Suffolk County Community College 2013-2020 Strategic Plan

May 2013

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Dear Friends of Suffolk County Community College,

During the College's 54-year history, our institution has grown and evolved. Today, we are a vibrant, continuously improving higher education resource. Our academic and training programs benefit our students and the communities we serve. Our partnerships with business and community leaders yield strong support for Long Island, helping to guide us as we develop new programs and the highly skilled workforce necessary to meet the changing demands of the region. More than 80% of the College's graduates remain on Long Island after graduation. These students contribute to the vitality of the region's economy and future growth.

Our strategic plan represents a document that will enable the College to maintain the momentum that has been building since 1959, enabling us to take the steps necessary to support future growth in quality, efficiency and advancement. The institutional goals and measurable institutional objectives that have been determined through a two-year process of engagement between and among all of our constituencies, serve to chart a path and provide the framework for the effective pursuit of our mission. The review and approval of this plan by our Board of Trustees, demonstrates their confidence in and commitment to the faculty, students and staff of our College.

The College's strategic plan focuses on six major goals: student success; community development/societal improvement; access and affordability; institutional effectiveness; communication, and diversity. Progress toward these goals will be gauged by measurable institutional objectives and linked to the College's budget allocation process.

Suffolk County Community College will remain an innovative and responsive institution of higher education where student success is the core of our efforts and the continuous improvement of teaching and learning is vital. I look forward to advancing this plan and having the opportunity to periodically report back to you on our accomplishments.

Thank you for your continued support of our College and its mission.

Sincerely,

Dr. Shaun L. McKay
President

INTRODUCTION

OVERVIEW

Suffolk County Community College has a long history of strategic planning and this strategic plan represents a necessary evolution in the process. The College has worked to ensure that the plan is in alignment with changing conditions and with the expectations of internal and external constituents, governmental bodies, and the regional accreditation agencies. As a result, the strategic plan acts as the anchor for all College planning efforts and communicates the College's commitment to enhancing the academic and learning environment.

The development of the 2013-2020 Strategic Plan was initiated on May 6, 2011 by Dr. Shaun L. McKay. The process included mission, vision, and institutional goal review, the gathering of data to provide information on stakeholder concerns and external impacts, and the development of objectives that drive operational planning and guide resource allocation. The Board of Trustees (BOT) of Suffolk County Community College approved the final version of the College's Strategic Plan on May 16, 2013.

In all, more than 500 members of the college community, including faculty, staff, students, administrators, and external constituencies, were directly involved with the creation of the Institutional Goals (IGs) and the Measurable Institutional Objectives (MIOs)– both of which are at the heart of this plan. During the exhaustive two-year effort, the recommendations and suggestions of the College's Board of Trustees, Strategic Planning Council, campus and college-wide Governance, and the college community were gathered through committees, meetings, work groups, college briefs and town hall sessions and helped frame the entire process. Additional data was gathered from more than 300 individuals during the internal and external focus groups, dozens more during the environmental scanning process, and more than 100 others who participated in the college-wide and campus Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis sessions. This work led to the finalization of this plan, a document which the President brought before the Board of Trustees for its review. The Board's approval of this document affirms its commitment to providing the leadership necessary to ensure the College achieves its mission.

Strategic Planning Council (SPC) Members

To effectively respond to the President's charge, the membership of the SPC provided a thorough review of the existing mission, vision, and IGs, spearheaded research and data gathering efforts, and reviewed draft versions of MIO development. Constituting a broad representation of the College, this group provided oversight throughout this process. Members include:

Frances Dearing, MBA, Executive Director for Institutional Effectiveness – Chairperson
Mary Lou Araneo, MBA, Vice President for Institutional Advancement – Central
Joanne E. Braxton, MA, College Dean for Enrollment Management – Central
Philip Christensen, PhD, College Associate Dean for Curriculum Development – Central

Christopher Conzen, MEd, Director of Campus Activities & Student Leadership Development – Eastern Campus

Amy Czura, PhD, Governance Chair (Congress) – Eastern Campus

Maria DeLongoria, PhD, Associate Vice President of Academic Affairs – Central

Andrew Fawcett, MS, College Associate Dean for Institutional Advancement – Central

Candice J. Foley, PhD, Professor of Physical Sciences – Ammerman Campus

Joseph W. Gansrow, PhD, Assistant Professor of English – Michael J. Grant Campus

Allen Jacobs, DVM, College Associate Dean for Curriculum Development – Central

James Keane, EdD, Executive Dean – Michael J. Grant Campus

Roslin Khan, PhD, Associate Professor of Foreign Language – Eastern Campus

Dorothy J. Laffin, EdD, College Dean of Instruction – Central

Nina Leonhardt, MBA, College Associate Dean for Continuing Education – Central

John Lombardo, MSE, Associate Vice President for Workforce and Economic Development – Central

Elisa A. Mancuso, MS, Professor of Nursing – Michael J. Grant Campus

Anthony Mangual, Student Trustee – Michael J. Grant Campus

Carla Mazzarelli, PhD, Vice President for Academic and Student Affairs – Central

Toni-Anne Nhotsoubanh, MS, Assistant Professor of Career Services – Michael J. Grant Campus

June Ohrnberger, EdD, Governance Chair (Academic Assembly) – Michael J. Grant Campus

Gary Ris, MA, College Associate Dean of Computer Information Systems – Central

Raymond Roses, MBA, Assistant Professor/Professional Assistant II-Computer Center – Central

James E. Sherwood, PhD, Executive Dean – Ammerman Campus

Judith Travers, PhD, Academic Chair, Social Sciences – Ammerman Campus

Filiz Turhan-Swenson, PhD, Governance Chair (Senate) – Ammerman Campus

Gail Vizzini, MPA, Vice President for Business and Financial Affairs – Central

Evon W. Walters, EdD, Executive Dean – Eastern Campus

Helen C. Wittmann, EdD, Coordinator II-Instructional Technology Support Services – Eastern Campus

Ex-Officio Members
Shaun L. McKay, EdD, President

Caroline Burns, EdD, Specialist, Institutional Effectiveness – Central

James Lagonegro, MBA, Director for Enrollment Information and Reporting – Central

Kathy Massimo, MA, Professional Assistant II, Institutional Effectiveness – Central

Lori Ann Pipczynski, MA, Director of External Affairs and Strategic Partnerships – Central

Lanette Raymond, PhD, Specialist II, Institutional Effectiveness – Central

Christopher Shults, PhD, Director for Planning and Institutional Effectiveness – Central

Dr. Catherine Wynne, PhD, Specialist II, Institutional Effectiveness – Central

While the Strategic Planning Council has been the driving force for the development of the strategic plan, the following groups were key to the development and adoption of the final plan:

> College Board of Trustees (BOT) – The Board approved the IGs and MIOs and provided probing questions that guided the College through the strategic planning process.

> Faculty Governance – Faculty were involved in the review of the institutional mission, vision, goals, and MIOs. Governance also provided valuable representation to all of the work groups tasked with reviewing and enhancing both the institutional goals and MIOs.

> College Community – In addition to providing critical feedback during the review of the mission, vision, institutional goals, and MIOs, the College was able to gather quantitative information through focus groups for several hundred internal constituents and dozens of external stakeholders.

PLAN METHODOLOGY

SCCC STRATEGIC PLAN REVIEW PROCESS

Review of the Institutional Mission and Vision Statements

On May 6, 2011, Dr. McKay requested that the members of the Strategic Planning Council review the mission and vision statements of the institution. College Brief #7, dated September 23, 2011, was issued by the President to ask all members of the college community to provide input regarding changes to both the mission and vision statements. The college community affirmed the existing statements and requested they remain unchanged.

Review of the Institutional Goals

Five task groups were established to examine and suggest revisions to the College's five Institutional Goals. Each group, inclusive of faculty, staff and administrators, provided a thorough review of each goal. To aid in the review process, the College engaged the services of George Denninghoff, a nationally renowned consultant from HR Synergy, to assist faculty, staff and administrators with brainstorming about the College's greater purposes, strengths and weaknesses, and strategic potential. As a result of this activity, participants concluded that the existing IGs were aligned with the institutional mission. Before being forwarded to the College's Board of Trustees, the Institutional Goals were reviewed by the college community and sent to each of the campus governance bodies. After overwhelming support from the community as a whole, as well as the governance bodies, the IGs were presented to the BOT. On March 15, 2012, the BOT approved the five goals and added a sixth goal dealing with diversity. The BOT felt that given the changing demographics within Suffolk County, especially the significant diversity in regards to economics, the College must strive to ensure that it reflects the community it serves.

<u>Review and Development of Measurable Institutional Objectives</u>

The first phase of the MIO review process involved an examination of the previous strategic plan's institutional goals and objectives. Six working groups, one for each IG, reviewed the previous work and converted the existing "by statements" into draft MIOs. This work was guided by the widely accepted and utilized S.M.A.R.T. (specific, measurable, attainable, realistic, and time-bound) guidelines. The effort resulted in the development of thirty-one MIOs. Phase two of the process involved six evaluation groups, constituted of working group leaders, support personnel, and College senior and executive administrators, charged with MIO review and revision. The evaluation groups worked to refine and enhance the MIOs and, as a result, the number was reduced from thirty-one to sixteen. Throughout the fall of 2012, the college community and governance were provided with opportunities to review and comment on the MIOs. Minor adjustments were made and the MIOs were forwarded to the BOT for approval. The BOT reviewed the MIOs and provided minor modifications before voting to approve them on January 17, 2013. The rationale for each of these MIOs can be found in Appendix A.

Central to each phase of the strategic planning process was the collection and utilization of data – both quantitative and qualitative. The range of data collected as well as the complete record of the data collection and analysis efforts are provided in Appendix B.

COLLEGE MISSION, VISION, INSTITUTIONAL GOALS AND MEASURABLE INSTITUTIONAL OBJECTIVES

As a result of the significant efforts of the college community, Suffolk County Community College has the following mission, vision, Institutional Goals, and Measurable Institutional Objectives to guide its institutional effectiveness (assessment and planning) activities through 2020.

Mission Statement:

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.

Vision Statement:

Suffolk County Community College commits to maintaining high educational standards, to fostering and inspiring student success, and to creating diverse opportunities for lifelong learning. By attracting strong leadership and distinguished faculty to a college of excellence, we create an enriched learning environment that empowers students to transform their lives.

Institutional Goals:

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.

Measurable Institutional Objectives

1. Student Success

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.

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

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.

2. Community Development/Societal Improvement

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.

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.

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.

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.

3. Access and Affordability

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.

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.

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.

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.

4. Institutional Effectiveness

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.

5. Communication

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.

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.

6. Diversity

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.

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 FTFT freshmen, and improving graduation and transfer rates for these populations

STRATEGIC PLAN IMPLEMENTATION

MEASURABLE INSTITUTIONAL OBJECTIVES AND THE CORRESPONDING KEY PERFORMANCE INDICATORS

MIOs and Key Performance Indicators (KPIs) are related concepts; however, they remain distinctively different. The MIOs reflect the institutional priorities that act as proxies for achievement of the College's IGs and identify expected accomplishments between during 2013 and 2020. KPIs, alternatively, are performance measurements that provide the criteria for success and which provide the metrics that will be used to gauge actual performance. What separates KPIs from standard metrics is that the College has identified them as foundational to the accomplishment of the objective. The KPIs provide the basis for the evaluation of the yearly operational plans developed to achieve the MIOs. This yearly evaluation will provide the information necessary to develop an institutional score card, a report which will be presented through the use of dashboard indicators. This scorecard will act as the basis for the SPC's end-of-year reviews. The MIOs and KPIs can be found in Appendix C.

YEARLY FOCUS AREAS

The College has worked to develop a strategic plan that seamlessly connects to the institution's operational plan, limits the number of MIOs to sixteen, and assigns each MIO to one of the College's Vice-Presidents. Suffolk County Community College will be tracking annual progress toward achievement of each of the MIOs through the use of KPIs and corresponding operational plans established and implemented at the divisional level.

STRATEGIC PLANNING AT THE DIVISIONAL AND DEPARTMENTAL/UNIT LEVELS

The College's strategic plan can only be successful if operationalized centrally and across the campuses. Although explained in greater depth within the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE), the College's central administrative and educational support (AES) units are charged with developing plans designed to achieve the MIOs. These assessment efforts, which are conducted annually and directly linked to the College's strategic plan, will not interfere with the yearly assessment of student learning and support outcomes, which connect back to the institution's goals.

The majority of the College's assessment and planning efforts occur within academic programs and administrative and educational support (AES) units on the campuses, which anchor student learning outcomes (SLOs) and support outcomes (SOs) within the IGs. It is this process of assessment and improvement at the program and unit levels that ensures broad operationalization of the strategic plan. Through this parallel process of operational planning that occurs centrally and on the campuses, the entire College becomes responsible for ensuring the realization of the institutional mission (institutional effectiveness).

STRATEGIC PLAN DISSEMINATION AND ASSESSMENT

COMMUNICATION WITH STAKEHOLDERS

This plan will be widely communicated to all internal and influential external stakeholders through a variety of methods. First, this version of the strategic plan, which is the full planning version, will be made available on the strategic planning section of the College website. Additionally, a version will be developed for use in communicating the plan to external constituencies, found locally, statewide and nationally. This version will be mailed, distributed and made available on the College website home page and the President's page. The College will provide a full rollout of the plan by issuing a College Brief to the college community, presenting the final document to the Board for its approval, and holding town hall meetings to present the plan on each of the campuses. Finally, the Board and college community will receive updates on the progress of the plan after its initial launch.

MONITORING OF PLANNING PROGRESS

The Strategic Planning Council (SPC) is the college-wide body responsible for monitoring the strategic planning process and documenting institutional progress. As a standing body, the SPC provides annual progress reports on the status of each MIO, works with the teams responsible for each MIO, and provides recommended adjustments to the MIOs as appropriate. This progress will then be communicated to the college community and the institution's internal and external constituencies. The benefits of this monitoring process are two-fold: the continuous review of progress enhances the current plan from year to year, and also provides a foundation for the development of the College's next strategic plan.

PLAN ASSESSMENT AND REVISIONS

One of the central tenets of the College's strategic planning process is that of continuous improvement. The College will be assessing the appropriateness and relevancy of the MIOs and KPIs on a regular basis through annual SPC reviews. Given that strategic planning employs forecasting strategies, there is always the possibility that forecasts will require revision. As such, the annual completion of the College's strategic planning scorecard is designed to lead discussions between the Vice-Presidents charged with achievement of the MIOs and the SPC. When one of two situations occurs: achievement of an MIO before the anticipated time or an inability to achieve the KPIs, formal discussions between the Vice-Presidents and the SPC will occur during regularly scheduled meetings of the SPC. After these meetings, suggestions will emanate from the SPC and will be forwarded to the President's Cabinet for comment and review. After these recommendations are shared, with adjustments made if necessary, they will be shared with the campus community through college briefs and with the governance bodies to allow for additional recommendations. After the constituency groups have provided suggestions, the final proposals will come to the President's Cabinet before being shared with the Board for a vote.

DOCUMENTING AND COMMUNICATING IMPROVEMENTS

Improvements to College operations as a result of progression toward completion of the strategic plan will be documented primarily through the work of the SPC. Through the aforementioned SPC monitoring process, any recommended changes to the MIOs will undergo a comprehensive review that involves the entire college community. Whether the MIOs remain unchanged or go through a process of revision, the annual SPC report and any corresponding updates will be documented within college briefs, shared in town hall meetings, and presented to external communities through the College website. In short, all pertinent information that emanates from the yearly review process, including documented changes to the MIOs and KPIs, will be shared broadly.

LINKING INSTITUTIONAL AND STUDENT LEARNING ASSESSMENT TO BUDGETING, PLANNING AND INSTITUTIONAL EFFECTIVENESS

Suffolk County Community College engages in integrated planning to ensure adequate evaluation of its institutional effectiveness. Integrated planning is an institutional approach to planning rooted in the use of assessment information to drive planning and guide resource allocation. Anchored within the strategic plan, this approach links assessment, planning, and budgeting. The strategic plan is at the center of integrated planning because it is reflective of the mission and sets out a pathway for achieving the IGs and MIOs. Engaging in an integrated planning process college-wide ensures that all learning outcomes (course, programmatic, and institutional) are in alignment with the College's six IGs. MIOs and student learning and support outcomes within the programs and units are assessed annually. Based upon the results of these assessments, action plans are developed and resources are allocated to ensure effective implementation. As a result of this process, the College will continuously assess and improve upon its results and successfully evaluate the institution's effectiveness.

CONCLUSION

Suffolk County Community College made the decision to engage in a comprehensive strategic planning process designed to gather broad-based input at every stage, ensure thorough review throughout the process, collect and utilize an extensive array of qualitative and quantitative data, and build investment in both the process and plan throughout the entire college community. This foundational document represents the work of hundreds of faculty, staff, students, and administrators and incorporates input from the Suffolk County community which the College serves. This document marks the end of the planning phase and ushers in the implementation phase. As the College moves forward with the implementation of this plan, through yearly operational planning centrally and across the campuses, progress will be reviewed and adjustments will be recommended as necessary. Suffolk County Community College will continue to engage all stakeholders in continuous improvement efforts geared toward one goal: the effective realization of the College's mission—a mission rooted in offering an exceptional education to students.

APPENDIX A: RATIONALE BEHIND THE DEVELOPMENT OF THE INSTITUTIONAL GOALS AND THE 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.

Rationale: Student success is most typically defined as persistence to degree or certificate completion; however, students need to be successful from the onset of the college experience in order to fulfill their goal of graduation. While the College is currently looking to expand its definitions of student success to ensure greater service and support to students, it understands that the Federal government and regional accreditors will be looking at commonly recognized and mandated measures of success. Recognizing this fact, the College is building upon two successful college-wide initiatives (Foundations of Excellence and the Title III Grant) that recognize the importance of students' initial course experiences. Baseline data on student success in the 15 most heavily subscribed courses taken by students in their first year of college (gateway courses) has been gathered. Through enhanced engagement with faculty, academic support, and student services, the College intends to see more students through successful course completion of their "gateway" courses. (The successful course completion rate for gateway courses is 66%).

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

Rationale: Likewise, students need to successfully persist to their second semester, and beyond, in order to realize their goal of degree completion. Though enhanced engagement with faculty, academic support, and student services, the College intends to increase the rate of fall-to-spring persistence from its current rate of 72% to a higher rate of 75%. It is important to note that the persistence rates reflect all students, not just first-time, full-time freshmen. Similarly, the College intends to affect an increase in fall-to-fall retention of first-time, full-time students from 65% to 70%.

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

Rationale: Recent benchmarked data indicates an SCCC graduation rate of 16%. Through the enhancement of support (enhanced engagement) to students from faculty, academic support, and student services, SCCC intends to increase its graduation rate to 20% by 2020.

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.

Rationale: Based on information from the external focus group report, the evaluation group wanted to strengthen the College's positive reputation for providing an educated workforce and wanted to ensure that the responses to community suggestions regarding both the lack of jobs and lack of workers with specific skill sets were addressed by the College as part of the strategic plan.

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.

Rationale: Based on information from the external focus group report, the evaluation group wanted to strengthen the College's positive reputation for effectively serving non-traditional students, especially those who are ESL, providing quality continuing education and traditional education programming and ensuring that communities respond to the College's ability to effectively serve an increasing diverse population.

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.

Rationale: Based on information from the external focus group report, the evaluation group wanted to strengthen the positive reputation of the College in regards to offering a powerful service to the community through community events by developing an objective that expands the impact of the College's outreach mission, not just by increasing the number of activities, but proactively through enhancing and growing partnerships with stakeholders and effectively responding to community output.

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.

Rationale: Based on information from the external focus group report, the evaluation group wanted to strengthen the positive reputation of the College in regards to offering a quality education to the high school graduates in Suffolk County and respond to the requests from students, parents, and K-12 administrators that SCCC reach out to the local high schools and districts to better communicate what the College offers, to introduce the College faculty, staff, and administrators to the high schools, and ensure students are ready to transition to college-level

work and to reach out to higher education institutions to increase student understanding and enhance the ease of transfer to a bachelor's degree institution.

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 every year.

Rationale: This objective speaks to physical accessibility on the three campuses. Existing campus structures and topography present micro-geographic barriers to traditional, onsite higher education, which needs to be addressed. The College's Capital Program includes infrastructure development and renewal through the Master Plan and ADA-compliance projects, slating projects for completion on an annual basis, based on approval and funding.

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

Rationale: This objective speaks to the relationship between the College's operating costs and tuition. Tuition is dependent on the costs of running the College and the College's success in increasing revenue and/or decreasing expenses.

3.3 The College will reduce the social and 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.

Rationale: This objective speaks to maximizing the impact and access provided through scholarships. Data will be collected for the first time on number of applications for each award during the fall 2013, semester with the intent of demonstrating increases until the completion of the strategic plan.

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.

Rationale: This objective speaks to increasing the availability of online options to improve access to all aspects of the college experience. MSCHE standards require 'same or like' services for distance education credit bearing courses and programs as those offered to campus-attending students, as relates to academic and student services such as advisement and library access. The term "support" encompasses a variety of services and approaches, and a majority of the degrees of 'online presence' that we might hope to achieve, while making progress toward 'same or like'.

The term "student services" could be delineated according to need or precedent, as set for example in the Council for the Advancement of Standards in Higher Education (CAS).

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 mission, vision, and goals during the period 2013-2020.

Rationale: Assisted by research on what an institutional effectiveness (IE) system is and an exploration into best practices, the work group examined the Middle States Commission on Higher Education (MSCHE) assessment, planning, and budgeting standards so that the objective addressed the comprehensive enhancement of the College's IE system and ensured that the assessment of student learning leads to continuous improvement toward achieving the institutional mission.

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 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.

Rationale: This objective will allow us to measure the effectiveness of internal communication through the use of various forms, such as Town Hall meetings and college briefs. This MIO will further allow college departments and divisions the freedom to deliver and receive information about their mission-related activities. It was agreed that the departments themselves would decide on what method would be developed to accomplish this.

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.

Rationale: This strategy will allow us to measure the effectiveness of our external communication efforts. The emphasis has been placed on sharing the value the College brings to our region. Attention will focus on the communication of student success, community outreach and institutional accomplishment.

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

Rationale: On March 15, 2011, the College's Board of Trustees added a goal on diversity. The BOT felt that given the rapidly changing demographics within Suffolk County, especially the significant diversity in regards to economics, the College must strive to ensure that it reflects the community it serves.

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.

Rationale: Based on the analysis of the ethnic/racial data for Suffolk County and for the faculty, staff, students, and administrators at SCCC, which showed ethnic/cultural disparities between the College and the County for all groups except the students, the work group established an objective that would focus recruitment and hiring practices at the College on increasing the overall diversity of College employees.

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.

Rationale: Based on the analysis of student success data at the College (graduation, transfer, persistence, and retention), the work group noted that there is an academic achievement gap for racial/ethnic minority students and established an objective for the College to reflect the communities it serves and to focus on enhancing the success of students—both before they enroll and as a result of enhanced programming and services offered by Suffolk County Community College.

APPENDIX B: DATA COLLECTION AND RESULTS

Focus Groups

To inform and help shape the College's strategic plan, faculty and staff members conducted more than thirty internal and eight external focus groups. These groups included approximately 300 people and were conducted between December 13, 2011 and March 16, 2012. What emerged from the 38 groups were more than 1,900 "unique statements" (open codes) that were analyzed into eight final themes (selective codes) from the internal focus groups and five final themes from the external focus groups. The final reports, which include a college-wide report, campus specific reports, and an external focus report, can all be found on the College's website in the strategic planning pages.

College constituents included faculty, staff, students, administrators, and alumni and they were asked questions about the College's strengths, challenges, external opportunities and threats, and suggestions for changes to improve the institution moving forward. Some of the most important themes to emerge included the need to review College operations, ensure greater communication between campuses, and strengthen and reinforce our focus on student success. External constituents, who included students, parents, and administrators from local high schools and a group of representative local business and industry leaders, were asked about their and the County's opinion of the College, perceived value to the County, perceived areas of improvement, and the impact of changing environmental conditions on the College. Among the most salient information gathered from the external focus group reports was that the College needs to "control its story", is largely viewed as an outstanding college and asset to the County, and must continue to enhance partnerships with business and industry to proactively address changing conditions and evolving demands. The information gathered from the focus groups proved critical in the development of the measurable institutional objectives and has already been used by departments and units as they consider their planning and budgeting efforts.

Environmental Scan

A review of the Environmental Scan revealed significant implications for the College arising from changes in the political, economic, social, technological and demographic (PEST-D) environment affecting the College. This scan resulted in the following pertinent information:

Political: Community colleges have never played a more prominent role in the national discussion as they do now. Jobs requiring at least an associate degree are projected to grow twice as fast as jobs requiring no college experience. In response, SUNY created The Office of Vice Chancellor for Community Colleges and the Education Pipeline to help address issues of access, affordability, and academic preparedness.

Economic: Despite the economic downturn of the last five years, which will continue to affect the local community, the County has remained relatively stable. The Long Island region is in the top 20 metropolitan areas in the nation for economic output. The College

enjoys a history of successful educational, industry and business partnerships – a trend positioned to continue.

Social: Social media continues to take on new markets including online education. The College is poised to take advantage of Open SUNY, which perhaps will be the nation's most extensive distance learning environment. Moreover, the College stands ready to avail itself of technological advancements through innovations in its infrastructure.

Technological: Access to faster, more powerful, and more pervasive technology is increasing opportunities for both access to and affordability within higher education. With new technological opportunities like the Massive Open Online Courses (MOOC) phenomenon as well as online coursework, colleges are able to serve a wider range of students. On the negative side, competition for students is likely to grow, student expectations are growing exponentially, and the costs of staying up to date are ever increasing.

Demographic: Over the next five years, the County will see a decrease in the current school-aged cohort (age 5-17) and an increase in ethnic diversity. The College is examining options for reaching non-traditional students as the demographics of the County shift over time.

SWOT Analysis

Over 55 faculty, administrators and staff were able to participate in a two-day Environmental Scanning and Strengths, Problems, Opportunities and Threats (SPOT) Analysis Retreat on January 12 and 13, 2012. In this workshop, participants discussed how the College should adapt proactively to meet future challenges, consider changes to the current environments, and better understand the role of higher education within a rapidly changing society.

In addition, the College utilized a similar process on each campus to engage even more faculty, administrators, staff, and even students. In all, another 70 college members engaged in serious discussion about the strengths the College can build upon, its weaknesses, unrealized opportunities, and looming threats. This information was gathered into reports that were used by the working and evaluation groups.

In summation, the working groups and evaluation groups were provided with this data during their deliberations and they made substantial use of the information to ensure a data-driven approach to Institutional Goal and MIO review, revision, and development. In an effort to present this data broadly to both internal and external constituents, each of these reports can be found on the College website at http://www.sunysuffolk.edu/About/StratPlan.asp . As an added benefit, numerous departments and units are using this information currently to drive their planning efforts. Appendix B is provided to demonstrate the connection between all of the data collection efforts in the development of the MIOs.

Measurable Institutional Objective	Key Performance Indicator
1.0 Student Success	
1.1 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.	1) Completion rates of first-time, full-time (FTFT) freshmen in 15 gateway courses identified by Title III (SCCC) 2) Student success rates (SCCC)
1.2 During the period 2013-2020, increase the fall-to-spring persistence rates of all FTFT students to 75% and fall-to-fall retention rates for this cohort to 70% by supporting students through enhanced engagement with faculty, academic support, and student services.	1) Fall-to-spring persistence rates for FTFT students (SCCC) 2) Fall-to-fall retention rates for FTFT freshman (SCCC) 3) Student goal attainment (SCCC)
1.3 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.	1) 3-year graduation rates for cohorts of FTFT freshmen beginning in AY 2010-2011 (SCCC) 2) Credits earned at graduation (SUNY)
2.0 Community Development/Societal Improvement	
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.	1) Number of partnerships within identified employment sectors 2) Market penetration rates (CI) 3) Licensure pass rates (CI) 4) Certification pass rates (CI)
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.	1) Percentage of students aged 24 and over (age at which the federal government considers a student independent) participating in continuing education (FG) 2) Percentage of students aged 24 and over (age at which the federal government considers a student independent) enrolled in academic programs (FG)
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.	1) County participation rates (SCCC) 2) Participant satisfaction rates (SCCC)
2.4 The College will expand partnerships with local high schools, school districts, and other higher education institutions to ensure smoother transitions from high school to college.	1) Number of students receiving college-level credits in early college programs (SUNY) 2) Percentage FTFT freshmen placed into developmental education (SCCC)

3.0 Access and Affordability	
3.1 The institution 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.	1) Degree to which the College is meeting internal stakeholder needs (FG) 2) Yearly progress toward completion of the capital program (SCCC)
3.2 The institution 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.	1) Ratio of percentage increases in yearly operational cost increases against the yearly increases in the rate of inflation (SCCC) 2) System energy consumption (SUNY)
3.3 The institution 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.	1) Number of applications for merit based scholarships (SCCC) 2) Number of applications for need-based scholarships (SCCC)
3.4 The institution 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.	1) Course sections available online (SUNY) 2) VLC participation rate (SCCC) 3) Percentage of student services available online (FG)

4.0 Institutional Effectiveness	
4.1 Through the implementation of an integrated planning system, all of the College's divisions, departments, programs, services, and units will 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.	1) Percentage of programs engaged in annualized student learning outcomes (SLO) assessment – with evidence of closing the loop (SCCC) 2) Percentage of Institutional Learning Outcomes (ILOs), assessed annually – with evidence of closing the loop (SCCC) 3) Percentage of Academic and Educational Support (AES) units engaged in annualized support outcomes (SO) assessment and where appropriate, annualized SLO assessment – with evidence of closing the loop (SCCC)

5.0 Communication

5.1 Through written, electronic and face-to-face communication, during the period 2013-2020, each year the College will 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.	1) Internal communications satisfaction index – college-wide and by campus (FG) 2) Internal communications engagement index – college-wide and by campus (FG)
5.2 Through written, electronic, and face-to-face communication, during the period 2013-2020, each year the College will 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.	1) External communications satisfaction index (FG) 2) External communications engagement index (FG)

6.0 Diversity

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.	1) Faculty and staff diversity (SUNY)
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.	1) Developmental placement rates for FTFT students by racial/ethnic group (SCCC) 2) Fall-to-spring persistence rates for FTFT students by racial/ethnic group (SCCC) 3) Transfer rates for FTFT student cohorts by racial/ethnic group (SCCC/CI) 4) Graduation rates for FTFT student cohorts by racial/ethnic group (SCCC/CI)