# Internal Focus Group Report – Grant Campus
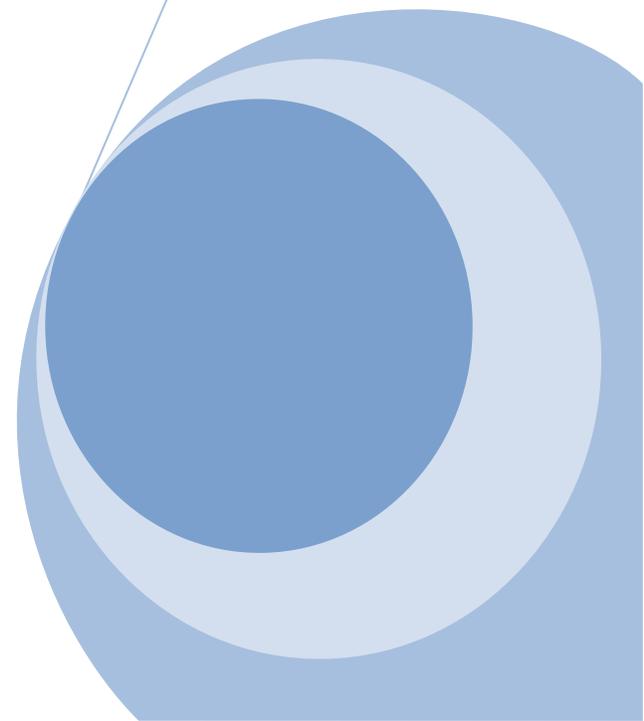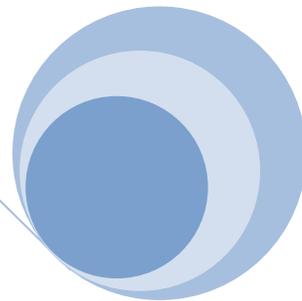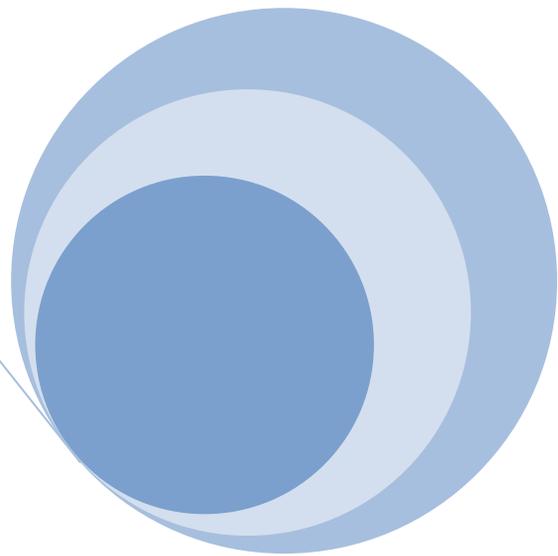
## INTRODUCTION

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 Grant Campus. Conducted between December 2011 and February of 2012 by Kathleen Burger, Bruce Segar, Dr. Hector Sepulveda, and Dr. Jane Shearer, a total of ten 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

**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

there are a number of similarities as well as unique aspects to our campuses. The information 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.

Grant had a total of eight unique codes which included the following:

- Better communication with students
- Inequity across campuses
- Library utilization
- Passion about the campus
- Pursuit of campus housing
- Review of dining options
- Review of policies
- Review of transportation

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 Grant 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 the 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 625 statements (initial codes) and 34 supporting themes (axial codes) that emerged from an analysis of the Grant focus groups (Appendix 2). Through a final thematic analysis (selective codes), these 34 themes were categorized into 4 final themes (Appendix 1). These themes include:

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

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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.

- Ensure the college culture values people through support and encouragement that results in enhanced communication, development, and tangible opportunities to affect change
- Recognize, build upon, and enhance commitment to students through improved communication, solicitation of input, and addressing of concerns
- Build on efforts to effectively connect the college and translate these enhancements into stronger inter-campus and community relationships

While Grant and Eastern both had a theme reflective of the need to enhance the connectivity of the college and 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, Grant was the only campus with a final theme centered around extensive connection to students through enhanced communication and solicitation of input. This unique final theme reflects the overall and primary concern of the participants that the college focus on valuing people, ensuring equitability for groups across the campuses, building relationships, establishing community, and engaging in collective action. Of particular note is the fact that participants not only spoke of enhancing relationships and looking out for internal constituents through consideration of transportation, dining, and housing concerns, but also in improving surrounding communities by allowing students to use the skills they learn at Suffolk to remedy community issues, expanding access to the pantry, and establishing a clothing bank. Considering ways to address and remedy the concerns addressed by the Grant campus participants may prove beneficial not only to the Grant campus, but also 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, Grant 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 Grant Campus**

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

- The college would benefit from a review of its advising function
- The college should review its systems for opportunities to increase efficiency
- Internal constituents would like to see more attention to security/safety concerns
- There are concerns about the college's infrastructure
- The college would benefit from a review of its policies
- The library is not being utilized to its full potential
- The college would benefit from a review of its website
- The college is experiencing significant understaffing
- The college could more effectively utilize technology
- The college would benefit from modifications within academics

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

- There needs to be greater equity across the campuses
- The college needs to value its employees
- Constant change creates difficulties at the college
- The college would benefit from a review of its professional development opportunities
- The college would benefit from a re-examination of management practices
- The college would benefit from enhanced internal communications
- People want more communication from administrators
- Individuals truly enjoy the Grant campus

**Recognize, build upon, and enhance commitment to students through improved communication, solicitation of input, and addressing of concerns**

- The college needs to ensure that tuition remains affordable to students
- Faculty are highly committed to the students
- The college should continually seek ways to better serve students
- There are suggestions about adding campus housing
- The college strives to support student success
- There are concerns about the dining options at the college
- The college would benefit from a review of the transportation infrastructure
- The college needs to effectively serve all student populations
- The college provides a great service to students

- The college should continually seek ways to better communicate with students
- Students want more opportunities to provide input

**Build on efforts to effectively connect the college and translate these enhancements into stronger inter-campus and community relationships**

- The college is still working on operating as "One College"
- The college needs to enhance communication with our external communities
- The college needs to enhance connections with Alumni
- The external environment is presenting challenges the college will have to deal with
- The college provides a valuable service to Suffolk County

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

**The college would benefit from a re-examination of management practices**
People feel that administrators don't know what they do
Faculty are feeling "meetinging" out
Some faculty "want transparency to be more than a word"
Some faculty feel the president's letters should come in paper to get more attention
Faculty would like a "faculty common hour" where there are no standing meetings
Some participants want to see administration focus on academics, not just finances
"We need more administrative stability"
There is a concern by some that administrators want too much control
There are concerns about the layers of bureaucracy at the college
There are concerns about too much middle management
There are concerns that changes occur without notice or review
"Managers are preventing work from being completed"
"Paperwork is a nightmare at the college"
"It takes an act of congress to get anything on the website"
There are "too many signatures required"
Making announcements electronically is difficult due to "the bureaucracy"
People see a lack of transparency in decision making
"We need to move away from zero based budgeting"
"Some managers don't understand academia"
"The auditing process is slowing everything down"
The "extensive oversight prevents us from being treated as professionals"
The lack of appropriate budgets leave some of our programs outdated
There should be an easy way to find out who provides what support
Some students want to see where their money is going
Some students want a transparent budget with a pie chart
Travel reimbursement is cumbersome
"Workshops without long term support squashes initiatives"
We need to more fully examine upcoming changes
Students want the college to have more control over the bookstore
We need to look at the reasons for enrollment leveling
"College taglines must reflect reality"
Major weather events are becoming more common and will impact the college
We need to "increase extra curricular opportunities for faculty and staff"
People want more chances to provide information that will be used by the college
We need involvement beyond the official union leaders

**Constant change creates difficulties at the college**
Changes to staffing makes directing calls difficult
"With all the change, people don't really know each other"
There are concerns that we are reactive as a college
"Constant changes make it difficult to know who is reporting to whom"

**The college would benefit from a review of its advising function**
Some faculty would like to see class registrations finalized only after advisor approval
"We have too few advisors and counselors"
The college should consider ways to increase the amount of time adjuncts advise students
We need to ensure our advising system prepares students to successfully transfer
"New courses don't make it onto the advisement radar"
"Students need real advisement advocates"
Some students feel advisement sometimes causes them to spend extra semesters at Suffolk
There are not enough "special services counselors"
There is a "5,000 to 1 ratio of students to financial aid counselors"
Some faculty want to see new courses better advertised by counselors
Staffing from those versed in psychological counseling should be increased
Staffing patterns are counterintuitive in counseling - 10 month
"There are not enough counselors"
Some students want more comprehensive counseling
Some students are experiencing issues with not getting classes
Some students are frustrated with system crashes during registration

**The college would benefit from enhanced internal communications**
Communication between departments needs to improve
Communication is poor within and across campuses
"Departments don't communicate"
"Departments don't work well together"
Departments "only know what they do"
Different departments need to communicate with each other better
Providing more opportunities for inter office dialogue helps with communication
Staff don't know where to send students and parents
Staff is sometimes unaware of where to send students
There is a general lack of information available to college members
We need a culture where people want to share their knowledge
We need more opportunities to interact with people from different departments
We need to get better at sharing information
Departments need to create opportunities for faculty to connect with each other
We need to ensure all articulation information is up to date
We need to ensure we have up to date articulation information
The information provided needs to be consistent
Regular flowcharts with responsibilities should be sent to the college community after major administrative changes
"People are inundated with e-mail"
"If communication is fixed, being large is an advantage"
"We send out too much misinformation"

**The college needs to ensure that tuition remains affordable to students**
Students want more scholarships
Students want more scholarships for study abroad
The college has to work to freeze tuition
"The college welcomes all, but not all will be able to come with higher tuition"

**The college is still working on operating as "One College"**
There are concerns that the one college philosophy does not play out in operations
The college needs "greater cross-campus collaborations"
The college needs "more all college meetings"
The college needs "more college wide departmental meetings"
The college needs "more cross-campus department collaboration"
Communication between the campuses must be improved
Departments between campuses should "operate as one department"
We have to get past "long held ideas of separate colleges"
Each campus has its own subculture
Student perception is that there is "Brentwood, Ammerman, and Eastern College"
Some students don't feel "unity" between the campuses
Some students experience a tight community at Grant
Some students feel that academic programs are competing across the campuses
Some students feel the cultural differences across the campuses
The Grant campus has a "family atmosphere" to the students
The campuses "need to reduce the competitive tone"
The different subcultures feed into campus stereotypes
There is a feeling that the campuses are disconnected
The different subcultures negatively impact student opinions of each other
Some students see too much inconsistency across the campuses
Some students would like to see greater consistency of services across the campuses
We need more uniformity with all student support services

**There needs to be greater equity across the campuses**
There is a lack of "tri-campus equity"
Some students would like to see all courses offered at all campuses
Staffing is "unequally adequate"
Some students want all programs offered on each campus
Some people feel that the "belt-tightening" is being conducted unevenly
People want to see more equity in pay and benefits
"Staffing levels are inequitable"

**The college should continually seek ways to better serve students**
Departments need to be willing to go the extra mile to provide satisfactory answers
Individuals need to be willing to help other departments if schedules allow
Many students need "hand holding" their first semester
Offices need to always have coverage
"Staff have to be willing to pick up the phone"
Staff must show patience with difficult and frustrated students

Staff want to see the college known for helpful staff
Staff wants the college to be know for being student friendly
Students appreciate it when staff goes the extra mile for them
Students need to feel like "they are a priority"
There are offices where "personality conflicts impact cohesiveness"
College members need to move beyond personal agendas
Some students are concerned about the behavior of some of their professors
Some students would like to see more understanding shown by the professors
"Administrators need to make changes based on student input"
"We should provide banking services on the campuses"

**The college would benefit from a review of its professional development opportunities**
"Fridays could provide opportunities to close down and have whole office training"
Individuals would benefit from more technology training
Individuals feel they are more "self-trained"
Parents are more involved and staff would benefit from training on how to deal with them
"People are asked to do things they are not trained to do"
People want "hands on classes, not just one hour workshops"
People want more training on Banner so that we can utilize it more
People want more training on using technology
People would like to see a training center for new employees
"Retreats are helpful for building camaraderie"
Some of our students come in technologically deficient
Some of the restrictions get in the way of training opportunities
Some faculty feel unequipped to effectively counsel with the changing nature of articulation
Some faculty indicate they need more training for the Title III grant
Some faculty want a parent orientation to guide expectations
Some faculty want a professional development center for faculty
Some faculty want more technical help in the use of the VLC
"We need to invest in the training of our adjuncts"
Some faculty would like to see faculty retreats during the summer and intercession
We need "internal experts to provide more professional development"

**The college needs to enhance communication with our external communities**
High school students are uninformed about the level of education available to them
Connecting to the community brings greater relationships with potential employers
Some faculty want to see our students going back to their high schools as ambassadors
Partnerships with businesses will help ensure curriculum alignment
Politicians should be "given the chance to walk in the student's shoes"
Politicians should shadow a student for a day
There is a community perception that "we are a vocational college"
The college should develop a yearly college-wide student showcase

The college should develop a partnership with a computer retailer
The college should educate the community on what we provide
The college should enhance the amount of outreach our students provide
The college should enhance the online information available to high schools
The college should encourage more community members to use our athletic facilities
The college should get politicians into our showcases
The college should grow our existing partnerships
The college should market the data that will help promote the college
The college should increase our efforts in ensuring students are better prepared in high school
The college should increase the number of faculty and student showcases
The campuses have an opportunity to reflect their communities
The college could give naming rights to individuals interested in supporting the college
The campuses "must reflect the personality of their communities"
"The public does not know the strength of our faculty"
"The public does not understand the rigor of our classes"
Local restaurants work with high schools and would work with SCCC if we reached out
Some high school teachers filter students to Suffolk
Suffolk needs to more actively recruit in the high schools
The college needs to ensure that learning includes how to become active in your community
"The college should recruit in the community like the Marines do"
The students want the college to reach out and help community members
There are negative generalizations about the college
We need consistent, persistent outreach to the high schools
"High school students are ashamed to come to Suffolk"
The college needs to build a partnership with the Department of Labor
We need to build better relationships with our local politicians
We have the facilities to run health clinics for the nursing students
Some of Suffolk's facilities are top notch and should be used to attract students
We should expand our connection to the Departments of Labor and Health
"We need to expand the food bank"
We need to find a way to "make computers available to students at a discount"
Teaching is being "demonized" across the county
We could find ways to get HVAC students providing support to depressed communities
"We should add a clothing bank"
The college should peruse private funds "more aggressively"
"NCC does not have the same negative connotation as Suffolk"
Students recognize the college's efforts to better connect with four year colleges
"The food pantry needs to be open year around"
"We must be known for more than just developmental studies"
"We are not getting middle class students"
Middle to upper class families don't sent students to Suffolk

"Students are averse to 2-year colleges"
Students with options will choose other colleges
Being "broken into three campuses" allows us to reflect our communities
Students want career fairs targeted at Associate level jobs
Some faculty feel the marketing department has helped improve the college's image
Our advertising campaign is successful in communicating the value of a Suffolk education
We need to market the "walk of life at Suffolk"
We need to market that "two years at Suffolk is equivalent to the first two years at a four-year college"
"The college does not have a brand"
Some students would market the college as a stepping stone
Some students want to see the honors program marketed more strongly
Some students want to see commercials with current students and with alumni
Some students want to go to colleges they see advertised on television
Some students want multiple commercials
Some students see more commercials for the other four and two-year colleges
Some students love the sweatshirts commercial
"We need to publicize the student experience at Suffolk"
We need to publicize our benefits to students
"We need to expand the sweatshirt campaign"
"We need ads with data that makes us look good"
The college needs to better publicize the transfer function
"Testimonial ads would benefit the college"
We need to market our college as an exceptional first choice
"We need to market the sports program"
The county needs to know about the strength of our academics

**The college needs to enhance connections with Alumni**
 "We need to get alumni here on campus to talk to our students"
"We need to use our alumni to lobby the politicians"

**The external environment is presenting challenges the college will have to deal with**
Higher education, as an industry, is changing rapidly
Increased PR will help change the minds of high school counselors
It is too expensive for young adults here on Long Island
Not having a centralized transfer system within SUNY makes it difficult on our students
"The state is not paying its fair share"
Some students expect more cuts from Albany
Some students want us to look at what other colleges are doing
Some students want the state and county to pick up their share of the costs
There are concerns that an increasing number of students can't afford the tuition
The economy is forcing our students to work more hours
"County purchasing rules cost us time and money"

"Going through the county costs us money"
Changes to federal healthcare will impact enrollment
There are concerns that a strengthening economy means "more students will go away to college"
The depressed economy more greatly impacts our low SES students
Student populations will increase due to the affordable tuition
Individuals feel that our pool of students will decrease with improving economy
Students carry heavy burdens outside of school

**The college provides a valuable service to Suffolk County**
 "Open enrollment benefits the community"
Our community is built on Suffolk graduates
We are known for providing better learning environments for students
We are the "major vehicle for keeping people on the Island"
Suffolk has helped to grow the middle class in the county
Suffolk helps students "get a profession instead of a job"
Suffolk is open to allowing students to "dabble"
Suffolk provides a tremendous enrichment service to the community
Suffolk does not turn students away
Suffolk is a great value for the education
Suffolk is cost efficient
The college is known for its accessibility

**The college needs to value its employees**
Internal transfers help units because training is not from "square one"
"Offices don't receive enough praise for their good work"
People are "more willing to communicate when they have a relationship"
People have to feel as though the "college values them"
Some people see preferential treatment for certain groups
"People want to feel wanted"
People want to receive recognition for their good work
"Personal recognition would go a long way in helping morale"
Receiving appreciation would "enhance the morale"
Some people made "sacrifices" to work at the college and want to see some benefit
The college needs to emphasize that its employees are valued
We focus mainly on complaints and negatives at the college
We need to share faculty and staff stories of educational success
We need to showcase what is available internally to faculty and staff
We don't promote our internal excellence enough
Individuals feel that managers don't demonstrate sufficient appreciation to their reports
Salaries are not keeping up with the cost of living

**The college would benefit from modifications within academics**
"New programs attract new students"
Some faculty see the need for growing the technical programs

Some faculty want a coordinated college-wide development effort that creates "cohesive connections" within academic programs

Some faculty want to see more uniformity in departments

"Students are looking to move out of arts and humanities"

Student morale is "decreased by entering developmental education"

The academic departments need to "respect the common hour"

"The liberal arts program prepares students for success"

"We need to expand the Excelsior program"

Some faculty would like to see the college modify some courses to "deal with social etiquette"

Some faculty believe that strengthening the honors college will attract top high school students

"We offer an incredible array of programs"

"We should develop a study skill course or program for developmental studies"

We should have a "strong panel that constantly reviews the articulation agreements"

Being large means we can offer more classes

Being large means we can offer more special topics classes

Class scheduling is becoming more difficult with our current buildings

There are concerns about the implementation of Developmental studies

Developmental studies needs "more higher level support"

Early morning and late night classes represent outreach to working adults

Existing courses should not have to go through an adoption process

The college should enhance its flexibility regarding curricular changes

There are concerns about the implementation of freshman seminar

Freshmen seminar needs "more higher level support"

"Identical courses need to have the same basic content regardless of campus"

Some faculty feel learning communities in developmental students would benefit the students

Some faculty believe that learning communities need to become an institutional priority to succeed

Some faculty would like to see greater consistency within academics

Only restricted courses should go through an adoption process

Students need to experience the same software they will in their careers

Some faculty would like deans over developmental studies and freshmen seminar

Some faculty would like enhanced institutional support for the development of learning communities

Common hour presents an issue for some of our working students

Many of our students are just looking for the credential to get "a decent job"

Many of our students don't want to go to college beyond two years

Some students are frustrated that faculty don't use required textbooks

Students are upset about the cost of required textbooks

Students don't like purchasing books authored by professors

Students find the same rigor as they did in their four-year colleges, but with more support

Students like the variety of courses offered

Some students want a diversity of materials used in class

Some students want better opportunities to evaluate professors
Some students want books for class that can be ordered online
Some students want more of the textbooks placed in the library
Some students want more online material in their classes
Some students want professors to refrain from teaching from books
Some students want scheduling that does not make them wait a year for classes
Some students want some courses offered during common hour
Some students want textbooks that can be bought online
Some students would like the college to develop some smoking and drug cessation courses
The students appreciate the academic center for excellence
The college should continually monitor industry changes and develop certificate programs
Some students want the courses to better connect with the world of work
Some students want some "real life" courses
Some students want better advertising of the study abroad program
Some students feel that we need more bilingual professors
Some academic programs are "models of how to work as one across the campuses"
"We need to provide the services and programs stronger students want"
The college needs to consider establishing formal liaisons between departments that work together often
Climate change will have a bigger impact on scheduling

**People want more communication from administrators**
People want more updates on union issues from HR
People want to see evidence that administrators are delivering
People want to see evidence that new hires are necessary

**The college should review its systems for opportunities to increase efficiency**
People want to see staggered schedules so that students can be better served
People would like to see HR decentralized to the campuses
Some staff want to see us move towards more "electronic methods"
The college would benefit from a central location for information
The college needs call centers at each campus
Individuals would like to see us get away from using paper for basic processes
Individuals would like a college-wide initiative to develop the necessary manuals
We need to have manuals that provide information to college employees
Some staff would like to see if the system "can adjust financial packages immediately"
The college would benefit from greater efficiency and flexibility in backbone operations

**The college provides a great service to students**
SCCC is more accessible than big universities
"Students receive one on one attention"
Suffolk is a great education at a great price

Suffolk is an effective "stepping stone"
The staff goes out of their way for the students
"We work at a very inclusive college"
"Students grow socially and emotionally at Suffolk"
Grant has a "student-friendly atmosphere"
Students note that service is better at Suffolk
"Coming to Suffolk is like going around the world"
"Once students come, they feel the college is excellent"
"There are great programs that teach you how to succeed as a student"
Some students feel they were taught how to study at Suffolk
Some students feel they gain more than book knowledge in their classes
Suffolk provides a great opportunity to learn about other cultures
The clubs available to students are diverse
Some students are surprised that they help to create their learning
Many Suffolk students are trying to find their way
Students come after being rejected from four-year colleges
"The disability support services are exceptional"
The extracurricular program provides a college experience for students

**The college should continually seek ways to better communicate with students**
Students aren't always aware that they need their transcripts
Students don't always know which questions they are suppose to ask
Students find themselves going between departments
Students get frustrated with incorrect information
Students need guidance on what to ask and from whom
"We need to better educate students about financial aid"
"We need to better promote early registration"
Some faculty want to ensure students have access to curriculum maps
Some potential students don't understand that Suffolk is the beginning of an educational path
Students need to take advantage of the support services
We need to provide as much info to students in as many ways as possible
Communication about events and deadlines could be texted
The FAQ sections should provide students with answers so they don't need to come to campus
Communication is problematic in regards to registration
Some current students are unaware of the honors program
Potential students need to be sold on the fact that you "can go all the way to the top" from Suffolk
Some students don't understand the system and need help
Some students indicated that they don't pay attention to information on the electronic media
Students need to better informed about online registration
Students see a lack of communication regarding class scheduling
Students want the option to post more information for other students

**Internal constituents would like to see more attention to security/safety concerns**
There are concerns that the security phones don't work
"Security guards need to be better equipped to restrain"
"We need more campus security"
"We need more than peace officers"
Campus security should take a customer service approach when responding to calls
"Security needs to patrol for drug use"
Some students feel that campus security does not respond quickly enough
Some students experience "too many traffic accidents"
Some students want campus security's assistance in limiting accidents
Some students want more communication about campus security
Some students want technology to enhance security
Some students want to see security features like phones more prominently displayed
Some students would like to see alerts sent to their phones
Some students are concerned about gang activity in the community reaching the campus
Students' driving speed out of the parking lot presents a threat to safety
Some students are concerned about the safety of parking lots
"There are too many non-students on the campus"
Some students feel that individuals on campus should show IDs
Some students want more surveillance
"We need more lights"
The lack of lighting presents a safety concern to some individuals
Increasing crime in the communities is finding its way onto the campuses

**There are concerns about the college's infrastructure**
Some faculty indicate they would stay around the college longer if there were places to commune
"We are running out of room for the students"
"We are running out of space for the faculty and staff"
We need more congregating space for students
"We will run out of space if we keep growing"
We need to continue building new facilities

**The college is experiencing significant understaffing**
People feel there are too many college aids in positions that should be full time
"There are too many unfilled lines"
There is significant understaffing across the college
Some individuals feel that faculty and staff distribution should reflect the campus % of FTE
Faculty and staff lines "need to be filled with full-time people"
"Faculty and support lines need to be retained"
Given the understaffing, we are a very effective college
The lack of full-time faculty leads to heavy loads
The number of full-time faculty prevents departments from meeting
"We absolutely need more full time faculty"

The full-time to adjunct ratio "has become embarrassing"

**The college would benefit from a review of the transportation infrastructure**
The college needs to find a way to make transportation less cumbersome for students
A college transportation system needs to be aligned with course scheduling
A transportation system would alleviate some parking headaches
Some faculty want to see an intercampus transportation system
Having programs only at certain campuses disenfranchises students without cars
Students see the need for an inter-campus transportation system
Not having a transportation system impacts student class attendance
"The county bus system is undependable"
Some place-bound students cannot enroll in the programs they want
Students have lengthy waits between buses
Some students want a Suffolk College shuttle bus
The county bus system does not account for class schedules
**The college needs to effectively serve all student populations**
Some individuals would like to see services tailored for veterans
The economic situation in the county is creating a more diverse student population
"Too many students are not ready for the transition to college"
"We are serving different types of students than we did previously"
The college receives a broad range of students with different life circumstances
Some faculty are seeing in increase in the demand for upper level courses
Some faculty are seeing more students with advanced degrees
"Community college is becoming a better option for many families"
Online dropout rates are declining
"Our first generation students don't know what questions to ask"
Suffolk effectively meets the needs of a diverse group of students
Suffolk is "just the perfect place for someone to break into academia"
The ESL population provides an opportunity to reach out to the community
"The ESL population will be growing"
"We are becoming a 'de facto' graduate school for students with degrees"
We are seeing more students who are homeless
We need to better educate potential first-generation students
We need to define student success here at Suffolk
We need to expand opportunities for evening students
Developmental students need more "one on one time with faculty"
Developmental studies courses need more computer time
"Students are coming with more medical issues"
"Students in developmental courses need more guidance"
"Students taking developmental courses need more direct support"
The diversity of our student populations is a strength
"We are dealing with more behavioral/psychological issues"
Evening students want access to food and the bookstore
There is a concern that the % of underprepared students will increase
"Everything closes too early for night students to take advantage of them"
The environment for night-time students is "not collegiate"

"The college is ill-equipped to deal with a changing psychological profile"
We need to adjust our marketing to the changing demographics
We need to evaluate who is coming to SCCC and adjust
People would like to see the college plan proactively to deal with changing student populations
We must prepare for a decreasing number of traditionally aged students
There is a feeling that college does not respect religious practices

**Faculty are highly committed to the students**
Some faculty appreciate the opportunity to advise students
Some faculty are embracing the virtual learning commons
Some faculty are working to keep up with students technologically
Some faculty see great benefit in the growth of the VLC
Some faculty see potential in the faculty advising center
Some faculty support the mentoring program
Some faculty make time for students regardless of their loads
"Strong academics + personal touch = Suffolk"
Students get to really know their professors at SCCC
The adjuncts work with students beyond their compensated time

"Our faculty are teachers first and foremost"
The community "raves about our faculty"
Students get to really know the professors at Suffolk
Faculty show support to diverse student communities
Faculty understand that students have complex lives
"Faculty use a variety of pedagogies"
Professors reflect and teach the changing social mores
"Professors show great concern for student life goals"
Professors show understanding to the non traditional students
Professors spend time to aid the underprepared
Students "appreciate professors who don't just teach from the textbooks"
"The college has high quality instruction"
The faculty at the college have a great reputation within the community
"The faculty offer a personal touch"
The professors are committed to building strong faculty-student relationships
The professors are "open to being challenged by students"
"The professors at Suffolk really love teaching"
"The professors are very approachable"
Our faculty build lasting relationships with students
The support staff truly care for the students

**The college could more effectively utilize technology**
Some faculty want more videoconference meetings
"We need a greater level of technical support on each campus for faculty"
Individuals would like a better understanding about what "violates the standards of Banner"
"Students come in expecting access to better technology"

Technology can bring faculty together virtually and more regularly
"We don't have enough technical support to grow our technological infrastructure"
"We need technology to permeate more aspects of the college"
Some individuals would like to more electronic transactions at the college
"The longer we wait to upgrade technology, the more behind we find ourselves"
"We are schizophrenic with technology"
Some students feel the technological infrastructure is insufficient
Some students feel that outdated technology drives students away from some programs
"The technology in some programs is out of date"
Some students feel we need more server space

**There are concerns about the dining options at the college**
"Dover is too expensive"
Some students feel that Dover's prices take too much of their student club budgets
"Food is cheaper at the four-year colleges"
"Having food choices means leaving the campus"
Dietary restrictions make it difficult for Muslim students to eat Dover's food
Some students want greater assurances the Dover employees are following appropriate protocols
Some students don't want a mandatory meal plan
Some students don't want the Dover contract to be renewed
Some students have complained about Dover and seen no action taken
Students keeping Kosher can't eat Dover food
Some students want a say in whether we go with Dover or not
Students want to have food stations like NCC
The students find Dover to be overpriced
The way food is prepared by Dover makes it "inedible for vegans"

**The college strives to support student success**
 "Success is not necessarily getting a degree"
"The career program prepares students for success in the workforce"
We need to assess the future success of students to really assess our effectiveness
"All students have an opportunity for success at Suffolk"
Some students indicated that they feel better prepared for future success because of Suffolk
"We need to more critically examine student intents and goals"
Grades in high school are not connected to college readiness
"Having adequate and qualified support improves retention"
Need to assess the level of support provided to students
Retention rates are impacted by the cost of tuition
"We need to enhance the life skills of our graduates"

**Students want more opportunities to provide input**
The college has a number of very active students
Some students appreciate open dialogue in classes

Some students are more willing to complain than to take action
Some students enjoy the opportunities for intelligent conversation
Some students feel their complaints are "thrown away"
Some students want more opportunities to get involved at the college
Some students want more opportunities to provide input
Some students want other students to speak to legislators
Some students want to have input into college contracts
"The college needs to increase opportunities for student input"
The students want more advocacy for the college
We need to work to engage a larger segment of the student population
Students are heavily involved through formal channels
We need to increase the patriotism on the campuses
There are not enough free times for clubs to meet

**The college would benefit from a review of its policies**
Students feel that college policies are preventing students from operating the pantry
"We need to change the policies that limit online enrollment"
"Institutional procedures are inconsistent"
We need to prevent departments from "getting around" policies
Printing limits sometimes means that students can't print out complete papers
Students don't want to be prevented from helping because of college policies
Some students want a systematic, objective evaluation system
Some students want logical and flexible policies
Some students want to see policies enforced
Some students want the smoking rules to be enforced

**The library is not being utilized to its full potential**
"Library resources are underused by students"
The library staff is a great resource for students and faculty
Students want longer library hours
Students want the library to stay open later during finals
The library resources are "underutilized by faculty"
Some students want more printers available to students

**The college would benefit from a review of its website**
Individuals would like to see us place everything that can be handled electronically on the web
"The website is not intuitive"
"We need to drive students to use the electronic resources"
There are concerns that important information is mailed, but not on the web

**Individuals truly enjoy the Grant campus**
"The college has a campus climate that supports connection"
"This campus is warm"
"It [the campus] is just extremely friendly
The college has a great diversity of students

**There are suggestions about adding campus housing**
Not having dorms "gives us a competitive disadvantage on Long Island"
Some staff feel the college should look at becoming partially residential
Some students would like to see the college explore opportunities to establish affordable housing