courses and programs.

3) Are there any concerns about these plans (i.e., level of confidence that all plans will be completed prior to end of cycle, and other concerns)? Is there a plan in place to address these concerns?

Some plans have timelines beyond the scope of the annual operational plan. Wherever possible, the action plans were designed to be completed within one year, however major projects are likely to exceed the one year timeline.

4) What percentage of action plans has been initiated?

90% of the action plans have been initiated and several targets have already been achieved.

5) What has worked well during the operational planning process?

The operational planning process has enabled various offices to develop and articulate action plans. In some cases, this is the first time that these areas have articulated specific activities for which they feel accountable. The reporting process allows individuals and departments to track and report progress towards stated action plans.

6) What suggestions do you and your colleagues have for improving this process?
I would like to see the process encompass more departments and be less top down.
I have revised the operational planning template to include an additional column for reporting out the status of the activity. This enables me to keep track of the progress on each action item.

7) Please provide any additional comments.

First Quarter Operational Planning Progress Report 2013-2014

September – November, 2013

Responsible Executive: Gail Vizzini, Vice-President, Business & Financial Affairs
Institutional Goals Covered: 3 and 5

Team Members: Gail Vizzini, John Bullard, Sara Gorton, Paul Cooper, Jon DeMaio, and Frank Ryan

1) Explain the process used to develop your operational plans.
a) The initial meeting took place at the cabinet and staff retreat. Ideas were exchanged and there was productive discussion about unit goals and actions.
b) We the held meetings with pertinent staff to identify priorities and action plans to meet Goal 3 and 5.
b) Meetings with Institutional effectiveness for technical assistance in identifying appropriate targets and timelines.

2) Which plans have the opportunity for the greatest institutional impact, and therefore, should be highlighted to the President, Board of Trustees and Executive Cabinet? Identify the MIO's related to each plan.
The implementation of the Capital Program and Plan to New York State and to our County sponsor require President and Board approval. This is related to 3 Access and Affordability.

3) Are there any concerns about these plans (i.e., level of confidence that all plans will be completed prior to end of cycle, and other concerns)? Is there a plan in place to address these concerns?
Some of our action items, such as implementing a system for electronic refunds require Cabinet level approval. Further clarification and justification is required to satisfy a majority of the shareholders in order to make progress on this plan. The plan is to address individual concerns and get answers to Cabinet questions.

4) What percentage of action plans has been initiated?
All of the action plans have been initiated =100%.

5) What has worked well during the operational planning process?
OPIE has been very instrumental in communicating with Business and Finance to assist us in understanding and refining the planning and assessment process. Communication among staff has also improved though these endeavors.

6) What suggestions do you and your colleagues have for improving this process?

7) Please provide any additional comments.

First Quarter Operational Planning Progress Report 2013-2014

September – November, 2013

Responsible Executive: Frances Dearing, Executive Director for Institutional Effectiveness, Dr. Carla Mazzarelli, VP Academic Affairs
Institutional Goals Covered: 4

Team Members: Dr. Christopher Shults, Dr. Caroline Burns, James Lagnegro, Dr. Jeffrey Pedersen and Dr. Dorothy Laffin

1) Explain the process used to develop your operational plans.

   The process used to develop the operational plans for IG 4-Institutional Effectiveness-involved discussions with the Vice President of Institutional Effectiveness, the Executive Director of Institutional Effectiveness, and the Director for Planning and Institutional Effectiveness. These discussions involved the relationship of the MIO 4.1 to the action plans. The information for the description, lead responsibility and support was gathered from the VP of Academic Affairs, the Executive Director of Institutional Effectiveness, and the Director for Planning and Institutional Effectiveness. Next, the Executive Director of Institutional Effectiveness, and the Director for Planning and Institutional Effectiveness discussed the assessment details which included the method, target and timelines.

2) Which plans have the opportunity for the greatest institutional impact, and therefore, should be highlighted to the President, Board of Trustees and Executive Cabinet? Identify the MIO's related to each plan.

   The completion of the AY 2012-2013 and AY 2013-2014 academic program reviews and AY 2013-2014 AES (Administrative and Educational Support) unit reviews. General Education assessments for AY 2013-2014 are included in this group of actions. These reviews (evaluations and assessments) are essential to the Middle States Monitoring Report (3.2014). Additionally, the academic program annual assessment and the AES units' annual assessments will also serve as documentation for the Middle States Monitoring Report. These plans are related to MIO 4.1 (connected to IG 4).

3) Are there any concerns about these plans (i.e., level of confidence that all plans will be completed prior to end of cycle, and other concerns)? Is there a plan in place to address these concerns?

   At this time, there are no concerns about timely and successful implementation of these plans. Both Academic Affairs and OPIE administrators are working to ensure comprehensive assessments and evaluations.

   The external review process for program review and AES unit review will be challenging given the collapsed timetable, but plans are being made for the external reviewers to conduct site visits in January and February 2014.

4) What percentage of action plans has been initiated?

Academic Program Reviews:

-100% of the academic program reviews have been initiated for AY 2012-2013 and AY 2013-2014.
-80% of the AES unit reviews have been initiated for AY 2013-2014 and this number will increase to 100% on 11.21.13.
-89% of the AES units have initiated annual assessments and 53% are in the data collection stage.

4) What has worked well during the operational planning process?

There have been several aspects of this process that have worked well. They are as follows:

-Collaboration between and within units
-Explanations of how and why the operational planning process will benefit Suffolk County Community College
-Realization that an operational plan may have "aspirational" actions which can be attained in small increments and "carried over" to the next year.
-Guidelines were helpful and should be updated each round of reporting, if deemed necessary

5) What suggestions do you and your colleagues have for improving this process?

-Allow more time for implementing and explaining the process (this was not an option for 2013)
-Provide community college examples
-Once the first year has concluded, consider bringing all the unit teams together for discussion and feedback as the College moves into year two of operational planning. This could be an excellent forum to recognize team contributions and to present new ideas for the second year.

7) Please provide any additional comments.

First Quarter Operational Planning Progress Report 2013-2014

September – November, 2013

Responsible Executive: Mary Lou Araneo, Vice President for Institutional Advancement
Institutional Goals Covered: 5

Team Members: Dr. Troy Tucker, Lori Pipczynski, Andrew Fawcett, Mary Feder

1) Explain the process used to develop your operational plans.
In order to streamline the process, a determination was made by the Vice President for Institutional Advancement to connect unit goals to institutional goals from the outset. Based on the goals and outcomes established for 2013-2014 by the Office of Institutional Advancement and upon review of the action plans determined for the same period, two teams were then formed. Led by the VPIA, one team focused on the Office of Grants development composed of Dr. Troy Tucker, Lori Pipczynski, and Shaun Kneher; the second team focused on marketing and public affairs and included Drew Fawcett and Mary Feder.

Each team selected two priority items from among the strategic planning documents to include as initiatives for the Operational Plan. For the Office of Grants Development, these items are:

1) Development of a checklist that documents the alignment of grant projects with the institutional mission, and

2) Development of a matrix that documents the pervasiveness of grants in meeting existing classifications and serving diverse populations.

For the area of marketing and public affairs, these items are:

1) Launching the latest "I Got My Start at Suffolk" advertising campaign, and

2) Communicating College, student, faculty and staff accomplishments.

Additional operational initiatives involve support from other areas within the College, such as the launch of an upgraded Luminus portal to ensure greater communication to students and faculty and hosting launch activities for the College's capital projects upon each building's completion.

The Office of Institutional Advancement is thus able to ensure alignment by building one plan that will connect back to the unit's goals and outcomes, as well as the action plans that have been developed for the purpose of operational planning.

2) Which plans have the opportunity for the greatest institutional impact, and therefore, should be highlighted to the President, Board of Trustees and Executive Cabinet? Identify the MIO's related to each plan.

These activities impact upon MIO's 5.1 and 5.2. As communications is among the areas of highest priority for the Board and the President, progress on these plans will be watched closely.

3) Are there any concerns about these plans (i.e., level of confidence that all plans will be completed prior to end of cycle, and other concerns)? Is there a plan in place to address these concerns?

At this time, the teams are confident in their ability to accomplish the plans as presented.

4) What percentage of action plans has been initiated?

All of the action plans have initiated to some degree. The percentage ranges from 100% - Launch of the latest ads in our branded campaign, to 10% for hosting activities related to opening new building's upon completion of construction.

5) What has worked well during the operational planning process?
Conversations among the team members and support from the Office of Institutional Planning and Effectiveness.

6) What suggestions do you and your colleagues have for improving this process?
Tying unit goals to operational plans is a good approach for other units to consider. This approach also makes it easier for assessment to be completed as well.

7) Please provide any additional comments.

First Quarter Operational Planning Progress Report 2013-2014

September – November, 2013

Responsible Executive: Louis Petrizzo, College General Counsel
Institutional Goals Covered: 6

Team Members: Alicia O'Connor, Christina Vargas

1) Explain the process used to develop your operational plans.

The College Affirmative Action Officer (AAO) was appointed in May 2013 and immediately began work on establishing a comprehensive diversity and affirmative action program, focused on the recruitment and selection of faculty and staff. This included holding eighteen individual meetings with Executive Council members, key stakeholders and search committee chairs. During these meetings, there was discussion of current practices, roles, responsibilities, hiring needs, required data, challenges and opportunities.

In addition, the AAO reviewed the search procedures and the College-wide demographic data for full- and part-time faculty and staff. The AAO generated reports to provide gender and ethnic breakdowns by title, department and campus. Research was conducted on recruitment and selection procedures at other institutions, and on best practices to ensure equity, diversity, inclusion and communication in hiring of faculty and staff.

As a result, specific action items were established under Objective 6.1 for recruitment, advertising and outreach, data collection and dissemination, to strengthen the interview process and provide ongoing education and training. The Offices of Legal Affairs and Human Resources reviewed and provided feedback on the final action items.

To develop action items for Objective 6.2, a work team was established and included the following individuals:

Malika Batchie-Lockhart, Counselor/Asst. Professor
James Banks, College Wide Coordinator, Multicultural Affairs
Philip Christensen, College Associate Dean for Curriculum Development
Dorothy Laffin, College Dean of Instruction
Alicia O'Connor, Deputy General Counsel
Christina Vargas, Affirmative Action Officer

The team also received guidance and direction from Christopher Shults, Director of Planning and Institutional Effectiveness and Kathy Massimo, Professional Assistant II, OPIE. In addition, there was consultation with VP Mazzarelli, AVP Walters, and AVP DeLongoria.

The team met to identify College-wide best practices and discuss current programs and activities that may be applicable to this objective, to discuss areas of need, and to recommend piloting new initiatives or expanding partnerships. In addition, action plan items that were listed in the Operational Plan "Goal 1 – Student Success," "Goal 2 – Community Development/Societal improvement," and "Goal 3 – Access and Affordability," were reviewed to determine their applicability to "Goal 6 – Diversity." Several action items that are listed in these areas will be measured differently in order to provide the lens of diversity within these programs.

2) Which plans have the opportunity for the greatest institutional impact, and therefore, should be highlighted to the President, Board of Trustees and President's Cabinet? Identify the MIO's related to each plan.

6.1 – Implement new search procedures for Faculty, non-instructional faculty and staff, including advertising in diverse publications and screening applicant pools for diversity

- The Affirmative Action Officer and AVP for Employee Resources are meeting with all search committee chairs and members in order to implement the new search procedures. At the opening meeting, every search committee member receives:
    - Search procedures
    - The diversity goal
    - A report on the demographic information of the applicant pool
    - Guidelines on interviewing and clarification of illegal and legal interview questions
    - Information on best practices for an equitable and inclusive search process
    - Expectations on the logistics of the search process
- Advertising plans include placement in standard diverse publications for all positions
- The AA Officer is providing consultation regarding issues of equal opportunity and diversity to each search throughout the hiring process
- New reports have been developed to provide a profile of applicants for every search that includes applicant's gender, ethnicity and source where they heard of the opportunity
- Summaries have been created for 55 faculty, exempt and staff searches that have taken place since 2012.
- The voluntary affirmative action data for over 2900 applicants has been collected. The applicant demographics are as follows:

6.1 – Implement two on-line training classes for faculty and staff to educate on polices, rights, and responsibilities

- On-line training will be implemented in Spring 2014. A contract was finalized with *Workplace Answers*, a leading provider of campus compliance training. The first phase of the training will include Unlawful Harassment Prevention and Title IX Awareness training for faculty, staff and supervisors

3) Are there any concerns about these plans (i.e., level of confidence that all plans will be completed prior to end of cycle, and other concerns)? Is there a plan in place to address these concerns?

For Objective 6.2, an expectation is to update existing reports or create reports, where needed, in order to view outcomes through the lens of diversity. It is important to examine detailed data on enrollment, persistence, transfer and graduation rates to fully understand where issues of disparity may exist. For example, it is recommended that these data be disaggregated by program, campus, ethnicity, socioeconomic status, or other indicators in order to identify problem areas and gaps. These data should then be utilized to recommend

specific remedies. A five-year baseline on trends of persistence rates, graduation rates and transfer rates will be necessary. If it is determined that particular reports do not currently exist, it will be necessary to appropriately provide resources to generate these data. This will require collaboration from several areas in order to identify possible solutions to ensure that these reports are available.

It is recommended that there be a standing team to ensure that action items in 6.2 are progressing, to evaluate the results and use them for future decision-making. It will require broad-based commitment and communication by many areas of the College to ensure that diversity in integrated into all appropriate activities.

4) What percentage of action plans has been initiated?

- 6.1 – 5 action items – 5 initiated = 100%
- 6.2 – 5 action items -- 5 initiated = 100%

5) What has worked well during the operational planning process?

Members of the team and everyone who was consulted during the process enthusiastically contributed and prioritized completion of this plan. There has been a willingness to collaborate and a commitment to ensure that this Operational Plan is successful. OPIE has been helpful in answering questions and by ensuring that the technical resources to complete the plan are available.

6) What suggestions do you and your colleagues have for improving this process?

It is important to have a standing working group that will ensure the effective implementation of diversity related action items in 6.2 since they overlap into other areas of the Operational Plan.

7) Please provide any additional comments.

Appendix A: Progress Reports on Institutional Goals 1-3

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.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT			STATUS (NOV)
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?	**Status:** What is the current status of this activity?
Conduct a curriculum review of a minimum of 4 gateway courses	AVPAA; Chairs and discipline faculty (Maria DeLongoria)	Professional development; Clerical; Best practices	# of courses undergoing review	A minimum of 4 courses are reviewed	Spring 2014	Outreach to Campus Assoc. Dean of AA and Chairs. Courses for review selected. Rubric under development to ensure consistency review.
Increase visibility, access and use of academic support, specifically writing centers, math and	VPASA; AVPAA: Dean of Instruction; Title III leadership; Executive Deans;	Faculty participation; website; marketing materials	# of students accessing academic support services; # of visits	10% increase in student usage	Spring 2014 % increase of (all) student use of VLC between	Faculty advisors are pointing students in need of tutoring toward our Skill Centers. In

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skill centers and the VLC	Campus Associate Deans (Carla Mazzarelli)					collaboration with Student affairs increased number of peer mentors tutoring students in writing and established one-on-one MAT 007 tutoring. Title III data reports % increase in usage of Writing Centers (visits) between 9/1/13-11/1/13 = 27% 41% (4078 increased to 5757); % increase in usage of Writing Centers (# students) = 38% (4686 increased to 6478)
Research and identify best practices to support	VPASA; AVPAA: Dean of Instruction; Executive Deans;	Space; computers; staff; website; marketing	Determine best practices for possible	Research completed and best practices	Spring 2014	Research has begun. Status update scheduled for

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student success in and accelerate student completion of gateway courses	Campus Associate Deans; Faculty (Carla Mazzarelli, Maria DeLongoria)	materials; faculty participation	implementation	identified		12/4/13.
Provide professional development opportunities related to developmental and gateway courses to include pedagogy, advising and other relevant topics	AVPAA; College Associate Dean for Faculty and Professional Development (Chris Gherardi)	Funding for speakers; adjunct and full time faculty participation	# of relevant professional development events	Three professional development programs conducted	Spring 2014	A Writing Festival was held this fall to focus on the teaching of writing Theme for Professional Development Day identified; co-chairs named & committee assembled; A workshop on critical thinking took place on 11/15 with 80 people in attendance; campus based Dev. Ed committees meeting to plan Developmental conference scheduled for April;1st meeting

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						held to determine the process of joining the TLCs with PD office.
Increase use of the VLC	Title III leadership, Faculty committees; academic departments (Marlene DuBois)	Marketing materials; faculty participation	# of students accessing VLC	A minimum of a 10% increase in the number of students accessing VLC over prior year	Spring 2014	Faculty Advisors have been recommending the VLC to their students. New students have been directed to the VLC.

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.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**

OBJECTIVE 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.

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Increase participation rates in mentoring/advising centers on each campus	VPASA; Executive Deans; Title III; Faculty Mentoring and Advising Committee (Carla Mazzarelli, Marlene DuBois)	Space; computers; staff; website; marketing materials; faculty participation	# faculty participating; # of students	increased faculty usage increased student usage	Spring 2014	Academic Advising and Mentoring Center opened in the Ammerman Building; three campuses now all have Faculty Advising Centers. Title III reports % of increase in faculty (full time + part time) participating in

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						advising/mentoring between 8/31/13-11/1/13 = 16% (increase from 221 to 257) % increase in student participation in advising/mentoring between 8/31/13 – 11/1/13 = 54% (increase from 16217 to 24992)
Use student peer mentors to increase student engagement	Executive Deans; College Associate Dean; AVPSA (George Tvelia, James Keane, Maria DeLongoria)	Association funding support (includes hiring & training)	# of peer mentors; # of students assisted	Increased number of students assisted by peer mentors	Spring 2014	Beginning with the summer of 2011, hired peer mentors in Financial Aid, Advising and Testing, tutoring, and Campus Activities. The Student Government Association and Phi Theta Kappa

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						organization reaches out to at risk students through their peer mentor program. Data collection of current and previous activities started.
Increase the visibility, access and use of academic support services, specifically writing centers, math and skill centers and the VLC	VPASA; AVPAA: Dean Instruction; Title III leadership; Executive Deans; Campus Assoc. Deans; AVPSA; Dean Enroll. Mgt. (Carla Mazzarelli)	Faculty participation; website; marketing plan & materials	# of students accessing academic support services; # of visits	10% increase in student usage	Spring 2014	Baseline data on previous usage being retrieved. Inventory of current activities under way to evaluate efforts to date. Central Student Affairs will utilize the digital signage as an additional avenue to marketing these services. Retention plan will include strategies identified by the

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						respective campuses to encourage students to use academic support services. A report/analysis conducted by IE was completed for the *Student Support Services Program (TRIO)* which is an academic support services program. The successful strategies identified in the study will be used to enhance retention for other identified cohorts of students to increase retention and persistence.
Complete and implement a college	College-wide Retention	Increased budget for marketing,	Plan completion Plan	Plan completed Plan	Spring 2014	The retention committee met

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wide retention plan	Committee; VPASA, AVPSA, AVPAA, Dean of Enrollment Mgt., Executive Deans (Joanne Braxton)	outreach and communication; Data support from OPIE	implementation	implemented		several times and as a result the following tasks have been identified or addressed with the goal of completing an Institutional Retention plan. 1. Charge and mission statement has been approved by the committee. 2. Draft outline of the contents of the Retention Plan has been presented to the committee for review and comments. 3. College Dean of Enrollment Management has compiled a

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						literature review for retention plans. 4. IE has provided institutional reports pertaining to retention. 5. The campuses have updated their retention initiative charts. 6. The Retention Committee has approved a pilot project with Title III and the College Registrar which was conducted in 2013 fall semester for a Mid-term Alert System, *7.* A fully developed Priority

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						Registration plan was developed by the Central Student Affair's division to encourage more students to register for the next semester with the goal of greater persistence from the fall to spring semester.
Implement Degree Works and develop a plan to roll out to faculty and students	Dean of Enrollment Mgt., College Registrar, Degree works implementation team, Title III and IT (Joanne Braxton, Anna Flack)	IT, Title III, counselors, College wide faculty advising committee, training literature & marketing role out plan	Plan staff and student training sessions; develop marketing initiatives	Plan implemented Training initiated	Spring 2014	A timeline was developed for the roll-out of the DegreeWorks initiative. The current functional activity will be to collaborate with Title III for the engagement of

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						DegreeWorks consultants for in-depth training for the Degree Works team. The major milestones were updated to reflect the forward progress of the project. 1. Completed scribing; 2. Built configuration tables; 3. Confirmed program requirements. 4. Identified customization for SCCC to look and feel; 5. Development environment now available to

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						test and accomplish additional tasks.
Pilot an Early Alert program in the 2013-14 academic year	Title III, College Registrar, Counselors, faculty, Retention committee (Carla Mazzarelli, Marlene DuBois, Anna Flack)	IT support, faculty and counselor participation	Comparing the persistence rate of the pilot cohort with a similar profile group of students	Higher persistence rates of the pilot cohort group	Spring 2014	Action Plan accomplished. A mid-term alert was piloted in Fall 2013. 1. A Mid-Term Academic Alert form was activated in Self-Service Banner 2. The corresponding student form in Student Records and activated as well. 3. Over 200 faculty entered mid-term "grades" 4. Students were notified that they could: (1) track their progress in

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						classes or (b) contact their instructors directly if grades did not appear on their Mid-Term Academic Alert page. 5. Analysis of final grades will take place in early January once all fall 2013 grades have been processed.
Review and revise master schedule, as necessary, to ensure program scheduled offerings facilitate timely completion	Associate Dean Master Schedule; Campus Associate Deans Academic Affairs; Department Chairs	Increased training for schedule builders and reviewers	Master schedule supports curriculum	Fewer class cancellations	Spring 2014 (Fall 2014)	Increased number of courses on Fridays and weekends. 1. Campus Executive Deans/CEO's, MSPC campus liaisons and

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	(Gary Campbell)					academic chairs have been requested (October 22nd and 23rd) to spread out the master schedule over the five-day week and all time blocks. 2. Sections have been moved from peak Monday/Wednesday and Tuesday/Thursday time slots to Friday's and a Friday combinations. 3. An increase in Friday class offerings has been seen and there has been an increase from

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						approximately 11% course offerings on Friday to currently approximately 13% . This has moved closer to the college policy of 20% scheduled course offerings on Friday's weekends and early mornings. 4. Proper sequencing of course work aligned with the prescribed College catalog program offerings has been requested (October 23rd) so that students can complete

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						required course work and degree requirements in two years and graduate on time as delineated by catalog contract. 5. By offering a master schedule that is student driven, less class cancelations will occur. The impact of this will be measured by comparing fall 2013 to spring 2014 class cancelations. A secondary side effect of spreading out the master schedule is less traffic congestion during peak

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GOAL 1: Student Success – To foster the intellectual, physical, social, and civic development of students through excellent and rigorous academic

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						times on the Ammerman and Grant campuses thus predicting less traffic accidents. A comparison will be performed comparing fall 2013 to spring 2014 on campus traffic accidents.

programs and comprehensive student-support services. ***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**
OBJECTIVE 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.

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Ensure students are taking programs in sequence	Faculty Advisors and Counselors (Carla Mazzarelli, Maria DeLongoria)	Support for advising professional development	Schedule/ transcript audits for selected programs	Audits indicate students are following course sequencing	Spring 2014 (January 2015)	No action to date.
Promote graduation by increased outreach to students within 15 credits of graduation	AVPSA; Registrar (Evon Walters, Anna Flack)	Assistance from campus' counseling and enrollment services	Outreach efforts; increased graduation rates	# additional students graduated as a result of efforts	Spring 2015	1. Targeted letters and emails to go out to students; 2. Beginning with the

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						spring 2014 enrollment period, engage student services personnel in discussion of: (1) the values of completing the associate degree); and (2) strategies to assist students in interpreting the progress toward their degree as well as their academic standing and

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						satisfactory progress.
Integrate transfer and career counseling /advisement early in the student experience	VPASA: AVPSA; Executive Deans; Campus Associate Deans, Transfer Counselors (Carla Mazzarelli)	Campus Financial Aid contacting students & arranging one on one counseling sessions	Develop a plan	Plan developed and implementation begun	Spring 2014	Creation of the Academic Advising and Mentoring Center in the Ammerman Building
Systematize & enhance existing "*call back*" campus programs for non-returning students	AVPSA: Dean of Enrollment Mgt, Campus Admissions, IT, marketing (Joanne Braxton)		Annual evaluation of communication plan	Development of a communications plan	Spring 2014	A complete communication plan was developed and is currently employed for several different cohorts of student for non-returning students.The communication plan is operational for an

GOAL 2: Community Development/Societal Improvement – To promote the social and economic development of the community we serve.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**

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						entire academic year for those students who do not return.

OBJECTIVE 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.

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Academic Advisory committees are formed for all AAS programs and meet a minimum of 2 times per year	College Associate Dean for Special Programs and External Partnerships, Campus Associate Deans, Department Chairs and Program Coordinator (College Associate Dean)	Budget for food and invitations for semi annual committee meetings; Foundation support for an annual advisory committee dinner	# of advisory committees and # of meetings	advisory committees meet a minimum of once per year	Spring 2014 (January 2015)	Chairs were contacted to provide advisory board rosters. Meetings are being scheduled and/or documented.

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Promote workforce relevancy by hosting 4 CEO roundtables	AVP Workforce Development (John Lombardo)	Industry organizations, HIA, ADDAPT, ESD, LIFT and APICS;	# roundtables	Four roundtables held; actionable program ideas generated	Spring 2014	
Develop new STEM program partnerships in IT, health and energy sectors aligned with regional economic development priorities	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Travel, professional development	# STEM partnerships	Two new STEM program partnerships developed Spring 2014	Spring 2014	Fall 2013: 11 new corporate/non-profit partners for POWER (alternative energy and efficiency). New partnership with Wertheim National Refuge (Shirley) for environmental programs for LPP. First activity 11/9/13. Geothermal site for energy program field

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						trips. Initiated collaboration with Cold Spring Harbor Laboratory as possible internship site and field trip site for STEM programs.
Partner with employers to obtain SUNY Workforce Development Training funds to fill skills gaps	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Collaboration with Associate Dean for Special Programs, responsible for high school partnerships	# training grants obtained	Training grants obtained	Spring 2014	Notification from SUNY that 3 CE proposals have been funded, an increase of one new program
Increase by 2 per year school district partnerships/ programs by leveraging current STEP, LPP,	Associate Dean for Continuing Education and CE staff; Associate Dean AA		# of school districts partners for these programs	Increase of 2 partnerships	August, 2014	New: Three Village (1) and William Floyd (1) teachers participated in the summer (July 2013) training component

GOAL 2: Community Development/Societal Improvement – To promote the social and economic development of the community we serve.
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testing and career awareness programs	(Nina Leonhardt)					that is part of our ATE grant (LIGHTES). Three (3) Longwood teachers also participated. Longwood is a STEP/LPP district
Explore and develop green and sustainable curricula	VPASA, AVPAA, ED Sustainability	Research from OAA, SUNY, national and international programs	Research curricula, best practices and workforce needs	Potential curricula identified	Spring 2014	

OBJECTIVE 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.

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Participate in adult student open house each semester	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Collaboration with admissions office	Participation in open houses each semester	Two per year	Spring 2014	Participated in the Adult Open House on June 27, 2013. Plan to participate in Spring event.
Offer courses and programs to employees of corporate/not-for-profit/government partners	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)		# programs developed	One new program developed per year	Spring 2014	Credit and non-credit courses for BJG Electronics, Alliance for Long Island Agencies. New: series of courses for foster children serviced by Heart Gallery

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						(spring 2013), English for Spanish Speakers (Alzheimer's Foundation, summer 2013) English/Spanish for Landscapers (Mardes Property Care, Bridgehampton) to be offered Spring 2014)
Offer 2 new STEM-related programs for career changers each year based on information gathered from a community survey	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	IE administration of current survey and analysis of collected data	# programs developed	Two new STEM programs created for career changers	Spring 2014	Building Envelope Shell course developed summer 2013 based on input from POWER students, Advisory group and employers. ICD10 medical

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						coding to be developed spring 2014 in response to changing requirements of health systems.
Expand CE – credit-bearing program collaborations	AVPAA; Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Academic departments	# collaborations developed	A minimum of one new collaboration in discussion	Spring 2014	Plans for summer bridge program and certificate program for Alliance students. Initiated SCCC's joining the NSF-SENCER (Science Education for New Civic Engagements and Responsibilities) Program. Goal is to offer interdisciplinary

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						program with civic engagement through credit and CE offerings. Attended SENCER summer Institute with chemistry faculty and Grants Office staff. (Aug. 2013)
Develop and implement family focused high school ESL/EF open houses targeting identified school districts	Enrollment Services; Campus ESL/EF offices	District data, HS ESL student data	Attendance at event; # enrolling	Increased enrollment from target areas	Spring 2014 (Enrollment Fall 2014)	Review of SP 2013 event underway; planning for SP 2014 to be determined based on review The Directors of Admissions have identified non-traditional constituents for

GOAL 2: Community Development/Societal Improvement – To promote the social and economic development of the community we serve.
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						recruitment. The Directors of Admissions and the College Director of the ESL Program will schedule a meeting to discuss strategies for the ESL/EF populations. (Spring 2014)

OBJECTIVE 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.

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Invite LPP and STEP families to College activities and events. Leverage parent leadership groups for both programs	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)		# invitations; # of attendees	LLP and STEP families invited and attend college activities		Invited to Halloween parts and CHSLI events.
Attend/partner with CBOs for CBO events	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)		Staff attendance at events	Increased # of events attended		Attend talks at BNL (Oct-Nov., 2013) and dinner honoring Ken White from BNL (Nov, 2013) Wertheim trail resurfacing day, 11/19/13.

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						Participate in AITP healthcare special interest group and annual events – Ducks games (Aug. 2013), annual showcase (Nov. 2013). Table at LI Native Plants Conference, Sept. 2013. CEWIT Conference sponsored by SBU, Nov. 2013
Survey external stakeholders for input regarding CE-led events and initiatives	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Work with IE to develop and administer survey and to develop analysis of collected data	Survey	Survey developed, administered and analyzed		Ongoing, results analyzed 2 weeks after receiving data from IE each semester. New public offerings based on results,

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						e.g., Management and Leadership courses.

GOAL 2: Community Development/Societal Improvement – To promote the social and economic development of the community we serve.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs**

OBJECTIVE 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.

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Increase by 1 the number of districts participating in the Excelsior program	College Associate Dean for Special Programs, Excelsior Coordinator (Deborah Wolfson)	Departmental support, faculty mentors, registration and clerical support	# of districts	One additional district participating	Spring 2014	Still need to schedule meeting with Deborah
Increase by 5% the number of students enrolled in the Excelsior and Early College programs	College Associate Dean for Special Programs, Excelsior and Early College Staff	Departmental support, faculty mentors, registration and clerical support	# of students	# of students increased by 5%	Spring 2014	Still need to schedule meeting with Deborah and Ray

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	(Maria DeLongoria & Deborah Wolfson					
Expand the Hampton Bays model of remediation to one additional major feeder school	Dean of Instruction, College Associate Dean for Special Programs (Jeffrey Pedersen)	School district interest and collaboration	Program expansion	Remedial program expanded to one additional feeder school	Spring 2014	Meet with Jeff Pedersen scheduled for 11/15
Expand current CPT testing of 11th and 12th grade LPP students to include 10th grade students. Work with partner district (Longwood) to remediate students/offer non-credit remedial courses paid for by LPP to those students needing	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Testing office; College Associate Dean for Special Programs	Expand testing to 10th grade	# students tested/ classes offered	Spring 2014	Discussed expanded testing and remediation with Longwood (Oct. 2013), with plans to do so in early spring 2014.

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assistance						
Offer up to 4 credit-bearing classes to Longwood students, supported by LPP funding	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	College Associate Dean for Special Programs	# of classes offered	A minimum of one class is offered	Spring 2014	Offered 1 course in spring 2013 (10 students) and 3 courses summer 2013 (4 students).
Replicate testing program for STEP students in Longwood and expand to STEP students in Brentwood, followed by other STEP districts	Associate Dean for Continuing Education and CE staff (Nina Leonhardt)	Testing office; College Associate Dean for Special Programs	# of testing programs	Testing programs in place for STEP students in Longwood and Brentwood	Spring 2014	Planned for spring 2014
Continue to build STEM transfer pathways by leveraging CSTEP	Associate Dean for Continuing Education and CE staff		# STEM pathways	One additional STEM pathway developed	Spring 2014	NSF-TUES grant (subaward with SBU) includes all LI institutions

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relationships	(Nina Leonhardt)					with engineering degree programs, including SUNY Maritime
Attend a least 12 High School/ Business Alliance Councils each year	Advanced Manufacturing Team (John Lombardo)		# Councils attended	Attendance at a minimum of 12 councils	Spring 2014	

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Target specific high schools for the purpose of increasing enrollment	AVPSA, Dean of Enrollment Mgt., Enrollment management committee Associate Dean Special Programs; Campus Admissions Directors (Joanne Braxton)	Funding support, campus active participation	Conduct fall enrollment mgt meeting with Campus Admissions Dir., HS Guidance counselors and HS Principals to share information and receive feedback; Host High School Principal Luncheon Informational sessions	Increase yield from targeted high schools	End of Fall 2013/Spring 2014	1. The Directors of Admission in consultation with the College Dean of Enrollment Management have identified high schools from information provided by IE which had a low yield from their graduating class attending Suffolk County Community College. 2. An initiative was

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						recommended to invite the high school principal and director of guidance to meet with the College to discuss programs, as well as develop greater partnership. The directors of Admission extended invitations to the respective schools to either attend a luncheon or dinner at the

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						Culinary Arts Center for the partnership meetings.
Increase # of high schools that will allow on-site acceptance	Campus Admissions (Joanne Braxton, Jeff Lang, Chuck Connolly, Elizabeth Spagnola)	Campus & central admissions	# of additional high schools	Increased # of high schools	Spring 2014	
Increase outreach programs to	Campus Admissions	Campus & central	# of additional grammar and	Increased # of grammar & junior	Spring	

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grammar school & junior high school students	(Joanne Braxton, Jeff Lang, Chuck Connolly, Elizabeth Spagnola)	admissions	junior high schools	high schools	2014	
Expand new articulation/joint admissions programs with other Colleges and Universities.	Associate Dean of Special Programs, Associate Dean of Planning and College Master Schedule (Gary Campbell)		# of additional articulation/joint admissions agreements	Increased # of articulation & admissions agreements	End of academic year 2013/2014	Since spring 2013, there has been an outreach to several not-for-profit institutions of higher learning. Approximately 10 articulations have been signed and posted to the SCCC webpage with another 10 at various stages of approval and implementations. Several articulation agreements will

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						award SCCC student s up to 90 credit hours from SCCC, accompanied by scholarship opportunities and reduced tuition. Three articulation agreements with fully online upper division studies will allow SCCC students to remain on LI for the completion of the BS degree.

GOAL 3: Access and Affordability – To provide access to higher education by reducing economic, social, geographic and time barriers. ***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs and VP for Business and Financial Affairs**
OBJECTIVE 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.

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Implement current Capital program	Executive Director of Facilities & Technical Support; Administrative Director of Educational Facilities	President's approval, Continued SUNY and Sponsor financial support	Weekly progress reports to the Board, Monthly monitoring of project progress, Annual reviews	Monitor expenses and project progress	Annual Assessment Report	

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Prepare 10 year capital plan for SUNY	Administrative Director of Educational Facilities	President's approval, Continued SUNY and Sponsor financial support	Annual review and update to plan	Project inclusion in sponsor and NYS Annual Budget	Annual NYS Budget	
Identify operating funds for campus improvements	Executive Director of Facilities & Technical Support; Administrative Director of Educational Facilities	President; Executive Campus Deans	Progress reports and annual reviews	Weekly, monthly, and annual progress reports to BOT	Weekly, monthly, and annually	
Ensure that adequate facilities are available to support the College's Mission and Strategic Plan	Executive Director of Facilities & Technical Support; Administrative Director of Educational Facilities	Sponsors, state, President, and Executive Deans	Update College Master Plan Completion of Science and Technology Building Improvements to College Infrastructure-	Funding request to sponsor Sci & Tech Building open for Spring 2015 Phase 1 completed for Fall 2013	1) Spring 2014 2) Spring 2015 3) Fall 2013	Renovation of Riverhead Building.

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			Riverhead Building Planning and design of East Campus Health and Sports Facility Planning and design of Grant LRC	Design plans completed by January 2014; Construction bids to go out February 2014 Design plans competed by October 2013; Construction bids to go out December 2013		
Meet with campus stakeholders to determine campus and student needs	OPIE and appropriate college faculty and staff	Focus group reports and surveys	Student Opinions	Obtaining student opinions about campus needs	August, 2014	

GOAL 3: Access and Affordability – To provide access to higher education by reducing economic, social, geographic and time barriers. ***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs and VP for Business and Financial Affairs**
OBJECTIVE 3.2 – The College will reduce the economic barriers to higher education by maximizing institutional efficiencies in order to

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Operate facilities effectively and efficiently	Executive Director of Facilities & Technical Support; Administrative Director of Educational Facilities	Presidents approval Continued SUNY and Sponsor financial support	Monthly progress reports Constituent satisfaction	Successful progress High level of satisfaction	August, 2014	

minimize increases in College operating costs, as evidenced by the budget.						
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Develop plans to replicate successful one stop student services model on each campus	Executive Deans	Assessment data from Eastern campus model; funds for travel and professional development	Plans developed on Grant and Ammerman campuses	Reviewing the flow of students through our one stop in the Ammerman Building.	Spring 2014	Ammerman campus is improving lobby area for student information. Improving Registrar/Financial Aid area for efficiency.
Promote cost savings through Energy efficiency	Executive Director of Facilities and Technical Support	Executive Deans, Campus Facilities Directors	Monitoring of expenditures Additional facilities adjustments	Mitigate growth in expenditure or reduce expenditures	August 31, 2014	Adding LED lighting. Controlling AC during peak periods.(Ammerman)

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Ensure proper recording and reporting of funds	VP of Finance; AD of Finance; Chief Auditor	Direct effort; Funds for CPA; Funds for additional staff	Annual Independent Audit Report	Unqualified Annual Audit findings	Spring 2014	
Maintain an effective financial planning and budgeting process aligned with the College's mission and strategic plan	AD of Finance, Department Heads	Direct effort	Develop and update current year and multi-year financial projections Distribute budgets in a timely manner once approved Provide monthly budget actual regularly Budget planning tied to assessment	Audited financial statements Budget approved in June board meeting Year-to-date Reports Timely submissions	Spring 2014 February, 2014	

GOAL 3: Access and Affordability – To provide access to higher education by reducing economic, social, geographic and time barriers.
***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs and VP for Business and Financial Affairs**

OBJECTIVE 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.

ACTION PLAN			ASSESSMENT			STATUS (NOV)
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?	**Status:** What is the current status of this activity?
Implement an online scholarship application process	AVPSA, Dean of Enrollment Management, IT (Evon Walters & Joanne Braxton)	Funds for software purchase and support	Implementation of process # of online scholarship applications	Online scholarship application is available for students	Spring 2014	A demonstration meeting is scheduled (12/2 & 12/9) with the scholarship committee charged with over-hauling the College's scholarship program. Purpose is to review the

ACTION PLAN			ASSESSMENT			STATUS (NOV)
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?	**Status:** What is the current status of this activity?
						identified software scholarship programs for the development of an RFP for a scholarship software.
Increase visibility of scholarship opportunities	AVPSA, Dean of Enrollment Mgmt, IT and IA (Evon Walters & Joanne Braxton)	Support for website and print materials	# of scholarship applications	Increased # of scholarship applications	Spring 2014	A scholarship program plan of action was developed by the committee (October 15th) charged with the task of completing the review of the college's scholarship program. The recommendations prepared by the committee are

GOAL 3: Access and Affordability – To provide access to higher education by reducing economic, social, geographic and time barriers. ***EXECUTIVE RESPONSIBILITY*: VP for Academic and Student Affairs and VP for Business and Financial Affairs**
OBJECTIVE 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.

ACTION PLAN			ASSESSMENT			STATUS (NOV)
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?	**Status:** What is the current status of this activity?
						being implemented.

ACTION PLAN			ASSESSMENT			STATUS (NOV)
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?	**Status:** What is the current status of this activity?
Convert to SUNY Learning Network and Blackboard	AVPAA; College Associate Dean Instructional Technology, Campus Computing (Maria DeLongoria)	Funds for training and marketing	Task completed	Conversion complete and SLN in use	Fall 2014	In process
Undertake a college wide review of all online courses for demand and currency and revise online course offerings based on results	AVPAA; College Associate Dean Instructional Technology (Maria DeLongoria)		Task completed	Review completed and online course offerings reflect student and program needs	Fall 2014	In process
Implement flexible	Associate Dean for Continuing Ed and		Task completed	Flex registration implemented ;	Fall 2014	Installed and CE and IT staff

ACTION PLAN			ASSESSMENT			STATUS (NOV)
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?	**Status:** What is the current status of this activity?
registration for non-credit courses	CE; IT staff; Banner Users Group (Nina Leonhardt)			student feedback and increased enrollment		trained. Pilot implementation planned for spring-summer 2014.
VLC – increase the number of learning objects and increase the numbers of students viewing the learning objects	Title III staff, Faculty	Title III funding; Faculty support	# of learning objects; # of viewers	More learning objects; more viewers	Spring 2014	# of suites of learning objects suites (course-specific suites) increased between 8/31/13-11/1/13) 11 suites to 15 suites # of viewers as noted above
Expand and enhance messaging	College Dean of Enrollment Mgt/College	IT support and Telecommunications	Messaging available to cell phones and mobile app	Improved communication; use of app results		

ACTION PLAN			ASSESSMENT			STATUS (NOV)
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?	**Status:** What is the current status of this activity?
techniques via use of cell phones and SCCC mobile app	Registrar; IT (Joanne Braxton)		implemented	in student action; student feedback		
Implement a system for issuing electronic student refunds	Chief Auditor	IT Steering Committee approval/ IT support/ Service Provider	Postage Costs Allocation of Staff Time Percent of students receiving electronic refunds Student satisfaction	10% reduction in postage 20% of staff time reallocated 50% of students receiving electronic refunds. Positive student satisfaction response	Fall 2014	
Increase electronic payment options	Chief Auditor	IT Steering Committee approval/ IT support/ Service	Merchant service costs	5% reduction in Merchant Service	Fall 2014	

ACTION PLAN			ASSESSMENT			STATUS (NOV)
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?	**Status:** What is the current status of this activity?
on Web Pay to include ACH or e-check		Provider	# of checks processed at Cashier's Office	costs 25% of check transactions converted to e-check		
Implementation of Automated Vendor payable system and electronic payments	Chief Auditor, Accounts Payable Supervisor	IT Steering Committee approval/ IT support	Number of vendors receiving electronic payments/ increase revenue from profit sharing	50% of eligible vendors receiving Electronic payments, 10% increase in interest revenue	Summer 2014	

Joint Planning and Assessment Council
January 30, 2014

Montauk Point Room-Babylon Student Center
Ammerman Campus

3:45pm-5:00pm

In attendance:

Dr. Christopher Adams, Katherine Aguirre, Dr. Maria Alzugaray, Dr. Jean Anastasia, Paul Anderson, Mary Lou Araneo, Dr. Alexander Atwood, Dr. Michael Boecherer, Nicholas Bosco, Gwendolyn Branch, Joanne Braxton, Dr. Courtney Brewer, Kathleen Burger, Dr. Caroline Burns, Sylvia Camacho, Felipe A. Espitia Cetina, Dr. Philip Christensen, Dr. Donna Ciampa, Frances Dearing, Dr. Maria DeLongoria, Theresa Dereme, Nancy Ellis, J.D., Dr. Marc Fellenz, Dr. Candice Foley, Andrea Glick, Al Heraghty, Dr. Alex Kasiukov, Dr. James Keane, Myung-Chul Kim, Martha Kinney, Amanda Koscik, Theodore Koukounas, Dr. Dee Laffin, Laura Levine, John Lombardo, Elisa A. Mancuso, Dr. Patty Munsch, Elida Buitron Navarro, Dr. Ed Martinez, Toni-Anne Nhotsoubanh, Dr. June Ohrnberger, Dr. Jean Nicolas Pestieau, Dr. Lanette Raymond, Mary Reese, Raymond Roses. Dr. Christopher Shults, Dr. Troy Tucker, George Tvelia, Dr. Frank Valenzisi, Christina Vargas, Gail Vizzini, Susan Wood, Melanie Weinstein-Zeolla, Bridget Young, Dr. Helen Wittman, Dr. Catherine Wynne

Dr. Pedersen welcomed everyone to the JPAC meeting and went over the JPAC charge and how the JPAC is comprised of the combined membership of the Assessment Advisory Council and the Strategic Planning Council. JPAC was established to review planning and assessment activities with a view for quality control. JPAC makes recommendations to help strengthen the relationship between planning and assessment. Based on those reviews it makes adjustments to aid in those planning goals.

Dr. Pedersen said that the JPAC charge is meant to show the close relationship between activities of assessment and planning. Once underway, it becomes a cycle because planning is dependent on assessment and the information is used to make decisions so we will know where we need to go. Then, we act on those plans, but these plans will need to also be assessed to see if we are on the right track.

Dr. Pedersen said that more importantly, JPAC provides opportunities for the planning people and the assessment people to speak to one another so that the planning folks know what is happening and assessment people know how their assessments are helping.

Dr. Pedersen gave an overview on where we are with the status of the monitoring report .The draft has been written. He is trying to keep it under 20 pages consisting mainly of evidence and not a long narrative. He noted that Middle States wants us to supply as much evidence as possible from the time of the last visit in October until the next visit which will be in April. Middle States wants to see what we have done in assessment from both the AES and the Academic side. The monitoring report will have an introduction, a Standard 7 section, a Standard 14 section and will also talk about budgeting and planning. It will also have a conclusion. Dr. Pedersen said that up to now, there has been tremendous collaboration and cooperation across the entire college. After the monitoring report goes to the president for review, it will then go to the Board of Trustees for approval and will be out on February 28 for the March 1st due date. Dr. Pedersen also points out that this is a very compressed calendar to get this all out by March 1st however we have made such tremendous progress.

Dr. Laffin talked about Standard 14 and also shared, that out of the 72 programs that SCCC offers, we already have 52 in to Academic Affairs. She also noted that of the ones that are unfinished at this time, 11 of them are involved in general education or program review. She also stated that there is an Academic Affairs assessment website that will be completed before February 28th and that administration, faculty and staff can go at any time to see the reports.

Dr. Pedersen congratulated and thanked Dr. Laffin on her administrative style of getting people involved and walking them through the entire process and what a success she has had. He also explained that Dr. Klinman's suggestion was for us to have at least 40 program reviews and he says that we will have well over 60 by time we are said and done. He also stated that this progress was only in the academic arena and did not include the progress made in the AES units.

Dr. Helen Wittman talked about Standard 7 and stated that Middle States liked our CAPIE very much, but what they wanted from us was more proof to show that we were actually doing what we said we were doing in the CAPIE. She said that of the 35 academic educational support units, all 35 are involved with some form of assessment at this time. Over half of those units have started collecting data and some of them have started their action plan, 5 units have initiated their AES Unit reviews, and 2 programs have already had external reviewers come in with two more scheduled.

Dr. Wittman said that regarding the operational plan, there are 6 institutional goals being reviewed. The responsible executive for each IG is responsible for the action plans and provides quarterly reports to the president. Dr. Wittman says she is glad to see that the CAPIE has been evolving as the assessment process evolves. She also informed the group that by the time of our site visit in April, the AES assessment webpage will be operational and that everyone will have access to all the templates and the CAPIE and that those with passwords will have access to all the reports.

Dr. Pedersen thanked everyone involved in the AES assessment process including OPIE staff and, specifically, Dr. Shults, Dr. Burns and Executive Director Dearing who have been working very hard to get everyone together to get things under way. Dr. Pedersen also congratulated Dr. Christopher Adams for his new position as Interim Associate Vice President of Student Affairs.

Gail Vizzini gave her presentation on Integrated Planning and Resource Allocation, and then spoke to the budget timeline and how requests get evaluated, what the requirements are, and how the decision making process is handled. She stated that by October/November, she has an idea of operational costs in the coming year compared to the previous year through a gap analysis. Once this is confirmed, a call letter goes out to the departments to indicate where we stand and whether there will be cuts across the board, the need to reduce budgets, or if there is an opportunity for growth. She discussed the call letter and explained the step by step instructions and requirements to guide departments through the budget proposal process. All requests must be met with the appropriate data, surveys and or sufficient information for your request and the deadline to submit is December 31. She noted that this year is a zero growth year.

She stated that once all the information is gathered, the finance office along with the budget office evaluates and presents the information to the president to discuss how we are going to pay for the increase, what will be the budget gap, what is the threshold of additional monies coming in will be, whether a request for tuition increase needs to be submitted, and numerous other factors. have to be raised or not. She explained that the requests must go to the BOT for their approval by the third week in April. After BOT approval, the proposed budget and goes directly to the County. The County Executive must issue a recommended budget to the college by May 31st.

Dr. Jean Anastasia and Dr. Troy Tucker are introduced and give a presentation on the Assessment Advisory Council meeting and activities.

Dr. Anastasia discussed the last AAC meeting and how she and Dr. Tucker were recruited at that time to become co-chairs of the AAC. Dr. Anastasia and Dr. Trucker's initial meeting with Dr. Shults was to go over the AAC membership to make sure the AAC had appropriate representation for the Academic side and the AES side. She then discussed that there are four subcommittees designed to ensure alignment with the assessment processes detailed in the CAPIE. The names and leadership of the subcommittees are as follows:

Program Review-chaired by Dr. Dee Laffin
General Education- chaired by Martha Kinney
Annual Course Assessment-chaired by Dr. Jean Nicolas Pestieau
Course Embedded Assessment- chaired by Bridget Young
.

Dr. Tucker said there are 35 AES units and that every single unit will do assessment annually. He also said that Kathleen Aguirre, as chair of the AES Annual Assessment Committee, will be reviewing for quality and completeness and will be sending her feedback to the Office of Institutional Effectiveness (OPIE) so that they can advise and help improve upon. He stated that Dr. Ciampa was selected to chair the AES Unit Review committee, and that Katherine Aguirre will chair the AES Annual Assessment Committee.

Dr. Tucker said that annual assessment is not just for Middle States but that it will become a part of our decision making each year and aid us in continual improvement. He informed the group

that most of the subcommittees now have rubrics, all 5 units are doing review every 7 years and that they presently have almost all of the AES annual assessments on hand and are ready to review them. .

Dr. Christopher Shults stated that in addition to those items on the portal he will be adding the AAC minutes, agendas, recommendations, committee meetings etc. He then spent time explaining the parallel operational planning processes at the College. He explained that the central operational plan, the one with the action plans and the responsible executives, represents the operationalization of the strategic plan given its connection to the Measurable Institutional Objectives (MIOs). Operational planning based in the units, however, were reflective of using yearly assessments of student learning and support outcomes to develop, implement, and evaluate action plans. He then drew the group's attention to the assessment and operational planning portions of the CAPIE. He noted that the charge for both the Strategic Planning Council (SPC) and Assessment Advisory Council (AAC) were spelled out in the document. He then noted that in addition to the formal assessment of the document, the College is seeking informal assessment. To that end, he requested that both councils thoroughly review the document and provide feedback on or before February 14, 2014. He also drew the group's attention to the list of suggested changes obtained thus far. He finished by noting that assessment is about continuous improvement, which is why it is never about passing or failing. Rather, it is about learning and improving.

Dr. Pedersen said that the Strategic Planning Council chaired by Frances Dearing and Ted Koukounas had their first meeting last month and will be meeting next week moving forward with their activities. He explained that the SPC and the AAC will be working on their activities over the course of the semester and sometime in May the JPAC. At that meeting, we will come together and will provide the results of the reviews and make recommendations, which is part of the charge. Once these recommendations are discussed between the AAC and the SPC they will be brought to administration to show how things are working.

Dr. Pedersen said there will be monthly reports to keep track of the progress. These recommendations will be discussed at the next JPAC meeting, but the recommendations will be sent out in advance to give everyone time to look at them along with agenda so that when we get together in May, we will have an efficient and productive meeting.

Dr. Laffin stated that if anyone had any wonderful experiences while doing assessment and would like to share it at the March 4th All College Professional Development Day, to please contact her, Kathleen Aguirre, or Chris Gheradi.

Dr. Pedersen reminded everyone that if the Office of Institutional Effectiveness can help with anything that you do, please do not hesitate to call. He reiterated the fact that OPIE is a service unit and wants to support the College. He ended the meeting by thanking everyone involved in the process, on behalf of Dr. McKay and indicated that the president is extremely grateful for all the hard work conducted on behalf of the College and the students.

Suffolk
COUNTY COMMUNITY COLLEGE

Office of Business and Financial Affairs

MEMORANDUM

DATE: December 5, 2013

TO: Vice Presidents, Associate Vice Presidents, Executive Deans, College General Counsel and Campus Business Officers

FROM: Gail Vizzini, Vice President Business and Financial Affairs *Gail Vizzini*

SUBJECT: 2014-2015 Operating Budget Development

This memorandum is to advise you that the formulation of the 2014-2015 budget is about to begin. The formulation of the budget will be closely tied to the College's Strategic Plan and Institutional Goals. Planning and program assessment will guide the establishment of budgetary priorities and the allocation of budgetary resources.

As you know, our operating budget is under considerable pressure because of cost increases related to the employee pension plan, healthcare, and contractual salary agreements. Revenue is tied directly to fluctuations in enrollment. The FY 2013/14 budget year was formulated based upon an increase in State aid per FTE payments and a transfer from the College reserve fund to maintain a modest increase in student tuition. We have worked jointly with the County Legislature to keep tuition and fees at a reasonable level. We continue to anticipate a flat revenue stream from our local sponsor as the County continues to face budgetary challenges. These same pressures exist today as we experience the impact of projected reductions in high school students, the increased costs necessary to maintain an aging infrastructure, the inevitable revenue shortfalls caused by reduced/flat State and or local sponsor contributions, and the expected significant increases that we will see in the areas of contractual salaries and employee benefits.

It is anticipated that the Governor will require agencies to continue to find efficiencies that will reduce expenditures. The operating budget is a planning document whereby we insure that College goals and objectives are addressed appropriately and in the best interests of our

students; albeit, within the parameters imposed by a difficult financial environment. This memorandum provides the technical guidelines for creating next year's budget and the internal due dates for the operating budget development process.

Base Budget Development

Given that our budget model projects increases in cost and the potential for the leveling off of enrollment with an associated impact to our State Aid and tuition revenue, we must work to achieve a "no growth" budget. In order to accomplish this for the coming year, we must hold the line on our expenditures while trying to fund mandated salary, health insurance and pension cost increases. Therefore, each department is directed to develop a base budget that assumes no growth over the total budgeted amount for 2013/14. Exceptions to the no-growth scenario are 1) costs associated with increased facilities and 2) enhanced assessment efforts to align College operations with the Comprehensive Assessment Plan for institutional Effectiveness (CAPIE) and the Strategic Plan.

My office will provide you with a 2014-2015 budget request template for you to complete, which will be sent to you directly from Deborah Lesser. This template is a download of your 2013-2014 adopted operating budget. Consistent with the no growth scenario, the 2014-2015 column is the same as this year. If your request is to change the line item allocation, make the change in the column entitled 2014-2015 base. The difference compared to 2013-2014 will calculate automatically. Please do not customize the template, but rather return the information directly to me via e-mail in the same format it was provided to you, that is sorted by org.

Within the no growth budget, you may re-allocate resources between accounts (other than permanent salaries, utilities, rent and any personnel lines numbered 611020 through 611100) so that funds are directed to higher-priority needs, as applicable. Be clear and concise in your stated justification and identify the extent to which your request is data driven and what assessment methods you have applied to substantiate your request. You will have the opportunity to expand upon your justification in your narrative presentation.

Budget Request

The second part of the budget process is the submission of a concise memorandum that describes your budgetary needs and correlates your request to the College's Strategic Plan and Institutional Goals. The Budget and Planning Committee is not looking for a long narrative, but rather a brief presentation that provides the following information:

1. Target your narrative to your budget request. Briefly highlight your major accomplishments during the past fiscal year to demonstrate the effective use of existing

resources. Focus on any changes or reallocations of resources that occurred during the year and what is working effectively.

2. Provide a statement of your highest priority goals for next year. This is needed given budget constraints so that the Budget Committee members are aware of your most important objectives, especially in light of the uncertainty of increases in State or local Sponsor support. Identify the correlation to the Strategic Plan and your Operational Plan.

3. Provide a brief description of programmatic changes that highlight your efforts to move forward on achieving the Institutional Goals, despite budget constraints that must be clearly articulated and provide evidence to support decisions in this area. These changes may be impacted by departmental needs assessments or by other evaluations you have made of all programs and services (to ascertain needs and viability) while maintaining institutional and programmatic efficiencies.

4. Descriptions of any programmatic changes you are planning for 2014-2015 related to enrollment trends. This includes changes planned in academic programs, student services or administrative activities. As an example, recent student enrollment may require a shift of adjunct resources from one department to another. This must be proposed and discussed with the Vice President of Academic and Student Affairs (or appropriate reporting Vice Presidents) before they are included in your proposed budgets.

5. Provide a description of any outside funding streams (grants, contracts) that may support your activities. While this option is limited to only some offices/activities, it is important to take advantage of these sources wherever and whenever possible.

The purpose of the narrative is to describe both the highest priorities in your area and the goals of your unit to improve the education of Suffolk County Community College students, all tempered by the realities of the current financial situation. The narrative will give you the opportunity to expand upon the justification for any requests to reallocate resources, data collected to substantiate the request and identify the extent of the assessments undertaken. All submissions should be cognizant of the importance of fiscal restraint and diligent budget management and will result in a resource allocation to maintain operations within a no growth environment.

The line item budget submission consists of one budget request template in excel. New expenses should be funded through internal re-allocations with appropriate justification. Exceptions to this are new facilities and enhanced assessment efforts to insure institutional

effectiveness. Major changes from last year should be related to re-aligning your budget to reflect actual expenses or programmatic changes for enrollment (access) and/or Institutional/Departmental goals. The narrative should relate to your budget request. Identify if a specific element of expense is new or recurring, as well as indicate which Institutional Goal this expenditure supports in the columns provided.

Contractual salary increases in Permanent and part time salaries will be calculated by Central Finance. Expenses for part-time employees (adjuncts, college aides, etc.) must be justified. This excludes the cost of contractual salary increases for any group, which will be calculated and requested centrally. Identify the purpose/need for P/T employee services as well as the basis of any cost adjustments you are making for programmatic needs. All 1126 requests must be justified each semester and approvals for such expenditures will be required by the respective Vice President after discussions with the College President.

Changes in line item amounts identified in the base budget may be made for the following reasons:

- To more accurately reflect actual spending patterns. Review your final expenditures for 2012-13 and other mandatory costs to date for 2013-14 and note any Organization Codes and Account Codes where spending is regularly above or below budget. Please conduct a full analysis of this area and explain why funds should be transferred, as necessary, to better align the budget with actual expenditures.

  Please note **two limitations** on these transfers. First, funds may **not** be shifted from personnel to non-personnel costs. Second, changes may **not** be made from utility accounts (e.g. Electricity, Water, Gas, Fuel Oil, etc.) or Office & Building Rentals. These areas will be addressed by the President and the cabinet accordingly during the final review if necessary.

- To adjust for one-time or non-recurring expenses. If there are any budgeted expenses that were for one-time only needs, the funds should be removed and shifted to a new need for next year if a priority one-time need is identified in the new budget year or if the funds are needed to cover a shortfall in an existing line. This could, for example, include the need to replace a vital piece of equipment that is so costly you must re-allocate funds from equipment budgets elsewhere to pay for it.

- To adjust the budget for new needs next year. Budget constraints will make it difficult to fund new needs for next year. To the extent possible, each unit should review academic, student service and administrative spending and, where possible, shift funds from lower- to higher-priority needs.

Note that the spreadsheet that will be emailed to each unit will only show lines for which budgets currently exist. If you want to shift funds to a line that does not exist (Example: you want to create an equipment account in a department that did not have funds budgeted for

that purpose this year) you may add the line to the spreadsheet. However, ***please be very careful to create all of the coding for the line***; incorrect coding on the spreadsheet will prevent us from uploading your data back into BANNER. Also, please ***do not change the format of the data*** on the spreadsheet, which also can affect uploads.

Due Dates

The due date for completing the 2014-2015 budget request template is no later than **January 6, 2014**. (Early submissions are welcome.)

The due date for submitting memoranda and all supporting documents is **January 10, 2013**.

Please E-mail the completed budget requests in excel spreadsheet format and supporting memoranda directly to me.

Please note that we have scheduled Budget and Planning Committee meetings to discuss budget submissions with each of you during the three-week period of **January 13 – 28, 2014**. Please refer to the attached schedule for your allotted times. Please feel free to contact me if you have any questions about the budget development process or need help evaluating any aspects of your budget. Similarly, the staff of the Central Finance Office can assist you and your staff with data requests, cost evaluations, and any technical assistance you may require.

Annual Planning & Budget Request Rubric

Program

Description

Criteria	Exceeds (3)	Meets (2)	Approaches (1)	None (0)
Request is related to Institutional Goals				
Justification is provided for each request				
Request is justified with assessment results				
Request is connected to ongoing departmental goals and strategies (IEP and/or Learning Outcomes Assessment)				
Includes assessment plan for measuring outcome of request as it relates to institutional or departmental goals				
Request enhances quality of program or student learning				
Request increases efficiency and effectiveness				
Subtotals				

Total Score	0	

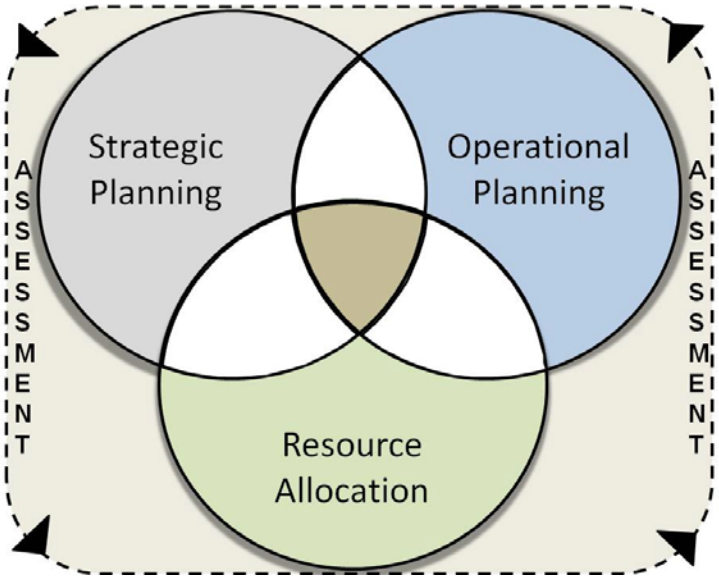
Comments of Evaluator:

**Use this rubric only as a "tool" to aid your prioritzation of requests.*

INTEGRATED PLANNING

The last phase of institutional effectiveness identified in the College's model is the evaluation and use of results – this is the element of institutional effectiveness that ensures that integrated planning permeates throughout the College. Rather than a plan, integrated planning reflects an institutional approach to planning that integrates assessment, planning, and resource allocation for the purpose of moving toward the realization of the mission (institutional effectiveness). Within Middle States, no standard speaks more directly to integrated planning than Standard 2 – *Planning, Resource Allocation, and Institutional Renewal*.

Figure 2: Suffolk County Community College Integrated Planning Model



This standard states that colleges must "utilize the results of its assessment activities for institutional renewal" and "conduct on-going planning and resource allocation based on mission and goals." Given the changing expectations in the external environment, the College has continued to enhance its integrated planning approach and is operating from the following model:

The model presented above, first and foremost, demonstrates that all planning efforts are rooted in assessment and that assessment is both continuous and drives institutional effectiveness. In fact, integrated planning relies on continuous assessment since the appropriate deployment of resources is only possible through the use of assessment results that drive the development of operational plans – plans which will be implemented and assessed for effectiveness and further resource allocation needs. It is indicative of a continuous improvement cycle dependent upon all

three planning phases that are guided by regular assessment. Regarding the interconnections between the planning efforts:

- Strategic Planning and Operational Planning – The strategic plan includes the MIOs that anchor operational planning at the institutional level (central) as well as the institutional goals which anchor the program learning outcomes and unit outcomes at the academic program and unit level (campuses). Conversely, results from the operational plans will be used to assess the appropriateness of the institutional goals and the MIOs.
- Strategic Planning and Resource Allocation – Resources, including operational funds, are directed at achieving the MIOs.
- Operational Planning and Resource Allocation – Resources, including operational funds, are directed at achieving the institutional goals, both at the institutional (central) and campus levels.

Institutional effectiveness simply cannot be evaluated adequately without a comprehensive integrated planning process. This integrated planning approach, which is reflected in the planning documents as well as the graphic shown above, provides the catalyst for the College's institutional effectiveness model. A comprehensive calendar of activities is found in Appendix R.

ASSESSING THE CAPIE

To ensure that the Comprehensive Assessment Plan for Institutional Effectiveness remains a vital, relevant, and useful document, it will undergo regular assessments, both formally and informally. Formally, there are three methods used to make necessary modifications to the document. These include:

1. The AAC, through its subcommittees, will be providing recommendations based upon a review of the various assessment processes. The subcommittees were developed to ensure that every annual and periodic SLO/SO assessment and related evaluation process is reviewed and revised as necessary. As a regular part of the subcommittee meetings, members should be examining how the process can be improved. Recommendations then come to the full AAC and, with agreement by the majority of the body, go forward to JPAC for a vote.

2. While the SPC is not charged with reviewing the implementation of the CAPIE, the body is asked to review and recommend improvements to the operational planning (central) portion of the document. As the body responsible for reviewing the operationalization of the strategic plan, it is best equipped to provide a thorough review of the entire process. As with the AAC, recommendations from the SPC come to the JPAC for approval.

that most of the subcommittees now have rubrics, all 5 units are doing review every 7 years and that they presently have almost all of the AES annual assessments on hand and are ready to review them. .

Dr. Christopher Shults stated that in addition to those items on the portal he will be adding the AAC minutes, agendas, recommendations, committee meetings etc. He then spent time explaining the parallel operational planning processes at the College. He explained that the central operational plan, the one with the action plans and the responsible executives, represents the operationalization of the strategic plan given its connection to the Measurable Institutional Objectives (MIOs). Operational planning based in the units, however, were reflective of using yearly assessments of student learning and support outcomes to develop, implement, and evaluate action plans. He then drew the group's attention to the assessment and operational planning portions of the CAPIE. He noted that the charge for both the Strategic Planning Council (SPC) and Assessment Advisory Council (AAC) were spelled out in the document. He then noted that in addition to the formal assessment of the document, the College is seeking informal assessment. To that end, he requested that both councils thoroughly review the document and provide feedback on or before February 14, 2014. He also drew the group's attention to the list of suggested changes obtained thus far. He finished by noting that assessment is about continuous improvement, which is why it is never about passing or failing. Rather, it is about learning and improving.

Dr. Pedersen said that the Strategic Planning Council chaired by Frances Dearing and Ted Koukounas had their first meeting last month and will be meeting next week moving forward with their activities. He explained that the SPC and the AAC will be working on their activities over the course of the semester and sometime in May the JPAC. At that meeting, we will come together and will provide the results of the reviews and make recommendations, which is part of the charge. Once these recommendations are discussed between the AAC and the SPC they will be brought to administration to show how things are working.

Dr. Pedersen said there will be monthly reports to keep track of the progress. These recommendations will be discussed at the next JPAC meeting, but the recommendations will be sent out in advance to give everyone time to look at them along with agenda so that when we get together in May, we will have an efficient and productive meeting.

Dr. Laffin stated that if anyone had any wonderful experiences while doing assessment and would like to share it at the March 4th All College Professional Development Day, to please contact her, Kathleen Aguirre, or Chris Gheradi.

Dr. Pedersen reminded everyone that if the Office of Institutional Effectiveness can help with anything that you do, please do not hesitate to call. He reiterated the fact that OPIE is a service unit and wants to support the College. He ended the meeting by thanking everyone involved in the process, on behalf of Dr. McKay and indicated that the president is extremely grateful for all the hard work conducted on behalf of the College and the students.

three planning phases that are guided by regular assessment. Regarding the interconnections between the planning efforts:

- Strategic Planning and Operational Planning – The strategic plan includes the MIOs that anchor operational planning at the institutional level (central) as well as the institutional goals which anchor the program learning outcomes and unit outcomes at the academic program and unit level (campuses). Conversely, results from the operational plans will be used to assess the appropriateness of the institutional goals and the MIOs.
- Strategic Planning and Resource Allocation – Resources, including operational funds, are directed at achieving the MIOs.
- Operational Planning and Resource Allocation – Resources, including operational funds, are directed at achieving the institutional goals, both at the institutional (central) and campus levels.

Institutional effectiveness simply cannot be evaluated adequately without a comprehensive integrated planning process. This integrated planning approach, which is reflected in the planning documents as well as the graphic shown above, provides the catalyst for the College's institutional effectiveness model. A comprehensive calendar of activities is found in Appendix R.

ASSESSING THE CAPIE

To ensure that the Comprehensive Assessment Plan for Institutional Effectiveness remains a vital, relevant, and useful document, it will undergo regular assessments, both formally and informally. Formally, there are three methods used to make necessary modifications to the document. These include:

1. The AAC, through its subcommittees, will be providing recommendations based upon a review of the various assessment processes. The subcommittees were developed to ensure that every annual and periodic SLO/SO assessment and related evaluation process is reviewed and revised as necessary. As a regular part of the subcommittee meetings, members should be examining how the process can be improved. Recommendations then come to the full AAC and, with agreement by the majority of the body, go forward to JPAC for a vote.

2. While the SPC is not charged with reviewing the implementation of the CAPIE, the body is asked to review and recommend improvements to the operational planning (central) portion of the document. As the body responsible for reviewing the operationalization of the strategic plan, it is best equipped to provide a thorough review of the entire process. As with the AAC, recommendations from the SPC come to the JPAC for approval.

3. In addition to the regular review of processes, the AAC is responsible for providing a comprehensive, periodic evaluation of the document every five years. This process represents an evaluation of the document in that a judgment, informed by a rubric, is made as to the overall value, quality, and appropriateness of the CAPIE.

The College also engages in assessment of the CAPIE through informal means. The AAC readily accepts recommendations for change from the faculty, staff, and administrators engaged in the various assessment and evaluation activities. Often, the individuals best equipped to understand and address any weaknesses are those engaged in the effort. As part of the review process, the AAC co-chairs send out a memo asking for any recommendations and comments regarding the units' recent assessment and planning efforts. All recommendations are then brought back to the full body and, with majority approval, move forward to the JPAC for approval.

CONCLUSION

The CAPIE is an omnibus document that reflects Suffolk County Community College's commitment to institutional effectiveness. It also demonstrates the Colleges dedication to maintaining an institutional culture of assessment that continually enhances the teaching and learning environment as well as the decision-making processes across the institution. While this is a plan, it has been developed as more than just a roadmap to achievement of the College mission. This document is a compendium of information about the assessment of institutional effectiveness at the College and, as such, provides the tools, terminology, and guidance to assist the faculty, staff, and administrators responsible for all assessment and planning efforts. Important tools include the various templates, inventories, and the cycles of planning and assessment, the terminology is presented both in narrative and graphical form, and guidance is provided through the procedures, timelines, and accountability structures within each of the sections.

At the core of this document, however, is the institutional effectiveness model. This model portrays not only all of the elements required for an assessment of institutional effectiveness, but also the interconnectedness of the elements. The model illustrates the following:

- The strategic plan drives all planning activities through the mission, vision, goals, and objectives;
- The assessment of student learning drives the operational planning process;
- The operational plans require the appropriate resource allocations;
- Resource allocations allow for the evaluation and use of results;

Appendix E: General Education Assessment Schedule

2012-2013
Social Sciences
American History
Western Civilization
The Arts
Other World Civilizations

2013-2014
Basic Communication (oral)
Natural Sciences
Foreign Languages

2014-2015
Basic Communication (written)
Humanities
Information Management

2015-2016
American History
Mathematics
The Arts
Other World Civilizations

2016-2017
Basic Communication (oral)
Western Civilization
Foreign Languages
Social Sciences

2017-2018
Basic Communication (written)
Natural Sciences
Humanities
Information Management

2018-2019
American History
Mathematics
The Arts
Other World Civilizations

2019-2020
Basic Communication (oral)
Western Civilization
Foreign Languages
Social Sciences

The infused competency of Critical Thinking will be assessed as a component of each area assessment.

Revised February, 2014

APPENDIX C: ACADEMIC PROGRAM REVIEW SCHEDULE

SUFFOLK COUNTY COMMUNITY COLLEGE
Program-Review Cycle and Schedule: 2012–2020
For Non-externally Accredited Programs

2012–2013					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	Grad. Req.
Business: Marketing (G)			X		
Fire Protection Technology (A)			X		
Fitness Specialist (A)		X			
HVAC/R (G)			X	X	
LAS: Social Science (AG)	X				
Manufacturing Technology (G)			X		
Photographic Imaging (EG)			X		

2013–2014					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Accounting (AEG)		X	X	X	
American Sign Language (A)			X		
Criminal Justice (AEG)		X			
Engineering Science (A)		X			
LAS: General Studies (AEG)	X				
LAS: Science (AEG)		X			
Radio & TV Production (A)			X		
Music (A)		X			

2014–2015					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business Administration (AEG)		X	X		
Business Admin. Online (AEG)			X		
Computer Science (A)		X			
Electrical Technology (A)			X		
Theatre Arts (A)		X			
Visual Arts (AG)		X			

2015–2016					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	Grad. Req
Comm. & Media Arts: Journalism (A)	X				
Construction Technology (A)			X		
Graphic Design (E)			X		
Chemical Dependency Counseling (G)			X		
LAS: Humanities (A)	X				
LAS: International Studies (AEG)	X				

2016–2017					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Retail Management (A)			X	X	
Culinary Arts (E)			X	X	
Early Childhood Education (AEG)		X	X		
Human Services (A)		X			
Information Technology (AEG)			X	X	
LAS: Women's & Gender Studies (A)	X				

2017–2018					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Communication Studies (AEG)	X				
Computer Art (E)			X		
Hotel & Resort Management (E)			X	X	
Interior Design (E)			X		
LAS: Education (AEG)	X				
Emergency Medical Technician (A)			X		

2018–2019					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Information Processing (AG)			X	X	
Business Management (AEG)				X	
Business: Office Management (AEG)			X		
LAS: Mathematics (A)	X				
Drafting [CAD] (A)				X	
Fitness Specialist (A)		X			

2019–2020					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Marketing (G)			X		
Fire Protection Technology (A)			X	X	
HVAC/R (G)			X	X	
LAS: Social Science (AG)	X				
Manufacturing Technology (G)			X		
Photographic Imaging (EG)			X		

Rationale for Program Review Schedule:

The Program Review Schedule was designed to include all academic programs in a seven-year cycle of comprehensive evaluation, while not overburdening a particular department. Reviews are spread among degree types and campuses. At some points, programs with significant overlap have been grouped in the same year.

APPENDIX K: SEVEN-YEAR AES UNIT REVIEW SCHEDULE

		Administrative	Educational	Outreach	Total
Career Services	2013-2014		1		
Continuing Education	2013-2014			1	
Grants Development	2013-2014	1			
Registrar, Central	2013-2014	1			
Writing Centers	2013-2014		1		
		2	2	1	5
Development	2014-2015			1	
Special Services/Disability Services	2014-2015	1			
Facilities Support	2014-2015	1			
Instructional Technology/ETU	2014-2015		1		
Planning and Master Schedule	2014-2015	1			
		3	1	1	5
Admissions	2015-2016	1			
Computer and Information Systems	2015-2016	1			
Corporate Training	2015-2016			1	
Employee Resources	2015-2016	1			
Health Services	2015-2016		1		
		3	1	1	5
EOP	2016-2017		1		
Financial Affairs	2016-2017	1			
Institutional Effectiveness	2016-2017			1	
Legal Services, Risk Mitigation, Affirmative Action	2016-2017	1			
Public and Fire Safety	2016-2017	1			
Transfer Office	2016-2017	1			
		4	1	1	6
Business Operations	2017-2018	1			
Faculty And Professional Advancement	2017-2018	1			
Financial Aid	2017-2018	1			
Institutional Advancement	2017-2018			1	

Student Support Services/TRIO	2017-2018		1		
Study Abroad	2017-2018		1		
		3	2	1	6
Alumni Relations	2018-2019			1	
Athletics	2018-2019		1		
Campus Activities	2018-2019		1		
Campus Business Offices	2018-2019	1			
Plant Operations	2018-2019	1			
		2	2	1	5
Counseling	2019-2020		1		
Library	2019-2020		1		
K-12 Partnerships	2019-2020	1			
Registrar	2019-2020	1			
Special Events & Programs	2019-2020			1	
		2	2	1	5

Suffolk
COUNTY COMMUNITY COLLEGE

TO: Dr. Shaun McKay, President
FROM: Dr. Jeffrey Pedersen, Interim Vice President for Planning and Institutional Effectiveness
RE: Progress, MSCHE Compliance Standard 7 and 14
DATE: February 24, 2014

The following lists concerns/recommendations of the MSCHE Visiting Team of October 2013 and actions taken in response:

The team recommended that all academic programs take part in assessment activities in the fall 2013 semester, which the teamed termed "frontloading" assessments.

- Over 70 programs did some form of assessment activity. These assessments were reviewed by a committee co-chaired by an administrator and governance representative and two faculty members. The committee created a rubric to be used to review assessments.

The team recommended that all AES units also perform assessments.

- All 35 units have been engaged in assessment activity. They are in various stages of assessments, with some already submitting action plans. There was an AES assessment review committee mirroring the academic assessment review committee.

The visiting team recommended that additional AES units than scheduled perform Unit Review.

- Five AES units have engaged in Unit Review (Registrar, Grants [Institutional Advancement], Career Services, the Writing Centers, and Continuing Education). Three have completed Reviews (Continuing Education, Grants, and the Writing Centers). Continuing Education has performed external review and submitted action plans. The Grants Office has performed external review. The Writing Centers external review is scheduled. Registrar and Career Services are scheduled to complete their reviews in March 2014.

The visiting team was concerned about "reporting out" of assessment activities and making information available.

- More faculty and staff have been trained in TracDat. We have created two assessment websites – one for academic assessment and one for AES assessment. These websites house all templates, guides, and samples, and are where we have posted all completed assessments. In addition, elements like curriculum maps, mission statements, and learning or support outcomes are posted. Some pages are open to the general public (outcomes, mission statements), and some require log-in (assessment reports). In addition, all assessment activity is reported to the

Assessment Advisory Council, Strategic Planning Council and the Joint Planning and Assessment Council.

The visiting team was concerned about coordination of assessments among the campuses.

- Academic assessment was put under the supervision of the College Deans of Instruction who worked with departments to coordinate assessments across campuses.
- The Director for Planning and Institutional Effectiveness was charged with coordinating AES assessments across the campuses and centrally.
- Programs and units will provide plans on how they will address action plans and complete "closing the loop" activities to the College Deans of Instruction and the Director of Planning and Institutional Effectiveness.

The visiting team was concerned about how faculty and staff would be trained in assessment activities and how the members of oversight committees would be trained to perform that function.

- The Office of Academic and Student Affairs sponsored workshops on mission statements and outcomes, and on curriculum mapping.
- The College Deans of Instruction worked with each department to develop assessment plans to span the next few years. Then they worked with departments to develop assessment activities.
- The Assessment advisory Council, the Strategic Planning Council, and the Joint Planning and Assessment Council have received training in the nature of assessment and evaluation, the connection between assessment/evaluation and budgeting and resource allocation, and the creation of rubrics to evaluate assessment activities.

Other actions/initiatives taken to enhance assessment/evaluation:

- The CAPIE has been updated to incorporate suggestions made by faculty and staff.
- The Academic Program Review and Unit Review templates have been updated.
- An Academic Program review Guide was developed.
- External Review policies have been put in place for all reviews.
- The Standard Data Package used in reviews was updated, including information that various stakeholders believe would be helpful.
- All Program Reviews from the 2012-2013 academic year were revisited, returned for revision, resubmitted, and are now under administrative review. External reviews will take place later in the spring as scheduled. All 2013-2014 reviews are underway.
- The budgeting process now uses assessment data in the prioritization of budget requests, and any budget requests must be explicitly linked to the College Institutional Goals.
- The Operational Plan, which has established operational goals for the year in each division, has now completed two quarterly cycles, which has resulted in progress reports presented to the President from each division.

SUFFOLK COUNTY COMMUNITY COLLEGE

COMPREHENSIVE ASSESSMENT PLAN FOR INSTITUTIONAL EFFECTIVENESS (CAPIE)

February, 2014 Update

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INTRODUCTION

Suffolk County Community College's (SCCC) *Comprehensive Assessment Plan for Institutional Effectiveness* (CAPIE) is grounded in the philosophy that sound assessment practices are fundamental to ensuring and valuing the College's continued efforts in achieving its mission and vision. The college community agrees with the proposition that "the effectiveness of an institution rests upon the contribution that each of the institution's programs and services makes toward achieving the goals of the institution as a whole."[1]

Sound and systematic institutional assessment practices facilitate communication and engages the College's various constituencies in a dialog that supports and encourages continuous institutional improvement. The *Comprehensive Assessment Plan for Institutional Effectiveness,* therefore, draws on several collaborative processes designed to elicit the judgment of respected colleagues in assessing and improving the quality of academic programs as well as the administrative support, educational support, and community outreach units. These processes involve staff, students, faculty, alumni, community members, College administrators, and external specialists in (1) gathering information about a unit, (2) reviewing and analyzing the information, (3) synthesizing all available information and making judgments about overall quality along with recommendations for improvement, and (4) following up to ensure that the unit is supported in its efforts to address the outcomes of a review.

In its mission and vision statements and its *Strategic Plan* and budget process, the College has committed itself to continually improving its programs and services. In fact, this plan is connected directly to the Strategic Plan as the fourth institutional goal – *Institutional Effectiveness*. It sets the expectations for the integrated planning approach central to this document. Through the implementation of this assessment plan, the College further demonstrates its commitment to the idea that assessment promotes discovery and informs scholarship, development, and institutional change. Like the *Strategic Plan*, the CAPIE is a fluid document that represents the process of assessment as it develops at the College. As units develop and revise their assessment plans, this document will be modified and appended.

Suffolk County Community College prides itself on a long tradition of assessment practices. Through program reviews (i.e., assessments of the major and Student Affairs program reviews), course assessments, external accreditation reviews, and a variety of surveys, the College has consistently demonstrated its commitment to maintaining its status as a College of Excellence. Building now on its existing assessment practices and philosophies, it is strengthening its ability for "closing the loop." The College's CAPIE is based on the following elements:

[1] "Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations," Middle States Commission on Higher Education. Philadelphia: MSCHE, 2005.

1. Assessment methods that accurately measure those objectives valued by the units being assessed and by the institution
2. Use of multiple assessment measures to ensure accurate data interpretation
3. Collaboration of constituent groups in the development and implementation of assessment methods
4. Effective communication of assessment results to appropriate constituent groups
5. Use of assessment data to inform institutional decision-making processes
6. Effective communication of institutional decision-making processes and their results to appropriate constituent groups
7. Ongoing, systematic assessment processes to ensure that changes made will advance the achievement of unit and institutional goals, student learning outcomes at the institutional, program and course level, and measurable institutional objectives
8. Ongoing, systematic evaluation of assessment measures used in decision-making processes
9. Assessing the institutional assessment process

The CAPIE, therefore, is a systematic yet flexible plan designed to maintain a culture of assessment across the College in practical and measured stages. It is a plan that builds on assessment measures already in place, relying on integrated planning and collaboration of all constituent groups. It demands multiple measures for accurate interpretation of assessment data, and it requires the College's administration and the Assessment Advisory Council (AAC) to educate constituent groups about assessment. Both the administration and AAC will also work toward developing and maintaining effective communication of assessment data and decisions made as a result of that data to appropriate constituent groups. The CAPIE, therefore, assists in maintaining transparency in the institutional decision-making processes.

Finally, while developed to provide direction, guidance, and a framework for institutional effectiveness and to ensure the continuous enhancement of the teaching and learning environment, the CAPIE was developed within the context of four Middle States Commission on Higher Education (MSCHE) standards. The standards are as follows:

- Standard 2: Planning, Resource, Allocation and Institutional Renewal
- Standard 3: Institutional Resources
- Standard 7: Institutional Assessment
- Standard 14: Assessment of Student Learning

While other standards such as Standard 1 (Mission and Goals) and Standard 12 (General Education) were also important, the four aforementioned standards all explicitly address goals and outcomes, assessment, planning, allocation of resources, and the use of results for

continuous improvement. These elements are central to the ability to assess institutional effectiveness and each will be addressed in more detail throughout the document.

PRINCIPLES OF ASSESSMENT

Assessment, at its core, is about gathering the information necessary to ensure that the College is able to effectively plan and evaluate its overall effectiveness in achieving its mission. Assessment also involves a review and analysis of what students have leaned. Concurrently, assessment evaluates the teaching and learning environment to continue classroom and institutional processes that cultivate education and instruction. This analysis includes data from a variety of assessment tools and measures, including the achievement of student learning outcomes. Assessment results and analysis provide guidelines for faculty and administrators to make adjustments and improvement in curriculum, teaching methods, and instructional activities. With the administrative and educational support units (AES) undergoing systematic assessment planning and closing-the-loop actions in tandem with the academic programs, the College is equipped to evaluate and ultimately improve the effectiveness of the whole institution. To assist the College community in this process, appendices providing an index of commonly used terms and acronyms have been included (Appendices A and B).

PURPOSE OF THE CAPIE

Suffolk County Community College's comprehensive assessment planning process ensures the following:

1) systematic, ongoing assessment of the goals, objectives, and outcomes developed in support of the college's mission and
2) the delivery of assessment-result analyses to college decision makers and planners.

The CAPIE is designed to serve as a map to document the assessments at Suffolk County Community College as continuous outcomes-focused efforts that guide planning and resource allocation focused on the improvement of programs, services, student learning and institutional effectiveness. Additionally, this plan is in compliance with several of the Middle States standards, with an emphasis on Standard 7 (Institutional Assessment) and Standard 14 (Assessment of Student Learning) which expect member institutions to possess or demonstrate a documented, organized and sustained assessment process that evaluates and improves the total range of programs and services, and achievement of the institutional mission, goals and plans.

The CAPIE is designed to meet the following Middle States criteria:

- Institutional unit and program goals that include all programs, services and initiatives
- A systematic (cyclical), and sustained use of various direct and indirect measures that use existing data, relate to the goals they are assessing, and are reliable

- Faculty, staff, and administrative support contributes to the planning and continuous improvement processes
- Timetable that is realistic with a plan that is supported by suitable institutional resources
- Sustainable due to ease, reasonableness, detail and ownership and
- Periodic evaluation of the effectiveness of the institution's assessment process

GOALS OF THE CAPIE

Goal 1: To ensure that the assessment of goals, outcomes, and objectives is systematic and ongoing by specifying the processes for creating, approving, and revising assessment plans at the strategic and operational, central and campus levels.

Goal 2: To ensure that the assessment of goals, outcomes, and objectives is timely by specifying timelines for assessments at the strategic and operational, central and campus levels.

Goal 3: To ensure that assessment results are communicated to appropriate decision makers and planners by specifying processes for communicating the results of assessment.

Goal 4: To ensure that an integrated planning approach is utilized to support institutional effectiveness, link assessment, planning, and resource allocation, and encourage a culture of assessment and continuous improvement.

Goal 5: To ensure the assessment of planning and assessment processes through a systematic evaluation system that makes a judgment of the relevancy, appropriateness, and usefulness of these systems and provides suggested changes where necessary.

INSTITUTIONAL EFFECTIVENESS

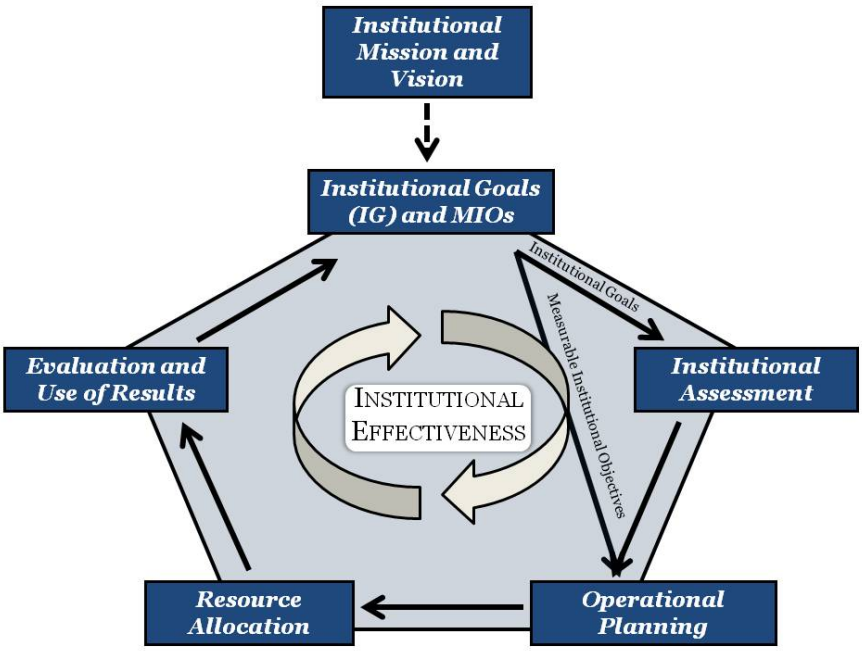
Based on a review of the literature, information from national agencies, a thorough examination of community college statements on institutional effectiveness, and guided by the context and needs of the College, Suffolk County Community College's definition of institutional effectiveness is as follows:

> *Institutional effectiveness (IE) 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.*

The institutional effectiveness process integrates the institutional mission with planning and assessment, and with planning and budgeting cycles. In actuality, institutional effectiveness is

best understood through the connection among planning, budgeting, and assessment, all of which are essential to evaluating institutional effectiveness, since it is the integration of these distinct, yet interconnected processes, which provides the pathway for evaluation of institutional effectiveness. At the core of institutional effectiveness is the institutional mission, vision, goals, and measurable institutional objectives (MIOs), each of which are connected to and driven by the strategic plan. With strategic planning anchoring the assessment of institutional effectiveness, the College engages in yearly assessment processes within academic programs as well as AES units to determine if the institutional objectives are being reached. Results from the yearly assessment processes then help departments and units establish plans for the following year that use assessment results to ensure continuous improvement throughout the College. Based on the established yearly action plans, units and departments target their budget requests based on what the data gathered within the assessment activities indicate are priorities. Finally, the departments and units assess whether or not changes communicated within plans lead to improvement and then utilize the results in the subsequent cycles. In addition to this assessment, planning, and budgeting cycle completed at the program and unit level, the College has a parallel and nearly identical process that occurs within Central Administration. Annually, the College engages in a process of operationalizing the strategic plan through yearly plans targeted at achieving the MIOs. The plans that result from this process (centrally) as well as the plans that emerge from the yearly assessment of student learning (both in academic programs and AES units) result in operational plans designed to assess institutional effectiveness. Detailed below is a model illustrating all of the elements included within the College's model of institutional effectiveness, a model which is fully detailed throughout the remainder of this document.

Figure 1: Suffolk County Community College Institutional Effectiveness Model



Assessing institutional effectiveness requires numerous elements as seen in the above model. Suffolk County Community College manages the process of collecting, reporting, and communicating this substantial pool of information through TracDat, the College's assessment management system. TracDat is, fundamentally, a data repository system which contains the institutional mission, vision, institutional goals, and MIOs as well as the student learning outcomes at the institutional (ILO), program (PLO), and course (CLO) levels and the mission, goals, and outcomes of all AES units. The system allows the College to document the connections between all of these facets of the institutional assessment system.

One of the features of the system important to the College's assessment of institutional effectiveness is the ability to establish the connections reflective of an integrated approach to planning (described in detail in the integrated planning section of this document). Yearly assessments conducted for the purpose of operational planning are housed within the system, but so are the plans that emerge from the assessment activities. Additionally, the system allows for a connection to resource allocation so that the College can document not only that the results from assessments are leading to resource allocations though operational planning, but also that the effectiveness of resource allocation on improvement is demonstrated. In short, TracDat has proven to be a useful tool that has greatly enhanced the College's ability to assess its effectiveness.

STRATEGIC PLANNING

A number of elements are necessary for the evaluation of institutional effectiveness. These include strategic and operational planning, assessment of student learning in the academic programs and AES units, and resource allocation. While all are key, strategic planning is both the driver and catalyst of the College's ability to evaluate its effectiveness. The purpose of the strategic plan is to establish an institutional direction, rooted within the mission and vision and assessed based upon the achievement of the institutional goals, institutionally through the measurable institutional objectives (MIOs) and at the campus level through the program-level student learning outcomes (PLOs) in the academic programs and the unit goals in the AES units.

Strategic planning is at the core of evaluating institutional effectiveness and enables the College to follow an integrated planning approach. Given that the strategic planning process results in the goals and objectives that anchor assessments, operational planning, and resource allocation, integration is not possible without strategic planning. The College's 2013-2020 Strategic Plan fleshes out these processes in greater detail and provides information on the development, implementation, and review processes; however, given the importance of the mission, vision, goals, and MIOs to the assessment of institutional effectiveness, they are presented within this document.

In order to ensure that the College is able to move forward seamlessly with a new strategic plan in 2020, during the 2018-2019 academic year the College's President will initiate a cycle of preparation for the development of an updated strategic plan. Following the customary activities engaged in during the development of the 2013-2020 plan, this effort will include data gathering and analysis as well as constituent dialogue to inform and guide plan development.

Mission Statement:
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.

Vision Statement:
Suffolk County Community College commits to maintaining high educational standards, to fostering and inspiring student success, and to creating diverse opportunities for lifelong learning. By attracting strong leadership and distinguished faculty to a college of excellence, we create an enriched learning environment that empowers students to transform their lives.

Institutional Goals:[2]

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.

[2] Amended and Approved by the Board of Trustees, Suffolk County Community College, January 17, 2013

6 – Diversity:
To reflect the ethnic, demographic, and economic composition of Suffolk County.

Measurable Institutional Objectives:[3]

1.0: Student Success

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.

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.

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.

2.0: Community Development/Societal Improvement

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.

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.

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.

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.

3.0: Access and Affordability

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.

3.2 The College will reduce the economic barriers to higher education by maximizing

[3] Approved by the Board of Trustees, Suffolk County Community College, January 17, 2013

institutional efficiencies in order to minimize increases in College operating costs, as evidenced by the budget.

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 2017.

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.

4.0: Institutional Effectiveness

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.

5.0: Communication

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.

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.

6.0: Diversity

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.

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.

INSTITUTIONAL ASSESSMENT

The assessment of student learning is an institutional priority. Suffolk County Community College has an institutional assessment system that includes processes for assessment of all academic programs at the institutional (general education), program-level, and course-level as well as the administrative support, educational support, and community outreach units (AES) that help shape the environment for student learning.

These processes foster a culture of assessment at Suffolk County Community College, which is comprehensive, regularized, and systematic. In the establishment of goals and outcomes, all units engage in the use of the S.M.A.R.T. model, ensuring that such goals and objectives are Specific, Measureable, Achievable, Results-oriented, and Time-bound. A specific individual (or individuals) is designated as responsible for all assessment activities undertaken in each area. Each assessment includes a process to review each assessment activity and reporting mechanism to encourage "closing the loop."

Suffolk County Community College maintains all assessment data in the TracDat data software application to allow for easy retrieval and management of data, scheduling of assessment activities, and effective college-wide assessment-related communication.

Distinguishing Assessment from Evaluation

At Suffolk County Community College, assessment and evaluation are treated as related, but different concepts. Both activities, for example, require data, utilize measures, are evidence driven, and lead to action plans. The differences are apparent when one examines the rationale behind why we engage in either. The table below provides and contrasts some core characteristics of both terms:

Table 1: Assessment and Evaluation

Assessment	Evaluation
Focuses on learning and improving	Delivers a judgment about quality
Determines if outcomes have been achieved	Determines if a program or unit is achieving its goals
Offers an opportunity for substantial feedback on the process	Documents strengths, weaknesses, and effectiveness of the program/unit
Reflects a targeted examination	Reflects a comprehensive examination
There is no failure unless the assessment is never conducted	While there is no "success or failure", the process is about answering whether the program or unit is operating effectively
Occurs continuously	Occurs periodically

The same information can be used for either assessment or evaluation. What differs, however, is how the information is used. For example, all academic programs participate in yearly assessments of outcomes in order to develop action plans. The program and unit reviews (detailed below), however, depend heavily on the assessment data collected over seven years to make an evaluation. Additionally, it is true that assessments can utilize evaluations and that evaluations require assessments. Whenever a program or unit employs a rubric, jury, or breakdown of correct answers on an exam or survey, they have conducted an evaluation. At SCCC, assessment is reflected in the annual assessment of program level student learning outcomes, general education assessments, non-program based assessments, and the annual assessment of student learning and/or support outcomes in the AES units. Evaluation, which offers a judgment, is reflected in the academic program and AES unit reviews. Both of these reviews take place every seven years and build upon the annual assessments.

Academic Assessment and Evaluation:

Suffolk County Community College uses course-embedded assessment as the basis for assessment of student learning outcomes, and its academic assessment plans define student learning outcomes at the course, program, and institutional levels. Consistent with the description of effective assessment found in the Middle States document *Characteristics of Excellence in Higher Education*, Suffolk County Community College has:

- Developed written statements of measureable key learning outcomes: the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of a course, academic program, co-curricular program, general education requirement, or other specific set of experiences;
- Constructed courses, programs, and experiences that provide intentional opportunities for students to achieve those learning outcomes;
- Continuously and systematically assessed student achievement of key learning outcomes, and
- Utilized the findings of those assessments to improve teaching and learning.

At Suffolk, academic assessment is faculty driven. Faculty define outcomes at all levels, determine and design appropriate assessment activities, and examine, analyze and report data collected, and based on these assessments, faculty make recommendations to improve teaching and learning.

A. <u>Suffolk County Community College Academic Program Review</u>

Academic program reviews "present evidence of the program's performance in light of the aspirations defined in the vision and mission[4]". Program reviews are *evaluations*, which lead to judgments and recommendations for action. One part of the evaluative

[4] *Guide for the Evaluation of Undergraduate Programs,* SUNY University Faculty Senate, 2012

process is *course-embedded assessment*, which attempts to determine how well students are learning. "Assessments are the methods used to collect evidence of performance that through criteria that delineate levels of quality of performance, indicate to what degree standards are being met[5]". Annual assessment of student learning provides information helpful to the program review. Action plans developed as a result of Program Review are incorporated into the annual departmental plan to become part of the budgeting process.

1. **Cycle/Timeline**

   Academic Program Reviews are performed in seven-year cycles, or according to cycles prescribed by outside accreditation agents (Appendix C). Information gathered during annual assessment of student learning outcomes and general education, constitutes a significant portion of the information used during program review. As part of the program review process, academic programs receive the program review, as well as the recommendations made by external reviewers. The composition of the external reviewers will vary according to program type, but includes representation from both industry and academia. In preparation for this periodic process, the College's academic programs begin planning and OPIE provides a standard data package to each program in the semester before the academic program review begins. A comprehensive timeline for assessment and planning activities can be found in Appendix R.

   April/May: Chair and committee members are appointed for Program Reviews to be completed in the next school year.

   September: Chair convenes the committee for its initial meeting. A schedule of meetings and activities is constructed. (*If additional assessment activities are planned, the committee should take care to build in time for the Office of Planning and Institutional Effectiveness to perform to perform analyses and provide reports.)*

   September 1 –March 1: The Program Review Committee conducts the review process and prepares the initial draft of the report for submission to the appropriate deans and to the Associate Dean for Curriculum Development.

   February: Committee recommends external reviewers to Associate Dean for Curriculum Development.

   March 1: The initial draft of the report is submitted to the appropriate deans and the Associate Dean for Curriculum Development to review the report for completeness coherence, and clarity. The deans return the review with comments/suggestions to the chair and committee by **March 15.**

   March 15 – April 15: The committee completes the final draft of the program review report and submits it to the appropriate deans and the Associate Dean for Curriculum Development. Final arrangements are made for visit by External Review Team.

   April 15 – early May: External Review Team visit.

[5] *Guide for the Evaluation of Undergraduate Programs*

May 1 – May 31: The appropriate deans review the report and, if the report is acceptable, add their comments and recommendations and forward it to the appropriate campus Executive Dean(s) and the Associate Vice President of Academic Affairs and the Vice President for Academic and Student Affairs. All reports are sent to the President of the College after being reviewed by the Vice President. (*If the report is not acceptable, it is returned to the chair and the committee for completion and resubmission by September 1.)* For their information, copies of the completed review are distributed to the chair and members of the review committee.

June: A summary of the Program Review report, with emphasis on outcomes assessment and inclusion of the major findings and recommendations, will be sent to the Office of the SUNY Provost.

October/November: An implementation plan for Program Review follow-up is developed and submitted by the above designated individual to the appropriate deans, Associate Dean for Curriculum Development, AVP for Academic Affairs and VP for Academic and Student Affairs.

March/April: An implementation progress report is submitted to the deans, Associate Dean for Curriculum Development, AVP for Academic Affairs and VP for Academic and Student Affairs.

Following October: A second implementation progress report is submitted to all of the above.

2. **Assessment Model/Template** (Appendix D)
   The Program Review contains the following:
   - *I. Introduction (including program history)*
   - *II. Goals and Objectives*
   - *III. Environmental Scan*
   - *IV. Curriculum*
   - *V. Assessments*
   - *VI. Students*
   - *VII. Resources*
   - *VIII. Personnel*
   - *IX. Major Findings and Recommendations*

3. **Responsibilities**
   The Vice President for Academic and Student Affairs oversees the Program Review process, specifically through the Associate Vice President for Academic Affairs and the Associate Dean for Curriculum Development, who work with department chairs or program directors and faculty. Reassigned time is granted, pursuant to College policies, to faculty members who undertake the responsibility for conducting program reviews. The Office of Planning and Institutional Effectiveness serves in a support role to provide data and assist in creating assessments. The Associate Vice President

of Academic Affairs is responsible for working with academic chairs or program coordinators to ensure that recommended actions are addressed.

4. **Review of the process**
   The review of the process is conducted by the Office of Academic and Student Affairs in collaboration with the Office of Planning and Institutional Effectiveness. The Assessment Advisory Council reports to the Joint Planning and Assessment Council (JPAC) on its review of the content and process.

5. **Communication of results**
   The Associate Vice President of Academic Affairs, the Associate Dean for Curriculum Development, the program Review Coordinator, and the Vice President for Planning and Institutional Effectiveness meet with leadership in program areas to evaluate the review and propose recommendations. Results of this process are communicated to program faculty and staff by program leadership.

B. General Education Assessment

Suffolk County Community College's assessment of General Education currently consists of the evaluation of the ten knowledge and skills areas and the two infused competencies prescribed by the SUNY General Education requirements. In fall 2012, the College began to develop institutional learning outcomes which will define the knowledge, skills and competencies that students will demonstrate at the completion of their degree program. This activity is driven by faculty through faculty governance bodies. At the conclusion of this process, the assessment of general education will be transitioned to assessment of institutional student learning outcomes. The process as described below is anticipated to remain essentially unchanged. Until the transition period is complete, the assessment of general education will continue as outlined.

1. **Cycle/Timeline**
   Four of the twelve general education knowledge and skill areas as well as competencies are assessed on a three-year cycle through course embedded assessment. This periodic assessment cycle (Appendix E) uses selected high impact courses—those courses in which Suffolk students most frequently enroll. In preparation for this periodic process, the College's academic programs begin planning and data collection in the semester before the general education assessment begins. A comprehensive timeline for assessment and planning activities can be found in Appendix R.

2. **Assessment Model/Template (**Appendix F**)**
   The General Education Assessment Template contains the following components:

   Learning Outcomes/Objectives
   Assessed Courses/Learning Activities
   Assessment Measures and Methodology
   Performance Criteria

Assessment Results
Action Plan
Follow-up reporting

Recommended changes at the department or institutional level result in action plans that are recorded in the annual operational plan. Requests for funding related to the implementation of action plans flow through the College's budgetary process. Subsequent assessments occur in accordance with the established three-year cycle.

3. **Responsibility**
   The Vice President for Academic and Student Affairs has oversight of this activity. The Associate Vice President for Academic Affairs and Associate Dean for Curriculum Development are responsible for ensuring that Assessment Coordinators, are appointed and that the work is completed within the allotted timeframe. Reassigned time is granted, pursuant to College policies, to faculty members who undertake the responsibility for conducting general education assessment. The Office of Planning and Institutional Effectiveness serves in a support role to provide assessment data. The Associate Vice President of Academic Affairs is responsible for working with academic chairs or program coordinators to ensure that recommended actions are addressed.

4. **Review of the Process**
   A review of the overall General Assessment Plan is conducted by the Office of Academic and Student Affairs at the conclusion of a three-year cycle. In collaboration with the College's governance bodies, recommended changes that are approved are implemented in the subsequent three-year cycle. The Assessment Advisory Council reports on its review of each assessment to the JPAC to ensure quality of the assessments.

5. **Communication of Results**
   Assessment results are shared with the faculty, administrators and program review teams in each related discipline through college-wide and departmental meetings. Assessment results for infused competencies are shared with academic chairs and faculty college-wide through departmental communications, briefs from the Office of Academic and Student Affairs, college- and campus-wide meetings, and professional development activities. In addition, reports are presented to the Assessment Advisory Council (AAC) for review and recommendation.

C. <u>Annual Assessment of Student Learning Outcomes</u>

The annual assessment of student learning outcomes, which is critical for the periodic academic program review, occurs through course embedded assessment anchored in the program's program level student learning outcomes (PLOs) and corresponding course level student learning outcomes (CLOs). The process is driven by annual assessment plans for each academic program. Working in collaboration with program faculty, other departmental faculty, staff and administrators, a program assessment team submits a multi-year plan for annual assessment to the Office of Academic Affairs. Each year as

course assessment occurs, the assessment team revises and updates the plan to include a subsequent year, thereby closing the loop and ensuring a process of sustained and continuous improvement. Through the use of curriculum maps program faculty identify which courses (and related learning outcomes) contribute to achieving institutional and program-level student learning outcome(s). Each program is expected to have a comprehensive curriculum map that guides the assessment of student learning outcomes within the program.

1. **Cycle/Timeline:** Annual

2. **Assessment Model/Template** (Appendix G)

The Program Assessment Plan includes:
a. Program-Level Student Learning Outcomes– Select one or more program-level student learning outcomes to assess for each of the five years and proceed to create a plan in which all program level outcomes are assessed within a five year timeframe through course embedded assessment.

b. Course-Level Student Learning Outcomes – Identify the course or courses to be assessed. These are courses in which the program learning outcome is introduced, reinforced or mastered as evidenced in the course learning outcomes. If a course is scheduled for assessment as part of General Education or institutional assessment, the program may choose to assess a Student Learning Outcome closely aligned with an Institutional Learning Outcome.

c. Assessment Tool or Activity – Specify the methodologies to be used to assess the level to which the Program-Level Student Learning Outcome(s) has been achieved. Evaluation might occur through selected course level learning activities, assignments, tests, etc. Identify specific data sources and potential methods of measurement to develop a manageable and sustainable data collection procedure.

d. Desired Performance – Set target for student achievement, clearly stating desired level of student success.

e. Timeline – Establishment of a realistic assessment cycle, keeping in mind the demands of the data collection, analysis, and reporting processes.

f. Responsibility for Data Analysis/Key Findings – Team leader(s) is (are) appointed to guide annual assessment activities action plan.

g. Use of Results/Action Items and Dissemination – Create a list of those responsible for communicating assessment results and sharing potential recommendations for improvement and/or change. Describe how the assessment results will be used to improve student's academic performance as well as how the results were disseminated.

h. Follow Up/Actions Taken - Note how recommendations for action, if made, were applied and will be revisited for continuous quality improvement. In addition, a follow-up assessment activity is performed to gauge the efficacy of any changes made ("closing the loop"). As each year's assessments are completed a new fifth year will be added to the plan.

3. **Responsibilities** –The Vice President for Academic and Student Affairs, is responsible for the oversight of the Five-Year Program Assessment Plan, specifically through the Associate Vice President for Academic Affairs and the Dean of Instruction. The Office of Planning and Institutional Effectiveness serves in a support role to provide data and assist in creating assessments . The Associate Vice President of Academic Affairs works with the Dean of Instruction and academic chairs or program coordinators to ensure that recommended actions are addressed.

4. **Review of the process** – In addition to the Office of Academic Affairs and each academic department involved, the Assessment Advisory Council reports on its review of the process undertaken for each assessment to ensure the quality of the assessment process and reports findings to the JPAC.

5. **Communication of results** – The academic chairs and/or program directors, are responsible to communicate the results of each assessment activity and any follow-up activity to all departmental faculty and other stakeholders and encourage interdisciplinary communication where appropriate. The Assessment Advisory Council reports its review of the process.

D. <u>Course Assessment</u>

Courses not assessed as part of a program, or through general education assessment (e.g. – developmental courses; Freshman Seminar), perform regular assessment activities following the same model as the Annual Assessment of Student Learning described above.

1. **Cycle/Timeline** -- The Dean of Instruction works with the appropriate advisory committee to develop a timeline/cycle for annual course-embedded assessment in these courses (Appendix H).

2. **Assessment Model/Template** – Course-embedded assessment uses a model similar to that of Annual Program-level Assessment (Appendix I). The model includes the following components: Course-Level Student Learning Outcomes (SLO's); Assessment Tool or Activity; Desired Performance; Timeline; Responsibility for Data Analysis/Key; Use of Results/Action Items and Dissemination; Follow Up/Actions Taken (including "closing the loop" activity).

3. **Responsibilities --** The Vice President for Academic and Student Affairs is responsible for overseeing the Course Assessment process. The Office of Planning

and Institutional Effectiveness serves in a support role to provide data and assist in creating assessments. The Vice President for Academic and Student Affairs may designate staff, as appropriate, to ensure that recommended actions are addressed.

4. **Review of the process** -- The Office of Academic and Student Affairs and each area involved, reviews the process. The Assessment Advisory Council reports on its review of each assessment to the JPAC to ensure the quality of the assessments.

5. **Communication of results** – The team leaders of each plan and the chairs of the advisory committees involved, are responsible for communicating to all stakeholders involved the results of each assessment activity and any follow-up activity.

AES Assessment and Evaluation:

Suffolk County Community College approaches the assessment of both student learning outcomes and the support of student learning (support outcomes) located within the College's AES units as an institutional priority. A comprehensive list of Suffolk's AES units can be found in Appendix J and the delineation of differences is as follows:

- Administrative Support Units – units primarily responsible for administrative functions which support the environment for student learning (i.e. financial aid).

- Educational Support Units – units primarily responsible for providing direct educational support either to academic programs or students (i.e. library).

- Community Outreach Units – units primarily responsible for providing non-traditional educational opportunities to external constituents (i.e. continuing education).

Given that both regular assessment and periodic evaluation of these units is essential, Suffolk County Community College established assessment and evaluation systems to ensure continuous improvement, reflecting an institutional commitment to assessment of institutional effectiveness and ensuring alignment with Standard 7 of the MSCHE document *Characteristics of Excellence*:

- … clearly articulated written statements, expressed in observable terms, of key institutional and unit-level goals;

- …intentional objectives or strategies to achieve those goals;

- assessing achievement of those key goals; and

- using the results of those assessments to improve programs and services

The individuals units, with support from the Office of Planning and Institutional Effectiveness (OPIE) and the Assessment Advisory Council (AAC): a) conduct yearly assessments of selected student learning outcomes (SLOs)/support outcomes (SOs), b) develop plans to address the

findings, c) utilize findings to impact budget requests, and d) periodically review the effectiveness of the unit.

E. AES Unit Review

The College uses a seven-year review cycle (Appendix K) for its AES units. To ensure that all units have an opportunity to conduct and learn from assessments before engaging a comprehensive review process, the 2013-2014 academic year has been designated as a pilot year for AES unit review. The College will conduct the pilot using its writing centers. A timeline for assessment and planning activities for the AES units can be found in Appendix R. To ensure that the College closes the loop in regards to the AES review process, units will develop action plans and incorporate these plans into the budgeting process.

1. **Cycle/Timeline:** Unit Reviews are conducted on a seven-year cycle.

May (Semester before the Unit Review)
The senior leadership (central), executive deans, and unit directors are contacted by OPIE to schedule a preparation meeting. Prior to this meeting, decisions are made about the Unit Review Chairperson and a team is chosen. Also, prior to the meeting, a series of questions is provided to the team to consider. At the meeting, a brainstorming session will occur to flesh out the units functions and goals, consider what data is available to analyze, determine what the standard data package will include, and initialize discussions about potential external reviewers.

May-July
The Unit holds meetings and/or a retreat to finalize a list of data necessary for the review, to review the standard data package provided by OPIE, and to finalize a list of external reviewers.

August-October
In addition to filling out the AES Unit template, the Unit reaches out to the external reviewers to secure their participation and begin preparations for the site visit.

End of October
The external reviewers should be committed to an official date between January and March. In addition, the template, up to the completion of the external reviewers report should be completed and forwarded to the AAC for review

November
The AAC reviews the document utilizing a rubric and submits any recommendations to OPIE. Representatives from OPIE will set up a meeting with the committee to discuss the recommendations. Any changes need to be made quickly, depending on the visit date as a final report, up to the external reviewer response, must be provided to the reviewers no later than two weeks before their visit.

January-March
External reviewers conduct the site visit and meet with important stakeholders, view operations, and observe any activities deemed to be mission critical. While the review team will provide an oral exit report, they are expected to provide a formal written report to the unit within two weeks.

The unit should take all of the internal recommendations from the self-study and compare them against those from the external reviewers immediately after receiving the reports.

March
The unit should finalize the report and meet with senior leadership, executive deans, OPIE, and other appropriate stakeholders to discuss the report and action plan(s). Additionally, the report must be sent forward to the AAC subcommittee on AES Unit review prior to the end of the month.

April
At the AAC end of year meeting, the AES subcommittees will be presenting their results and individuals involved with the AES Unit review are invited to attend and provide their own evaluation of the process.

May
Any recommended changes are brought before the Joint Planning and Assessment Council (JPAC). In addition, the final reports from the AAC are sent to JPAC.

July-December
The AES Units work with the senior leadership, executive deans, OPIE, and other appropriate stakeholders to implement the action plans and will document progress using the AES Unit Action Planning Template (Appendix M)

2. **Evaluation Model/Template** (Appendix L)
   The AES Unit Review contains the following:

   I. *History/Context*
   II. *Unit Overview*
   III. *Staffing*
   IV. *Assessment and Planning*
   V. *External Review*
   VI. *Final Conclusions*
   VII. *Action Plans*

3. **Responsibilities** – The Vice President for Planning and Institutional Effectiveness oversees the Unit Review process, specifically through the Director for Planning and Institutional Effectiveness and the Executive Director for Planning and Institutional Effectiveness. Vice Presidents or AES unit supervisors provide support throughout the process.

4. **Review of the process** – The process used in AES unit review is assessed by the Vice President in charge of the area in collaboration with the Office of Planning and Institutional Effectiveness. The Assessment Advisory Council reports on its review of the process to the JPAC.

5. **Communication of results** – The Director of Planning and Institutional Effectiveness, will discuss the review and recommendations with the Vice President and/or the supervisor responsible for the unit. Results of this process are

communicated to the unit by the unit supervisor.

F. Annual Assessment of Student Learning in AES units

Given the need for continuous improvement, these units engage in an annual assessment of their SLOs and SOs. Over the period of seven years, they have an opportunity to ensure continuous improvement through assessment of these outcomes, planning based upon the results, and budget requests which are enhanced through the utilization of assessment and planning information.

1. **Cycle/Timeline:** Annual

2. **Assessment Model/Template** (Appendix N)

   The AES Assessment and Planning Template includes:

   - *Identification of institutional goals associated with the unit's mission*
   - *SLO or SO identified for assessment during the current year*
   - *Methods of assessment – a description of the methods that will be used to conduct the assessment, which include both a direct and indirect measure*
   - *Data Collection Plan – a description of what data will be collected and how it will be analyzed*
   - *Criteria for Success – an identification of the metric that will be used to determine if the assessment was successful*
   - *Analysis of Results – an identification of the findings to include a comparison with the established criteria for success*
   - *Discussion and Conclusions – a description of what conclusions, based upon unit-wide discussions of the assessment assignment, can be made regarding the results*
   - *A proposed action plan for the following year to include activities to be conducted and budget implications*
   - *A review of previous action plans to include an analysis of the results, conclusions, and further actions*

   Upon completion of the form, units will utilize the AES Annual Assessment Action Planning Template to track the progress of the plan (Appendix O)

3. **Responsibilities** – The Vice President for Planning and Institutional Effectiveness is responsible for the oversight of the annual assessment within AES units, specifically through the Director for Planning and Institutional Effectiveness and the Executive Director for Planning and Institutional Effectiveness. Vice Presidents or AES unit supervisors provide support throughout the process. This office is also responsible for providing support to units in the development and analysis of the

assessment assignments.

4. **Review of the process** – In addition to the Office of Planning and Institutional Effectiveness and each unit involved, the Assessment Advisory Council reports on its review of the assessment process to the JPAC.

5. **Communication of results** – The unit supervisor or his/her official designee for assessment is responsible for communicating the results of each assessment activity and any follow-up activity to the unit as well as to OPIE.

OPERATIONAL PLANNING

An assessment cycle requires more than simply collecting and reporting data; rather, the information must be used as a basis for action directed at improving the outcomes. Within the College's institutional effectiveness model, this planning process is labeled operational planning. As demonstrated in the aforementioned model, Suffolk County Community College has two parallel operational planning processes. The first process represents the yearly operationalization of the strategic plan and is implemented centrally. Currently, the College has 16 MIOs and since the annual development of operational plans at this level is based upon implementing a plan to accomplish these MIOs, there are sixteen plans per year. These plans are monitored by the Vice Presidents with responsibilities that fall under the given MIO and they identify administrators within their areas to develop operational initiatives and assess the impact and effectiveness of these plans. The template designed to streamline and guide this process is found in Appendix P and the guidelines for Operational Planning can be found on the Strategic Planning Webpages. In examining the template, however, central operational planning includes the following:

1. Timeline

Operational Planning centrally, given its intricate connection to the budgeting operates in alignment with the fiscal calendar (September – August). Additionally, the operational planning year is broken into four quarters to allow for the tracking of progress with the action plans. Expectations for each quarter are as follows:

Quarter 1 (September-November)

The responsible executives are charged with developing an inventory of action plans that are associated with achievement of the specific MIOs. Early in the process, a meeting is held with all responsible executives and OPIE to discuss potential overlap between the goals and outcomes. It is expected that the executives will go back to their teams to discuss potential collaborations and to determine a final list of ***prioritized*** plans that will be included in the SCCC Operational Plan. During the first week in November, OPIE will meet with the executives to evaluate the linkage to the MIOs and to determine which plans connect to the KPIs. The executives will then complete the first quarter template, send forth to OPIE for inclusion in a

comprehensive first quarter plan prior to the end of the month, and will them meet with the President in a one-on-one meeting to discuss the plans. Only after the President has reviewed the plans will the Operational Plan be deemed official. At this point, the plan is sent forward to the SPC for review.

Quarter 2 (December-February

Now that the plan has been approved, the responsible executives are expected to track progress on each of the action plans. In addition, they should consider the impact of the plans, where potential problems lie, what solutions are in place to remedy concerns, and should incorporate, where applicable and possible, recommendations from the SPC. A template for completing this quarterly report is forwarded to the executives at the beginning of February and they are expected to forward their information to OPIE before the end of the month so that a comprehensive quarterly report can be generated and sent to the President. This information will be discussed with the President and forwarded to the SPC for review.

Quarter 3 (March-May)

The second and third quarters are similar in that both represent an opportunity to track and communicate progress. Information, based on a completed template, will be sent to OPIE to assemble the quarterly report, forwarded to the President, and sent to the SPC.

Quarter 4 (June-August)

While the quarterly report allowed for the overall plan's approval and the second and third track progress, the fourth quarter report is evaluative in nature. The responsible executives are expected to identify the overall success (meeting of criteria) for each of the action plans, to discuss the impact and potential of the plans that succeeded, to identify why certain plans did not work and develop action plans, where appropriate, to remedy the problems, and to speak to a general direction that can be established based upon an overall evaluation of the plans. In addition, this information will be sent to OPIE for inclusion in a yearly institutional effectiveness report that details the progress of the College's various planning and assessment efforts. Finally, the SPC will be providing an independent reaction to the results and will present this information to the President. Information gleaned from the completion of the fourth quarter reporting template and subsequent SPC report should be utilized in the budgeting process. For a comprehensive timeline of assessment and planning activities, and their connection with the budgeting cycle, please refer to Appendix R.

.

2. Planning Model/Template – In addition to the associated Goal, Objective and responsible administrator, the operational planning template consists of two sections: *Operational Initiatives* and *Assessment*.

The Operational Initiatives section provides:

a. A description of the activity undertaken to accomplish the listed objective and the area (unit, department, division) for which the activity is planned;

b. The lead responsibility to make sure the initiative is accomplished;

c. The support, guidance, and resources needed to accomplish the initiative.

The Assessment section provides:

d. The method employed to determine how the achievement of the objective will be assessed or evaluated;

e. The target, indicating what results will indicate that the objective has been achieved;

f. The timeline of when the achievement of the objective will be assessed, and when results will be communicated;

g. The value of the activity, indicating what decisions will evaluation or assessment help the college make;

h. In addition, the template includes a section to describe follow-up. Follow-up presents the connections between the initiatives and their part in overall planning, including budgeting.

3. Responsibilities – Each Institutional Goal has listed a designated responsible executive, and each Measureable Institutional Objective has listed a designated responsible administrator. Each Operational Initiative developed lists the individual(s) with lead responsibility to make sure the initiative is accomplished.

4. Review of the process – The method/process used in Operational Planning is assessed by the Strategic Planning Council for college-wide plans, and the Assessment Advisory Council for campus-based plans.

5. Communication of results – Those charged with administrative responsibility and with lead responsibility for each initiative report results to the appropriate council. The Strategic Planning Council and Assessment Advisory Council will report findings after the assessment of methodology/process and results. The reports will be filed in TracDat, the assessment management platform used by the College.

The second process, operational planning at the campus level, that leads to the development of operational plans occurs at the academic program and unit level and, in contrast to operational planning at the central level, is guided by the institutional goals. More specifically, the academic programs all have program-level student learning outcomes and these outcomes, as well as the unit goals within the AES units, are anchored to the institutional goals. Given this relationship, yearly assessment of the SLOs and the SOs, which drives planning and resource allocation, allows for all programs and units to drive the assessment of institutional effectiveness through an evaluation of how effectively the College is achieving its institutional goals. The process of operational planning at this level was addressed in the section on institutional assessment because the templates used to guide the annual academic and AES assessments include information on operational planning.

RESOURCE ALLOCATION

Effective allocation of resources, financial and human, is vital to the realization of Suffolk County Community College's mission. Through continuous improvement that results from the use of assessment results to inform planning, the academic programs and AES units are better positioned to achieve their outcomes and, by proxy the goals of the area as well as the College. Without effectively deploying resources to implement and assess the plans, however, the plans will not be successful. The resources needed may include additional monies through the budget allocation process, but may also be available through reallocation of current finances and human resources.

Budget Development

In October of each year, the Vice President for Business and Financial Affairs sends to all operating units in the College a memorandum that establishes the format and guidelines for budgetary considerations. Each unit is asked to establish priorities in line with the expanded statement of institutional purpose and within the scope of available resources. These priorities are used as determining factors in building the budget. Each unit submits its budget request by December 31st. The Budget and Planning Committee then meets with the campus executive deans and central operating units to discuss their individual requests. At that time, information justifying the proposed budget is presented. The request must demonstrate how proposed expenditures tie into the College's mission and institutional goals.

After the budget proposals are presented, their information is summarized and reviewed by the President and the President's Cabinet. Decisions are then made within the context of available funding with respect to the requests received. If necessary, the campus executive deans and central administrators may be asked to revise their budgets based on new information such as the budget gap, available revenue and other cost factors.

In March, budget information is brought before the appropriate committees of the Board of Trustees for preliminary review and to then to the full Board at the monthly meeting where the Board of Trustees provides its formal input. Following any subsequent modifications and review, the budget request is again brought before the Board of Trustees in April for approval. If the Board approves the budget, it is delivered to the Office of the County Executive (OCE). If, on the other hand, the Board amends the budget at its April meeting, the budget is modified, after which it is submitted to the OCE.

Following its submission, the College will meet with the County Executive and County Legislature to discuss the College operating budget request. No later than May 31st, the County Executive submits his recommended budget total, and other budget recommendations, to the County Legislature, which then forwards the recommended budget total to the Legislature. The Legislature Budget Review Office (BRO) reviews the College budget and makes a recommendation to the County Legislature.

On or before the beginning of August, the Legislature will approve, or disapprove, the College's operating budget total, followed by the County Executive's approval, or disapproval, of the budget total. (If vetoed by the County Executive, the County Legislature may reconsider the College's budget request.) The County Executive then has ten days to approve or veto the amended budget.

After the County approves an operating budget total for the College, the College Board of Trustees takes any and all necessary actions to assure that the College budget is balanced and enacted only as a balanced budget. This may require line-item adjustments by the College to bring expenses and/or revenues into balance with the County budget total as adopted by the Legislature.

The majority of the College's operational budget is tied to salary and benefits. Suffolk County Community College ensures that assessment results and the use of planning to guide resources are paramount. This is demonstrated through the following list of budget priorities, which include linking budgeting to planning and the use of assessment results.

- Projected enrollment
- Class size and space utilization

- Current year level of appropriations and revenue
- Current year monthly expenditure and revenue analysis
- Historical and industry indicators for projecting health insurance costs, staff retirements, terminal pay, vacancies to be filled
- MIO's
- Contractual salary obligations
- Policy direction by the President and the BOT

In addition to these institutional budget priorities, the budgeting process is impacted by yearly planning driven through the assessment of student learning. The yearly budget request forms (Appendix Q), require budget managers to indicate which institutional goals are attached to each request, line-by-line. Also, the operational plans that emerge from the yearly assessment of student learning require academic programs and units to link additional budget requests to the results of the previous year's assessment.

While this section addresses the College budgeting development and implementation process, it is important to consider existing budgetary allocations. The allocation of new monies to assist with the achievement of outcomes and objectives is an important facet of institutional effectiveness; however, new dollars are not the only financial resource that needs to be strategically allocated. In fact, given the leaner fiscal environment that colleges are in with the decrease in public funding (federal, state, and local), reallocation of existing monies is the more likely reality. Reallocation of existing dollars is an effective indicator of planning informed budgeting as well given that programs and units will only reallocate their existing dollars if it is in the best interest of the area.

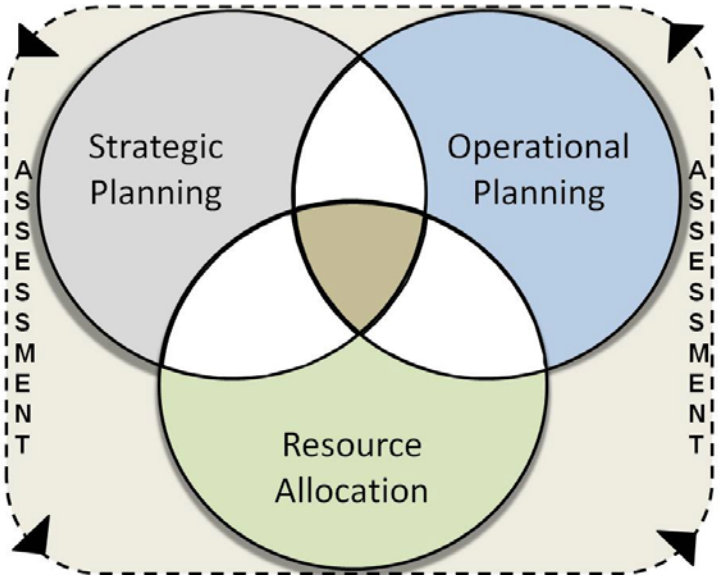
Non-Budgetary Allocations

Budgets are the most visible form of resources for assessment and planning, however, the most valuable and strategically important resource at the college are the faculty, staff, and administrators. While the results of the operational planning process may detail the need for additional personnel lines, the greater likelihood is that the activities or initiatives will need to be carried out by existing personnel. This reality leaves the programs and units with the sole option of reprioritizing key responsibilities. For instance, a staff member tasked with one project may need to take over as the lead for a project tied to the achievement of a given support outcome prioritized in the prior year's action plan. The efforts, time, and commitments of personnel are important resources, which, must be strategically deployed to achieve the results desired through the assessment, evaluation, and planning processes.

INTEGRATED PLANNING

The last phase of institutional effectiveness identified in the College's model is the evaluation and use of results – this is the element of institutional effectiveness that ensures that integrated planning permeates throughout the College. Rather than a plan, integrated planning reflects an institutional approach to planning that integrates assessment, planning, and resource allocation for the purpose of moving toward the realization of the mission (institutional effectiveness). Within Middle States, no standard speaks more directly to integrated planning than Standard 2 – *Planning, Resource Allocation, and Institutional Renewal*.

Figure 2: Suffolk County Community College Integrated Planning Model



This standard states that colleges must "utilize the results of its assessment activities for institutional renewal" and "conduct on-going planning and resource allocation based on mission and goals." Given the changing expectations in the external environment, the College has continued to enhance its integrated planning approach and is operating from the following model:

The model presented above, first and foremost, demonstrates that all planning efforts are rooted in assessment and that assessment is both continuous and drives institutional effectiveness. In fact, integrated planning relies on continuous assessment since the appropriate deployment of resources is only possible through the use of assessment results that drive the development of operational plans – plans which will be implemented and assessed for effectiveness and further resource allocation needs. It is indicative of a continuous improvement cycle dependent upon all

three planning phases that are guided by regular assessment. Regarding the interconnections between the planning efforts:

- Strategic Planning and Operational Planning – The strategic plan includes the MIOs that anchor operational planning at the institutional level (central) as well as the institutional goals which anchor the program learning outcomes and unit outcomes at the academic program and unit level (campuses). Conversely, results from the operational plans will be used to assess the appropriateness of the institutional goals and the MIOs.
- Strategic Planning and Resource Allocation – Resources, including operational funds, are directed at achieving the MIOs.
- Operational Planning and Resource Allocation – Resources, including operational funds, are directed at achieving the institutional goals, both at the institutional (central) and campus levels.

Institutional effectiveness simply cannot be evaluated adequately without a comprehensive integrated planning process. This integrated planning approach, which is reflected in the planning documents as well as the graphic shown above, provides the catalyst for the College's institutional effectiveness model. A comprehensive calendar of activities is found in Appendix R.

ASSESSING THE CAPIE

To ensure that the Comprehensive Assessment Plan for Institutional Effectiveness remains a vital, relevant, and useful document, it will undergo regular assessments, both formally and informally. Formally, there are three methods used to make necessary modifications to the document. These include:

1. The AAC, through its subcommittees, will be providing recommendations based upon a review of the various assessment processes. The subcommittees were developed to ensure that every annual and periodic SLO/SO assessment and related evaluation process is reviewed and revised as necessary. As a regular part of the subcommittee meetings, members should be examining how the process can be improved. Recommendations then come to the full AAC and, with agreement by the majority of the body, go forward to JPAC for a vote.

2. While the SPC is not charged with reviewing the implementation of the CAPIE, the body is asked to review and recommend improvements to the operational planning (central) portion of the document. As the body responsible for reviewing the operationalization of the strategic plan, it is best equipped to provide a thorough review of the entire process. As with the AAC, recommendations from the SPC come to the JPAC for approval.

3. In addition to the regular review of processes, the AAC is responsible for providing a comprehensive, periodic evaluation of the document every five years. This process represents an evaluation of the document in that a judgment, informed by a rubric, is made as to the overall value, quality, and appropriateness of the CAPIE.

The College also engages in assessment of the CAPIE through informal means. The AAC readily accepts recommendations for change from the faculty, staff, and administrators engaged in the various assessment and evaluation activities. Often, the individuals best equipped to understand and address any weaknesses are those engaged in the effort. As part of the review process, the AAC co-chairs send out a memo asking for any recommendations and comments regarding the units' recent assessment and planning efforts. All recommendations are then brought back to the full body and, with majority approval, move forward to the JPAC for approval.

CONCLUSION

The CAPIE is an omnibus document that reflects Suffolk County Community College's commitment to institutional effectiveness. It also demonstrates the Colleges dedication to maintaining an institutional culture of assessment that continually enhances the teaching and learning environment as well as the decision-making processes across the institution. While this is a plan, it has been developed as more than just a roadmap to achievement of the College mission. This document is a compendium of information about the assessment of institutional effectiveness at the College and, as such, provides the tools, terminology, and guidance to assist the faculty, staff, and administrators responsible for all assessment and planning efforts. Important tools include the various templates, inventories, and the cycles of planning and assessment, the terminology is presented both in narrative and graphical form, and guidance is provided through the procedures, timelines, and accountability structures within each of the sections.

At the core of this document, however, is the institutional effectiveness model. This model portrays not only all of the elements required for an assessment of institutional effectiveness, but also the interconnectedness of the elements. The model illustrates the following:

- The strategic plan drives all planning activities through the mission, vision, goals, and objectives;
- The assessment of student learning drives the operational planning process;
- The operational plans require the appropriate resource allocations;
- Resource allocations allow for the evaluation and use of results;

- And that the information gained allows for continuous improvement

This document represents the best efforts of the College as well as an understanding of external expectations in regards to planning and assessment. The CAPIE continues to be one of the foundational documents at Suffolk and is one which will be used to ensure that College maintains its status as a College of Excellence. This 2013 version of the CAPIE, which is built upon the work of the original document first crafted in 2005, represents a necessary evolution in the institutional approach to assessing institutional effectiveness. The underlying philosophy regarding the CAPIE is that it is a living document that depends upon assessment to ensure its continued applicability and relevance. As the College learns from its assessment and planning efforts, both about what is and what is not working, the document will inevitably change given Suffolk County Community College's unwavering commitment to continuous improvement of the teaching and learning environment.

APPENDIX A: INDEX OF ASSESSMENT AND PLANNING TERMS

Academic Program Review: a periodic self-study process for instructional programs that results in the gathering of assessment and other pertinent information, from both internal and external constituents, for the purpose of formulating recommendations aimed at programmatic improvement.

Action Plan: a description of activities to be undertaken as the final step of the assessment and program/unit review process. Proposed activities should be developed to learn from and improve upon the results of the previous year.

Activity: an event designed to effect a specified outcome. Activities occur as components of courses in instructional programs and as extracurricular events in non-instructional programs; or they can occur independently from programs.

AES Unit Review: a periodic self-study process for AES units that results in the gathering of assessment and other pertinent information, from both internal and external constituents, for the purpose of formulating recommendations aimed at unit improvement.

Assessment: the process used by the College to continually assess the degree to which the student learning and support outcomes of each academic program and AES unit are being achieved. The overarching purpose of assessment is to determine how effectively outcomes and goals are being achieved for the purpose of developing action plans to improve the results. Assessment is never about passing or failing, DOES NOT represent an evaluation of faculty or staff, and does not pass judgments on faculty, staff, or students, but rather provides an opportunity to thoughtfully examine whether outcomes are being achieved and develop interventions to enhance student success, the environment for student success, and the backbone operations of the College.

Assessment Advisory Council (AAC): institutional body responsible for reviewing the implementation of the CAPIE, providing reviews of academic program and AES unit assessments and evaluations, and providing support and institutional leadership over assessment.

Assessment Plan: a document that specifies the goals and outcomes of an academic program of unit, where, how, and when the outcomes will be assessed, an analysis of results, documentation of a discussion, and presentation of recommendations that will inform the action plan.

Assessment Tool/Activity/Method of Assessment:
the process which an academic program or AES unit will use to determine whether a student learning or support outcome is being achieved.

Baseline: a metric which represents performance from a historical perspective. This number is important in determining appropriate criteria for success because it provides the academic program or unit with an established standard for success.

Criteria for Success: a standard against which performance on an assessment measure or key performance indicator can be evaluated (i.e. an academic program has experienced an X% graduation rate over the previous five years and would like to see the rate increase by 5% over the next 3 years).

Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE):
a plan that brings all units of the college into the assessment and planning processes for the purpose of appropriately deploying resources, utilizing and integrated planning approach, to determining the extent to which the institution is accomplishing its mission (institutional effectiveness).

Course: an organized series of instructional and learning activities, dealing with specified subject matter, designed to effect specified learning outcomes.

Data: factual information, such as observations or measurements—especially such information organized for analysis or used to reason or make decisions.

Evaluation: 1) the part of the assessment process that uses professional judgment to form conclusions about the data. 2) using assessment information in combination with professional judgment to make appropriate decisions about what has been assessed.

Goal: a broad institutional, unit, or program aim (e.g., to enhance student success or to provide community service), deriving from the institution, unit, or program's mission and which drives the institution's objectives and academic program/AES units' student learning and support outcomes. Goals answer the question of what the program or unit expects from itself.

Indicator: a specific measure or observation that is used to ascertain progress in achieving an objective. (e.g., fall-to-spring retention of first-time full-time students as an indicator of first-year retention rate.)

Institutional Effectiveness:
the ability of an institution to achieve its stated mission and goals.

Joint Planning and Assessment Council (JPAC)
institutional body constituted by the full memberships of the AAC and SPC for the purpose of ensuring that planning and assessment efforts are aligned, results and recommendations are communicated, that all processes and procedures are review, maintaining a recommending body that can approve changes.

Key Performance Indicator (KPI):
a measure that describes a critical, widely recognized outcome of a mission—one that is clearly responsive to key constituent groups and is produced regularly.

Measurable Institutional Outcome (MIO)
The College's MIOs evolve out of the strategic planning process and reflect the strategic priorities over a given period of years. The represent what objectives will be prioritized and assessed and also demonstrate institutional accountability. These objectives must be driven by the institutional goals, demonstrate measurability, have a well defined criteria for success, be connected to yearly activities, and reviewed regularly by the SPC.

Mission: a succinct, broad declaration of purpose: who you are, what you do, whom you do it for, and perhaps a glimpse into how or why you do it. Mission statements can be expressed in a single sentence; and although they may include multiple sentences, mission statements should never\ be lengthy. In addition, the program or units' goals should clearly be reflected in the mission. *Note that a unit or a program's mission statement needs to be anchored to and support the institutional mission, goals, and outcomes.*

Operational Plan: While operational planning at SCCC includes two separate processes (see below in operational planning) the College's Operational Plan is a report which identifies, on an annual basis, which activities will be examined given their ability to assist the College in achieving the MIOs. The accountability for these plans resides at the executive level and includes a description of the activity, identification of key team members and support, determination of the criteria for success, analysis of the results, and, where necessary, establishment of plans to improve results in the next cycle..

Operational:
Planning: At Suffolk County Community College, operational planning is reflective of a parallel process. Centrally (a.k.a. the College's Operational Plan), the plan represents the operationalization of the strategic plan and includes a series of annual plans designed to move the College towards achievement of the MIOs. At the program/unit level, operational planning encompasses the use of annual assessments to measure the degree to which outcomes and goals are being achieved. Centrally, the plans connect to the MIOs while at the program/unit level, they connect to the goals.

Outcome: The anticipated consequence of some program, course, activity, or intervention. It should be noted that the broad term student learning outcomes (SLOs) are common to colleges, however, at the College, the outcomes are distinguished by the level in which they are assessed.

Course-level Student Learning Outcomes (CLOs)
Outcomes at this level reflect the affective (behavioral), cognitive, (knowledge) and motor (skills) growth expected as a result of finishing the course.

Institution-level Student Learning Outcomes (ILOs)
Outcomes at this level reflect the affective (behavioral), cognitive, (knowledge) and motor (skills) growth expected as a result of attending and graduating from Suffolk County Community College.

Program-level Student Learning Outcomes (PLOs)
Outcomes at this level reflect the affective (behavioral), cognitive, (knowledge) and motor (skills) growth expected as a result of finishing the course.

Support Outcomes (SOs)
These outcomes do not reflect expectations regarding student learning, but rather the expectations of the AES unit. While the goal indicates what functions the unit engages in, the SOs communicate how the unit expects to achieve its goals. These outcomes can reflect indirect support of student learning, direct support of the student learning environment, or backbone operations critical to the College.

Planning: an integral part of the College's ability to document institutional effectiveness. While assessments look at what has been accomplished, plans (i.e. strategic, operational, action, etc.) are forward looking. They not only present the expectations of the institution, program, or unit, but detail the process by which these

expectations will be met or exceeded.

Program: a sequence of courses or a sequence of activities that are designed for a specific purpose.

Instructional Program
An instructional program refers to the formal educational requirements (i.e., courses) necessary to qualify for a certificate or a degree. A program includes general education or specialized discipline-specific study, or both. Instructional programs also entail components necessary for or associated with their operations, such as, personnel, facilities, equipment, extracurricular activities, etc.

Non-Instructional Program
A non-instructional program refers to a formal sequence of activities designed to promote student learning in extracurricular environments. Non-instructional programs often focus on the student -development aspects of student learning. Examples include activities related to student government, the student press, career exploration, athletics, student clubs, cultural awareness, etc.

Programmatic Activities:
activities conducted so that programmatic goals, outcomes, and objectives may be achieved and measured.

Strategic Plan: the College's foundational and most important plan. The strategic plan highlights the institution's mission, goals, and outcomes, documents the processes used to review and revise these statements, introduces the KPIs, and sets the direction for a given period of time. The operational plan (central) is the vehicle which operationalizes the strategic plan.

Strategic Planning: a comprehensive, inclusive, and pervasive process utilized to both develop the strategic plan and monitor the effectiveness of its implementation. The process includes significant quantitative and qualitative data gathering, extensive conversations with stakeholders, a review of internal and external conditions, a SWOT analysis, and a thorough examination regarding the relevance and appropriateness of the mission, goals, and outcomes.

Strategic Planning Council (SPC):
institutional body responsible for the strategic planning process, reviewing the implementation of the College's operational plan, providing reviews of the action plans for each MIO, and providing support and institutional leadership over strategic planning.

Unit: an element of an institution's organizational structure that is characterized by either a dedicated budget or by its responsibility for a specialized function. At Suffolk County Community College, these elements are known as Administrative and Educational Support (AES) units and reflect the breadth and scope of the College's mission. The functions of some units may extend to more than one of the following categories:

- **Administrative Units** provide essential services that maintain institutional operations. These divisions affect instructional programs indirectly. Examples include the Financial Aid Office, Plant Operations, the Business Office, the Registrar, Human Resources, Enrollment Management, Public Safety, Institutional Effectiveness, etc.

- **Educational Support Units**, while not primarily instructional, they contribute directly to student learning or to instruction. Examples of educational support units include Counseling Centers, Academic Skills Centers, the Library, Information Technology, Campus Activities, etc.

- **Community Outreach Units** benefit members of the county and represents members of the College community that could, but don't necessarily have an administrative or educational support mission. Examples include Workforce Development and Special Events.

APPENDIX B: ACRONYMS CONTAINED WITHIN THE CAPIE

A.A. – Associate of Arts
A.A.S. – Associate of Applied Science
A.S. – Associate of Science
AAC – Assessment Advisory Council
AACC – American Association of Community Colleges
AVP – Associate Vice President
AES – Administrative and Educational Support Units
BRO – Budget Review Office
CAPIE – Comprehensive Assessment Plan for Institutional Effectiveness
Cert. – Certificate
CLO – Course-level Student Learning Outcome
FTFT – First-Time Full-Time Student
GEAR – General Education Assessment Review
IE – Institutional Effectiveness
IG – Institutional Goal
ILO – Institution-level Student Learning Outcome
JPAC – Joint Planning and Assessment Council
KPI – Key Performance Indicator
MIO – Measurable Institutional Objective
MSCHE – Middle States Commission for Higher Education
OCE – Office of the County Executive
OPIE – Office of Planning and Institutional Effectiveness
PLO – Program-level Student Learning Outcome
SLO – Student Learning Outcome
SMART – Specific, Measurable, Achievable, Results-oriented, and Time Bound
SO – Support Outcome
SPC – Strategic Planning Council
SWOT – Strengths, Weaknesses, Opportunities, and Threats
VP – Vice President

APPENDIX C: ACADEMIC PROGRAM REVIEW SCHEDULE

SUFFOLK COUNTY COMMUNITY COLLEGE
Program-Review Cycle and Schedule: 2012–2020
For Non-externally Accredited Programs

2012–2013					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	Grad. Req.
Business: Marketing (G)			X		
Fire Protection Technology (A)			X		
Fitness Specialist (A)		X			
HVAC/R (G)			X	X	
LAS: Social Science (AG)	X				
Manufacturing Technology (G)			X		
Photographic Imaging (EG)			X		

2013–2014					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Accounting (AEG)		X	X	X	
American Sign Language (A)			X		
Criminal Justice (AEG)		X			
Engineering Science (A)		X			
LAS: General Studies (AEG)	X				
LAS: Science (AEG)		X			
Radio & TV Production (A)			X		
Music (A)		X			

2014–2015					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business Administration (AEG)		X	X		
Business Admin. Online (AEG)			X		
Computer Science (A)		X			
Electrical Technology (A)			X		
Theatre Arts (A)		X			
Visual Arts (AG)		X			

2015–2016					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	Grad. Req
Comm. & Media Arts: Journalism (A)	X				
Construction Technology (A)			X		
Graphic Design (E)			X		
Chemical Dependency Counseling (G)			X		
LAS: Humanities (A)	X				
LAS: International Studies (AEG)	X				

2016–2017					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Retail Management (A)			X	X	
Culinary Arts (E)			X	X	
Early Childhood Education (AEG)		X	X		
Human Services (A)		X			
Information Technology (AEG)			X	X	
LAS: Women's & Gender Studies (A)	X				

2017–2018					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Communication Studies (AEG)	X				
Computer Art (E)			X		
Hotel & Resort Management (E)			X	X	
Interior Design (E)			X		
LAS: Education (AEG)	X				
Emergency Medical Technician (A)			X		

2018–2019					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Information Processing (AG)			X	X	
Business Management (AEG)				X	
Business: Office Management (AEG)			X		
LAS: Mathematics (A)	X				
Drafting [CAD] (A)				X	
Fitness Specialist (A)		X			

2019–2020					
Program	**A.A.**	**A.S.**	**A.A.S.**	**Cert.**	
Business: Marketing (G)			X		
Fire Protection Technology (A)			X	X	
HVAC/R (G)			X	X	
LAS: Social Science (AG)	X				
Manufacturing Technology (G)			X		
Photographic Imaging (EG)			X		

Rationale for Program Review Schedule:

The Program Review Schedule was designed to include all academic programs in a seven-year cycle of comprehensive evaluation, while not overburdening a particular department. Reviews are spread among degree types and campuses. At some points, programs with significant overlap have been grouped in the same year.

APPENDIX D: ACADEMIC PROGRAM REVIEW TEMPLATE

PROGRAM REVIEW SELF-STUDY REPORT

Name of Program/Degree/Certificate

Campus or Campuses

_____

Date of Report

_____

Program Review Committee

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I. Introduction

A. Provide the current mission statement for the program.

B. How does the program's mission advance the mission or goals of the College?

C. *Programmatic Effectiveness* is defined as the extent to which a program is achieving its mission. Briefly comment on the current effectiveness of the program.

D. Catalog Description

1. Provide the current program catalog description.

2. Does this description accurately describe the current program?
Yes_____ No_____

If No, what changes does the program review committee recommend? Explain reasons for any recommended changes.

3. Is the program information appearing on the College website up to date and consistent with the College catalog? Yes____ No____

If No, what changes does the committee recommend?

E. Previous Program Review

1. Provide the date of the last program review: _____

2. List the recommendations from that review, and indicate the extent to which these recommendations have been implemented. Indicate “I” for recommendations implemented, “IP” for those in progress and “NI” for those not implemented. For those recommendation not implemented please explain the circumstances.

II. Programmatic Outcomes

A. Program-level Student Learning Outcomes

List the current program-level student learning outcomes (PLOs). Indicate whether each programmatic outcome advances one or more of the institutional learning outcomes (ILOs). If so, discuss the manner in which the PLOs relate to the ILOs.

1. Does the Program Review committee recommend any changes, deletions, or additions to the PLOs? Yes ____ No____

2. If so, state the recommended changes and the rationale for each of them.

B. Program-level Operational Outcomes

State the program's current operational outcomes.
(An operational outcome is a statement that summarizes the achievement of a broad-based performance measure, excluding any which are specific to student learning. Operational outcomes express the value of work being done in a program by students, faculty, and professional staff outside of the classroom.)
Program performance measures might include indicators related to the following areas of interest:

- Retention; Persistence; Completion
- Transfer; Job-Placement; Licensure
- Enrollment; Recruitment; Orientation; Advisement
- Diversity; Faculty/Student
- Faculty Development; Faculty Credentials
- Facilities; Equipment; Space Planning

1. Does the program-review committee recommend any changes, deletions, or additions to the operational outcomes? Yes____ No____

2. If so, state the recommended changes and the rationale for each of them.

III. Environmental Scan

A. Identify current trends in the program's field or discipline.

B. What has the program done to respond to these trends?

C. What else might the program consider doing to respond to them?

D. For A.A. and A.S. programs: Does the program have any articulation or joint admission agreements? Yes _____ No _____

If yes, complete this table.

Name of Institution	Type of Agreement	Average number of students who transfer here each year	Date agreements were last reviewed or updated

Have any problems been encountered concerning the transferability of courses?
Yes _____ No _____

If yes, specify the nature of these problems.

E. For A.A.S. and certificate programs: Provide regional workforce data with respect to (1) the number of people currently employed in the field; (2) projections for employment growth or decline; and (3) the current salary range. *Discuss the implications of these numbers for the program.*

[For employment projections: http://www.labor.state.ny.us/stats/descriptor.asp
For wages: http://www.labor.state.ny.us/stats/lsWage2.asp or, cite other sources.]

Discuss the results of any recent graduate and employer surveys with respect to the success of program graduates in the workplace and the expectations of employers for entry-level positions. **Append survey details in Appendix A.**

1. Does the program have an advisory committee? Yes ____ No _____

2. If yes, list the names and affiliations of the advisory committee members.

3. Does the college catalog contain a correct listing of advisory committee members?

4. Does the SCCC website contain a correct listing of advisory committee members?

5. How often does the advisory committee meet?

6. Specify advisory committee contributions to the program's growth and development.

7. **Append minutes of the advisory committee's last two meetings in Appendix B.**

IV. Curriculum

A. Curricular Revisions

1. Discuss (a) new courses, (b) revisions to existing courses [including prerequisites and corequisites], (c) changes in course sequencing, or (d) elimination of courses that have occurred since the last program review.

2. Are any changes to the curriculum being contemplated?
Yes _____ No _____

If so, describe these changes.

3. Supply the program's most recent curriculum map for each of the program's learning outcomes in **Appendix C.**

4. Based on the curriculum map, discuss the adequacy of organized, intentional, sequential learning experiences.

5. Indicate how the program satisfies the SUNY general education course requirements.

6. If courses are being offered in distance-education formats, discuss the assessments of these formats with respect to how they compare with traditional formats.

V. Assessments

A. Append the current version of the program's plans for Annual Assessment of Student learning. **Appendix D**

B. What programmatic changes have been implemented as a result of the last program review or recent programmatic assessment activities?

C. Identify desired changes as a result of programmatic assessment that have yet to take place.

D. Describe any changes in the annual programmatic assessment process the program review committee deems desirable?

VI. Students

A. Describe full-time and part-time enrollment trends since the last program review or past five years.

B. Describe enrollment trends regarding student's age, gender, socio-economic status and ethnicity since the last program review or past five years.

C. Comment on graduation rates since the last program review or past five years.

D. Comment on transfer rates for students who have and who have not graduated from the program.

E. Has the program instituted any methods or materials to encourage and increase applications by new students? Yes____ No_____

If yes, please describe any initiatives.

F. Has the program instituted any methods or materials to encourage and increase applications recruiting continuing students to choose this program major or emphasis? Yes____ No_____

If yes, please describe any initiatives.

G. Describe any concerns the program review committee has regarding: (1) any enrollment trends mentioned above or (2) other enrollment-related issues.

VII. Resources

A. Comment on the availability, adequacy, and use of learning tools, such as computer software, instructional media, laboratories, studios, etc.

B. Discuss the adequacy of (1) instructional space, (2) office space (3) instructional supplies, and (4) equipment for the program.

C. Discuss library resources. **Append Library Data Package. Appendix G.**

VIII. Faculty and Staff

A. Report the numbers of full-time and part-time faculty, professional staff, and clerical staff currently associated with the program. Note any changes that have occurred in these numbers since the last program review or previous five years. Briefly explain how these changes have affected the program.

B. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) traditional evening/weekend sections, (3) distance education/hybrid sections, and total sections are taught by full-time faculty? Comment on the levels of full-time, part-time faculty and professional or clerical staff.

IX. Major Findings and Recommendations

A. State the major findings of this program review.

B. Based on these findings, list specific recommendations for achieving desired changes and improvements. When appropriate include assessment findings supporting the recommendation.

X. Appendices

Appendix A: Student, Graduate, and Employer Surveys

Appendix B: Advisory Committee Minutes

Appendix C: Curriculum Map

Appendix D*: Annual Assessment Plan of Student Learning*

Appendix E: Assessment Summary

A. Identify program improvements made as a result of previous assessments of this major.

1.	
2.	
3.	
4.	
5.	

B. Major learning outcomes for this program and methods used to assess them.

	Major Learning Outcomes	Methods Used to Assess Them
1.		
2.		
3.		
4.		

C. Major Assessment Findings and Actions to be Taken in Addressing Them

	Major Assessment Findings	Actions to be Taken in Addressing Them
1.		
2.		
3.		
4.		
5.		

D. What has been learned that can be helpful to others as they conduct assessment of their majors?

Appendix F: Program Plan

Program-Review Recommendations

	Recommendations	Assessment Findings Supporting Each Recommendation	Action Plan(s)	Lead Responsibility for Action Plans	Budgetary Implications	Timeframe for Completion	Status
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Appendix G: Library Data Package

Appendix E: General Education Assessment Schedule

2012-2013
Social Sciences
American History
Western Civilization
The Arts
Other World Civilizations

2013-2014
Basic Communication (oral)
Natural Sciences
Foreign Languages

2014-2015
Basic Communication (written)
Humanities
Information Management

2015-2016
American History
Mathematics
The Arts
Other World Civilizations

2016-2017
Basic Communication (oral)
Western Civilization
Foreign Languages
Social Sciences

2017-2018
Basic Communication (written)
Natural Sciences
Humanities
Information Management

2018-2019
American History
Mathematics
The Arts
Other World Civilizations

2019-2020
Basic Communication (oral)
Western Civilization
Foreign Languages
Social Sciences

The infused competency of Critical Thinking will be assessed as a component of each area assessment.

APPENDIX F: GENERAL EDUCATION ASSESSMENT TEMPLATE

SUNY GENERAL EDUCATION ASSESSMENT FORM

Year of Previous Assessment: _____ Year of Current Assessment: _____

Chairperson of General Education Assessment Committee:

_____

General Education Assessment Committee Members:

Additional Faculty Members who Participated in Assessment Process (if applicable):

Date of Final Report Submission: _____

SUNY LEARNING OUTCOMES FOR XXXXXX XXXX

Students will demonstrate

1.
2.

SUNY LEARNING OUTCOMES FOR CRITICAL THINKING

Students will

1. Identify, analyze, and evaluate arguments as they occur in their own or other's work
2. Develop well-reasoned arguments

SUNY GENERAL EDUCATION ASSESSMENT FOR XXXXXX XXXX

I. PREVIOUS ASSESSMENT

A. Summarize data conclusions from previous assessment, e.g., what percentage of students exceeded, met, approached or did not meet the standards for each of the outcomes.

B. Summarize analysis and conclusions of the previous assessment.

C. Summarize recommendations from the previous assessment.

D. Describe program improvements made as a result of the previous assessment.

II. CURRENT ASSESSMENT

A. Summarize current assessment process, including sampling. Be sure to specify how the current process differed from the previous process if there were changes, i.e., different sampling, different assessment tool, different course, etc.

B. In the course of conducting this cycle of assessment, were there any significant deviations from the plan that was approved by the General Education Assessment Review (GEAR) Group? If so, please comment on why the committee felt that it was necessary to make these changes and how these changes may have affected findings, if at all.

C. Provide the results of the assessment, e.g., how many students exceeded, met, approached or did not meet each of the learning outcomes.

D. Describe differences in results between this assessment and the previous assessment.

E. Describe the major findings of this assessment and explain possible reasons why students performed as they did on this assessment, why there may be differences between these results and the previous assessment results. Be sure to address areas of excellence, areas of improvement, and areas that may still need improvement.

III. RECOMMENDATIONS

A. Describe the actions to be taken to address these specific findings, showing the relationship between the findings and the response.

B. As applicable, describe what has been learned and make recommendations for what could be done to improve the assessment method.

IV. APPENDICES

A. Assessment Tools, e.g., assignments, rubrics, tests, etc.

B. Institutional Effectiveness Data Analysis

APPENDIX G: ANNUAL ASSESSMENT OF SLOS TEMPLATE

SCCC Program-Level Student Learning Outcomes Assessment Action Plan Year of 5

Program: **Degree or Certificate:**

Applicable Institutional Goal:

Offered at (check all that apply): Ammerman East Grant Submitted: , 2011

Program-Level Student Learning Outcome(s) (a)	Course-Level Student Learning Outcome(s) (b)	Assessment Tool or Activity (c)	Desired Performance (d)	Timeline (e)	Responsibility for Data Analysis –Key Findings (f)	Use of Results / Action Items and Dissemination (g)
☐	☐	☐	☐	☐	☐	☐

Follow Up/Actions Taken:

APPENDIX H: COURSE ASSESSMENT SCHEDULE

Suffolk County Community College Course Assessment Schedule

Course-level Assessments are used for courses that are not part of a program, the Program Review process, or General Education assessment.

Developmental level courses and College/Freshman Seminar courses (COL) are assessed using Course-level Assessments. The schedule of assessment activities is as follows:

2011-2012	ENG010 – Developmental Writing MAT007 – Algebra I
2012-2013	RDG099 – Reading in the Content Areas COL101 -- Freshman Seminar
2013-2014	ENG009 – Basic English Skills COL101 – Freshman Seminar (continued) MAT006 – Pre-Algebra and Algebra I
2014-2015	RDG098 – Introduction to College Reading COL105 – Personal Growth and College Life
2015-2016	Discipline-specific COL classes ENG010 – Developmental Writing MAT001 – Developmental Mathematics Skills

APPENDIX I: COURSE ASSESSMENT TEMPLATE

Suffolk County Community College

Course-Level Student Learning Outcomes Assessment Action Plan

Course:

Date Submitted:

Applicable Institutional Goal:

Course-Level Student Learning Outcome(s) (a)	Assessment Tool or Activity (b)	Desired Performance (c)	Timeline (d)	Responsibility for Data Analysis – Key Findings (e)	Use of Results / Action Items and Dissemination (f)
☐	☐	☐	☐	☐	☐
Follow Up/Actions Taken:					

APPENDIX J: INVENTORY OF AES UNITS

	Campus	Central
Admissions	X	X
Alumni Relations		X
Athletics	X	
Business Operations		X
Campus Activities	X	
Campus Business Offices	X	
Career Services	X	
Computer and Information Systems		X
Continuing Education		X
Corporate Training		X
Counseling	X	
Development		X
Employee Resources		X
EOP	X	
Facilities Support		X
Faculty And Professional Advancement		X
Financial Affairs		X
Financial Aid	X	X
Grants Development		X
Health Services	X	
Institutional Advancement		X
Institutional Effectiveness		X
Instructional Technology/ETU	X	X
K-12 Partnerships		X
Legal Services, Risk Mitigation, Affirmative Action		X
Library	X	
Planning and Master Schedule		X
Plant Operations	X	
Public and Fire Safety		X
Registrar	X	X
Special Events & Programs		X
Special Services/Disability Services	X	
Student Support Services/TRIO	X	
Study Abroad		X
Transfer Office	X	
Writing Centers	X	

The rationale behind the scheduling of the units is as follows:

1) When possible, equal numbers of units that are administrative, educational support, and outreach are included each
2) Departments with multiple units are spaced out over multiple years
3) A similar number of total units are reviewed each year

APPENDIX K: SEVEN-YEAR AES UNIT REVIEW SCHEDULE

		Administrative	Educational	Outreach	Total
Career Services	2013-2014		1		
Continuing Education	2013-2014			1	
Grants Development	2013-2014	1			
Registrar, Central	2013-2014	1			
Writing Centers	2013-2014		1		
		2	2	1	5
Development	2014-2015			1	
Special Services/Disability Services	2014-2015	1			
Facilities Support	2014-2015	1			
Instructional Technology/ETU	2014-2015		1		
Planning and Master Schedule	2014-2015	1			
		3	1	1	5
Admissions	2015-2016	1			
Computer and Information Systems	2015-2016	1			
Corporate Training	2015-2016			1	
Employee Resources	2015-2016	1			
Health Services	2015-2016		1		
		3	1	1	5
EOP	2016-2017		1		
Financial Affairs	2016-2017	1			
Institutional Effectiveness	2016-2017			1	
Legal Services, Risk Mitigation, Affirmative Action	2016-2017	1			
Public and Fire Safety	2016-2017	1			
Transfer Office	2016-2017	1			
		4	1	1	6
Business Operations	2017-2018	1			
Faculty And Professional Advancement	2017-2018	1			
Financial Aid	2017-2018	1			
Institutional Advancement	2017-2018			1	

Student Support Services/TRIO	2017-2018		1		
Study Abroad	2017-2018		1		
		3	2	1	6
Alumni Relations	2018-2019			1	
Athletics	2018-2019		1		
Campus Activities	2018-2019		1		
Campus Business Offices	2018-2019	1			
Plant Operations	2018-2019	1			
		2	2	1	5
Counseling	2019-2020		1		
Library	2019-2020		1		
K-12 Partnerships	2019-2020	1			
Registrar	2019-2020	1			
Special Events & Programs	2019-2020			1	
		2	2	1	5

APPENDIX L: AES UNIT REVIEW TEMPLATE

Unit Name:

Review Year:

Responsible Staff Member:

Administrative Support Educational Support Community Outreach

Introduction

The purpose of this document is to guide the unit through the process of unit review within the redeveloped institutional effectiveness model. As of 2013, the College is engaging in the first year of a seven year cycle. Unit review is about evaluation and, as such, incorporates information gather during the annual assessment of outcomes and establishment of plans. This process is designed to take a full year and requires significant investment of all individuals within the unit. It is important to not only involve administrators, faculty, and senior staff, but also, where applicable, support staff. This is an opportunity for the unit to closely examine its impact on the college and complete involvement is key to its success. Throughout the document, please provide an appropriate amount of narrative, but make sure to rely on evidence (minutes, documents, etc.) where possible. For additional assistance, please feel free to contact the Office of Planning and Institutional Effectiveness (OPIE) or consult the AES Unit Review guidelines on the OPIE webpage.

Section 1: History

To effectively share your story, please provide information that you consider pertinent and essential. This can include, but is not limited to why your unit was developed, what significant changes have occurred, and any other information that external constituents should have to understand your unit.

Section 2: Unit Overview

Please include the unit's mission, goals, and student learning outcomes (SLOs)/support outcomes (SOs). Also indicate the last date that each of these were reviewed/revised.

Mission:

Goals:

Outcomes:

Which institutional goals and measurable institutional objectives (MIOs) connect to the mission of the unit?

Institutional Goals:

MIOs:

What are the primary functions and services this unit provides to Suffolk County Community College?

Please identify the unit's reporting structure and processes for ensuring quality communication (include a unit organizational chart as an appendix).

Please identify the strengths, weaknesses, opportunities, and threats that will impact your unit over the next seven years.

Strengths:

Weaknesses:

Opportunities:

Threats:

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to the unit overview.

Section 3: Staffing

Do your current staffing levels and qualifications enhance or detract from the unit's ability to achieve its stated mission? Please provide both evidence and a detailed explanation.

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to staffing.

Section 4: Planning and Assessment

Please identify which outcomes have been assessed by the unit since the previous unit review.

For each outcome assessed, please provide a summary of both the results of the assessment as well as the plans that emerged from the assessments. Also, include any assessments (i.e. reports, collection of data, etc.) not explicitly connected to the unit outcomes, but which provide a detailed examination of whether the unit is achieving its goals.

For each plan, provide the year that the plan was introduced as well as a summary of how it was implemented and whether it was successful or not.

Please identify changes that were implemented as a result of implementing the plans.

Please identify budget requests and resource reallocations that emerged as a result of the use of assessment data.

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to planning and assessment.

Section 5: External Evaluation

While the College is only asking for each unit to secure two external reviews, there is no official limit. Please identify the two (or more) external reviewers who will be examining this unit. Note, both should be familiar with community colleges and, ideally, at least one should be from a SUNY community college.

Reviewer 1: (Name, title, institution, and brief biography)

Reviewer 2: (Name, title, institution, and brief biography)

Additional Reviewers:

Please include, within the appendices to this report, the final report from the external evaluator to include the following:

- Evaluation of the unit operations
- Evaluation of the staffing
- Evaluation of the SWOT
- A list of recommendations for the unit

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to the external evaluations.

Section 6: Conclusion and Recommendations

Please provide an evaluation of the unit's performance since the last unit review. Please utilize your responses to the section-based conclusions and recommendations.

Finally, please indicate potential future directions in regards to assessment and planning. Be sure to indicate any perceived changes to institutional mission, goals, or outcomes that resulted from this examination.

Section 7: Action Plan

To this point, the review has focused on the collection of information to better understand what changes need to made and issues address in the future. This section of the document requests that you begin to develop plans to address these issues.

Based on the information included in this document, what improvements does the unit feel are necessary, within the next seven years (the time between periodic evaluations), to position the unit to more effectively achieve its mission? Please develop a plan that addresses timelines, anticipated activities, details the data collection plan, expected results, criteria for success, the individuals responsible, and the resources required. As the plan is implemented, please complete the AES unit review action planning template on the AES unit review webpage.

APPENDIX M: AES UNIT REVIEW ACTION PLAN TEMPLATE

Unit Name: _____

Lead Individual: _____

Action Planning Period: _____

Applicable Institutional Goals (check all that apply):

- ☐ Goal 1: Student Success
- ☐ Goal 2: Community Development/Societal Improvement
- ☐ Goal 3: Access and Affordability
- ☐ Goal 4: Institutional Effectiveness
- ☐ Goal 5: Communication
- ☐ Goal 6: Diversity

SUMMARY OF THE ACTION PLAN

What activities were completed as a part of your action plan?

Please describe the data collection plan and the criteria for success.

Did your unit meet the criteria for success?

RESULTS OF THE PLAN

Analysis of Results:

What improvements occurred as a result of the plan?

What changes did you implement as a result of the action plan?

What lessons did you learn as a result of the action planning process?

APPENDIX N: ANNUAL ASSESSMENT OF SLOS/SOS IN AES UNITS

Unit Name_____ Assessment Period_____

Unit Type: Administrative Support___ Educational Support__ Community Outreach___

Applicable Institutional Goals:

Student Learning Outcome (SLO)/Support Outcome (SO) (One per year)	**Method of Assessment** Describe what method will be used to conduct the assessment. Direct methods reflect either evaluation of learning or unit processes while indirect methods reflect either perceptions of learning or perceptions of unit processes.	**Data Collection Plan** (Describe how data will be collected and analyzed)	**Criteria for Success** (What metric will be used to evaluate success – i.e. 90% will, 80% improvement, etc.)	**Analysis of Results** What were the final results of the analysis? Make sure to address whether or not the criteria for success was met	**Discussion and Conclusions** Describe what conclusions were reached based on the analysis of results. Detail how conclusions were reached and include any meeting minutes
	Direct (Examples in the SCCC Assessment Manual)	Direct	Direct	Direct	
	Indirect (Examples in the SCCC Assessment Manual)	Indirect	Indirect	Indirect	

What is your proposed action plan to address the findings and unit discussion for next year? Consider what activity(ies) will the unit engage in to address issues

Budget implications of the action plan (only answer if yes):

- Reallocation of resources (staffing, adjustment or responsibilities, budget line adjustments, etc.):
- Request for new resources (make sure to link the request to institutional goals and, if applicable, MIOs):

APPENDIX O: AES ANNUAL ASSESSMENT ACTION PLAN TEMPLATE

Unit Name: _____

Lead Individual: _____

Action Planning Period: _____

Applicable Institutional Goals (check all that apply):

☐ Goal 1: Student Success ☐ Goal 2: Community Development/Societal Improvement

☐ Goal 3: Access and Affordability ☐ Goal 4: Institutional Effectiveness

☐ Goal 5: Communication ☐ Goal 6: Diversity

Student Learning/Support Outcome(s) Assessed (from previous year's assessment):

SUMMARY OF THE ACTION PLAN

What activities were completed as a part of your action plan?

Please describe the data collection plan and the criteria for success.

Did your unit meet the criteria for success?

RESULTS OF THE PLAN

Analysis of Results:

What improvements occurred as a result of the plan?

What changes did you implement as a result of the action plan?

What lessons did you learn as a result of the action planning process?

APPENDIX P: OPERATIONAL PLANNING (CENTRAL) TEMPLATE

INSTITUTIONAL GOAL ***EXECUTIVE RESPONSIBILITY*:**					
MEASURABLE INSTITUTIONAL OBJECTIVE					
ACTION PLAN			**ASSESSMENT**		
Description: What specific activities will be conducted to achieve one of the College's MIOs?	**Lead Responsibility:** Who are the key team members responsible for accomplishing the activity?	**Support:** What guidance, resources, & staff are required for the successful accomplishment of the activity?	**Method**: What specific means will be used to determine the success of the activity?	**Target:** What metric or metrics are being utilized as the criteria for success?	**Timeline:** When will the achievement of the target be evaluated (within an annual cycle)?

APPENDIX Q: YEARLY BUDGET REQUEST FORM

Budget Planning Matrix for Allocation of Resources for Accomplishment of the Mission of Suffolk County Community College

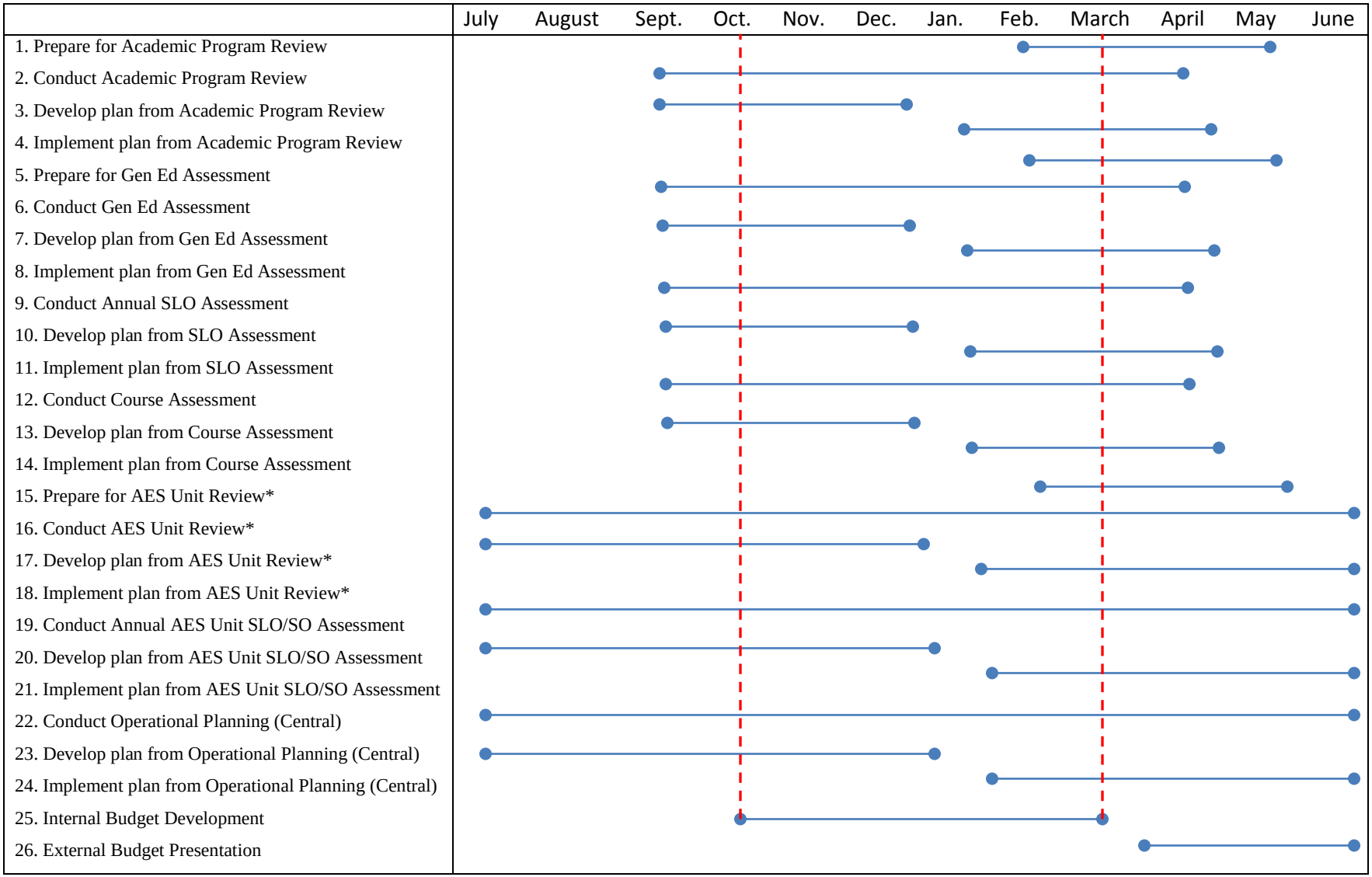
Department: _____ **Campus:** _____

Prepared by: _____ **Date:** _____

2013 - 2014

	Institutional Goals	Initiatives	Planned Results	Budget Resources Allocated
1	**Student Success:** to foster the intellectual, physical, and social development of students through sound academic and student-support programs and services.			
2	**Community Development/ Societal Improvement:** to promote the social and economic development of the college and community we serve.			
3	**Access and Affordability:** to provide universal access to higher education by reducing economic, social, geographic, and temporal barriers.			
4	**Institutional Effectiveness:** to monitor and improve the level of success in achieving the mission, vision and goals of the college.			
5	**Communication:** to promote effective communication within the college community and between the college community and external constituencies.			
6	**Diversity:** to reflect the ethnic and economic composition of Suffolk County			

APPENDIX R: COMPREHENSIVE INSTITUTIONAL EFFECTIVENESS TIMELINE



Note: The red lines indicate the beginning and ending of the budget development cycle. It is during this time frame that planning and budgeting overlap.

Suffolk
COUNTY COMMUNITY COLLEGE

STRATEGIC PLANNING COUNCIL (SPC)
Thursday, February 6, 2014
Eastern Campus
MLRC –Library Room 107
3:45-5:00 pm

Agenda

- Welcome-*Frances Dearing, Executive Director of OPIE and Co-chair of SPC, Ted Koukounas, Academic Chair/Associate Professor of Mathematics and Co-chair of SPC*
- Review and approval of December 12, 2013 minutes-*Frances Dearing- Ted Koukounas*
- SPC Charge (informational only) -*Ted Koukounas*

  Operational Planning Subcommittees- *Frances Dearing and Ted Koukounas*
- Administrative and Educational Support Unit External Reviewers' Site Visits-relationship to Strategic Plan-*Frances Dearing*
- Academic Assessment Website - *Dr. Jeffrey Pedersen, College Dean of Instruction, and Dr. Dorothy Laffin, College Dean of Instruction*
- Operational Plan Components Using Institutional Goal 5-Communications as an example- *Dr. Christopher Shults, Director of OPIE and Mary Lou Araneo. Vice President Institutional Advancement*
- Pending Comprehensive Assessment of Institutional Effectiveness (CAPIE) –group discussion for additional revisions-*Dr. Christopher Shults*
- New Business –*Frances Dearing and Ted Koukounas*
- Next SPC meeting: April 3, 2014, 3:45 p.m. Michael J. Grant Campus
  Captree Commons Room 114 - 3:45 pm-5:00 pm

Strategic Planning Council
Minutes
Thursday, February 6, 2014
3:50 p.m. – MLRC – Library Room 107/108

In attendance:

Maria Alzugaray
Paul Anderson
Dr. Mary Lou Araneo
Dr. Philip Christensen
Frances Dearing
Dr. Marc Fellenz
Dr. James Keane
Myung-Chul Kim
Ted Koukounas
Dr. Dorothy Laffin
Nina Leonhardt
Elisa Mancuso
Dr. Carla Mazzarelli
Toni-Anne Nhotsoubanh
Dr. June Ohrngerger
Dr. Jeffrey Pedersen
Dr. Lanette Raymond
Gary Ris
Raymond Roses
Dr. Christopher Shults
George Tvelia
Dr. Helen Wittmann

Frances Dearing asked the membership if there were any corrections or additions to the minutes of the December 13, 2014 Strategic Planning Council meeting; there being none, the minutes were approved.

The following presentations were made:

- **Implementing the Strategic Plan at Suffolk County Community College – Examining the College's Central Operational Plan** - Dr. Christopher Shultz
- **First Quarter Operational Planning Progress Report** – Mary Lou Araneo
- **Academic Assessment Website** – Dr. Dorothy Laffin
- **Middle States Monitoring Report Update** – Dr. Jeffrey Pedersen
- **External Review (AES Units) link to Strategic Plan** – Frances Dearing and Nina Leonhardt

Frances Dearing turned the meeting to Ted Koukounis referring to the SPC Charge

Ted Koukounis:

- Spoke about the Institutional Goals (IG) sub-group committees and asked if anyone was interested in joining the committee
- Reviewed the intent of the committee
- Referred to the development of an IG sub-group that spoke about volunteers taking the Charges from President McKay
- Spoke about Dr. Pederson being the liaison who worked on aligning the Charge showing what the group should be doing as a sub-group.
- Indicated that Dr. McKay and Dr. Pedersen will review the recommendations or comments made by the committee. This will be how the group will operate as a council.
- Thanked Dr. Pedersen for working on the Charge

Frances Dearing:

- Moved up agenda to the Operational Plan Components - Using Institutional Goal IG5 – Communications, presented by Mary Lou Araneo and Chris Shults
- IG 5 provides an explanation

Dr. Christopher Shults:

- Presented Annual Operational Plan
- Explained that the core of the Council's Charge is why we have an Strategic Planning Council
- Spoke about the College wide Operational Plan and how we got to that point, what role the council plays in making progress toward achieving our Measureable Institutional Objectives (MIOs) and therefore our Strategic Plan.
- Indicated that JPAC is parallel to the College Operational Plan which is anchored in our MIOs.
- Revealed how the document as being anchored to our Measurable Institutional Objectives which is how we operationalize into the Strategic Plan
- Showed templates requiring the identification of each specific activity and plans, who supports the plans and who in turn will work with the executives
- Indicated that the Operational Plan is about prioritization – what the College wants to communicate into the Middle States Report and what critical activities are needed for us to move forward and make progress.
- Confirmed that there are 2-3 months to develop cross communication to discuss the Operational Plan.
- Is currently working on the Operational Plan detailed time frame with a full list of guideline basics; quarterly reports going to the President, a detailed time line of exactly what the SPC goals are and how the College community is brought into the process and how it plays into the budget process.
- Strongly stressed that the Operational Plan is about tracking progress and Improvement, not success

- Discussed that the Operational Plan reflects a linear approach; anchoring and aligning the activities to the proper area of assessment and determining the planning process
- Indicated that the Strategic Plan has broad strategies; action plans to achieve the MIOs working with the executives to support the plans.
- Explained that Unit Plans are action plans using data to make decisions to improve student learning
- Explained about goals and achieving measureable objectives which are parallel to the Operational Plan document.

Dr. Mary Lou Araneo:

- Spoke of the Department of Institutional Advancement being one department with two AES Units – Institutional Advancement and Grants Development
- Indicated that there is a clear connection between the Institutional Goal (IG 4) and Institutional Goals (IG 5) which brought the Operational Plan together.
- Explained the two main Institutional Goals (MIOs 5-1 and 5-2) - Internal Communication and External Communication
- Pointed out that the Department of Institutional Advancement supports the College by providing leadership, expertise and support for activities and initiatives in the areas of grants development, marketing, branding, public affairs, publications and communications.

Dr. Christopher Shults:

- Suggested to choose the activity and prioritize what the area is already working on. This saves work in planning and helps Institutional Effectiveness' assessment.

Dr. Mary Lou Araneo:

- Suggested to focus on streamlining goals and outcomes using the Strategic Plan as an endpoint.
- Indicated that the purpose of the Strategic Plan is to develop individual Mission Statement MIOs that relate back to Internal and External Communications

- Specified the following:
    - Unit Goal 1 - Informs the College community of all activities and initiatives pertinent to the institution's mission
    - Unit Goal 1 Outcome - The Office of Institutional Advancement will create and deliver communications for internal audiences. Internal communication will include College Briefs, Town Hall meetings, and campus presentations.
    - Unit Goal 2 – Develop transparent and effective external communications to raise public awareness of the College and its accomplishments: promote the value the College brings to its many communities; continue to enhance visibility – locally, statewide and nationally/internationally.
    - Unit Goal 2 Outcome - Maintain media/branding presence with appropriate stakeholders. External Communication – Outreach to media by pitching stories, developing press releases, and enhancing coverage with national, statewide and local appeal. Build upon College's social media presence.
    - Unit Goal 3 - Effectively grow and manage the College's grant funds.
    - Unit Goal 3 Outcomes - Improves student success and engagement at the College through the goals outlined in the Title III grant proposal. Ensure all grant awards demonstrate alignment with the College's Strategic Plan.
- Pointed out that there are Unit activities cross the IGs and indicated that other offices have placed some of their activities within the communications section of the Operational Plan (this is a good thing).
    - Units within the College rely on other units within the College
    - Within the goal of communications, more than one office is responsible for the whole IG
- Stated that Gary Ris and staff are currently working on the College Portal
- Suggested to design your approach starting with the endpoint, then work your way backwards
- Asked if there were any questions
- Indicated that a copy of the presentation was available.

Frances Dearing:

- Thanked Mary Lou Araneo

Dr. Christopher Shults:

- Pointed out that he completed the Quarterly Report template, indicating that the template is Important for individuals involved in the accreditation process for Standard 7.7.

Frances Dearing:

- Thanked Dr. Shults and introduced Dr. Jeffrey Pedersen and Dr. Dee Laffin

Dr. Dee Laffin:

- Demonstrated that the Home Page includes an Academic Website and AES Assessment Website
- Indicated that the Joint Planning and Assessment Council (JPAC) is an important connection between assessment and planning which all leads to budgeting and resource allocation.
- Suggested to use budget and resources and prioritize
- Confirmed that the Academic Assessment Website will be open to the public when completed
- Displayed that the Website includes tools and templates for public viewing, for example Program Outcomes, stating that there will be no secrets.
- Explained the importance of Consistency/Transparency
    - Indicated that the Website will include all programs of study that are currently in the catalog and will be available to the public.
- Stated that Sofia Papadimitriou and Rosemary Ennis are working on bringing the Activity Assessment information to the Suffolk County Community College website
- Demonstrated that the programs listed on the website will give mission and program learning outcomes.
- Demonstrated how the click- on Program Learning Outcomes will then go to the answered Upon Success Completion Graduates section; explaining that it is the annual plan for academic assessment for the next five years.
- Demonstrated clicking on the Assessment Document then following along to Curriculum Map which is password connected.

Dr. Jeffrey Pedersen:

- Middle States wants the Curriculum Map available to students when the site is completed.

Dr. Dee Laffin:

- Dr. Laffin, Maria DeLongoria, Ted Koukounas and Tina Goode will review more than 60 assessment reports. When reviewed by the committee (represented by the faculty, administration, and governance) they will then post the 2013 Assessment Report.

Dr. Jeffrey Pedersen:

- Explained that the website will let others learn how to assess outcomes by looking at models to see if it was successful.

Dr. Dee Laffin:

- Stated that sharing of rubrics will help others in learning how to improve their own rubrics.
- Indicated that there will be 72 programs which will have 10-12 options for each program and that 90% of the programs have been or are near completion.
- Asked if there were any questions
- Stated that the Middle States Report will determine a certain percent that will meet or exceed the desired requirements. No CRNs, no campus designations, no faculty (part time/full time). All categories have been removed because the purpose of the report is not to evaluate teachers or make decisions on campuses.
- TracDat is where the data is stored. Data will be available to view for comparison.

Dr. Jeffrey Pedersen:

- Everything on the web will be available in TracDat. For example, if you look at program review and review is 4-years out, all data can be pulled out for review.

Dr. Chris Shults:

- Pointed out another important feature of TracDat especially for the Academic Program. The program develops a rubric created electronically that is stored in TracDat. Assignments sent to faculty need to receive the data straight from TracDat. The process entails the data entered electronically in an email, it comes back through TracDat and analyzed and then a report is sent.

Dr. Mary Lou Araneo:

- Asked, as years go by and we have changes are we trying to keep ahead of it or are we using the historical data?

Dr. Jeffrey Pedersen:

- Indicated that the website will have temporary files and TracDat will have historical data accessible to all.

Dr. Dee Laffin:

- TracDat will hold meeting minutes, data for assessment, bibliographies, and references which can be shared between departments throughout the college.

Dr. Jeffrey Pedersen:

- Stated the importance of TracDat. Dr. [Debra] Klinman has repeatedly spoken about the importance on how to get information out so it is transparent and getting everyone involved. We are going to have close to a high 90s percentage of programs at the College going into assessment. Great changes are happening in preparation for Middle States.

Dr. Dee Laffin:

- Complimented the Eastern Campus Interior Design AAS Program who worked very hard on producing their documents and their beautifully created Curriculum Map.

Frances Dearing:

- Complimented Dr. Pedersen and Dr. Laffin on their wonderful presentations. She passed around sign-up sheets subcommittee volunteers. Ted, Frances and Dr. Pedersen collaborated on the three subcommittees. The sub-committees focus on IG 1 - Student Success, IG 5 - Communications and IG6 – Diversity. Advisors from the OPIE Office; Dr. Lanette Raymond, Dr. Catherine Wynne and Kathy Massimo will advise the committee members on evaluating the Operational Plan for the IG areas, on rubrics, categories, criteria, etc. The committees have approximately 6 weeks to collaborate with the AAC as they work on the assessment portion of the Operational Plan. We team up with the AAC in time for achievement for the JPAC meeting in May.

Ted Koukounas:

- Spoke about the sub committees; IG 1 – Student Success being lengthy and not to do the entire IG but select certain MIOs. The assessment process begins in the academic programs. Not every goal or outcome is assessed, so don't be overly stressed when seeing the IG 1 involving many MIOs and components.
- Thanked Dr. Araneo and Dr. Shults for sharing with the committee members.
- Stated that the administration and educational support unit reviews, and the Strategic Plan is behind all of the assessment, the mission and the Strategic Plan whether on the academic side or the administration side.

Frances Dearing:

- Asked Nina Leonhardt to share the role the Strategic Plan played in her evaluation and documentation of Continuing Education for the AES Unit Review which was very successful.

Nina Leonhardt:

- Spoke about always attaching and anchoring what they do to the Strategic Plan document and the Institutional Objectives. The first group that completed the process found it not too difficult when using the Strategic Plan document to guide what they do especially in Continuing Education.
- Indicated when working with Grants, the Strategic Plan helps guide them with fitting the Grants into the College Mission/Institutional Goal areas.
- Said looking at the annual review piece and completing that first and then completing the Operational Plan aided them in seeing where they were which made the process quite easy.
- Stated that Dr. Mary Lou Araneo constructed the narrative for the External Reviewers.
- Indicated that the Continuing Education staff felt validated by the entire process of the External Review. They felt full support by having the opportunity to read, reflect, and resubmit and that the External Reviewers provided that validation.
- Concluded that all are better for the experience.

Frances Dearing:

- Spoke about the External Review as being one of the signature pieces she wanted to bring to Suffolk County Community College.
- Wanted to bring the External Review piece for the AES assessment resulting in a “win-win” situation.

Nina Leonhardt:

- Stated that External evaluators come in with “fresh eyes” and measuring.
- Said that you can’t fail assessment, you learn from assessment

Frances Dearing:

- Will share the minutes of the External Reviewers Report with Nina Leonhardt and the Department of Continuing Education.
- Shared the External Reviewers Guidelines with Dr. Mazzarelli.
- Reviewed the following first guideline for the External Reviewers Report
    - Mission, Goals and Strategic Plan - Describes how the unit’s mission and goals support Suffolk County Community College’s Mission and the Strategic Plan (Institutional Objectives).

- Asked if there was any new business
- Suggested to the committee to please sign up for a sub-committee.
- Looking forward to meeting with the committee at the next Strategic Planning Council Meeting on April 6,, 2014.

The meeting adjourned at 4:50 p.m.