

SUFFOLK COUNTY COMMUNITY COLLEGE

Report of Institutional Effectiveness

Academic and Fiscal Year 2019-2020

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

Summer 2021
Office of Planning and Institutional Effectiveness

Suffolk County Community College
Report of Institutional Effectiveness for Academic and Fiscal Years 2019-2020

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 Measurable 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 Measurable Institutional Objectives (MIOs), targets for achievement to be met by the end of the life of the current Strategic Plan, which was set to span from 2013 – 2020. However, the onset of the COVID-19 pandemic in spring 2020, and the disruption it caused globally, created both challenges and opportunities for SUNY Suffolk. Forty (40) members of the Strategic Planning Council (SPC) voted to postpone the completion of the 2020-2027 Strategic Planning process until August 2021, so that leadership could focus on navigating the College community through the crises. It should be noted that the Key Performance Indicators (KPIs) within this document continue to reflect those created for the 2013-2020 Strategic Plan.

Key Performance Indicators (KPIs) are metrics used to gauge progress toward these objectives and were developed during the last Strategic Planning process. When the 2020-2027 Strategic Planning process resumes, the Strategic Planning Council will be reviewing the College's KPIs to determine the best measures to monitor progress.

In addition to the KPIs, 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 Measurable 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							
2015-2016 Rate	**2016-2017 Rate**	**2017-2018 Rate**	**2018-2019 Rate**	**2019-2020 Rate**	**Change from Previous Year**	**KPI Target by 2020**	**Status**
78.1%	**78.4%**	**81.7%**	**73.0%**	**79.2%**	**+6.2%**	**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**	**2017-2018**	**2018-2019**	**2019-2020**	**Change from previous year**	**KPI Target by 2020**	**Status**
81.8%	**80.30%**	**81.70%**	**81.40%**	**79.20%**	**-2.2%**	**75%**	**Exceeding**

Fall-to-Fall Retention Rate							
2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**Change from previous year**	**KPI Target by 2020**	**Status**
68.3%	**67.3%**	**67.5%**	**66.8%**	**59.7%**	**-7.1%**	**70%**	**Not 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							
2014 Cohort (as of 8/17)	**2015 Cohort (as of 8/18)**	**2016 Cohort (as of 8/19)**	**2017 Cohort (as of 8/20)**	**1-year change**	**4-year change**	**KPI Target by 2020**	**Status**
26%	**27%**	**24%**	**26%**	**+2.0%**	**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	Contract Pharmacal
NYSDOL –New York State Department of Labor	Narda Microwave East, L-3 Communications
ESD – Empire State Development	Luitpold Pharmaceuticals, Inc.
Workforce Development Institute	Inva Gen Pharmaceuticals, Inc.
Stony Brook University MEP	Mill-Max Manufacturing Corp
East/West Industries Inc.	Sound Coat Company Inc.
Precipart Corporation	Photonics Industries
Check-Mate Industries, Inc.	Certified Interiors, Inc.
Huntington Launch Pad Long Island	STIDD Systems, Inc.
Spectronics Corporation	Advanced Optowave Corporation
John Hassell, LLC	D3 LLC
Action Machined Products, Inc.	NBTY
H & H Technologies	Amneal Pharmaceuticals
GKN Aerospace Monitor	Suffolk County Industrial Development Agency
Alken Industries	Nassau County Community College
Orbital ATK, Inc.	CPC Composite Prototyping Center
Keystone Electronics Corp	Estee Lauder
New York Label & Box Works	Enzo Laboratories
Suffolk County Department of Labor	Calico Cottage (a FUDGE Company!)
Vaughn College	Mercer Tool
CirCor	Designatronics
Curtis Wright	

2016 Partnerships – 36 **2018 Partnerships – 40** **2019 Partnerships – 43**

Workplace and Economic Development Enrollment		
Semester	**Duplicated**	**Unduplicated**
Fall 2016	**213**	**194**
Spring 2017	**192**	**182**
Fall 2017	**199**	**193**
Spring 2018	**318**	**251**
Fall 2018	**210**	**200**
Spring 2019	**467**	**435**
Fall 2019	**446**	**400**
Spring 2020	**129**	**123**

Duplicated enrollment is the number of seats taken. Unduplicated is the number of individual students. In some cases, students 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 and Below	18 – 21	22 – 24	24 and Below	25 – 29	30 – 44	45 – 59	60 and Above	25 and Above
Fall 2015	1.00%	60.70%	14.70%	76.40%	10.90%	9.00%	3.30%	0.40%	23.60%
Fall 2016	0.70%	61.40%	14.70%	76.80%	10.90%	8.80%	3.10%	0.40%	23.20%
Fall 2017	0.70%	61.30%	15.10%	77.10%	11.00%	8.60%	2.90%	0.30%	22.80%
Fall 2018	1.20%	61.00%	14.60%	76.80%	11.20%	9.00%	2.80%	0.20%	23.20%
Fall 2019	1.10%	60.70%	13.30%	75.10%	11.60%	10.00%	2.80%	0.30%	24.70%

Source: Banner

Students 25 and Above	
Fall 2015	**23.60%**
Fall 2016	**23.20%**
Fall 2017	**22.80%**
Fall 2018	**23.20%**
Fall 2019	**24.70%**

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.

Fall data	2015	2016	2017	2018	2019	% change since 2015
Beacon Program -- **Number of partner high schools**	34	42	49	49 + Eastern Boces	50	47.10% increase
Beacon Program -- ***Number of enrollments** **# of registrations (duplicated count)**	3,800	4,724	5,328	5,463	6,114	60.89% increase
Beacon Program -- **Number of students** enrolled	3,025	3,731	4,186	4,158	4,775	57.85% increase
*Early College Program -- **Number of partner** high schools	6	12	22	21	23	283.33% increase
Early College Program -- **Number of students**	84	109	174	175	189	55.55% increase

Source: Office of Academic Affairs
*Large percent change can be attributed to the small number**.**

Developmental Placement by Subject*									
Academic Year	**Reading**		**English**		**Math**		**First-time Full-time**	**Developmental****	
	Head-count	Percent	Head-count	Percent	Head-count	Percent	Total	Head-count	Percent
2015	1,774	32.4%	1,538	28.1%	2,678	48.9%	5,470	3,168	57.9%
2016	1,838	33.3%	1,617	29.3%	2,920	52.9%	5,514	3,537	64.1%
2017	1,806	32.8%	1,503	27.3%	2,896	52.6%	5,505	3,481	63.2%
2018	1,528	28.4%	1,109	20.6%	2,281	42.4%	5,375	2,982	55.5%
2019	1,358	25.8%	1,084	20.6%	2,376	45.1%	5,268	2,768	52.5%

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
28	28	24 (+ 4 pending)	$239,082277	$206,432,277

Number of Projects	Number in design	Number under construction	Number in design and construction	Number substantially complete	Number complete
28	9	2	6	9	0

Source: Office of Building Construction and Facilities

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						
Program	**2018-2019 Adopted College Budget**		**2019-2020 Adopted College Budget**		**% Change 2018/19 to 2019/20**	**Dollar Difference**
Instruction	$73,888,226	32.7%	$75,016,049	33.3%	1.5%	$1,127,823
Academic Support	$13,165,692	5.8%	$12,092,664	5.4%	-8.2%	($1,073,028)
Library	$4,702,430	2.1%	$4,440,260	2.0%	-5.6%	($262,170)
Student Services	$16,422,047	7.3%	$17,835,179	7.9%	8.6%	$1,413,132
Plant Maintenance & Operation	$24,179,981	10.7%	$24,646,597	11.0%	1.9%	$466,616
General Administration	$10,814,204	4.8%	$11,102,868	4.9%	2.7%	$288,664
General Institutional Support	$14,149,941	6.3%	$14,826,373	6.6%	4.8%	$676,432
Grants	$3,474,502	1.5%	$3,591,294	1.6%	3.4%	$116,792
Employee Benefits	$63,948,979	28.3%	$59,531,510	26.5%	-6.9%	$4,417,469
Interfund Transfers	$1,321,163	0.6%	$1,980,167	0.9%	49.9%	($659,004)
Totals	**$226,067,165**	**100%**	**$225,062,961**	**100%**	**-0.7%**	**($1,663,208)**

The College budget showed a decrease of -0.7% 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**
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
2019 – 2020	$550,623	406	$1,356

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

Although not a metric identified in this Measurable 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**
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
2019 – 2020	901	11,901	12,802

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.

Academic Year	Program Reviews Scheduled	Program Reviews Completed	AES Unit Reviews Scheduled	AES Unit Reviews Completed	Academic Program Assessments*	AES Unit Assessments*
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%)
2017-2018	5	5	5	3 in post-SWOT analysis; 1 in draft form; TRIO moved to 2018-2019 due to Grant changes	61/72 (85%)	34/37 (91%)
2018-2019	7	7	7	5	57/72 (79%)	31/36 (86%)
****2019-2020**	3	2	7	0	23/34 (67.6%)	22/32 (69%)

*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.
**Participation in assessment activities were low due in part to the global disruption COVID-19 caused during the Spring 2020 semester.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Academic Program Learning Outcome Assessments submitted meeting or exceeding expectations (quality and completeness)	74%	89%	86%	70.24%*	85.7%
AES Unit Outcomes Assessments submitted meeting or exceeding expectations (quality and completeness)	78%	84%	96%	86%	52%**

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. **Percentage change reflects revisions to the AES assessment rubric.

Operational Plan

There were seventy-nine (79) strategic initiatives or actions detailed in the College's 2019-2020 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:

Institutional Goals	Percent of Action Items/Initiatives addressing each Institutional Goal (79 total Actions/Initiatives) An action or initiative may be aligned with more than one Institutional Goal	Number of Action Items/Initiatives addressing each Institutional Goal
IG 1. Student Success	70%	55
IG 2. Community Development/Societal Improvement	37%	29
IG 3. Access and Affordability	49%	39
IG 4. Institutional Effectiveness	28%	22
IG 5. Communication	41%	32
IG 6. Diversity	16%	13

Source: 2019-2020 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

After a review of materials gathered through focus groups, SWOT analyses, surveys and other data from September 2018 through August 2019, these data were analyzed using coding software throughout summer 2019. Based on preliminary analysis, members of the Strategic Planning Council (SPC) were presented with draft Values and Institutional Goals created by the Mission, Goals, and Values subcommittee at the September 2019 meeting of the SPC. The final focus group analysis report was provided to SPC members in late September 2019, and after various discussions at SPC meetings and further revisions within SPC working groups, a draft of the proposed Values, Institutional Goals and Descriptors was presented to faculty and administrators at the March 2020 College-wide Professional Development Day. The College community was encouraged to provide feedback on the document via a Blackboard shell, e-mail, etc. Due to the global disruption caused by COVID-19 weeks later, attention of College leadership was shifted to navigating students, faculty, and staff through the pandemic. SPC meetings and completing the 2020-2027 Strategic Planning process was postponed until further notice.

To remain in line with Middle States and other accrediting bodies, in April 2020, 40 SPC members voted to reaffirm the 2013-2020 Strategic Plan until August 2021. On May 14, 2020, Suffolk County Community College's Board of Trustees approved the resolution.

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.

Four questions about communication were asked on the SUNY Student Satisfaction Survey, administered in spring 2021. The survey asked about student level of satisfaction regarding elements of College communication:

Question – "Level of satisfaction with…"	Average response 1 (very satisfied)-5 (dissatisfied)
Communication of college news/information to students	2.16
Communication of student conduct rules and regulations	2.15
Usefulness of information on college website	2.15
Ease of finding what is needed on the college website	2.34

Source: SUNY Student Satisfaction Survey 2021

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 9/1/2019-8/31/2020)

The enroll page
18,272 unique pageviews
Viewbooks are not offered any more
*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
9,464 unique pageviews
2,398 prospective students requested more information about programs offered

The college website homepage
2,637,943 unique pageviews

The entire college website total
6,363,123 unique pageviews

The most popular sections of the website
1. Majors and Programs Section – 660,295 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 – 326,534 unique pageviews
3. Library Section – 200,117 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 (2015-2019)

	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%
2019	1	.04%	91	3.9%	72	3.1%	148	6.3%	1977	84.3%	36	1.5%	20	.85%
Suffolk County 2019		.6%		4.2%		8.8%		20.2%		84.2%		N/A		2.0%

Sources: IPEDS; U.S. Census Bureau

*May include Hispanic/Latino ethnicity in racial category (Note: The concept of race is separate from the concept of Hispanic origin. Percentages for the various race categories for Suffolk County add to 100%, and should not be combined with the percent Hispanic).

Faculty/Staff Gender	Male		Female		Total
	#	%	#	%	
2015	1249	45.6%	1489	54.4%	2,738
2016	1217	44.6%	1510	55.4%	2,727
2017	1209	47.0%	1366	53.0%	2,575
2018	1233	45.6%	1470	54.4%	2,703
2019	1032	44.0%	1313	56.0%	2,345
Suffolk County 2019		49.2%		50.8%	

Sources: IPEDS; U.S. Census Bureau

The SUNY Student Satisfaction Survey, administered in spring 2021, asked students to indicate their level of satisfaction with the campus climate using a five-point scale: "Very satisfied (1)", "Satisfied (2)", "Neither satisfied or dissatisfied (3)", "Dissatisfied (4)", or "Very Dissatisfied (5)". The following areas received the most favorable averages for SUNY Suffolk within the campus climate section:

- Individual differences are accepted at this college – 1.75
- Racial harmony at this college – 1.88
- Acts of prejudice based on race are rare at this college – 1.89

Source: SUNY Student Satisfaction Survey - *Spring 2021*

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	Non-resident 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 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%
Fall 2019	0.4%	22.7%	0.4%	4.0%	7.8%	0.1%	53.1%	1.9%	9.6%

Source: Banner

N.B. – The enrollment numbers for 2015 were 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)	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Graduation Rates:	**(as of 8/15)**	**(as of 8/16)**	**(as of 8/17)**	**(as of 8/18)**	**(as of 8/19)**	**(as of 8/20)**
Total	21%	24%	26%	27%	24%	26%
Men	18%	21%	22%	25%	23%	24%
Women	24%	28%	30%	30%	26%	28%
American Indian/Alaska Native*	4%	24%	10%	19%	18%	7.1%
Asian*	17%	29%	27%	31%	12%	20%
Black or African American	11%	12%	14%	16%	16%	15%
Hispanic or Latino	18%	20%	21%	23%	21%	25%
White	24%	27%	30%	32%	29%	31%
Race/ethnicity unknown*	22%	32%	31%	25%	25%	19%
Nonresident alien*	31%	27%	0%	17%	60%	25%
*Large changes in percentages can be due to small numbers of students in cohort.						
Transfer out-rate (before completion)	15%	14%	16%	16%	15%	14%
Success Rate (either graduated or transferred to another college in 150% of time)	36%	38%	42%	43%	39%	40%

Source: IPEDS (includes first time/full time students)

College Fall ESL Enrollment by Status

Semester	Credit ESL Program		Non-Credit ESL		Total
	Head count	Percent of ESL Headcount	Headcount	Percent of ESL Headcount	Headcount
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
Fall 2019	282	13.1%	1870	86.9%	2152

Source: Banner

SUNY Under-Represented Minority (URM)

Suffolk County Community College had a Fall 2019 Under-Represented Minority rate (URM) of 36.4%, which was 13.9 percentage points higher than that of SUNY community colleges (22.5%), and 10.5 percentage points higher that all SUNY colleges (25.9%).

Sector/ Campus	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	Fall 2019 Enroll	Fall 2019 URM	Fall 2019 % URM
SUNY Total	442,940	132,563	24.8 %	436,138	136,507	31.3 %	431,855	140,933	32.6 %	424,051	143,091	33.7 %	415,572	107,414	25.9 %
SUNY Community Colleges	222,998	69,131	31.0 %	216,277	69,977	32.4 %	209,418	70,417	33.6 %	199,873	69,286	34.7 %	192,959	43,456	22.5 %
SUNY Suffolk	26,829	8,116	30.3 %	27,066	8,653	32.0 %	26,756	9,151	34.2 %	26,089	9,285	35.6 %	25,259	9,182	36.4 %

Source: SUNY

Summary

Goal 1: Student Success

- The College is exceeding its "target rates by 2020" for First-time/Full-time Passing Rate in Gateway Courses, Fall-to Spring Persistence, and Graduation Rate (150% of Time). The FT/FT Passing Rate in Gateway Courses increased by 6.2% over the previous year.
- The College's Fall-to-Fall Retention Rate is not approaching its target, falling 10.3% points below for 2019-2020, a drop of 7.1% from the previous year.
- The College's overall graduate rate for first-time, full-time students (150% of time) rose by 2% over the previous year.
- The College's overall graduation rate(3 years) increased by two (2) percentage points from the previous year.

Goal 2: Community Development/Societal Improvement

- Over the past two years, the College has remained consistent with the number of Workforce and Economic Development partnerships.
- The College does not keep statistics for most events held by or at the College; however, the College continues to be active in the community. Even with the disruption that COVID-19 brought in the Spring 2020 semester, departments and offices continued community engagement by shifting to hosting virtual events.
- The number of students enrolled in the College's Beacon dual-enrollment program has expanded significantly, with a 57.85% 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.

Goal 3: Access and Affordability

- The increase in funds awarded by the SCCC Foundation, coupled with the decrease in the number of scholarship awards provided is due to the increase in endowed funds. The foundation has made a strategic effort to increase the number of endowed scholarships which provide larger award amounts. Also, students receiving endowment funds are eligible for awards spanning multiple semesters, resulting in consistent distribution. The decline in the number of awards was supplemented by the emergency COVID emergency fund distribution for the fiscal year (429 students for a total of $63,375). This shift illustrated student focus on emergency funding for basic needs rather than smaller scholarship funding. It should be noted that the $63,375 is not reflective of the total COVID-19 distribution since the inception of the fund.
- 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 showed a budget decrease of 0.7%.

Goal 4: Institutional Effectiveness

- During the 2019-2020 academic year, the number of academic and administrative assessments (annual assessments and unit reviews) substantially decreased. The disruption of COVID-19 and the challenges that it caused played a major role in the level of engagement in both the assessment and evaluation processes.
- All six Institutional Goals were addressed through the Operational Plan, which consisted of 79 initiatives designed to foster success in meeting one or more goals. A total of 75% of activities/initiatives were completed or in process by the end of 2019-2020.
- Due to the pandemic, activities associated with phases IV (validation) and V (implementation) of the 2020-2027 Strategic Planning process were placed on hold. In May 2020, the College's Board of Trustees approved a resolution to reaffirm the 2013-2020 Strategic Plan until August 2021.

Goal 5: Communication

- The College had 9,464 unique pageviews on its information page, a 54% increase from the previous year; and 2,637,943 unique pageviews on the website's homepage, a slight decrease (1.5%) from the previous year.
- On the 2021 Student Satisfaction Survey, the College scored 2.34 and 2.15 (on a 5-point scale) for "Ease of finding what is needed on college website" and "Usefulness of information on college website," respectively. These scores indicated that the students who responded to those questions were "Satisfied" with these communications.

Goal 6: Diversity

- The College has remained consistent regarding faculty and staff diversity. While the White demographic percentage is in line with that of Suffolk County, the percentages of under-represented faculty and staff have remained relatively flat. The College maintains its priority of ensuring diverse applicant pools, identifying candidates from all backgrounds who have the requisite skills for vacant positions, and continuously evaluating and improving its hiring processes.
- The College scored well on the questions regarding campus climate on the SUNY Student Opinion Survey.
- The College's Fall 2019 enrollment of Under-Represented Minority students showed a slight increase from Fall 2018 (.85), and has continued to increase since 2015.
- The overall graduation and transfer rates of first-time/full-time students (together are considered student success rate) for students who graduate within three years (150% of time) increased slightly from the previous year. The rates of White students increased by two (2) points, the rates of Hispanic students increased by four (4) points, while the rate of Black/African-American students remained stable.

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 are 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.
- SUNY Student Opinion Survey (Spring 2021).