

SUFFOLK COUNTY COMMUNITY COLLEGE

Report of Institutional Effectiveness

Academic and Fiscal Year 2018-2019

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

Spring 2020
Office of Planning and Institutional Effectiveness

Suffolk County Community College
Report of Institutional Effectiveness for Academic and Fiscal Years 2018 – 2019

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. The extent to which 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 and were developed during the last Strategic Planning process. The Strategic Planning Council is currently reviewing the College's KPIs to determine the best measures to monitor progress moving through our next Strategic Planning process.

This document will take each Institutional Goal and its associated Objectives, and provide metrics, where possible, 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, and the College FactBook. The Report of Institutional Effectiveness is usually published in the middle of the following academic year in order to utilize data reported to various agents in the fall following the year being 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							
2014-2015 Rate	2015-2016 Rate	2016-2017 Rate	2017-2018 Rate	2018-2019 Rate	Change from previous year	2020 KPI Target Rate	Status
77.8%	78.1%	78.4%	81.7%	73.0%	-8.7	75%	Approaching

** 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	2017-2018	2018-2019	Change from previous year	KPI Target by 2020	Status
81.8%	80.3%	81.7%	81.4%	-0.3	75%	Exceeding

Fall-to-Fall Retention Rate						
2015-2016	2016-2017	2017-2018	2018-2019	Change from previous year	KPI Target by 2020	Status
68.3%	67.3%	67.5%	66.8%	-0.7	70%	Approaching

Source: IPEDS

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							
2013 Cohort (as of 8/16)	2014 Cohort (as of 8/17)	2015 Cohort (as of 8/18)	2016 Cohort (as of 8/19)	1-year change	4-year change	KPI Target by 2020	Status
24%	26%	27%	24%	-3.0	0	20%	Exceeding

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.

Industry/Regional Collaborators

New York State Economic Development Council
NYSDOL –New York State Department of Labor
ESD – Empire State Development
Workforce Development Institute
Stony Brook University MEP
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
Alken Industries
Orbital ATK, Inc.
Keystone Electronics Corp
New York Label & Box Works
Suffolk County Department of Labor
Vaughn College
CirCor
Curtis Wright
Contract Pharmacal
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
Estee Lauder
Enzo Laboratories
Calico Cottage (a FUDGE Company!)
Mercer Tool
Designatronics

2014 Partnerships – 25 **2016 Partnerships – 36** **2018 Partnerships – 40** **2019 Partnerships - 43**

Workplace and Economic Development Enrollment		
Semester	**Duplicated**	**Unduplicated**
Fall 2015	**258**	**222**
Spring 2016	**206**	**189**
Fall 2016	**213**	**194**
Spring 2017	**192**	**182**
Fall 2017	**199**	**193**
Spring 2018	**318**	**251**
Fall 2018	**210**	**200**
Spring 2019	**467**	**435**

Duplicated enrollment is the number of seats taken. Unduplicated is the number of individual students. In some cases student may be enrolled in more than one course.

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 2011	5.8%	55.7%	13.8%	75.3%	9.5%	4.8%	2.9%	5.1%	2.1%	0.1%	24.4%
Fall 2012	0.8%	59.0%	15.0%	74.8%	10.3%	4.9%	2.9%	4.6%	2.3%	0.2%	25.0%
Fall 2013	0.7%	60.0%	14.9%	75.6%	10.2%	4.7%	2.7%	4.1%	2.4%	0.1%	23.9%
Fall 2014	0.6%	60.6%	15.2%	76.4%	10.5%	4.6%	2.6%	3.7%	2.1%	0.1%	23.3%
Fall 2015	0.5%	60.8%	14.7%	76.4%	11.0%	4.7%	2.6%	3.5%	1.8%	0.2%	23.2%
Fall 2016	0.7%	61.4%	14.7%	76.8%	10.9%	4.5%	2.7%	3.1%	1.8%	0.2%	23.0%
Fall 2017	0.5%	60.8%	14.9%	76.2%	11.0%	4.7%	2.6%	3.5%	1.8%	0.2%	23.6%
Fall 2018	1.1%	61.2%	16.5%	76.8%	11.1%	4.9%	2.6%	2.7%	1.7%	0.2%	23.2%

Source: Banner

Students 25 and Above	
Fall 2011	**25.80%**
Fall 2012	**25.00%**
Fall 2013	**23.90%**
Fall 2014	**23.30%**
Fall 2015	**23.20%**
Fall 2016	**23.02%**
Fall 2017	**23.62%**
Fall 2018	**23.20%**

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.

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**	**2018**	**% change since 2015**
Beacon Program -- **Number of partner high schools**	34	42	49	49 + Eastern BOCES	47.1% increase
Beacon Program -- **Number of enrollments**	3800	4724	5328	5463	43.8% increase
Beacon Program -- **Number of students enrolled**	3025	3731	4186	4158	37.5% increase
Early College Program -- **Number of partner high schools**	6	12	22	21	250.0% increase
Early College Program -- **Number of students**	84	109	174	175	29.7% increase

Source: Office of Academic Affairs

Developmental Placement by Subject*									
	Reading		**English**		**Math**		**First-time Full-time**	**Developmental****	
Academic Year	Head-count	Percent	Head-count	Percent	Head-count	Percent	Total	Head-count	Percent
2011	1,909	36.2%	1,570	29.8%	2,878	54.6%	5273	3,360	63.7%
2012	1,960	36.6%	1,478	27.6%	2,795	52.2%	5351	3,340	62.4%
2013	1,771	32.0%	1,440	26.0%	2,752	49.7%	5536	3,275	59.2%
2014	1,729	31.9%	1,518	28.0%	2,663	49.2%	5417	3,168	58.5%
2015	1,774	33.2%	1,538	28.8%	2,678	50.1%	5341	3,168	59.3%
2016	1,838	35.5%	1,617	31.3%	2,920	56.5%	5,173	3,537	68.4%
2017	1,806	32.8%	1,503	27.3%	2,896	52.6%	5,505	3,481	63.2%
2018	1,263	31.2%	976	26.1%	1,599	39.8%	4,051	2264	55.9%

Source: Banner

***Subject totals reflect duplicated counts of first-time, full-time students**

****Developmental totals reflect unduplicated counts of first-time, full-time students**

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
30	30	26 (+ 4 pending)	$243,785,277	$205,785,277

# Projects	# in design	# under construction	# in design & construction	# substantially complete	# complete
30	7	7	6	6	1

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.

Operating Budget	2017-2018 Adopted College Budget		2018-2019 Adopted College Budget		% Change 2017-18 to 2018-19	Dollar Difference
Program	Amount	%	Amount	%		
Instruction	$ 73,197,290	33.1%	$ 73,888,226	32.7%	0.9%	$ 690,936
Academic Support	13,166,182	6.0%	13,165,692	5.8%	0.0%	$ (490)
Library	4,290,311	1.9%	4,702,430	2.1%	9.6%	$ 412,119
Student Services	15,759,321	7.1%	16,422,047	7.3%	4.2%	$ 662,726
Plant Maintenance & Operation	25,226,055	11.4%	24,179,981	10.7%	-4.1%	$ (1,046,074)
General Administration	10,619,898	4.8%	10,814,204	4.8%	1.8%	$ 194,306
General Institutional Support	13,892,468	6.3%	14,149,941	6.3%	1.9%	$ 257,473
Grants	3,358,578	1.5%	3,474,502	1.5%	3.5%	$ 115,924
Employee Benefits	60,050,770	27.2%	63,948,979	28.3%	6.5%	$ 3,898,209
Interfund Transfers	1,321,163	0.6%	1,321,163	0.6%	0.0%	$ -
	$ 220,882,036	**100.0%**	**$ 226,067,165**	**100.0%**	**2.3%**	**$ 5,185,129**

The College budget showed an increase of 2.3% over the previous year.

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.

Scholarships from the Foundation

Fiscal Year	Funds Awarded	Recipients	Average Award
2013 - 2014	$560,586	482	$1,163
2014 - 2015	$618,682	472	$1,311
2015 - 2016	$629,384	497	$1,266
2016 - 2017	$644,787	553	$1,166
2017 - 2018*	$555,552	455	$1,221
2018-2019	$521,266	440	$1,185

* Period reflects adjustments made to support long-term and strategic distribution of endowed scholarship funds; SCC Foundation

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 student fiscal responsibility.

Financial Aid Default Rate	
SCCC Default Rate	9.6%
National Average	10.1%
Public 2-Year Colleges	15.9%

Source: Department of Education: Office of Federal Financial Aid (2019)

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
2017-2018	1,463	11,587	13,050
2018-2019	1,516	11,931	13,447
Total online seats taken showed an increase of 23% since 2011.			

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) take place on a seven-year cycle.

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	3	64/72 (89%)	34/35 (97%)
2015-2016	6	6	4	3	64/73 (88%)	30/35 (86%)
2016-2017	4	4	6	5 Legal Affairs delayed.	62/72 (86%)	32/38 (84%)
31/362017-2018	5	5	5	3 in post-SWOT analysis; 1 in draft form; TRIO moved to 2018-19 due to Grant changes.	61/72 (85 %)	34/37 (91%)
2018-2019	7	7	7	5	57/72 (79%)	31/36 (86%)

*Programs and units are not required to perform an annual assessment if undergoing review that academic year. Assessments are only considered complete after AAC review the year following submission.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Academic Program Learning Outcomes Assessments submitted meeting or exceeding expectations (quality and completeness)	54%	74%	89%	86%	70.24%*
AES Unit Outcomes Assessments submitted meeting or exceeding expectations (quality and completeness)	53%	78%	84%	96%	86%

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. * PLO assessments no longer use a "quality" category, but use an "overall completeness" category.

Operational Plan

There were sixty-four (63) strategic initiatives or actions detailed in the College's 2018-2019 Operational Plan. All six institutional goals are addressed by multiple actions/initiatives. The numbers/percent of initiatives or actions addressing each Institutional Goal are as follows:

Percent of Action Items/Initiatives addressing each Institutional Goal (63 total Actions/Initiatives) An action or initiative may be aligned with more than one IG.		#
IG 1. Student Success	57%	36
IG 2. Community Development/Societal Improvement	32%	20
IG 3. Access and Affordability	31%	23
IG 4. Institutional Effectiveness	54%	34
IG 5. Communication	40%	25
IG 6. Diversity	30%	19

Source: 2018-2019 Operational Plan

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.

Strategic Planning

As part of the 2020-2027 Strategic Planning process, 432 students, 130 faculty, 56 staff and administrators, and 93 community partners participated in a total of 80 focus groups, discussions, SWOT analyses, or surveys – allowing a total of 711 stakeholders to have a voice in creating the plan during the 2018-2019 year.

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 2019. The survey asked about student level of satisfaction regarding elements of College communication:

Question- "Level of satisfaction with…"	Average response 1 (low) – 5 (high)	Average among 6 largest SUNY community colleges
College catalog	3.83	3.98
Communication of college news/information to students	3.87	3.93
College website ease of use	4.00	4.01
Accuracy of information on college website	3.94	4.02
Communication of student conduct rules and regulations	3.89	4.03

Source: SUNY Student Opinion Survey 2019

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.

The Website: (for Academic/Fiscal Year 9/1/2018-8/31/2019)

The enroll page
3,311 unique pageviews
65 prospective students requested a viewbook
* Note the enroll page form was combined with the request information page form in August of 2019 so that we could funnel prospective students to the same place. The number above reflects pageview referrals generated through advertising/marketing campaigns where the call to action directs individuals to the "/enroll" location for tracking purposes.

The request information page
4,286 unique pageviews
2,405 prospective students requested more information about programs offered.

The college website homepage
2,676,587 unique pageviews

The entire college website total
6,409,748 unique pageviews

The most popular sections of the website
1. Majors and Programs Section - 650,592 unique pageviews. ** Note that this section has been enhanced as a microsite from the original one page listing. This is the reason for more page views.
2. Academic Calendars - 464,296 unique pageviews
3. Library Section - 185,546 unique pageviews

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 (2015 -2018)

	American Indian or Alaska Native*		Asian*		Black or African American*		Hispanic/ Latino (can be any race)		White*		Unknown*		Two or More Races*	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2015	2	.05%	76	3.2%	87	3.4%	171	7.3%	2288	84.1%	114	4.5%	0	0
2016	3	.02%	85	3.1%	91	3.4%	189	7.0%	2303	84.4%	55	2.0%	1	0
2017	4	.01%	81	3.1%	96	3.7%	203	7.9%	2173	84.4%	0	0	18	.07%
2018	2	<.01 %	94	3.5%	100	3.7%	196	7.3%	2242	83.0%	55	2.0%	14	.05%
Suffolk County 2018		.6%		4.2%		8.0%		19.5%		80.5%		2.4%		NA

*May include Hispanic/Latino ethnicity in racial category.

Sources: IPEDS; U.S. Census Bureau

Faculty/Staff Gender Statistics	Male		Female	
	#	%	#	%
2015	1249	45.6%	1489	54.4%
2016	1217	44.6%	1510	55.4%
2017	1209	47.0%	1366	53.0%
2018	1233	45.6%	1470	54.4%
Suffolk County 2018		49.3%		50.7%

Sources: IPEDS; Banner; U.S. Census Bureau

Questions about diversity, inclusion and campus climate were asked on the SUNY Student Opinion Survey, administered in spring 2019. Students were asked to respond to level of agreement with statements - 1 (low) to 5 (high). Three areas scored over an average of 4 on the 5 point scale, at or near the averages of the other 25 SUNY two year schools taking the survey:

- **Campus acceptance of individual differences 4.09**
- **Racial harmony on campus 4.07**
- **Diversity of the student body 4.04**

Source: SUNY Student Opinion Survey - *Spring 2019.*

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 Not Hispanic/ Latino	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%
Fall 2018	0.4%	21.3%	0.5%	3.7%	8.1%	0.2%	55.1%	1.9%	8.8%

Source: Banner

Suffolk County Race/ Ethnicity	--	19.8%	.6%	4.2%	8.7%	0.1%	67.2%	1.9%	--

Source: US Census Bureau (2019)

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

Overall Graduation/Transfer-out Rates (150% of time)						
Cohort (year of student entry) Graduation Rates:	2011 (as of 8/14)	2012 (as of 8/15)	2013 (as of 8/16)	2014 (as of 8/17)	2015 (as of 8/18)	2016 (as of 8/19)
Total	20%	21%	24%	26%	27%	24%
Men	17%	18%	21%	22%	25%	23%
Women	23%	24%	28%	30%	30%	26%
American Indian/Alaska Native*	13%	4%	24%	10%	19%	18%
Asian*	19%	17%	29%	27%	31%	12%
Black or African American	11%	11%	12%	14%	16%	16%
Hispanic or Latino	18%	18%	20%	21%	23%	21%
White	22%	24%	27%	30%	32%	29%
Race/ethnicity unknown*	16%	22%	32%	31%	25%	25%
Nonresident alien*	10%	31%	27%	0%	17%	60%
*Large changes in percentages can be due to small numbers of students in cohort.						
Transfer out-rate (before completion):	8%	15%	14%	16%	16%	15%
Success Rate (either graduated or transferred to another college in 150% of time:	28%	36%	38%	42%	43%	39%
Source: IPEDS (includes first time/ full time students)						

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
Fall 2018	315	14.0%	1933	86.0%	2248

Source: Banner

SUNY Under-Represented Minority (URM)

Suffolk County Community College had a Fall 2018 Under-Represented Minority rate (URM) of 35.6%, which was 7.1 percentage points higher than that of SUNY community colleges (28.5%), and 10.3 percentage points higher that all SUNY colleges (25.3%). The rate rose 1.4 percentage points from the previous year (2017) and 9 percentage points since 2004.

Sector/ Campus	Fall 2014 Enroll	Fall 2014 URM	Fall 2014 % URM	Fall 2015 Enroll	Fall 2015 URM	Fall 2015 % URM	Fall 2016 Enroll	Fall 2016 URM	Fall 2016 % URM	Fall 2017 Enroll	Fall 2017 URM	Fall 2017 % URM	Fall 2018 Enroll	Fall 2018 URM	Fall 2018 % URM
SUNY Total	454,839	130,095	23.8 %	442,940	132,563	24.8 %	436,138	136,507	31.3 %	431,855	140,933	32.6 %	424,051	143,091	33.7 %
SUNY Community Colleges	233,812	69,383	29.7 %	222,998	69,131	31.0 %	216,277	69,977	32.4 %	209,418	70,417	33.6 %	199,873	69,286	34.7 %
Suffolk County CC	26,600	7,079	26.6 %	26,829	8,116	30.3 %	27,066	8,653	32.0 %	26,756	9,151	34.2 %	26,089	9,285	35.6 %

Source: SUNY

Summary

Goal 1: Student Success

- The College is exceeding its "target rates by 2020" for Key Performance Indicators for Student Passing Rate in Gateway Courses, Fall-to-Spring Persistence, and Graduation Rates. However, the FT/FT Passing Rate in Gateway Courses dropped by 8.7 points from the previous year.
- The College has been improving its Fall -to- Fall Retention Rate, and is approaching its target, falling 3.2% points below for 2018-19, a drop of 0.7 from the previous year.
- The College's overall graduation rate (150% of time) increased by 6 percentage points from 21% in 2014-15 to 27% in 2017-18. It has risen from a stable rate of 19-20% for the years 2010 – 2014. The graduation rate dropped 3 points to 24% in 2018-2019.
- On the 2019 SUNY Student Opinion Survey, students responded with an average score of 4.17 on a 5 point scale when asked, "If you could start over, would you choose to attend this college again?" The 4.17 average score puts Suffolk on par with the other 6 large SUNY community colleges and the other 25 SUNY community colleges (4.17).

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 College does not keep statistics for most events held by or at the College; however, the College is very active in the community and hosts many community events. Realizing the College's role in the community, a large number of community leaders, educational and business partners, and other stakeholders were an integral part of the 2020-2027 Strategic Planning process.
- The number of students enrolled in the College's Beacon dual-enrollment program has expanded significantly, with 2.5% increased enrollments from the prior year and a 43.8% increase since 2015. 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 more than doubled its enrollment since 2015.
- On the 2019 SUNY Student Opinion Survey, the College received a score of 3.73 (on a 5 point scale) for community services opportunities, .09 points higher than the SUNY average, ranking Suffolk 3rd of the largest SUNY schools for availability to serve the community.

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 showed a budget increase of 2.3% over the previous year, resulting in a tuition increase.
- According to SCC Foundation staff, institutional scholarships and aid showed a decrease in funds awarded and a decrease in total recipients. The 3.3% decrease is consistent with the drop in enrollment.
- The financial aid default rate for SCCC is 9.6%, lower than the national college average of 10.1% and substantially below that of public community colleges, 15.9%.
- The College has increased the number of seats taken in on-line education (both full and hybrid) by 397 seats over the previous year, or a 3% increase. On-line opportunities are one element utilized by the College to provide greater access.
- On the 2019 SUNY Student Opinion Survey, when asked "Has it been difficult to finance your college education?" students' average response was 2.84 (on a 5 point scale), ranking Suffolk as 3rd of the 7 largest SUNY schools (2.75), and 6th of the 26 SUNY community colleges (2.71), with Suffolk students finding it marginally more difficult to finance their education than students at other SUNYs.

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 declined somewhat from the previous year but are still substantially better from those of 2013-2014, when new protocols were put into effect.
- 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 93% of activities/initiatives were completed or in process by the end of 2018-2019.
- As part of the 2020-2027 Strategic Planning process, 432 students, 130 faculty, 56 staff and administrators, and 93 community partners participated in a total of 80 focus groups, discussions, SWOT analyses, or surveys – allowing a total of 711 stakeholders to have a voice in creating the plan during 2018-2019.

Goal 5: Communication

- The College had 3,311 unique pageviews on its enrollment page; 4,286 unique pageviews on its information page; and 2,676,587 unique pageviews on the website's homepage. (Due to a change in format there figures cannot be compared to previous data.)
- On the 2019 SUNY Student Opinion Survey, the College scored 4.0 (on a 5 point scale) for "College website ease of use," on par with the other 6 SUNY largest community colleges (4.01). The scores for the four other questions about communication

Goal 6: Diversity

- The College has remained stable regarding faculty and staff diversity, with the White demographic percentage just above that of the County, but falling short in increasing percentages of Black and Hispanic/Latino members of its faculty and staff. (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 scored well for three questions on the SUNY Student Opinion Survey regarding diversity and campus climate.
- 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 2018 Under-Represented Minority enrollment rate of 35.6%, which was 0.9 percentage points higher than that of SUNY community colleges, and 1.9 percentage points higher that all SUNY colleges. The rate rose 1.4 percentage points from the previous year (2017) and 9 percentage points since 2004.
- Overall graduation and transfer rates (together are considered student success rate) had been increasing significantly since 2013, but in 2018 declined by 4 points from the previous year. While White students had a decline of 3 points and Hispanic/Latino students experienced a decline of 2 points in graduation rates, Black students remained stable.
- The numbers of students enrolled in credit or non-credit ESL programs increased by 186 students or 9.44% between 2016 and 2017, but decreased 191 student between 2017 and 2018, mirroring the general decline in enrollment experienced by the College at large. ESL serves both as community service and as a means for regional students to become college-ready.

Metrics and Key Performance Indicators

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 take 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.
- SUNY Student Opinion Survey (Spring 2019).