Suffolk
COUNTY COMMUNITY COLLEGE

Internal Focus Group Report – Ammerman Campus

Office of Planning and Institutional Effectiveness
4/10/12

INTRODUCTION

Suffolk County Community College is currently in the midst of its periodic strategic planning process for the period of 2012-2017. As an institution, it is important that we engage in these efforts every five to seven years to ensure that we are continually working to align our college and its operations with changing external environments. This is a comprehensive process that requires the communication, input, support, and efforts of a diverse and representative group of constituents and in our case, this group is the Strategic Planning Council (SPC). Constituted by administrators, faculty, staff, student, and governance representatives, this group is tasked with constructing a plan that will move forward to the board of trustees for their approval. While this group is the body ultimately responsible for the development of the plan, this process has been far from exclusive or insular as our entire campus community has had opportunities to comment on, suggest revisions, and provide affirmation regarding our mission, vision, and institutional goals. The mission and vision were approved and the institutional goals were affirmed with minor adjustments. We are now at a point where data collection and the creation of measurable institutional objectives connected to the goals can occur and this transition has opened up more opportunities for involvement.

While additional reports will be created to communicate the findings from the data, suggestions from the SPC and its affiliated working groups, and the final plan, the purpose of this report is to provide a final report on the results of the internal focus group efforts. While a full report with rationale, methodology, and data collected institution wide was released in March and is currently available on the SCCC strategic planning webpage, http://www.sunysuffolk.edu/About/StrategicPlanning.asp , this report provides the results of the data collected at the Ammerman Campus. Conducted between December 2011 and February of 2012 by Dr. Thomas Coleman, Dr. Dorothy Laffin, Susan Lieberthal, and Linda Sprague, and a total of nine groups consisting of faculty, staff, students, and administrators were convened for the purpose of proving information on the perceived strengths, areas of improvement, opportunities, challenges, and the impacts of the external environment on the college.

RESULTS

As an institution that is both one college and three campuses, there are clearly similarities and differences between the campuses. It is important to not only recognize the distinctiveness, but to find ways to ensure that we operate as one college while also embracing that our campuses are unique. This can be a strength given that our campuses are located in distinctively different locations of what is one of the larger and most populous counties in the United States and the more the campuses are able to reflect the communities in which they are located, the better they are equipped to meet their needs. This dichotomy of commonality and distinctiveness was reflected in the results of the thematic analysis (three stage coding) conducted to uncover the patterns of data from the focus groups. While the

original report provided an analysis at the college level, the table below (Table 1) shows that there are a number of similarities as well as unique aspects to our campuses. The information

Table 1: Supporting Themes by Campus

	Ammerman	Eastern	Grant
Academics are a strength	X		
Better communication with students			X
Better leveraging of Banner	X		
Better understanding students		X	
Commitment from internal constituents		X	X
Continually improving service to students	X	X	X
Discomfort with change	X	X	X
Diversity of student populations	X		
Engaging parents	X		
Enhancement of appearance	X		
Enhancement of management practices	X	X	X
Enhancing connections to Alumni		X	X
Enhancing how constituents are valued		X	X
Enhancing professionalism	X		
External environment provides difficulties	X	X	
Funding concerns	X	X	X
Great service to students		X	X
Inconsistency between campuses	X	X	
Increasing communication with external environment	X	X	X
Increasing effectiveness of communication	X		X
Inequity across campuses			X
Infrastructure concerns	X	X	X
Issues with campus layout	X		
Lack of campus cohesion		X	X
Library utilization			X
More collegiate experience		X	
More communication from administrators	X		X
More effective use of technology	X	X	X
More opportunities for student input		X	X
Passion about the campus			X
Pursuit of campus housing			X
Review of academics	X	X	X
Review of advising	X	X	X
Review of dining options			X
Review of policies			X
Review of professional development		X	X
Review of support services		X	
Review of systems/operations	X	X	X
Review of transportation			X
Safety/security issues	X		X
Staffing concerns	X	X	X
Strong faculty and staff	X	X	
Support to students	X		
Valuable service to the county	X	X	X
Varying levels of student commitment	X		

☐ = Themes found at all three campuses
☐ = Themes found at two of the three campuses
☐ = Themes found at only one of the campuses

reflects all of the supporting themes gathered across the campuses (there are three groupings in all – the initial statements, the supporting themes, and the final themes) along with an indication of which of our campuses possessed those themes[1]. Of the 45 themes listed in the table, there were twelve occurrences where all three campuses had the same themes, thirteen where two campuses had the same themes, and 20 that were unique to a single campus. That means that there is almost an even split between the number of themes that are shared and those unique to a campus.

Ammerman had the greatest number of unique codes with nine total. These nine included the following:

- Academics are a strength
- Better leveraging of Banner
- Diversity of student populations
- Engaging parents
- Enhancement of appearance
- Enhancing professionalism
- Issues with campus layout
- Support to students
- Varying levels of student commitment

At this point, it is important to note that these were the codes that emerged from an analysis of the focus group responses from the Ammerman faculty, staff, students, and administration. While some of the statements used to develop these themes were similar, if not identical, to statements on the other campuses, this does not guarantee that the supporting themes and final themes will be identical. This is due, in part, to the differing ways that the respondents provided their input, the unique mixture of statements from each campus, and the amount of themes which connect as a result of the methodology used. The absence or differing of supporting and final themes do not indicate that our campuses perceived that certain topics were unimportant, but rather, that there was a different focus as presented from the data.

In total, there were around 550 statements (initial codes) and 28 supporting themes (axial codes) that emerged from an analysis of the Ammerman focus groups (Appendix 2). Through a final thematic analysis (selective codes), these 28 themes were categorized into five themes (Appendix 1). These themes include:

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[1] It is important to note that each campus may have had more than one theme reflected by the terminology in this table and that the listing of the themes does not match the naming of the themes, but rather reflects terminology that allowed for the grouping of themes.

- Enhance and build upon the recognized and celebrated strengths of the college
- Review policies, systems, resources, and operations to improve service, efficiency, and effectiveness
- Benefit from the possibilities in the external environment and translate these into opportunities that will improve the position of the college
- Ensure the college culture values people through support and encouragement that results in enhanced communication, development, connectivity, and tangible opportunities to affect change
- Continue to enhance and, where possible, improve the physical infrastructure and ambiance of the college

While each of the campuses had final themes that reflected the needs to review policies, systems, resources and operations as well as ensure that the college culture values its people, the other three were unique to Ammerman. These final themes indicate that the participants noted an interesting dichotomy between the strengths of the college as well as areas for improvement. For example, the participants identified that the college has a strong academic tradition, focuses on student success, provides needed services to the county, and has strong faculty and staff while also honing in on issues of funding, infrastructure, physical layout, and culture that could mediate the impact of the college. Considering ways to address and deal with the paradox presented in this report may prove beneficial not only to the Ammerman campus, but to Suffolk County Community College as a whole.

CONCLUSION

The information presented in this report is designed to provide a starting point to both college and campus discussions rather than as an exhaustive, evaluative report. There is a wealth of data available as one peruses through the pages of initial statements and the grouping themes under which they are classified. It is important to note that the statements listed reflect the commentary of the campus participants and do not, in any manner, reflect suggestions from OPIE, the SPC, or the Focus Group task force, and that information in quotations represent an exact quote taken from the transcripts. The information provided should be viewed as insight into the "campus climate" regarding the college's current position and the challenges that lie ahead. Taken in collaboration with the college-wide focus group report, the two-day retreat data, and the campus forum reports, Ammerman has a tremendous amount of qualitative data that can provide unique insights into the opinions of all groups who walk the campus.

Appendix 1: Final (Selective Codes) and Grouping Themes (Axial Codes) from the Ammerman Campus

Enhance and build upon the recognized and celebrated strengths of the college

- Academics are a strength of the college
- The college provides a valuable service to Suffolk County
- The college serves a diverse population of students
- The college has a strong cadre of faculty and staff
- The college strives to support student success

Review policies, systems, resources, and operations to improve service, efficiency, and effectiveness

- The college would benefit from modifications within academics
- The college should review its systems for opportunities to increase efficiency
- The college could more effectively utilize technology
- The college is looking for better leveraging of Banner
- The college would benefit from a review of its advising function
- Internal constituents would like to see more attention to security/safety concerns
- The college should continually seek ways to better serve students

Benefit from the possibilities in the external environment and translate these into opportunities that will improve the position of the college

- The current external environment provides opportunities for the college
- There are external conditions beyond the control of the college
- The college is experiencing significant understaffing
- The college is experiencing significant underfunding

Ensure the college culture values people through support and encouragement the results in enhanced communication, development, connectivity, and tangible opportunities to affect change

- Senior administrators need to be seen on the campuses
- The college must effectively respond to parents
- Student commitment varies across the college
- Internal constituencies need to become more comfortable with change
- The college would benefit from modifications at the administrative level
- College employees need to model professionalism to the students
- The college would benefit from enhanced internal communications
- There is too much inconsistency between our campuses
- The college needs to enhance communication with our external communities

Continue to enhance and, where possible, improve the physical infrastructure and ambiance of the college

- The layout of the Ammerman campus leads to difficulties
- There are concerns about the college's infrastructure
- The Ammerman campus has improved its appearance

Appendix 2: Grouping Themes (Axial Codes) and Initial Statements (Open Codes) for the Ammerman Campus

Academics are a strength of the college
A strength is the variety of the programs offered to students
Classes at SCCC have rigor
"Budget concerns cannot dominate academics"
Faculty have great credentials and experience
Some faculty feel that automotive technology is meeting academic and occupational needs
Some faculty feel that math is effectively tackling developmental education
Some faculty feel we need to learn from our programs with high standards
We have a solid liberal arts core
We have flexibility in programs
We have tremendous flexibility in course offerings
We should be proud of the music program
We should be "proud of our honors college"
Programs are being designed to ensure students have the needed skills

The college would benefit from modifications within academics
"Academics moves slower than economics"
Some faculty are concerned that some colleagues are not focused on teaching
Some students are concerned that some faculty don't utilize technology
Some faculty need to "better adapt " to changing times
Courses don't always have to lead to a job
The college needs a vision over academics
The college needs accountability in academics
The college needs to be innovative when developing new programs
The college needs to be proactive when addressing workforce needs
The college needs to consider new program structures
Academics need to be aligned with changing economic conditions
The college needs to examine new certificate or degree programs
The college needs to integrate social media into the curriculum
The college needs to look at new delivery systems
The college needs to look at non-traditional degrees
The college needs to examine at program synergies
The college needs to look at providing credentialing in gerontology
The college needs more cohesive packaging of enrichment courses
Some faculty believe that increasing educational standards will enhance our image
Some faculty feel there is too much variability between sections
Some faculty want data on academic practices
Some faculty see the benefits of enacting comprehensive curriculum maps
Some faculty want more clarity in academic policies
Some faculty want to address faculty concerns
Some faculty want to see a policy that mandates final grades be submitted the last week

Some faculty want to see course retake limits
Some faculty want to see English faculty establish "some standard writing"
Some faculty want to see exit exams as an exit requirement for developmental courses
Some faculty want to see input from industries on what graduates need
Some faculty want to see more partnerships with industry
Some faculty want to see all their colleagues teach until the end of the semester
There are concerns about the listing of course prerequisites
Increasing the number of writing workshops would be helpful
Some faculty are concerned that some of their colleagues teach classes outside their areas
Partnerships must enhance the academics

The college could more effectively utilize technology
There is a desire for "a completely wireless campus"
The college should find ways to make technology more pervasive
The college should make information more readily accessible
SCCC "is behind in technology when compared to other colleges"
Student support systems need to be automated
Academic systems need more automation
Technology can be used to provide better information to students
Technology can enhance student services
"Technology is not advanced at SCCC"
Technology should be addressed in mission and vision
Technology needs to be more integrated into the academic programs
Students "will not come to a technology inferior college"
The college is not keeping up with technological changes
The college should be "an information conduit"
"The web stuff is very outdated".
"We are always playing catch-up to technology"
"We need a vision of technology"
The college should have a webmaster or a CIO
The college needs more technology in our libraries for the students
The college needs to provide training and refreshers electronically
More current technology needs to be integrated into the classrooms
Some faculty would like more Macs (Apple) for some of the academic programs
Some students are frustrated with the frequency of the internet going down
Some students want more smart boards
Some students feel like the technology is below their high schools
"The college is effectively implementing new technologies"
"Students like the Facebook pages"
"Effective use of technology mediates manpower issues"

The current external environment provides opportunities for the college
A down economy provides some opportunities
Economics help to mediate the negative stigma

"Education is expensive everywhere"

SCCC experienced an enrollment increase due largely to the savings of the first two years of college

The changing high school demographics give us an opportunity to serve other markets

The college receives a number of students who tried taking courses elsewhere

Some faculty feel that rising educational costs will lead to more students at SCCC

Suffolk is becoming the "first choice" for a number of students

The down economy leads students to discover the "wealth of opportunities" at Suffolk

Cost is the "main reason why students come to Suffolk"

The college should explore non-traditional partnerships

The college should build a partnership with the new executive

The college should enhance and increase our workforce training

The college should keep an eye on changes to the political system

The college should learn from other higher ed institutions

The college should find ways to tap the experiences of our community

We can serve our aging population better

"The college needs to better serve retirees"

We will need to increase the number of certificates to meet workforce needs

Some faculty feel that the college has to prepare students for "occupations with openings"

Some faculty feel the changing demographics will lead to courses taught in Spanish

Some faculty see social media impacting academics

Some faculty want external input, but want to be able to use their expertise to make changes

Some faculty would like to see the "curriculum reflect societal changes"

The college should review its systems for opportunities to increase efficiency

Academic holds need to be taken off by hand

Waivers should be kept in a central location so that those who need access know where to look

We need better formalized systems

We need more streamlining of operations

We need to reexamine course scheduling given that students take courses at multiple campuses

Senior administrators need to be seen on the campuses

Administrators should come and experience admissions

Central administration needs to walk the campuses

People in NFL are "unaware of what occurs daily on the campuses"

People need to see central administration outside of NFL

The decision makers are "uninvolved with campus activities"

There is too little interaction between the senior administration and the campuses

Administrators reaching out to students "helps them feel valued"

Administrators need to reach out to the students

The college would benefit from a review of its advising function
Advisement training should be enhanced
Current advising procedures "disadvantage the students"
There is a concern from some that "faculty are not the best advisors"
There are varying opinions regarding the effectiveness of counseling at the college
Some faculty would like to see departments need to take the lead in advising their
students
Some participants would like to see "true course prioritization"

The college needs to enhance communication with our external communities
Articulation is a mystery to the community
Some are concerned that people being laid off aren't coming back for retraining
SCCC "is not 13th grade" (or other derogatory terms)
The college needs to creatively address the needs of our community
The college needs to expand the adult education function
The college needs to provide more enrichment courses to the community (e.g.
climate change)
The college should more fully "market the academics"
"People don't believe that a degree will make them more employable"
Perceptions impact whether students will come to Suffolk
The community does not know about the transferability of courses
The high school counselors are not aware of the articulation agreements
There is a perception that the curriculum is easy
There is a reputation that the courses here are easier
The college needs to be known for getting students ready for 4 year colleges
The college needs to better communicate about our alumni
The college needs to better market our positives
The college needs to better promote the transferability of courses
The college needs to sell the quality of the education
The college needs to sell the value and quality of our education
The college should run public information sessions
The college undersells itself to the community
Some faculty feel we have the "stigma of a romper room school"
Open enrollment leads to the perception that "we are a lower quality" college
"The public doesn't understand the amount of work faculty actually do"
The community does not understand the breadth of what the college does
"We don't advertise this is the place to be, just the place to leave from"
"We don't market to populations other than transfer"
"We have to get the community to see how we benefit them as a whole"
"The reputation of the college keeps people away"
Some believe the college should develop a commercial for the honors program
Some students would like to see commercials that have lots of students in them
The college should better communicate to the high schools what college readiness is
The college should ensure better marketing of the programs available to students
The college should promote itself as the hub of the Suffolk community
The college should work more closely with the faculty and counselors in high schools

The college should to push sports more
High school counselors "discourage students from attending Suffolk"
High school teachers are "actively encouraging students not to attend SCCC"
The college is not effectively publicizing all that we offer to the students
Regardless of the situation, some high school counselors want don't want students going to the community college
"Suffolk is better than its reputation"
Alumni could be one of our better marketing tools
Students could go back and speak to their high schools

The college provides a valuable service to Suffolk County
"It's a good deal"
Going elsewhere is like "graduating with a mortgage"
The college has a solid reputation of educating successful transfer students
"Having regional accreditation lends credibility to those who partner with us"
"We provide a service for the county"
The faculty benefit the entire community
The quality of teaching is respected throughout the community
The community respects the nursing program
Suffolk is the "foundation to build your future"
Suffolk is a great place to start higher education
The college is affordable for students
Some students find the faculty to be comparable with four year colleges
The only difference between Suffolk and the 4-year colleges are dorms
There is a strong campus (Ammerman) community
Our education is a great value
The county benefits from our presence
"We are truly a community college"
The college has a good reputation in the community

The college would benefit from enhanced internal communications
The college needs better communication about processes
The college needs better communication about "what we are doing well"
Receiving requests without context leads to confusion
Receiving directives and tasks without context "hurts morale"
There should be better access to policies
The college should ensure that students know the policies
People want more opportunities to see and have the budget explained
Progress needs to be better communicated across the campus
Changes are not communicated well
Students need to have relevant information provided more accessibly
Students want better information flow

The college is looking for better leveraging of Banner
Banner should easily provide all information on students
Banner should indicate which information is available for parents to see

Some participants would like to see the college more leverage Banner's capabilities

The layout of the Ammerman campus leads to difficulties
We are "bound by the physical nature [of the campus]"
Parking is a major issue
Staff parking has been impacted by the growing enrollments
"We should look at more innovative parking ideas like garages"
The parking situation at Ammerman is a big negative
The roads on campus create more traffic
Individuals without handicaps are taking up the handicap spaces
"Parking is limited"
There is not enough space on campus
Some of the land by the college could be used to better the flow of cars

Internal constituents would like to see more attention to security/safety concerns
"There is not enough lighting at night"
Multiple participants felt that campus security should respond more quickly
Some faculty want to see an increased security presence
Some faculty would like to see Suffolk Police on campus issuing tickets for traffic violations
"The public safety director is reaching out to students"
The sidewalks are "not safe due to cracks"
Some students feel that we need "a more pronounced security presence"
Some participants feel that public safety can make the campus feel more secure
"Public safety needs to write more tickets"
Some participants would like to see more oversight by public safety for traffic
Parking at night concerns the students
Students would like to see other emergencies included on the emergency system
Students drive dangerously

There are concerns about the college's infrastructure
Building layouts prevent effective use of space
The "buildings are just falling apart"
There is an inappropriate space to fully "support education" at the college
Some would like to see the college enhance the campus transportation system
Our facilities impact our reputation
"Our facilities look old"
The physical plant has not kept up with growing enrollments
There is "too little space in buildings"
We have an aging infrastructure
We need more modern facilities to appeal to the students
There needs to be better eating choices
There needs to be more quiet space available in the library
There are concerns about the cleanliness of the buildings
There are not enough computers for students to use
There are not enough spots given the density of buildings

Access to facilities needs to be increased to meet student schedules
There is a concern that "too many computers don't work properly"
Some of the classrooms at Suffolk are "ancient"
We need more computers across the campuses and in multiple buildings
Some students would like to see that "academic computers are being used for academic purposes"
"The bathrooms are in terrible shape"
"The cafeteria is inadequate"
Some students feel that the library does not provide a good studying environment

The Ammerman campus has improved its appearance
The landscaping is welcoming to the community
The landscaping has beatified the college

The college strives to support student success
The college is sensitive to student needs
The college members need to show sensitivity to the diverse populations
The college supports students
"We go out of our way for students"
Our open door policy is a strength
"Our students achieve great success"
"Our students make great strides"
"Our transfers are high quality"
SCCC serves students that "can't go anywhere else"
Students leave and go to outstanding colleges
Students receive individual attention
Suffolk is a "stepping stone to success"
Suffolk is accessible to all
Support services are able to meet the needs of the students
Students are not numbers in a classroom here
Students have opportunities to better themselves
The staff is accessible to students
There are many student opportunities
There is adequate support for students
"We give students a chance for success"
The college maintains small classes
The college maintains flexible schedules for students
The college provides very personalized service to students
The college serves both traditional and working students
Some faculty see Suffolk as the "safe bet" for students
Students leave Suffolk prepared for four-year success
"Suffolk is here for all students"
Suffolk will always be here to support student success
Suffolk works to keep students from slipping through the cracks
The small class size is a strength
Extra curricular activities are "exceptional for a 2 year college"

The college has a number of campus activities for students
The college helps students decide what they want to do
Students have a chance to meet with administrators at Suffolk
Students have great opportunities for growth at Suffolk
Students have the flexibility to start initiatives
Suffolk provides opportunities for students to "grow up"
Addressing student needs takes time
Certification of veterans takes a long time

There are external conditions beyond the control of the college
Some participants are concerned that there aren't any jobs
Course are not guaranteed to transfer even within SUNY
Some incoming students have negative attitudes about education
"Some jobs are gone for good"
Technological change is "providing unreasonable expectations"
The economy is placing additional pressure on the college
The local economy will continue to negatively impact the college
"We are at the mercy of the county"
"We are still very tethered to the county"
"We are successful in spite of conditions"
Area colleges receive "unequal treatment from legislators"
Some faculty are concerned that K-12 standardized testing will "make teaching more difficult"
Some faculty believe pressure may come to build dorms
Some faculty feel the high school standards need to change
Entering students "feel more entitled"
We need to get students to think more broadly in high school
"We need to help the high schools work past the standardized test"

Internal constituencies need to become more comfortable with change
"Fear is what leads to change at the college"
"If we don't serve our populations well, they will go somewhere else"
Some individuals "want to operate in silos"
Informal networks are more effective at SCCC than formal networks
"Keeping control is more important than operating effectively"
The college should help people effectively address changing environmental needs
 "People need to constantly retool"
The college "does not operate proactively"
The college "does not plan for the future"
Suffolk has not planned proactively to address changes
The college has reacted poorly to changing economic conditions
Faculty want to see the college setting the example for the community to follow
The college should be leading efforts to change energy policies

The college would benefit from modifications at the administrative level
"Decision making takes too long at the college"
There is a concern from some that innovative ideas are not "followed up" with action
Some participants want to see individuals with expertise leading efforts
Some participants would like to see more administrators with classroom experience
Some participants would like to see more administrators with educational backgrounds
Some participants are concerned that politics too heavily influence the college
"The amount of change negatively impacts morale"
There are concerns that "the bureaucracy at SCCC gets in the way of serving students"
The college is "top-heavy"
Some participants feel that the procedures at the college "lead to a waste of human resources"
"There are too many senior administrators and not enough faculty"
"There is a lack of transparency"
Some participants feel we "are missing pieces of our mission in our operations"
"We need greater accountability across the college"
"We need more stabilization administratively"
We need more workers and fewer "overseers" at the college
We need to have the appropriate level of bureaucracy
We need to integrate trend and forecast data with planning
We need to more effectively distribute lines
"Administrators are driving too many of the changes"
Some faculty feel they are involved in major decision-making late in the process
Some faculty feel that the faculty must take charge in leading change
Some faculty feel there are too many "wishy-washy" policies
Some faculty feel they "have to make a big stink" to ensure changes
Some faculty see a lack of accountability
Some faculty want a better and stronger accountability system
Some faculty want administrators to "break the inertia that stops change from occurring"
Some faculty want greater "consistency in the leadership"
Some faculty want administration to step up and follow through with policy adherence
Some faculty are concerned that support for faculty is limited solely to "what they do in the classroom"
"The administrators don't know who the faculty are"
Some faculty want "big idea" people
There is a concern about the "divide" between the faculty and administration
There is a concern that the college maintain a balance between standards and academic freedom
There is concern from faculty over the focus on assessment
"Administrators need to enforce policies"
Policies should be adjusted to meet needs and demand

Faculty want more recognition for their contributions
Staff are not given enough recognition
Administrators are trying to integrate forecasting with planning
"We can't operate like a business or corporation"
Some participants would like to see "strategic cuts" instead of "across the board cuts"
Some faculty would like to see the college operate strategically regarding in academic program decisions
"Vacant lines can be moved to where they are more needed"
"We can't jump at every opportunity"

The college is experiencing significant understaffing
"Important units are understaffed"
A lack of staff is leading to a backlog of applications
"Too many adjuncts"
We are overstretching as an institution
Some faculty feel there are far too many adjuncts
Some faculty want to see more appropriate staffing levels in counseling
"The writing center is inappropriately staffed"
We need more people in support services for students

The college is experiencing significant underfunding
Increasing enrollments have not led to increased support and faculty
The college needs to find resources to support our diverse student population
Resources have not increased to meet the needs
Resources need to be more appropriately deployed
"Some of the equipment is outdated"
Some participants feel that the under resourcing of areas leads to student delays
Individuals want to see more unfilled lines filled
"We need more county support moving forward"
We need more monetary resources to support our students
"We need more resources"
We need to find ways to change the financial infrastructure to benefit students
Some faculty feel that dorms should not be on the table given the finances involved
Some faculty want to see business and industry share educational costs
Some faculty want to see the college pursue more private money and "benefactors"
"The state and county need to pick up their share"
"Students will have to start taking out loans"
There are concerns that many of our students can't afford tuition increases
SCCC needs to make sure that opportunities for students are backed up with support
There are concerns that decreasing resources may force us to increase class size
We need to ensure resources are available to meet opportunities
We need to gain access to newer resources to support students
The college overachieves given the budgetary restraints
The job market is a concern for students
"I am going to be paying forever"

Increasing the number of scholarships would help students
Money needs to be distributed to benefit students

The college has a strong cadre of faculty and staff
"Students are surprised by the faculty"
"Staff are prepared"
"Staff like their jobs"
Teaching at SCCC is up to par with other colleges
"The professors are knowledgeable"
Some students feel that the professors are approachable and helpful
"The professors know their fields"
The counselors are "equipped to work with diverse groups of students"
"There is a tremendous amount of teaching going on"
The college has committed faculty
The college has high-quality faculty
Faculty and administrators have "a good rapport"
Faculty are working to help students see the bigger life picture
Faculty at Suffolk love teaching
Faculty help students achieve their life goals, not just program goals
Faculty help students meet their personal goals
Faculty reach out to students
Faculty respects the administration
Faculty want students to experience true growth
Faculty want the students to see Suffolk as more than "a landing pad" for a degree
Some professors are concerned about student issues
Faculty work to connect students with the community
The administration respects the faculty
The faculty motivate the students
There is collegiality amongst the faculty
Professors get involved with activities
Professors will partner with students to make things happen
The college has very understanding faculty
Faculty reach out to the students

There is too much inconsistency between our campuses
The lack of consistency impacts student success
There is a substantial "lack of coordination" at the college
Lack of organizational cohesion
Need cohesive programs
There is a "lack of consistency from campus to campus"
"Operations are splintered"
Processes are too inconsistent and not systematic
There is "greater friction as one college"
We operate too differently between the colleges
Courses are offered when emergency personnel are not on duty
Cross departmental faculty recently met for the first time in a decade

Faculty are unaware of what many of their colleagues are teaching
Some faculty feel they need to find a way to meet as a department more regularly
Some faculty want to connect with departments from other campuses
Some faculty want to ensure that students at Suffolk don't receive "different educations"
Some faculty want to ensure there are sufficient liaisons between departments and counseling
Staff, faculty, and administrators need to connect more often
The "different governing bodies lead to different levels of faculty participation" across the college
The college should have greater consistency in regards to basic scheduling

College employees need to model professionalism to the students
Some participants would like to see greater accountability for bad behavior
Some faculty feel that more of their colleagues need "exposure"
Some faculty feel that some colleagues are "lowering their standards"
Some faculty want to see their colleagues embrace community outreach to "feel that we are part of the process"
Some faculty see an uneven quality of teaching
Some faculty see that some colleagues don't follow the advising policy
Some faculty want sanctions to help change bad behavior
Some students feel that some of the professors "are not good teachers"
Some students feel that some of their professors have "low regard for the students"
Some students feel that "[some] professors talk down to you"
"We must model professionalism to our students"

The college should continually seek ways to better serve students
"Orientations need to be mandatory"
People should "take the time to provide individual support" to students
Students are "footing too much of the operational budget"
Students are "forced to run all over"
Some students are frustrated by having to run around
Some students are frustrated that they can't view multi-semester information
Some participants feel that students are "put into classes they are unprepared for"
Students can't always access the help they need
Some students don't know where to start looking for help
"Students have complex lives"
Students have large financial burdens
Students have to track down information
The college has to ensure students are satisfied to keep enrollments up
The college needs to work to develop more articulation agreements
The college "only goes after adult students during high school declines"
There is a concern that student needs are not the primary focus of the college
There are not enough computers for students
There are not always enough sections of courses to meet demand
"We don't focus on building lifelong learning"

We don't have the space to handle the growing enrollments
Some participants feel that we don't serve our populations as effectively as we could
The college could benefit from a counseling function specific to adult and returning students
"We need continuing education counselors"
"We need more counselors"
Participants would like to see more counselors equipped to meet the needs of Vets
"We need simplified student intake systems"
The college would benefit from specialized orientations
"We need to remember that we are here to educate students"
We need to serve students the first time they come
We should develop specialized seminars for our diverse population
Some faculty indicated that they don't want to see the class size increase
Faculty feel the current developmental education system sets students up for "failure"
Some faculty note that too many students in their 200 level classes are not prepared
Some faculty want established pretest and posttest measures in developmental education
Some faculty are seeing too many students arriving unready for college
"Students need to be prevented from taking courses they are unprepared for"
Participants feel that the college should reexamine which college-level courses students taking developmental education classes can take
"We need to reexamine the fee structure"
The college needs to build a better college experience for the students willing to stay
The "lack of a college experience makes people want to leave campus"
"There is a lack of care for students"
Students "need more than a stack of papers at orientation"
Some students would like to see the library stay open longer
Some students feel their complaints don't lead to changes
Some students feel "[they] are not taken seriously"
"Students will listen to other students"
"The college must treat the students like adults"
People "live by the letter of the contract even when it negatively impacts students"

The college must effectively respond to parents
Parental involvement has intensified
Parents are flustered by FERPA
"We need parent orientations"

Student commitment varies across the college
Students must "put in the work, not just expect to get everything"
"Student attitudes become positive after attending"
There is a concern that too many students are not willing to take the initiative to look at MySCCC
"Students need to hold themselves accountable"

The college serves a diverse population of students
Some faculty are educating more students with behavioral problems
Some faculty are teaching more disabled students than in years past
Some faculty feel some students are too far behind to be college ready with a few courses
Some faculty feel that students become more underprepared each year
"The college effectively serves its diverse population"
Participants feel that most students don't have time for extracurricular activities
"The veteran population is booming"