Suffolk County Community College

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

In June 2023, S   s 2022-

Suffolk County Community College's History

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

As the college began to grow, the Board of Supervisors of Suffolk County provided a 130-acre site in Selden for a permanent campus. Six buildings on the site were renovated and converted, equipment necessary for the operation of the college was obtained, and in August 1961, the college occupied what was later to be known as the Ammerman Campus, renamed in honor of the c   founding president, Dr. Albert M. Ammerman. T
Riverhead in 1977.

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

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

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

INSTITUTIONAL GOALS AND STRATEGIC OBJECTIVES

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

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

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

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

Suffolk County Demographics: 2022

People QuickFacts	Suffolk County
Population Census, July 1, 2022	1,525,465
Persons under 5 years, percent	*5.1%
Persons under 18 years, percent	*20.3%
Persons 65 years and over, percent	*18.2%
Female persons, percent	*50.3%
White alone, percent	*82.8%
Black or African American alone, percent (a)	*9.5%
American Indian and Alaska Native alone, percent (a)	

People QuickFacts	Suffolk County
White alone, not Hispanic or Latino, percent	*64.4%
Foreign born persons, percent, 2018 - 2022	16.0%
Language other than English spoken at home, pct. age 5+, 2018 - 2022	23.1%
High school graduate or higher, percent of persons age 25+, 2018 - 2022	90.5%
Bachelor's degree or higher, percent of persons age 25+, 2018 - 2022	39.0%
Veterans, 2018 2022	53,439
Households, 2018 - 2022	510,686
Persons per household, 2018 - 2022	2.93

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

Fall 2023			
High School	Total Graduates	Enrolled SCCC	Capture Rate
Amityville Memorial High School	198	7	3.5%
Babylon Jr-Sr. High School	117	12	10.3%
Bay Shore High School	464	87	18.8%
Bayport-Blue Point High School	166	12	7.2%
Bellport Senior High School	340	72	21.2%
Brentwood High School	1,068	231	21.6%
Bridgehampton High School	10	0	0.0%
Center Moriches High School	144	8	5.6%

Centereach High School

Note: Enrollment data for the fall and spring semesters are as of Census. Disaggregation of college-**wide** and campus

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

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

        As a predictor of long-term student success, many higher education
        as a key indicator that students are making progress and are likely to be retained

Fall 2021	**Total Cohort**	**3,369**	**1,963**	**58.27%**	**1,102**	**56.14%**	**692**	**62.79%**	**1,281**	**65.26%**	**985**	**66.60%**	**20**
	Male	1,731	1,049	60.60%	612	58.34%	390	63.73%	682	65.01%	512	65.20%	20
	Female	1,638	908	55.43%	490	53.96%	302	61.63%	596	65.64%	473	68.20%	19
Fall 2022	**Total Cohort**	**3,454**	**2,461**	**71.25%**	**1,485**	**60.34%**	**860**	**57.91%**	**1,790**	**72.73%**	**1,415**	**79.05%**	**21**
	Male	1,745	1,245	71.35%	746	59.92%	418	56.03%	867	69.64%	679	78.32%	20
	Female	1,709	1,216	71.15%	739								

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

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

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

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

At its commencement ceremony in May 2023, Suffolk County Community College awarded degrees and certificates to 2,884 students. Of those students, 789 (27%) transferred to a four-year college to pursue

Source: National Student Clearinghouse

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

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

In spring 2024, 414 new

Basic Needs Task Force, and the Chief Diversity Officer/

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

Source: Office of Human Resources

*All Public Safety Employees are captured under AME Blue Collar demographic totals and are not included in the grand total.

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

5.0   **Effectiveness and Sustainability:** To add value to
operations and services

5.1   Enhance continuous process of collegewide cost and staffing analysis

Operating Budget						
Program	**2022-2023 Adopted College Budget**		**2023-2024 Adopted College Budget**		**% Change 2022/23 to 2023/24**	**Dollar Difference**
Instruction	65,427,811	31%	66,382,582	31%	1%	$954,771
Academic Support	10,720,388	5%	10,044,110	5%	-6%	($676,278)
Library	3,724,010	2%	3,474,672	2%	-	

6.0   **Community Partnerships:** To advance th

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

In addition to serving degree and non-degree-seeking students, the college

Source: Office of Planning and Institutional Effectiveness

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

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

Definitions

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

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

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

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

Source: Office of Continuing Educati   -Credit Instructional Activity Survey

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

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

During the 2023-2024 academic year, the SCCC community worked to align the strategic objectives within the 2022-2027 strategic plan with planning activities and college-wide initiatives. Through its annual operational plans and assessment efforts, the college community focused on enrollment, retention, and fiscal management to increase student success and long-term viability. Building on this year, the college lo