Suffolk
COUNTY COMMUNITY COLLEGE



# 2015-2016 SUNY EXCELS REPORT

# OCTOBER 21, 2015

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

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## SECTION 1: CAMPUS ALIGNMENT WITH SUNY EXCELS

In its Strategic Plan (2013-2020), Suffolk County Community College has established six Institutional Goals, which were approved by its Board of Trustees in 2012. The six goals are: *Student Success, Access and Affordability, Community Involvement, Institutional Effectiveness, Communication,* and *Diversity*. These six goals guide all planning and evaluation at the College. With the exception of *Inquiry*, which is not a focus of community colleges, SUNY Excels goals of *Success, Completion, Access,* and *Engagement* are addressed by Suffolk County Community College's Institutional Goals. Although not explicit in its Institutional Goals, SUNY Excels Goal of *Inquiry* is addressed at Suffolk County Community College in several ways.

Suffolk County Community College uses its annual operational planning process to address progress toward its Institutional Goals and associated Measureable Institutional Objectives, the College President's Goals, Middle States Accreditation Standards, and now SUNY Excels Goals. When submitting operational plans for review and approval, each division must demonstrate how its planned actions are aligned with the goals, objectives, or standards mentioned above. Divisions are expected to provide measures that will be used to gauge effectiveness of its action plans. The College's Strategic Planning Council reviews operational plans before they are submitted for approval by the President and the Cabinet.

## SECTION 2: SPECIFIC SUNY EXCELS PRIORITY AREAS AND METRICS

### ACCESS – 2.1

*Full Enrollment Picture*

As a public community college, Suffolk County Community College is guided by a three-fold mission of providing academic programs, workforce development, and community outreach. Accordingly, there are a number of external factors that impact the College's enrollment and a number of these factors are related to the economy. Decades of data gathered nationally illustrates that community college enrollments are both cyclical and inversely correlated with economic conditions. When the economy is healthy, enrollment declines as families have more disposable income and can send traditional aged children directly to four-year colleges and the fact that a reduced unemployment rate ensures greater job stability as well as a reduced need for job training, the attainment of additional credentials, or the need to "bide time" until jobs become available. Conversely, when the economy lags, enrollments increase as income and the job markets tighten up. While the situation is complex, these trends have held for generations and make it difficult for community colleges to predict enrollment trends. Despite these challenges, SCCC, as a result of the implementation of its strategic plan through operational planning, identifies numerous prioritized college actions each year designed to increase College enrollments.

During the 2015-2016 year, Suffolk County Community College is engaged in a comprehensive revision of its Enrollment Management Plan. The committee tasked with the completion and implementation of this plan includes an institutional cross-section of individuals as well as membership from all three campuses. The revised enrollment plan will guide institutional efforts to effectively attract, recruit, admit,

and enroll a diverse student population throughout the College's service area into credit, non-credit, and workforce education programs.

As with community colleges across the country, Suffolk County Community College enrolls a significant number of students whose test scores demonstrate unpreparedness for college level work. While the numbers have fluctuated over the past five years, the percentage remains around 62%. To decrease the number and percentage of students placed into developmental education and based on the success between the College and the pilot Hampton Bays remediation partnership, the College is scaling up its high school early intervention programs this academic year. There has been significant interest from numerous districts and as a result, the College is setting the goal of reaching out to 25% of Suffolk County high schools to develop additional programs. In addition to preparing students to succeed in higher education, the program establishes stronger linkages between feeder high schools and the College.

In recent years, the College has become a first choice for many high-achieving high school seniors across Suffolk County and, as a result, has experienced more than a 200% increase in the number of students enrolled in the Honor's Program. The program is a significant recruiting tool with students, parents, and high school counselors and, accordingly, the College has established a priority action this year to enhance the effectiveness of the program through a unified assessment effort. The program is reevaluating its mission, goals, and outcomes and will conduct a thorough, college-wide assessment. In addition, the Eastern Campus will be examining the program at the campus level to enhance its effectiveness.

Two other campus based enrollment enhancement efforts are taking place on the Michael J. Grant Campus. The first involves redesign of the student intake process. This review and revision will require collaboration from the admissions, testing, counseling, registration, financial aid, and bursar offices in order to enhance the student enrollment process. Additionally, the campus looked at its enrollment trends and identified a number of programs that with targeted review, revision, and recruitment, should lead to increased enrollments. The programs being examined include the Health Information Technology, Manufacturing Technology, Occupational Therapist Assistant, Credit ESL, and Business Programs.

The Instructional Technology unit has been charged with collaborating across the college to increase the number of online course and program offerings as well as the percentage of students participating online. The unit is working with appropriate partners to review and revise policies and procedures. The College has also identified academic programs which, with minor modifications, can be submitted for approval as well as high enrollment academic programs (i.e. Liberal Arts – General Studies, Criminal Justice, etc.). The unit is working to streamline internal efforts to ensure these programs are offered through Open SUNY with the goal of successfully submitting at least one program to Open SUNY during the 2015-2016 academic year. With the changing demographics on Long Island, the College is making a conscious effort to increase enrollment towards the SUNY 100,000 through traditional and distance education.

*Diversity*

The College is guided by its mission and corresponding institutional goals, one of which is Diversity. This goal states that the College will reflect the diverse makeup of the county we serve. As a collaborative effort between the Diversity Office, Student Affairs, and the Student Enrollment and Engagement Committees, SCCC will have a strategic diversity plan developed, approved, and implemented by the end

of the year. This plan will guide the College towards continued achievement of the two institutional objectives associated with this goal – one which charges the college with continually diversifying the faculty, staff, and administrative ranks and the other which charges the college with reducing racial/ethnic disparities regarding student success.

One method that Suffolk will be using to diversify its student population is enhancing and expanding its dual enrollment programs. The College operates its Excelsior program in local high schools and it's Early College Program on the campuses of the College. Both programs prepare students for successful transition into college level work. These programs have grown significantly and, during this academic year, a plan is in place to increase enrollment in these programs by 2%. The College has also started to explore ways to integrate distance education into its dual enrollment programs.

Another diverse population of students targeted for increase during the 2015-2016 year is the F1 international student pool. The College has a modest number of international students; however, the Office of Student Affairs is aggressively seeking to grow the program this year through the development of an outreach plan and development/growth of partnerships. Based on this plan, the College expects a 5% increase in this population during the year.

In addition to diversifying the student pool within traditional academic programs, Suffolk has a number of initiatives designed to reach students enrolled in non-credit education and employees of local companies. The Office of Continuing Education is targeting its outreach to non-traditional students with the expectation of increasing the population by 3% during the year. The Eastern Campus, given the population within its catchment area, has identified non-credit ESL as growth area and will be actively seeking to increase the number of courses offered and students served. Finally, the College is initiating a pilot program this year that will offer for-credit courses at the students' place of employment. This pilot will be establish five partnerships during the academic year.

Suffolk not only commits to maintaining a diverse student population, but also diversity within faculty and staff ranks. The Employee Resource and Diversity Offices are collaborating on a plan to provide the training and materials necessary to support search committees as they seek to ensure a diversity of applicants for jobs at all levels. During the year, the College will be analyzing data to determine if the applicant and finalist pools, as well as the hires, reflect greater diversity per affirmative action regulations. Data will also be analyzed to determine if the percentage of underrepresented groups at the three selection stages are more diverse based upon targeted increases by job type and labor availability data.

*Capacity*

The College has engaged in several efforts to align programs and course capacity with need and demand. The first has been a comprehensive review of the College master schedule to gain efficiencies by aligning class limits and room utilization. This resulted in a significant increase in students served through increased capacity. The College also expanded its early morning (6:30 AM), night and weekend offerings.

The Office of Planning and Institutional Effectiveness has completed a Program Vitality and Viability dashboarding effort to allow program leadership and College administration to determine programmatic needs that may lead to efforts to increased capacity for growing programs by increasing sections offered

and reallocating faculty lines, to efforts to reinvigorate lagging programs, or eliminating programs that no longer serve the needs of our students, and the concomitant reallocation of program resources.

The Office of Academic Affairs completed a review of non-credit English as a Second Language (ESL) programs due to mandated SUNY funding initiative to strengthen alignment of non-credit ESL coursework and college-level credit bearing coursework. The program was redesigned to incorporate a better scaffolding of coursework to lead from non-credit to credit bearing courses.

The College has prepared its second program to work within the OPEN SUNY framework (AS Business). The Office of Instructional Technology is scheduled to add programs as the College builds needed services, such as available student services available to on-line students. The College is poised to undergo a substantive change process by adding its second fully on-line program this year.

*Metrics*

Based on an analysis of the trends as well as the anticipated impact of the prioritized College actions in 2015-2016, and beyond, Suffolk County Community College provides the following estimates for the selected key performance indicators specific to Access.

| | Access | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Change | % Change | Fall 2018 | Fall 2020 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Total Student Headcount | 24,823 | 26,719 | 26,789 | 26,219 | 26,711 | 26,600 | 1,777 | 7.2% | 24,901 | 25,050 |
| 2 | Student AAFTE | 19,667 | 20,229 | 19,770 | 19,240 | 19,405 | 19,160 | (507) | -2.6% | 18,361 | 18,450 |
| 5 | Percent of Total Headcount Full-Time | 61.8% | 59.8% | 56.2% | 56.6% | 55.5% | 53.8% | -8.0% | -12.9% | 52.0% | 52.0% |
| 8a | Percent Student Minority | 23.8% | 22.4% | 23.8% | 27.2% | 28.4% | 29.5% | 5.7% | 23.9% | | |
| 8b | Percent Student Underrepresented Minority | 21.2% | 20.1% | 21.4% | 24.5% | 25.6% | 26.6% | 5.4% | 25.4% | | |
| 10 | Percent Pell Receipents | n/a | n/a | 30.8% | 30.4% | 30.7% | 31.5% | 0.7% | 2.2% | 33.0% | 34.5% |

## Completion – 2.2

*Completions*

Suffolk County Community College has engaged in a significant number of actions in recent years to increase both the total number and percent of students who ultimately receive a credential. As the enrollments, retention, and persistence rates have increased, the College has experienced its largest graduating classes in its history with 3,791 and 3,729 degrees awarded in 2013-2014 and 2014-2015 respectively. As a result, Suffolk County Community College is contributing to an overall increase in completions system wide and to the achievement of the Chancellor's goal of 150,000 completions by the year 2020. To provide additional context, the following figure provides both U.S. and New York State rankings among community colleges.[1]

[1] http://npaper-wehaa.com/ccweek#2015/09/07/?article=2596680

**FIGURE 1: SUFFOLK COUNTY COMMUNITY COLLEGE RANKING, BY DEGREE TYPE, AMONG COMMUNITY COLLEGES**

| Category | Community College Rank - US | Community College Rank - NY |
|---|---|---|
| Business Management, Marketing, & Related Support Services | 17 | 6 |
| Communications Technology, Technology, & Support Services | 5 | 2 |
| Criminal Justice & Corrections | 6 | 4 |
| Health Professions & Related Programs | 14 | 2 |
| Liberal Arts & Sciences, General Studies, & Humanities | 8 | ***1*** |
| Nursing: Registered, Nurse Education, Nurse Research, & Clinical Nursing | 12 | ***1*** |
| Total Associates - All Disciplines | 7 | ***1*** |
| Total Associates - All Disciplines (Non-Minority | 6 | ***1*** |

In addition to the enrollment management plan, the College will revise, obtain approval, and implement its student engagement plan this year. Student engagement is a priority at the institution and the cross-college committee charged with the development, implementation, and assessment of this plan consists of individuals directly connected with improving retention, persistence, transfer, and graduation. It is important to note that as a community college, SCCC considers transfer, with or without a degree, to be both a successful student outcome and a measure of the College's effectiveness in meeting student needs.

One of the priority plans addressed by the central Academic Affairs division includes the completion of the applied learning report for SUNY. This report, which includes a complete assessment of credit policies and institutional practices, will address how the College provides and awards credit for hands-on experiences as well as policies associated with the offering of credit for prior learning. This plan is part of a larger institutional effort to increase support towards the awarding of additional college credentials.

*Student Achievement / Success (SAM)*

SAM "provides a comprehensive picture of student progress on their path to earning a college degree or certificate. As compared to the limitations of typical graduation rate measures, SAM reports more outcomes for more students.[2]" This stated philosophy of looking beyond graduation rates as the sole measure of student success is in alignment with the College mission, vision, and goals. Accordingly, the College supports SUNY's participation in SAM. To fully understand successful student outcomes at the community college, it is important to address the specific needs of students, support for faculty and staff, and non-traditional metrics for success. Retention and persistence must also be considered as foundational success metrics given that students must remain enrolled to transfer or graduate.

[2] http://www.studentachievementmeasure.org/

Through operational planning, the College has placed a priority on college actions associated with ensuring greater success for students entering the College through developmental coursework. Guided by a comprehensive evaluation by central Academic Affairs of the effectiveness of developmental education, numerous activities are being implemented and assessed this year. The division will spend the year evaluating the effectiveness of the College's developmental education advisement and placement policies, procedures, and practices. Specific desired objectives include:

- Reducing the number of unnecessary developmental education placements by 5%;
- Creating unifying recommendations regarding assignment of new students to developmental coursework; and
- Developing a pilot program for students assigned with 2 or more developmental placements.

In addition, the Ammerman Campus is launching a proactive (intrusive) advising pilot with 25 students placed into developmental coursework. A "Purposeful Intervention" model will be adopted to work individually with these students, employing early-intervention and regular follow-up strategies to increase retention. The project is anticipated to result in 75% of the students persisting into the fall 2016 semester with an overall course completion rate of 60%.

To further support student success, Suffolk is prioritizing professional development during this academic year for faculty and staff. The Office of Academic Affairs, specifically, has identified professional development opportunities this year in pursuit of enhancement to the teaching and learning environment. Through expansion of both internal and external professional development, the office will be:

- Developing and offering two Friday professional development events;
- Developing and offering two professional development opportunities through the Campus Teaching and Learning Centers (TLC)s;
- Implementing, assessing, and evaluating the E-Learning Faculty Academy;
- Providing opportunities for faculty to attend the Assessment of Learning Outcomes Certificate Program; and
- Ensuring that faculty have opportunities to attend local, regional, and national meetings.

The College is especially focused on assessing the impact of the E-Learning Faculty Academy as this project provides training, education, and support to faculty operating in the online arena. Given the increased focus on and demand for distance education, the College is working to ensure that faculty and staff are equipped to effectively support students in both hybrid and fully-online classroom settings.

In addition to this centralized focus on professional development, the Michael J. Grant Campus is in the process of designing and implementing a Faculty Learning Community Program (FLC) and offering development opportunities for faculty, chairs, and coordinators/specialists. These efforts are predicted to lead to enhanced communication among faculty and staff, a greater awareness of various teaching practices, a 5% increase in faculty participation in the advising center, and a 5% increase in the graduation rate of students within 15 credits of graduation.

As a community college, SCCC embraces transfer as one of its measures of success. Students attend community colleges for many reasons other than graduation and a primary reasons for attendance is

taking courses for transfer – with or without a degree. The College is a member of the American Association of Community Colleges' (AACC) Voluntary Framework for Accountability (VFA). The VFA collects and reports data that considers student success and other indicators of institutional effectiveness within the context of the two-year college. As noted by the AACC, the VFA is "the first comprehensive national accountability system created for community colleges by community colleges.[3]"

With targeted efforts from the Division of Student Affairs, the College is engaged in a series of important efforts to improve both the transfer experience as well as opportunities for transfer through college and four-year university partnerships. This year, the division is conducting a comprehensive evaluation of the transfer process for students and will be examining the visibility of transfer counselors in an effort to ensure thorough engagement with students from the beginning to the end of their process. Another prioritized action this year is an expansion of the "Position your Transition" program. This project provides students with an opportunity to visit a number of the colleges and universities across Long Island and meet with faculty, staff, and administrators. The number of partners and visits will be increased during the year and the division will analyze student satisfaction after each visit. Finally, the division is working on expanding the College's "Stay on Long Island Initiative" into the "Stay in New York State Initiative." Since its inception, the SOLII project has resulted in 147 scholarships totaling more than $3.7 million for attendance at Long Island colleges and universities, however, the division is working to establish partnerships with 5 non-Long Island colleges and universities this year.

In addition to the work of Student Affairs, Academic Affairs is examining the effectiveness of program-specific articulations and partnerships. During this academic year, the office will be conducting a comprehensive examination of 4-year college and university partnerships. It is expected that 100% of existing agreements five years or older will be renewed and that three new relationships will be established this year.

As noted previously, the College considers transfer to be a success outcome, partially because of the large percentage of part-time students as well as the number of students requiring developmental coursework. Suffolk County Community College also considers the traditional 150% and 200% time to graduation criteria to be inappropriate for a large number of the College's students. To that end, the following table illustrates student success based on graduation, transfer with a degree, and transfer without a degree for full and part-time students over a 10-year period.

[3] http://vfa.aacc.nche.edu/Pages/default.aspx

**FIGURE 2: COMPOSITE GRADUATION/TRANSFER RATE STUDENT SUCCESS METRIC**

| | | Graduated without Transfer | Transferred without Graduation | Graduated and Transferred | Composite Graduation/ Transfer Rate** |
|---|---|---|---|---|---|
| 100% (2 Years) | 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 Years) | 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 Years) | 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 Years) | 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 Years) | 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 Years) | 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 Years) | 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% |

As identified in the above graphic, when transfer is considered along with graduation, there is evidence that a significant percentage of students who are achieving successful outcomes are not included when reporting is limited only to traditional measures.

*Time to Degree*

The College has maintained steady retention rates over the past five years and has seen an improvement in persistence rates, which lead to higher graduation rates. Overall time to degree numbers have increased over the five years, but this is due in large part to the increasing percentage of students attending the College on a part-time basis. As noted in figure 1, part-time students take longer to graduate as a result of their course-taking patterns; however, significant numbers of part-time students graduate and transfer.

One of the prioritized actions that is designed to reduce overall time to degree is the completion and implementation of a virtual orientation program. The primary purpose of the program is to provide students with the information necessary to increase persistence, retention, transfer, and completion. The new program will be in place and operational prior to the start of the fall 2016 orientation process.

Another action initiated to increase communication, decrease time to degree completion, and to assist with continuous enrollment is an enhanced communications plan that will inform students of state and federal financial aid regulations. The goal is to reduce the number of students who lose financial aid eligibility and, therefore, to ensure that students remain continuously enrolled from start to graduation.

Additionally, it is hoped that compliance with the SUNY Seamless Transfer initiative, which reduced the number of credits necessary for some programs, will lead to shorter time to completion rates.

*Metrics*

Based on an analysis of the trends as well as the anticipated impact of the prioritized College actions in 2015-2016, and beyond, Suffolk County Community College provides the following estimates for the selected key performance indicators specific to Completions.

| | Completion | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | Change | % Change | 2018-19 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | Percent 1st Year Retention (First-time, Full-time) | 70.0% | 64.8% | 66.3% | 64.7% | 63.9% | 67.2% | -2.8% | -4.0% | 68.5% | 70.0% |
| 13 | Time to Degree (years) - Associates | 3.67 | 3.80 | 3.83 | 3.99 | 4.12 | - | 0.45 | 12.3% | 3.85 | 3.70 |
| 15 | 3-year Associate Graduation Rate | 16.3% | 15.9% | 19.4% | 19.1% | 20.2% | - | 3.9% | 23.6% | 21.5% | 23.0% |
| 17 | Total Degrees Awarded | 2,768 | 3,252 | 3,548 | 3,485 | 3,786 | - | 1,018 | 36.8% | 3,680 | 3,830 |
| 18 | Undergraduate Certificates Awarded | 90 | 94 | 110 | 87 | 82 | - | (8) | -8.9% | 130 | 180 |
| 19 | Associate Degrees Awarded | 2,678 | 3,158 | 3,438 | 3,398 | 3,704 | - | 1,026 | 38.3% | 3,550 | 3,650 |

## SUCCESS – 2.3

*SUNY Advantage*

There are two pilot programs being implemented on the Ammerman Campus to provide academic support targeted at increasing retention and persistence. The first project, which is directed at students taking developmental coursework, is the Accelerated Learning Program (ALP). Students learn writing skills in an intense and extended learning environment within smaller classroom settings and instead of spacing out their writing courses, students learn and apply writing skills throughout the semester and continue to work through the college's writing sequence (ENG 010/ENG 101/ENG 102). The pilot anticipates a retention rate of 75% for students completing English 010 (*Developmental Writing)*. In addition, the College has just completed a five year Title III grant aimed at improving student success and is in the process of operationalizing initiatives. During this year, the Academic Advisement and Mentoring Center (AAMC) on the Ammerman Campus will develop and implement an academic advising pilot based on the use of best practices.

In addition to the academic support pilot conducted at Ammerman, the Michael J. Grant Campus is engaged in an innovative redevelopment and expansion of its academic support services. The campus is currently designing an "Academic Support Center" to foster student success by offering enhanced tutoring services, "drop in" tables, pilot learning communities, and assessment measures to track success. The expected outcomes of this pilot are that there will be a 5% increase in participation in programs, a 2% increase in retention, and a 1% increase in graduation.

While not a program, the College is engaged in a comprehensive review of faculty lines during this academic year to determine the level of support available from full-time faculty. This process, which is initiated by the Office of Academic Affairs and the Campus Executive Deans, includes an assessment and final report provided to the President. An effective assessment of faculty line needs will ensure that academic programs are equipped to provide exceptional educational opportunities to students.

*Financial Literacy*

One of the College's institutional goals is access and affordability and successfully achieving this goal is a priority. With the majority of SCCC students receiving financial aid, the College has made communication regarding financial aid eligibility a priority. Through a series of annual assessments, the Financial Aid office has worked directly with students on financial aid probation and as a result has seen the default rate drop below 10%. This year, the Ammerman Campus is engaged in a financial aid early warning to provide additional financial aid eligibility and compliance information to students. As part of this project, students will be counseled on the 150% Rule, as well as the appeals process and graduation goals. It is anticipated that students who otherwise might lose their financial aid will be able to avoid doing so. The goal of the project is to experience a 25% decrease in the percentage of students who lose financial aid due to the 150% rule.

*Metrics*

Based on an analysis of the trends as well as the anticipated impact of the prioritized College actions in 2015-2016, and beyond, Suffolk County Community College provides the following estimates for the selected key performance indicators specific to Success.

| | Success | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | Change | % Change | 2018-19 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 23 | Total Faculty Headcounts | 1,609 | 1,512 | 1,660 | 1,629 | 1,646 | - | 37 | 2.3% | 1,600 | 1,600 |
| 24 | Percent Faculty Headcount Minority | 11.8% | - | 11.2% | - | 13.1% | - | 1.3% | 11.0% | | |
| 25 | Percent of Faculty that are Full-Time | 21.1% | 21.6% | 18.9% | 20.0% | 19.1% | - | -2.1% | -9.7% | 21.0% | 22.5% |
| 26 | Student to Faculty Ratio (FTE) | 23.9 | 26.8 | 24.9 | 24.7 | 25.8 | - | 1.9 | 7.8% | 24.5 | 24.0 |
| 28 | Percent Staff Headcount Minority | 14.4% | - | 16.7% | - | 15.3% | - | 0.9% | 6.2% | | |

## Inquiry – 2.4

*Total Sponsored Activity*

During the 2014-2015 year, Suffolk County Community College, through the Office of Grants Development, received awards totaling more than 3.5 million dollars, which represented a 10% year over year increase. The largest awards included the Perkins IV/CTEA Career & Technical Education Act grant, the SEIS Title III improvement grant, the New York State Environmental Facilities Corporation Green Innovation Grant, the NYS Education Department Liberty Partnerships Program Grant, and the U.S. Department of Education TRIO Student Support Services Grant. The grants office engages in annual assessment and as a result of recent unit review, has established activities to achieve the following:

- Increase the number of faculty engaged in grant getting, grants proposals written and submitted, number of grant proposals awarded, and resources acquired through grants;
- Streamline grant submission and operational policy and procedures to improve efficiency;
- Improve grants compliance with federal and state regulations; and
- Improve grant office effectiveness by filling open positions for grant analyst and grant writer.

*Student Hands-on Research, Entrepreneurship, etc.*

Although a community college, Suffolk County Community College is committed to providing opportunities for research that support the enhancement of the teaching and learning environment. There are a number of courses offered at the College that introduce students to research inquiry and provide opportunities for hands-on research. These include courses in the social and physical sciences, internship and field courses throughout the professional and allied health fields, research methods courses (including the special topics course CHEM 295) and courses offered in collaboration with the College's Co-Operative Education department. Students are also introduced to inquiry through continuing education. While not maintained as standalone courses, all of the career pathways programs, including the energy and allied health programs, contain field, internship, and externship requirements.

Additionally, courses offered for credit and through continuing education, provide students with tremendous opportunities to engage in co-curricular research opportunities in conjunction with the academic programs. Opportunities include:

- The Science Education for New Civic Engagement and Responsibilities (SENCER) Program – This program, which is based upon student driven inquiry, is providing students with opportunities to conduct research associated with mediating the impacts of climate change. Currently, students are working with external partners to measure thee levels of nitrogen in the Long Island water supply and are in the process of constructing solutions designed to address run-off.
- The Technology Club – This co-curricular body is charged with identifying issues impacting society and developing technology based solutions. Recently, the group identified the issue of non-heated bus stops and their disproportionate impact on disabled persons and worked to design and construct a solar panel based heating system.
- Significant research projects, again impacted by student inquiry, through the LIGHTES, S-STEM, and LIAED Programs.
- Student research opportunities offered at Stony Brook University, Brookhaven National Laboratory, Pacific Northwest Laboratory, and the National Aeronautics and Space Administration (NASA).
- Numerous student research presentations at local, state, and national conferences.

The College has increased its support for research activities through modifications to its Institutional Review Board (IRB) process. Last year the College revamped the approval and authorization processes, increased communication, and worked with faculty and staff to streamline the system and the number of research projects proposed by faculty for the purpose of enhancing teaching and learning have increased. Between 2013-2014 and 2014-2015, the number of proposals considered by the IRB increased by more than 50% with an increasing number reflecting discipline-specific, non-dissertation based research efforts.

## Engagement – 2.5

*START-UP New York and beyond*

Suffolk County Community College participates in the START-UP New York program and is committed to enhancing partnership opportunities between emerging and expanding businesses and the College. The College has received the full support of the Office of the Suffolk County Executive as well as the Suffolk County Legislature, including the passage of a bill providing $500,000 in planning funds and has been asked to host a regional event this fall. The College anticipates that the collaborative partnerships established as a result of the project will lead to greater economic opportunities through the creation of new jobs and expansion of high tech industries throughout the region. The START-UP New York program represents an extension of the College's operational planning processes and will, over time, lead to increased numbers and diversity of students. For the 2015-2016 academic year, the College has prioritized a number of college actions that will ensure greater alignment between its workforce development unit and academic programs. Specifically, the College will develop a new credit-bearing curriculum focused on sustainability and develop two new career pathways programs.

*Alumni / Philanthropic Support*

In an effort to increase philanthropic support for the College as well as alumni engagement, Suffolk County Community College depends upon its Foundation. The Suffolk Community College (SCC) Foundation contains two major functions – development and alumni support and these areas work together to ensure that students have the necessary financial support to succeed. Among the major initiatives currently underway include the Vision 2020 Major Gifts Campaign, the Faculty and Staff Giving Campaign, the Annual Campaign, the development of an alumni online community to track employment, campus volunteer opportunities, and alumni notes, and the establishment of an alumni affinity program. The SCC Foundation has a number of initiatives that have been prioritized within the 2015-2016 College Operational Plan. These plans include:

- Increase the number of scholarships available and awarded to students increase by 10% over the last year (nearly 500 scholarships for a total of $560,000 in 2014-2015);
- Solicit alumni in support of student academic achievement opportunities (philanthropic support and participation in student activity programs) to increase the alumni volunteer base by 5%; and
- Provide College updates to alumni groups through electronic, in-person, telephone, and written efforts and increase electronic communication through dedicated alumni emails by 5%.

*Civic Engagement*

As a community college with a mission that embraces academic preparation, workforce development, and community outreach, Suffolk maintains an institutional commitment to providing activities associated with and enhanced quality of life. Included within the 2015-2016 Operational Plan are a series of activities designed to support the Suffolk County community including:

- Providing partnerships with governmental and private sectors to develop STEM programming through Suffolk County Government, the Suffolk County Department of Labor, Columbia University, Oyster Bay, North Shore LIJ Hospital System, and others,

- Hosting dozens of community events including major shows and expos, high school and international athletic events, educational preparation and lifelong learning opportunities, and summer camps for primary and secondary students, and
- Offering numerous artistic performances from Suffolk County students, national and international education providers, and professional performers.

*Economic Impact*

Suffolk County Community College contracted with Economic Modeling Specialists International (EMSI) last year to provide the College with a report detailing its economic impact on the county. Completed in March of 2015, the report detailed the impact of operations spending, the spending of students relocating to the region, and the impact of the increased productivity of alumni employed in the regional workforce, which results in a net operations spending impact of **$116.9 million**, approximately **$6.5 million** spent on local businesses from students relocating to the County, and an accumulated contribution of **$755.7 million** to the state workforce during the analysis year. In total, the combined annual economic impact of the College is **$879.1 million.**

In addition to the monetary impact on the local and state economy, the analysis also provided detailed information on the return on educational investment to various stakeholders. According to the analysis:

- Every dollar spent by students results in **$3.20** in lifetime income (accounting for deferred compensation),
- Every dollar spent by society results in **$11.70** of added state income and social savings, and
- Every dollar spent by taxpayers results in **$4.30** in added taxes and public sector savings.

*Metrics*

Based on an analysis of the trends as well as the anticipated impact of the prioritized College actions in 2015-2016, and beyond, Suffolk County Community College provides the following estimates for the selected key performance indicators specific to Engagement.

| | Engagement | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | -0.020546 | % Change | 2018-19 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 35 | Funds Raised ($millions) | $0.8 | $0.4 | $0.4 | $0.9 | $0.8 | - | $0.1 | 8.8% | $1.0 | $1.2 |
| 36 | Alumni Giving Rate | 1.1% | 0.3% | 0.1% | 0.2% | 0.3% | - | -0.8% | -76.7% | 0.6% | 0.8% |

## SECTION 3: CONCLUSION AND EXPECTED IMPACT ON YOUR CAMPUS

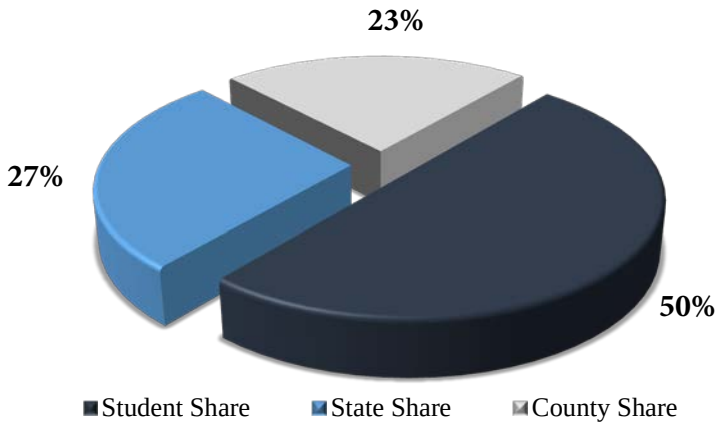
As the largest school in the SUNY system, comprised of three campuses and two downtown centers, serving over 26,000 for-credit students each semester, and offering over 70 academic and 30 certificate programs, Suffolk County Community College is a complex institution, that depends on its College Factbook as well as its Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) to guide institutional decision making, its strategic and operational planning efforts, and its assessment, evaluation and resource allocation processes.

Suffolk County Community College engages in a robust assessment and evaluation process for every area of the College as described in our *CAPIE*. The College's Assessment Advisory Council (AAC) and Strategic Planning Council (SPC) have been particularly attentive to metrics used to gauge effectiveness.

Both councils have broad representation of faculty, staff, and administrators from each campus, representatives from its Governance bodies, and students. As these and other groups have focused on data collected and reported, gained an understanding of best practices across the country, and partnered with community colleges, they have surmised that many externally mandated reports ineffectively portray the work of community colleges. In particular, the College community is concerned that the metrics used by SUNY in this performance management system, as well as those mandated for reporting to IPEDS, do not provide an accurate description of community college effectiveness. During the College's participation in the discussion of metrics last spring, College officials repeatedly stated that community colleges should be able to use metrics more consistent with the community college mission. For instance, transfer students are a success for a community college (not so for a 4-year school), and yet there is no transfer metric available to report. Because community colleges educate so many students in need of remedial coursework and because we have so many part-time students, a 150% of time completion metric is not illustrative of our effectiveness.

Additionally, as an open access institution, the state is obligated to fund 40% of the College's budget, and the local sponsor is supposed to fund 33%. Neither lives up to its obligations. Students, who should be paying 33% of costs, are now paying over 50%. Our Office of Institutional Research has contacted those students who leave the College before attaining their goals. Overwhelmingly, students cite the inability to meet the cost of tuition and associated expenses as the reason they do not persist. So, the College can plan multiple initiatives to promote access, retention, and persistence, but unless the student fiscal burden is reduced as mandated by legislation, those plans may prove ineffective.

**FIGURE 3: COLLEGE REVENUE SUPPORT: 2013-2014**




In this narrative, we have presented many of the initiatives and action plans that were submitted by every division at the College. Our operational planning process specifically asks how each initiative is aligned to a SUNY Excels goal. We evaluate achievement toward our operational planning goals at the end of each semester and provide a summary report at the end of the fiscal year. Annually, for the last two years, every academic program and every Administrative and Educational and Student Support (AES) Unit has undergone assessment, and many have undergone Program or Unit Review (comprehensive evaluation).

In December of each year, our Office of Planning and Institutional Effectiveness produces an Annual Institutional Effectiveness Report, describing how we have progressed in achieving our Institutional Goals, using multiple measures. The College has just undergone a series of Middle States Commission on Higher Education monitoring reports and team visits due to concerns about assessment of student learning and institutional assessment, and the use of assessment in decision-making. Beginning on warning, our efforts saw us removed from warning, and most recently commended for our progress in all areas.

As noted in Section 1, our Strategic Plan and Institutional Goals align very closely to those of SUNY. Our plan has been designed to improve performance in the engagement of students to increase retention and persistence. In uneven economic times, Suffolk has been proactive is stabilizing, and most often, increasing enrollment. We have worked toward our own completion agenda, and have graduated our largest classes each of the last five years. We have lowered our student default rate significantly. We have worked to enhance student transfer opportunities. We have made diversity an institutional priority, and have allocated resources, both human and fiscal, to address our diversity goals. We have put a much greater emphasis on planning and assessment and evaluation. All of these things that we have been doing align with both SUNY Excels and Chancellor Zimpher's goals.

We believe our revised Enrollment Management Plan and Student Engagement Plan will help guide us in enhancing student enrollment, retention, persistence, completion, and transfer. A focus on "stackable" credentials, better utilization of our certificate programs, and a bolstering of both credit and non-credit ESL programs, partnering with business and industry, and scaling our high school college-readiness and dual enrollment programs, will address many of the five SUNY Excels Priority Areas directly.

As shown in our Economic Impact Report, Suffolk makes an extraordinary contribution to the Long Island and New York State economies, both through acting as an economic engine through operational spending, salary, and capital expenditures, and in enhancing the earning potential of its students. More importantly, we hear daily of the enormous impact Suffolk makes in the lives of its students by working toward its mission of transforming students' lives though education.