

SUFFOLK COUNTY COMMUNITY COLLEGE

2016-2017 Report of Institutional Effectiveness

A report detailing the College's progress in achieving its Institutional Goals, Measurable Institutional Objectives, and Key Performance Indicators.

January 2018
Office of Planning and Institutional Effectiveness

Suffolk County Community College
2016 – 2017 Report of Institutional Effectiveness

Introduction

Each year, Suffolk County Community College produces a report detailing progress made toward its Institutional Goals, which are designed to help the College fulfill its Mission through engaging its Strategic Plan. To the extent progress is made in achieving these goals and associated objectives is known as "Institutional Effectiveness."

Determining progress must be demonstrable and so the College depends on Measureable Institutional Objectives and Key Performance Indicators – metrics used in measurement of progress. These data provide evidence that the College's daily educational, support, and administrative activities, and the initiatives in its Annual Operational Plan are effective in working to achieve its six Institutional Goals.

In 2012, as part of its Strategic Planning Process, the College community reaffirmed the College Mission Statement, which reads:

> 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.

From this Mission Statement were derived six Institutional Goals, seen as necessary elements in achieving the Mission. The Goals, approved by the College's Board of Trustees, are:

1 – Student Success: To foster the intellectual, physical, social, and civic development of students through excellent and rigorous academic programs and comprehensive student support services.
2 – Community Development/Societal Improvement: To promote the social and economic development of the community we serve.
3 – Access and Affordability: To provide access to higher education by reducing economic, social, geographic and time barriers.
4 – Institutional Effectiveness: To monitor and assess the performance of the institution to ensure continuous improvement in achieving the mission, vision and goals of the college.
5 – Communication: To promote transparent and effective communication within the college community and between the college community and external constituencies.
6 – Diversity: To reflect the ethnic, demographic, and economic composition of Suffolk County.

From these goals were developed Measureable Institutional Objectives (MIOs), targets for achievement to be met by the end of the life of the current Strategic Plan, which spans from 2013 – 2020. Key Performance Indicators (KPIs) are metrics used to gauge progress toward these objectives. The Strategic Planning Council is currently reviewing the College's KPIs to determine the best measures to monitor progress.

This document will take each Institutional Goal and its associated Objectives, and provide metrics to describe progress made in reaching that Goal. This document should be read in conjunction with the Annual Operational Plan, the College's Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE), which describes its assessment, evaluation, and budget and resource allocation process, the College FactBook, and the College *Book of Achievements*. The Report of Institutional Effectiveness is published in January of the following academic/fiscal year in order to utilize data reported to various agents (SUNY, IPEDS) in the fall/winter following the year assessed.

Institutional Goals and Measureable Institutional Objectives

1.0 Student Success: To foster the intellectual, physical, social, and civic development of students through excellent and rigorous academic programs and comprehensive student-support services.

1.1 The College will, during the period 2013-2020, increase the completion rate of first-time, full-time (FTFT) students in gateway courses through enhanced engagement with faculty, academic support and student services.

First-Time/Full-Time Passing Rate in Gateway Courses					
2014-15 Rate	**2015-16 Rate**	**2016-17 rate**	**change**	**2020 KPI Target Rate**	**Status**
77.8%	**78.1%**	**78.4%**	**+0.3 % points, 1 year +0.6 % points, 2 years**	**75%**	**Exceeding**

** gateway courses are those identified in the SEIS Title III Grant*

1.2 The College will, during the period 2013-2020, increase the fall-to-spring persistence rates of all credit bearing students to 75% and fall-to-fall retention rates for FTFT students to 70% by supporting students through enhanced engagement with faculty, academic support, and student services.

Fall-to-Spring Persistence Rate				
2015-2016	**2016-2017**	**change**	**KPI Target by 2020**	**Status**
81.8%	**80.3%**	**-1.5% points**	**75%**	**Exceeding**

Fall-to-Fall Retention Rate				
2015-2016	**2016-2017**	**change**	**KPI Target by 2020**	**Status**
68.3%	**67.3%**	**-1.0% points**	**70%**	**Approaching**

Source: IPEDS

N.B. – A decline in persistence and retention rates can be due to many factors. One factor is transfer before completion. The transfer before completion rate increased by 2% points, which would contribute to the above declines.

1.3 The College will, during the period 2013-2020, increase the three-year graduation rate of FTFT students to 20% through enhanced engagement with faculty, academic support, and student services.

150% of time (3 years) FT/FT Graduation Rate					
2014-2015	**2015-2016**	**2016-2017**	**change**	**KPI Target by 2020**	**Status**
21%	**24%**	**26%**	**+5% points since 14-15**	**20%**	**Exceeding**

The significant increase in the numbers of students graduating in 150% of time is believed to be due to several factors, including:

- Changes in initial placement, using more holistic review practices, including using high school transcript in addition to placement test scores. This has led to fewer students being placed into developmental studies (from 64% in 2009 to 58% in 2016), and fewer students placed in the lower developmental levels. Multiple developmental placements have been shown to discourage retention and completion.
- An increase in better-prepared students choosing to attend SCCC. We know a larger number of better-prepared students are staying on Long Island for their first two years of post-secondary education to avoid debt.
- Partnering with local high schools to address the college-readiness issues.
- After the Title III grant activities, faculty advisement became more intentional, with advisement centers created on each campus.
- SUNY 64 Transfer Pathways reduced the number of credits needed for graduation in many programs, reducing the time horizon for degree completion.
- The expansion of Excelsior (dual enrollment) has led to more students arriving with college credits, reducing their time to degree completion.
- A greater number of articulation agreements allowing seamless transfer to four-year schools.

The significant increase in the transfer-out rate is believed to be due to the larger number of college-ready students choosing SCCC to begin post-secondary study, an improving economy allowing students to transfer to four-year institutions, and aggressive recruitment of our students by four-year schools.

2.0 Community Development/Societal Improvement: To promote the social and economic development of the community we serve.

2.1 The College will enhance the local workforce by increasing partnerships with key employment sectors and offering programs to address the employment skills gap in Suffolk County.

Regional Economic Development/Industrial Supporters

NYSDOL –New York State Department of Labor
ESD – Empire State Development
Workforce Development Institute
Stony Brook University - CCE
Thuro Metal Products, Inc.
East/West Industries Inc.
Precipart Corporation
Check-Mate Industries, Inc.
Huntington Launch Pad Long Island
Spectronics Corporation
John Hassell, LLC
Action Machined Products, Inc.
H & H Technologies
GKN Aerospace Monitor
GSE Dynamics, Inc.
Alken Industries
Orbital ATK, Inc.
Keystone Electronics Corp
New York Label & Box Works
Suffolk County Department of Labor
Volkert Precision Technologies, Inc.
Narda Microwave East, L-3 Communications
Luitpold Pharmaceuticals, Inc.
Inva Gen Pharmaceuticals, Inc.
Mill-Max Manufacturing Corp
Sound Coat Company Inc.
Photonics Industries
Certified Interiors, Inc.
STIDD Systems, Inc.
Advanced Optowave Corporation
D3 LLC
NBTY
Amneal Pharmacuticals
Suffolk County Industrial Development Agency
Nassau County Community College
CPC Composite Prototyping Center

2014 Partnerships – 25 **2016 Partnerships -- 36**

Workplace and Economic Development Enrollment	
Fall 2015	234 Students
Spring 2016	228 Students
Fall 2017	191 Students

2.2 The College will expand targeted outreach to non-traditional constituents to increase the number of non-traditional students served through continuing education and traditional academic programs.

Enrollment Age Distribution

Semester	17 & Below	18 - 21	22 - 24	24 and Below	25 - 29	30 - 34	35-39	40 – 49	50-64	65 and Above	25 and Above
Fall 2012	0.80%	59.0%	15.0%	74.8%	10.3%	4.90%	2.90%	4.60%	2.30%	0.20%	25.0%
Fall 2013	0.70%	60.0%	14.9%	75.6%	10.2%	4.70%	2.70%	4.10%	2.40%	0.10%	23.9%
Fall 2014	0.60%	60.6%	15.2%	76.4%	10.5%	4.60%	2.60%	3.70%	2.10%	0.10%	23.3%
Fall 2015	0.50%	60.8%	14.7%	76.4%	11.0%	4.70%	2.60%	3.50%	1.80%	0.20%	23.2%
Fall 2016	0.70%	61.4%	14.7%	76.8%	10.9%	4.50%	2.70%	3.10%	1.80%	0.20%	23.0%
Fall 2017	0.50%	60.8%	14.9%	76.2%	11.0%	4.70%	2.60%	3.50%	1.80%	0.20%	23.6%

Source: Banner

Students 25 and Above	
Fall 2012	**25.00%**
Fall 2013	**23.90%**
Fall 2014	**23.30%**
Fall 2015	**23.20%**
Fall 2016	**23.02%**
Fall 2017	**23.62%**

2.3 The College will enhance community enrichment through increased participation in social and cultural events, initiatives, and activities conducted by the College or in partnership with external stakeholders.

The College does not keep statistics on community participation in all social and cultural events conducted by/at the College. The reader is encouraged to review the *Annual Book of Achievements*, found on the College website for detailed descriptions of the College's involvement with the community.

2.4 The College will expand partnerships with local high schools, school districts, and other higher education institutions to ensure successful and smooth transitions from high school to college.

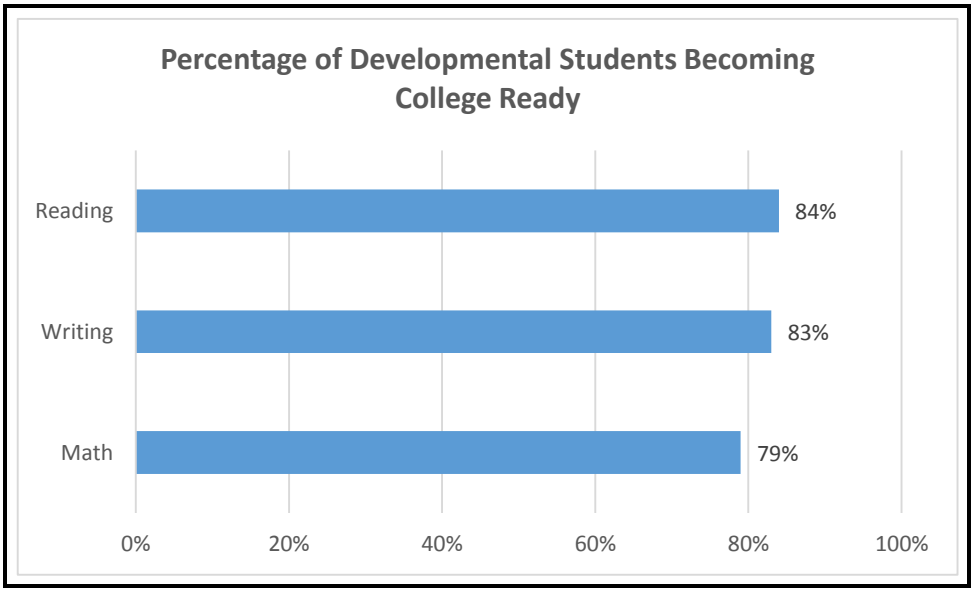
High School Dual Enrollment Data				
Fall data	**2015**	**2016**	**2017**	**% change since 2015**
Excelsior Program -- **Number of partner high schools**	34	42	48	41.2 % increase
Excelsior Program -- **Number of enrollments**	3800	4724	5328	40.2 % increase
Excelsior Program -- **Number of students enrolled**	3025	3731	4186	38.4 % increase
Early College Program -- **Number of partner high schools**	6	12	14	133.3 % increase
Early College Program -- **Number of students**	84	109	177	110.7 % increase

Source: Office of Academic Affairs

Developmental Placements
Between 2011 – 2016:
The number of students placed into any developmental class decreased by **3%**.
The number of students placed any developmental math decreased by **1.2%,** but students placed into lower developmental math levels (001,006) decreased by **6.3%.**
The number of students placed into developmental reading decreased by **2.5%.**
The number of students placed into developmental writing decreased by **.5%**

Source: Banner

Review of placement practices, the encouragement of holistic placement decision-making, and the introduction of accelerated developmental courses and the Quantway program are examples of the College's effort to ensure students are placed in the appropriate level of remedial coursework or college-level coursework.



Source: Voluntary Framework of Accountability (VFA)

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

3.1 The College will improve access by developing needed facilities and reducing geographic barriers associated with campus structures and topography through the implementation of the Capital Program as evidenced by specific project completion each year.

Current Capital Projects	Approved by County	Approved by State	Cost	Existing Appropriations
28	28	25 (+3 pending)	$206,281,569	$201,581,569

# Projects	# in design	# under construction	# in design & construction	# substantially complete	# in bidding
28	7	6	6	7	0

Source: Office of Building Construction and Facilities

There have been no changes in capital budget requests by state or county.
No project has been delayed due to funding.

3.2 The College will reduce the economic barriers to higher education by maximizing institutional efficiencies in order to minimize increases in College operating costs, as evidenced by the budget.

	2016-2017 Budget	% of Budget	2015-2016 Budget	% of Budget	Difference 16-17 to 15-16	
Instruction	72,971,798	33%	71,650,302	32%	1,321,496	1.84%
Academic Support	12,913,782	6%	12,767,098	6%	146,684	1.15%
Library	4,378,584	2%	4,311,297	2%	67,287	1.56%
Student Services	15,644,955	7%	14,762,905	7%	882,050	5.97%
Plant Maintenance & Operation	25,546,005	12%	25,772,939	12%	(226,934)	-0.88%
General Administration	9,707,795	4%	9,312,574	4%	395,221	4.24%
General Institutional Support	13,661,499	6%	12,963,767	6%	697,732	5.38%
Employee Benefits	58,752,536	27%	58,930,766	27%	(178,230)	-0.30%
Interfund Transfers	2,491,163	1%	1,110,589	1%	1,380,574	124.31%
Grants	3,886,331	2%	3,177,530	1%	708,801	22.31%
Total Expenditures	219,954,448	100%	214,759,767	97%	5,194,681	2.42%

The College budget showed an increase of 2.42% increase over the previous year, down from a 3.30% increase from 2014-2015 to 2015=2016.

3.3 The College will reduce the economic barriers to higher education associated with limited financial aid by increasing the number of applications for and awards of both merit- and need-based scholarships, as evidenced by Foundation update reports, by fall 2020.

Institutional Scholarships and Aid

2015-2016		2016-2017*	
Funds Awarded	**Recipients**	**Funds Awarded**	**Recipients**
$629,384	**497**	**$597,588**	**466**

Source: SCC Foundation

*The drop in funds and recipients awarded is due to a change in award protocols to better reflect standard practice.

Although not a metric identified in this Measureable Institutional Objective, Financial Aid Default Rates are a nationally recognized measure of a college's encouragement of fiscal responsibility.

Financial Aid Default Rate	
SCCC Default Rate	10%
National Average	11.5%
Public 2-Year Colleges	13.8%

3.4 The College will reduce social, geographic, and time barriers to academic success through the enhancement of online, web and/or mobile academic and student support by increasing the availability, accuracy, and currency of courses, applications and content, as well as the ease and convenience of delivery.

Distance Education Seats Taken by Type

Academic Year	Hybrid/Blended Seats Taken	Fully Online Seats Taken	Total Online Seats Taken
2011-2012	1,091	9,815	10,906
2012-2013	1,050	10,006	11,056
2013-2014	1,036	10,445	11,481
2014-2015	1,195	10,112	11,307
2015-2016	1,092	10,646	11,738
2016-2017	856	10,389	11,245

Source: Office of Instructional Technology (OIT)

4.0 Institutional Effectiveness: To monitor and assess the performance of the institution to ensure continuous improvement in achieving the mission, vision and goals of the College.

4.1 All divisions, departments, programs, services and units of the College will, through the implementation of an integrated planning system, monitor and assess outcomes and communicate evidence that assessments have been used toward continuous improvement in achieving the College's mission, vision, and goals during the period 2013-2020.

Assessment and Evaluation

Each year all Academic Programs and all Administrative and Educational Support units (AES) are scheduled to perform outcomes assessment. Academic Program Review and AES Unit Reviews (evaluation) takes place on a seven-year cycle. The Assessment Advisory Council reviews assessments and evaluations the year following.

Year	Program Reviews Scheduled	Program Reviews Completed	AES Unit Reviews Scheduled	AES Unit Reviews Completed	Academic Program Assessments*	AES Unit Assessments*
2013=2014	8	7	5	5	70/72 (97%)	37/37 (100%)
2014-2015	6	5	4	4	64/72 (89%)	34/35 (97%)
2015-2016	6	6	4	4	64/73 (88%)	25/34 (74%)
2016-2017	4	3 Child Study is awaiting external review.	6	4 One (Legal Affairs) delayed to '17-'18 due to OCR audit; one (Finance) just completed external review.	Reviewed during 2017-18 year	

* Academic Programs and AES Units are not expected to perform assessment the year undergoing a review.

	2013-2014	2014-2015	2015-2016	3-year trend Quality/ completeness
Academic Program Learning Outcomes Assessments meeting or exceeding expectations (quality and completeness)	54%	74%	89%	35 percentage point improvement
AES Unit Outcomes Assessments meeting or exceeding expectations (quality and completeness)	52%	65%	80%	29 percentage point improvement

The quality of outcomes assessments, as gauged through committee review using a standard rubric, has shown marked improvement, demonstrating an enhanced culture of assessment at the College.

Operational Planning

Sixty-three actions or initiatives, designed to address one or more Institutional Goals, Middle States Standards, Achieving the Dream Capacities, SUNY Excels Areas, and Presidential Goals, were planned by the College's campuses and divisions. The number of actions initiatives and percent aligned with each goal, standard, capacity, or area are below:

Percent of Action Items/Initiatives addressing each Institutional Goal		#
IG 1. Student Success	58.73%	37
IG 2. Community Development/Societal Improvement	31.74%	20
IG 3. Access and Affordability	38.09%	24
IG 4. Institutional Effectiveness	36.50%	23
IG 5. Communication	52.38%	33
IG 6. Diversity	41.26%	26

Percentage of Actions/Initiatives addressing each Middle States Standard		#
Standard I. Mission and Goals	23.80%	15
Standard II. Ethics and Integrity	12.69%	8
Standard III. Design and Delivery of the Student Learning Experience	33.33%	21
Standard IV. Support of the Student Experience	52.38%	33
Standard V. Educational Effectiveness Assessment	15.87%	10
Standard VI. Planning, Resources, and Institutional Improvement	36.50%	23
Standard VII. Governance, Leadership, and Administration	14.28%	9

Percentage of Actions/Initiatives addressing Achieving the Dream Capacities		#
Student-Focused Culture	71.42	45
1. Leadership and Vision	28.57	18
2. Data and Technology	30.15	19
3. Equity	42.85	27
4. Teaching and Learning	42.85	27
5. Engagement and Communication	61.90	39
6. Strategy and Planning	31.74	20
7. Policy and Practice	33.33	21

Action items/Initiatives aligned with SUNY Excels Priority Areas		#
Access	34.9%	22
Completion	19.0%	12
Success	47.6%	30
Inquiry (Research) (Inquiry is not a SUNY Excels community college metric)	0	0
Engagement (community relationship)	33.3%	21

Actions/Initiatives addressing President's Annual Goals:		
Goal 1: With the appointment of the new Senior Associate Vice President of Workforce Development, Community Partnerships, and STEM CTE, the College will review, assess and make recommendations for the seamless alignment of all programs within that area.	11.11%	7
Goal 2: Through the implementation of action items linked to our comprehensive Enrollment Management and Student Engagement plans, we will work to stabilize College enrollment and grow student retention.	44.44%	28
Goal 3: In 2016-2017 I will work even more closely with the Foundation to build on the successes we achieved last year and the new culture of support for the College we have established to raise even more funds for student scholarships and innovative programs.	7.93%	5
Goal 4: I will continue to personally direct and support the efforts of the Middle States Self-Study committees as they gather evidence of our compliance with the Middle States Commission on Higher Education new Standards to generate an exceptional Self-Study report for submission to the Commission.	20.63%	13
Goal 5: Middle States and SUNY officials have told us we need to be more outspoken about our successes, and so the College will utilize its work on new metrics to gauge effectiveness and engage new opportunities to "tell our story" and communicate the successes of community colleges and Suffolk, in particular.	36.84%	21
Goal 6: Use Achieving the Dream and its focus on "equity" to strengthen our efforts regarding the College's Diversity goal.	41.26%	26

Source: 2016-2017 Operational Plan

Of the 63 actions/initiatives, 40 were completed (63.5%), 17 are in progress (27%) (N.B. – some projects were designed as multi-year projects), 2 were canceled or halted (3%) (due to emerging need that took precedence or lack of resources), 4 actions/initiatives were not reported on (6.4%).

The activities that are elements of the Annual Operational Plan are strategic in nature. They are not day-to-day standard area functions, but are designed specifically to advance a particular goal or objective, or set of goals or objectives. Of the 50 planned activities, 36 were completed or met initial goal(s); 12 were in process, of which nine activities included steps or stages that had been completed; and two were suspended.

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

5.1 Each year during the period 2013-2020, the College will, through written, electronic and face-to-face communication, issue college-wide communication to administrators, faculty, staff, and students in order to promote effective internal communication. In addition, each campus will develop methods to deliver and receive departmental and divisional input about their mission-related activities.

Five questions about communication were asked on the SUNY Student Opinion Survey, administered in spring 2016. The survey asked about student level of satisfaction regarding elements of College communication:

Question- "Level of satisfaction with…"	Average response 1 (low) – 5 (high)	SCCC rank among 6 largest SUNY community colleges
College catalog	4.04	1
Communication of college news/information to students	3.99	1
College website ease of use	4.03	3
Accuracy of information on college website	4.08	1
Communication of student conduct rules and regulations	4.0	1

Source: SUNY Student Opinion Survey 2016

5.2 Each year during the period 2013-2020, the College will, through written, electronic, and face-to-face communication issue information to external constituents and stakeholders about College and student initiatives and accomplishments, as well as community outreach programs, in order to promote the value the College brings to Suffolk County and its citizens.

Number of website views/enrollment		
Unique visitors to the enrollment landing page (sunysuffolk.edu/Enroll) for the 2015-16 academic year (Sept-Aug)	**Unique visitors to the enrollment landing page (sunysuffolk.edu/Enroll) for the 2016-17 academic year (Sept-Aug)**	**# Change; % Change**
25,934 unique page views	**Due to deployment of new College website data not yet available**	

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

6.1 Each year during the period 2013-2020, the College will foster and demonstrate measurable improvement in decreasing ethnic disparities within its instructional and non-instructional faculty and staff for pan-cultural groups.

Faculty and Staff Diversity Statistics for 2016-2017

Full-time and Part-time, Instructional and Non-instructional

	American Indian or Alaska Native*		Asian*		Black or African American*		Hispanic/ Latino		White*		Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%
2016-2017	3	--	107	3.0%	96	3.3%	201	6.7%	2553	84.6%	56	1.8%
Change from 2015-2016		--		-0.2 % pts		-0.1 % pts		+0.2 % pts		+0.4 % pts		-2.6 % pts
Suffolk County 7/1/2016		.6%		4.1%		8.5%		19.0%		68.2%		2.0%

* Not Hispanic/Latino

Sources: IPEDS; U.S. Census Bureau

Employee Gender	Male	Female
	%	%
2016-2017	44.6%	55.4%
Suffolk County 2016	49.2%	50.8%

Sources: Banner; U.S. Census Bureau

Four questions about diversity, inclusion and campus climate were asked on the SUNY Student Opinion Survey, administered in spring 2016. Students were asked to respond to level of agreement with statements - 1 (low) to 5 (high):

Statement	Average response 1 (low) – 5 (high)	SCCC rank among 6 largest SUNY community colleges	SCCC rank among 24 SUNY colleges taking survey
Campus acceptance of individual differences	4.23	1	3
Racial harmony on campus	3.96	1	2
Diversity of faculty and staff	4.03	1	4
Diversity of student body	4.08	1	2

Source: SUNY Student Opinion Survey 2016

6.2 Each year during the period 2013-2020, the College will decrease achievement disparities among pan-cultural groups and across socioeconomic groups by developing partnerships and approaches aimed at decreasing the need for developmental education, improving the rate of persistence Fall-to-Spring for first-time, full-time freshmen, and improving graduation and transfer rates for these populations.

College Fall Enrollment by Ethnic Group

Semester	Nonresident alien*	Hispanic/ Latino	American Indian or Alaska Native*	Asian*	Black or African American*	Native Hawaiian or Other Pacific Islander*	White*	Two or more races*	Unknown
Fall 2011	0.5%	15.1%	0.3%	2.8%	7.6%	0.0%	59.1%	0.0%	14.4%
Fall 2012	0.4%	15.7%	0.3%	2.9%	7.9%	0.0%	57.0%	0.1%	15.4%
Fall 2013	0.3%	15.5%	0.3%	2.8%	7.6%	0.0%	50.9%	0.2%	21.9%
Fall 2014	0.3%	17.9%	0.3%	2.8%	7.8%	0.0%	51.8%	0.5%	18.5%
Fall 2015*	0.5%	20.9%	0.3%	3.1%	7.9%	0.1%	57.7%	1.1%	8.4%
Fall 2016	0.4%	22.0%	0.3%	3.4%	8.0%	0.1%	56.6%	1.3%	7.9%
Fall 2017	0.3%	23.8%	0.3%	3.7%	8.0%	0.1%	54.7%	1.6%	7.6%

Source: Banner

Suffolk County	**--**	**19.0%**	**.6%**	**4.1%**	**8.5%**	**0.1%**	**68.2%**	**1.9%**	**2.0%**

Source: US Census Bureau 7/1/2016

***Not Hispanic/Latino**

N.B. – The enrollment numbers for 2015 and after have been affected by attempts to reduce the number of students in the "Unknown" category.

Total Enrollment and Under-Represented Minority (URM)

Sector/ Campus	Fall 2006 Enrollment	Fall 2006 URM	Fall 2006 % URM	Fall 2014 Enrollment	Fall 2014 URM	Fall 2014 % URM	Fall 2015 Enrollment	Fall 2015 URM	Fall 2015 % URM	Fall 2016 Enrollment	Fall 2016 URM	Fall 2016 % URM	Difference 2006-2016
SUNY Total	417,575	63,166	15.1%	454,839	108,035	23.8%	442,940	109,764	24.8%	436,138	110,799	25.3%	10.2
SUNY Community Colleges	209,059	36,854	17.6%	233,812	62,351	26.7%	222,998	61,806	27.7%	216,277	61,592	28.5%	10.9
Suffolk County CC	21,859	4,401	20.1%	26,600	7,079	26.6%	26,829	8,116	30.3%	27,066	8,495	31.4%	11.3

Source: SUNY

Suffolk County Community College had a Fall 2016 URM rate of 31.4%, which was 2.9 percentage points higher than the average of all SUNY community colleges, and 6.1 percentage points higher that all SUNY colleges. The rate rose 3.7 percentage points from 2014, and another 1.1 percentage points from fall 2015, and 11.3 percentage points since 2006.

Graduation and Transfer–out Rates (150% of time)

Overall Graduation/Transfer-out Rates (150% of time)				
Cohort (year of student entry)	2011 (as of 8/14)	2012 (as of 8/15)	2013 (as of 8/16)	2014 (as of 8/17)
Graduation Rates: Total	20%	21%	24%	26%
Men	17%	18%	21%	22%
Women	23%	24%	28%	30%
American Indian or Alaska Native*	13%	4%	24%	10%
Asian*	19%	17%	29%	27%
Black or African American	11%	11%	12%	14%
Hispanic or Latino	18%	18%	20%	21%
White	22%	24%	27%	30%
Race/ethnicity unknown*	16%	22%	32%	31%
Nonresident alien*	10%	31%	27%	0
Transfer out-rate (before completion)	8%	15%	14%	16%
Success Rate (either graduated or transferred to another college in 150% of time)	28%	36%	38%	42%
*Large changes in percentages can be due to small numbers of students in cohort. Source: IPEDS (includes first-time/full-time students)				

Source: IPEDS

College Fall ESL Enrollment by Status

Semester	Credit ESL Program		Non-Credit ESL		Total
	Headcount	Percent of ESL Headcount	Headcount	Percent of ESL Headcount	Headcount
Fall 2011	348	17.5%	1635	82.5%	1983
Fall 2012	346	18.1%	1563	81.9%	1909
Fall 2013	373	18.9%	1603	81.1%	1976
Fall 2014	359	18.2%	1611	81.8%	1970
Fall 2015	355	16.5%	1801	83.5%	2156
Fall 2016	309	13.3	2012	86.7%	2321
Fall 2017	328	13.4	2111	86.6%	2439

Source: Banner

Summary

Goal 1: Student Success

- The College has exceeded its "target rates by 2020" for the Key Performance Indicator (KPI) of Student Passing Rate in Gateway Courses, Fall-to-Spring Persistence, and Graduation Rates.
- The College had improved its Fall -to- Fall Retention Rate, and is approaching its target, however in 2016-2017 dropped a percentage point, to a level 3 % points below the KPI target. Analysis shows that this drop was due in part to increased transfer-before-completion rates, which SCCC considers a success metric. The two metrics can be seen as competing in this case.
- The College's overall graduation rate increased by 2 percentage points from 24% the previous year and 5 percentage points from 2014-2015 to 26% in 2016-2017. It has risen from a stable rate of 19-20% for the years 2010 – 2014. This may be the result of many factors including College interventions in placement, working with K-12 partners, the economy, SUNY 64 Seamless Transfer, the admission of more college-ready students, and an enhancement of advising.

Goal 2: Community Development/Societal Improvement

- The College has increased the number of Workforce and Economic Development partnerships.
- Due to increased numbers of student coming to SCCC directly from high school, the percentage of students 25 and over decreased. SCCC continues to skew toward a very young student demographic when compared to national figures. The percentage of students over 25 has remained stable, between 23-24% for the last few years.
- The College does not keep statistics for most events held by or at the College. The *Annual Book of Achievements* details a very robust calendar of events held by and at the College.
- The number of students enrolled in the College's Excelsior dual-enrollment program has expanded significantly, with 12% increased enrollments from the prior year and a 38.4 increase since 2015 to over 4100 students. Dual enrollment programs have been shown to encourage student success, with students coming to post-secondary education with earned credits, shortening the time needed for completion. Early College has also seen a jump of 110.7% more students enrolled since 2015 to a total of 177 students.
- A review of placement practices, the encouragement of holistic placement decision-making, and the introduction of accelerated developmental courses and the Quantway program are examples of the College's effort to ensure students are placed in the appropriate level of remedial coursework or college-level coursework.
- The College has reduced the percentage of students placed into developmental coursework by 3 percentage points. It has also reduced the number of students placed into multiple developmental courses. Multiple developmental placements have been shown to reduce retention and completion rates, by lengthening the horizon to completion.

Goal 3: Access and Affordability

- The College has been able to secure funding for all Capital Projects in process. There have been no changes in SCCC's capital budget requests by the state or county, and no project has been delayed due to funding.

- The College budget showed an increase of 2.42 % increase over the previous year, resulting in a tuition increase, but the increase was down from the 3.3% in 2015-2016.
- Institutional scholarships and aid showed a small decrease in funds awarded and recipients due a change in award protocols to better reflect standard practices.
- The financial aid default rate for SCCC is 10.0%, significantly lower than the national college average of 11.5% and substantially below that of public community colleges, 13.8%.
- The College had increased the number of seats taken in on-line education by 431 seats between 2014 and 2015, or a 3.8% increase, but during the 2016-2017 year, the College took efforts to ensure students taking on-line classes were prepared to take them with a better chance of success, resulting in fewer seats available. It also enhanced on-line teacher preparation through an on-line teacher academy program.

Goal 4: Institutional Effectiveness

- Assessment and evaluation remain strong at SCCC, with near high rates of outcomes assessments and program and unit reviews completed (near or above 90%).
- The quality and completeness of assessments and reviews, as reviewed by the Assessment Advisory Council, have increased significantly from the previous year (2015-2016), and substantially from 2014-2015 and 2013-2014.
- All six Institutional Goals were addressed through the Operational Plan, which consisted of 63 initiatives designed to foster success in meeting one or more goals. A total of 96% of activities/initiatives were completed or in process by the end of 2016-2017.

Goal 5: Communication

- The SUNY Student Opinion Survey asked students about their perceptions of communication at the College, which was ranked first among the six largest SUNY schools for its catalog, communication of news or information, accuracy of information on the website, and communication of student rules and regulations. Suffolk ranked third in ease of use of the website.
- The College's website was redesigned and deployed during 2016-2017 with ongoing updating and enhancements during 2017-2018.

Goal 6: Diversity

- The College has remained stable regarding faculty and staff diversity, with the White demographic reflecting that of the County, but falling short in increasing percentages of Black and Hispanic/Latino members of its faculty and staff. The College did see an increase of 17 Hispanic/Latino members, but the percentage still remains far below the County rate. (It should be noted that hiring a diverse faculty is a challenge because the pool of local candidates with appropriate graduate degrees is much less diverse than the general population. The College has made efforts to advertise job opportunities to a much broader and diverse audience.)
- The College ranked first among the six largest SUNY community colleges for the four questions on the SUNY Student Opinion Survey regarding diversity and campus climate. SCCC was in the top four school of the 24 SUNY community colleges taking part in the survey.

- The College's Enrollment by Ethnic Group shows the College to have an enrollment close to representative of the minority populations in the County.
- Suffolk County Community College had a Fall 2016 URM rate of 31.4%, which was 2.9 percentage points higher than the average of all SUNY community colleges, and 6.1 percentage points higher that all SUNY colleges. The institutional rate rose 3.7 percentage points from 2014, and another 1.1 percentage points from fall 2015, and 11.3 percentage points since 2006.
- The College raised its graduation rates to 26% from 24% the previous year and 21% in 2014-2015, and from the stable rate of 19-20% found between 2010 – 2014. Unfortunately, these gains were not shared equally among racial/ethnic groups, but progress is being demonstrated by increases in both Black/African-American and Hispanic/Latino rates over the last two years.
- The numbers of students enrolled in credit or non-credit ESL programs increased by 186 students or 9.44% from 2014 to 2015, another 175 or 7.65% from 2015 to 2016, and another 118 students or 5.1% from 2016 to 2017, resulting in a three-year increase of 468 students or 23.8%.

Metrics

Key Performance Indicators (KPIs) designated as follow-up to the creation of the Strategic Plan are under review by the Strategic Planning Council. Some extant KPIs have been included in this report. Other salient data, not part of those designated KPIs, are included to provide a more robust description of institutional effectiveness.

Every effort has been taken to identify student cohorts for each metric provided. Most institutional data is taken from Banner, the College's enterprise management system.

Data utilized were taken from many different sources, including:

- Banner, the College's enterprise system.
- The Integrated Postsecondary Education Data System (IPEDS), used by the National Center for Education Statistics to provide data about educational institutions to federal, state, and local agents, as well as researchers.
- State University of New York (SUNY) system reports.
- The Voluntary Framework for Accountability (VFA), sponsored by the American Association of Community Colleges (AACC) to make accessible data that takes into account the mission of community colleges and their particular demographic makeup.
- Achieving the Dream (AtD), which is a national movement among community colleges to use data to enhance student success, with particular focus on teaching and learning, equity, leadership and vision, and other core competencies.