

Monitoring Report to the Middle States Commission on Higher Education

From

Suffolk County Community College
Selden, NY 11784

Dr. Shaun L. McKay, President

September 1, 2015

Subject of the Follow-Up Report:

To request a monitoring report, due September 1, 2015, documenting (1) the further implementation of an organized and sustainable assessment process to improve institutional effectiveness including analysis of the use of assessment information in budgeting, planning and resource allocation and to gain efficiencies in programs, services, and processes (Standard 7); (2) the periodic evaluation of the effectiveness and simplicity of CAPIE (Standard 7); (3) the further implementation of an organized, centralized and sustainable process to assess the achievement of expected student learning outcomes in all programs including analysis of the use of assessment results to improve teaching and learning (Standard 14); and (4) an enhanced role for faculty and academic administrators in assessing student learning and responding to assessment results (Standard 14).

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SECTION 1: INTRODUCTION

This Monitoring Report submitted to the Middle States Commission on Higher Education is in response to the most recent Commission action regarding Suffolk County Community College's compliance with accreditation standards. The following presents a recent history of Commission actions.

In November 2012, following a review of Suffolk County Community College's June 2012 Periodic Review Report (PRR), the Commission placed Suffolk County Community College on warning. 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)." The PRR reviewers cited insufficient evidence of "clearly articulated institutional, unit-level, and program-level goals encompassing all programs, services and initiatives" as well as "clear institutional outcomes that are linked with course and program learning outcomes." The PRR reviewers reported that the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) had been submitted in draft form and there was insufficient evidence of effective Academic Program Review, including course assessment in the major. The reviewers did commend the College for providing "clear, well-written, comprehensive examples" of General Education course assessment.

In response to this action, the Commission requested a Monitoring Report, due September 1, 2013, documenting that the College had achieved and was able to sustain compliance with Standards 7 and 14. While not causes for the College's placement on warning, 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 sustainability (Standard 3). This Monitoring Report was to be followed by a small team visit.

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. While the Small Team commended the CAPIE and its implementation, team members expressed concern about the sustainability of assessment and evaluation efforts. 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 an additional 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 all College academic programs and support units engage in both program learning outcomes assessment and Administrative, Educational, and Student Support (AES) unit outcomes assessment during the fall 2013 semester to demonstrate the ability to accomplish its assessment goals as described in the CAPIE.

On March 1, 2014, the College submitted a Monitoring Report documenting college-wide efforts demonstrating the ability to assess and evaluate its programs and units, and the use of those assessments and evaluations in planning and resource allocation, and efforts to enhance the culture of assessment and evaluation leading to continuous improvement. Following the submission of the report, a small team visited the College April 23-25, 2014. After meeting with faculty, administration, and staff, and reviewing assessment and evaluation processes and evidence, the Small Team recommended that the Commission: "... remove the warning because the institution is now in compliance with Standard 7 (Institutional Assessment) and Standard 14 (Assessment of Student Learning) and to reaffirm accreditation."

On June 26, 2014, the Commission, at the recommendation of the small team, removed the warning and requested a follow-up Monitoring Report, due September 1, 2015:

...documenting (1) the further implementation of an organized and sustainable assessment process to improve institutional effectiveness including analysis of the use of assessment information in budgeting, planning and resource allocation and to gain efficiencies in programs, services, and processes (Standard 7); (2) the periodic evaluation of the effectiveness and simplicity of CAPIE (Standard 7); (3) the further implementation of an organized, centralized and sustainable process to assess the achievement of expected student learning outcomes in all programs including analysis of the use of assessment results to improve teaching and learning (Standard 14); and (4) an enhanced role for faculty and academic administrators in assessing student learning and responding to assessment results (Standard 14).

The Monitoring Report that follows reflects the efforts of faculty and staff from both academic and AES units across all three campuses and provides evidence of the implementation of organized and sustainable assessment and evaluation processes at Suffolk County Community College, and the use of these in decision-making to improve teaching and learning, planning, and in budgeting and resource allocation.

This monitoring report begins by addressing those recommendations associated with Standard 14: Assessment of Student Learning to document progress made in this vital area. The report then addresses the recommendations associated with Standard 7: Institutional Assessment to demonstrate how academic assessment and all other assessment and evaluation activities at Suffolk County Community College are part of an integrated, systematic, and sustainable comprehensive assessment and planning framework.

SECTION 2: MSCHE STANDARD 14 – ASSESSMENT OF STUDENT LEARNING

A. Overview of Academic Assessment at Suffolk County Community College

Suffolk County Community College (SCCC) uses faculty-driven, course-embedded assessment as the basis for the assessment of student learning outcomes. Its academic assessment plans address the assessment of learning outcomes at the course and program level. To provide continuous and systematic assessment of student achievement of learning outcomes, all academic programs are expected to perform annual assessment of one or more learning outcomes and utilize the findings of those assessments to improve teaching and learning. State University of New York (SUNY) General Education Learning Outcomes and infused competencies are assessed annually on a rotating schedule ([Appendix A](#)).

SCCC has several externally accredited programs and in spring 2015 hosted a continuing accreditation visit by the National Automotive Technicians Education Foundation (NATEF) for our Automotive Service Specialist A.A.S. program. The School of Nursing will also be hosting a site visit for continuing accreditation by the Accreditation Commission for Education in Nursing (ACEN) for the Practical Nurse Certificate and Associate Degree program October 20-22, 2015. The Emergency Medical Technician Paramedic A.A.S. program is a currently a candidate for initial accreditation with the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) and will be a hosting a site December 14-15, 2015 ([Appendix B](#)). Additionally, academic programs not externally accredited undergo Academic Program Review on a seven-year cycle ([Appendix C](#)). These Academic Program Reviews are comprehensive evaluations, which examine the degree of success programs have made in fulfilling their missions.

B. Oversight of Academic Assessment

Central academic administrators have been assigned to work with faculty in coordinating assessment efforts because of the size and complexity of the College, which has three campuses, two downtown centers, and academic programs available on multiple campuses. The College Dean of Instruction oversees the annual assessment of student learning, a faculty coordinator organizes the General Education assessment, and the College Associate Dean for Curriculum Development coordinates Academic Program Reviews. The Assessment Advisory Council (ACC), consisting of both faculty and administrators, provides an ongoing review of assessments for completeness and adherence to process as well as recommendations for improvements to the assessment processes.

C. Programmatic Assessment

Since 2013, faculty have submitted annual Program Assessment Activity Reports ([Appendix D](#)). The reports include information on program learning outcome(s) that were assessed, when and where the assessment occurred, the findings, action items, and reassessment activities. During the 2014-2015 academic year, a range of reports were submitted utilizing a variety of assessments. These reports are available on the [academic assessment website portal](#) and also in TracDat, the college's assessment management software.

The following are examples of recent actions taken to improve teaching and learning based on assessment activities:

- As a result of an assessment on safety practices that did not meet performance expectations, the faculty in the Heating Ventilation, Air Conditioning and Refrigeration (A.A.S) program created a Safety Manual for the HVAC/R students to be used in place of a unit on safety in a textbook. They also required the students to sign a form at the back of the manual indicating they had read the manual. The number of students who meet expectations increased from 52.9% in fall 2014 to 71.4% in spring 2015.
- The results of a capstone exam in the Criminal Justice (A.S.) program indicated a weakness in the student's knowledge of culpable mental states. In response to the spring 2014 results, instructors were required to show a video on culpable mental states in the lower level courses to reinforce the topic. The student performance on culpable mental states improved to 79.1% in fall 2014 from 60.4% in spring 2014.
- In the Liberal Arts and Sciences: Physics Program (A.S.) the findings of the lab assignment administered in fall 2014 indicated that students lacked familiarity with computer-based experiments and the available tools provided by the software. There also appeared to be a lack of uniformity on the instruction of computer-based equipment in the lab sections. In spring 2015 students were instructed on the same computer-based equipment and software. As a result, the lab assessment indicated an increase to 81% students meeting or exceeding the standard, up from 63% meeting or exceeding the semester earlier.
- In fall 2014 the faculty in the Business Administration program (A.S.) administered an exam in the BUS 101: Introduction to Business course. The results indicated the majority of the students failed to meet the standard. The faculty determined that the assessment instrument was flawed and that the assessment should be administered later in the program to give a more accurate measure of the achievement of the program learning outcome. In spring 2015 an applied learning project in the capstone course was assessed and 73% of the students met or exceeded expectations.

The table below lists all Suffolk Community College Academic Programs and their participation in assessment activity over the last two years:

TABLE 1: ANNUAL ACADEMIC ASSESSMENT: 2013-14 AND 2014-15¹

	Assessment Action Plan 2014-2015	Assessment Report 2013-2014	Assessment Report 2014-2015
Accounting (AAS, AS, CERT)	X	X	X
American Sign Language (AAS)	X	X	X
Automotive Service Specialist (AAS)		X	X
Business Administration Online (AAS)	X	X	PR, X
Business Administration (AAS, AS)	X	X	PR, X
Business Management (CERT)	X	X	X
Business: Marketing (AAS)	X		
Business: Office Management (AAS)	X	X	
Business: Retail Business Management (AAS, CERT)	X	X	X
Chemical Dependency Counseling (AAS)		X	X
Communication and Media Arts: Journalism (AA)	X	X	X
Communication Studies (AA)	X	X	X
Computer Art (AAS)	X	X	
Computer Science (AS)	X	X	X
Construction Technology -Architectural Technology (AAS)		X	X
Criminal Justice (AS)		X	X
Culinary Arts -Baking and Pastry Arts (AAS, CERT)	X	X	X
Culinary Arts -Restaurant Management (AAS, CERT)	X	X	X
Design Fashion: Interior Design (AAS)	X	X	PR, X
Dietetic Technician (AAS)	X	EA	X
Drafting - CAD (CERT)		X	X
Early Childhood (AAS, AS)	X	X	X
Electrical Technology - Electronics (AAS)		X	PR, X
Emergency Medical Technician: Paramedic (AAS)	X	X	X
Engineering Science (AS)		X	X
Fire Protection Technology (AAS, CERT)	X	PR	X
Fitness Specialist (AS)	X	X	X
Graphic Design (AAS)		X	X
Health Information Technology/Medical Records (AAS)	X	X	X
Heating-Ventilation-AC-Refrigeration (AAS, CERT)		X	X
Hotel and Resort Management (AAS, CERT)	X	X	
Human Services (AS)	X	X	X

¹ “X” indicates that the program performed assessment(s) of at least one programmatic learning outcome. “PR” indicates that the program was involved in Academic Program Review. “EA” indicates that the program underwent an external accreditation event.

	Assessment Action Plan 2014-2015	Assessment Report 2013-2014	Assessment Report 2014-2015
Information Technology -Computer Information Systems (AAS, CERT)	X	X	X
Information Technology - Internet/Web Development (AAS, CERT)	X	X	X
Information Technology -Network Design and Administration (AA, CERT)	X	X	X
Liberal Arts & Sciences -Adolescence Education/ Biology (AA)	X	X	X
Liberal Arts & Sciences - Adolescence Education/ English (AA)	X	X	X
Liberal Arts & Sciences -Adolescence Education/ History (AA)	X	X	X
Liberal Arts & Sciences - Adolescence Education/ Mathematics (AA)	X	X	X
Liberal Arts & Sciences – Education/Child Study (AA)	X	X	X
Liberal Arts & Sciences -General Studies (AA)		PR	
Liberal Arts & Sciences - Humanities -Cinema Studies (AA)		X	
Liberal Arts & Sciences -Humanities - English (AA)/Creative Writing (AA)		X	X
Liberal Arts & Sciences -Humanities -Foreign Language (AA)		X	X
Liberal Arts & Sciences- Humanities -Philosophy (AA)		X	X
Liberal Arts & Sciences -International Studies (AA)	undergoing curriculum revision		
Liberal Arts & Sciences -Mathematics (AA)		X	X
Liberal Arts & Sciences - Biology (AS)	X	X	X
Liberal Arts & Sciences -Chemistry (AS)	X	X	X
Liberal Arts & Sciences -Earth & Space/Geology (AS)		X	
Liberal Arts & Sciences -Earth & Space/Astronomy (AS)	X	X	X
Liberal Arts & Sciences -Earth & Space/Meteorology (AS)		X	X
Liberal Arts & Sciences -Environmental Science/Forestry (AS)		X	X
Liberal Arts & Sciences -Physics (AS)		X	X
Liberal Arts & Sciences - History (AA)	X		X
Liberal Arts & Sciences - Political Science (AA)	X	X	X
Liberal Arts & Sciences -Psychology (AA)	X	X	X
Liberal Arts & Sciences -Social Science	X	PR	X
Liberal Arts & Sciences -Women's Studies (AA)		X	
Manufacturing Technology (AAS)		PR	X
Music (AS)	X	X	X
Nursing (AAS)		X	X

	Assessment Action Plan 2014-2015	Assessment Report 2013-2014	Assessment Report 2014-2015
Occupational Therapy Assistant (AAS)		X	X
Paralegal Studies (AAS, CERT)	X	X	X
Photographic Imaging (AAS)	X	X	X
Physical Therapist Assistant (AAS)	X	X	X
Practical Nursing (CERT)		X	X
Radio and Television Production (AAS)	X	X	X
Theatre Arts - (AS)		X	X
Veterinary Science Technology (AAS)		EA	X
Visual Arts (AS)		X	PR, X

D. Support for Academic Assessment

The College continues to work towards enhancing a culture of assessment and to support faculty in the process and support of ongoing, useful assessment practices. In January 2015, a new College Dean of Instruction, Lauren Tacke-Cushing, Ed. D., was hired with the primary responsibility of supporting faculty in course and program assessment. In this role the Dean routinely meets individually with the Academic Chairs, Program Coordinators and faculty involved in assessment activities. During the spring 2015 semester, “Assessment Tuesdays” were instituted by the College Dean of Instruction, who rotated among the three campuses to ensure there were opportunities for all faculty to meet and discuss action planning for the 2015-2016 academic year, consider current assessment activities, ask questions about the completion of the annual Academic Program Assessment Activity report, and provide feedback on the College’s academic assessment process. This initiative will continue as part of academic assessment support. Additionally, prior to the beginning of each academic year, the Associate Vice President for Academic Affairs holds an Academic Chairs meeting attended by Academic and Assistant Chairs from the three campuses. For the past three years the agenda has included a session on academic assessment ([Appendix E](#)).

In order to provide continued support to faculty in the spring of 2015, the College Dean of Instruction met with various faculty constituencies (campus academic chairs meeting, assembly meetings, individual chairs meetings) and asked for feedback on the current academic assessment process and for recommendations for improvement. Main themes of the faculty feedback include ([Appendix F](#)):

- The need for increased discipline collaboration among campuses
- Providing professional development opportunities on assessment
- Development of an assessment calendar

To address this feedback the following initiatives are currently in progress:

Tri-Campus Assessment Committees

Tri-campus committees have been or are currently in the process of being developed to ensure greater collaboration and communication on matters related to curriculum and pedagogy across the discipline. As more disciplines create college-wide committees, the result will be greater faculty collaboration and improved assessment. Recent examples of the formation of tri-campus committees include:

- *Sociology:*
As a result of a Sociology assessment, a Sociology Curriculum Committee was formed and met in spring 2015 and is designed to enhance the network among instructors and to facilitate discussion on pedagogy and issues related to the discipline. This will help individual instructors learn and exchange ideas and teaching methods. This will also lead to recommendations of curriculum and learning materials to ensure that all curriculum is sound, comprehensive and responsive to the evolving needs of our students ([Appendix G](#)).
- *Communication Studies:*
Based on the assessment of course *COM101: Introduction to Human Communication* in 2013, a college-wide assessment committee was formed to “facilitate faculty collaboration on the actual assessment process” ([Appendix H](#)). The committee consists of two faculty members from the Ammerman and Michael J. Grant campuses and one faculty member from the Eastern campus. They held their first meeting on September 18, 2014.
- *Business Administration:*
A recommendation from the recent Business Administration Program Review is the creation of a tri-campus committee ([Appendix I](#)). Academic Chairs from Business Administration are currently in the process of forming the committee which is scheduled to convene in fall 2015.

Professional Development for Assessment

On October 13, 2015, a college-wide Professional Development Assessment Day is scheduled with a focus on assessment. No classes are held the day so that all faculty members can attend the event which is being held on the Michael J. Grant Campus. The guest speaker, Todd Zakrajek, a specialist in academic assessment, is scheduled to present to faculty about methods of academic assessment. The Office of Academic Affairs has also provided support for several faculty members to participate in the [Assessment of Student Learning Outcomes Certificate Program](#) offered by SUNY’s Center for Professional Development during the 2015-2016 academic year. The online program, which consists of three courses, has faculty participants from the Natural Sciences, Mathematics, Business, Social Science and Humanities disciplines who will serve as faculty mentors by sharing assessment strategies and best practices with their colleagues after completion of the program. In the fall semester, the College Dean of Instruction has also scheduled workshops on rubric development for action planning.

Academic Assessment Calendar

An academic assessment cycle calendar has been developed for faculty to use as a guide for the ongoing assessment process ([Appendix J](#)). Considerable progress has been made in addressing faculty recommendations and additional opportunities, formal and informal, have been established to ensure that feedback leads to both support and recognition for their assessment efforts.

E. Review of Program Assessment Activity Reports

A [subcommittee](#) of the ACC chaired by Dr. Jean Nicolas Pestieau, Assistant Professor of Mathematics, consists of several faculty members representing the three campuses. The subcommittee was established in 2011 to review the Annual Program Assessment Activity Reports. The Academic Program Annual Assessment subcommittee created a rubric that is used to assess whether the submitted reports are meeting expectations ([Appendix K](#)). After reviewing the submitted 2013-2014 assessment reports, the subcommittee recommended the assessment activity report template be updated to include (1) requests for assessment tools to accompany the reports; (2) a more detailed analysis of assessment results; and (3) professional development opportunities related to formulating action plans and identifying appropriate criteria for success ([Appendix L](#)). In 2014-2015, the Annual Program Assessment Activity Template was updated and professional development opportunities are planned for fall 2015 to address both items. The subcommittee timeline for the process of reviewing the reports has been changed to early in the fall semester to reflect the June 1st reporting deadline. The change was made to give Academic Chairs additional time to complete activity reports for assessments conducted in the spring semester. All academic assessment reports, including “closing the loop” activities, general education summaries, and additional important academic program information are available on the [academic assessment webpages](#).

F. General Education Learning Outcomes Assessment

The assessment of General Education learning outcomes, like programmatic academic assessment, is a faculty-driven process that is facilitated by the General Education Assessment Faculty Coordinator, Courtney Brewer, Ph.D., Assistant Professor of Psychology. The coordinator is responsible for working with Department Chairs and faculty members in determining what SUNY General Education courses are assessed each semester. Courses are chosen from within assessment areas based on the SUNY General Education Assessment schedule. After a course is chosen for assessment, the coordinator informs the Office of Academic Affairs and the Department Chair forms an assessment committee. The coordinator works with the committee to:

- Clearly identify what outcomes will be assessed;
- Develop language that will allow for objective assessment of measurable outcomes;
- Develop an assessment instrument that will measure student performance on outcomes;
- Ensure that the entire assessment process is communicated by the committee to all involved faculty members;
- Assist the committee in providing clarification on the assessment purpose and process to all involved faculty members;
- Assist the committee in collecting assessment results;
- Assist the committee in interpreting assessment results, in order to form appropriate and measurable recommendations;
- Assist the committee in creating an assessment report that is comprehensive and provides clear overview of student performance, as well as goals and activities which are designed to

increase student learning, and in creating an assessment report that is aligned with the expectations of the AAC;

- Assist committee members in working with Department Chairs to take action on recommendations created by the assessment;
- Ensure that committee chairs forward their assessment report to the College Dean of Instruction;
- Follow up with faculty and committee members to ensure that recommendations are being implemented; and
- Assist Department Chairs and faculty in determining when re-assessment is appropriate.

In the 2014-2015 academic year, an assessment of Basic Communication (written) was completed in *COM 105: Public Speaking*, an assessment of Humanities was completed in *PHL 101: Issues in Philosophy*, and an assessment of Information Management was completed in *COL 101: Freshman Seminar*. Additionally, previous general education assessments have led to actions based on the assessment findings. Some examples include:

- *Natural Science*

In fall 2013, a final exam in *BIO 101: Principles of Biology* course sections was assessed using the SUNY learning outcomes for Natural Science. Forty-two percent of the students received an overall score of 70% or better and on the SUNY learning outcome “application of scientific data, concepts, and models”; students received an overall score of 66.9%. In response to this assessment finding, the faculty is in the process of creating a new laboratory exercise. Implementation of the exercise will occur in fall 2015.

- *Social Science*

In fall 2012, an assessment was conducted in the *PSY 101: Introduction to Psychology* course sections. As a result of the assessment findings, two areas identified as requiring improvement were evaluation of evidence and hypothesis development. Several actions have been taken to improve the outcomes performance in these areas including:

- Faculty development workshops held in fall 2013 and 2014 in research methods and biopsychology designed to enhance both full-time and adjunct faculty knowledge of current research and theory;
- The formation of a committee to revise the course description and course learning outcomes to reflect a more contemporary viewpoint and accurate description of the course content;
- Creation of a suggested list of textbooks to be considered for use in the course; and
- The development of a faculty liaison program where an experienced faculty member in psychology has been designated specifically to assist adjunct faculty with any issues.

G. Non-Programmatic Assessment

Selected courses that are not part of a program perform regular assessment activities and follow the same model of annual academic assessment of student learning. Below is a table of assessments performed in non-programmatic courses:

TABLE 2: NON-PROGRAMMATIC ANNUAL ACADEMIC ASSESSMENT: 2014-2015

	Assessment Action Plan 2014-2015	Assessment Report 2013-2014	Assessment Report 2014-2015
Developmental Studies: Mathematics	(Math Department)	X	
Developmental Studies: English	(English Department)		X
Developmental Studies: Reading	X	X	X
Developmental Studies: ESL	X	X	X
Freshman Seminar	X	X	X

H. Academic Program Review

Academic Program Review at Suffolk County Community College provides an opportunity to evaluate and strengthen the College’s academic programs. The Academic Program Review process is based on the Academic Program Review recommendations put forth by the SUNY University Faculty Senate in January 2012 and the processes employed historically by the College. The Office of Academic Affairs revisited the Academic Program Review process during the 2012-2013 and 2013- 2014 academic years, streamlined it to remove redundancy and enhance practicality, and moved oversight to the College Deans of Instruction. Oversight is now provided by the College Associate Dean of Curriculum Development. A [guide](#) was also developed to help faculty better navigate the process.

Below is a table of programs undergoing Academic Program Review in the 2013–2014 and 2014-2015 academic years and a synopsis of program reviews and their findings is available in [Appendix M](#).

TABLE 3: ACADEMIC PROGRAMS UNDERGOING ACADEMIC PROGRAM REVIEW: 2013-2014 AND 2014-2015

Program	Status	Year	External Review complete
Accounting -- AS, AAS, Certificate	In process	2013-2014	--
American Sign Language -- AAS	Submitted and reviewed	2013-2014	Yes
Criminal Justice -- AS	Submitted and reviewed	2013-2014	Yes
Engineering -- AS	In process	2013-2014	--
Liberal Arts and Science: Science - - AS	Submitted and reviewed	2013-2014	Yes
Radio and Television Production -- AAS	Submitted and reviewed	2013-2014	No
Music -- AS	Submitted and reviewed	2013-2014	No
Liberal Arts and Science: General Studies – AA	Delayed - SUNY Seamless Transfer Curriculum Review	2013-2014	--

Program	Status	Year	External Review complete
Business Administration –AA, AAS	Submitted, being reviewed	2014-2015	--
Business Administration (Online) - - AAS	Submitted, being reviewed	2014-2015	--
Electrical Technology – AAS	Submitted, awaiting review	2014-2015	--
Interior Design – AAS	Submitted and reviewed	2014-2015	Yes
Theatre Arts – AA	Due August 15, 2015	2014-2015	--
Visual Arts -- AA	Submitted and reviewed	2014-2015	Yes

I. SUNY Seamless Transfer

Since the last MSCHE team visit, the College has continued its efforts to enhance its culture of assessment and evaluation. While working on assessment and evaluation in every area, the College was challenged with complying with a mandate from SUNY. As a result of the Seamless Transfer mandate that associate degrees in all academic programs consist of 64 credits or fewer. In addition, all A.A. and A.S. programs were instructed to comply with “transfer paths” crafted to align community college curricula with their four-year counterparts. SUNY decided that programs unable to comply with the 64 credit maximum must file for a waiver, but that such programs cannot have “unnecessary” credits in the curricula. SUNY schools were directed to comply with this mandate by the fall 2015 semester.

In meeting this challenge, programs were able to use information gathered during the assessment processes to make decisions about program revisions. Curriculum maps, which were developed by every academic program for use in assessment and in Academic Program Review, were essential in determining how programs would meet learning outcomes when undergoing revision. Curriculum maps had to be submitted with each curriculum revision as it moved through the Shared Governance curriculum approval process.

SECTION 3: FACULTY AND ACADEMIC ADMINISTRATION ROLES IN ASSESSMENT

Academic assessment has always been faculty-driven at Suffolk County Community College. Programmatic faculty members determine which outcome(s) each discipline will assess, choose the assessment method, perform the assessment, and review resulting data. These data are distributed to faculty and administration and are posted on the College’s Academic Assessment webpages. Each academic department is responsible for the creation of action plans to address what is discovered through the assessment activity. The College Dean of Instruction monitors academic assessment activities at the College to ensure the timeliness of assessments, to serve as a resource, and to help communicate findings. Dr. Courtney Brewer, assistant professor of psychology, serves as the General Education Assessment Faculty Coordinator. In consultation with Dr. Maria DeLongoria, Associate Vice President for Academic Affairs, Dr. Brewer works with faculty to identify which courses will be used to assess General Education Learning Outcomes according to the established calendar, coordinates efforts, and serves as a resource.

Additionally, two groups provide support to the academic assessment efforts at the college. The Assessment Advisory Council (AAC), made up of faculty, administrators, and staff, many of whom are from academic units, reviews all assessments, to encourage best practices, offer guidance, and foster the maintenance and enhancement of a culture of assessment at the College. The Office of Planning and Institutional Effectiveness (OPIE) serves as a resource for faculty and administrators in assessment efforts. OPIE staff members are available to help coordinate assessments through the use of TracDat's assessment assignment system, assist with analysis of any complex assessment that involves statistical analysis beyond the scope of faculty in a given discipline, and review data collection instruments at the request of programmatic faculty. OPIE's role in academic assessment is limited to that of technical, methodological, and analytical support.

Summary of Progress Related to Standard 14

The College continues to “implement an organized, centralized and sustainable process to assess the achievement of expected student learning in all programs” as evidenced by the assessment of student learning process outlined in the CAPIE and overseen by the Vice President for Academic Affairs ([Appendix N](#)). Progress has been made in creating sustainable timelines, increased communication and support for ongoing, useful assessment. In addition, programs have been conducting “analysis of the use of assessment results to improve teaching and learning” and taken action by making changes to improve assessment measures, implement new or revised instructional methods, and increased collaboration among faculty in sharing textbooks and curriculum. Finally, the recommendation regarding an “enhanced role for faculty and academic administrators in assessing student learning and responding to assessment results” continues to be addressed by providing opportunities for and supporting tri-campus assessment committees and through collaboration and review of the assessment of student learning process in the [AAC](#). Additionally, the Strategic Planning Council (SPC) works with the AAC through the Joint Planning and Assessment Council (JPAC) to ensure assessment information, as well as other student outcomes data such as graduation rates ([Appendix Z](#)) and information provided in the Voluntary Framework for Accountability ([VFA](#)), provide context for planning. Additional student outcomes data and College statistics are provided in the 2014-15 [College Factbook](#). Although assessment is a faculty-led process, academic administrators such as the Associate Vice President for Academic Affairs and College Dean of Instruction provide ongoing support for professional development opportunities, feedback on the process, and communication on the value and importance of student learning assessment.

SECTION 4: MSCHE STANDARD 7 – INSTITUTIONAL ASSESSMENT

A. Administrative, Educational, and Student Support (AES) Units

Suffolk County Community College, as indicated in the CAPIE, has established and maintains a comprehensive assessment system ensuring that unit level goals and outcomes are assessed regularly and evaluated periodically for all AES units. These units provide both direct and indirect support for student learning and have identified student learning outcomes (SLOs), support outcomes (SOs), or both as in the case of the Library and in many Student Affairs units. Since many of the AES units fall

under the oversight of Students Affairs, a College Assistant Dean of Student Engagement Assessment was hired, reporting directly to the Vice President for Student Affairs and working with OPIE to support the assessment work of Student Affairs. The full list of the College’s AES units, along with their missions, goals, and outcomes, can be located on the OPIE website.

It is also important to note that the College provides a clear distinction between activities identified as assessment and those identified as evaluation. Through the use of an [Annual AES Assessment template](#), AES units choose one or multiple outcomes to assess on a yearly basis and upon completion of the assessment, when applicable, establish, implement, and evaluate plans to improve upon the results of the assessment. The goal of this process is to examine whether outcomes are being achieved for the purpose of continuous improvement. Evaluation, alternatively, is reflected in the College’s AES Unit Review process and includes a [Unit Review template](#) that requires a thorough examination of the unit’s history, operations, structures, effectiveness in achieving outcomes, and an external review, performed every seven years according to a schedule developed with the supervising cabinet member and the Office of Planning and Institutional Effectiveness ([Appendix O](#)).

B. Annual Assessment in AES Units

As indicated previously, all AES units undergo yearly assessments. While the inventory of AES units has evolved over the past two years as a result of redefinitions and evaluations, AES units regularly complete both annual assessments and the periodic unit reviews. Changes in the inventory between the 2013-2014, 2014-2015, and 2015-2016 cycles can be found in [Appendix P](#), and some examples of information gathered through the annual assessments are in [Appendix Q](#).

TABLE 4: SUMMARY OF AES ANNUAL ASSESSMENTS AND UNIT REVIEWS²

	2013-2014	Percent	2014-2015	Percent
AES Annual Assessments	28	100	29	97
AES Unit Reviews	5	100	4	100

In addition to completing the assessment templates, units are required, where necessary, to establish action plans that will be used to improve the results of assessment. As indicated in the table below, a number of AES units did complete an action plan and examples of the use of results are presented in [Appendix R](#).

² The inventory of AES units changed between 2013-14 and 2014-15 and during the 2014-15 academic year, an AES unit scheduled for review was declassified as a standalone unit.

TABLE 5: AES UNIT ANNUAL ASSESSMENT: 2013-2014 AND 2014-2015³

	Assessment Action Plan 2014-2015	Assessment Report 2013-2014	Assessment Report 2014-2015
Admissions		X	X
Athletics		X	X
Business Operations (Financial and Business)		X	X
Campus Activities		X	X
Campus Business Offices		X	X
Career Services	X	UR	X
Computer and Information Services	X	X	X
Continuing Education	X	UR	X
Corporate Training	X	X	X
Counseling		X	X
Employee Resources		X	X
EOP			X
Educational Technology Units	X		X
Facilities Support	X	X	UR
Faculty and Professional Advancement		X	X
Financial Affairs (Financial and Business)		X	X
Financial Aid		X	X
Foundation		X	UR
Grants Development	X	UR	X
Health Services		X	
Institutional Advancement		X	X
Institutional Effectiveness	X	X	X
Instructional Technology		X	UR
K-12 Partnerships (Excelsior)			X
Legal Services, Risk Mitigation, Affirmative Action		X	X
Library		X	X
Plant Operations	X	X	X
Public and Fire Safety		X	X
Registrar	X	UR	X
Special Events & Programs	X	X	X
Special Services/Disability Services			UR
Student Support Services/TRIO		X	X
Study Abroad			X
Writing Centers	X	UR	X

³ “X” indicates that the unit performed assessment(s) of at least one student learning/support outcome. The term UR indicates that the AES unit underwent a Unit Review during the year.

C. Periodic Evaluation in AES Units (AES Unit Review)

The AES Unit Review is a process designed to:

- Allow the unit to evaluate how effectively it has achieved its mission, goals, and outcomes through an examination of annual assessments,
- Consider the impact of changes to the internal and external environment on the unit,
- Gather a group of internal stakeholders to examine the impact of the unit on other connected units within the College, and
- Establish an external evaluation of the unit to provide opportunities for sound benchmarking.

For the 2014-2015 year, the following units engaged in a comprehensive unit review during the 2014-2015 year with the [full reports](#) available on the OPIE webpages⁴.

- Disability Services
- Facilities
- Instructional Technology
- SCC Foundation

The process that these units undertook, including the use of a reporting template, represented an evolution of the process followed by units during the 2013-2014 cycle. Based on a thorough evaluation, the revised AES unit review included the use of a college-wide internal review committee to provide input, oversight, and support during the internal and external portions of the review. It also provided the opportunity to engage in a unit-specific environmental scan and/or a summer retreat, an expanded external review, complete an assessment planning calendar, and participate in a revamped SWOT analysis that included in a comprehensive report produced by OPIE. The revised [template and associated documentation](#) can be found on the OPIE webpages.

⁴ Planning and Master Scheduling, originally scheduled to undergo unit review, has been restructured and is no longer a standalone unit requiring annual assessment or unit review.

TABLE 6: USE OF RESULTS FROM THE 2013-2014 AES UNIT REVIEWS

Unit Review	Outcome Assessed	Method of Assessment and Criteria	Analysis, Discussion, and Action Plan
Career Services	Students will gain knowledge of the career search process	In assessing the usefulness of the Career Services presentation in College Orientation classes, 73% of students stated that they had a career plan, nearly all reporting learning new information, and just about 75% found the presentation to be very/extremely helpful.	Career Services has undergone a major reorganization including the hiring of new, full-time assistant directors of career services and all Career Service units will deploy an updated presentation with pre- and post-testing of information learned during the 2015-2016 academic year.
Continuing Education	Develop and maintain new STEM partnerships	Continue building new partnerships that will expand access to STEM programs for residents of Suffolk County. The unit will work to develop a minimum of two new partnerships during the 2014-2015 year. The criteria were exceeded.	Suffolk County Department of Labor has partnered with Continuing Education to offer energy and healthcare programs, training is extended to all County departments, a partnership with Columbia University was developed for health IT training, and the College has entered into formal agreement with NSLIJ for Ophthalmic externships.
Grants Development	Document all grant awards to the college in the annual Institutional Grant Awards Report.	The plan included assessment of the number of faculty engaged, ongoing projects, and grant dollars. The number of faculty engaged increased from 46 to 51, projects remained constant, grants awarded increased by one, and grant dollars increased from \$3.2 million to \$3.5 million.	The college is sending a four-person team to a summer institute to engage potential grant-writing faculty and to improve their project design skills, will offer more workshops and professional development events, and will continue work to streamline procedures.
Registrar	Enhance communication methods to students.	The Registrar conducted an assessment of the satisfaction of priority registration to students in the Fall 2014 and Spring 2015 and in both assessments students indicated they learned about the priority registration dates via their college email.	The Registrar will begin priority registration email announcements one month prior to priority registration dates, with follow-up emails throughout priority registration, encouraging students to register for classes. Follow-up assessments will be conducted after priority registration with students who choose not to register.
Writing Center	Reinforce to students a clear understanding of what the tutoring session has accomplished, and what the next step in the writing process is by the end of each tutoring session	The studio pilot ran, using a different methodology, during academic year 2014-2015. Results indicated significant gains in writing confidence pre and post tutoring, there were no significant differences between studio and non-studio sessions.	Attendance levels did not drop off during the studio days and is an indication that there is support for the process. The writing centers will continue the studio day pilot with substantial changes to the process that are anticipated to lead to greater gains in confidence.

Two different methods were developed to document the use of results from the unit review. The first is the establishment of the assessment planning calendar. As part of the final report, units are given the opportunity to plot out potential assessment activities, based largely on the final recommendations, for

the next six years. In the immediate following year, units utilize their completed annual assessment templates to document the use of results from the unit review. Above is the table highlighting the use of results from the five AES units that conducted a unit review during the 2013-2014 year.

D. RESOURCE ALLOCATION

As noted in the updated CAPIE, the College has a comprehensive resource allocation process that is a central aspect of the integrated planning system. This system ensures that strategic and operational planning efforts are guided by annual assessments and periodic evaluations and, accordingly and where appropriate, that the results of these assessment and evaluation processes impact resource allocations. In some cases, as identified in annual assessment documentation, academic programs and AES units are able to identify efficiencies and strategically reallocate resources (i.e. finances, staff, time, etc.) while in other cases, the programs and units use the information to formally request additional resources through the yearly budgeting process.

Each year as part of the budget cycle described beginning on [page 24](#) of the CAPIE, the Office of Business and Finance sends out a call letter which includes important dates, documents to be completed, and submission instructions. For the past four years, this process has evolved as a result of formal and informal input and assessments that have provided opportunities for greater clarity, simplicity, and communication. As part of the 2015-2016 budget cycle, the Office of Business and Finance sent out a call letter ([Appendix S](#)) that not only provided the aforementioned information, but which also included a rubric ([Appendix T](#)) that would be used, for the first time, during the budget request scoring process. This rubric, which was the method of assessment for the Business Operations AES unit's annual assessment, scored the budget requests based on alignment with the College's six institutional goals and sixteen measurable institutional objectives (MIOs). The use of the rubric is congruent with information from the 2015-2016 Budget message that noted:

Departments were directed to prepare their 2013-2014 through 2015-16 budget requests based on no growth in non-personnel costs. Exceptions to the no-growth scenario were: 1) costs associated with increased facilities, 2) enhanced assessment efforts to align College operations with the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) and the College's Strategic Plan, and 3) programmatic impacts as a result of assessment efforts to achieve institutional goals.

Executives submitting budget requests were asked to support each request with assessment data. For each of the four scoring categories, a team from the Office of Business and Finance rated the proposal as exceeding, meeting, approaching, or not meeting and this information was sent forward to the President for consideration during final budget submission meetings. While there are numerous competing priorities that drive the budget and resource allocation efforts of the College and more than 90% of operational funds are non-fungible (i.e. salaries and benefits, energy costs, etc.), the College has made strides in ensuring that available operational funds are allocated based on significant consideration of assessment results. The following are examples of additions to the annual budget submitted based on assessment and evaluation:

- Continuing Education (2014-2015 budget cycle) – \$12,500 was committed to refurbishment of the Smithtown Science Building computer room based on recommendations from the external review of the unit's AES Unit Review report ([Appendix U](#)).

- Instructional Technology (2014-2015) – \$118,000 was committed for library services based on an efficiency audit of student use of books and e-books, and digital subscriptions. An increase in spending on heavily used digital materials will allow for a future reduction in spending on underused physical resources ([Appendix V](#)).
- Instructional Technology (2015-2016 budget cycle) – \$78,712 was allocated to enhance technological and pedagogical training and to provide necessary facilities for both online and traditional courses. The budget allocation was approved as a result of recommendation emerging from an assessment of student success in on-line coursework and student satisfaction surveys ([Appendix W](#)).
- Institutional Advancement (2015-2016 budget cycle) – \$130,000 was allocated for advertising to include an independent analysis of annual media strategy and to double online spending as a result of evaluations measuring overall impact. Of the \$130,000, \$60,000 is for on-line advertising and online radio ([Appendix X](#)).
- Computer Information Services/IT (Multiple years) – \$511,000 was allocated, based on a CIS annual assessment and SWOT analysis (strengths, weaknesses, opportunities and threats) in 2014-2015 pre-buys for replacement computers; in 2014-2015, \$260,000 was committed for technology planning, and \$50,000 was committed in 2015-16 for an IT consultant to assist with unit review with another \$70,000 for connection to SUNY for network and phone as a result of annual assessment results ([Appendix Y](#)).

SECTION 5: REVIEW OF THE COMPREHENSIVE ASSESSMENT PLAN FOR INSTITUTIONAL EFFECTIVENESS (CAPIE)

The CAPIE was initially developed in 2006 as a guide to assessment, evaluation, and planning at the College. The original document and its revisions were never approved and adopted, remaining in draft form until 2011, when the Office of Planning and Institutional Effectiveness, working with a broad range of faculty, staff, and administration, undertook the revision of the document. This included a review of best practices leading to a plan based on an integrated approach to planning and dependent upon robust assessment and evaluation processes. The result of this process was an omnibus assessment, planning, and institutional effectiveness manual.

The revised CAPIE was approved via Board of Trustees resolution in June 2012. Realizing that this comprehensive plan requires periodic review and revision through formal review and input from the College community working within the plan, systematic review was included as a primary feature of the plan. In response to the revised document, the MSCHE visiting team of October 2013 praised the CAPIE for its thoroughness and its integrated approach. As the community began utilizing the document, there were concerns that the comprehensive nature of the CAPIE, including material explaining philosophy and theories upon which the plan was built and numerous lengthy appendices, created an unwieldy and overly complex document that was difficult to use as a guide or handbook. The visiting team of April 2014, expressed similar concerns and requested as part of this monitoring report, evidence documenting “(2) the periodic evaluation of the effectiveness and simplicity of CAPIE (Standard 7).”

In October of 2014, as a response to both MSCHE and college community recommendations, Helen Wittmann, Ed. D., Faculty Coordinator/Eastern Campus and a member of the Strategic Planning Council (SPC), was asked to chair a subcommittee of the AAC to review the CAPIE. Dr. Wittmann

spoke with the full body as well as chairs of each subcommittee to seek recommendations and to ask the chairs to serve as members of the CAPIE Review subcommittee. She received several emails from chairs and in February of 2015, the committee met and went over the CAPIE and addressed questions dealing with the document. Dr. Wittmann compiled the information and sent it to everyone to be sure they were satisfied and then worked with several people from the College, including Dr. Jeffrey Pedersen, Vice President for Planning and Institutional Effectiveness, to get answers to questions posed by the group. Additionally, Dr. Wittmann spoke with other involved parties including Dr. Tacke-Cushing, who at the time was new to the college and was becoming acquainted with the document. Because of the importance of academic assessment to the plan and her extensive experience in assessment, her input was vital.

The CAPIE review committee submitted its report and recommended changes to the Vice President for Planning and Institutional Effectiveness, who worked with Dr. Wittmann on a draft of an updated document. Changes made to the document included a reduction in the amount of material devoted to theory and philosophy; use of language more appropriate to a handbook or guide; and a simplified description of the processes involved. In addition, the appendices containing templates were removed. The templates, which undergo regular revision as a result of continuous improvement, are now housed on the Office of Planning and Institutional Effectiveness' [webpages](#) to ensure the most current templates are available. Appendices containing timelines and calendars were reviewed, revised where necessary, and retained within the document. As a result of these changes, the narrative portion of the CAPIE was reduced from 33 to 28 pages while the complete document was reduced from 93 to 40 pages. Changes to the language, simplified descriptions, and the reduced length resulted in a more user-friendly document. In terms of process, calendars and timelines were updated to reflect more practical timeframes based on recommendations of those who engaged in activities described in the plan. The Operational Planning process changed its reporting from quarterly reports to one report after each semester and a summary report in August to better reflect the culture and rhythms of the institution.

The updated draft was provided for review to the JPAC in May 2015 and Dr. McKay, who serves as chair of the JPAC, sent the document to all members for review and comment in June. In late June JPAC members voted, recommending acceptance of the new streamlined version. Built into the CAPIE is an annual review by the AAC, with periodic evaluations including input from the SPC. The AAC will forward suggestions to the JPAC who will make a recommendation to the President about any proposed changes to the plan.

The CAPIE continues to undergo annual and periodic evaluation and revision, as necessary, and both the current and archived versions of the document are housed on the [OPIE webpages](#).

Summary of Progress Related to Standard 7

Since the submission of the last monitoring report, the college continues to demonstrate “the further implementation of an organized and sustainable assessment process to improve institutional effectiveness including analysis of the use of information in budgeting, planning and resource allocation and to gain efficiencies in programs, services, and processes.” The examples provided in

this report illustrate that the annual AES Unit review process has been ongoing and that the analysis of data is leading to actionable items and assessment planning. Additionally, the annual unit assessment reporting continues to be a mechanism to document assessment results that have led to changes and improvements to programs, services and processes. As a result of a review of the budgeting process, there is now better alignment with the College's institutional objectives (MIOs). This represents an evolution of the budget and reallocation process over the past three years by the Office of Business and Finance as the unit has asked for more detailed information and greater alignment with the strategic plan each year, which has resulted in examples of assessment driven resource allocation. Additionally, MSCHE's recommendation that the college incorporate "the periodic evaluation of the effectiveness and simplicity of CAPIE" led to an extensive review this past year that included input from various College constituencies and has resulted in a more concise document. The College will continue to review the CAPIE on an annual basis and solicit feedback to make ongoing improvements to the document and process.

SECTION 6: CONCLUSION

While assessment and evaluation have always been practiced at Suffolk County Community College, it became clear through the College's engagement with the Middle States Commission on Higher Education's Standards of Excellence that the College needed to make assessment and evaluation systematic and ensure the sustainability of assessment and evaluation plans. Over the last three years, the college has:

- Created, approved, and implemented the Strategic Plan;
- Approved and assessed Institutional Goals;
- Approved and assessed Measureable Institutional Objectives;
- Revised, implemented, and assessed the CAPIE;
- Assessed all Academic Programs;
- Assessed all AES units;
- Retooled Academic Program Review;
- Created Unit Review for AES units;
- Aligned assessment processes to inform budget and resource allocation;
- Revised and implemented the College's budget request and resource allocation processes;
- Created positions in both Academic and Student Affairs to facilitate assessment;
- Created assessment webpages for both Academic programs and AES Units;
- Instituted and revised Operational Planning; and
- Produced multiple Institutional Effectiveness reports.

The above initiatives have greatly enhanced the culture of assessment at Suffolk County Community College and as the College continues to engage in these regular, systematic, and sustainable assessment and evaluation processes, Suffolk will continue to use the information

gathered to strengthen the teaching and learning environment and utilize resources more efficiently and effectively. The College's goal in utilizing assessment and evaluation, subsequent interventions and initiatives, and reassessment ("closing the loop"), is to work toward *continuous improvement*. These efforts will continue to enrich our efforts to achieve our mission and commitment to provide education and support that "transforms lives, builds communities, and improves society."

Appendix A: General Education Assessment Schedule

2012-2013 Social Sciences American History Western Civilization The Arts Other World Civilizations	2016-2017 Basic Communication (oral) Western Civilization Foreign Languages Information Management Social Sciences
2013-2014 Basic Communication (oral) Natural Sciences Foreign Languages	2017-2018 Basic Communication (written) Natural Sciences Humanities Information Management
2014-2015 Basic Communication (written) Humanities Information Management	2018-2019 American History Mathematics The Arts Other World Civilizations
2015-2016 American History Mathematics The Arts Other World Civilizations	2019-2020 Basic Communication (oral) Western Civilization Foreign Languages Social Sciences

Appendix B: Academic Program External Accreditation Schedule

Discipline/Area	Accreditation Association	Last Team Visit	Next Visit
Automotive Service Specialist	National Automotive Technicians Education Foundation (NATEF)	March 2015	March 2020
Chemical Dependency Counseling	Office of Alcohol and Substance Abuse Services (OASAS)	Does not apply	No visit scheduled
Child Care Center (Ammerman and Grant Campuses)	National Association for the Education of Young Children (NAEYC)	May 2013	2018
Dietetic Technician	Accreditation Council for Education in Nutrition and Dietetics (ACEND)	December 2008	2018
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	Visit only if CAHIIM requested	No visit scheduled
Nursing/Practical Nursing	Accreditation Commission for Education in Nursing (ACEN)	October 2007	October 2015
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)	October 2008	2018/2019
Paralegal Studies	American Bar Association (ABA)	March 2009	2015
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)	October 2007	2017
Veterinary Science Technology	American Veterinary Medicine Association (AVMA)	October 2013	2019

APPENDIX C: ACADEMIC PROGRAM-REVIEW CYCLE AND SCHEDULE: 2012–2020
(Non-externally Accredited Programs)

2012–2013				
Program¹	A.A.	A.S.	A.A.S.	Cert.
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		
Music (A)		X		
Radio & TV Production (A)			X	

2014–2015				
Program	A.A.	A.S.	A.A.S.	Cert.
Business Administration (AEG)		X	X	
Business Admin. Online (AEG)			X	
Electrical Technology (A)			X	
Interior Design (E)			X	
Theatre Arts (A)		X		
Visual Arts (AG)		X		

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

¹ A = Ammerman Campus, E = Eastern Campus, G = Michael J. Grant Campus

2016–2017				
Program	A.A.	A.S.	A.A.S.	Cert.
Business: Retail Management (A)			X	X
Computer Science (A)		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	
Emergency Medical Technician (A)			X	
Graphic Design (E)			X	
Hotel & Resort Management (E)			X	X
LAS: Education (AEG)	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	
Drafting [CAD] (A)				X
Fitness Specialist (A)		X		
LAS: Mathematics (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 Academic Program Review Schedule:

The Academic 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.

Revised May, 2014

Appendix D: Academic Assessment Activity Report

Academic Program and Degree:	
Date of Assessment:	
Lead person(s):	
What did you assess? Please include the Program Learning Outcome(s) associated with the assessment? In what course(s) did the assessment take place?	
Description of assessment activity. Please include (1) the methodology, as well as any specific measurement criteria; (2) the desired student performance from Column (d) of your annual assessment plan; (3) the number of students who participated in the assessment, and, if appropriate, (4) additional, unique information about the assessment activity.	
Summary of findings and interpretation of the findings.	
How will assessment results be shared with program faculty, staff and other stakeholders?	

<p>Actions required to improve teaching and learning in light of the findings? Who will be responsible for overseeing any actions?</p>	
<p>Description and timeline for follow-up activities. When and what will be done to see if the actions taken as a result of assessment findings have been effective? ("Closing the loop.") <i>Please include a description of any actions that have been taken as a result of last year's assessment findings.</i></p>	

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to Lauren Tacke-Cushing, College Dean of Instruction: tackel@sunysuffolk.edu and to your campus Associate Dean of Academic Affairs. Thank you.

Appendix E: Academic Chairs Meeting Agenda

Second Annual Academic Chairs Meeting

Tuesday, August 26, 2014

10:00 a.m. – 2:00 p.m.

Montaukett Learning Resource Center (MLRC)

Eastern Campus

AGENDA

- I. Welcome – Dr. Shaun L. McKay
- II. Academic Affairs Updates
 - Where we are
 - Special Programs
 - Affirmative Action
 - Seamless Transfer
 - Nursing – TEAS
 - Accreditation
 - Assessment
 - Roundtable
- III. Department/Discipline Cluster Meeting

Appendix F: Academic Assessment Process Feedback

Winter/Spring 2015

- Provide Timelines/Reminders for Assessment Reporting.
- Getting disciplines to work together from the 3 campuses.
- Further involving Adjunct faculty in assessment process.
- Professional Development opportunities on assessment –present examples on preparing your Assessment Activity Report –Use examples relatable to all –“such as writing, critical thinking”.
- Communication on a regular basis –not on “hurry up” basis.
- Include Associate Deans for Curriculum in communications regarding assessment to faculty.
- In communication to Academic Chairs include Coordinators who oversee programs.
- Provide software to programs for online “clinical” evaluation forms to eliminate wait time for TracDat data.
- Request to allow programs with external accreditations to use the reporting format of their external accreditor.
- Develop an overall schedule for Program Assessment with clear due dates/milestones.
- More support from administration in communicating with faculty when there isn’t full cooperation in completing assessments.
- Provide examples of how assessment is useful and worthwhile.
- Workshops on rubric development and using assessment results to take action.
- Creation of web sources/repository for sharing assessment instruments/information with program faculty.

Appendix G: Sociology Curriculum Committee Minutes

Sociology Curriculum Committee

Spring Semester 2015

April 24, 2015 10:30 a.m.

In attendance: Etsuko Donnelly (Ammerman campus), Chris McDougal (Grant campus), Misty Curreli (Eastern campus)

- Mission Statement

This committee was formed as a proposed recommendation resulting from the 2013 SUNY General Education Assessment for Social Sciences of SOC101 Introduction to Sociology, which was led by Dr. Etsuko Donnelly. The members of the group worked collaboratively to formulate a statement that would carry the objectives of this newly formed faculty group of Sociology instructors. Here is a draft of that statement:

The SCCC college-level sociological curriculum committee is designed to enhance the network among the instructors and to facilitate discussion on pedagogy and issues related to the discipline. This will help individual instructors learn and exchange ideas and teaching methods. This will also lead to recommendations of curriculum and learning materials to ensure that all curriculum is sound, comprehensive and responsive to the evolving needs of our students.

- Best Practices Meetings

Future meetings may take many forms including: workshops or seminars to discuss pedagogy and problems related to the discipline, as well as gatherings to share syllabi, textbook preferences, and assignments.

The creation of a sociology faculty listserv could assist in making some of the above meetings more convenient and assessable to faculty and also serve the purpose of exchanging resources more casually.

- Social Problems Textbooks

The members briefly discussed preferences toward Social Problems textbooks. Ones that were very favorable in the eyes of those in attendance were:

- o Helslin, Social Problems: A Down To Earth Approach (Pearson)
- o Trevino, Investigating Social Problems (SAGE Publications)
- o Sullivan, Introduction to Social Problems (Pearson)

- Sociology of Family Assessment

The Office of Planning and Institutional Effectiveness results were reviewed for the Fall 2014 Liberal Arts and Sciences- Social Science Emphasis Assessment on Sociology of Family. Professor Chris McDougal sought possible recommendations that could be made in the completion of the report.

Appendix H: Final Addendum to the Communications 101 Assessment

9/22/14 -Final Addendum to COM101 Fall 2013 Assessment Report

Below please find our final report for the COM101 Fall 2013 Assessment:

As we approach the one year mark following our assessment of communication concepts and theories in the COM101 course, Introduction to Human Communication, the following actions have been taken to close the loop and move forward with assessing our other program learning outcomes.

1. Based on the assessment, we formed a college-wide assessment committee to facilitate faculty collaboration on the actual assessment process. On Thursday, September 18, 2014 that committee met for the first time. Representatives from all three campuses participated. The members are:

Nina Acquavita – Eastern Campus

Melissa Adeyeye – Ammerman Campus

Wren Levitt – Ammerman Campus

Christopher Holfester – Grant Campus

Ginny Horan – Grant Campus

2. The committee reviewed the existing five year plan and will confer with their respective faculty to see if we can strengthen it, and we will meet in October to review. The committee will also create an **ongoing cyclical assessment calendar** designating: The year or semester of each learning outcome assessment
A timeline with due dates for each PLO (administer instrument, analyze results, submit report)

The suggested instrument for each PLO, based on the course being used

The order of courses the PLOs will be assessed in

An effective and valid sampling plan for each instrument and course

3. We will not retest based on the quantitative Fall 2013 results, but will create a new and better instrument to assess student learning of key concepts and theories to administer in the Fall of 2015. (see #5 below)

4. The Grant campus is piloting the COM101 textbook used by both the Eastern and Ammerman campuses in 15 sections of the course. Those professors are also piloting the online component of that text, which could be utilized in future COM101 assessments. Based on the outcome of the pilot, the Grant campus will vote on adopting a universal COM101 textbook for all three campuses.

5. Individual members of the college-wide communication assessment committee will work with their respective faculty to create a college-wide “glossary” of key terms in the course, a master list of what topics EVERY faculty member will cover and a sampling of suggested activities and assignments for those topics. This recommended “COM101 Manual” will be distributed the summer of 2015. Our goal is to create content consistency among full-time and adjunct faculty, while preserving teaching creativity and academic freedom.

6. We are also working to assure transferability of the COM101 course within the SUNY system, based on discussions that took place as a direct result of the fall 2013 assessment.

Respectfully Submitted by Michael Boecherer, Thomas Bovino & Virginia Horan

**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
PROGRAM						
ASSESSMENT						
CREATE A TRI-CAMPUS BUSINESS DEPARTMENT ASSESSMENT ADVISORY COMMITTEE:	<p>There needs to be on-going and continuous leadership to coordinate the assessment process and assessment activities in this very large tri-campus department.</p> <p>Assessment needs to be an organized, continuous and cohesive process with distinct objectives.</p> <p>Assessment results need to be disseminated to all faculty and used to make business department planning and program decisions.</p>	<p>Create Tri-Campus Business Assessment Committee [TBAC]:</p> <p>Assessment data and artifacts need to be compiled and stored.</p> <p>Continuous Assessment: The Business Department needs to develop an on-going relationship with Institutional Effectiveness to assist with all aspects of continuous on-going assessment.</p> <p>Assessment results need to be disseminated to all faculty and used to make business department planning and program decisions.</p>	<p>John Jerome, Ron Feinberg, Diane Fabian</p> <p>The three department chairs need to appoint business department faculty to sit on this committee.</p>	<p>Faculty members who serve on the TBAC should be given release time.</p>	<p>Immediately</p>	<p>While the department has developed and implemented a continuous and on-going five year assessment plan, the department needs to form a tri-campus program review and assessment advisory committee (Tri-Campus Business Assessment Committee). Not completed</p>

Appendix J: Academic Assessment Calendar

Suffolk County Community College Academic Assessment Calendar 2015-2016

September –December 2015

- Finalize action plan for current academic year and submit any revisions by **Oct. 1st**.
- Conduct assessment as identified in the action plan for next phase in assessment cycle.
- Annual Program Assessment Academic Subcommittee of the Assessment Advisory Council (AAC) reviews previous year's reports.
- Professional Development –Assessment Day on **Oct. 13th**

January 2016

- Review assessment data collected in the fall semester.

February-May 2016

- Conduct assessment as identified in the action plan.
- Plan for implementation of action items based on the assessment results.

June-August 2016

- Annual Assessment Activity Reports are due by **June 1st**.
- Follow-ups to action items implemented during the current academic year are to be included in the activity report.
- Review upcoming year's action plan.

Appendix K: AAC Subcommittee on Annual Course Assessment Report

Assessment Advisory Council (AAC) – Annual Course Assessment Academic 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”)			
Overall Conclusion			

Appendix L: AAC Subcommittee on Annual Course Assessment Report

Assessment Advisory Council (AAC) –Annual Course Assessment Academic Subcommittee

Review of 2013-2014 Assessment Activity reports

- The subcommittee members developed a rubric based on the scale (meeting expectations, approaches expectations).
- The subcommittee met to conduct inter-rater reliability to ensure consistent rating of the activity reports.
- The findings on meeting expectations were:

Description of Assessment	95%
Data Collection and Methodology	50%
Criteria for Success/Target	55%
Analysis of Results	41%
Proposed Action Plan	55%
Timeline for Follow-up	82%
Overall conclusion	54%

- The following recommendations were made as a result of the review:
 - Revise report form to ask for rubric to be attached.
 - Revise report form: ask for analysis and explanation of results, rather than just a statement of results.
 - What are appropriate criteria for success – Professional Development needed
 - How to formulate an action plan-Professional Development needed

Appendix M: Synopsis of Results from the Academic Program Reviews: 2013-2014 and 2014-2015

Academic Program Review Summary 2013-2014

Accounting

Degrees awarded: Associate of Science, Associate in Applied Science, Certificate

Campuses: Ammerman, Eastern, Michael J. Grant

The Accounting faculty are continuing work on their program review through the summer of 2015. In 2014-2015, an important part of the self-study efforts involved revision of the curriculum to comply with both the 64 credit cap requirement as well as the transfer paths, which were adopted in May 2014. The program review is expected to be complete by the fall 2015.

American Sign Language

Degree awarded: Associate in Applied Science

Campus: Ammerman

The American Sign Language 2013-2014 program review was a great success. The program review committee, led by the ASL Program Coordinator Jane Hecker-Cain, prepared a thorough study of their program accompanied by ten program plan recommendations. In addition, the ASL program review included a very successful external review visit and valuable reports by the reviewers. The program review was submitted to Middle States as evidence of SCCC's work on the continuous improvement of programs through the program review process and was commended by the Middle States small team visit in March 2014. A wrap up meeting, which included Program Coordinator Hecker-Cain, VPAA Mazzealli, Associate VPAA DeLongoria, Executive Dean Tvelia and College Associate Dean Browne, was held in May 2014. The meeting was a productive discussion of the program review recommendations and ways administration could help the ASL program move forward in the implementation of the recommendations.

Criminal Justice

Degree awarded: Associate of Science

Campuses: Ammerman, Eastern, Michael J. Grant

The 2013-2014 Criminal Justice program review was submitted in May 2014. The program self-study was thorough and included eight recommendations the program faculty plan to implement in the coming years. An external reviewer site visit was held in October 2015. The following highlight reviewer recommendations:

- UP-211 waivers needed to attract strong candidates;
- Full to p/t faculty ratio must be improved;
- More writing-intensive courses must be developed across the college;
- Tech support, including SMART classrooms, must be strengthened;
- CRJ faculty were commended for meeting all recommendations from the previous program review.

Engineering Science

Degree awarded: Associate of Science

Campus: Ammerman

The Engineering Science program review committee, led by department chair Peter Maritato, is continuing work on the program review during the summer 2014. The program review is expected to be submitted by August 2015. In the 2014-2015 academic year, the program revised the program in light of the new SUNY transfer paths for Engineering Science and the 68 credit cap approved by SUNY for all Engineering Science programs.

Liberal Arts and Science: Science Emphasis

Degree awarded: Associate of Science

Campuses: Ammerman, Eastern, Michael J. Grant

The Liberal Arts and Sciences: Science Emphasis 2013-2014 program review is complete, with a final wrap-up meeting held in fall 2014 to discuss the 14 program plan recommendations. The program review committee executed a comprehensive self-study of the degree program options including Biology, Chemistry, Earth and Space Science, Environmental Science/Forestry and Physics. An external review site visit was held in early May 2014 and produced valuable insight and enthusiastic support of the LAS Science Emphasis degree programs, faculty and students.

Radio and Television Production

Degree awarded: Associate in Applied Science

Campus: Ammerman

The Radio & TV Production program review is complete with a final wrap-up meeting held in fall 2014 to discuss the program plan recommendations. Among the important recommendations of the self-study include modernization of the curriculum; expansion of articulation agreements and working with enrollment counselors to better inform students about the program.

Music

Degree awarded: Associate of Science

Campus: Ammerman

The Music AS program review is complete with a final wrap-up meeting held in fall 2014 to discuss the program plan recommendations. Recommendations as a result of the self-study include several full time hires (for Band, Guitar and Piano), establishing articulation agreements with Fredonia and Potsdam and researching the possibility of acquiring NASM accreditation.

Liberal Arts and Science: General Studies

Degree awarded: Associate of Arts

Campuses: Ammerman, Eastern Michael J. Grant

The LAS General Studies program review committee is made up of faculty from various disciplines and is chaired by Professor Leanne Warshauer. The General Studies Program Review was delayed due to SUNY Seamless Transfer and curriculum revision concerns. The General Studies program self-study is continuing through the summer of 2015. The program review is expected to be complete during the fall 2015.

Academic Program Review Summary 2014-2015

Business Administration

Degrees awarded: Associate of Arts; Associate in Applied Science

Campuses: Ammerman, Eastern, Michael J. Grant

The Academic Program Review was submitted in July 2015. Highlights of recommendations from the self-study are as follows:

- Establish a college-wide Tri-Campus School of Business with a college-wide Tri-Campus Dean of Business
- Create a Tri-Campus Business Department Assessment Advisory Committee
- Continue encouraging students to maintain a portfolio of course documents
- Evaluate the capstone courses annually to ensure effectiveness.
- Continue academic advisement regarding course registration and transfer options

Business Administration (Online)

Degree awarded: Associate in Applied Science

Campuses: Ammerman, Eastern, Michael J. Grant

The Academic Program Review was submitted in July 2015. Highlights of recommendations from the self-study are as follows:

- The program should develop relationships where Suffolk Community College provides online education for employees who are working full time jobs
- Conduct further investigation into racial and ethnic trends in the online program to determine if lack of access to technology or aversion to online learning are factors impacting enrollment and to establish appropriate interventions such as orientation built into the courses and tutoring
- Instructional technology has tutorials and offers assistance, but the tutorials could be incorporated into BUS115 to “force the exposure”
- Incorporate marketing strategies to target a diverse student population including the potential of developing a relationship with the Veteran's Administration in Northport
- Connect online students with the Business Department via weekly e-mails, guest speakers, or other methods to increase student connectivity to the department and campus

Electrical Technology

Degree awarded: Associate in Applied Science

Campus: Ammerman

The Academic Program Review was submitted in May 2015. Highlights of recommendations from the self-study are as follows:

- Program should be re-designed to align with ever changing technology
- Program requirements need to be reduced
- Meet with advisory boards at least once a year
- Conduct graduate surveys on an annual basis

In response to the Academic Program Review, ELT submitted to Governance an expedited Academic Program Review that “aligns with ever changing technology” and that reduces minimum credits from 72 to 64. Specifically,

- Integrate two courses ELT241: Analogue and ELT242: Digital Communications into one new course, ELT244: Analogue/Digital Communications
- Remove ELT151: Cisco Networking (which is not integral to ELT PLOs)
- Reduce PED to one credit and course seminar to 1 credit

These revisions have been were passed by Governance and approved by the President.

Interior Design

Degree awarded: Associate in Applied Science

Campus: Eastern

The Interior Design Academic Program Review was submitted in April 2015. An external reviewer site visit was conducted at the Eastern campus on May 6, 2015. Highlights of recommendations both from the self-study and site visit are as follows:

- Change program registration in NYS Inventory to “Interior Design”
- Improve classroom facilities
- Increase the use of requisite software (i.e. SketchUp and AutoCAD 2D)
- Strengthen the area of design process (Student portfolios should demonstrate sketching, analysis, or loose conceptual drawing)

Theatre Arts

Degree awarded: Associate of Arts

Campus: Ammerman

The Theatre Arts Academic Program Review was submitted in August 2015. Recommendations include:

- Continue to create circumstances that allow students to be exposed to new acting techniques. Include them when appropriate in performance preparations. Create specific workshop opportunities with professional practitioners
- Faculty continue to keep abreast of technology currently used in the field. They should continue to create opportunities to expose students to current trends. They should continue to create workshop opportunities with professional practitioners at the campus and in the field
- Generally the committee proposes that we develop a workshop approach that includes one in acting and one in technology each semester in a systematic way within budgetary constraints.
- Create a Musical Theatre A.A.S. and con-current A.A and A.A.S. curriculums in Acting and Technology.
- Develop a course in script analysis and one in Theatre History that meets the expectation of SUNY transfer institutions.
- The College should seriously consider building a new facility that includes all performing and fine arts programs that will include the faculty and staff in its design

Visual Arts

Degree awarded: Associate of Arts

Campuses: Ammerman, Michael J. Grant

The Visual Arts Academic Program Review was submitted in April 2015. An external reviewer site visit was conducted on May 4, 2015. Recommendations include:

- Full-time lines at Ammerman and Grant need to be filled. In selecting candidates, search committees should consider that the work of contemporary artists frequently reflects *hybrid* practice (e.g. combining elements of computer art, ceramics, drawing, painting, etc.).
- Facilities issues need to be addressed at both campuses and the reviewers were very encouraged by plans to repurpose Sagtikos library space for the visual arts
- Faculty environmental concerns, especially in studios, need to be studied.
- Visual Arts computer lab functionality should be available in departmental facilities and, either the lab should move, or an affordable way should be found to provide students with MACs. As a resource, consider the State University of New York Center for Data Intensive Computing (CDIC).
- Evening studio hours should be extended to provide greater access for students.
- Visual Arts should have greater control over area budget for supplies. The team sympathized with students who complain that the lab fee they pay does not cover necessary class supplies.
- Consider ways to foster greater communication and collaboration between the Ammerman and Michal J. Grant campuses (e.g. faculty exchange for exit review portfolio assessments)

Suffolk County Community College

COMPREHENSIVE
ASSESSMENT PLAN FOR
INSTITUTIONAL
EFFECTIVENESS
[CAPIE]

May 2015 Update



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I. 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 the College's continued efforts to achieve its mission and vision. The college community agrees with the Middle States Commission on Higher Education (MSCHE) 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."

Sound systematic institutional assessment practices facilitate communication and engage the College's various constituencies in a dialog that encourages continuous institutional improvement. The *Comprehensive Assessment Plan for Institutional Effectiveness* draws on collaborative processes designed to elicit the judgment of respected colleagues in assessing and improving the quality of academic programs as well as the administrative, educational, and student support units. These processes involve staff, students, faculty, alumni, community members, College administrators, and external specialists in (1) gathering information, (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 program or 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 commits to continually improving its programs and services. This is expressed directly in the Strategic Plan as the fourth institutional goal – *Institutional Effectiveness*. It sets the expectations for an integrated planning approach. Through the implementation of this assessment plan, the College demonstrates its belief 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, the CAPIE will be updated.

Suffolk County Community College prides itself on a long tradition of assessment practices. Through program and unit reviews (i.e., evaluations of academic majors and Administrative, Education and Student Support [AES] units), program and unit level assessments, external accreditation reviews, and a variety of surveys, the College has consistently demonstrated its commitment to maintaining itself as a College of Excellence. Building now on its existing assessment practices and philosophies, it is strengthening its ability to perform continual assessment for improvement. The College's CAPIE is based on the following:

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.

II. PURPOSE OF THE CAPIE

The CAPIE 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, 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 and to maintain effective communication of assessment data and decisions made as a result of those data to appropriate constituent groups. The CAPIE, therefore, assists in maintaining transparency in institutional decision-making processes. 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 MSCHE standards.

III. PRINCIPLES OF ASSESSMENT

Assessment is the gathering of information necessary to ensure that the College is able to effectively evaluate its overall effectiveness in achieving its mission. Assessment measures teaching and learning to continue classroom and institutional processes that cultivate sound education and instruction. This analysis includes data from a variety of assessment tools and measures, including the achievement of learning outcomes, support outcomes, or administrative outcomes. Assessment results and analysis provide guidelines for faculty and administrators to make adjustments and improvements in curriculum, teaching methods, and instructional and support and administrative activities. To assist the College community in this process, an index of commonly used terms and acronyms has been included ([Appendices A](#) and [B](#)).

IV. CONTINUAL IMPROVEMENT

Suffolk County Community College's comprehensive assessment planning process ensures the systematic, ongoing assessment of the goals, objectives, and outcomes developed in support of the college's mission, and the delivery of assessment-result analyses to college decision makers and planners.

The CAPIE serves to insure that assessments at the College are continuous outcomes-focused efforts that guide planning and resource allocation encouraging the improvement of programs, services, student learning and institutional effectiveness. This plan is in compliance with several of the Middle States standards, which expect member institutions to demonstrate a documented, organized and sustained assessment process that evaluates and improves the total range of programs and services and ensures 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;
- 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 that contributes to the planning and continuous improvement processes;
- Timetables that are realistic with a plan supported by suitable institutional resources;
- Sustainability due to ease, reasonableness, detail and ownership;
- Periodic evaluation of the effectiveness of the institution’s assessment process.

V. 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 to encourage a culture of assessment and continuous improvement.

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

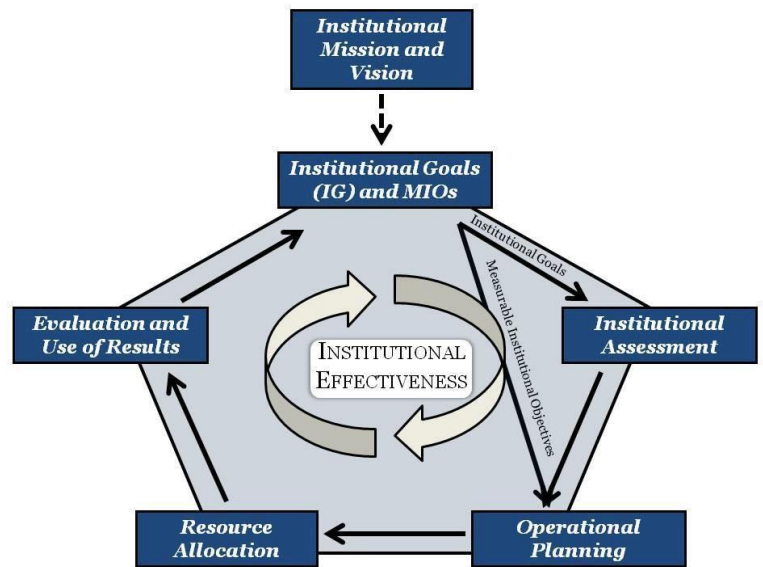


Figure 1: The Institutional Effectiveness Cycle

VI. INSTITUTIONAL EFFECTIVENESS

Suffolk County Community College’s definition of institutional effectiveness is:

Institutional effectiveness 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, Educational and Student Support (AES) unit goals and outcomes.

The institutional effectiveness process integrates the institutional mission with planning and assessment, and with planning and budgeting cycles. Institutional effectiveness is best understood through the connection among planning, budgeting, and assessment. It is the integration of these distinct, yet interconnected processes, which provides for evaluation of institutional effectiveness. Central to institutional effectiveness are the institutional mission, vision, goals, and measurable institutional objectives (MIOs), each of which is connected to the strategic plan. With strategic planning framing 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 to ensure continuous improvement throughout the College. Based on the established yearly action plans, units and departments base their budget requests 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 utilize the results in subsequent cycles. In addition to this cycle of assessment, planning, and budgeting, completed at the program and unit level, the College has a parallel 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.

VII. STRATEGIC PLANNING

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 pool of information through TracDat, the College's assessment management tool. TracDat is a data repository containing the institutional mission, vision, institutional goals, and MIOs as well as the student learning outcomes at the institutional (ILO), program (PLO), and course [student] (SLO) levels and the mission, goals, and outcomes of all AES units. This allows the College to document the connections among all facets of institutional assessment.

Important to the College's assessment of institutional effectiveness is the ability to establish an integrated approach to planning. Annual assessments for the purpose of operational planning and plans that emerge from the assessment activities are housed within TracDat. Integrated planning demonstrates a connection to resource allocation so that the College can document that the results from assessments are used in resource allocations through operational planning, and the effectiveness of those resource allocations on improvement.

A number of elements are necessary for the evaluation of institutional effectiveness. These include assessment of student learning in the academic programs and AES units, strategic and operational planning utilizing those assessments, and resource allocation. While all are important, strategic planning is the 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, centrally through measurable institutional objectives (MIOs) and at the campus level through program-level student learning outcomes (PLOs) in the academic programs, and unit goals and outcomes in the AES units.

Strategic planning is central to evaluating institutional effectiveness. The College follows an integrated planning approach. The strategic planning process provides goals and objectives that drive assessments, operational planning, and resource allocation; integration is not possible without strategic planning. The College's 2013-2020 Strategic Plan describes these processes in detail and provides information on development, implementation, and review processes; however, given the importance of the mission, vision, goals, and MIOs to assessment of institutional effectiveness, they are presented here.

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:

1.0: 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 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.

ASSESSMENT OF STUDENT LEARNING

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, Measurable, Achievable, Results-oriented, and Time-bound. Responsibility for all assessment activities undertaken in each area is assigned to a specific individual (or individuals). 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 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 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 assessment. 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. 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 the College, 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. Suffolk County Community College Academic Program Review

Academic program reviews “present evidence of the program’s performance in light of the aspirations defined in the vision and mission.” Program reviews are *evaluations*, which lead to judgments and recommendations for action. One part of the evaluative 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.” 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, becoming 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 H](#).

April/May: Chair and committee members are appointed for Academic 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 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 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 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 Affairs.

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

2. Assessment Model/Template

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*

A [template](#) is available on the Office of Planning and Institutional Effectiveness webpage:

3. Responsibilities

The Vice President for Academic 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 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. The President of the College is the Chair of JPAC.

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 D](#)) 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 H](#).

2. Assessment Model/Template

The General Education Assessment Template contains the following components:

- I. Learning Outcomes/Objectives
- II. Assessed Courses/Learning Activities
- III. Assessment Measures and Methodology
- IV. Performance Criteria
- V. Assessment Results Action Plan
- VI. 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 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 Education Assessment Plan is conducted by the Office of Academic 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 the 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 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, and these reports and minutes of AAC meetings are posted on the OPIE webpages.

C. Annual Assessment of Student Learning Outcomes

The annual assessment of student learning outcomes occurs through course embedded assessment aligned with the program's program level student learning outcomes (PLOs) and corresponding course level student learning outcomes (SLOs). 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

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/have 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, 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) appointed to guide the 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).

[Templates](#) are available on the OPIE website.

3. Responsibilities

The Vice President for Academic Affairs is responsible for the oversight of the Five-Year Program Assessment Plan, specifically through the Associate Vice President for Academic Affairs and the Deans 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 Deans 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. Reports and minutes of AAC meetings are posted on the OPIE webpages.

D. Course Assessment

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 E](#)).

2. Assessment Model/Template

Course-embedded assessment uses a model similar to that of Annual Program-level Assessment. 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). [Templates](#) are available on the OPIE webpages.

3. Responsibilities

The Vice President for Academic 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 Affairs may designate staff, as appropriate, to ensure that recommended actions are addressed.

4. Review of the Process

The Office of Academic 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 the results of each assessment activity and any follow-up activity to all stakeholders involved. Reports and minutes are posted on the OPIE webpages.

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 F](#). The delineation of differences is:

- 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 G](#)) for its AES units. This process presents an opportunity for the units to evaluate the impact of assessments, examine operations and staffing, communicate with external evaluators, and set a direction for the next seven years. 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:** AES Unit Reviews are conducted on a seven-year cycle.

May (semester before the AES 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 commit to an official date between January and March. The template, up to the completion of the external reviewers report is 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 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 action plan calendar and annual assessments. [Templates](#) are available on the OPIE webpages.

2. Evaluation Model/Template

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*

[Templates](#) are available on the OPIE webpages.

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 Outcomes in AES units

Given the need for continuous improvement, these units engage in an annual assessment of their learning outcomes, support or administrative outcomes. 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

The AES Assessment and Planning Template includes:

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

Upon completion, units will utilize the AES Annual Assessment Action Planning Template to track progress. The [template](#) is available on the OPIE webpages.

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 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 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.

VIII. OPERATIONAL PLANNING

An assessment cycle requires more than collecting and reporting data; the information must be used as a basis for action directed at improving outcomes. Within the College’s institutional effectiveness model, this planning process is labeled operational planning. Suffolk County Community College has two parallel operational planning processes. The first process represents the yearly operationalizing of the strategic plan and is implemented centrally. Currently, the College has 16 MIOs and the annual development of operational plans at this level is based upon implementing a plan to accomplish these MIOs or an IG in the absence of an MIO. These plans are monitored by the Vice Presidents with responsibilities that fall under the given MIO or IG 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 and the guidelines for Operational Planning can be found on the Strategic Planning section of the OPIE webpages.

In examining the template, central operational planning includes the following:

1. Timeline

Operational planning centrally, given its intricate connection to the budgeting is aligned to the fiscal calendar (September – August). The operational planning year is broken into three segments to allow for the tracking of progress of the action plans. Expectations for each segment are as follows:

September-October

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 alignment of 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 to be included in the Operational Plan. During the first week in October, OPIE meet with the executives to evaluate the linkage to the MIOs and to determine which plans connect to performance indicators. The executives then complete the

first template, send it to OPIE for inclusion in a comprehensive first segment plan, and each then 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. The plan is sent forward to the SPC for review.

October-January

After plan has been approved, the responsible executives track progress on each of the action items. They consider the impact of the plans, where potential problems lie, what solutions are in place to remedy concerns, and incorporate, where applicable, recommendations from the SPC. A template for completing the first report is forwarded to the executives at the beginning of January and they are expected to forward their information to OPIE before the end of the month so that a comprehensive first report can be sent to the President. This information will be discussed with the President and forwarded to the SPC for review. The information in this report may be used to inform budgeting and resource allocation in each division as budgets are prepared for the next fiscal year.

February-May

The second report is similar in that it presents an opportunity to track and communicate progress. Information, based on a completed template, will be sent to OPIE to assemble the second report, forwarded to the President, and sent to the SPC.

June-August

While the first two reports track progress, the third report is evaluative in nature. The responsible executives are expected to identify the overall success (meeting of criteria) for each of the action plans. They will 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. 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 final reporting template and subsequent SPC report should be utilized in the budgeting process for the next fiscal year. The timeline of assessment and planning activities, and their connection to the budgeting cycle are found in [Appendix H](#).

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 evaluation or assessment will 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 oversee the initiative.

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. All operational planning documents are available on the OPIE webpages.

The second process, operational planning at the campus level, leads to the development of action plans and occurs at the academic program and 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. 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.

IX. RESOURCE ALLOCATION

Effective allocation of resources, financial and personnel, is vital to the realization of Suffolk County Community College's mission. Through continuous improvement that results from the use of assessment data to inform planning, the academic programs and AES units are better positioned to achieve outcomes and so, 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 31. 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. 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 County Executive.

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 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 College ensures that assessment results and planning guide resource allocation. This is demonstrated through budget priorities, which include linking budgeting to planning and the use of assessment results, such as:

- 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 projecting health insurance costs, retirements, terminal pay, vacancies to be filled;
- MIO's;
- Contractual salary obligations;
- Policy direction by the President and the Board of Trustees.

In addition to these institutional budget priorities, the budgeting process is impacted by yearly planning guided by the assessment (learning, support, and administrative outcomes). The yearly budget request forms, require managers to indicate which institutional goals are attached to each request, line-by-line. The operational plans that emerge from yearly assessments require academic programs and units to link additional budget requests to 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. Given a leaner fiscal environment with decreases in public funding (federal, state, and local), reallocation of existing monies is more likely. Reallocation of existing dollars is an effective indicator of planning informed budgeting as well because programs and units will only reallocate their existing dollars if 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.

X. 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 pervades every area of the College. Rather than a plan, integrated planning reflects an institutional approach to planning that incorporates 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*.

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.

The model presented above demonstrates that all planning efforts are rooted in assessment and that assessment is both continuous and drives institutional effectiveness. Integrated planning relies on continuous assessment since the appropriate deployment of resources is only possible



Figure 2: the Integrated Planning Model

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 secure operational planning at the institutional level (central) as well as the institutional goals which anchor the program-level student learning outcomes and AES unit outcomes assessments on the 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 graphic above, provides the framework for the College’s institutional effectiveness model. A comprehensive calendar of activities is found in [Appendix H](#).

XI. 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. After the vote, recommendations go to the President.
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 and then are forwarded to the president.
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 and are then forwarded to the President.

XII. CONCLUSION

The CAPIE is an omnibus document that reflects Suffolk County Community College's commitment to institutional effectiveness. It also demonstrates the College's dedication to maintaining an institutional culture of assessment that continually enhances the teaching and learning environment as well as decision-making processes across the institution. 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, evaluation, and planning efforts. To further strengthen the document, important tools that include the various templates, inventories, and the cycles of planning and assessment have been included or are readily available on the OPIE webpages.

Central to this document is the institutional effectiveness model, which explains each of the elements required for comprehensive assessment of institutional effectiveness, but also how each element connects with and influences the others. 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;
- 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 regarding 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. 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 as part Suffolk County Community College's commitment to continuous improvement of the teaching and learning environment.

Appendix O: Seven Year AES Unit Review Schedule

Admissions	2015-2016
Computer and Information Systems	2015-2016
Corporate Training	2015-2016
Health Services	2015-2016
EOP	2016-2017
Financial Affairs	2016-2017
Institutional Effectiveness	2016-2017
Legal Services, Risk Mitigation, Affirmative Action	2016-2017
Public and Fire Safety	2016-2017
Budgeting	2017-2018
ETUs	2017-2018
Faculty And Professional Advancement	2017-2018
Financial Aid	2017-2018
Institutional Advancement	2017-2018
TRIO	2017-2018
Academic Skills Centers	2018-2019
Athletics	2018-2019
Campus Activities	2018-2019
Campus Business Offices	2018-2019
Employee Resources	2018-2019
Plant Operations	2018-2019
Counseling	2019-2020
K-12 Partnerships	2019-2020
Library	2019-2020
Procurement	2019-2020
Special Events & Programs	2019-2020
Study Abroad	2019-2020
Career Services	2020-2021
Continuing Education	2020-2021
Grants Development	2020-2021
Registrar	2020-2021
Writing Centers	2020-2021
SCC Foundation	2021-2022
Disability Services	2021-2022
Facilities	2021-2022
Instructional Technology	2021-2022

Appendix P: Inventory of AES Units, 2013-2014, 2014-2015, and 2015-2016

2013-2014	2014-2015	2015-2016
Admissions	Admissions	Academic Skill Centers
Alumni Relations	Athletics	Admissions
Athletics	Business Operations (Financial and Business)	Athletics
Business Operations	Campus Activities	Business Operations (Financial and Business)
Campus Activities	Campus Business Offices	Campus Activities
Campus Business Offices	Career Services	Campus Business Offices
Career Services	Computer and Information Services	Career Services
Computer and Information Services	Continuing Education	Computer and Information Services
Continuing Education	Corporate Training	Continuing Education
Corporate Training	Counseling	Corporate Training
Counseling	Employee Resources	Counseling
Development	EOP	Employee Resources
Employee Resources	Educational Technology Units	EOP
Facilities Support**	Facilities Support**	Educational Technology Units
Faculty and Professional Advancement	Faculty and Professional Advancement	Facilities Support**
Financial Affairs	Financial Affairs (Financial and Business)	Faculty and Professional Advancement
Financial Aid	Financial Aid	Financial Affairs (Financial and Business)
Grants Development	Foundation	Financial Aid
Health Services	Grants Development	Foundation
Institutional Advancement	Health Services	Grants Development
Institutional Effectiveness	Institutional Advancement	Health Services
Instructional Technology	Institutional Effectiveness	Institutional Advancement
Legal Services, Risk Mitigation, Affirmative Action	Instructional Technology	Institutional Effectiveness
Library	K-12 Partnerships (Excelsior)	Instructional Technology
Planning and Master Scheduling	Legal Services, Risk Mitigation, Affirmative Action	K-12 Partnerships (Excelsior)
Plant Operations	Library	Legal Services, Risk Mitigation, Affirmative Action
Public and Fire Safety	Plant Operations	Library
Registrar	Public and Fire Safety	Plant Operations
Special Events & Programs	Registrar	Public and Fire Safety
Special Services/Disability Services	Special Events & Programs	Registrar
Student Support Services/TRIO	Special Services/Disability Services	Special Events & Programs
Study Abroad	Student Support Services/TRIO	Special Services/Disability Services
Writing Centers	Study Abroad	Student Support Services/TRIO
	Writing Centers	Study Abroad
		Writing Centers
33 AES Units	34 AES Units	35 AES Units

Appendix Q: Selected AES Annual Assessments Conducted: 2014-2015

AES Unit	Outcome Assessed	Method of Assessment and Criteria	Analysis, Discussion, and Action Plan
Employee Resources	Ensure employees are provided with the information necessary to comply with internal and external employment policies and procedures	Satisfaction with the annual new faculty and staff orientation was evaluated to determine if the event was considered to be valuable. The unit expected that 70% of faculty and staff would be satisfied with the event.	Results of the survey indicate that more than 70% of individuals were satisfied with all aspects of the event. The most common issues were with the fact that it is not offered multiple times a year and the limited amount of time for individualized sessions. As a result, the unit will increase the frequency and review the agenda for possible changes.
Institutional Advancement	Maintain media/branding presence with appropriate stakeholders.	The unit conducted an awareness survey to determine the impact of the "I got my start at Suffolk" advertising campaign to the general public, high school students, and guidance counselors. The unit expected to see positive ratings on a minimum of 75% of the questions.	The results of the survey were even more positive than expected with nearly every question receiving 90% or higher positive scores. As a result of the assessment, the unit will be expanding the ad campaigns during the spring of 2016 and will utilize the open ended comments, where appropriate, to adjust message and approach.
K-12 Partnerships	Provide an effective SCCC departmental faculty liaison orientation and follow up support.	Use of an end of year survey The criteria for success is dependent upon the rated responses, questions #3-#7, in the Excelsior Program Departmental Faculty Liaison (EPDFL) Follow-Up Questionnaire. Success is demonstrated if 75% respondents indicate a mean of at least 3.5.	The means were well above 3.5 for each of the questions; however, while many departmental faculty liaisons were comfortable with their communications and responsibilities, there were some that will need additional support and direction. The fall 2015 EPDFL Share Session will be revised to reflect applicable suggestions and support, along with an update of the EPDFL guidelines booklet
TRIO	Students will acquire academic and life skills through workshops, informational sessions, presentations, and advisement offered by the SSS faculty and staff.	Students participated in a pre-test and post-test analysis of knowledge in conjunction with a financial literacy workshop conducted by the unit. It was expected that there would be a 10% of improvement in scores by students as a result of the workshop.	Overall scores improved from 67% to 78% from the pre-test to the post-test (11%), so the criteria was met, however, there were questions where scores were lower after the workshop indicating that changes need to be made in the presentation. The unit is making changes and will be conducted the workshop again in the fall to see if student scores improve.

AES Unit	Outcome Assessed	Method of Assessment and Criteria	Analysis, Discussion, and Action Plan
Counseling	Students will effectively negotiate college resources that align with their goals.	Students participated in a new activity titled "Position your Transition," which provides students with the opportunity to visit some of the four-year colleges and universities where SCCC students are likely to transfer.	A total of three visits were conducted during the Spring 2015 semester and a survey was provided to the students after each visit. The Counseling Center has used this information to adjust future visits and thus far, each time an issue was identified by students, it was addressed on the next visit and was not identified again.
Disability Services	Students will effectively negotiate college resources that align with their goals.	Staff within the unit examined the new disability student advisement process to ascertain whether student were gaining an understanding of their curricular options, the student portal, and available accommodations.	As a result of this examination, staff determined that students were not provided enough time or access to the proper resources to ensure understanding. The advisement process has now been adjusted so that students experience a more comprehensive advisement session that includes dedicated time with the student portal, general counselors for curriculum and course support, and disabilities counselors regarding accommodations.

Appendix R: Selected AES Annual Assessments with the Use of Results: 2014-2015

AES Unit	Outcome Assessed	Action Plan	Results and Discussion
Corporate Training	To identify the workforce needs of emerging and current industry on Long Island.	Work with Stony Brook University, through the Workforce Intelligence pilot study, to contact nearly 900 employers and send out 50 surveys to local companies for follow up. Input was also gathered from local employers through focus group session at a local workforce meeting.	Several local employers, as a result of the pilot study, surveys, and focus groups, are engaged in supporting a number of pilot programs and new partnerships between the College and local industries are not being pursued. Additionally, training curricula is being reviewed as a result of new partnerships and an evaluation of emerging needs provided through data gathering efforts.
Educational Technology Units	Ensures the availability of necessary technological resources and Effectively authenticates all users on the network to ensure compliance with SUNY and federal mandates.	Pilot test a patron authentication system in public areas where students are most commonly found. A system was created by a specialist in the office of information technology to sign in guest patrons ahead of a fall rollout. As a result of this assessment activity, two problems emerged - faculty were not able to authenticate onto the PCs and an issue emerged regarding authentication on the Apple Machines.	As a result of the pilot test, the ETUs have been able to gauge the success and quickness of authentication (under 2 minutes) for the machines utilizing the authentication system. Additionally, the unit worked with networking and computing to merge the two patron databases to alleviate the faculty authentication issue. Apple specialists are currently working on the Mac authentication problems and a full, uninterrupted roll out is expected ahead of the fall semester.
Faculty and Professional Development	Provide enhanced opportunities for full-time and adjunct faculty professional development.	Development of two new websites within the Faculty and Professional Development unit to provide better access to necessary information for the College's adjuncts and full-time employees.	The new websites, designed to remedy issues such as outdated information and bad links, have largely proved to be successful. Results have been positive and between the dynamic structure and improved communication, time-sensitive information is available with minimal delay. Additionally, traffic to the sites are up.

AES Unit	Outcome Assessed	Action Plan	Results and Discussion
Institutional Effectiveness	Document and support the implementation of AES assessment.	Develop a comprehensive AES unit presence on the Office of Planning and Institutional Effectiveness website, work with units to enhance the quality of assessments, and revise the AES Unit review process	The website was developed with an inventory of units, missions, goals, and outcomes, tools and templates, and a revised (2014) CAPIE. The AES unit review process was enhanced through a more comprehensive SWOT analysis and reporting structure, a more robust external review, and the integration of an internal review committee. Finally, around half of the AES units adjusted their missions, goals, and outcomes based on a better understanding of annual assessment.
Special Events and Programs	Provide a safe, clean and well maintained facility to promote education, athletics, community use, tourism, and economic development.	Survey members of the health club facility about their satisfaction with the facilities including equipment, locker rooms, and the staff	Members were generally satisfied with the facilities, however, they indicated displeasure with the overall maintenance of the locker rooms. The unit worked with Plant Operations to improve the facilities and a follow-up survey resulted in higher ratings overall and much higher ratings for the locker rooms.
Financial Aid	Students will effectively negotiate college programs and policies.	Engage students who failed to meet academic progress or who withdrew from the College in one-on-one financial advisement sessions.	The financial aid office saw a decrease in the student loan default in the first year, has continued to adjust the presentation, and the College's default rate is now below 10%



Office of Business and Financial Affairs

MEMORANDUM

DATE: December 1, 2014

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: 2015-2016 Operating Budget Development

This memorandum is to advise you that the formulation of the 2015-2016 College operating budget is underway. The allocation of budgetary resources will be closely tied to the College's Strategic Plan and Institutional Goals. Planning and program assessment will guide the establishment of budgetary priorities. Attached is the template for your budget request.

Our operating budget continues to be under considerable pressure because of projected cost increases related to the employee pension plan, healthcare, contractual salary agreements and the operation of new buildings. Revenue is tied directly to fluctuations in enrollment. The FY 2014/15 budget was formulated based upon an increase in State aid per FTE payments, a 2% increase in sponsor contribution 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. The College Board of Trustees is working diligently to assure a sustainable County contribution; however, we recognize that the County continues to face budgetary challenges. The College faces additional challenges 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.

It is anticipated that the Governor will require agencies to continue to find efficiencies and reduce expenditures. The operating budget is a planning document whereby we ensure 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

Central Administration
533 College Road
Selden, NY 11784-2899
(631) 451-4112

Ammerman Campus
533 College Road
Selden, NY 11784-2899
(631) 451-4110

Grant Campus
Crooked Hill Road
Brentwood, NY 11717-1092
(631) 851-6700

Eastern Campus
121 Speonk-Riverhead Road
Riverhead, NY 11901-3499
(631) 548-2500

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 the other than personal services area. 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 2014/15. Exceptions to the no-growth scenario are 1) costs associated with increased facilities 2) enhanced assessment efforts to align College operations with the Comprehensive Assessment Plan for institutional Effectiveness (CAPIE) and the College's Strategic Plan and 3) programmatic impacts as a result of assessment efforts to achieve institutional goals. Summaries of the assessments conducted and the data used to substantiate your request should be included in your presentations. Requests will be evaluated using the attached Budget Request and Presentation Assessment Rubric.

Attached is the 2015-2016 budget request template for you to complete. This template is a download of your 2014-2015 adopted operating budget. Consistent with the no growth scenario, the 2015-2016 column is the same as this year. If your request is to change the line item allocation, **make the change in the column entitled 2015-2016 base**. The difference compared to 2014-2015 will calculate automatically. Please do not customize the template, but rather return the information directly to me via email with a copy to John Bullard, Deborah Lesser and your department head, in the same format it was provided to you, that is sorted by org. Unit heads should discuss their budget requests with their appropriate Vice President or department head prior to submitting it to Finance.

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 justifications. 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 your presentation which may take the form of a concise memorandum or power point 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 in achieving the Institutional Goals. Programmatic changes should be clearly articulated and evidence provided 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 2015-2016 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 resources from one department to another. This must be proposed and discussed with the Vice President of Academic 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 identified above and consist primarily of 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. Additional 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 2013-14 and other mandatory costs to date for 2014-15 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 2015-2016 budget request template is no later than **January 9, 2015**. (Early submissions are welcome.)

The due date for submitting memoranda and all supporting documents is **January 16, 2015**.

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 period of January 21 – 30, 2015. A schedule of budget hearings will be sent separately identifying 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, my staff in the Central Finance Office can assist you and your staff with data requests, cost evaluations, and any technical assistance you may require.

Appendix T: 2014-2015 Budget Request and Presentation Assessment Rubric

Budget Request and Presentation Assessment Rubric				
Program				
Description				

Criteria	Exceeds (4)	Meets (3)	Approaches (2)	None (0)
Adheres to the criteria stated in the call letter				
Substantiates effective use of last years allocated resources				
Clearly delineates priorities for the fiscal year.				
Request is aligned with Strategic Plan and Operational Plan				
Request is aligned with Institutional Goals				
Demonstrates use of assessment results				
Demonstrates increases in efficiency and effectiveness				
Identifies outside funding sources to offset expenditures				

Subtotals				
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Total Score	0	
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Comments of Evaluator: _____

**Use this rubric only as a "tool" to aid your prioritization of requests.*

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): [REDACTED]

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): [REDACTED]

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 from 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.

Appendix V: Library Support Budget Request



Library Funding: streamline book purchasing process to one person in central. Currently it goes to central → Campus → Central → Financial Affairs. There is a unnecessary step which causes a lot of confusion.

Subscriptions run out typically at the beginning of Summer semester.

Students have to wait days/weeks for required course material due to only have one copy of X.

Funding the library at a proper level is not only imperative for the future of our college and community, but a Middle States requirement for online education. MSCHE 3.1, 3.2, 6.1, 6.3, 6.4

Study Abroad: necessary to hire a PA who will assist the Dean with further programmatic developments of the program, including but not limited to establishing new business operations structure for the program. By hiring a PA with business background and experience in fundraising/grants management, the expectation is to start a campaign on raising additional funds for this unit programmatic needs via small grants.

BUDGET PRIORITIES 2015-2016

Instructional Technology:

- + Develop infrastructure and expansion of online learning opportunities
- + Continued support of Quality Matters training
- + Purchase and implementation of Adobe Creative Cloud in Student and Teaching Labs

Central Academic Affairs:

- + Diversify and increase winter and summer course offerings as dictated by student need/demand
- + Continued increase in targeted Professional Development Programming
- + Accelerated Learning Programs
- + Maintain COIL Membership
- + Continued support for library materials including subscriptions mandatory for accreditation in academic programs
- + Expand High School remediation programming

Study Abroad:

- + Membership and attendance to national Study Abroad organization (*reallocation of funds*)

APPENDIX N: ANNUAL ASSESSMENT OF SLOs/SOs IN AES UNITS

Unit Name Institutional Advancement Assessment Period 2014-2015
 Unit Type: Administrative Support X Educational Support Community Outreach
 Applicable Institutional Goals: 5 - Communication

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	The unit conducted an awareness survey to determine the impact of the "I got my start at Suffolk" advertising campaign to the general public, high school students, and guidance counselors.	Direct An awareness survey was sent electronically to local high school counselors, placed on the College website, and on social media sites. The final results were separated out by parents, high school students, counselors, and the general public.	Direct The unit expected to see positive ratings on a minimum of 75% of the questions.	Direct The results of the survey were even more positive than expected with nearly every question receiving 90% or higher positive scores.	The unit was pleasantly surprised by the very high positives and was encouraged given all of the work spent building a strong marketing and branding campaign over the past few years. As this was the first public awareness campaign, the unit is looking into methods for gathering deeper and more discrete information that will be used in conjunction with metrics from the College landing page to help determine where resources will most effectively be deployed. Clearly the positive message is reaching the intended audiences and the unit will work to leverage this information into continued improvements to effectiveness.
	Indirect (Examples in the SCCC Assessment Manual) N/A	Indirect N/A	Indirect N/A	Indirect N/A	

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

As a result of the assessment, the unit will be expanding the ad campaigns during the spring of 2016 and will utilize the open ended comments, where appropriate, to adjust message and approach.

Budget implications of the Action Plan (only answer if yes): **The expansion of the media and ad campaigns will require additional resources**

- *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):* **The request is connected to IG 5 and MIO 5.2**

Appendix Y: Computer and Information Systems Annual Assessment 2013-2014

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: <ul style="list-style-type: none"> • The Cisco Call Managers 	Direct Cisco Call Managers (CCM) <ul style="list-style-type: none"> • 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. 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.	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. Further testing and research is needed to isolate the cause of the delay and to identify a possible solution.

	<p>(which control call activity and make the telephones useable)</p> <ul style="list-style-type: none"> The voicemail system (which is our message store). 	<p>the load of call volume can be handled by one server.</p> <ul style="list-style-type: none"> Disconnect campus TLS connection to and determine if any one campus can survive on its own. <p>Voicemail</p> <ul style="list-style-type: none"> 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 	<p>automatic with no errors, calls are answered, recordings can be made and all previously recorded messages are still in the store</p>	<p>When TLS (intercampus connectivity) is disconnected the campuses are isolated and run independently.</p> <p>Services Lost: The Eastern campus and Culinary do not have local voicemail servers so they lost voicemail services</p>	<p>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.</p>
				<p>When TLS (intercampus connectivity) is disconnected the campuses are isolated and run independently.</p> <p>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.</p>	<p>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</p>
				<p>When TLS (intercampus connectivity) is disconnected the campuses are isolated and run independently.</p> <p>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.</p>	<p>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</p> <p>As a result of the test, a new provider was researched and obtained. Upon implementation, this will enable rerouting of incoming and outgoing calls</p>
				<p>When TLS (intercampus connectivity) is disconnected the campuses are isolated and run independently.</p> <p>Services Lost: Loss of phone directory and four digit dial between campuses occurs</p>	<p>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.</p> <p>Loss of the TLS campus interconnects reduces services available away from</p>

					<p>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.</p> <p>Also, an investigation to provide automatic redistribution of calls via external provider is needed.</p>
Indirect	Indirect	Indirect	Indirect	Indirect	<p>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.</p>
<p>Voice System Redundancy: A focus group will be used to verify user satisfaction with the switchovers noted above.</p>	<p>The focus group will be asked specific questions on the availability of core voice functionality</p>	<p>Feedback will indicate that there was no limitation in functionality after the switchover</p>	<p>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.</p>		
Direct	Direct	Direct	Direct	Direct	<p>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.</p> <p>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.</p>
<p>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</p>	<p>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</p>	<p>Each connection tested will pass cat6 certification and latency test standards</p>	<p>50% of the overall cabling infrastructure that supports phone devices was tested and 95% certified at Cat 6 standards.</p> <p>Further testing is required.</p>		

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 Z: Suffolk County Community College Graduation Rates

From presentation given by office of Planning and Institutional Effectiveness to the Strategic Planning Council and the Joint Planning and Assessment Council – May 2015

National Center for Education Statistics – Suffolk County Community College Integrated Postsecondary Education Data System (IPEDS)

Year	Graduation rate	Transfer out rate	Full time Retention rate	Part time Retention rate
2014	20%	7%	64%	45%
2013	20%	7%	64%	45%
2012	19%	8%	65%	45%
2011	19%	8%	65%	44%
2010	16%	8%	65%	46%

Graduation rate = rate for 150% normal time (FT/FT)

Transfer out rate = rate for 150% normal time (FT/FT)

Retention rate = students first enrolled fall to fall (FT & PT)

From the Voluntary Framework for Accountability:

Graduation and transfer rates – cohort beginning Fall 2003

	Graduated w/o trans	Transferred w/o grad	Graduated and Transferred	Total Graduated	Total Transferred	Persisters (Graduated and/or trans)
	Percent	Percent	Percent	Percent	Percent	Percent
100% (2 Yrs.)	1.2%	14.3%	3.2%	4.4%	17.5%	18.7%
150% (3 Yrs.)	5.0%	17.6%	8.8%	13.8%	26.45	31.4%
200% (4 Yrs.)	7.6%	19.6%	11.5%	19.1%	31.1%	38.7%
250% (5 Yrs.)	8.8%	21.1%	12.9%	21.7%	34.0%	42.8%
300% (6 Yrs.)	9.6%	22.3%	13.8%	23.4%	36.1%	45.7%
400% (8 Yrs.)	11.5%	22.7%	14.3%	25.8%	37.0%	48.5%
500% (10 Yrs.)	12.6%	22.9%	14.6%	27.2%	37.5%	50.1%
550% (11 Yrs.)	12.9%	23.0%	14.7%	27.8%	37.7%	50.6%

This table contains ALL students beginning in 2003 – both full and part-time.

2003 Cohort – ALL Students beginning FALL 2003

		Graduated w/o transferring	Transferred w/o graduating	Graduated and Transferred	Graduated and/or Transferred
		Percent	Percent	Percent	Percent
100% (2 Yrs.)	Full Time	1.6%	12.2%	4.4%	18.2%
	Part Time	0.2%	19.3%	0.2%	19.7%
	Total	1.2%	14.3%	3.2%	18.7%
150% (3 Yrs.)	Full Time	6.5%	15.6%	12.1%	34.2%
	Part Time	1.6%	22.4%	1.1%	25.1%
	Total	5.0%	17.6%	8.8%	31.4%
200% (4 Yrs.)	Full Time	9.3%	17.5%	15.5%	42.3%
	Part Time	3.5%	24.7%	2.3%	30.5%
	Total	7.6%	19.6%	11.5%	38.7%
250% (5 Yrs.)	Full Time	10.4%	18.9%	17.2%	46.5%
	Part Time	4.9%	26.3%	2.7%	33.9%
	Total	8.8%	21.1%	12.9%	42.8%
300% (6 Yrs.)	Full Time	10.9%	20.2%	18.4%	49.5%
	Part Time	6.5%	27.2%	2.9%	36.6%
	Total	9.6%	22.3%	13.8%	45.7%
400% (8 Yrs.)	Full Time	13.0%	20.6%	18.9%	52.5%
	Part Time	8.0%	27.7%	3.3%	39.0%
	Total	11.5%	22.7%	14.3%	48.5%
500% (10 Yrs.)	Full Time	14.1%	20.8%	19.3%	54.2%
	Part Time	9.0%	27.8%	3.6%	40.4%
	Total	12.6%	22.9%	14.6%	50.1%
550% (11 Yrs.)	Full Time	14.4%	20.9%	19.4%	54.4%
	Part Time	9.3%	27.8%	3.6%	40.7%
	Total	12.9%	23.0%	14.7%	50.6%

Graduation and transfer rates – cohort beginning Fall 2003

	Graduated w/o trans	Transferred w/o grad	Graduated and Transferred	Total Graduated	Total Transferred	Persisters (Graduated and/or trans)
	Percent	Percent	Percent	Percent	Percent	Percent
100% (2 Yrs.)	1.2%	14.3%	3.2%	4.4%	17.5%	18.7%
150% (3 Yrs.)	5.0%	17.6%	8.8%	13.8%	26.45	31.4%
200% (4 Yrs.)	7.6%	19.6%	11.5%	19.1%	31.1%	38.7%
250% (5 Yrs.)	8.8%	21.1%	12.9%	21.7%	34.0%	42.8%
300% (6 Yrs.)	9.6%	22.3%	13.8%	23.4%	36.1%	45.7%
400% (8 Yrs.)	11.5%	22.7%	14.3%	25.8%	37.0%	48.5%
500% (10 Yrs.)	12.6%	22.9%	14.6%	27.2%	37.5%	50.1%
550% (11 Yrs.)	12.9%	23.0%	14.7%	27.8%	37.7%	50.6%

This table contains ALL students beginning in 2003 – both full and part-time.