SUFFOLK COUNTY COMMUNITY COLLEGE

Report of Institutional Effectiveness

Academic and Fiscal Year 2020-2021

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

Spring 2022
Office of Planning and Institutional Effectiveness

Suffolk County Community College
Report of Institutional Effectiveness for Academic and Fiscal Years 2020-2021

Introduction

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

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

In 2012, April 2020, and May 2021, and as part of its Strategic Planning Process, the College community reaffirmed the College Mission Statement, which reads:

> Suffolk County Community College promotes intellectual discovery, physical development, social and ethical awareness, and economic opportunities for all through an education that transforms lives, builds communities, and improves society.

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

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

From these goals Measurable Institutional Objectives (MIOs) were developed, targets for achievement to be met by the end of the life of the current Strategic Plan, which was set to span from 2013 – 2020. The onset of the pandemic in spring 2020 caused the College to halt the 2020-2027 Strategic Planning process, and the Board of Trustees approved a resolution to reaffirm the current Strategic Plan until August 2022. The Key Performance Indicators (KPIs) within this document continue to reflect those created for the 2013-2020 Strategic Plan.

Key Performance Indicators (KPIs) are metrics used to gauge progress toward these objectives and were developed during the last Strategic Planning process. Now that the 2022-2027 Strategic Planning process has resumed, the Strategic Planning Council will be reviewing the College's KPIs to determine the best measures to monitor progress of the new Strategic Objectives.

In addition to the KPIs, this document will take each Institutional Goal and its associated Objectives, and provide metrics, where possible, to describe progress made in reaching that Goal. This document should be read in conjunction with the Annual Operational Plan, the College's Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE), which describes its assessment, evaluation, and budget and resource allocation process, and the College FactBook. The Report of Institutional Effectiveness is usually published in the middle of the following academic year in order to utilize data reported to various agents in the fall following the year being assessed.

Institutional Goals and Measurable Institutional Objectives

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

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

First-Time/Full-Time Passing Rate in Gateway Courses							
2016-2017 Rate	2017-2018 Rate	2018-2019 Rate	2019-2020 Rate	2020-2021 Rate	Change from Previous Year	KPI Target by 2020	Status
78.4%	81.7%	73.0%	79.2%	72.2%	-7.0%	75%	Approaching

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

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

Fall-to-Spring Persistence Rate							
2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Change from previous year	KPI Target by 2020	Status
80.30%	81.70%	81.40%	79.20%	73.20%	-6.0%	75%	Approaching

Fall-to-Fall Retention Rate							
2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Change from previous year	KPI Target by 2020	Status
67.4%	67.6%	66.8%	59.7%	49.3%	-10.4%	70%	Not Approaching

Source: IPEDS

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

150% of time (3 years) FT/FT Graduation Rate							
2015 Cohort (as of 8/18)	2016 Cohort (as of 8/19)	2017 Cohort (as of 8/20)	2018 Cohort (as of 8/21)	1-year change	4-year change	KPI Target by 2020	Status
27%	24%	26%	25%	-1.0%	-2.0%	20%	Exceeding

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

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

Industry/Regional Collaborators		
Action Machined Products, Inc.	East/West Industries Inc.	New York State Economic Development Council
Advanced Optowave Corporation	Enzo Laboratories	Northrop Grumman Corp.
Alken Industries	ESD – Empire State Development	NYSDOL –New York State Department of Labor
Amneal Pharmaceuticals	Estee Lauder	Orbital ATK, Inc.
Arma Container	GE Aviation	Photonics Industries
BAE Systems	GKN Aerospace Monitor	Precipart Corporation
Calico Cottage (a FUDGE Company!)	H & H Technologies	Sound Coat Company Inc.
Certified Interiors, Inc.	Huntington Launch Pad Long Island	Spectronics Corporation
Check-Mate Industries, Inc.	Inva Gen Pharmaceuticals, Inc	STIDD Systems, Inc.
CirCor	John Hassell, LLC	Stony Brook University MEP
ComCo Plastics	Keystone Electronics Corp.	Suffolk County Department of Labor
Contract Pharmacal	Luitpold Pharmaceuticals, Inc.	Suffolk County Industrial Development Agency
CPC Composite Prototyping Center	Mercer Tool	Supreme Screw Products
CPI Aerostructures	Mill-Max Manufacturing Corp	Tebben Steel
Curtis Wright	Narda Microwave East, 2020L-3 Communications	Vaughn College
D3 LLC	Nassau County Community College	Workforce Development Institute
D'Addario and Co	NBTY	
Designatronics	New York Label & Box Works	

2018 Partnerships 40	2019 Partnerships 43	2020 Partnerships 52

Workplace and Economic Development Enrollment		
Semester	**Duplicated**	**Unduplicated**
Fall 2018	210	200
Spring 2019	467	435
Fall 2019	446	400
Spring 2020	129	123
Fall 2020	90	90
Spring 2021	85	62

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

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

Enrollment Age Distribution

Semester	17 and Below	18 – 21	22 – 24	24 and Below	25 – 29	30 – 44	45 – 59	60 and Above	25 and Above
Fall 2016	0.30%	64.90%	13.30%	78.50%	10.20%	8.30%	2.70%	0.30%	21.50%
Fall 2017	0.40%	64.80%	13.60%	78.80%	10.30%	8.00%	2.60%	0.30%	21.20%
Fall 2018	0.40%	64.90%	13.30%	78.60%	10.40%	5.30%	2.40%	0.30%	21.40%
Fall 2019	0.40%	65.30%	13.10%	78.80%	10.20%	8.40%	2.30%	0.30%	21.20%
Fall 2020	0.30%	64.80%	12.90%	78.00%	10.30%	9.30%	2.10%	0.30%	22.00%

Source: Banner

Students 25 and Above	
Fall 2016	**21.50%**
Fall 2017	**21.20%**
Fall 2018	**21.40%**
Fall 2019	**21.20%**
Fall 2020	**22.00%**

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

The College does not keep statistics on community participation in all social and cultural events conducted by/at the College.

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

Fall data	2016	2017	2018	2019	2020	% change since 2016
Beacon Program -- **Number of partner high schools**	42	49	49+ Eastern Boces	50	52	23.8% increase
Beacon Program -- **Number of enrollments** * **# of registrations (duplicated count)**	4,724	5,328	5,463	6,114	6,324	33.9% increase
Beacon Program -- **Number of students** enrolled	3,731	4,186	4,158	4,775	4,406	18.1% increase
Early College Program -- **Number of partner high schools** *	12	22	21	23	27	125.0% increase
Early College Program -- **Number of students**	109	174	175	189	203	86.2% increase

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

Developmental Placement by Subject*									
Academic Year	**Reading**		**English**		**Math**		**First-time Full-time**	**Developmental****	
	Head-count	Percent	Head-count	Percent	Head-count	Percent	Total	Head-count	Percent
2016	1,838	33.3%	1,617	29.3%	2,920	52.9%	5,514	3,537	64.1%
2017	1,806	32.8%	1,503	27.3%	2,896	52.6%	5,505	3,481	63.2%
2018	1,528	28.4%	1,109	20.6%	2,281	42.4%	5,375	2,982	55.5%
2019	1,358	25.8%	1,084	20.6%	2,376	45.1%	5,268	2,768	52.5%
2020	1,079	21.7%	468	9.4%	1,401	28.2%	4,968	1,876	37.8%

Source: Banner
***Subject totals reflect duplicated counts of first-time, full-time students**
****Developmental totals reflect unduplicated counts of first-time, full-time students**

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

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

Current Capital Projects	Approved by County	Approved by State	Cost	Existing Appropriations
30	30	26 (+ 4 pending)	$243,785,277	$205,785,277

Number of Projects	Number in design	Number under construction	Number in design and construction	Number substantially complete	Number complete
30	7	7	6	6	1

Source: **Office of Building Construction and Facilities**

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

Operating Budget						
Program	**2019-2020 Adopted College Budget**		**2020-2021 Adopted College Budget**		**% Change 2019/20 to 2020/21**	**Dollar Difference**
Instruction	$75,016,049	33.3%	$71,692,282	33.1%	-4.4%	(3,323,767)
Academic Support	$12,092,664	5.4%	$11,395,064	5.3%	-5.8%	(697,600)
Library	$4,440,260	2.0%	$4,361,033	2.0%	-1.8%	(79,227)
Student Services	$17,835,179	7.9%	$16,794,709	7.7%	-5.8%	(1,040,470)
Plant Maintenance & Operation	$24,646,597	11.0%	$23,551,745	10.9%	-4.4%	(1,094,852)
General Administration	$11,102,868	4.9%	$10,351,471	4.8%	-6.8%	(751,397)
General Institutional Support	$14,826,373	6.6%	$14,260,389	6.6%	-3.8%	(565,984)
Grants	$3,591,294	1.6%	$3,551,321	1.6%	-1.1%	(39,973)
Employee Benefits	$59,531,510	26.5%	$58,914,966	27.2%	-1.0%	(616,544)
Interfund Transfers	$1,980,167	0.9%	$1,980,167	0.9%	0.0%	-
Totals	**$225,062,961**	**100%**	**$216,853,147**	**100%**	**-3.6%**	**(8,209,814)**

The College budget showed a decrease of -3.6% over the previous year.

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

Scholarships from the Foundation			
Fiscal Year	**Funds Awarded**	**Recipients**	**Average Award**
2016 – 2017	$644,787	553	$1,166
2017 – 2018*	$555,552	455	$1,221
2018 – 2019	$521,266	440	$1,185
2019 – 2020	$550,623	406	$1,356
2020 – 2021	$583,623	498	$1,173

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

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

Financial Aid Default Rate	
SCCC Default Rate	7.8%
National Average	7.3%
Public 2-Year-Colleges	11.5%

Source: Department of Education: Office of Federal Financial Aid (2021)

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

Distance Education Seats Taken by Type			
Academic Year	**Hybrid/Blended Seats Taken**	**Fully Online Seats Taken**	**Total Online Seats Taken**
2016 – 2017	856	10,389	11,245
2017 – 2018	1,463	11,587	13,050
2018 – 2019	1,516	11,931	13,447
2019 – 2020	901	11,901	12,802
2020 – 2021	6,727	116,517	123,244

Source: Office of Instructional Technology (OIT)

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

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

Assessment and Evaluation

Each year all Academic Programs and all Administrative and Educational Support units (AES) are scheduled to perform outcomes assessment. Academic Program Review and AES Unit Reviews (evaluation) take place on a seven-year cycle.

Academic Year	Program Reviews Scheduled	Program Reviews Completed	AES Unit Reviews Scheduled	AES Unit Reviews Completed	Academic Program Assessments*	AES Unit Assessments*
2016-2017	4	4	6	5 Legal Affairs delayed	62/72 (86%)	32/38 (84%)
2017-2018	5	5	5	3 in post-SWOT analysis; 1 in draft form; TRIO moved to 2018-2019 due to Grant changes	61/72 (85%)	34/37 (91%)
2018-2019	7	7	7	5	57/72 (79%)	31/36 (86%)
2019-2020**	3	2	7	0	23/34 (68%)	22/32 (69%)
2020-2021	4	0	0	0	17/28 (29%)	3/32 (9%)

*Programs and units are not required to perform an annual assessment if undergoing review that academic year. Assessments are only considered complete after AAC review the year following submission.
**Participation in assessment activities were low due in part to the global disruption COVID-19 caused during the Spring 2020 semester.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Academic Program Learning Outcome Assessments submitted meeting or exceeding expectations (quality and completeness)	89%	86%	70.24%*	85.7%	Data unavailable
AES Unit Outcomes Assessments submitted meeting or exceeding expectations (quality and completeness)	84%	96%	86%	52%**	Data unavailable

The quality of outcomes assessments, as gauged through committee review using a standard rubric, has shown marked improvement, demonstrating an enhanced culture of assessment at the College.
*PLO assessments no longer use a "quality" category, but use an "overall completeness" category.
**Percentage change reflects revisions to the AES assessment rubric.

Operational Plan

There were thirty-five (35) strategic initiatives or actions detailed in the College's 2020-2021 Operational Plan. All six institutional goals are addressed by multiple actions/initiatives. The numbers/percent of initiatives or actions addressing each Institutional Goal are as follows:

Institutional Goals	Percent of Action Items/Initiatives addressing each Institutional Goal (35 total Actions/Initiatives) An action or initiative may be aligned with more than one Institutional Goal	Number of Action Items/Initiatives addressing each Institutional Goal
IG 1. Student Success	71%	25
IG 2. Community Development/Societal Improvement	34%	12
IG 3. Access and Affordability	42%	15
IG 4. Institutional Effectiveness	51%	18
IG 5. Communication	35%	13
IG 6. Diversity	26%	9

Source: 2020-2021 Operational Plan

The activities that are elements of the Annual Operational Plan are strategic in nature. They are not day-to-day standard area functions, but are designed specifically to advance a particular goal or objective, or set of goals or objectives.

Strategic Planning

In April 2021, members of the Strategic Planning Council (SPC) voted to re-engage in the new Strategic Planning process and in July 2021, SUNY Suffolk welcomed Dr. Edward T. Bonahue as its seventh president of the College. With collaboration from the Strategic Planning Council and Dr. Bonahue, in September 2021, the 2022-2027 Strategic Planning process was re-started.

As was noted in the President's September 2021 Welcome Back message to the community, "As we enter the fall semester, even while COVID continues to impact our shared work, I propose that we take this opportunity to reflect on what this unsettled period has taught us, to consider which parts of our college culture we will continue to embrace, and which parts we want and need to reimagine for the future." At its September meeting, the SPC formed the Focus Group and Survey subcommittee and the Values and Institutional Goals (IG) subcommittee to further assist in moving the process forward. In October and November 2021, a reworked set of Values and Institutional Goals were presented to students, faculty, staff and administrators through Town Hall meetings, and to the College's Board of Trustees. An overview of the feedback received from the Town Halls was presented at the December 2, 2021 SPC meeting, and the Council will review additional feedback from the online survey in January 2022.

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

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

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

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

Source: SUNY Student Satisfaction Survey 2021

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

The Website: (for Academic/Fiscal Year 9/1/2020-8/31/2021)

The enroll page
15,654 unique pageviews
Viewbooks are not offered any more
*Note the enroll page form was combined with the request information page form in August of 2019 so that we could funnel prospective students to the same place. The number above reflects pageview referrals generated through advertising/marketing campaigns where the call to action directs individuals to the "/enroll" location for tracking purposes.

The request information page
10,050 unique pageviews
  1,933 prospective students requested more information about programs offered

The college website homepage
1,920,617 unique pageviews

The entire college website total
5,396,117 unique pageviews

The most popular sections of the website
1. Majors and Programs Section – 647,545 unique pageviews
   **Note that this section has been enhanced as a microsite from the original one-page listing. This is the reason for more page views.
2. Academic Calendars – 227,897 unique pageviews
3. Library Section – 142,428 unique pageviews

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

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

Faculty and Staff Diversity Statistics (2016-2020)

	American Indian or Alaska Native*		Asian*		Black or African American*		Hispanic /Latino (can be any race)		White*		Unknown*		Two or More Races*	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2016	3	.02%	85	3.1%	91	3.4%	189	7.0%	2,303	84.4%	55	2.0%	1	0
2017	4	.01%	81	3.1%	96	3.7%	203	7.9%	2,173	84.4%	0	0	18	.07%
2018	2	<.01%	94	3.5%	100	3.7%	196	7.3%	2,242	83.0%	55	2.0%	14	.05%
2019	1	.04%	91	3.9%	72	3.1%	148	6.3%	1,977	84.3%	36	1.5%	20	.85%
2020	3	.14%	91	4.2%	75	3.5%	151	7.0%	1,774	82.7%	45	2.1%	7	.33%
Suffolk County 2019		.6%		4.2%		8.8%		20.2%		84.2%		N/A		2.0%

Sources: IPEDS; U.S. Census Bureau

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

Faculty/Staff Gender	Male		Female		Total
	#	%	#	%	
2016	1,217	44.6%	1,510	55.4%	2,727
2017	1,209	47.0%	1,366	53.0%	2,575
2018	1,233	45.6%	1,470	54.4%	2,703
2019	1,032	44.0%	1,313	56.0%	2,345
2020	931	43.4%	1,215	56.6%	2,146
Suffolk County 2019		49.2%		50.8%	

Sources: IPEDS; U.S. Census Bureau

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

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

Source: SUNY Student Satisfaction Survey - *Spring 2021*

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

College Fall Enrollment by Ethnic Group

Semester	Non-resident Alien	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White Not Hispanic / Latino	Two or more races	Unknown
Fall 2016	0.4%	22.0%	0.3%	3.4%	8.0%	0.1%	56.6%	1.3%	7.9%
Fall 2017	0.3%	23.8%	0.3%	3.7%	8.0%	0.1%	54.7%	1.6%	7.6%
Fall 2018	0.4%	21.3%	0.5%	3.7%	8.1%	0.2%	55.1%	1.9%	8.8%
Fall 2019	0.4%	22.7%	0.4%	4.0%	7.8%	0.1%	53.1%	1.9%	9.6%
Fall 2020	0.3%	27.7%	0.3%	3.4%	8.6%	0.4%	46.3%	0.6%	12.4%

Source: Banner

N.B. – The enrollment numbers for 2016 were affected by attempts to reduce the number of students in the "Unknown" category.

Overall Graduation/Transfer-out Rates (150% of time)						
Cohort (year of student entry)	2013	2014	2015	2016	2017	2018
Graduation Rates:	(as of 8/16)	(as of 8/17)	(as of 8/18)	(as of 8/19)	(as of 8/20)	(as of 8/21)
Total	24%	26%	27%	24%	26%	25%
Men	21%	22%	25%	23%	24%	23%
Women	28%	30%	30%	26%	28%	28%
American Indian/Alaska Native	24%	10%	19%	18%	7.1%	0%
Asian	29%	27%	31%	12%	20%	23%
Black or African American	12%	14%	16%	16%	15%	14%
Hispanic or Latino	20%	21%	23%	21%	25%	22%
White	27%	30%	32%	29%	31%	32%
Race/ethnicity unknown	32%	31%	25%	25%	19%	17%
Nonresident alien	27%	0%	17%	60%	25%	43%
Transfer out-rate (before completion)	14%	16%	16%	15%	14%	14%
Success Rate (either graduated or transferred to another college in 150% of time)	38%	42%	43%	39%	40%	39%

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

College Fall ESL Enrollment by Status

Semester	Credit ESL Program		Non-Credit ESL		Total
	Headcount	Percent of ESL Headcount	Headcount	Percent of ESL Headcount	Headcount
Fall 2016	309	13.3%	2,012	86.7%	2,321
Fall 2017	328	13.4%	2,111	86.6%	2,439
Fall 2018	315	14.0%	1,933	86.0%	2,248
Fall 2019	282	13.1%	1,870	86.9%	2,152
Fall 2020	206	39.6%	314	60.4%	520

Source: Banner

SUNY Under-Represented Minority (URM)

Suffolk County Community College had a Fall 2020 Under-Represented Minority rate (URM) of 37.0%, which was 9.6 percentage points higher than that of SUNY community colleges (27.4%), and almost seven percentage points higher that all SUNY colleges (30.1%).

Sector/ Campus	Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020		
	Enroll	URM	% URM	Enroll	URM	% URM	Enroll	URM	% URM	Enroll	URM	% URM	Enroll	URM	% URM
SUNY Total	436,138	136,507	31.3%	431,855	140,933	32.6%	424,051	143,091	33.7%	415,572	114,228	27.5%	394,220	107,797	27.4%
SUNY Community Colleges	216,277	69,977	32.4%	209,418	70,417	33.6%	199,873	69,286	34.7%	192,959	59,719	30.8%	173,930	52,291	30.1%
SUNY Suffolk	27,066	8,653	32.0%	26,756	9,151	34.2%	26,089	9,285	35.6%	25,259	9,270	36.8%	22,579	8,375	37.0%

Source: SUNY

<u>Summary</u>

Goal 1: Student Success
- The College is approaching its "target rates by 2020" for First-time/Full-time Passing Rate in Gateway Courses, Fall-to Spring Persistence, and Graduation Rate (150% of Time). The FT/FT Passing Rate in Gateway Courses decreased by 7% over the previous year.
- The College's Fall-to-Fall Retention Rate is not approaching its target, falling 10.4% points from 2019-2020.
- The College's overall graduation rate (3 years) fell by one (1) percentage point from the previous year.

Goal 2: Community Development/Societal Improvement
- Over the past few years, the College has increased the number of Workforce and Economic Development partnerships.
- The College does not keep statistics for most events held by or at the College; however, the College continues to be active in the community through virtual and a limited number of in-person events.
- The number of students enrolled in the College's Beacon dual-enrollment program has expanded significantly, with a 18.1% increase since 2016. Dual enrollment programs have been shown to encourage student success, with students coming to post- secondary education with earned credits, shortening the time needed for completion. Early College has more than doubled its enrollment since 2016.

Goal 3: Access and Affordability
- Institutional scholarships and aid showed an increase in the funds awarded and increase in total recipients.
- The financial aid default rate for SCCC is 7.8%, slightly higher than the national college average of 7.3%, but substantially below that of public community colleges, 11.5%.
- The College showed a budget decrease of 3.6%.

Goal 4: Institutional Effectiveness
- During the 2020-21 academic year, the number of academic and administrative assessments (annual assessments and unit reviews) substantially decreased. The chairpersons of the Assessment Advisory Council and the council's liaisons are implementing ways to create a more intentional approach to assessment in the next academic year.
- All six Institutional Goals were addressed through the Operational Plan, which consisted of 35 initiatives designed to foster success in meeting one or more goals. A total of 69% of activities/initiatives were completed or in process by the end of 2020-21.
- In April 2021, the Strategic Planning Council reconvened and members voted to re-engage in the 2022-2027 Strategic Planning process and to reaffirm the 2020-2027 Strategic Plan. In May 2021, the Board of Trustees approved a resolution to reaffirm the 2013-2020 Strategic Plan until August 2022.

Goal 5: Communication
- The College had 10,050 unique pageviews on its information page, a 6% increase from the previous year; and 1,920,617 unique pageviews on the website's homepage, a 27% decrease from the previous year.
- On the 2021 Student Satisfaction Survey, the College scored 2.34 and 2.15 (on a 5-point scale) for "Ease of finding what is needed on college website" and "Usefulness of information on college website," respectively. These scores indicated that the students who responded to those questions were "Satisfied" with these communications.

Goal 6: Diversity
- The College has remained unchanged regarding faculty and staff diversity. While the White demographic percentage is in line with that of Suffolk County, the percentages of under-represented faculty and staff have remained relatively flat. The College maintains its priority of ensuring diverse applicant pools, identifying candidates from all backgrounds who have the requisite skills for vacant positions, and continuously evaluating and improving its hiring processes.
- The College scored well on the questions regarding campus climate on the SUNY Student Opinion Survey.
- The College's fall 2020 enrollment of Under-Represented Minority students showed a slight increase from the previous year, and has continued to increase since 2016.

Metrics and Key Performance Indicators

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

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

Data utilized were taken from many different sources, including:

- Banner, the College's enterprise system.

- The Integrated Postsecondary Education Data System (IPEDS), used by the National Center for Education Statistics to provide data about educational institutions to federal, state, and local agents, as well as researchers.

- State University of New York (SUNY) system reports.

- SUNY Student Opinion Survey (Spring 2021).