SUFFOLK COUNTY COMMUNITY COLLEGE

A progress report for institutional goals, strategic objectives, and key performance indicators.

Spring 2024
Office of Planning and Institutional Effectiveness

Suffolk County Community College

This is the 2023-2024 Report of Institutional Effectiveness for Suffolk County Community College (a State University of New York institution), compiled by the college's Office of Planning and Institutional Effectiveness. This year's edition looks slightly different, as it combines elements of the college's Factbook with the Report of Institutional Effectiveness. As the college continues to provide more data through institutional dashboards to increase transparency and data-driven decision-making, the annual documents that gauge the college's areas of improvement will evolve, as well.

In June 2023, Suffolk's 2022-2027 Strategic Plan was approved by the institution's Board of Trustees and as of fall 2023, the full plan was implemented. Guided by President Bonahue and the college-wide Strategic Planning Council, students, faculty, staff, and administrators engaged in calls to conversations to develop new Mission and Vision statements, Values, Institutional Goals, and Strategic Objectives to direct the college's planning efforts over the next five years. The pages that follow detail progress made toward institutional goals, and more importantly, strategic objectives. Determining progress must be demonstrable and the college has selected seven Key Performance Indicators to assess the strategic objectives.

SUNY Suffolk, the largest community college in New York State is a vast, complex institution serving over 21,000 college students each fall, as well as students in the Continuing Education, English as a Second Language (ESL), and Workforce Development programs. We also serve over 4,800 high school students in our Beacon and Early College programs. Consisting of three campuses and one downtown center, the college endeavors to offer high-quality educational opportunities to all residents of Suffolk County. Employing thousands of people and enhancing the earning potential of our students, the college also serves as an important economic engine for Suffolk County.

The updated Report of Institutional Effectiveness is intended to give insight into the efforts of the college community to fulfill the college's mission and vision. Any inquiries regarding the information contained in this report should be forwarded to the Office of Planning and Institutional Effectiveness.

Sincerely,

Kaliah D. Greene, M.B.A., M.S.
Vice President
Office of Planning and Institutional Effectiveness

Suffolk County Community College
Board of Trustees

Suffolk Community College Foundation
Board of Directors

Suffolk County Community College's History

On December 18, 1959, Suffolk County Community College of the State University of New York was founded under the administration of a nine-member board of trustees, five appointed by the then County Board of Supervisors and four by the Governor of the State of New York. On October 3, 1960, the college officially opened, occupying temporary facilities at Sachem Junior-Senior High School in Ronkonkoma, New York, as well as part-time facilities at Riverhead High School in Riverhead. Initial enrollment included 171 full-time students and 335 part-time students.

As the college began to grow, the Board of Supervisors of Suffolk County provided a 130-acre site in Selden for a permanent campus. Six buildings on the site were renovated and converted, equipment necessary for the operation of the college was obtained, and in August 1961, the college occupied what was later to be known as the Ammerman Campus, renamed in honor of the college's founding president, Dr. Albert M. Ammerman. Two other permanent campuses were opened – the Michael J. Grant Campus in Brentwood in1974, and the Eastern Campus in Riverhead in 1977.

In 2005, in an effort to revitalize traditional downtown areas and provide additional access for residents to educational opportunities, the college embarked on opening two downtown satellite educational centers – a downtown center in Sayville specifically to address nurse education and provide courses in medical assisting, anatomy and physiology classes, and in the allied health professions, and the Culinary Arts and Hospitality Center in downtown Riverhead to offer two-year A.A.S. degrees in Culinary Arts, Baking and Pastry Arts, and Hotel and Resort Management, as well as one-year certificates and a full menu of Continuing Education courses. Riverhead also became home to the Baker's Workshop, which provided an opportunity for students to hone their baking skills, obtain real world experiences, and engage with the local community.

Over the past 19 years the college expanded its reach by increasing the number of workforce partners and programs; further collaborating with Suffolk County school district leadership to enhance early college offerings; unveiling a state-of-the-art Renewable Energy/STEM building; and serving the needs of the surrounding communities through workshops and other community-based engagement efforts.

Enrolling nearly 26,000 students annually, Suffolk County Community College offers approximately 100 degree and certificate programs in business; communications and the arts; computing; health, community and human services; liberal arts and sciences; and technical, scientific and engineering studies. By May 2023, the College had more than 140,000 graduates and produces hundreds of Phi Theta Kappa Academic All-Americans each year. The college also prepares students to enter the workforce and to transfer to such institutions as Columbia, Cornell, New York University, the University of North Carolina at Chapel Hill, as well as numerous other private colleges and universities and those in the State University of New York system.

Mission Statement

"SUNY Suffolk is a student-centered college community serving Suffolk County and beyond by providing open access to exceptional educational opportunities."

Vision Statement

"SUNY Suffolk will be the education partner of choice for all Suffolk County students, families, communities, and businesses."

Values

As a united college community, we endorse the following values as a foundation for our shared mission and goals:

- Academic freedom, academic excellence, and student success
- Open access to educational opportunity and lifelong learning
- Student engagement and the priority of each student's experience
- Collaboration with the community that meets the needs of students and our region
- Honesty, civility, and shared governance
- Equity, diversity, inclusion, and social justice
- Responsible civic engagement and global citizenship
- Ethical stewardship of our financial, physical, and human resources
- Transparent communication, assessment, innovation, and continuous improvement

INSTITUTIONAL GOALS AND STRATEGIC OBJECTIVES

1. **Open Access:** To ensure the college is ready to meet the needs of all students regardless of background or previous education.
   1.1. Strengthen proactive outreach and recruitment to secondary schools
   1.2. Create and implement strategy for recruiting and enrolling adult students
   1.3. Partner with employers to recruit in-service workers for further education
   1.4. Recognize and address student basic needs in order to optimize access and enrollment

2. **Student Learning:** To offer the highest quality academic programs that support student attainment of their educational and professional goals.
   2.1. Integrate comprehensive student enrollment, equity, learning outcomes, and success data into academic planning and assessment
   2.2. Create student pathways that facilitate student retention, progression, and completion
   2.3. Instill research-based best practices within all instructional modalities
   2.4. Link instruction to scaled academic support services in significant areas of student challenge
   2.5. Ensure career programs reflect employer-identified outcomes and incorporate current industry practice (e.g., internships, professional certifications, licensure)

3. **Student Engagement and Success:** To provide a full range of support services promoting student engagement, development, and success.
   3.1. Implement a college-wide onboarding process that optimizes enrollment and retention
   3.2. Create and implement consistent expectations and anticipated outcomes for one-stop student services
   3.3. Standardize and improve systems that facilitate student retention (e.g., consistency of advising; early alert notifications; digital "companion" for students; student notifications)
   3.4. Provide and enhance opportunities that encourage personal and professional growth for students

4. **Equity and Social Justice:** To create a welcoming culture in which every community member understands that they belong, and to eliminate disparities in student success and access.
   4.1. Establish baseline measures and equity goals for student access, services, and academic achievement and implement strategies to eliminate disparities
   4.2. Ensure best practices in the recruitment, hiring and retention of college employees to better embrace the ideals of diversity, equity and inclusion, and reflect the demographics of the community
   4.3. Through systemic professional and student development, foster a unified college culture of inclusion and belonging

5. **Effectiveness and Sustainability:** To add value to all students' education through innovative and conscientious improvement of institutional operations and services.
   5.1. Enhance continuous process of collegewide cost and staffing analysis
   5.2. Integrate student outcomes data as a tool for supporting resource allocation
   5.3. Identify professional development and training needs throughout the college that support improvement and professional advancement

6. **Community Partnerships:** To advance the equitable development of our region's economy, workforce, and communities
    6.1. Partner with social services organizations to identify and meet the needs of underserved communities and populations
    6.2. Advocate with all community stakeholders to increase public visibility of the college, enhance public perception, and recruit investment
    6.3. Partner with industry stakeholders to meet regional workforce and economic development needs

KEY PERFORMANCE INDICATORS

1. Enrollment
2. Course-level student success, including average GPA, withdrawal, and success rates
3. Success in a college-level English and math courses within the first year
4. Retention of fall students to the spring semester (persistence)
5. Fall-to-fall retention of first-year students into the second-year (retention)
6. Overall completion and graduation rate
7. Overall completion, graduation, and transfer rate

Suffolk County Demographics: 2022

People QuickFacts	Suffolk County	People QuickFacts	Suffolk County
Population Census, July 1, 2022	1,525,465	White alone, not Hispanic or Latino, percent	*64.4%
Persons under 5 years, percent	*5.1%	Foreign born persons, percent, 2018 - 2022	16.0%
Persons under 18 years, percent	*20.3%	Language other than English spoken at home, pct. age 5+, 2018 - 2022	23.1%
Persons 65 years and over, percent	*18.2%	High school graduate or higher, percent of persons age 25+, 2018 - 2022	90.5%
Female persons, percent	*50.3%	Bachelor's degree or higher, percent of persons age 25+, 2018 - 2022	39.0%
White alone, percent	*82.8%	Veterans, 2018 – 2022	53,439
Black or African American alone, percent (a)	*9.5%	Households, 2018 - 2022	510,686
American Indian and Alaska Native alone, percent (a)	*0.7%	Persons per household, 2018 - 2022	2.93
Asian alone, percent (a)	*4.8%	Per capita money income in past 12 months (2019 dollars), 2018 - 2022	$54,127
Native Hawaiian and Other Pacific Islander alone, percent (a)	*0.1%	Median household income (2019 dollars), 2018 - 2022	$122,498
Two or More Races, percent	*2.1%	Persons below poverty level, percent	*6.8%
Hispanic or Latino, percent (b)	*21.4%		

Value Notes

☐ * Methodology differences may exist between data sources, and so estimates from different sources are not comparable.

Some estimates presented here come from sample data, and thus have sampling errors that may render some apparent differences between geographies statistically indistinguishable.

The vintage year (e.g., V2023) refers to the final year of the series (2020 thru 2023). *Different vintage years of estimates are not comparable.*

Fact Notes
- (a) Includes persons reporting only one race
- (b) Hispanics may be of any race, so also are included in applicable race categories
- (c) Economic Census – Puerto Rico data are not comparable to U.S. Economic Census data

Source: US Census Bureau State & County QuickFacts
https://www.census.gov/quickfacts/fact/dashboard/suffolkcountynewyork/PST045218

Institutional Goals and Strategic Objectives

1.0 **Open Access:** To ensure the college is ready to meet the needs of all students, regardless of background or previous education.

    1.1 Strengthen proactive outreach and recruitment to secondary schools

Each academic year, the college partners with high schools within Suffolk County to provide those students seeking to earn college credits prior to graduating from high school with access to achieve their academic goals. Through its Beacon and Early College programs, the college works with secondary teachers, administrators, and other educational leaders to offer college-level courses at high schools, as well as provide high school students an opportunity to take college-level courses on each campus.

The table below provides data on the number of partner schools, registrations (duplicated count), and students (unduplicated) who have participated in both programs over the past five fall semesters.

Fall data	2019	2020	2021	2022	2023	% change over year	% change since 2019
Beacon Program – **Number of partner high schools**	50	55	52	54	60	11.0%	20.0%
Beacon Program – **Number of registrations (duplicated count)**	6,114	6,324	5,962	6,342	6,603	4.1%	8.0%
Beacon Program – **Number of students enrolled (unduplicated)**	4,586	4,203	4,198	4,372	4,597	5.1%	.24%
*Early College Program – **Number of partner high schools**	23	27	27	28	30	7.1%	30.4%
*Early College Program – **Number of students**	189	203	145	302	234	-22.5%	19.2%

Source: Office of Academic Affairs
*Large percentage change can be attributed to a small number

During the fall 2023 semester, the college welcomed a total of 3,738 new (first-time) students to its Ammerman, Eastern, and Michael J. Grant campuses. Sixty-four percent (*N=2,395*) of these new (first-time) students graduated from Suffolk County high schools in January 2023, June 2023, or August 2023. The table below represents the yield captured from the college's feeder high schools. From fall 2022 to fall 2023, the number of students who graduated from Suffolk County feeder high schools decreased by 576 students (3.97%).

Fall 2023			
High School	Total Graduates	Enrolled SCCC	Capture Rate
Amityville Memorial High School	198	7	3.5%
Babylon Jr-Sr. High School	117	12	10.3%
Bay Shore High School	464	87	18.8%
Bayport-Blue Point High School	166	12	7.2%
Bellport Senior High School	340	72	21.2%
Brentwood High School	1,068	231	21.6%
Bridgehampton High School	10	0	0.0%
Center Moriches High School	144	8	5.6%
Centereach High School	381	57	15.0%
Central Islip High School	413	101	24.5%
Cold Spring Harbor High School	123	0	0.0%
Commack High School	483	26	5.4%
Comsewogue High School	255	57	22.4%
Connetquot High School	433	49	11.3%
Deer Park High School	303	55	18.2%
Earl L. Vandermeulen High School	74	2	2.7%
East Hampton High School	227	27	11.9%
East Islip High School	302	46	15.2%
Eastport/South Manor Jr/Sr High School	256	57	22.3%
Greenport High School	51	6	11.8%
Half Hollow Hills High School East	371	20	5.4%

High School	Total Graduates	Enrolled SCCC	Capture Rate
Half Hollow Hills High School West	290	22	7.6%
Hampton Bays Secondary School	184	41	22.3%
Harborfields High School	232	6	2.6%
Hauppauge High School	272	12	4.4%
Huntington High School	315	31	9.8%
Islip High School	229	30	13.1%
John H. Glen High School	173	4	2.3%
Kings Park High School	221	17	7.7%
Lindenhurst Senior High School	494	43	8.7%
Longwood Senior High School	688	141	20.5%
Mattituck High School	96	13	13.5%
Miller Place High School	208	34	16.3%
Mount Sinai High School	187	28	15.0%
Newfield High School	362	56	15.5%
North Babylon High School	349	41	11.7%
Northport High School	460	34	7.4%
Patchogue-Medford High School	547	91	16.6%
Pierson High School	63	5	7.9%
Riverhead High School	433	61	14.1%
Rocky Point High School	217	38	17.5%
Sachem High School East	434	88	20.3%
Sachem High School North	437	100	22.9%
Saint Anthony's High School	593	12	2.0%
Saint John Baptist Diocesan High School	257	7	2.7%
Sayville High School	236	17	7.2%
Shelter Island High School	13	0	0.0%
Shoreham Wading River High school	205	19	9.3%
Smithtown Christian School	33	6	18.2%

High School	Total Graduates	Enrolled SCCC	Capture Rate
Smithtown High School East	383	54	14.1%
Smithtown High School West	352	33	9.4%
Southampton High School	147	18	12.2%
Southold High School	68	10	14.7%
Stony Brook School	110	0	0.0%
Walt Whitman High School	434	54	12.4%
Walter G. O'Connell Copiague High School	344	23	6.7%
Ward Melville High School	500	51	10.2%
West Babylon Senior High School	298	29	9.7%
West Islip High School	339	32	9.4%
Westhampton Beach High School	206	23	11.2%
William Floyd High School	655	125	19.1%
Wyandanch Memorial High School	155	14	9.0%
TOTAL	**18,398**	**2,395**	**13.0%**

Suffolk County Community College Enrollment

New (first-time), transfer, continuing, and dual enrolled students are included in the official fall and spring census data reported to the State University of New York (SUNY) and other external agencies by the college. The following tables provide college-wide enrollment snapshots over the past five fall and spring semesters.

College-wide Enrollment (Fall)

New (first-time), Transfer, and Continuing Students	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	% change Fall 2022 to Fall 2023	% change since Fall 2019
Unduplicated Headcount	20,484	18,182	16,236	15,387	15,279	-0.7%	-25.4%
Full-time Equivalent (FTE)	15,290.66	13,774.07	11,972.55	11,513.84	11,670.49	1.4%	-23.7%

Beacon Program and Early College Students	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	% change Fall 2022 to Fall 2023	% change since Fall 2019
Unduplicated Headcount	4,775	4,406	4,343	4,674	4,831	3.4%	1.2%
Full-time Equivalent (FTE)	1,487.13	1,466.84	1,392.37	1,447.60	1,448.16	0.0%	-2.6%

Totals	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	% change Fall 2022 to Fall 2023	% change since Fall 2019
Unduplicated Headcount	25,259	22,588	20,579	20,061	20,110	0.2%	-20.4%
Full-time Equivalent (FTE)	16,777.79	15,240.91	13,364.92	12,961.44	13,118.65	1.2%	-21.8%

College-wide Enrollment (Spring)

New (first-time), Transfer, and Continuing Students	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	% change over year Spring 2023 to Spring 2024	% change since Spring 2020
Unduplicated Headcount	18,057	14,792	13,229	13,433	13,419	-0.1%	-25.7%
Full-time Equivalent (FTE)	13,188.00	10,624.59	9,500.73	9,829.12	9,999.71	1.7%	-24.2%

Beacon Program and Early College Students	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	% change over year Spring 2023 to Spring 2024	% change since Spring 2020
Unduplicated Headcount	902	928	761	916	1,032	12.7%	14.4%
Full-time Equivalent (FTE)	233.53	250.33	199.93	227.85	265.03	16.3%	13.5%

Totals	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	% change over year Spring 2023 to Spring 2024	% change since Spring 2020
Unduplicated Headcount	18,959	15,720	13,990	14,349	14,451	.70%	-23.8%
Full-time Equivalent (FTE)	13,421.53	10,874.92	9,700.67	10,056.97	10,264.74	2.1%	-23.5%

Note: Enrollment data for the fall and spring semesters are as of Census. Disaggregation of college-wide and campus-based enrollment data for the fall, winter, summer, and spring semesters can be found on the college's historical enrollment dashboards.

2.0 **Student Learning:** To offer the highest quality academic programs that support student attainment of their educational and professional goals.

2.1 Create student pathways that facilitate student retention, progression and completion

As a predictor of long-term student success, many higher education organizations point to success in "gateway" English and math courses as a key indicator that students are making progress and are likely to be retained. The table below outlines the percentage of Suffolk County Community College degree-seeking, new (first-time) students who are college ready, attempted and completed a college-level math course, attempted and completed a college-level English course, and the average credits earned in the first year from fall 2019 to fall 2022. When reading this table please use the following example as a guide:

- In fall 2019, a total of 4,328 new (first-time), degree-seeking students entered the college.
- Of the 4,328 students, 2,409 (55.66%) were deemed college ready.
- Of the 2,409 students, 1,548 (64.26%) *attempted* any college-level math course in year one.
- Of the 1,548 students, 1,053 (68.02%) *completed* any college-level math course in year one.
- Of the 4,328 new (first-time), degree-seeking students that entered the college in fall 2019, 1,732 (71.9%) *attempted* any college level English course in year one.
- Of the 1,732 students, 1,489 (85.97%) *completed* any college-level English course in year one.

Degree Seeking, First-time in College (Full-time and Part-time) Students												
Semester	Desc.	Total Cohort (*N*)	College-Ready Cohort		Attempted Any College-Level Math Course Year 1		Completed Any College-Level Math Course Year 1		Attempted Any College-Level English Course Year 1		Completed Any College-Level English Course Year 1		Average Credits Earned in the First Year
			#	%	#	%	#	%	#	%	#	%	
Fall 2019	Total Cohort	4,328	2,409	55.66%	1,548	64.26%	1,053	68.02%	1,732	71.90%	1,489	85.97%	22
	Male	2,254	1,375	61.00%	898	65.31%	564	62.81%	988	71.85%	811	82.09%	23
	Female	2,074	1,034	49.86%	650	62.86%	489	75.23%	744	71.95%	678	91.13%	21
Fall 2020	Total Cohort	3,653	1,771	48.48%	1,121	63.30%	757	67.53%	1,296	73.18%	939	72.45%	21
	Male	1,798	932	51.84%	600	64.38%	393	65.50%	665	71.35%	459	69.02%	22
	Female	1,855	839	45.23%	521	62.10%	364	69.87%	631	75.21%	480	76.07%	20

Fall 2021	**Total Cohort**	**3,369**	**1,963**	**58.27%**	**1,102**	**56.14%**	**692**	**62.79%**	**1,281**	**65.26%**	**985**	**66.60%**	**20**
	Male	1,731	1,049	60.60%	612	58.34%	390	63.73%	682	65.01%	512	65.20%	20
	Female	1,638	908	55.43%	490	53.96%	302	61.63%	596	65.64%	473	68.20%	19
Fall 2022	**Total Cohort**	**3,454**	**2,461**	**71.25%**	**1,485**	**60.34%**	**860**	**57.91%**	**1,790**	**72.73%**	**1,415**	**79.05%**	**21**
	Male	1,745	1,245	71.35%	746	59.92%	418	56.03%	867	69.64%	679	78.32%	20
	Female	1,709	1,216	71.15%	739	60.77%	442	59.81%	923	75.90%	736	79.74%	21
Fall 2023	**Total Cohort**	**3,456**	**2,447**	**70.80%**	**1,413**	**57.74%**	**775**	**54.85%**	**1,703**	**69.60%**	**1,364**	**80.09%**	
	Male	1,782	1,261	70.76%	705	55.91%	386	54.75%	853	67.64%	671	78.66%	
	Female	1,674	1,186	70.85%	708	59.70%	389	54.94%	850	71.67%	693	81.53%	

-Students who are not placed in any developmental courses are 100% college-ready.
-First Time in College references students who have completed high school and are attending college for the first time.
-Completed any college-level course are students who passed that class with grades A-D.
-Fall, Winter, Spring and Summer constitute first year.

Fall-to-Fall Retention Rate **(First-time, full-time and part-time students)**						
	Fall 2018-Fall 2019	**Fall 2019-Fall 2020**	**Fall 2020-Fall 2021**	**Fall 2021-Fall 2022**	**Fall 2022-Fall 2023**	**Change from previous year**
Full-time students	66.9%	59.7%	58.3%	60.7%	62.1%	1.4%
Part-time students	45.2%	41.3%	41.3%	45.1%	43.2%	1.9%
Full-time and Part-time students	**63.9%**	**57.2%**	**56.0%**	**58.5%**	**59.8%**	1.3%

Note: Fall-to-Fall retention data is based on new, first-time full-time and part-time students in degree seeking programs.

Fall-to-Spring Persistence Rate (First-time, full-time and part-time students)						
	Fall 2019-Spring 2020	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023	Fall 2023-Spring 2024	Change from previous year
Full-time students	81.20%	75.10%	77.30%	76.60%	76.80%	.20%
Part-time students	65.40%	59.90%	58.40%	53.90%	60.70%	6.8%
Full and Part-time students	**79.10%**	**73.00%**	**74.60%**	**73.80%**	**74.60%**	**.80%**

Overall Graduation Rates (150% of time)					
Cohort (year of student entry)	**2016**	**2017**	**2018**	**2019**	**2020**
Graduation Rates:	(as of 8/19)	(as of 8/20)	(as of 8/21)	(as of 8/22)	(as of 8/23)
Total	24%	26%	25%	24%	25%
Men	23%	24%	23%	19%	23%
Women	26%	29%	28%	28%	27%
American Indian/Alaska Native*	18%	7%	0%	0%	0%
Asian*	12%	20%	23%	31%	26%
Black or African American	16%	15%	14%	13%	17%
Hispanic or Latino	21%	25%	22%	19%	20%
White	29%	31%	32%	30%	30%
Two or More Races	21%	15%	18%	20%	25%
Race/ethnicity unknown*	25%	19%	17%	22%	24%
Nonresident alien*	60%	25%	43%	9%	50%

Overall Transfer out Rates (150% of time)					
Transfer out Rate (before completion)	15%	14%	14%	13%	12%

Source: IPEDS (includes first-time, full-time students)
Large percentage change can be attributed to a small number

At its commencement ceremony in May 2023, Suffolk County Community College awarded degrees and certificates to 2,884 students. Of those students, 789 (27%) transferred to a four-year college to pursue their bachelor's degree. The table below includes the top 10 transfer destinations of the graduating class of 2023. Sixty-three percent (63%) transferred to a SUNY college or university (N= 499), 17% transferred to a Long Island college or university (N=137), 16% transferred to other colleges and universities (N=124), and four percent (N=29) transferred to a CUNY college.

College/University Name	No. of students
SUNY Stony Brook University	231
SUNY Farmingdale	103
St. Joseph's University- Long Island	75
SUNY Old Westbury	45
SUNY College of Technology at Delhi	21
Adelphi University	19
Chamberlain University	18
SUNY Cortland	14
Empire State University	13
Southern New Hampshire	13

Source: National Student Clearinghouse

3.0   Student Engagement and Success: To provide a full range of support services promoting student engagement, development, and success.

3.1   Standardize and improve systems that facilitate student retention (e.g., consistency of advising; early alert notifications; student notifications)

Over the past year, the Offices of Student Affairs and Academic Affairs have implemented various retention strategies including re-engaging the college community in the use of an early alert tool. Utilized as a proactive approach to improve student retention and success, in fall 2023, there were 9,487 alerts regarding academic concerns submitted by 310 faculty. Of the students who received alerts of concern 3,007 went on to earn a grade of C or better. In connection with this effort, 1,935 alerts of concern were connected to an assigned advisor who was able to further support the student to address the concern.

In spring 2024, there were 2,599 alerts regarding academic concerns submitted by 133 faculty. Of the students who received alerts of concern, 837 went on to earn a grade of C or better. In connection with this effort, 537 alerts of concern were connected to an assigned advisor who was able to further support the student to address the concern.

In addition to the implementation of early alert, the Offices of Student Affairs and Academic Affairs instituted assigned advising for the college's largest degree program, Liberal Arts and General Studies. Overall, 2,011 new Liberal Arts General Studies students were assigned an advisor at the start of the fall 2023 semester. The advisor sent out three email messages with three accompanying text messages to provide the student a point of contact for concerns, course selection, advisement, registration and academic progress.

In spring 2024, 414 new Liberal Arts General Studies students were assigned an advisor at the start of the spring 2024 semester. The advisor sent out three email messages with three accompanying text messages to provide the student a point of contact for concerns, course selection, advisement, registration and academic progress.

4.0   Equity and Social Justice: To create a welcoming culture in which every community member understands that they belong, and to eliminate disparities in student access and achievement.

As part of Suffolk County Community College's commitment to equity and social justice, during the fall 2023 semester, a college-wide Equity and Inclusion Council (EIC) was created to identify opportunities to implement and improve attainment of institutional goal 4 and strategic objectives 4.1, 4.2, and 4.3 in the strategic plan. Co-chaired by a faculty member and the college's Chief Diversity Office/Title IX Coordinator, the 30-member EIC is representative of various academic departments and administrative units throughout the college and the council's scope of work includes serving the college-wide coordinating body to:

- Provide recommendations for action plans to leadership regarding opportunities, strategies, needs, policies and practices that will advance equitable student access and success.
- Promote an equitable and inclusive climate for all. Communicate the value proposition for equity and promote systems of support for students from various identities, populations and intercultural groups including (but not limited to) race, ethnicity, ability, military-connected, LGBTQ+, religion, undocumented, parental and socioeconomic status.
- Support the objectives outlined in the college's strategic, operational and equity plans. Ensure a data-driven approach to recommend priorities, reduce disparities and assess effectiveness.
- Facilitate strategic and collaborative community partnerships to meet the needs of students and the region and that foster educational opportunities and student success.

During the fall 2023 semester, the EIC met monthly and meetings consisted of data-driven presentations from the Office of Planning and Institutional Effectiveness, Disability Services, Mental Health and Wellness, the Hispanic Serving Institutions Task Force,

Basic Needs Task Force, and the Chief Diversity Officer/Title IX Coordinator. Based on the information shared and discussed, at its December 2023 meeting, three subcommittees were formed to continue work in a more focused manner in spring 2024.

The College Culture and Professional Development Subcommittee, Search, Selection and Retention Subcommittee, and Student Success Subcommittee continued work throughout the spring semester, and are slated to provide initial recommendations to the president by May 31, 2024.

Faculty and Staff Diversity Statistics – as of November 1, 2023

Employee Designation		Race Description																		Total
		Nonresident Alien		**Hispanic / Latino		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race and Ethnicity Unknown		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
AME	Blue Collar	0	0.00%	40	23.81%	0	0.00%	2	1.19%	11	6.55%	0	0.00%	112	66.67%	2	1.19%	1	0.60%	168
	White Collar	0	0.00%	8	5.00%	0	0.00%	2	1.25%	2	1.25%	0	0.00%	137	85.63%	8	5.00%	3	1.88%	160
	Public Safety*	0	0.00%	1	2.94%	0	0.00%	0	0.00%	4	11.76%	0	0.00%	28	82.35%	0	0.00%	1	2.94%	34
	College Aides	3	1.69%	15	8.47%	4	2.26%	6	3.39%	11	6.21%	0	0.00%	116	65.54%	15	8.47%	7	3.95%	177
	Total	**3**	**0.59%**	**63**	**12.48%**	**4**	**0.79%**	**10**	**1.98%**	**24**	**4.75%**	**0**	**0.00%**	**365**	**72.28%**	**25**	**4.95%**	**11**	**2.18%**	**505**
Faculty	FT Instructional	2	0.76%	10	3.80%	0	0.00%	17	6.46%	5	1.90%	0	0.00%	221	84.03%	6	2.28%	2	0.76%	263
	PT Instructional	3	0.33%	29	3.21%	2	0.22%	34	3.76%	23	2.54%	0	0.00%	720	79.65%	6	0.66%	87	9.62%	904
	FT Non-Instructional	1	0.74%	13	9.63%	0	0.00%	9	6.67%	7	5.19%	0	0.00%	97	71.85%	8	5.93%	0	0.00%	135
	PT Non-Instructional	1	0.42%	15	6.36%	1	0.42%	11	4.66%	10	4.24%	0	0.00%	169	71.61%	7	2.97%	22	9.32%	236
	Total	**7**	**0.46%**	**67**	**4.36%**	**3**	**0.20%**	**71**	**4.62%**	**45**	**2.93%**	**0**	**0.00%**	**1,207**	**78.48%**	**27**	**1.76%**	**111**	**7.22%**	**1,538**
Guild	**Total**	**0**	**0.00%**	8	5.71%	**0**	**0.00%**	6	4.29%	7	5.00%	**0**	**0.00%**	114	81.43%	4	2.86%	1	0.71%	**140**
Exempt	**Total**	**0**	**0.00%**	2	7.41%	**0**	**0.00%**	1	3.70%	3	11.11%	**0**	**0.00%**	18	66.67%	3	11.11%	**0**	0.00%	**27**
	Grand Total	**10**	**0.45%**	**140**	**6.33%**	**7**	**0.32%**	**88**	**3.98%**	**79**	**3.57%**	**0**	**0.00%**	**1,704**	**77.10%**	**59**	**2.67%**	**123**	**5.57%**	**2,210**

Employee Designation		Gender					Employee Designation		Gender				
		Male		Female		Total			Male		Female		Total
		#	%	#	%				#	%	#	%	
AME	Blue Collar	134	81.21%	31	18.79%	165	Faculty	FT Instructional	135	51.33%	128	48.67%	263
	White Collar	24	14.72%	139	85.28%	163		PT Instructional	393	43.47%	510	56.42%	904
	Public Safety*	28	80.00%	7	20.00%	35		FT Non-Instructional	49	36.30%	86	63.70%	135
	College Aides	33	18.64%	143	80.79%	177		PT Non-Instructional	68	28.81%	168	71.19%	236
	Total	191	37.82%	313	61.98%	505		Total	645	41.94%	892	58.00%	1538
Guild	Total	63	45.00%	77	55.00%	140	Exempt	Total	8	29.63%	19	70.37%	27

5.0 **Effectiveness and Sustainability:** To add value to all students' education through innovative and conscientious improvement of institutional operations and services

5.1 Enhance continuous process of collegewide cost and staffing analysis

Operating Budget						
Program	**2022-2023 Adopted College Budget**		**2023-2024 Adopted College Budget**		**% Change 2022/23 to 2023/24**	**Dollar Difference**
Instruction	65,427,811	31%	66,382,582	31%	1%	$954,771
Academic Support	10,720,388	5%	10,044,110	5%	-6%	($676,278)
Library	3,724,010	2%	3,474,672	2%	-7%	($249,338)
Student Services	16,380,913	8%	16,364,712	8%	0%	($16,201)
Plant Maintenance & Operation	24,189,155	11%	22,665,606	11%	-6%	($1,523,549)
General Administration	10,245,235	5%	10426378	5%	2%	$181,143
General Institutional Support	16,024,857	8%	15135309	7%	-6%	($889,548)
Grants	3,956,006	2%	4245463	2%	7%	$289,457
Employee Benefits	59,594,651	28%	64294651	30%	8%	$4,700,000
Interfund Transfers	1,980,167	1%	1,980,167	1%	0%	$0
Totals	**212,243,193**	**100%**	**215,013,650**	**100%**	**1%**	**$2,770,457**

The college budget showed an increase of 1.0% over the previous year. The year-over-year budget increase can be attributed to the unanticipated increase in costs to employee benefits.

Over the past few years, the Office of Business and Finance has been working to continuously assess college-wide costs. As a result of institutional changes and external challenges, the college has implemented the following initiatives to evaluate expenses and determine areas of cost savings throughout the college:

- Prepared college-wide projections on a monthly basis to monitor the budget deficit, which includes an analysis of personnel lines.
- Developed a line-by-line projection analysis to track full-time permanent employees.
- Reviewed Schedule D and 1126's with each area to ensure the accuracy and necessity of these positions.
- Requested that each campus and Central review Other than Personnel Services (OTPS) under their purview to determine what is absolutely necessary and what can be given back to the college as savings.

6.0   Community Partnerships: To advance the equitable development of our region's economy, workforce, and communities.

6.3   Partner with industry stakeholders to meet regional workforce and economic development needs.

In addition to serving degree and non-degree-seeking students, the college seeks to serve the various communities within Suffolk County through Workforce Development, Continuing Education, and non-credit ESL programs. These programs allow community members to enhance professional skills and engage in personal interests that help them pivot to their next career and/or allows students to gain skills that lead to career advancement.

Data provided in the following tables include the unduplicated headcount of students in the credit and non-credit ESL programs, along with the total number of registrants for the college's Workforce Development, Continuing Education, and non-credit ESL courses from September 2022 through August 2023, for the past five academic years (numbers and percentages).

Semester	Credit ESL Program		Non-Credit ESL		Total
	Headcount	**Percent of ESL Headcount**	**Headcount**	**Percent of ESL Headcount**	**Headcount**
Fall 2019	282	12.7%	1,936	86.9%	2,218
Fall 2020	206	39.6%	314	60.4%	520
Fall 2021	199	15.1%	1,123	83.1%	1,322
Fall 2022	161	8.8%	1,676	90.4%	1,837
Fall 2023	180	8.6%	1,905	91.1%	2,085

Source: Office of Planning and Institutional Effectiveness

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Remedial Instruction	7,847	6,537	1,619	240	6,250
Personal Development or Interest Instruction	2,001	2,415	1,761	2,539	2,317
Vocational & Professional Training	1,923	1,333	1,100	1,335	1,642
Business & Industry Training	742	703	167	215	314
No. of registrations	12,513	10,988	4,647	4,329	10,523

	2018-2019 %	2019-2020 %	2020-2021 %	2021-2022 %	2022-2023 %
Remedial Instruction	63%	59%	35%	6%	59%
Personal Development or Interest Instruction	16%	22%	38%	59%	22%
Vocational & Professional Training	15%	12%	24%	31%	16%
Business & Industry Training	6%	6%	4%	6%	3%

Definitions

Remedial Instruction: Non-credit remedial activities such as communications, GED, study skills, math, reading, writing, ESL, entry-level computer skills, etc., that are not offered for imputed credit and do not receive state-aid.

Personal Development or Interest Instruction: Includes avocational non-credit instructional activities. Training focused on self-improvement, athletic or artistic/craft skill development, or personal enrichment.

Vocational and Professional: Instruction: Training that is directed at developing the career related skills and knowledge of individuals. The training may allow an individual to maintain a certification, develop a skill or obtain knowledge related to their employment, and/or provide training that is needed to obtain employment.

Business and Industry Training: Any type of non-credit training/instruction developed for or provided to a business or industry. This includes public, private and non-for-profit organizations, such as other educational institutions and government agencies, as well as local business and industries. Training is usually formalized by a contract and oftentimes, customized to the needs of a specific business, organization or institution.

Source: Office of Continuing Education through SUNY's Non-Credit Instructional Activity Survey

Suffolk County Community College has built and maintained relationships with industry partners to create employment training and opportunities for the students and residents of Suffolk County. During the 2023-2024 academic year the college continued its relationships with the following industry leaders:

ASE Education Foundation	Island Exterior Fabricators
BAE Systems	Narda-miteq/L3
BMW	The National Coalition of Certification Systems
Curtiss Wright/Peerless Instruments	Nissan Technician Training Academy
Designatronics	Northrup Grumman
Fiat Chrysler- MOP Career Automotive Program (MCAP)	Precipart
Ford ACE	Schivo Medical
GE Aviation	Snap-On Tools Student Educational Program
General Motors	Subaru University
Hunter Engineering	Tebben Steel
Howard J. Moor Company Inc.	Toyota Technical Education Network (T-TEN)
Honda Professional Automotive Career Training (PACT)	Westhampton Architectural Glass

During the 2023-2024 academic year, the SCCC community worked to align the strategic objectives within the 2022-2027 strategic plan with planning activities and college-wide initiatives. Through its annual operational plans and assessment efforts, the college community focused on enrollment, retention, and fiscal management to increase student success and long-term viability. Building on this year, the college looks to maintain its focus on its mission of being a student-centered college community serving Suffolk County and beyond by providing open access to exceptional educational opportunities.