



COMPREHENSIVE ASSESSMENT PLAN FOR INSTITUTIONAL EFFECTIVENESS (CAPIE)

Office of Planning and Institutional Effectiveness
UPDATED SUMMER 2025

Introduction

As stated in the college's Policy on Assessment of Academic Programs, AES Units, and Institutional Effectiveness ([Board Policy 1030](#)), "Suffolk County Community College (SCCC) seeks to maintain its commitment to institutional excellence by conducting regular assessments of its academic programs and administrative and educational services (AES) units". Grounded in the belief that systematic assessment practices facilitate communication, collaboration, and encourages institutional improvement, the College continues to use the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) to drive institutional decision-making and change.

The *Comprehensive Assessment Plan for Institutional Effectiveness* (CAPIE) draws on collaborative processes designed to elicit the judgment of colleagues in assessing and improving the quality of academic programs, administrative, educational, and student support (AES) units, and community outreach units. These processes involve staff, students, faculty, alumni, community members, College administrators, and external specialists in (1) gathering data and information, (2) reviewing and analyzing these data, (3) synthesizing all available information, making judgments about overall quality, and providing recommendations for improvement, and (4) following up to ensure that the program or unit is supported in its efforts to address the outcomes.

In its 2022-2027 *Strategic Plan* and institutional budget processes, the College seeks to continually improving its programs and services. This is expressed directly in the Strategic Plan as the fourth institutional goal - *Effectiveness and Sustainability*. 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 institutional change. Like the *Strategic Plan*, the CAPIE is a fluid document that represents the process of assessment as it develops at the College. As units develop and revise their assessment plans, this document will be updated.

Building on its existing assessment practices and philosophies, the College continues to strengthen its ability to perform continual assessment for improvement. The College's CAPIE is based on the following:

1. Assessment methods that 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 community college members 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 key performance indicators
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 requires the College's administration and the Assessment Advisory Council (AAC) to educate stakeholders about assessment and work to maintain effective communication of assessment data and decisions made as a result of that data to appropriate constituent groups. 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 Middle States Commission on Higher Education (MSCHE) standards.

III. Goals of the CAPIE

Goal 1: To ensure that the assessment goals, outcomes, and objectives in 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 review 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.

IV. Principles of Assessment

Assessment is the gathering of information to ensure that the College is able to effectively evaluate its overall effectiveness in achieving its mission. Assessment also involves a review and analysis of what students have learned – student learning outcomes (SLOs), or program learning outcomes (PLOs). 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 student learning outcomes, support outcomes, or administrative outcomes. Assessment results and analysis provide guidelines for faculty and administrators to improve curriculum, teaching methods, and instructional and support and administrative activities. With AES units undergoing systematic assessment planning and “continuing improvement” actions in tandem with academic programs, the College is equipped to evaluate and improve the effectiveness of the institution as a whole. To assist the College community in the process, an index of commonly used terms included (Appendix A).

V. Continual Improvement

The CAPIE serves to ensure 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 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 and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation
- clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation
- planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments
- clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission
- organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

Institutions should:

- a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes;
- b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals;
- c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders
- consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness
- if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers
- periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness
- periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation
- periodic assessment of the effectiveness of student learning experiences for all student populations
- periodic assessment of mission and goals to ensure they are relevant and achievable

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 strategic objectives 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 Support (AES) unit goals and outcomes.

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 strategic objectives, each of which is connected to the strategic plan. With strategic planning framing processes with academic programs as well as AES units to determine if the strategic I objectives are being reached. Results from 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 are encouraged to base their budget requests on what the data gathered within the assessment activities indicated are priorities. A timeline for activities can be found in Appendix C.

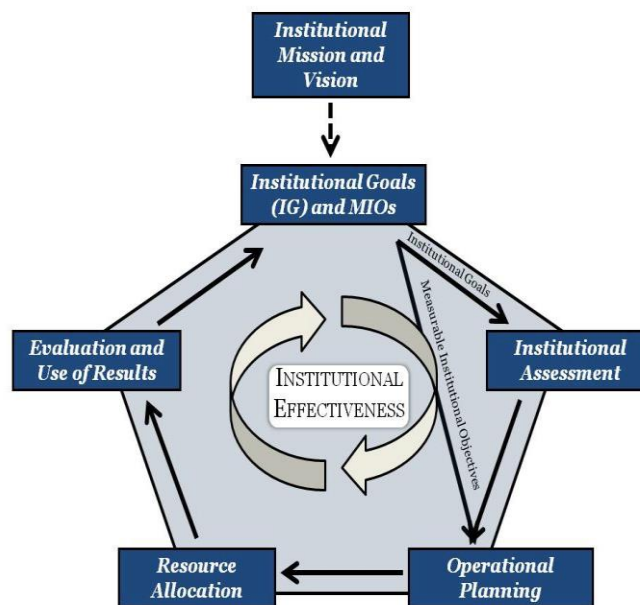


Figure 1: College's model of Institutional Effectiveness

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 engages in a process of operationalizing the strategic plan through yearly plans targeted at achieving the Strategic Objectives. 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

Suffolk County Community College manages portions of the process of collecting, reporting, and communicating this substantial pool of information through tools including Nuventive (used for AES units) and BrightSpace (used for Academic programs). Nuventive is a data repository containing the institutional mission, vision, institutional goals, and strategic objectives. In

addition, Nuventive contains 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.

Strategic planning is central to evaluating institutional effectiveness. 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 2022-2027 Strategic Plan describes these processes in greater detail and provides information on the development, implementation, and review processes; however, given the importance of the mission, vision, goals, strategic objectives and key performance indicators to the assessment of institutional effectiveness, they are presented within this document.

Mission Statement

"SUNY Suffolk is a student-centered college community serving Suffolk County and beyond by providing open access to exceptional educational opportunities."

Vision Statement

"SUNY Suffolk will be the education partner of choice for all Suffolk County students, families, communities, and businesses."

Values

- Academic freedom, academic excellence, and student success.
- Open access to educational opportunity and lifelong learning.
- Student engagement and the priority of each student's experience.
- Collaboration with the community that meets the needs of students and our region.
- Honesty, civility, and shared governance.
- Equity, diversity, inclusion, and social justice.
- Responsible civic engagement and global citizenship.
- Ethical stewardship of our financial, physical, and human resources.
- Transparent communication, assessment, innovation, and continuous improvement.

Institutional Goals:

1. **Open Access:** To ensure the college is ready to meet the needs of all students regardless of background or previous education.
2. **Student Learning:** To offer the highest quality academic programs that support student attainment of their educational and professional goals.
3. **Student Engagement and Success:** To provide a full range of support services promoting student engagement, development, and success.
4. **Equity and Social Justice:** To create a welcoming culture in which every community member understands that they belong, and to eliminate disparities in student access and achievement.
5. **Effectiveness and Sustainability:** To add value to all students' education through innovative and conscientious improvement of institutional operations and services.
6. **Community Partnerships:** To advance the equitable development of our region's economy, workforce, and communities.

Strategic Objectives:

1.0: Open Access

- 1.1 Strengthen proactive outreach and recruitment to secondary schools.
- 1.2 Create and implement strategy for recruiting and enrolling adult students.
- 1.3 Partner with employers to recruit in-service workers for further education.
- 1.4 Recognize and address student basic needs in order to optimize access and enrollment.

2.0: Student Learning

- 2.1 Integrate comprehensive student enrollment, equity, learning outcomes, and success data into academic planning and assessment.
- 2.2 Create student pathways that facilitate student retention, progression, and completion.
- 2.3 Instill research-based best practices within all instructional modalities.
- 2.4 Link instruction to scaled academic support services in significant areas of student challenge.
- 2.5 Ensure career programs reflect employer-identified outcomes and incorporate current industry practice (e.g., internships, professional certifications, licensure).

3.0: Student Engagement and Success

- 3.1 Implement a college-wide onboarding process that optimizes enrollment and retention.
- 3.2 Create and implement consistent expectations and anticipated outcomes for one-stop student services.
- 3.3 Standardize and improve systems that facilitate student retention (e.g., consistency of advising, early alert notifications, digital “companion” for students; student notifications).
- 3.4 Provide and enhance opportunities that encourage personal and professional growth for students.

4.0: Equity and Social Justice

- 4.1 Establish baseline measures and equity goals for student access, services, and academic achievement and implement strategies to eliminate disparities.
- 4.2 Ensure best practices in the recruitment, hiring, and retention of college employees to advance diversity, equity, and inclusion, and to better reflect the demographics of the community.
- 4.3 Through systemic and intentional professional and student development, foster a unified college culture of inclusion, belonging, and equity.

5.0: Effectiveness and Sustainability

- 5.1 Amplify organizational and professional development opportunities that support student success and continuous institutional improvement.
- 5.2 Integrate student outcomes data as a tool for supporting resource allocation.
- 5.3 Enhance fiscal sustainability through ongoing college-wide cost analysis.

6.0: Community Partnerships

- 6.1 Partner with social services organizations to identify and meet the needs of underserved communities and populations.
- 6.2 Advocate with all community stakeholders to increase public visibility of the college, enhance public perception, and recruit investment.
- 6.3 Partner with industry stakeholders to meet regional workforce and economic development.

VIII. 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. Institutional assessment also includes the administrative support, educational support, and community outreach units (AES) that help shape the environment for student learning.

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(s). Each assessment includes a process to review each assessment activity and reporting mechanism to encourage “continuous improvement.”

Distinguishing Assessment from Evaluation

At Suffolk County Community College, assessment and evaluation are treated as related, but different concepts. Both activities 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. Table 1 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, assessments can utilize evaluations and 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 and institutional educational goals 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 Program Review:

Suffolk County Community College employs a course-embedded assessment approach as the foundation for evaluating student learning outcomes. The College’s academic assessment plans articulate learning outcomes at the course, program, and institutional levels. Program review serve as a cyclical self-study to identify alignment with institutional goal and student and external community needs to ensure continuous improvement of student outcomes.

Academic assessment at the College is **faculty-driven**. Faculty members are responsible for defining learning outcomes across the course and program levels, designing and implementing appropriate assessment activities, and collecting and analyzing assessment data. Based on the results, faculty collaboratively develop recommendations aimed at enhancing student learning.

The College's student learning outcomes assessment and program review process are designed to be aligned with the Middle States Commission on Higher Education (MSCHE) [Standards for Accreditation](#), specifically,

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

And

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

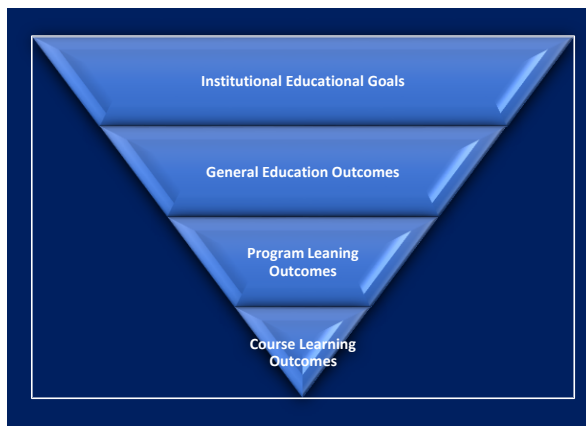


Figure 2: Alignment of Student Learning Outcomes

A. Suffolk County Community College Academic Program Review

Academic program reviews present evidence of the program's performance in light of the goals defined in the program mission. 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. Assessment Model/Template

The Program Review contains the following:

- Introduction (including program history)
- Program Learning Outcomes
- Environmental Scan
- Curriculum
- Assessments
- Students
- Resources
- Faculty and Staff
- Major Findings and Recommendations

2. Cycle/Timeline

Academic Program Reviews are performed in 7-year cycles or according to cycles prescribed by outside accreditation agents. 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, two external reviewers are invited to review the program review and provide recommendations. The composition of the external reviewers will vary according to program type, but includes representation from industry and academia. In preparation for this periodic process, the College's academic programs are provided with a standard data package from OPIE to in the semester before the academic program review begins. A comprehensive schedule for program review can be found in [Appendix B](#).

The program review timeline follows:

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

September 1 – September 30: The Program Review Orientation meeting is held.

September 1 – September 30: 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.)

October 1- February 15: The Program Review Committee conducts the review process and prepares the initial draft of the report for submission to the campus deans. Identify potential external reviewers and seek their preliminary agreement to serve.

February 15: *INITIAL DRAFT DUE DATE***:** The initial draft of the report is submitted to the campus deans to review the report for completeness, coherence, and clarity. The committee recommends external reviewers to the campus deans.

February 15-February 28: The campus deans return the program review with comments/suggestions to the chair and committee.

March 1: Program Review Committee submits names to the Office of Academic Affairs of external reviewers with CV's and suggested dates for the external review visit.

March 15: *FINAL DRAFT DUE DATE***** The committee completes the final draft of the program review report and submits it to the Associate Vice President of Academic Affairs. Final arrangements are made for the visit by External Review Team.

April 1- April 15: Associate Vice President for Academic Affairs reviews the final draft.

April 15- May 15: External Review Team visit.

May 15: The Associate Vice President of Academic Affairs reviews the report and, if the report is acceptable, a program review meeting will be scheduled to discuss the findings and recommendations. The meeting should include the Program Review Chair, Program Review Committee Members, appropriate Department Chair(s), Academic Dean(s), appropriate campus Executive Deans(s), and Associate Vice President of Academic Affairs, and the Vice President of Academic Affairs. (If the report is not acceptable, it is returned to the chair and the committee for completion and resubmission by September 1.)

Program Review Recommendations and Findings:

Program Review recommendations status report, follow-up and any necessary action plans are included in the Annual Academic Assessment Report.

3. Responsibilities

The Vice President for Academic Affairs oversees the program review process, specifically through the Associate Vice President for Academic Affairs who works with department chairs and faculty. The campus Associate Dean of Academic Affairs and Executive Deans provide support for the process.

4. Review of the Process

The review of the process is conducted by the Office of Academic Affairs in conjunction with the Assessment Advisory Council.

5. Communication of Results

The Vice President of Academic Affairs, Associate Vice President of Academic Affairs, the Associate Dean for Curriculum Development, the Program Review Chair, Campus Associate Academic Deans, and the Executive Deans meet with leadership in program areas to discuss the review and prioritize recommendations. Results of this process are communicated to program faculty and staff by program leadership. The College President receives a copy of the full report along with an executive summary.

B. General Education Assessment

Suffolk County Community College's assessment of general education aligns with the [SUNY General Education \(GE\) framework](#) of 13 categories of knowledge and skills areas and the three core competencies that extend beyond discipline-specific knowledge and skills.

SUNY General Education Knowledge and Skills Areas:

- Communication-Written and Oral (Required)
- Diversity: Equity, Inclusion, and Social Justice (Required)
- Mathematics (and Quantitative Reasoning) (Required)
- Natural Sciences (and Scientific Reasoning) (Required)
- Humanities
- Social Sciences
- The Arts
- US History and Civic Engagement
- World History and Global Awareness
- World Languages

Core Competencies

- Critical Thinking and Reasoning (Required)
- Information Literacy (Required)
- Civic Discourse (Required)

1. Assessment Model

SUNY General Education assessment is aligned with the Institutional Learning Outcome and Program Learning Outcome process.

2. Cycle/Timeline

The general education knowledge and skill areas as well as competencies are aligned to Institutional Educational Goals and are assessed on a five-year cycle through course-embedded assessment. This periodic assessment cycle uses selected high impact courses—those courses in which Suffolk students most frequently enroll.

3. Responsibility

The Vice President for Academic Affairs oversees the academic assessment process, specifically through the Associate Vice President for Academic Affairs who works with department chairs and faculty. The campus associate academic deans provide support for the process.

4. Review of the Process

A review of the overall General Education and Institutional Educational Goals Assessment Plan is conducted by the Office of Academic Affairs at the conclusion of a five-year cycle.

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.

C. Institutional Educational Goals

In Spring 2016, a broad and flexible Institutional Educational Goals (IEG's) [framework](#) were approved by faculty and administration to ensure that all of the College's programs meet institutional expectations for student education. The IEG's provide a foundation from which to align the program learning outcomes, course learning outcomes and SUNY General Education Outcomes.

The alignment chart that details the relationship between the IEG's, SUNY General Education approved courses and the assessment review cycle is located in [Appendix C](#).

1. Assessment Model

SUNY General Education assessment is aligned with the Institutional Learning Outcome and Program Learning Outcome process.

2. Cycle/Timeline

The general education knowledge and skill areas as well as competencies are aligned to Institutional Educations Goals and are assessed on a five-year cycle through course-embedded assessment. This periodic assessment cycle uses selected high impact courses—those courses in which Suffolk students most frequently enroll.

3. Responsibility

The Vice President for Academic Affairs oversees the academic assessment process, specifically through the Associate Vice President for Academic Affairs who works with department chairs and faculty. The campus associate academic deans provide support for the process.

4. Review of the Process

A review of the overall General Education and Institutional Education Goals Assessment Plan is conducted by the Office of Academic Affairs at the conclusion of a five-year cycle.

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.

D. Annual Assessment of Program Learning Outcomes

The annual assessment of student learning outcomes occurs through course embedded assessment aligned with the program level learning outcomes ([PLOs](#)) and corresponding course level student learning outcomes. The process is driven by 5- year annual assessment plan for each academic program. 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. Courses in all modalities are included in annual assessment activites including Beacon (dual enrollment) courses.

1. Cycle/Timeline: Annual (Due first week in June)

2. Assessment Model/Template

Section I: Report on assessment activity follow-up from the previous Academic Year:

Closing the Loop-Describe actions taken to address last year's assessment findings.

Section II: Report on current assessment activity for this Academic Year:

a. Program-Level Student Learning Outcomes

b. Course-Level Student Learning Outcomes – Identify the course or courses to be assessed.

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.

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

e. Timeline – Establishment of a realistic assessment cycle.

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 – 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.

Section III: Report on Program Review Recommendations.

Progress on Recommendations-Describe actions taken to implement recommendations.

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 campus Academic Associate Deans. The Office of Planning and Institutional Effectiveness serves in a support role to provide data and assist in creating assessments.

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.

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.

E. Course Assessment

Course assessment is performed as part of regular assessment activities following the process above.

1. Cycle/Timeline

Faculty are responsible for assessing course learning outcomes each time the course is taught (per semester).

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.

3. Responsibilities

Faculty are responsible for the assessment of course learning outcomes. Academic Chairs are responsible for reviewing course assessment.

4. Review of the Process

The Office of Academic Affairs and each area involved reviews the process along with the Assessment Advisory Council.

5. Communication of Results

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.

IX. AES Assessment and Evaluation:

Suffolk County Community College believes the assessment of both student learning outcomes and the support of student learning (support outcomes) are institutional priorities. A comprehensive list of Suffolk's AES units can be found in [Appendix D](#) and the delineation of differences is as follows:

- Administrative Support Units – units primarily responsible for administrative functions which support the environment for student learning (i.e. financial aid)
- Educational Support Units – units primarily responsible for providing direct educational support either to academic programs or students (i.e. library)
- Community Outreach Units – units primarily responsible for providing non-traditional educational opportunities to external constituents (i.e. continuing education)

Given that both regular assessment and periodic evaluation of these units is essential, Suffolk County Community College continuously works to ensure alignment with MSCHE Standard VI:

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

The individual units, with support from the Office of Planning and Institutional Effectiveness (OPIE) and the 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.

F. AES Unit Review

The College uses a seven-year review cycle ([Appendix E](#)) 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. To ensure that the

College maintains continuous improvement in regards to the AES review process, units develop action plans and incorporate these plans into the budgeting process.

1. Evaluation Model/Template

The AES Unit Review contains the following:

History/Context

Unit Overview

Staffing

Assessment and Planning

External Review

Final Conclusions

Action Plans

2. 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 outline the unit's functions and goals, consider what data is available to data points needed, and discuss potential external reviewers.

May-August

The Unit holds initial meeting. Template and timelines are discussed and meetings and/or a retreat to finalize a list of data and review the standard data package provided by OPIE, and finalize a list of external reviewers.

August-November

In addition to completing the AES Unit template, the Unit contacts the external reviewers to secure their participation and begin preparations for the site visit.

End of December

The external reviewers should be committed to an official date between January and March. In addition, the template, up to the completion of the external reviewer's report should be completed.

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).

April

The Associate Director, Assessment and Institutional Effectiveness will meet with the VPs for Planning and Institutional Effectiveness and Student Affairs to conduct a unit review debriefing session. At the AAC end of the year meeting, the Associate Director will provide a verbal report on AES Unit Review results.

May

Final unit review reports will be provided to the President for initial review, and then to Cabinet Members for review and discussion.

July-December

The AES Units make presentations to President's Cabinet, and work with the senior leadership, executive deans, OPIE, and other appropriate stakeholders to implement the action plans and discuss budget requests for the coming year [AES Unit Action Planning Template](#).

3. Responsibilities

The Vice President for Planning and Institutional Effectiveness oversees the Unit Review process, specifically through the Assistant to the Vice President of Planning and Institutional 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.

5. Communication of Results

The Associate Director, Assessment 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

Each year, AES units have an opportunity to ensure 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:

- *Identification of institutional goals associated with the unit's mission*
- *Outcome(s) identified for assessment during the current year*

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

[Upon completion, units will utilize the AES Annual Assessment Action Planning Template to track progress.](#)

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 Associate Director, Assessment 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 Strategic Planning Council

5. Communication of Results

The unit supervisor or their 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.

X. Operational Planning

Used as a basis for action directed at improved student and institutional outcomes, operational planning is vital to the College's achievement of its mission. Annually, members of the President's Cabinet engage in ongoing discussion centered on operationalizing the 23 strategic objectives within the 2022-2027 Strategic Plan. Through a collaborative effort, Cabinet identifies the priorities of the College and outlines how they will be executed during the academic year or over several years. With responsibilities that span the college community, the complete plan is provided to the Strategic Planning Council (SPC) for review and discussion, and then to the college community.

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. Cycle/Timeline

Operational planning is conducted in alignment with the fiscal calendar (September – August). Additionally, 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

Using institutional data and various college-wide discussions (i.e., Strategic Planning Council, President's Council, Equity and Inclusion Council, etc.), President's Cabinet identifies the top 10-15 priorities to be executed during the academic year. The initiatives must be aligned with strategic objectives, as well as tie to at least one of the college's seven (7) key performance indicators. The plan is provided to the Strategic Planning Council for review and discussion, and then provided to the college community.

October-January

The responsible executives track progress on each of the action items, and the first progress report is due in early January. When developing the update executives are asked to consider the impact of the plans, where potential problems lie, what solutions are in place to remedy concerns, and should incorporate, where applicable, recommendations from the SPC. This information will be provided to and discussed with the SPC at the start of the spring semester. The information in this report may be used to inform budgeting and resource allocation in each division as budgets are prepared for the following fiscal year.

February-June

The second report is similar in that it presents an opportunity to track and communicate progress. The updates will be provided to the President for review, the President's Cabinet for review and discussion, and the college community through OPIE's webpage

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, to discuss the impact and potential of the plans that succeeded, to identify why certain plans did not work and develop action plans, where appropriate, to remedy the problems, and to speak to a general direction that can be established based upon an overall evaluation of the plans. This report is due at the end of August. This information will be placed in Nuventive and compiled by OPIE for the final report. Finally, the SPC will be providing an independent reaction to the results. 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. For a comprehensive timeline of assessment and planning activities, and their connection with the budgeting cycle, please refer to Appendix C.

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 institutional goals, strategic objectives, and key performance indicator to which the initiative aligns; and
- 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.

3. Responsibilities

Each Operational initiative developed lists the individual(s) with lead responsibility to make sure the initiative is accomplished.

4. Review of the Process

The method/process used in Operational Planning is assessed by the Strategic Planning Council for college-wide plans.

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 will report findings after the assessment of methodology/process and results, the reports will be filed in Nuventive. All operational planning documents are available on the OPIE webpages

XI. Resource Allocation

Effective allocation of financial and human resources is vital to the realization of Suffolk County Community College's mission. However, without effectively deploying resources to implement and assess, 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 December 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 strategic plan. These priorities are used as determining factors in building the budget. Each unit submits its budget request by January. A budget committee is formed and budget presentations scheduled with Vice Presidents, Executive Deans, and the appropriate central units. Budgetary presentations must demonstrate how proposed expenditures tie into the College's mission and institutional values.

After the budget proposals are presented, their information is summarized and reviewed by the President and the President's Executive 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 then to the full Board at the monthly meeting where the Board of Trustees provides its formal input. Following any subsequent modifications and review, the budget request is again brought before the Board of Trustees in April for approval. If the Board approves the budget, it is delivered to the Office of the County Executive (OCE). If, on the other hand, the Board amends the budget at its April meeting, the budget is modified, after which it is submitted to the OCE.

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

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

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

The 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
- Strategic Objectives
- 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 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 the yearly assessments require academic programs and units to link additional budget requests to the results of the previous year's assessment.

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.

XII. Integrated Planning

Within Middle States, no standard speaks more directly to integrated planning than Standard 6 – *Planning, Resources, and Institutional Improvement*.

This standard states, “The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.” Given the changing expectations in the external environment, the College has continued to enhance its integrated planning approach.

The model, Figure 3, 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 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:

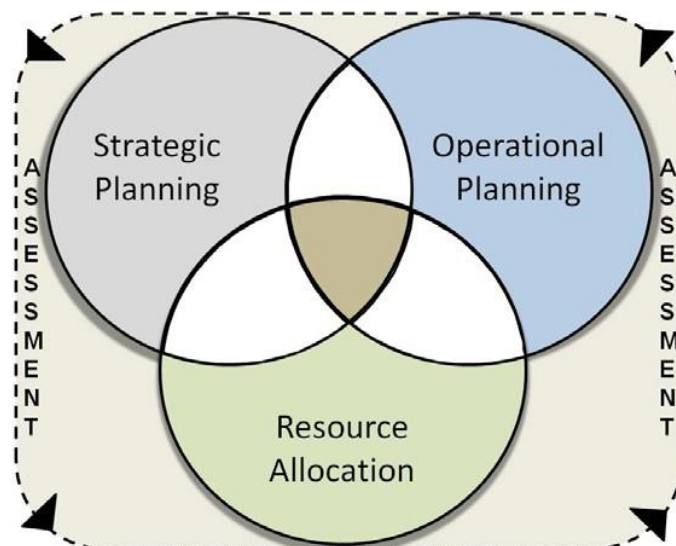


Figure 3: Integrated Planning

Strategic Planning and Operational Planning – The strategic plan includes the strategic objectives that anchor 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 strategic objectives.

Strategic Planning and Resource Allocation – Resources, including operational funds, are directed at achieving the strategic objectives.

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 provides the framework for the College's institutional effectiveness model.

XI. Assessing the CAPIE

To ensure that the Comprehensive Assessment Plan for Institutional Effectiveness remains a 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 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.

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. A judgment, informed by a rubric, is made as to the overall value, quality, and appropriateness of the CAPIE.

XIII. Conclusion

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 focus on 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 A: Index of Assessment and Planning Terms

Academic Program Review:

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

Action Plan:

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

AES Unit Review:

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

Assessment:

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

Assessment Advisory Council (AAC):

Institutional body responsible for reviewing the implementation of the CAPIE, providing reviews of academic program and AES unit assessments and evaluations, and providing support and institutional leadership over assessment.

Assessment Plan:

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

Assessment Tool/Activity/Method of Assessment:

The process which an academic program or AES unit will use to determine whether a student learning or support outcome is being achieved.

Baseline:

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

Criteria for Success:

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

Course:

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

Data:

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

Evaluation:

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

Goal:

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

Indicator:

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

Institutional Effectiveness:

The ability of an institution to achieve its stated mission and goals.

Key Performance Indicator (KPI):

A measure that describes a critical, widely recognized outcome of a mission—one that is clearly responsive to key constituent groups and is produced regularly.

Mission:

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

Operational Plan:

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

Operational Planning:

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

Outcome:

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

Course-level Student Learning Outcomes (CLOs):

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

Program-level Student Learning Outcomes (PLOs):

Outcomes at this level reflect the affective (behavioral), cognitive, (knowledge) and motor (skills) growth expected as a result of finishing the program.

Institutional Educational Goals (IEGs):

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

Support Outcomes (SOs):

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

Planning:

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

Program:

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

Instructional Program:

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

Non-Instructional Program:

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

Programmatic Activities:

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

Strategic Objective:

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

Strategic Plan:

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

Strategic Planning:

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

Strategic Planning Council (SPC):

Institutional body responsible for the strategic planning process, reviewing the implementation of the College's operational plan, providing reviews of the action plans for each MIO, and providing support and institutional leadership over strategic planning.

Unit:

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

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

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

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

Appendix B: ACADEMIC PROGRAM REVIEW SCHEDULE

SUFFOLK COUNTY COMMUNITY COLLEGE Program-Review Cycle and Schedule: 2024–2030

2024-2025	Campus	A.A.	A.S.	A.A.S.	Cert.
Addiction Studies	G			X	
Early Childhood	A, E, G		X	X	
Human Services	A		X		
Physical Education Studies	A		X		
2025-2026	Campus	A.A.	A.S.	A.A.S.	Cert.
Automotive Service Specialist Accreditation Site Visit	A			X	X
Automotive Maintenance and Light Repair	A				X
Computer Science	A		X		
Graphic Design	E			X	
Liberal Arts & Sciences - Humanities, Cinema Studies/Creative Writing/English, Foreign Language, Philosophy	A	X			
Liberal Arts & Sciences - Mathematics	A	X			
Surgical Technologist Accreditation Site visit	G			X	
Veterinary Science Technology Accreditation Site visit	G				
Retail Business Management	A			X	X
2026-2027	Campus	A.A.	A.S.	A.A.S.	Cert.
Automotive Business	A			X	X
Communication Studies	A, E, G	X			
Computer Art	E			X	
Liberal Arts & Sciences - Adolescence Education: Biology, English, History, Mathematics	A, E, G	X			

Paramedic Accreditation Site Visit	A			X	
Liberal Arts & Sciences - Education (Child Study)	A, E, G	X			
2027-2028	Campus	A.A.	A.S.	A.A.S.	Cert.
Business: Marketing	G			X	
Fire Protection Technology	A			X	X
Digital Art	E		X		
Exercise Science (Formerly Fitness Specialist)	A		X		
Physical Therapist Assistant Accreditation visit	A			X	
Liberal Arts & Sciences - Social Sciences, History/ Political Science/ Psychology/Sociology	A, G	X			
2028-2029	Campus	A.A.	A.S.	A.A.S.	Cert.
Heating, Ventilation, AC & Refrigeration	G			X	X
Health Information Technology Accreditation Site Visit	G			X	X
Liberal Arts & Sciences - Sciences, Biology/Chemistry/Earth and Space/Environmental-Forestry/Physics	A, E, G		X		
Sport Management	G		X		
Performing Arts	G		X		
Occupational Therapy Assistant Accreditation Site Visit	G			X	
Photography (formerly Photographic Imaging)	G			X	
Radio & Television Production	A			X	
2029-2030	Campus	A.A.	A.S.	A.A.S.	Cert.
Accounting	A, E, G		X	X	X
American Sign Language	A			X	
Criminal Justice	A, E, G		X		

Engineering Science	A		X		
Entrepreneurship	E				X
Music	A		X		
Liberal Arts & Sciences - General Studies	A, E, G	X			

Appendix C Alignment of Institutional Educational Goals, SUNY General Education, and Course Assessment

2022 – 2027

SCCC Institutional Educational Goal	SUNY General Education	Course(s)	Assessment Cycle
<i>Written and Oral Communication</i>	Communication-Oral	BUS117, COM101, COM102, COM105, COM107, COM131, EDU201, ENG100, ENG101, HUS103, PAR101	2024-2025 COM 101
	Communication - Written	COM101, COM102, COM105, COM107, ENG100, ENG101	2024-025 COM 101
<i>Cultural and Global Awareness and Cultural Sensitivity</i>	The Arts	ART101, ART109, ART111, ART112, ART113, ART114, ART116, ART126, ART130, ART133, ART135, ART140, ART141, ART145, ART161, ART171, ART181, ART202, ART209, ART210, CIN114, CIN156, DIA115, DNC101, DNC105, ENG202, GRD207, INT101, MTR105, MUS101, MUS103, MUS105, MUS117, MUS118, MUS121, MUS122, MUS123, MUS131, MUS132, MUS133, MUS134, MUS135, MUS136, MUS138, MUS206, MUS210, THR101, THR105, THR120, THR211, THR212, THR214	2025—2026 ART
	World History and Global Awareness	ANT101, ANT105, ANT211, COM202, GEO101, GEO102, HIS101, HIS102, HIS107, HIS110, HIS118, HIS119, HIS120, HIS201, HIS220, HUM112, POL107, POL111, SPN175, SPN176	
	Social Sciences	ANT101, ANT103, ANT105, ECO101, ECO111, ECO112, ENG177, GEO101, GEO102, HIS101, HIS102, HIS103, HIS104, HIS107, HIS110, HIS118, HIS119, HIS120, HIS201, HIS205, HIS206, HIS220, HIS225, HSC111,	

		HUS101, POL103, POL105, POL107, POL111, POL201, PSY101, PSY201, PSY202, PSY203, PSY205, PSY210, PSY211, PSY213, PSY215, PSY216, PSY217, PSY220, SOC101, SOC200, SOC201, SOC203, SOC205, SOC215, SOC224	
	World Languages	ASL101, ASL105, CHI101, CHI102, FRE101, FRE102, FRE201, FRE202, GER101, GER102, ITL101, ITL102, ITL201, ITL202, ITL220, ITL223, JPN101, JPN102, JPN201, JPN202, LAT101, LAT102, SPN101, SPN102, SPN113, SPN122, SPN126, SPN127, SPN201, SPN202, SPN220, SPN223	
	Humanities	ART101, ART109, ART111, ART112, ART113, CIN111, CIN112, CIN114, CIN156, COM101, COM105, COM107, COM121, COM131, COM133, ENG102, ENG140, ENG141, ENG142, ENG143, ENG177, ENG202, ENG205, ENG206, ENG209, ENG210, ENG211, ENG212, ENG213, ENG214, ENG215, ENG216, ENG218, ENG219, ENG220, ENG221, ENG223, ENG227, HUM111, HUM114, HUM116, HUM120, HUM218, MUS101, MUS206, MUS210, PHL101, PHL104, PHL105, PHL107, PHL111, PHL113, PHL201, PHL202, PHL211, PHL212, PHL213, PHL214, PHL215, PHL216, SPN175, SPN176, SPN221, THR211, THR212, WST116	
	US History and Civic Engagement	HIS103, HIS104, HIS205, HIS206, HIS225, POL105	
<i>Quantitative Reasoning</i>	Mathematics and Quantitative Reasoning	MAT101, 102, 103, 111, 111L, 112, 120, 121, 124, 125, 126, 129, 131, 141, 142, 200, 203, 204, 205, 206, 210, PSY225	2026-2027 MAT

<i>Scientific Reasoning</i>	Natural Sciences	AST101, AST102, AST103, AST201, AST202, AST203, AST204, BIO101, BIO103, BIO105, BIO109, BIO111, BIO130, BIO132, BIO144, BIO150, BIO155, BIO210, BIO244, BIO246, BIO250, BIO262, BIO272, CHE100, CHE105, CHE120, CHE122, CHE133, CHE134, CHE200, CHE250, CHE251, ENV101, ESC101, ESC102, ESC125, ESC201, ESC251, MAR105, MAR111, MAR121, MAR255, MET101, MET104, MET201, PHY103, PHY104, PHY105, PHY118, PHY119, PHY121, PHY122, PHY130, PHY132, PHY220, PHY222, PHY230, PHY232, PHY247, PHY248	2022-2023 BIO 101
<i>Critical Analysis and Reasoning</i>	Critical Thinking and Reasoning	ENG 101	2023-2024 ENG 100 and ENG 101
<i>Technological Competency/Information Literacy</i>	Information Literacy	COL 101: College Seminar LIB 101	2026-2027 COL 101
<i>Values, Ethics and Diverse Perspectives</i>	Civic Discourse	COL 101: College Seminar LIB 101	2026-2027 COL 101
<i>Values, Ethics and Diverse Perspectives</i>	Diversity: Equity, Inclusion, and Social Justice	ANT101, ART109, ENG211, ENG212, ENG227, GEO101, HIS102, HIS104, HIS107, HIS118, HIS119, HIS120, HIS205, HIS206, HIS225, HUS101, PHL113, PSY216, SOC101	2025-2026 SOC

For the Institutional Education Goals (IEGs) see <https://www.sunysuffolk.edu/explore-academics/academic-affairs/institutional-educational-goals.jsp>

For the full list of courses that fulfill the SUNY General Education Framework see <https://www.sunysuffolk.edu/explore-academics/majors-and-programs/curriculum-requirements.jsp>

For the SUNY General Education Knowledge and Skills Areas see <https://system.suny.edu/academic-affairs/acaproplan/general-education/suny-ge/>

Appendix D: Inventory of AES Units

	Campus	Central
Adjunct Services		X
Admissions	X	X
Alumni Relations		X
ASAP		X
Athletics	X	X
Beacon Program / P-12 Early Partnerships		X
Budget		X
Business Operations		X
Business Services (Central Receiving / Mail Room / Print Shop / Purchasing & Procurement)	X	X
Call Center		X
Campus Activities	X	
Campus Business Offices	X	
Career Services	X	
Center for Teaching and Learning		X
Center for Social Justice		X
Continuing Education		X
Corporate Training		X
Counseling	X	
Dean of Students		X
Development		X
Disability Services	X	
Early College		X
Entrepreneurship		
EOP	X	
Excelsior		X

Facilities Support		X
Financial Affairs		X
Financial Aid	X	X
Grants Development		X
Health Services	X	
Human Resources		X
Information Technology Services		X
Institutional Advancement		X
Institutional Effectiveness		X
Legal Services, Risk Mitigation, Affirmative Action		X
Library	X	
Mental Health	X	X
Multicultural Affairs		X
Plant Operations	X	
Public and Fire Safety		X
Registrar	X	X
Special Events & Programs		X
Special Events and Programs	X	
Student Conduct Administration	X	X
Student Support Services/TRIO	X	
Study Abroad		X
Veterans Affairs	X	
Writing Centers	X	

Appendix E: Seven-Year AES Unit Review Schedule

Unit Review Cycle and Schedule: 2024-2030

Early College	2024-2025
Special Events and Programs	2024-2025
Information Technology Services	2024-2025
Legal Services, Affirmative Action	2024-2025
Public and Fire Safety	2024-2025
EOP	2024-2025
Foundation	2024-2025
Adjunct Services (Faculty and Professional Advancement)	2024-2025
Institutional Effectiveness	2024-2025
Human Resources	2024-2025
Procurement	2025-2026
Institutional Advancement	2025-2026
Center for Teaching and Learning	2025-2026
Campus Business Offices	2025-2026
Athletics	2025-2026
Campus Activities	2025-2026
Plant Operations	2025-2026
Counseling	2026-2027
Student Support Services	2026-2027
Financial Aid	2026-2027
Library	2026-2027
Central Facilities	2026-2027
Financial Affairs	2026-2027
P-12 Partnerships	2026-2027
Admissions	2026-2027
Study Abroad	2026-2027

Career Services	2027-2028
Continuing Education	2027-2028
Grants Development	2027-2028
Registrar	2027-2028
Mental Health	2027-2028
Veterans Affairs	2027-2028
Writing Centers	2027-2028
Corporate Training	2028-2029
Entrepreneurship	2028-2029
Alumni Relations	2028-2029
Center for Social Justice	2028-2029
Disability Services	2028-2029
Health Services	2029-2030
Call Center	2029-2030
ASAP	2029-2030
Budget	2029-2030