

Internal Focus Group Report – Rationale, Questions, and Data

Office of Planning and Institutional Effectiveness
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RATIONALE AND FRAMEWORK FOR THE FOCUS GROUPS

While strategic planning cannot and must never be used as fortune telling (Mintzberg, 1994), it is, at its core, about providing a method for aligning the operations and budgeting with changing external conditions (Cope, 1989) and has been a central planning process within colleges and universities since the early 1980s (Keller, 1983). As such, there are two foundational elements that must be included – the use of multiple data points and the involvement of individuals throughout the college. Effective strategic planning requires that qualitative data, intuition, opinion, and interpretation maintain a central place given that hard data is best synthesized when filtered through the understandings, expectations, and intuition of the stakeholders (Mintzberg, 1994; Rowley et. al, 1997, Cope, 1989). Brainstorming efforts, involvement of multiple groups, and integrated direction-setting activities are critical both in the data gathering and interpretation stages. The Strategic Planning Council (SPC) is the inclusive, integrated body that will ensure that the opinions, understandings, and intuitions of the college community are included throughout the process, but the entire effort will be strengthened significantly by ensuring that one of the initial data-collection activities is also inclusive and based upon intuition. This is where the focus group effort fits into the strategic planning process. Clearly, the members of the SCCC community, both internal and external, are our primary "storehouses of knowledge" (Cope, 1989, p.55) and as such, we need to ensure that their voices are heard.

THE FOCUS GROUP

Focus groups offer a powerful opportunity for introducing intuition, opinion, and emergent thinking during the information gathering portion of the strategic planning process (Mintzberg, 1994) and by providing a voice to those most knowledgeable about the college, the institution will be provided with an avenue for access to tacit knowledge - a resource which often goes under leveraged (Alfred, Shults, Jacquette, and Strickland, 2009). By increasing the dialogue and allowing for the formalization of conversations that address changing environments, college stakeholders will become partners in the change process and invaluable contributors to institutional direction-setting. Another benefit is that it provides a formal opportunity to examine the cultural expectations and aspirations of stakeholders (Rowley et. al., 1997). When considering that intuition and opinion are important in ensuring alignment between college operations and the changing external environment, gaining an understanding of cultural expectations will help us to appropriately frame the process. To gather information that is useful and provides a structure for analysis, we must consider the conceptual/theoretical framework that will be used to develop the questions and probes included in the interview protocol (list of questions) and to analyze the collected data.

FOCUS GROUP FRAMEWORK

The focus group approach is strengthened by developing an appropriate theoretical framework that drives the development of questions, interpretation of the data, and presentation of the analysis. The process is strengthened because the framework becomes the basis for both trustworthiness (validity) and dependability (reliability), allows for greater interpretation of emerging themes, and increases the rigor of the study (Lincoln & Guba, 1985; Strauss & Corbin, 1997; Yin, 1984). To

develop an appropriate framework, we have examined six publications (the first five of which are seminal works) that deal with planning, strategy, institutional effectiveness, and the future trajectories of community colleges. These include the following:

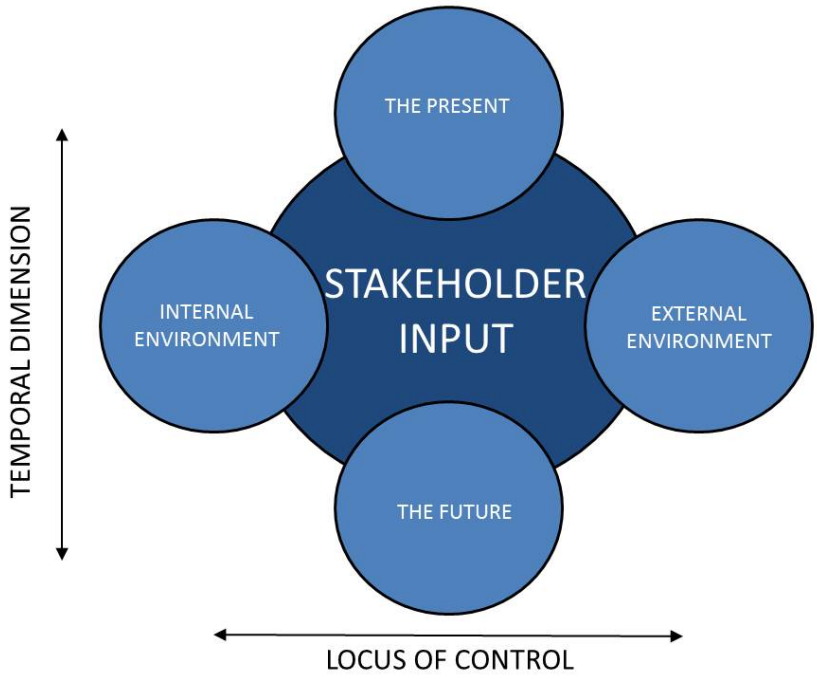
- Cope's High Involvement Strategic Planning: When People and their Ideas Really Matter.
- Rowley, Lujan, and Dolence's Strategic Change in Colleges and Universities: Planning to Survive and Prosper
- Mintzberg's The Rise and Fall of Strategic Planning (a publication that supports and helped to reframe how strategic planning is conducted – not eliminate it as the title may suggest)
- Alfred, Shults, and Seybert's Core Indicators of Effectiveness for Community Colleges
- Alfred, Shults, Ramirez, Sullivan, Chambers, and Knabjian-Molina's Managing the Big Picture in Colleges and Universities: From Tactics to Strategy
- Alfred, Shults, Jacquette, and Strickland's Community Colleges on the Horizon: Challenge, Choice, or Abundance

Based upon a thorough analysis of these publications, the following information emerged as foundational for SCCC's strategic planning focus group framework:

- Stakeholders must discuss where the college is now, the direction it is going, and ideally where it will be in the future
- Change is constant and, as such, the impacts of change on college members must be assessed
- Strategic planning must seek to find where opportunities are being met as well as where they are not
- Strategic planning must seek to find out what people want from the college
- Stakeholders must discuss the uniqueness of the college
- Stakeholders must discuss the impact of the external environment on the college
- Stakeholders must consider how the college will need to align itself to take advantage of future opportunities, both internal and external.

As a result of this information, it is clear that the questions will need to garner input from stakeholder groups regarding their views on the direction of the college, assessment of strengths and weaknesses, assessment of opportunities and threats (external), and the impact of change on the college. All of these issues must also be addressed across the categories of time (the present and the future) and control (internal environment vs. the external environment). Based on this information, the following framework has been developed to guide the development of questions and probes within the interview protocol (figure 1).

Figure 1: Graphical Representation of the SCCC Strategic Planning Focus Group Framework



Based upon this information, the following questions and probes have been developed[1]

Question 1: Based upon your experiences with Suffolk County Community College, what would you say our institution should be most proud of?

Probe 1: What do you feel the strengths of the college are?

P2: What aspect(s) of the college do you feel we are most known for?

P3: If there was one thing you felt that our county needed to know about our college, what would it be?

Q2: All institutions of higher education have areas where they can improve and Suffolk County Community College is no different. Therefore, could you share your opinions about areas where you want to see our college improve?

P1: What do you feel the weaknesses of the college are?

P2: What are some areas that you feel could be strengths with some modifications and what modifications do you feel are needed?

[1] It must be noted that this is an interview protocol and there is a small chance that all probes will be asked. Qualitative focus groups are typically semi-structured and, as such, the facilitator will strive to engage respondents in a conversation that elicits strong and relevant opinions. As such, there is no guarantee that all questions will be asked since a highly productive session may require the facilitator to allow lengthy discussion.

P3: What, do you believe, is keeping us from reaching our full potential?

Q3: As the college moves forward with its strategic planning efforts, what areas, initiatives, or activities would you like to see our institution focus on in the future?

P1: What do you want Suffolk County Community College to be known for?

P2: What is the college not currently doing that you would like to see us do in the future?

Q4: In your opinion, what are some of the most dramatic impacts that the external environment (i.e. politically, economically, socially, or technologically) is currently having on Suffolk County Community College?

P1: How is the external environment negatively impacting the college?

P2: How is the external environment positively impacting the college?

P3: How effectively is SCCC responding to current external influences?

Q5: Looking forward into the next 5-10 years, what do you feel the biggest impacts of the external environment will be on SCCC (i.e. politically, economically, socially, or technologically)? How should the college move forward in addressing them?

P1: Moving forward, what are some trends that will significantly impact SCCC in a negative manner?

P2: What are some potential opportunities that SCCC must take advantage of?

INFORMATION FROM THE FOCUS GROUPS

A total of 30 internal focus groups were convened and facilitated between December 13th and February 9th with nearly equal representation across the campuses (figure 2)[2]. To ensure that the

Figure 2: Focus Group Breakdown by Campus and Group

	Students	Faculty	Staff	Administrators
Ammerman	2	2	4	1
Eastern	3	2	2	2
Grant	3	3	2	2

[2] While there were 28 groups convened on the campuses, an additional 2 sessions were convened with our alumni who work at the college. Alumni participants included College faculty, staff, and administrators.

college could gather all of the information offered from our constituents, the conversations were recorded and transcribed so that a process know as "stage-coding" could be utilized. Put simply, this is a qualitative data analysis procedure that pulls statements (known as codes), line by line, from each of the transcripts and then utilizes two different categorization stages (known as axial and selective coding) to elicit a final set of themes that provide the overarching perspectives of participants. The initial line by line analysis resulted in more than 1,500 unique statements and was categorized into 65 themes through the use of the framework identified earlier in this report. Using the framework to both craft the questions and to guide the first categorization process increased the rigor of the process and added to its trustworthiness and dependability. At Suffolk, this analysis was strengthened by the fact that OPIE conducted the first two portions of the analysis (line-by line analysis and the first categorization process) while the final stage was conducted by the Focus Group task group of the Strategic Planning Council. The task group did an excellent job of taking the 65 statements they were provided and categorizing them into the 8 final themes (selective codes) that the Environmental Scanning and Gap Analysis task groups will be using in their work. In all, around 250 of our student, faculty, staff, and administrative voices were heard and are a foundational element of our burgeoning strategic plan.

The final 8 themes that emerged from the analysis of the data are as follows:

- Review policies, systems and resource (funding, infrastructure, technology) distribution to improve efficiency, compliance and equality
- Improve senior leadership visibility, communication and information flow both college-wide and within individual units
- Ensure operations are collegial and mission-centric, with change only as needed
- Improve faculty and staff recruitment, training and recognition
- Enhance marketing and partnership efforts while improving image and correcting misconceptions
- Benefit from external forces, including partnerships and articulation agreements
- Build on the positive learning environment that has been created by faculty and staff
- Address challenges presented by student academic, cultural and economic circumstances while reinforcing the college's student success focused mission

There are two appendices within this report that provide a breakdown as to the more than 1,500 statements that were categorized into 65 themes as well as how the 65 categorized themes were then categorized into the eight themes listed above. It should be noted that this is not the final time that the College will engage in this level of input gathering from the entire community. In fact, we will be looking to conduct focus groups on a yearly basis to ascertain whether adjustments need to be made

to the strategic plan. Finally, we want thank all of the students, faculty, staff, and administration who gave of their time to participate in the focus groups and provides such a rich amount of data to work with. We also want to thank the Executive Deans, their office, and all of the faculty, staff, and administrators who facilitated the focus sessions as this effort would not have been possible without their leadership. Especially critical was the work of the facilitators who took on the added responsibilities of going through facilitator training, attending an introductory qualitative research session, and working to both schedule and facilitate the sessions on their campus. The individuals who facilitated the sessions (outside of OPIE) were:

Ammerman:

Dr. Tom Coleman
Dr. Dorothy Laffin
Susan Lieberthal
Linda Sprague

Eastern

Richard Amster
Jim Banks
Suzanne Dela Raba

Grant

Kathleen Burger
Bruce Segar
Dr. Hector Sepulveda
Dr. Jane Shearer

This report marks the completion of one extensive data gathering effort, yet at the same time marks the beginning of our enhanced efforts to gather input from all of our stakeholders. This information is critical as we, as a community, collaboratively plot our future trajectory, a trajectory in which we all have a stake and a responsibility to see through to fruition.

Appendix 1: Final Themes (Selective Codes) and Supporting Themes (Axial Codes)

I.	**Review policies, systems and resource (funding, infrastructure, technology) distribution to improve efficiency, compliance and equality**
1	The college should re-examine its institutional policies
2	The college should re-examine the efficiency/effectiveness of its systems
3	Internal constituents would like a better Banner experience
4	The college is operating with inadequate funds
5	The college should re-examine its approach to funding
6	The college needs to ensure adherence to its policies
7	The FT/PT faculty ratio is unbalanced
17	Internal constituents feel the College should review its institutional procedures
18	Internal constituents note that there are inequities across the campuses
34	The college needs to effectively address personnel matters within departments/units
39	Internal constituents want to see technological enhancements across the College
43	Internal constituents feel there is too much bureaucracy at the College
46	The College should review the transportation needs of students, faculty, and staff
50	The College needs to address its infrastructure
54	Internal constituents have concerns about Dover
59	Internal constituents have concerns about fairness/equity at the college
60	Internal constituents expressed a number of security concerns
II.	**Improve senior leadership visibility, communication and information flow both college-wide and within individual units**
15	The College needs better communication within divisions/units
16	The College needs better communication between divisions/units
23	Overall college communication is problematic
25	Internal constituents want the administration to gather and utilize institution-wide input
26	Internal constituents want the administration to visit the campuses
32	Internal constituents are looking for guidance from its senior leadership
41	Internal constituents want to see a greater connection between the campuses and their surrounding communities
52	Students want more input into the College's direction setting and decision-making
53	Students desire more interaction with leaders inside and outside of the College
58	There are numerous concerns about information flow at the College
III.	**Ensure operations are collegial and mission-centric, with change only as needed**
44	The college needs to become more comfortable with change
45	The College needs to ensure it is operating in accordance with its mission
48	Internal constituents feel that SCCC should enhance the "collegiate feel" of the college

57	Internal constituents feel the college does not live up to the “One College” motto
62	The amount of change at the College has negatively impacted morale
IV.	**Improve faculty and staff recruitment, training and recognition**
8	The college should review its training activities and initiatives
9	The college should review its orientation activities
27	The college is significantly understaffed
28	The college needs to increase and expand its recruiting efforts
36	Internal constituents expressed a desire for institutional appreciation and recognition of work
V.	**Enhance marketing and partnership efforts while improving image and correcting misconceptions**
20	Some external forces provide the College with opportunities
31	The College needs to more effectively connect with high schools
35	There are many misconceptions about the College within Suffolk County
42	Internal constituents want to see an expansion of the College’s marketing efforts
49	Enhancements at the College are improving the image within the county
64	Internal constituents want to see more pervasive alumni involvement
VI.	**Benefit from external forces, including partnerships and articulation agreements**
19	There are significant, negative external forces that impact the College
20	Some external forces provide the College with opportunities
29	The College needs to enhance its external partnerships
33	Suffolk County receives numerous benefits from the College
40	Suffolk County values the college
55	The college needs to stay current with its articulation agreements
VII.	**Build on the positive learning environment that has been created by faculty and staff**
22	The college has very strong academic programs
30	The College needs to more fully understand and enhance student success
37	Suffolk students are educated by the College’s outstanding faculty
38	Suffolk students are supported by the College’s outstanding staff
47	The College is committed to providing an outstanding learning environment
63	The libraries are a great resource to the college
65	The Suffolk experience changes our students’ mindsets
VIII.	**Address challenges presented by student academic, cultural and economic circumstances while reinforcing the college's student success- focused mssion**
9	The college should review its orientation activities
10	Faculty are educating an increasing number of non-traditional students
11	Caring for students is at the core of the College’s values
12	Internal constituents believe the College should review its academic offerings

13	Internal constituents believe the College should review its student/educational support services
21	Internal constituents believe the college should review student advisement
61	Internal constituents would like to see a shift towards more student-focused behaviors
14	The College is serving an increasing number of economically challenged students
24	Faculty are educating an increasing number of underprepared students
51	Students have varying levels of commitment
56	Students have numerous concerns regarding textbooks

Appendix 2: Supporting Themes (Axial Codes) and Participant Statements (Open Codes)[3]

The college should re-examine its institutional policies

Academic policies need to be reviewed regularly
The College needs a standardized class attendance policy
We need policy exceptions for graduating students
Some faculty feel there are too many "wishy-washy" policies
Some faculty want more clarity in academic policies
Some faculty want to see a policy that mandates final grades be submitted the last week
Contracts need to consider what is best for the institution
Major weather events are becoming more common and will impact academic programs
People live by the letter of the contract even when it negatively impacts students
Printing limits sometimes means that students can't print out complete papers
Union policies should consider changing external circumstances
Some staff would like to take courses here but can't afford it
Some staff would like discounts so they can afford to take course at SCCC
Some faculty want to see course retake limits

The college should re-examine the efficiency/effectiveness of its systems

Good teamwork allows the College to compensates for faulty systems
Students get removed from courses when they shouldn't be (de-enrollment)
Some individuals want the college needs to maintain a central information repository
"The college needs call centers at each campus"
Some individuals would like to see if the financial system can provide immediate updates
Waivers need to be kept in a central location so that those who need access know where to look
Some individuals feel the auditing process is slowing everything down
Some students would like to connect the emergency messaging to student phones
"We need more college-wide support systems"
Some staff want to see a continuation of efforts to create more cohesive college-wide systems
Some faculty and staff are frustrated by the amount of time it takes to receive orders
Some individuals feel the purchasing process prevents faculty and staff from offering up to date products
The College should continually examine new delivery systems
Some staff would like to see the student support systems need to be automated
Some individuals would like for the academic systems to be fully automation
Some individuals would like to see better, formalized systems
We need simplified student intake systems
Some students would like to see a more robust emergency management system
Academic holds need to be taken off by hand
Some individuals want to ensure our systems and processes are electronic
Students become impatient with how much waiting they are asked to endure
Individuals would like greater efficiency and flexibility in backbone operations
We need more streamlining of operations

Internal constituents would like a better Banner experience

Some individuals would like for the notes on the bill need to be more prominent

[3] Statements in quotations were taken verbatim from the transcripts while the other statements reflect paraphrasing of the comments

“Other colleges make better use of Banner”
There is a concern that messages in Banner are inconsistent between the campuses
Some individuals feel that Banner's setup makes it difficult to follow academic policies
“Program changes throw Banner off”
“The academic catalog and Banner don't always line up”
Some individuals indicate that there is confusion about Banner policies and procedures
Some people feel that we are not utilizing all of Banner's functionality
“We are still struggling with Banner”
“We need greater standardization in Banner”
Some individuals feel that Banner issues prevent us from reaching our full potential
People want a better understanding about what "violates the standards of Banner"
Some individuals believe that Banner should easily provide all information on students
Some staff feel that Banner should indicate which information is available for parents to see
“Banner crashes too frequently”
People are experiencing “incremental improvements” with Banner
Individuals feel there is not enough technical support to fully unlock Banner

The college is operating with inadequate funds

Some individuals feel that Retention will be higher with greater funding
Some individuals would like to see the college increase its fundraising efforts
There is a concern that the lack of resources is preventing us from operating effectively
We need more money to “effectively assist and support students”
Salaries are not keeping up with the cost of living
Some people feel that college employees made sacrifices to work at the college and should see some benefit
Some individuals believe that we need to gain access to new revenue streams to support students
Some faculty believe pressure may come to build dorms
Some faculty feel that dorms should not be on the table given the finances involved
Some students feel that they are “going to be paying forever”
Increasing the number of scholarships would help students
We need to continually explore opportunities for grants
Some individuals believe that we need to explore opportunities to establish affordable housing
Some individuals would like to see the college find a way to make computers available to students at a discount
We need to ensure resources are available to meet opportunities
Some faculty want to see the college pursue more private money and "benefactors"
Some individuals would like to see the college could give naming rights to individuals interested in supporting the college
The college should “pursue private funds more aggressively”
Some individuals believe that the college overachieves given the budgetary restraints
There is a concern that students are footing too much of the operational budget
Increasing enrollments have not led to increased support for faculty
We need to find resources that support our diverse student population
“We need more resources”
Some faculty want to see business and industry share our educational costs
Some students expect more cuts from Albany
Some individuals believe that a lack of funding is impacting our ability to implement innovative ideas

The college should re-examine its approach to funding

“There are too many unfilled lines”

Money needs to be appropriately distributed so that students benefit
“We can't jump at every funding opportunity”
Some individuals want to see more strategic cuts instead of “across the board cuts”
Some individuals would like to see the College more effectively distribute lines
“We need to move away from zero based budgeting”
Some people would like to see the college explore strategically reallocating funds
Some staff feel that under resourced areas lead to student delays
“Unfilled lines need to be filled”
Some individuals would like to see vacant lines moved to where they can be better utilized
“We can't have zero equipment money in academic programs”
Some faculty wants the College to ensure rational and appropriate funding for academic programs
“We need more funding for faculty”
Some individuals believe there is too much non replacement of lines
Some individuals believe that our honors program is under resourced
“We are playing catch up with some of our programs”

The college needs to ensure adherence to its policies

Some individuals would like to see policies on ID cards need to be enforced college wide
Some individuals would like the College to force students to use their Suffolk e-mails
Some students want to see policies applied with empathy for the students
Some students want to see policies enforced equally
Some students feel that individuals on campus should show IDs
Some faculty wants administration to step up and follow through with policy adherence
“Administrators need to enforce policies”
“We need to change the policies that limit online enrollment”
We need to prevent departments from "getting around" policies
Some students believe that College policies are preventing students from operating the food pantry
Some students don't want to be prevented from helping as a result of college policies
Some students want logical and flexible policies
We need to ensure that students know the policies
Some individuals believe that the college should be leading efforts to change energy policies
There is a concern that practices and policies don't match
Some individuals want to ensure that students are held accountable to policies
Some students suffer from the inconsistent application of policies
Some students pick and choose which campus to receive service based on desirability of the policies
Some individuals feel that institutional policies and procedures are inconsistent
Some individuals would like to see that rules in the library need to be better enforced
Some students want the smoking rules to be enforced

The FT/PT faculty ratio is unbalanced

There is a concern that Middle States may have issues with the number of adjuncts
There is a concern that too many adjuncts teach freshman seminar
Some faculty feel that too many of them are asked to serve on too many committees
“FT to PT ratios are getting worse at night”
Some faculty believe that the College needs more faculty for high enrollment programs
There is a concern that the College has too many adjuncts teaching
“We need full-time faculty”
Some faculty want to see the faculty and staff lines filled with full-time people
The full-time to adjunct ratio "has become embarrassing"
Some faculty want more oversight of the adjuncts

There is a concern that there are not enough full-time faculty to teach courses

The college should review its training activities and initiatives

Some individuals believe that faculty and staff would benefit from training on how to meet the changing needs and expectations of students
Some faculty feel that they need more training on how Banner works
Some faculty have issues with the professional development choices (more input is desired)
Some faculty would like to see more discipline specific professional development
Parents are more involved in the student's lives and staff needs to learn how to adjust
Some individuals would like to see more professional development through funded training
Some faculty would like to see more training opportunities for adjunct faculty
There is a concern that we ensure greater sensitivity from faculty and staff regarding students with disabilities
Some individuals would like to see the bring back the conversational Spanish course for college employees
"Faculty need to take advantage of training opportunities"
Some faculty believe that we need to provide training on technology to students
Some staff believe that Fridays could provide opportunities to close down and have whole office training
There is a concern that individuals across the College are not comfortable enough with the technology
Some individuals feel they are more self-trained than trained through formal activities
Some people want hands on classes, not just one hour workshops
Some people want more training on Banner so that we can utilize it more
Some people would like to see a training center for new employees
Some faculty feel they need more training for the Title III grant
"Retreats are helpful for building camaraderie"
"Some of our students come in technologically deficient"
Some individuals feel that some of the restrictions get in the way of training opportunities
Some individuals believe there needs to be training on basic computer skills
There is a desire from some individuals for more inter-office professional development
Some faculty want a professional development center for faculty
Some faculty want more technical help in the use of the VLC
Some faculty are working to keep up with students technologically
Some faculty feel their colleagues would benefit from training designed to help them keep up with the students
Some students want more opportunities for faculty receive training on technology
Some individuals would like to see more hands on technical support or courses, not just one time workshops
There is a concern from some faculty that some of their colleagues don't take advantage of the TLC sessions
"We need faculty retreats during the summer and intercession"
Some faculty would like to see the college provide more hands on training for faculty
Some individuals would like to see the College use more of its "internal experts" to provide more professional development
"Ongoing development turns individual[s] into part of a greater change"
Some individuals believe we need to provide training and refreshers electronically

The college should review its orientation activities

Some individuals would like to see the development of specialized seminars for our diverse population
Some individuals would like to see more mandatory orientations

Parental involvement has intensified
Parents are flustered by FERPA
“Students feel more entitled”
“We need parent orientations”
Parents are more involved in the admissions process
Some faculty want a parent orientation to guide expectations
Some students would like more than a stack of papers at orientation

Faculty are educating an increasing number of non-traditional students

The College is enrolling more students with individual educational plans/special needs
The College is enrolling more undocumented students
The College is enrolling more single moms due to the flexibility of the courses
The night program ensures that working adults have a chance at an education
Some individuals feel that we need people to be the go-between with Veterans Affairs
Some individuals feel that we need to better integrate ESL students into the college
Some individuals feel that we need to better serve students who will never look for a four-year degree
Some individuals feel that we need to do a better job of working with returning adult students
Some individuals feel that we need to proactively meet student’s disability needs
Some individuals feel that we need to show great understanding with the veterans
Some individuals feel that we need to make ourselves really veteran friendly
Some individuals feel that we should have peer mentors for older students
Some individuals feel that Adult students are overwhelmed by the technology requirements in some classes
“Its hard for our non-traditional students to finish on time”
Some individuals feel that we are serving different types of students than we did previously
The college is receiving a broad range of students with different life circumstances
Some faculty are seeing in increase in the demand for upper level courses
Some faculty are educating more students with advanced degrees
Some night students want access to food and the bookstore
The changing high school demographics give us an opportunity to serve other markets
Some individuals believe that the college only goes after adult students during high school declines
Early morning and late night classes represent outreach to working adults
Some students feel that everything closes too early for night students to fully experience college life
The College is enrolling more students with emotional and behavioral issues
Some faculty notice that they are educating more students who are homeless
We are experiencing a greater degree of swirling attendance patterns at Suffolk
We get students who take their pre-requisites here
We have "desperate career changers"
We get a number of students who tried taking courses elsewhere
Some individuals feel that we must prepare for a decreasing number of traditionally aged students
Some faculty have noted that students are coming with more medical concerns
There are concerns that the college is ill-equipped to deal with the changing psychological profile
Some students note that common hour presents an issue for some of our working students
Students are carrying heavy burdens outside of school (life concerns)
The faculty needs to be aware that veterans are in their classes and adjust accordingly

Caring for students is at the core of the College’s values

Providing individual attention to students is a college value
College staff works to provide answers to students
SCCC helps students as they find their way educationally

Student service is a value at the college
Some students appreciate the service once they see what other colleges offer
Some individuals feel that students are effectively served given the understaffing
Some individuals feel that Students benefit from a seamless flow of services
We need to talk to the students more to find out about their changing needs
Some staff want to see the College continue to improve on its service to the students
Student input is valued at the college
Some individuals believe that Suffolk meets the individual needs of the students
Some individuals believe that the application process is simple for students
Suffolk has numerous scholarships available to support students
Some students enjoy the book rental policy
Some students feel that there is great camaraderie between the students
People want to see the Title III project produce changes that benefit the students

Internal constituents believe the College should review its academic offerings

There is a belief that all programs should have a program specific freshman seminar
There are concerns that freshman seminar is too broad
There are concerns that some courses have become unnecessary over time
Some faculty would like to see more consistency within General Education
Some faculty would like to see General Education aligned more with student goals
Some faculty would like to see a more rigorous curriculum review
There are concerns about "credit creep"
Some students would like to see an examination and elimination of redundant coursework
Some faculty want a thorough review of pre-requisites
Some faculty want a review of course scheduling
There are concerns about the structure and content of freshman seminar
Some faculty would like to see the Developmental Studies program better supported
Some students feel there is not enough communication between professors who teach pre-requisites and those teaching the subsequent courses
Some faculty don't feel we have enough sections to effectively serve the large number of students
Some faculty would like to see a greater institutional emphasis on math and science
Some faculty would like to see more "service oriented" classes
Some faculty would like to see the college should provide more support to our ESL population
There is a belief that the general education requirements should be simplified
There is a belief that we should embed sustainability within our academic programs
Some faculty note that courses are being canceled because they are not mandatory within programs
Some faculty would like to see more job training and basic job skills courses
Some faculty would like to see the college focus more on academics and citizenship
There is a belief that "if we build programs then the businesses will come"
There are concerns that there is not enough flexibility within our offerings
We need to reconsider class limits to allow more students to get the courses they need
We should incorporate our website into intro classes so that students learn how to better navigate the site
Environmental trends need to be considered within our academic programs (health and culinary were given as examples of where they have been)
Some students would like to see greater consistency regarding course offerings
Some students would like to see required courses offered "at reasonable times" on all campuses
Some students feel there is too much overlap in some of their major courses
Some students want greater integration of courses from other programs
Some students want more challenging courses
Some students want more courses that will prepare them for the world of work
The academic programs should have a Spanish language requirement

Some students would like to see a course on basic finances
We need more introductory to technology courses
People want to see staggered schedules so that students can be better served
Many students need hand holding their first semester
New programs attract new students
Some faculty see the need for growing the technical programs
Some faculty want to ensure students have access to curriculum maps
Some faculty want to see more uniformity in departments
Some faculty see an uneven quality of teaching
Some faculty want to see all their colleagues teach until the end of the semester
Some faculty would like a "faculty common hour" where there are no standing meetings
We need to carefully examine new programs for success
The college should develop some smoking and drug cessation courses
Learning communities need to become an institutional priority for them to succeed
We need to increase the number of learning communities
"Academics moves slower than economics"
There is a belief that academics need to be aligned with changing economic conditions
The academic departments need to "respect the common hour"
Some faculty feel that students are looking to move out of arts and humanities
We need to better support existing programs before expanding
We need to get politicians into our faculty and student showcases
We need to increase the number of faculty and student showcases
We need to modify some courses to deal with social etiquette
We need to more critically examine student intents and goals
Being large means we can offer more classes
Being large means we can offer more special topics classes
Class scheduling is becoming more difficult with our current buildings
Curriculum changes faster here than at four-year colleges and universities
Existing courses should not have to go through an adoption process
Freshmen seminar needs more support from senior level administration
Only restricted courses should go through an adoption process
Students need to use the same software in class that they will in their careers
Some students are experiencing issues with not getting classes
Some students want scheduling that does not make them wait a year for classes
Some students want some "real life" courses
Some students want some courses offered during common hour
Some students like the variety of courses offered
Courses don't always have to lead to a job
The College should to provide more enrichment courses to the community (i.e. climate change)
The college should provide a more cohesive package of enrichment courses
We need to better promote the transferability of courses
Faculty feel the changing demographics will lead to courses taught in Spanish
We have tremendous flexibility in course offerings
We need to reexamine course scheduling given that students take courses at multiple campuses
Budget concerns cannot dominate academics
We need an articulate vision about academics at SCCC
Some faculty would like to see greater accountability in academics
We need to ensure that academics prepare students to meet changing external environments
We need to increase the support for our academic programs
Some faculty want data on academic practices

We need more Apple computers for some of the academic programs
Some students would like to see that academic computers are being used for academic purposes
The College needs to ensure that standards are balanced by academic freedom
The College needs to prepare students for careers that are emerging
The College needs to consider whether program structures are appropriate
The College needs to examine new certificate or degree programs
The College needs to be innovative when developing new programs
Some potential students are concerned that a college degree will not make them more employable
We need to increase the number of one year and short term certifications
We need to look at the future occupations against our offerings
We need to ensure that our programs are connected to jobs
There needs to be more congruence between the college programs and workplace
We need to consider that some students can't commit to internships
We need to pursue more internships
The lack of appropriate budgets leave some of our programs outdated
Not having a calculator for the mathematics placement exam presents a problem
Programs have to be aware of shifting expectations in their fields
Some share the opinion that we are trying to offer too many programs (be all things to all people)
The variety of programs attracts a variety of students
Internships need to be integrated throughout our programs
Internships should not just be for the A.A.S. degrees
Students aren't always well served by exemptions
Some faculty need to adapt to changing times
Some faculty believe that increasing educational standards will enhance our image
There are concerns that the prerequisites aren't listed consistently
Our size gives us the capability of adapting programs to meet needs
There is the belief that “We can't operate like a business or corporation”
We need more short-term certificates
Some faculty feel the current “developmental education system sets students up for failure"
Some faculty want a better and stronger accountability system
Some faculty feel that some of their colleagues teach classes they are not qualified to teach
Some faculty see the benefits of enacting comprehensive curriculum maps
Some faculty feel there is too much variability between sections
Some faculty want to see the English Department establish "some standard writing" expectations for SCCC students
There is collegiality amongst the faculty
Some faculty are concerned about the College’s focus on assessment
Some faculty feel that some of their colleagues are "lowering their standards"

Internal constituents believe the College should review its student/educational support services

Our disability services need to be reviewed and revamped as appropriate
The College should consider embedding tutoring into freshman seminar courses
We need a centralized department for vets
The College should review and revamp the career placement functions as appropriate
We need to ensure greater transferability of courses
People would like to see an overhaul of the de-enrollment process
The de-enrollment process severely hampers student course-taking
Students require appropriate support to finish their degrees on time
Some students want priority registration to be based on grades

The College has and is continuing to enhance educational support
Flex scheduling (employees) would ensure coverage all year (There are concerns about the number of 10 month support staff)
Having adequate and qualified support improves retention
We need more people in support services for students
Without better assessing student intentions, we are not sure if students are getting what they come for
There is a concern that not all support services show an appropriate level of care for students
We need to better serve students the first time they come so they don't have to run around as much
People need to take the time to provide individual support
If we don't serve our populations well, they will go somewhere else

The College is serving an increasing number of economically challenged students

"Being affordable still prices some students out"
An increasing number of students have to work given the bad economy
Unemployment policies are forcing individuals to maintain full-time course loads
The cost of gas really impacts students
The economic situation is diversifying the student population (more students need a college degree or certificate)
Students accumulate large financial burdens
We need to find ways to change the financial infrastructure to benefit students (too keep tuition as low as possible)
The depressed economy more greatly impacts our low SES students
The college has to work to freeze tuition
The county is not paying its fair share
The college welcomes all but not all will be able to come with higher tuition
Students will have to start taking out loans
Many students find they can't afford the tuition
The College should reexamine its fee structure so that students are not disadvantaged

The College needs better communication between divisions/units

Better connection between counselors and programs is necessary
The one-stop will increase departmental knowledge of what other departments do
Departments only know what they do
Communication between departments needs to improve
Different departments need to communicate with each other better
Changes to staffing makes directing calls to outside departments more difficult
Individuals need to be willing to help other departments if schedules allow
Providing more opportunities for inter office dialogue helps with communication
The staff needs to ensure they remain involved all across the campus
We need more opportunities to interact with people from different departments
We need more all college meetings
We need more college wide departmental meetings
We need more cross-campus department collaboration
The college needs to consider establishing formal liaisons between departments that work together often
Some faculty feel that some of their colleagues are unaware of what other faculty teach

The College needs better communication within divisions/units

Individuals within departments don't always operate as teammates
Some departments need more inter office teamwork
Some departments don't communicate well within the division/unit

Some departments don't work well together
Some staff don't know where to send students and parents
Some staff have to be willing to pick up the phone
There are offices where personality conflicts impact cohesiveness
Some departments need to create opportunities for faculty to connect with each other
There are still too many individuals want to operate in silos
Recently, departmental faculty from all three campuses met for the first time in a decade

Internal constituents feel the College should review its institutional procedures
Campuses sometimes send students back to their home campus instead of providing assistance
Often, Eastern students are told they need to go back to the Eastern Campus to be served
There are concerns about the lack of consistency regarding institutional policies and procedures
Some students complain that they receive different answers from different areas
The different admissions procedures across campuses causes confusion
The College should ensure universal procedures for all departments, regardless of campus
It is common for students from Ammerman or Grant to come to Eastern for student services
Students pick and choose which campus to visit for which service
We need a college wide initiative to develop the necessary standard operating procedure manuals
We need to have manuals that provide information to college employees
Processes are too inconsistent and not systematic
“The procedures at the college lead to a waste of human resources”

Internal constituents note that there are inequities across the campuses
Each campus should have an opportunity to regularly report on local events through WSHU
Some faculty suggest that all faculty should teach at different campuses
Students want more consistency of opportunities across the campuses
There is a lack of "tri-campus equity"
We need more uniformity with all student support services
If a course is offered at any campus, it should be able to be offered at all
Students want all programs offered on each campus

There are significant, negative external forces that impact the College
Changes in local laws impact us severely and we have little influence
Some individuals are concerned that county politics influence college operations
Declining enrollment will be our biggest problem
Fewer residents means that there will be a declining county tax base
Financial aid regulation changes are negatively impacting students
A lack of new businesses means stagnant tax revenues
The county does not support the college financially to the degree it should
The county is not meeting its funding obligations
The outmigration from the Island will hurt the college enrollment
There is a lack of incentives for businesses to move into Suffolk County
There is inconsistency between SUNY and SED
Being connected to the county allowed people to more easily move between agencies
Economic troubles are creating uncertainty and an inability to commit to 2 years of college
There are feelings that nothing has changed since SCCC separated from the county
There are feelings that the college may benefit from more county oversight
There are feelings that politicians help the college only when it benefits them
Some fields are now requiring a four-year degree
There is the belief that some positions have been transformed due to “unnecessarily high educational

requirements”
The cost of oil is negatively impacting the college
There are concerns that the new county executive will attack the unions
The College is in a position of having to “take the county's input since we take the county's money”
There is a feeling that Economics affects everything
Some faculty would like to see a SUNY comprehensive, centralized transfer system
The increasing prevalence of standardized testing in K-12 makes teaching more difficult
Higher education, as an industry, is changing rapidly
It is too expensive for young adults here on Long Island
There are feelings that the college has reacted poorly to changing economic conditions
The county’s economy is placing pressure on the college
If the economy improves, there is a concern that more students will go away to college
The state and county need to pick up their share
There is a feeling that we need more county support moving forward
Some staff believe that the issues between the county and AME affect morale
“We are at the mercy of the county”
Some individuals feel that we are still “very tethered to the county”
Given gainful employment legislation, we need to ensure students are in a position to get a job
Course are not guaranteed to transfer even within SUNY
We need to look at the reasons for enrollment leveling
There is a concern that people being laid off aren't coming for retraining anymore
There is a concern from some students that there aren't any jobs
There is a belief that education is expensive everywhere on Long Island
Outside influences have significant impacts on enrollment
Changes to federal healthcare will impact enrollment (students don’t need to be in college anymore)
Changing environments are making it hard for ADNs to get jobs
The merging of K-12 schools will result in smaller populations of traditional aged students
Teaching is being "demonized" across the county
Area colleges receive unequal treatment from legislators
“Some jobs are gone for good”
We need to keep an eye on changes to the political system
Some faculty feel that our students don't get the same access to companies as Stony Brook students
Some feel that county purchasing rules cost us time and money
Some feel that high school students are not being pushed to finish high school

Some external forces provide the College with opportunities

Its too expensive for parents to send their children away to college
There is a belief that more students will be coming to Suffolk because parents can't afford to send them away
President Obama is impacting CCs with the push for workforce development
Programs are growing due to increased enrollment
Some individuals believe there is less political power over the college than in years past
Community college is becoming a better option for many families
The college needs to increase opportunities for student input
A down economy provides some opportunities
We need to look at difficulties as opportunities
The down economy leads students to discover the "wealth of opportunities" at Suffolk
The down economy has made Suffolk an option for more families
Student populations will increase due to the affordable tuition
Nursing is experiencing an increase in the need for home healthcare workers
Changing expectations in healthcare will provide opportunities for our allied health programs

Some faculty feel that rising educational costs will lead to more students at SCCC
Some students feel Suffolk has a higher education “monopoly on the East End”

Internal constituents believe the college should review student advisement

Some individuals believe the college should go back to more curriculum based advising
There is a concern, from some, about the quality of student advising at the college
Some individuals would like to see advising move back to the faculty
Some students feel its too easy to place students in the wrong courses
When courses are mis-assigned, students are forced to go back and forth
Some students want a stronger connection with their programs early in their academic career
Some students believe they would benefit from more advisement with faculty
There is a concern from some that students are assigned incorrect courses too often
There is a feeling that the breadth of general education requirements makes the counselors' job more difficult
Some students want more consistent counseling
Some students feel they are placed in the wrong classes
Some students get frustrated by being locked out from the courses they need
Some faculty appreciate the opportunity to advise students
Some faculty see potential in the faculty advising center
Some faculty are embracing the virtual learning commons
We need to ensure our advising system prepares students to successfully transfer
Students want counseling and advising handled on line
Some staff believe that registration should be finalized only after advisor approval
There is a concern that we have too few advisors and counselors
Some faculty would like to see the amount of time adjunct faculty advise increased
Some faculty are concerned that new courses don't make it onto the advisement radar
Some individuals believe that students need “stronger advisement advocates”
Some students feel that advisement has caused them to spend extra semesters at Suffolk
Some students feel that the advising procedures disadvantage them (not as much interaction with faculty)
There is a concern from some students that faculty may not the best advisors
Some faculty would like to see academic departments take the lead in advising their students
Some faculty indicate that some of their colleagues don't follow the advising policy (not spending the required hours)
There is a concern from some that there are not enough special services counselors
There is a 5,000 to 1 ratio of students to financial aid counselors
Staffing from those versed in psychological counseling needs to increase
Staffing patterns are counterintuitive in counseling (10 month instead of full-year)
The counselors are equipped to work with diverse groups of students
We need a counseling function specific to adult and returning students
Some individuals would like to see continuing education counselors
We need more counselors trained to meet the unique needs of veterans
Some faculty want to ensure there are official liaisons between departments and counseling
Faculty want to see more appropriate counseling staffing levels
Some staff are concerned that counselors don't always have the most up to date information on program changes
There is a concern from some students that counselors distribute inconsistent information about requirements
Student funding will run out if they take the wrong sequence of courses
Students are being forced to take some courses at 4-year colleges that they were exempted from at Suffolk
We need to guide students so they don't take unnecessary courses

Students need to be prevented from taking courses they are unprepared for
Some students would like more clarity on course-taking prioritization
Some staff would like to see undecided students advised towards programs with jobs waiting
Students get caught in the middle when the four year colleges adjust programs without communicating
Changes to major present issues with transfer
Some students would like to see a more staggered approach to registration
The more effective the management of our General Education program, the greater the ease of transfer for our students
Some students want more counseling to be handled more comprehensively

The college has very strong academic programs

The College has highly respected and recognized STEM programs
Connecting the culinary arts program to the community has improved the reputation of the college
The culinary arts program is one of our great strengths
Some faculty feel that the music program is one of the college's strengths
Some faculty feel that automotive technology is meeting academic and occupational needs
The nursing program negotiated a solution regarding transfer with Stony Brook and has improved transfer for the students
Some faculty believe we have a solid liberal arts core
The honors program is strength of the college

Overall college communication is problematic

"Communication comes in second due to the amount of work"
Individuals believe that information about the college is not shared well with the external groups
Individuals believe that information is not shared well within the college
Students sometimes receive information that college offices don't
Some individuals feel there is no time for effective communication
We need better communication between central and the campuses
We need better communication between our systems
We need more systematic communications
Individuals feel that a lack of communication prevents us from being one college
Students have not been informed about some of the departments on campus
Individuals believe that communication is poor within and across campuses
The three campuses need to talk to each other more
Some people want more updates on union issues from HR
Individuals feel that people are more willing to communicate when they have a relationship
Some students would like regular updates regarding their finances during de-enrollment
There is a concern from some that we send out too much misinformation
There is an information disconnect since "important information is mailed", but is not always updated on the web
The college should look into ways of sending all pertinent information electronically
The information provided needs to be consistent
Some students don't pay attention to information on the electronic media
Some students want the option to post more information for other students
Students are not able to see multi-semester information
Some students feel they have to track down information
The college should be an" information conduit"
Some individuals believe we should run more public information sessions
Some students want a better information flow
Some staff feel that the community needs to get the information that the alumni receive

There is a concern that the greater the number of departments involved in communicating information to students, the more distorted the information becomes
Some individuals would like to see us build a graduate information network throughout the college
Some people would like to see us gather information on grads from department chairs
Some people want more opportunities to see and have the budget explained
There is a concern that our communications sometimes have errors in them
There are concerns that changes occur without notice or review
We need to showcase what is available internally to faculty and staff
Communication about events and deadlines could be texted
Communication between the campuses must be improved
Some individuals feel that communication regarding registration is problematic
There is a concern that students are unaware of the honors program
Some students feel they need to better informed about online registration
Some students see a lack of communication regarding class scheduling
Some students want better advertising of the study abroad program
Some students want to see where their money is going
There is a feeling that the informal communication networks are more effective at SCCC than formal communication networks
Individuals feel we need better communication about how institutional processes work
Individuals feel we need to better communicate what we are doing well
Some students feel that poor communication forces them to run all over
Some students don't understand how higher education works and need better communication
If communication is fixed, being large is an advantage
Individuals are concerned that changes are not communicated well
Individuals want better communication regarding progress on initiatives
There is a concern that we don't have enough communication with our transfer institutions
The College need to continue ensuring that updates are posted to the website
There are concerns that the website is not intuitive
Some individuals would like to see a more robust FAQ section so that students are provided with answers without having to travel to campus
Some individuals would like to see regular "flowcharts" (organizational charts) with responsibilities sent to the entire college community periodically
The county needs to know about the strength of our academics

Faculty are educating an increasing number of underprepared students

Students who would not typically be looking at college are being encouraged to go to college
Some individuals would like to see a re-evaluation of what basic skills are necessary for students to succeed
Some faculty note that students' communication skills are diminishing
Some individuals believe we struggle to effectively educate underprepared students
Some individuals feel that many students are not ready for the transition to college
The ESL population provides an opportunity to reach out to the community
The ESL population will continue to grow
Some faculty believe we should develop a study skill course or program for developmental studies
Some believe that students in developmental studies need more one on one time with faculty
Some believe that students in developmental studies need more computer time
Some believe that students in developmental studies needs more higher level support
Some believe that learning communities in developmental students would benefit the students
There is a feeling that students in developmental studies need more guidance
Some faculty are concerned that we are best known for our developmental studies

Some faculty would like to see deans over developmental studies and freshmen seminar
Many Suffolk students are trying to find their way through education
Some faculty feel that math is effectively tackling developmental education
Some faculty want to see exit exams required for exit from developmental courses
The college needs to reexamine which college-level courses developmental education students can take
We need to look at developmental education as an opportunity
Developmental education is lengthening time to completion
Some believe that students who repeat developmental courses multiple times are not served well
There is a concern that the % of underprepared students will increase
Some faculty feel the students become more underprepared each year
Some students are put into classes they are unprepared for
Some faculty note they are seeing more students in the 200 level classes who are not prepared
Some faculty want to establish mandatory pretests and posttests in developmental studies
Some faculty feel some students are too far behind to be college ready with a few courses

Internal constituents want the administration to gather and utilize institution-wide input

Administrators need to make changes based on student input
Administrators are trying to integrate forecasting with planning
Some believe that administrators are driving too many of the changes
Some believe the administration needs to reach out more to the students
Some faculty want administrators to break the inertia that stops change from occurring
Some faculty indicate that the faculty respects the administration
Some faculty indicate that the administration respects the faculty
Some faculty feel there is a divide between the faculty and administration that must be dealt with
Some faculty are concerned that support for faculty is limited only to the classroom
Some individuals feel there is not need involvement beyond the official leaders (faculty, staff, student, and administration)
There is a concern that those with budget oversight don't listen to those on the front lines
Some individuals believe that too many decisions are based solely on politics
The perception that political decision making dominates the college is eroding morale
Receiving requests without context or input leads to confusion
Receiving directives and tasks without context leads to an erosion of morale
Some faculty believe they are involved in major decision-making late in the process
People want more chances to provide information that will be used by the college
The College needs to empower people to share ideas across the college
The College needs to encourage creative thinking
The College needs to find ways to open up dialogues that spawn ideas
Some individuals believe that we need to seek assistance from adjuncts who are current in their fields
Some faculty want us to find ways to involve them more college-wide, not just at their campus
Front line staff need to be tapped because they are the experts in their areas
Some individuals believe that front line staff need to be better integrated into college decision-making
Some individuals believe that front line staff need to be better integrated into college planning efforts

Internal constituents want the administration to visit the campuses

Some individuals believe that senior administrators need to spend more time interacting with students in their environment
Some people feel that we have administrators who need greater expertise in their areas
The campuses need a chance to develop relationships with newer senior administrators
Some students feel that some administrators have prevented them from getting as involved as they would like
Some individuals feel that senior administrators should come and shadow them

Some individuals believe that senior administration needs to walk the campuses
People would like to see senior administration travel outside of NFL more
Some individuals feel there is too little interaction between the senior administration and the campuses
Staff, faculty, and administrators need to connect, college-wide, more often
Some faculty feel that too many administrators don't know who the faculty are
Some students feel that when administrators reach out to them, they feel valued
Some students are appreciative with the opportunities they have had to meet with administrators
There is a feeling by some that the decision makers are uninvolved with campus activities
There is a feel that people in NFL are unaware of what occurs daily on the campuses

The college is significantly understaffed

The number of faculty hires don't match growing enrollments
Some individuals believe that a lack of staffing in student services is impacting retention
People get burnt out with all their responsibilities
Understaffing is an issue
Some believe that we need more front line staff
There is significant understaffing across the college
Some individuals believe that staffing levels are inequitable across departments
Given the understaffing, we are a very effective college
Some individuals feel that important units are understaffed
Some individuals feel that the number of CAs leads to inconsistent information
The lack of full-time leads to heavier loads for faculty
The number of full-time prevent departments from meeting
Staffing has not kept up with enrollment growth
The lack of staff is leading to a backlog of applications
Staffing patterns are the inverse of the student attendance patterns
The college encourages creativity from its faculty and staff
There is a concern that having too few full time staff impacts the quality and consistency of communication
There are too many college aids in positions that should be full time

The college needs to increase and expand its recruiting efforts

Some believe that Faculty, staff, and administrators need to go out recruiting
Some faculty believe that the college needs to free up time for professors to recruit
Some feel that the college needs to step up recruiting efforts
Some individuals would like to see us recruit good students like we do with athletes

The College needs to enhance its external partnerships

Some individuals would like to see more formal connections between business and the college
Some faculty would like to see a greater connection between subject areas and corresponding industries
Some feel that our programs need to be better connected to the job market
Some would like to see senior administrators lobby the county and state
Some suggest that the college needs to learn how to more effectively lobby the county
Some individuals would like to see the college look more externally for guidance
Some individuals would like for the college to partner with local festivals
Some suggest that the College needs to be more involved with SUNY
Some suggest we have to increase communication between the college and community employers
Some suggest we need greater connections between the programs and the workforce

Some suggest we need more partnerships with companies for the students
Some suggest we need to increase internship opportunities
Some suggest we need to learn from those outside the college and even the state
Some suggest we need to do a better job of connecting graduates with employers
Some suggest we need to respond more quickly to workforce changes
Some suggest we need more partnerships with our businesses
Some students want a broader array of internships
Some suggest we need to continually monitor industry changes and develop certificate programs
Partnerships with businesses will help ensure our curricula are current
Some want to see the college build a partnership with the DOL
Some want to see the college develop a partnership with a computer retailer
Partnerships must enhance the academics (at all levels)
The College must establish a strong partnership with the new executive
Some faculty want to see more partnerships with industry
Individuals would like to see a greater number of partnerships and connections with businesses on Long Island
Some suggest we need to build better relationships with our local politicians
Some suggest that politicians should be given the chance to walk in the student's shoes
Some would like to see our local politicians should shadow a student for a full day
We can find ways to expand our connection to the DOL and Dept. of Health
We can find ways to expand the excelsior program
Some students recognize the college's efforts to better connect with four year colleges
The College would benefit from quickly connecting with businesses that relocate to Suffolk County
The community colleges have to partner with each other to gain access to expensive technology

The College needs to more fully understand and enhance student success

The College needs to better assess student's long term goals
The College needs to look at skills and abilities and not just graduation as success
The College needs to reaffirm student success as its primary goal
We need to enhance the programs that are preparing students for future success
We need to focus on how we transition students out of Suffolk
Suffolk really is a stepping stone to other colleges
Suffolk students are successful after transfer
Some faculty are seeing online dropout rates decline
Students grow socially and emotionally at Suffolk
Success is not necessarily getting a degree
The career program prepares students for success in the workforce
The liberal arts program prepares students for success
We need to assess the future success of students to really assess our effectiveness
We need to define student success here at Suffolk
Our students achieve great success
Our students make great strides
Suffolk will always be here to support student success
Suffolk works to keep students from slipping through the cracks
We need to show the stages of success at Suffolk

The College needs to more effectively connect with high schools

Some individuals feel we need to better connect with high school counselors
Some individuals would like to see increased math and science preparation in K-12
Partnering with local high schools will decrease the need for basic skills training
Some individuals would like to see the college reach out to high schools and middle schools

We need better relationships with our high schools
We need to find out what is going on with technology in the high schools
We need to help students transition from high school more effectively
We need to focus more on how we transition students in to Suffolk
Students indicate that college trips (from high schools) don't stop at Suffolk
Some individuals feel that guidance counselors advocate against Suffolk
Some individuals feel that teachers are providing incorrect information to high school students about Suffolk
Some students want to provide the “real information” to high school students
SCCC students can help recruit future SCCC students
Suffolk is not the first choice for too many local high school students
Some individuals feel that Suffolk needs a greater presence in the high schools
Some individuals feel that Suffolk needs to reach out more to high school parents
Suffolk could send student ambassadors to the high schools to promote the college
Some students feel that college clubs need to connect with the high school clubs
Some students want to speak to potential students through YouTube
Some individuals feel that high school students are uniformed about the level of education available to them at Suffolk
Some faculty want to see our students going back to their high schools as ambassadors
We could reconnect successful SCCC alums with their high schools
Some students would like to see the College bring our successful alums back to the campus and high schools
Some individuals feel that high school counselors try to ensure that their students see the benefit of a Suffolk education
Some students indicated that high school students are embarrassed to admit they are going to Suffolk
Some people in the school districts support the college by helping high school students see the importance of education
We need consistent, persistent outreach to the high schools
Some individuals would like to see the College enhance the online information available to high schools
Some faculty feel that grades in high school are not connected to college readiness
Some faculty feel that students come from high school without classroom etiquette
Some local restaurants partner with high schools and would work with SCCC if we reached out
Some individuals feel that Suffolk needs to more actively recruit in the high schools
Some individuals feel that the college does not sell itself strong enough in the high schools
We need to better communicate to the high schools what college readiness is
Some people would like to see the college assist the high schools in working beyond the standardized tests
We need to ensure that we work closely with the teachers and counselors in high schools
Some individuals feel that some high school counselors discourage students from attending Suffolk
Some individuals feel that some high school teachers are actively encouraging students not to attend SCCC
Better connecting with the high schools should improve student preparedness
Some individuals feel that the athletics department needs to make their presence known in the local high schools
Non-AP high school students are using calculators and are surprised by the CPT exam
Some individuals feel that some high school teachers filter students to Suffolk
Some individuals believe that the high school counselors are not fully aware of the articulation agreements that Suffolk holds
Some faculty feel that the high school standards need to change
Some faculty would like to see the high school students come to Suffolk with the ability think critically broadly

Some individuals feel that, regardless of the situation, high school counselors want don't want students going to a community college
Some students indicate that some high school counselors tell students that Suffolk is not for the best students

Internal constituents are looking for guidance from its senior leadership

The College needs to ensure strong academic leadership
Some individuals believe that campus leadership has improved in recent years
College staff appreciates opportunities to interact with senior leadership
Some faculty feel that if the president's letters came in paper and were signed, it would show a desire to connect with the campuses
Some faculty want greater consistency from the College's leadership
There is a concern from some that innovative ideas are not followed through
Some individuals want to see more individuals with expertise leading efforts
Some note that workshops without long term support or application don't result in changes
Some faculty expressed concern over who is responsible for freshman seminar
Some faculty indicated that they want to see greater accountability in academics
Some faculty believe that, without accountability, nothing will change in academic programs
Some individuals indicated that they want to see greater accountability across the college
Some faculty want "big idea" people

Suffolk County receives numerous benefits from the College

Our facilities benefit our communities
Rolling admissions is a great benefit to potential students
SCCC makes college possible for students
Some individuals feel that better serving the community better will increase our influence
We are equipped to meet local needs
We bring college into communities that don't have options
Some individuals believe that we can retrain better than many of the local businesses
We offer a very convenient education
Local four-year colleges want Suffolk students
The college provides students with the opportunities travel off Long Island and come back with exposure to new cultures
"Suffolk is a great education at a great price"
Suffolk is an effective stepping stone
"All students have an opportunity for success at Suffolk"
Students leave Suffolk prepared for four-year success
Some individuals feel that the stay on long island initiative will help support student success
Open access is one of our College's strengths
Suffolk is accessible to all
Students have opportunities to better themselves
Students leave and go to outstanding colleges
Some individuals believe that Suffolk effectively meets the needs of a diverse group of students
Some individuals believe that Suffolk has helped to grow the middle class in the county
Suffolk helps students "get a profession instead of a job"
Suffolk is "just the perfect place for someone to break into academia"
Suffolk is open to allowing students to "dabble"
Suffolk provides a tremendous enrichment service to the community
Open enrollment benefits the community

Our community is built on Suffolk graduates
The county benefits from our presence
Suffolk provides a needed service to the county
Some feel that the campuses must continue to reflect the personality of their communities
Many of our students are just looking for the credential to get "a decent job"
Many of our students don't want to go to college beyond two years
We are the "major vehicle for keeping people on the island"
Some individuals believe that being "broken" into three campuses allows us to reflect our communities
The college provides a "student-friendly atmosphere"
Some students explain that service is better at Suffolk than the four-year colleges they attended
The College should recruit in the community like the Marines do
We offer an incredible array of programs
Coming to Suffolk "is like going around the world" (the level of diversity)
Some of the students want the college to reach out and help community members
A Suffolk strength is the variety of the programs offered to students
People need to constantly retool and Suffolk is here for them
Some believe that SCCC has seen such a population boom because parents see the value of saving on two years of college
SCCC serves some students who can't go anywhere else
The College aims to provide students with the individual attention they need
Some individuals would like to see us better illustrate how we prepare students to succeed in four-year colleges
We serve both traditional and working students
Programs are being designed to ensure students have the needed skills
Some individuals believe that Suffolk is becoming the first choice for a number of students
Suffolk is here for all students
The college serves a very diverse population
Cost is the main reason why students come to Suffolk
We offer greater flexibility in our programs than most colleges
Our transfers are high quality
We provide very personalized service to students
The college focuses on providing opportunities for growth for all the students we serve
The college has worked to create growth within the community
SCCC is more accessible than big universities
Individuals believe that we have truly embraced our role as a community college

The college needs to effectively address personnel matters within departments/units

Some individuals indicate that some departments are unhelpful to students
Some individuals indicate that departments have to pick up the slack left by others
Some individuals indicate that the professionalism is inconsistent across departments/programs
Departments need to be willing to go the extra mile to provide satisfactory answers
Offices need to always have coverage
Some students feel powerless when confronted with professors acting unprofessionally
Some students feel their complaints are "thrown away"
Some students want an education program established for faculty who act unprofessionally
Some students feel that their professors need to show more understanding
There is a concern about a general lack of professionalism with some faculty and staff
Some faculty want sanctions to curb unprofessional behavior
Some individuals would like to see greater accountability for unprofessional behavior

There are many misconceptions about the College within Suffolk County

Some students come to Suffolk believing that they won't be able to transfer
Some feel we are not getting the recognition we deserve from the county
Some of out students feel they have to defend attendance at Suffolk
The public is not as aware of the transfer possibilities as they should be
Some faculty feel we have the "stigma of a romper room school"
Some potential students don't understand that Suffolk is the begging of an educational path
Some individuals believe there is a community perception that we are primarily a vocational college
We need to educate the community on what we provide
Some individuals believe that middle to upper class families don't want to send their children to Suffolk
There are negative generalizations about the college
Some individuals don't believe the community knows about the transferability of courses
Some individuals don't believe the public understand the amount of work faculty actually do
There are numerous derogatory names for Suffolk
We need to ensure that we are known for more than just developmental education
Classless at SCCC have rigor
There is a false belief in the community that the courses here are easier
There is a false belief in the community that the curriculum is easy
Perceptions impact whether students will come to Suffolk
NCC does not have the same negative connotation as Suffolk (its not just about being a community college)
There is a belief that students with options will choose four-year colleges
Open enrollment may be leading to the perception that we do not have a rigorous academic program

Internal constituents expressed a desire for institutional appreciation and recognition of work

Support functions need to be recognized for their importance
Some individuals feel the college does not show appreciation to the college members
Some individuals feel offices don't receive enough praise for their good work
Some individuals feel administrators don't value the work of their employees
Personal recognition would go a long way in helping morale
Receiving appreciation would enhance the morale
People have to feel as though the college values them
People want to feel wanted
People want to receive recognition for their good work
Students need to feel like they are a priority
Some individuals feel the college needs to emphasize that its employees are valued
Some faculty indicated that faculty should receive more recognition for their contributions
Faculty are feeling 'meetinging' out
Some individuals feel we are overstretching as an institution
Some individuals feel we are inundated with e-mail

Suffolk students are educated by the College's outstanding faculty

Teaching faculty are a strength
Teaching faculty support our students
Faculty "feeds off the enthusiasm of the students"
The faculty are focused on quality teaching
The faculty are sympathetic to student needs
The faculty invest personal time
There is great collegiality within the faculty

Faculty make time for students regardless of their loads
Our faculty build lasting relationships with students
Faculty support for the mentoring program is strong
The professors are committed to building strong faculty-student relationships
The professors are open to being challenged by students
The professors at Suffolk really love teaching
The faculty offer a personal touch
Faculty and students develop strong relationships
Faculty are supported in their work
Some faculty feel that they need to ensure they are current in their field
Faculty spend their personal time helping students
Freshman seminar provides a potential foundation for relationship building
Some faculty indicate that personal time with faculty members is a hallmark of Suffolk
Our faculty are teachers first and foremost
Some students feel that their professors reflect and teach the changing social mores
Some students indicated they appreciate it when their professors refrain from teaching straight from their books
Teaching at SCCC is up to par with other colleges
Faculty are working to help students see the bigger life picture
Faculty at Suffolk love teaching
The quality of teaching is respected throughout the community
Students get to really know their professors at SCCC
The adjuncts work with students beyond their compensation
The professors are knowledgeable
The professors are approachable and helpful
The professors know their fields
Professors spend time to aid the underprepared
Professors show great concern for student life goals
Students get to really know the professors at Suffolk
Professors get involved with activities
Professors will partner with students to make things happen
The college has high quality instruction
Faculty have great credentials and experience
“We [faculty] go out of our way for students”
Some faculty feel that the faculty must take charge in leading change
Faculty show support to diverse student communities
Faculty understand that students have complex lives
Faculty use a variety of pedagogies
Our faculty have a great reputation
Some faculty want that the College needs to remember that “we are here to educate students”
Some faculty feel that the college has to prepare students for occupations with openings
Some faculty feel they need to find a way to meet as a department more regularly
Faculty help students achieve their life goals, not just program goals
Faculty see Suffolk as the "safe bet" for students
Some faculty want external input without being told what to do
Some faculty want the students to see Suffolk as more than "a landing pad" for a degree
Faculty are the experts when dealing with faculty concerns
Some faculty want to connect with departments from other campuses
Some faculty want to see input from industries on what graduates need
Faculty wants to make adjustments that benefit the college
Some Faculty work to connect students with the community

Faculty want students to experience true growth
Incoming students are consistently impressed with the quality of the faculty
Some students felt that their faculty are comparable to faculty at four year colleges
Some students felt that their faculty are better than faculty at four year colleges
Our faculty motivates our students
Some faculty indicated that we must model professionalism to our students
Some faculty see great benefit in the growth of the VLC

Suffolk students are supported by the College's outstanding staff

The college has many professional staff
Some staff really reach out to students
Our staff realize they must show patience with difficult and frustrated students
Some staff want to see the college known for helpful staff
Staff want to see us move towards more electronic methods
Staff wants the college to be know for being student friendly
Students appreciate it when staff goes the extra mile for them
Some students feel that the staff goes out of their way for them
Some students felt that their colleagues need to make better use of the outstanding support services provided
The staff is accessible to students
College staff are prepared to serve the students
The college staff like supporting the College
The support staff truly care for the students
Staff members need to show sensitivity to the diverse populations
Some students believe the disability support services are exceptional
There is adequate support for students
The staff is willing to take the time to address student needs
Support services are able to meet the needs of the students

Internal constituents want to see technological enhancements across the College

Individuals want to see more technology built into our academic programs
Individuals want to see more technology integrated into disability services
Individuals want to see more robust services on the web
Individuals want to see the College utilize go to meeting® more
Individuals want to us to use technology to connect the campuses
Individuals want to see us increase our meeting space through technology
Some individuals feel that D2L does not offer the same features that other colleges have
Some individuals feel that D2L will have to improve to serve growing student populations
Some students want tele-courses to connect them to the other campuses
Some individuals feel that a lack of new and premium technology is keeping the college back
Some students want on-line classes in inclement weather instead of having make-up dates
Some students would like to see a virtual tour as part of the website
The facilities that are technologically advanced should be opened up for all students and staff
Some individuals want to see the College move away from using paper for basic processes
Technology can bring faculty together virtually and more regularly
Some faculty want more videoconference meetings
Students come in expecting access to better technology
Some students feel like the technology is below their high schools
Some students feel we don't have enough computers for them
Some students feel we need more server space

Some faculty believe that we need a greater level of technical support on each campus for faculty
Some individuals feel we need technology to permeate every aspect of the college
We need to ensure that our technology plan is implemented
Even with technology, we need to be available for face to face
The longer we wait to upgrade technology, the more behind we find ourselves
Some individuals feel we are schizophrenic with technology (advanced in some areas and behind in others)
Some students feel that outdated technology drives students away from some programs
The technology in some programs is out of date
Continuing to enhance the effective use of technology helps remedy some “manpower issues”
Some individuals would like to see us find ways to make technology more pervasive
Some individuals believe that SCCC is behind in technology when compared to other colleges
Some students feel that students don’t want to attend a “technology inferior college”
Technology can be used to provide better information to students
Technology can enhance student services
Some individuals feel that technology is not advanced at SCCC
Some individuals want to see technology addressed more prominently in the mission and vision
Some individuals believe we are always playing catch-up in technology
Some individuals would like to see a more comprehensive vision of technology
Some individuals would like to see a greater use of technology in our libraries
Some individuals would like to see more current technology integrated into the classrooms
Some former students found that they used different software in the workplace
We don't provide the level of technology that some students expect
There are concerns that we don't have enough technical support to grow our technological infrastructure
Some individuals believe that “we are up to date, technologically, for a community college”
“We can't compare ourselves technologically to Stony Brook”
Some students “expect us to look like Stony Brook technologically”
Students are frustrated with system crashes during registration
Some students feel the technological infrastructure is insufficient given the number of students
Some individuals believe that technological change is providing unreasonable expectations
Some individuals feel the college is not keeping up with technological changes
There is a concern that there are not enough computers for students to use
Students are frustrated with the frequency of the internet outages
There is a concern that too many computers don't work properly
Some individuals would like to see more computers across the campuses and in multiple buildings
Some individuals would like to see us find ways to put everything that can be handled electronically on the web
We need to provide services that drive students to use the electronic resources
Some students want a completely wireless campus
Some of our equipment is outdated
There is a concern that too much information on our website is outdated
Some students would like to see smart boards in all classrooms
Some individuals would like the college to hire a webmaster
Some individuals feel that “Technology is a strength”
Some individuals believe that the “monitors send the positive signal of having advanced technology”
“The college is effectively implementing new technologies”
Students want to connect to college services through Smartphone apps

Suffolk County values the college

The college is beginning to get a number of second generation Suffolk students
We have a great reputation as a feeder college
The college's reputation has grown in recent years
Some individuals believe that Suffolk's reputation has been significantly strengthened by "word of mouth" and personal stories
Some students feel they are better prepared for future success by coming to Suffolk
Some individuals feel that the College has developed a good reputation of having successful transfer students
The community respects the nursing program
The college has a good reputation in the community

Internal constituents want to see a greater connection between the campuses and their surrounding communities

"We are all ambassadors"
The College needs to continue enhancing our local workforce
Some individuals feel we need to take advantage of the leadership within our communities
"SCCC has an unearned reputation" (negative)
Some individuals would like to see the college more integrated into the local community
Some students want to see campus activities facilitate volunteerism in the community
Some individuals don't feel the community advertises enough for the college
We have to get the community to see how we benefit them as a whole
The college needs to better communicate to the community
Some individuals feel we need to serve our aging population better
Some individuals feel the college needs to better serve retirees
Some individuals feel that we need to better educate potential first-generation students
"Suffolk is better than its reputation" (negative reputation)
Some individuals feel the community does not understand the breadth of what the college does
Some faculty feel their colleagues need to embrace community outreach to "feel that we are part of the process"
Some individuals feel we will need to increase the number of certificates to meet workforce needs
Some individuals feel we need to enhance and increase our workforce training
Some individuals feel we need to integrate trend and forecast data with planning
Some individuals feel we need to look at ways to tap the experiences of our community
Retirees can use assistance with transitioning
"Saying we serve a population is not the same as doing it"
The College needs to ensure it is proactive in addressing workforce needs
Some individuals feel the College needs to expand the adult education function
Some individuals feel the public does not know the strength of our faculty
Some individuals feel that "ads with data that makes us look good" will help connect us better with the high schools
There are perceptions that we don't serve our populations as effectively as we could
Some individuals are concerned that we don't promote the benefits of an education while at Suffolk, only after leaving (the stepping stone metaphor)
The college could work to bring community members and groups together
Some individuals would like to see more county forums held on the campuses
Some individuals would like to see more robust "town and gown" initiatives
Some individuals would like to see us find as many opportunities as possible to get people onto our campuses
Some individuals would like to see us use community venues for events
We need to ensure adequate representation and voices from the College are represented on influential county boards

Connecting even more to the community will bring even greater relationships with potential employers
Some students would like to see the College expand the food bank
Some students feel that the food pantry needs to be open year around
Some faculty suggested that we have facilities in which health clinics could be run by the nursing students
Some faculty suggested that we could find ways to get HVAC students to provide assistance and support to depressed communities
Some students would like to see a clothing bank

Internal constituents want to see an expansion of the College's marketing efforts

Some individuals would like to see an "aggressive" expansion of the sweatshirt campaign
Some individuals would like to see the honors program marketed
There is a concern from some that without more media, we will "loose touch with our public"
Some individuals would like to see us "preach" that you get a good start at Suffolk
Some individuals would like to see us work even harder we don't sell the transfer function well enough
Some individuals would like to see marketing campaigns targeted at the A.A.S and A.S degrees
We need to find more avenues to market the college
Some individuals would like to see marketing campaigns targeted our ability to retrain
Some individuals would like to see marketing campaigns targeted at our athletics program
Some individuals would like to see marketing campaigns targeted at rigor of our courses and programs
Some individuals would like to see us utilize our alums as spokespeople
Some individuals would like to see marketing campaigns targeted at the culinary arts center
Some individuals would like to see marketing campaigns targeted at the diversity of our students (age, race, etc.)
There is a belief that the community doesn't realize that Suffolk is the "county jewel"
Some faculty feel that the marketing efforts have really helped to improve the college's image
Our advertising campaign is successful in communicating the value of a Suffolk education
Some individuals would like to see marketing campaigns that share faculty and staff stories of educational success
The success starts here campaign is changing opinions
More exposure help change the minds of those who advocate against coming to Suffolk
Some of our students "love the sweatshirts commercial"
Some students want to see as many commercials for Suffolk as they see for the other four and two-year colleges
Numerous individuals want to see multiple commercials
Some students want to see commercials with current students and with alumni
Some students want to see commercials with lots of current students highlighted
Some individuals would like to see marketing campaigns that target the student experience at Suffolk
Some students indicated that they "want to go to colleges they see advertised on television"
Some individuals are concerned that the college does not have a brand
Some individuals would like to see marketing campaigns that emphasize our "positives"
Some individuals would like to see the college "brag on ourselves" more
Some individuals are concerned that we don't publicize all that we offer to the students enough
Some individuals believe that "Testimonial ads" would benefit the college
Some students believe they could effectively make the point that the College is a stepping stone
Potential students need to be shown that they "can go all the way to the top" from Suffolk
Some individuals are concerned that any College taglines "must reflect reality"
Some students feel that going elsewhere is like "graduating with a mortgage"
Some individuals would like to see marketing campaigns that illustrate that our college is an exceptional first choice
Some individuals would like to see us promote our internal excellence more

Some individuals note that we must continually adjust our marketing to the changing demographics
Some individuals want to see us demonstrate, with data, that we are about student success
Some individuals would like to see marketing campaigns targeted at displaying the "walk of life at Suffolk"

Internal constituents feel there is too much bureaucracy at the College

Some faculty feel that the hurdles in academics lead their colleagues to “keep the status quo”
Some individuals feel the layers of bureaucracy slow things down
Some individuals feel there are enough administrators
Some individuals feel there are too many layers of administrative bureaucracy
Some individuals feel there has been too much growth in upper level administration
Some people want to see evidence that administrators are delivering
Some people feel that making announcements electronically is difficult due to bureaucracy
Some individuals feel that the bureaucracy at SCCC gets in the way of serving students
There is a belief that we need to maintain the “appropriate level of bureaucracy”
“Bureaucratic blocks impact our efficiency”
Some staff feel that the bureaucracy slows down our ability to serve students
There are concerns about too much middle management
"It takes an act of congress to get anything on the website"
Some individuals feel that travel reimbursement is cumbersome
“There should be an easy way to find out who provides what support”
Some individuals feel that too many signatures are required
“The college is top-heavy”
“There are too many organizational bottlenecks”
“Paperwork is a nightmare at the college”
Some individuals believe that extensive oversight prevents them from being treated as professionals
Some individuals feel that decision making takes too long at the college
Some faculty feel they "have to make a big stink" to ensure changes
Some individuals believe that accountability chains need to be streamlined
Some faculty believe we need more workers and fewer "overseers" at the college
Some people would like to see HR decentralized to the campuses
Some faculty feel there are too many senior administrators and not enough faculty

The college needs to become more comfortable with change

Some students feel we could get some athletes to come if we had football
Our current space can be re-engineered to save energy costs
Some individuals would like to see a true recycling program
Some students want to see television programming on the monitors including Suffolk TV
Some students would like to have coverings for walkways during the winter
Some individuals would like to see the College integrate social media into the curriculum
Some individuals would like to see the College provide credentialing in gerontology
Some individuals would like to see the College add more non-traditional degrees
Some faculty see social media impacting academics moving forward
The College needs to plan proactively when addressing the changing student populations
Some individuals have a concern that, as a College, we are reactive
Some individuals feel that Suffolk has not planned proactively enough to address changes
Some individuals feel we need to change our culture so that we can better deal with changing external conditions
Some faculty want to see the curriculum reflect societal changes
The College needs to regularly assess the level of support provided to students

The College needs to evaluate who is coming to SCCC and adjust
There is a concern from some that we don't focus on building lifelong learning
Some individuals feel that Suffolk needs to learn from other higher education institutions
Some faculty feel that we need to learn from our "programs with high standards"
The College needs to make to adapt accordingly to "meet accreditation changes"
Some students would like to see the culinary arts program establish an organic garden

The College needs to ensure it is operating in accordance with its mission
Some individuals feel that we have to live up to the promises we make in publications
Some individuals feel that we need to do a better job of assessing how well we meet student needs
Some individuals are concerned that we are missing pieces of our mission in our operations

The College should review the transportation needs of students, faculty, and staff
Some individuals believe that SCCC should have an inter campus transportation system
Some students feel that the lack of transportation affects class attendance
Some individuals feel that the College needs to find a way to make transportation less cumbersome for students
Any emerging college transportation system would need to be aligned with course scheduling
A transportation system would alleviate some parking headaches
Some faculty want to see an intercampus transportation system
Place-bound students cannot enroll in the programs they want
Some students feel the county bus system is undependable
Some students believe that having programs only at certain campuses disenfranchises students without cars
Some students see the need for an inter-campus transportation system
Students can end up with have lengthy waits between buses
The county bus system does not correspond with class times

The College is committed to providing an outstanding learning environment
The college needs to ensure that the learning environment is conducive to learning
"Strong academics + personal touch = Suffolk"
Some students feel that the small class size is a benefit
Some faculty feel the college is known for excellent education and small classes
The small class size is an institutional strength
Some faculty would like to see the class sizes remain small
There are concerns that decreasing resources may force us to increase class size
Some students feel that there are great programs/activities here that teach you how to succeed as a student
We are known for providing better learning environments for students
Students are surprised that they help to create their learning
"Suffolk helps you learn how to learn"
Some students feel that Suffolk provides a great opportunity to learn about other cultures
Some students see the benefit of the academic skill centers
Some students feel that the college needs to ensure that learning includes how to become active in the community
"Students are not numbers in a classroom here"
Students enjoy the opportunities for intelligent conversation
Students experience a tight community
The College provides numerous opportunities for student's engagement
Some individuals feel that SCCC needs to make sure that opportunities for students are backed up with support

Some students believe there are great opportunities for growth at Suffolk
Suffolk provides opportunities for "students to grow up"
Suffolk has a family atmosphere to the students
The college has a campus climate that supports connection
"This campus is warm"
Students come after being rejected from four-year colleges
Students find the same rigor as they did in their four-years, but with more support
Students feel they gain more than book knowledge in their classes
Students feel they were taught how to study at Suffolk
Students appreciate open dialogue in classes
Some students find that services, like writing workshops, are helpful
Students who are engaged enjoy their classes more
We need to enhance the life skills of our graduates
The college has very understanding faculty
The college helps students decide what they want to do
Some students want to see sustainability embedded into the whole of student life, not just academics

Internal constituents feel that SCCC should enhance the "collegiate feel" of the college

Some individuals feel that we need to ensure that there are opportunities for healthy living on all campuses
Some individuals feel that the college needs to increase the number and presence of campus activities
Some students feel that each campus should have a sports and theatre program
Some students feel that environment needs to be more "enjoyable" to enhance learning
Some students feel that the college needs to provide big events to build up a community
Some students would like to see dorms on campus
Some students feel that not having dorms gives us a competitive disadvantage on Long Island
Some students feel that the only difference between Suffolk and the 4-year colleges are dorms
Some students feel that the environment for night-time students is not collegiate
Some individuals believe that we need to increase extra curricular opportunities for faculty and staff
The extracurricular program provides a college experience for students
Some individuals feel that the extra curricular activities are exceptional for a 2 year college
Some individuals feel that most students don't have time for extracurricular activities
Some students want later library hours
Some students want later library hours during finals
Some students would like to see the College provide banking services on the campuses
Some students feel that we should look at becoming partially residential
The clubs available to students are diverse
Some faculty feel the college must treat the students like adults
Some students believe the college needs to build a better college experience for the students willing to stay
Some students feel the college needs to push sports more
The college has a number of campus activities for students
Some students are concerned that some of the libraries do not provide a good studying environment
The library is a hang out space for students
Some students feel that the lack of a college experience makes some of their colleagues want to leave campus
Some students would like to see "a more collegiate look "on the campuses
Student engagement removes some of the stigma associated with a commuter college
Some students feel that more student involvement will increase the college feel
Some students believe that access to facilities needs to be increased to meet student schedules

Students like the face book pages

Enhancements at the College are improving the image within the county

The campuses are looking more modern
The new facilities enhance the college
Some students feel the new additions are enhancing usability across the college
“The new facilities make the college look great”
Some individuals feel that the College needs to continue building new facilities
“The landscaping is welcoming to the community”
The landscaping has “beautified” the college
Some students feel that some of Suffolk's facilities are top notch and should be used to attract students
Some of the students indicated a desire to do their part to ensure that campus beautification is maintained

The College needs to address its infrastructure

Individuals feel that the traffic flow needs to be improved at SCCC
Some students want more than one entrance and exit to the Eastern Campus
Some students want to see greater emphasis on the landscaping of the college
Some individuals feel that the campuses need to work on their curb appeal
The heating and cooling systems need to be fixed
Some faculty feel their colleagues would stay around the college longer if there were places to commune
“Its not always clear which parking spots are which”
“There are too few student parking spots”
“There are too many administrator spots”
Individuals feel that parking is a major issue on all campuses
Some individuals feel that staff parking is impacted by the growing enrollments
Some individuals believe the College should look at more innovative parking ideas like garages
Some individuals are concerned about the safety of the sidewalks due to cracks
Some individuals feel that in our current buildings, we are running out of space for the faculty and staff
Some students would like to see more congregating space for their classmates
“We will run out of space if we keep growing”
“Building layouts prevent effective use of space”
Some individuals believe that there is an “inappropriate” amount of space to support education
We don't have the space to handle the growing enrollments
Some students would like to see more quiet space available in the library
Some students indicated that they “respond to updated and nice space”
Some of the classrooms at Suffolk are "ancient"
“The bathrooms are in terrible shape”
Some students feel the cafeterias are inadequate
Some individuals would like to see “more updated facilities”
Some changes “can’t happen because we are bound by the physical nature of the campuses”
The “buildings are just falling apart”
Some individuals feel that our facilities negatively impact our reputation
“Our facilities look old”
There are not enough parking spots given the density of buildings
The roads on campus create more traffic
There are concerns about the cleanliness of the buildings
Some individuals feel that some of the land by the college could be used to better the flow of cars
There is a concern from individuals that the physical plant has not kept up with growing enrollments
Some students feel that we need more modern facilities to appeal to the students

Students have varying levels of commitment

Some students are here only because of their parents
Some students are not committed to learning
Some students feel financial aid is being given to some students who don't care about graduating
Some individuals believe that student morale is decreased by entering developmental education
Some students would like to see their classmates join them in trying "to make grand changes at the college"
Some students would like to see the college find ways to involve more students
Some students feel that some of their classmates stop trying to attend because of ineffective service
Some students feel that some of their classmates are not putting forth the necessary effort
Some students want their classmates to hold themselves more accountable
Some students would like to see their classmates take more of an initiative
Some individuals feel that students are not willing to take the initiative to look at MySCCC
Some individuals feel that students are not always willing to put in the necessary work
Some students believe that their classmates are more willing to complain than to take action
Students feel the worst recruiters for Suffolk are "the students who don't try"
Some individuals feel that students know the system and will take advantage of it

Students want more input into the College's direction setting and decision-making

Some students want to see more opportunities for volunteerism through the college
Some students want better opportunities to evaluate professors
Some students want more opportunities to get involved at the college
Some students want more opportunities to provide input
The college has a number of very active students
Some students feel that they are not taken seriously
Some students believe they have the flexibility to start initiatives
Some students want career fairs targeted at Associate level jobs
Some students want to have input into college contracts (i.e. Dover)
Some students want us to look at what other colleges are doing
Some students want more advocacy for the college
Some students don't want a mandatory meal plan
Some students are concerned that most student involvement is only through their representatives
Some students feel that we need to increase the patriotism on the campuses
Some students want more printers available to students
Some students want the courses to better connect with the world of work
Some students would like to see alerts sent to their phones
Some students want a systematic, objective evaluation system of faculty
Some students feel that we need more bilingual professors

Students desire more interaction with leaders inside and outside of the College

Some students are looking for more opportunities for personal interaction
Some students are looking for opportunities to build networks inside and outside the college
Some students want greater interactivity
Some students want more connections to local clubs (travel, etc.)
Some students want more interaction with the President
Some students want more cultural exchanges
Some students want to have brainstorming sessions with college leaders
Some students want a chance to talk with faculty about curriculum enhancement
Some students feel that they are not part of the communication loop
Some students want more alumni to visit and speak to them

Some students in our programs could contribute their skills to local efforts
Some students want other students to speak to legislators
Some students will listen to other students
Some students feel there are not enough free times for clubs to meet
Some students want the successful alumni to come back and encourage the students
Some students want to connect with alumni
Some students feel that the deans need to interact with the students more

Internal constituents have concerns about Dover

Some students are very disappointed with the food options on the campuses
Some students want more dining choices on campus
Some students want a say in whether we go with Dover or not
Some students find Dover to be overpriced
Some students believe that the way food is prepared by Dover makes it inedible for vegans
Some students feel that their classmates attempting to keep Kosher can't eat Dover food
Some students noted that past complaints about Dover have not resulted in action
Some students are upset that their clubs have no choices other than Dover
Some students are want greater assurances that Dover employees are following safety protocols
Some students feel that Muslim students can't eat Dover's food
Some students feel that food is cheaper at the four-year colleges
Having food choices means leaving the campus
Some students want to have food stations like NCC
Some students are concerned that Dover does not respect religious/dietary convictions in food preparation

The college needs to stay current with its articulation agreements

Students are looking for seamless transfers into four year colleges
Some individuals feel we need to increase the number of articulation agreements
Some faculty feel unequipped to effectively counsel with the changing nature of articulation
We need to ensure all articulation information is up to date
We need to ensure we have up to date articulation information
Some individuals believe we should have a strong panel that constantly reviews the articulation agreements
Some individuals feel that articulation is a mystery to the greater Suffolk community
Some individuals feel that the college needs to work to develop more articulation agreements
Articulation agreements are not always fully honored
Counselors need access to the most up to date articulation information
Individuals feel that Parents are supporting the college more now because of the expansion of articulation agreements
The articulation agreements are increasing the value of a Suffolk degree

Students have numerous concerns regarding textbooks

Some students don't want to buy books that won't be used
Some students want more books online
Some students appreciate professors who don't just teach from the textbooks
Some students are frustrated that faculty don't use required textbooks
Some students are upset about the cost of textbooks
Some students want more of the textbooks placed in the library
Some students want textbooks that can be bought online
Some students want a diversity of materials used in class
Some students want books for class that can be ordered online

Some students want more online material, not just textbooks, in their classes
Some students are frustrated when they buy books and the professor won't use them
Some students don't like purchasing books authored by professors
Some students want professors to get book orders in sooner to increase the chance that they can purchase them online
Some students want the college to have more control over the bookstore

Internal constituents feel the college does not live up to the "One College" motto

Some students want to see the campuses operating as one college
Some students want to see the culinary arts center integrated into the Eastern campus more
Some students would like to see the same breath of creative classes on all campuses
Some individuals feel that the lack of consistency across campuses impacts student success
Some individuals feel there is a lack of coordination
Some individuals feel there is a lack of organizational cohesion
Some individuals feel the different subcultures feed into campus stereotypes
Some students believe the different subcultures negatively impact student opinions of each other
Office functions differ from campus to campus
Offices are not the same from campus to campus
Individuals believe we need greater consistency across functions
Individuals feel there is too much division between campus groups
Some students feel the cultural differences across the campuses
We operate too differently between the colleges
Some faculty want to ensure that students at Suffolk don't receive "different educations"
Some faculty feel that the different governing bodies lead to different levels of faculty participation
Some students feel that campuses are gaining reputations as more or less helpful to students
"There is greater friction as one college"
"We need to believe our own hype before the community will"
"The campuses are completely self-sufficient"
Some individuals feel that the campuses need to learn from each other how to better serve their communities
Disability services differs greatly from campus to campus
"The campuses act too independently"
Some students feel they receive differential treatment at each campus
Some students see too much inconsistency across the campuses
Individuals believe that the one college philosophy does not play out in operations
Individuals feel that the services provided across the campuses are too different
Some students would like to see the campuses reduce the competitive tone
Some individuals feel that the campuses are disconnected
"Operations are splintered"
Some students feel there is "too much segregation" amongst students from the different campuses
Some faculty would like to see departments between campuses operate as one
Some faculty feel that "identical courses" need to have the same basic content regardless of campus
Some individuals feel that the College needs greater consistency of services across the campuses
Some faculty feel that some academic programs are models of how to work as one across the campuses
Some faculty want to see a consistency of function in academics
"We have to get past long held ideas of separate colleges"
Each campus has its own subculture
Some students perceive that there is a "Brentwood College, Ammerman College, and Eastern College"
Some students don't feel "unity" between the campuses
Some students feel that academic programs are competing across the campuses

Some faculty would like to see a yearly college-wide student showcase
“We need greater cross-campus collaboration”

There are numerous concerns about information flow at the College

Some students feel that their classmates largely ignore the campus monitors
Some students want to see a single source of information on housing rentals near the campuses
Some individuals feel that there is a general lack of information available to college members
Some students aren't always aware that they need their transcripts
Some students don't always know which questions they are suppose to ask
Some students find themselves going between departments
Some students feel their colleagues get frustrated with incorrect information
Some students need guidance on what to ask and from whom
Some individuals believe that we need to get better at sharing information
Some individuals believe that we need to better educate students about financial aid
Some students feel that we need to better promote early registration
Some students feel that our first generation students don't know what questions to ask
Some students believe that there needs to be better access to policies
Some individuals would like to have information more readily accessible

Internal constituents have concerns about fairness/equity at the college

Some people see preferential treatment for certain groups
Some people want to see evidence that new hires are necessary
Some people want to see more equity in pay and benefits
Some people feel that the "belt-tightening" is being conducted unevenly
Some people feel individuals are asked to do things they are not trained to do
Some individuals feel that the faculty and staff distribution should reflect the campus % of FTE
There is a concern by some that “politics outweigh expertise”
There is a concern about “political agendas”
Some individuals would like to see more transparent hiring procedures
Some individuals are concerned that political favors occur at the college
Some individuals want to see more individuals with strong educational backgrounds working at the College
Some people feel that opportunities for advancement are severely limited
Some individuals feel that Internal transfers help units because training is not from "square one"
Some people see a lack of transparency in decision making
Some students more transparency in regards to budgeting
“There is a lack of transparency”

Internal constituents expressed a number of security concerns

Some individuals have concerns that the security phones don't work
Some students want security to patrol for drug use
Some individuals feel that campus security does not always provide consistent service
Some individuals would like to see more campus security
Some people want to have police officers and peace officers
Some individuals would like to know that the security guards are better equipped to restrain
Some students feel that security is not as responsive as they should be
Some students have experienced crime in the parking lots
Some students want campus security to provide more assistance in limiting accidents
Some students want more communication about campus security
Some students want technology to be used to enhance security

Some students want to see security features like phones more prominently displayed
The lack of lighting presents a safety concern to some individuals
“We need more lights”
“There is not enough lighting at night”
“There are too many non students on the campuses”
Some students are concerned about parking at night
Student's speed out of the parking lot presents a safety danger
Some students want more surveillance
Some students believe that the increasing crime rates in the communities are finding their way onto the campuses
Some individuals would like to see more oversight by public safety for traffic
Some individuals feel that other colleges have a greater public safety presence
Some students are concerned that non-handicapped students take up the handicap spaces
Some individuals are pleased that the public safety director is reaching out to students
“Students drive dangerously”
“Gang members on the campuses is a new phenomenon”
There is a concern by some that courses are offered when emergency personnel are not on duty
Some students feel that an increasing number of students mandate an increase in the presence of security personnel
Some faculty would like to see Suffolk Police on campus issuing tickets for traffic violations
Some students feel that there are too many traffic accidents

Internal constituents would like to see a shift towards more student-focused behaviors
There is a concern that we focus mainly on complaints and negatives at the college
Some individuals would like to see a culture where people want to share their knowledge
Some individuals feel that college members need to move beyond personal agendas
Some people feel that keeping control is more important than operating effectively for some of the college population
“College employees need to stop being so territorial”
Some individuals feel that compensation is necessary to get people to participate
Some individuals are concerned that people stick to the letter of their contracts even at the “expense of students”

The amount of change at the College has negatively impacted morale
With all the change, people don't really know each other
People are in a state of confusion due to all the major changes
People have been negatively impacted by the degree of change
Consistent changes make it difficult to know who is reporting to whom
“Fear is what leads to change” at the college
Some individuals feel that the amount of change at Suffolk recently has negatively impacted morale

The libraries are a great resource to the college
Some individuals feel that library resources are underused by students
Some individuals feel that the library resources are underutilized by faculty
Some people feel that the library staff are a great resource for students and faculty

Internal constituents want to see more pervasive alumni involvement
Some individuals feel that we need to get alumni here on campus to talk to our students
Some people would like to see the College utilize its alumni to lobby the politicians
“The alumni affairs function is strong”

Some individuals believe that we need to better communicate with the community about the success of our alumni
Some individuals feel that alumni are very willing to share their stories if asked
“Alumni love the college so much that many want to work here”
Some individuals believe there are numerous alumni proud of their affiliation with Suffolk

The Suffolk experience changes our students’ mindsets

Some students feel that once students come to Suffolk, they realize that it is an excellent college
Students “embrace the college once they get in”
Some students feel that incoming students have negative attitudes about the College
Some students believe that student attitudes become positive after attending
“We have high quality students”
Some students feel that students return semester after semester because they are satisfied with their experience

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