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EXECUTIVE SUMMARY
OF
SELF-STUDY REPORT
FOR MIDDLE STATES RE-ACCREDITATION

"gladly would he learn and gladly teach"
Geoffrey Chaucer, The Canterbury Tales

History of Suffolk County Community College

Over the past 35 years, Suffolk County Community College has evolved from a concept developed under the joint administration of New York State and Suffolk County to the multi-campus, diverse educational resource it is today. The vision guiding its development was formulated in 1959, and, on December 18, 1959, Suffolk County Community College was officially founded. The College opened on October 3, 1960, occupying temporary facilities in Sachem Junior-Senior High School in Ronkonkoma, New York, and part-time facilities in Riverhead High School in Riverhead, New York. The 171 full-time and 335 part-time students formed the core of the first year of operation.

In 1960, the Suffolk County Board of Supervisors approved the renovation of a 130 acre tract of land and six buildings which had formerly housed the Suffolk County Sanitorium, a tuberculosis hospital. This renovation and the acquisition of the equipment necessary for the operation of the College marked the beginning of the first permanent campus in Selden, New York. The Selden campus was officially opened in August 1961, and in 1987 it was named the Ammerman Campus in honor of the College's founding president, Dr. Albert M. Ammerman. The second full year of operation began with more than 1400 full-time and part-time students, and, in June 1962, the College celebrated the commencement of 42 graduates who received their associate degrees.

September 1962 saw the beginning of a growth so dramatic that by 1974 a second permanent campus was opened--the Western Campus in Brentwood--to provide access to quality education for residents of western Suffolk County. Similarly, the Eastern Campus, founded in Riverhead in 1977, has provided convenient, quality education for residents of eastern Suffolk County.

Since that time the College has continued to grow and expand its educational opportunities to meet the needs of a more diverse population as the age, cultural background, and economics of its students continue to change. In 1985, in a partnership with area businesses, the College opened the TechniCenter, a satellite center located in the Hauppauge Industrial Park. The convenient location of the TechniCenter provides opportunities for adult students to retool, offering options for both management and labor. Both credit and non-credit courses are offered, many tailored specifically to the technical needs of local business and industry. The establishment of the Open Campus in 1992 has further enhanced the College's ability to accommodate its diverse population by providing an array of alternative educational opportunities including Continuing Education, Telecourses and Cooperative Education. In addition, the Open Campus provides administrative support to the TechniCenter and the English as a Second Language programs on all campuses.

Since 1960, the residents of Suffolk County have seen a fledgling college with fewer than a dozen faculty and 500 full-time and part-time students grow into an institution of more than 400 full-time faculty and over 1500 adjunct faculty serving more than 20,000 full-time and part-time students per year. During this time, the College has graduated more than 50,000 students from the more than 70 programs that are offered.

Executive Summary/
During the history of the College many programs have been offered that require special accreditations and self-studies. While the College itself is accredited by the Middle States Association for Higher Education, other specialized accreditations have been earned: Nursing (Ammerman and West); Physical Therapist Assistant (Ammerman); Occupational Therapy Assisting; Paralegal (Ammerman and West); Ophthalmic Dispensing; Electrical Technology: Electrical Emphasis; Food Service Administration: Dietetic Technology; Veterinary Science; Medical Assisting; and Interior Design. In addition to regular, ongoing reviews, extensive internal academic and student services program review in those areas where specific specialized accreditations are not available is undertaken on a seven-year cycle as the College continues to assess the success of its offerings in a changing world.

Self-Study Design
Although each campus of Suffolk County Community College is accredited separately, the process of re-accreditation has, for the first time, occurred simultaneously on all three campuses, guided by a central theme: Preparing for Change in Learning and Teaching and a common design: Comprehensive with Special Emphases.

Campus Environment Supporting Learning and Teaching
This area focuses on campus activities, programs, and functions that create and sustain an effective learning community. Examples include programs for student development, quality and availability of learning resources, the atmosphere promoted by the physical facilities, as well as the attitudes and behavior of all campus personnel.

Organization & Support For Teaching Excellence
The focus of this area is the promotion of excellence in the delivery of instruction. This includes efforts being made to support excellence, to encourage improvement and promote the highest quality in the teaching effort.

Technology Development and Utilization
This area focuses on the increasing demand of students, faculty and staff for access to the latest technology, both for instruction and for support services, and the efforts being made to enhance learning through the use of technology.

Campus Perspective on Comprehensive Issues
This area, meeting the Middle States requirement for a comprehensive overview, focuses on the relationship between the campuses and the central administration in general and in relation to the Special Emphases. While the campuses are accredited separately, they are impacted by the overall governance, administration, leadership, planning efforts, etc. provided by the central administration. The Central/Open Campus Steering Committee has been charged with conducting this overview.

The College-wide Steering Committee
A College-wide Steering Committee, consisting of some twenty-five faculty and staff from the four campuses and central administration and co-chaired by Antoinette M. Kania and Philip H. Christensen, created this design and has guided the self-study process.

Executive Summary/
To encourage continuity among the campuses, the College-wide Steering Committee articulated task statements for each of the self-study emphases. Study groups have drafted and steering committees have edited reports guided by these task statements and supported by institutional data from documents, recently conducted surveys, and interviews.

Task Statements

**Campus Environment Supporting Learning and Teaching**

1. Redefine the *Role and Scope* statement of the campus as it relates to the College Mission, through an analysis of current and recent campus activities related to support for Student Learning.
2. Analyze the non-instructional programs, activities and environmental conditions of the campus that relate to a positive campus life program and student learning.
3. Describe those campus activities and academic programs that promote multiculturalism.
4. Analyze the relationship between students and non-classroom faculty and staff as that relationship relates to the promotion of a conducive learning environment.
5. Describe recent facility developments, including plans for new facilities and renovations, and analyze the relationship and impact on the teaching and learning processes.
6. Review student outcomes data to analyze the relationship between campus/student life and student success.
Organization & Support For Teaching Excellence
1. Redefine the Role and Scope statement of the campus as it relates to the College Mission, through an analysis of current and recent campus activities related to support for Teaching Excellence.
2. Study the enrollment trends of the campus (recent 5 years) and relation of those trends to specific teaching strategies and delivery methodologies.
3. Relate changes in demographics on campus (students, faculty and staff), to the teaching and learning process, and describe any programmatic changes that directly relate to the demographic dynamic.
4. Through an analysis of outcomes data (e.g. graduation, placement, transfer, etc.) relate student success trends to activities associated with Teaching Excellence.
5. Relate organizational trends (administrative, instructional, student services, etc.) at the college and on the campus to the promotion of Teaching Excellence.
6. Describe and assess activities on the campus designed to promote faculty life that relate to Teaching Excellence and student success.
7. Provide an analysis of participatory campus governance, and how these processes have had a positive effect on Teaching Excellence.

Technology Development and Utilization
1. Provide a broad-based analysis of the impact of technology implemented in recent years, on the Role and Scope of the campus, the teaching delivery processes, the ability of students to learn, and the overall campus environment.
2. Describe recent trends in technology related to the teaching process, and review planning associated with innovations targeted at instructional delivery.
3. Review technological innovations for student learning (skill/learning centers, academic computing centers) and how these have affected and enhanced student outcomes.
4. Describe professional development activities that relate to the implementing of technology to enhance teaching and learning.

Campus Perspective on Comprehensive Issues
1. Provide a review and analysis of the institutional mission, and the goals and objectives as they relate to the mission. Business, industry and population demographics and associated trends should be considered with respect to their potential impact on the college mission.
2. Review the trends in enrollment and staffing to insure the college is meeting the needs of the community and reflecting the demographics of the service areas.
3. Review resource allocations to insure community needs are being addressed through the development and curtailment of programs, and that support is provided for instruction and learning resources as population and enrollments shift.
4. Analyze the effectiveness of the administrative structure, focusing on college governance and organization as it relates to college needs and current trends in higher education.
5. Review the planning process to insure adequate participation by all constituents.
6. Analyze the financial resources of the college to address the adequate apportionment of income from all sources, and the appropriate internal allocation of funds to reflect the programming activities and needs of the college units.
7. Perform a similar analysis as in 6 above related to facilities, equipment, staffing and other resources.
8. Review the role of the college in providing community service and examine the relationships with community organizations related to that role.

Executive Summary/
9. Analyze the relationships with respect to the Special Emphasis, between the central organization/administration, central programs and the campuses, as well as among the campuses.

Campus Steering Committees

At the campus level, steering committees directed and administered the self-study process. To provide continuity among the campuses, campus committee co-chairs have also served as liaison to the College-wide Committee.

AMMERMAN CAMPUS STEERING COMMITTEE

CO-CHAIRS/WRITER:
Evelyn Brodbeck, Assistant Head of the Department of Mathematics
William F. Connors, Jr., Associate Dean of Instruction
Lawrence J. Epstein, Professor of English (Campus writer)

MEMBERS:
Diane Bosco, Professional Assistant 3 (Reading)
Paul M. Cooke, Professor of Mathematics
Nancy Gerli, Assistant Professor of Reading
Lars Hedstrom, Assistant Professor of Communications
Frances M. Kelly, Professor of Library Service
Deborah Kiesel, Senior Technical Assistant-Electrical Technology
Corita Kong, Professor of History
Virginia Markart, Student
Carol A. Paul, Associate Professor of Biology
Robert R. Rovegno, Professor of Accounting
Jack R. Stelljes, Professor-Counselor
Doris G. Stratmann, Assistant Dean of Instruction-Social Sciences
Frederick J. Winter, Assistant Professor of Electrical Technology

EASTERN CAMPUS STEERING COMMITTEE

CO-CHAIRS/WRITER:
Dan Gilhooley, Assistant Dean of Instruction
Carol Longo, Assistant Professor of Library Science
Gerard O'Donovan, Instructor of English (Campus writer)

MEMBERS:
Robert C. Barta, Instructor of Computer Science
Patricia Hickey, Student
George J. Hiltnner III, Professor of Counseling and Congress Chair
Judith Koodin, Professor of Counseling
Laurette Lizak, Associate Professor of Interior Design
Faye Lourenso, Assistant Professor of Graphic Design (Campus report designer)
Kathleen Mars, Assistant Professor of English
Lucille Sirianni, Secretarial Assistant
WESTERN CAMPUS STEERING COMMITTEE

CO-CHAIRS/WRITER:
Carol McGorry, Instructor of English (Campus writer)
Nancy Pencavage, Associate Professor of Biology/Oceanography

MEMBERS:
Andrea Blum, Assistant Professor of Mathematics-Academic Skills Center
Patricia Brown, Student
John Burgess, Coordinator of Intercollegiate Athletics
Donald R. Ferruzzi, Professor of Biology
Linda Goldberg, Adjunct Instructor-Chemical Dependency Counseling
Patricia Janson, Professor of Library Service and Reading
Yolanda Maltezos, Community Representative
Elisa Mancuso, Instructor of Nursing
Robin I. Means, Instructor of Early Childhood Education/Psychology
Aida Pavese, Professor of Reading
Naomi D. Phelps, Director of Student Activities
Jean Riddell, Associate Professor of Medical Assisting
Michael Russo, Mathematics
Kelly Simms, Student
Carl Struck, Associate Professor of Computer Information Systems
Thomas Tartaglia, Assistant Professor-Counselor
Richard V. Telloni, Associate Professor of Veterinary Science
George Tvelia, Associate Professor of Economics
John Vassil, Assistant Director-Maintenance
Robert M. Weinstein, Professor of Accounting

CENTRAL/OPEN CAMPUS STEERING COMMITTEE

CHAIR:
Michele Aquino, Professor of English (Ammerman)
Regina G. McEneaney, Associate Professor of Library Service (Central)

MEMBERS:
Rose Bancroft, Office Systems Analyst I (Financial Aid)
Carl R. Bello, Director of Financial Aid (Central)
Judy G. Faber, Administrator I (Central)
Bernadette Garcia, College-wide Director of ESL Programs (Open)
Mary Ann Labate, Associate Dean of Financial Affairs (Central)
Anthony Napoli, Director of Institutional Research (Central)
Douglas W. T. Steele, Director of Admissions and Enrollment Management (Central)

CAMPUS MEMBERS-AT-LARGE:
Mary Anne Huntington, Professional Assistant 3 (Ammerman)
William J. Welsh, Director of Business Affairs (Eastern)

Campus Study Groups
Campus steering committees established study groups whose purpose was to analyze self-study emphases in light of the task statements cited above. These study groups were responsible for much of the research, analysis, and writing that undergirds this self-study.

Executive Summary
Campus Environment Supporting Learning and Teaching

Ammerman Campus
Diane Bosco, Chair; Professional Assistant 3 (Reading)
Nancy Gerli, Assistant Professor of Reading
Virginia Markart, Student Representative
Jack R. Stelljes, Professor-Counselor

Eastern Campus
George Hiltner, Chair; Professor of Counseling
David Brenner, Assistant Professor of Physical Education
Helen M. Conneek, Security Guard II
Daniel Giancota, Assistant Professor of English
Marie Hiltene, Senior Clerk Typist (Counseling/Financial Aid)
Debra M. Klein, Instructor/Campus Cooperative Education Coordinator
Christine Loehr, Professional Assistant, Skills Center
Carol Longo, Assistant Professor of Library Services
Anne Mccarthy, Senior Professional Assistant-Science
Mary Ann Miller, Campus Head Librarian

Western Campus
George Tvelia, Chair; Associate Professor of Economics
John Burgess, Coordinator of Intercollegiate Athletics
Linda Goldberg, Adjunct Instructor, Chemical Dependency Counseling
Carol McGorry, Instructor of English
Naomi D. Phelps, Director of Student Activities
Thomas Tartaglia, Assistant Professor-Counselor
John Vassil, Assistant Director-Maintenance

Organization and Support for Teaching Excellence

Ammerman Campus
Doris G. Stratmann, Assistant Dean of Instruction: Social Sciences
Maureen A. Clinton, Professor of Health Career
Corita Kong, Professor of History

Eastern Campus
Kathleen T. Mars, Chair; Assistant Professor of Early Childhood Education
Maryanne T. Barry, Professor of English/Communications
Charles Barta, Professor of Accounting
Cheryl A. Coffey, Professor of Reading; Coordinator of the Academic Skills Center
James Edasery, Assistant Professor of Chemistry
Dan Gilhooley, Assistant Dean of Instruction: Liberal Arts
Susan H. Marano, Senior Clerk Typist (Instruction)
Charles L. McCarthy, Jr., Professor of Marine Science
June B. Naiburg, Associate Professor of Communications
Louis S. Rupnick, Professor of Sociology

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Western Campus
Robin Means, Chair; Instructor of Early Childhood Education/Psychology
Andrea Blum, Assistant Professor of Mathematics-Academic Skills Center
Patricia Brown, Student Representative
Yolanda Maltezos, Community Representative
Elisa A. Mancuso, Instructor of Nursing
Aida Pavese, Professor of Reading

Technology Development and Utilization

Ammerman Campus
Paul Cooke, Chair; Professor of Mathematics
Lars Hedstrom, Assistant Professor of Communications
Robert R. Rovegno, Professor of Accounting
Frederick J. Winter, Assistant Professor of Electrical Technology

Eastern Campus
Robert C. Barta, Chair; Instructor of Computer Science/CIS
Dennis Ross Anderson, Assistant Professor of Fine Arts
Cheryl Blando-Coscia, Steering Committee Liaison; Associate Professor of Biology
Regina M. Kenna, Principal Clerk (Plant Operations)
Steven T. Kenny, Professor of Economics
Jay Schwartz, Professor of Library Services
Wayne L. Smiley, Professor of Earth/Space Science/Math
William Shumaker, Assistant Professor-Hotel Technology
M. Niaz Uddin, Professional Assistant 2, Academic Computing

Western Campus
Donald R. Ferruzzi, Chair; Professor of Biology
Patricia Janson, Professor of Library Service and Reading
Michael Russo, Associate Professor of Mathematics (Ammerman-Western)
Kelly Simms, Student Representative
Richard V. Telloni, Associate Professor of Veterinary Science

Campus Perspective on Comprehensive Issues

Ammerman Campus
John Bockino, Chair; Professor of Economics
Frances M. Kelly, Professor of Library Service
Deborah Kiesel, Senior Technical Assistant-Electrical Technology
Carol A. Paul, Associate Professor of Biology

Eastern Campus
Laurette A. Lizak, Chair; Associate Professor of Interior Design
Jessica Allen, Steering Committee Liaison; Associate Professor of Business Administration
Robert Beodeker, Director of Student Activities
Pamela Frazier, Associate Professor of Food Service Management
William W. Hall, Professor of History
Judy Koordin, Dean of Students
Kathleen Megas, Account Clerk (Business Affairs)
William J. Welsh, Liaison to Central Steering Committee; Director of Business Affairs

Executive Summary/ viii
Western Campus
Nancy Pennavaggio, Associate Professor of Biology/Oceanography
Offices of the Provost and Instruction

Overview of Campus Recommendations
As coordinator of the self-study process, the College-wide Steering Committee promoted open deliberation at the campus level. Despite the committee’s insistence on refraining from imposing its own ideas, certain recommendations have emerged in all three self-studies that highlight faculty/staff concerns at the campuses:

Technology
- Hardware, software, and facilities for instruction and administration must be upgraded.
- Both faculty and students must have greater access to E-mail and the Internet.
- Both College and campus administrators must make greater commitment to professional development.

Capital Projects
- Campus facilities/equipment must be upgraded and refurbished. (Ammerman)
- Campus facilities for physical education, library expansion, theater, and computer lab expansion must be constructed. (Eastern)
- The College must make plans for expansion of facilities at this “burgeoning campus.” (Western)

Equity*
- The College must distribute equitably among the campuses funds for facilities and equipment.
- The College must distribute equitably among the campuses lines for faculty/staff.

Ratio of Full-Time to Part-Time Faculty
- The College should seek to lower the high percentage of adjunct instructors.
- The College should create opportunities for greater participation by adjunct faculty in campus life.

In addition, campus self-studies also call for the following:
- Campuses should engage in ongoing review of role and scope.
- Given recent changes, faculty/staff need “clarification of administrative structure.” (Ammerman)
- The Campus has suffered from lack of stability in administrative staffing. (Eastern)
- Campus planning should involve greater community involvement. (Ammerman, Eastern)
- Improved research is needed in support of outcomes assessment. (Eastern)
- Survey instruments must be created to assess student and faculty needs. (Ammerman)

*In March 1997, an Equity Team, chaired by the Vice President for Management and Planning, completed its work and presented a proposal to the President. (See Comprehensive report, ch. 8: “Planning and Resource Allocations.”)
ECS Report Recommendations

In the fall of 1996, the Board of Trustees commissioned Educational Consulting Services (Canada) Inc. to review administrative structure at Suffolk County Community College and prepare a report. Presented to the Board in February 1997, its Organizational and Staffing Review calls for simplification and streamlining of administrative structure and for college-wide faculty governance.

In March, the President placed copies of the ECS final report in the campus libraries and invited the college community to review its findings and submit its comments to the ECS Steering Committee, appointed last fall to provide liaison between ECS and the College. To review the ECS report in light of college community responses, the Board of Trustees has appointed a three person Board Task Force charged with further fact finding, interviewing, and analysis. At a date unspecified, this task force will bring its recommendations to the Board.

Executive Summary/
CHAPTER 1

MISSION AND GOALS

The College’s mission and goals were last revised by the Strategic Planning Council and approved and adopted by the Board of Trustees in 1987. At that time, the Strategic Planning Council distributed the ETS Community College Goals Inventory to the college community, and following a review of the results, revised the mission, which appears in the College Catalog as a statement of the College’s philosophy and commitments, or goals, for achieving the mission.

Also in 1987, the College expanded the philosophy and commitments of the College to include, for each campus, a unique statement of campus role and scope. Those role and scope statements were reviewed by each campus as part of its own self-study and are discussed in more detail in the individual campus reports. The Ammerman Campus role and scope statement, revised in 1995-96, describes a campus with a more comprehensive program emphasis, with specialization in health, technology, and the fine arts. The Eastern Campus role and scope statement, revised in 1994-95, focuses on specialized programs in hospitality, practical arts and technical science, and the Western Campus statement, revised in 1995-96, highlights its specialized curricula in the allied health careers.

The College mission and goals were reviewed twice in the mid-1990’s. In 1994 a study was conducted by the Center for Community Research, a non-profit social sciences research center, founded by, and operating under the auspices of Suffolk County Community College to conduct research of benefit to the community. The study was entitled Suffolk Community College: Service Survey Report, commissioned by the College to “perform an environmental scan of community needs and community assessment of how well the College was serving those needs.” The study found that the residents of the community which the College serves were “in high agreement with the stated...mission.”

In 1995, as part of a series of assessment and planning activities funded by a Title III Planning Grant (see Chapter 8), the mission of the institution was also reviewed. The Title III Task Force, consisting of representatives from both the college and local community, examined the mission statement and acknowledged its continuing validity for Suffolk County Community College. The Title III Task Force determined the existing mission statement of philosophy and commitments expresses well what the College strives to be and that it gives clear affirmation of the College’s commitment to the needs of the diverse population that it serves. The campus role and scope statements were also reviewed at that time and only found wanting in that the role and scope statements are not in a consistent format, and a role and scope statement has not been developed for the Open Campus. Both conditions continue to be true.

In a college-wide survey conducted for the purposes of this comprehensive self-study, all full-time college faculty, administrators and staff were asked if they believed the mission statement and its philosophy and commitment as stated reflect the true purpose of the College. Of the 31% who responded, only 5% answered no.

The Middle States Commission on Higher Education provides a guide to the developing and reviewing of an institution’s mission statement that includes a process that closely parallels the process employed by the Title III Task Force for the development of the Institutional Priorities and Goals (see Appendix 29). In that year-long process, in addition to reviewing the
mission and goals of the College, the Institutional Priorities and Goals were established to drive the development of a five-year institutional strategic plan. While the mission statement itself, and its development, do not specifically conform to all the requirements inherent in the Middle States guidelines, taken together with the process followed to establish the Institutional Priorities and Goals, and the subsequent five-year strategic plan, they do communicate the overall purpose and direction of the College in much the same spirit.

Conclusion
The College's mission statement, while recently reviewed, appears to fall short of the guidelines proposed by Middle States for an effective college mission statement. The purpose of the College as described is more implied than concisely stated. The Characteristics of Excellence state that mission statements must clearly define the community served, the funding sources available and the opportunities provided in order to reflect the justification for the existence of the institution and its uniqueness. This need for explicit statement of the institution's purpose is further reflected in the guidelines mentioned above.

Although the majority of those employees responding to the survey reported satisfaction with the mission statement of the College, the College may wish to reassess its mission within the context of the Institutional Priorities and Goals. In any case, changing demographics and evolving career opportunities in the technologies obligate the College to continue to address its mission and focus.

Recommendations
1. A role and scope statement for the Open Campus should be developed to parallel those for the three accredited campuses.
2. In the light of the development of the Open Campus, demographic, economic and demographic changes over the past ten years, and an emerging paradigm in higher education focusing on learning rather than teaching, a review and revision of the mission statement should be considered, using the process outline in the Middle States guidelines.
CHAPTER 2

ORGANIZATION, ADMINISTRATION AND GOVERNANCE

Organization

Decentralization

In September 1992, the College implemented a reorganization of the College’s administrative structure under the leadership of its new President, John F. Cooper. During the previous Middle States reaccreditation visits to the campuses, the teams identified a need for greater clarification of reporting relationships between central administration and the campuses. Since the existing organizational structure did not promote efficiency or accountability at the local campus level, particularly in such areas as admissions, financial aid and plant management, the chief administrative officers on the campuses, the Executive Dean, did not have direct supervisory responsibility in those areas. As a result, supervisory conflicts between central administration and campus administrators and staff were ongoing. The new President made it clear that the resolution of issues related to organizational structure would be a priority.

The new structure that evolved was the product of recommendations received from consultant, Willis Holcombe, and of many meetings and discussions of the President’s Administrative Advisory Council (Deans, Vice Presidents and Campus Executive Deans) over the course of almost one year. The primary objectives of the reorganization were to eliminate the ambiguities which existed between campus and central administrative relationships and responsibilities, and to clarify job descriptions. The title of Campus Executive Dean was changed to Provost and responsibilities in the management of all day-to-day operations at the campuses were redefined and clarified. Areas formerly administered by central administration were brought under the direct management of the Provost. The role of Vice President in central administration became one of policy development and coordination; implementation of policy and direct delivery of services became campus-based activities. A fourth Provost of Corporate and Extended Learning, or the Open Campus as it came to be called, was added to oversee non-credit courses, the TechniCenter, and the development of relationships between the College and local business and industry (see Corporate and Extended Learning: The Open Campus).

The position of Vice President for Administration was eliminated following a retirement. A Vice President for Student Affairs was created to provide college-wide leadership and coordination of student affairs issues. The functions of the Vice President for Administration were realigned and largely assumed by the Vice President for Management and Planning. The Dean of Financial Affairs was made an Executive Dean reporting directly to the President for budget development, analysis and planning.

It is generally felt within the administration of the College that the reorganization has resulted in a more responsive delivery of educational services to students at the campus level. In Spring 1996 a survey was conducted of all college employees asking their general perceptions about the decentralization and the relationship between the campuses and central administration. Of the 30% who responded, almost 40% felt that the results of the decentralization left central and campus services unchanged; and only 27% felt that there had been an improvement.

Nonetheless, campus and central roles and responsibilities were clarified in the decentralization, largely eliminating the ambiguities that characterized the former organizational structure. However, it is not atypical within multi-campus institutions for there to remain...
ongoing operational and philosophical tensions, as the institution tries to balance the drive for
greater campus autonomy with the need for college-wide oversight, coordination and policy
development.

A secondary phase of the reorganization has been ongoing since that time, always with
an eye towards reducing administrative positions where possible, usually through attrition, and
mostly in central administration. For three years, the County sponsor has criticized the College
for a having a "top heavy" administration, targeting specific administrative positions for
elimination during each budget cycle. The College has sustained the targeted positions, but has
made efforts to eliminate positions through attrition that hurt neither individuals, essential
operations or educational services. Despite the criticisms of the County sponsor, Suffolk County
Community College ranks among the lowest in administrative costs of all community colleges in
the State University of New York.

Because of ongoing public criticism of the College's organization and operation, the
Board of Trustees commissioned an organizational analysis in Fall 1996, selecting a Canadian
firm Educational Consulting Services, Inc. (ECS) to conduct an examination and analysis of the
college's organizational structure. The report was completed and submitted to the Board of
Trustees in February 1997. The ECS report called for a flattening of the organizational structure,
the reduction of administrative layers and the centralization of expensive programs, services and
functions. Among the recommendations are the following:

- unify the structure so that the campuses represent different geographical sites, but
  not separate entities
- limit the number of executives reporting to the President to four
- limit the number of management levels to four
- increase staff support to managers
- create one faculty governance structure
- avoid duplication of functions
- concentrate specialized programs into "centers of excellence" to avoid duplication
- delineate more clearly staff vs. management positions.

The Board of Trustees accepted the ECS report in March 1997 and appointed a three
person Board Task Force to conduct further fact finding, consultation and analysis, and bring
back its recommendations to the full Board. The report has generated considerable discussion at
the College, balancing those recommendations that are felt to be useful and beneficial to the
institution at this point in its history, and those that are not. Individuals and groups within the
College were invited to submit their thoughts to the Steering Committee of the Board of
Trustees that has been overseeing the process.

Administration

The following is a brief description of the offices which comprise the central
administration of the college, as well as of the administrative groups which meet to conduct the
business of the College on a college-wide level. An organizational chart for these offices is
included in Appendix 30.

Office of Academic Affairs

The Vice President for Academic Affairs reports to the President and serves as the chief
academic officer of the College. The Vice President is responsible for providing leadership in
the development of college-wide academic policy, and through the campus Provosts and Deans of Instruction, coordinates academic programs, program planning and development, articulation and program review. The Vice President also has responsibility for the establishment and maintenance of policies for faculty appointments, evaluation and promotions college-wide. The Vice President also provides leadership for professional development and for development of the College calendar. The Vice President’s office also has administrative and coordination responsibilities for the following programs college-wide: Academic Computing, Adult Learner, Equal Opportunity, Grants, Honors and Libraries. There were relatively few changes in this office as a result of the decentralization.

Recently, several unrelated organizational changes have occurred in the Office of Academic Affairs. The position of Dean of Libraries, which had historically reported to this office, was converted to an Assistant Vice President for Academic Affairs in 1994-95. The Assistant to the Vice President for Academic Affairs position was eliminated by attrition in 1995-96, and the Director of Grants position was moved to this office in 1996-97.

There has been a lack of continuity in Office of Academic Affairs over the last four years. In that time, one permanent and two Interim Vice Presidents have served, including the incumbent. While the turnover in academic leadership has resulted in a lack of confidence in the office and a general feeling college-wide that academics has lost its stature in the institution, as well as its priority, there is commitment by the President to elevate the office’s standing within the institution. A search for a new Vice President for Academic Affairs is presently being conducted.

Office of Student Affairs

The Vice President for Student Affairs reports to the President and is the chief student affairs officer of the College, providing leadership and coordination of student affairs programs college-wide. This position was able to be created as a result of retirement of the Vice President for Administration. Earlier Middle States recommendations noting a lack of voice for student affairs in the development of institutional priorities and the lack of coordination and integration of student affairs programs college-wide resulted in the establishment of this position.

It is with the establishment of this office that some of the most significant organizational changes have occurred at the College. Financial Aid, Admissions and Registrar, originally reporting to three different central offices, were brought under Student Affairs for both policy (college-wide) and operations (campus) levels. Campus Directors, responsible for implementing policy and supervising day-to-day delivery of services to students, were established, reporting to the Campus Deans of Students. The previously combined Central/Ammerman Campus Offices for Admissions and Financial Aid were functionally separated, although the Registrar’s Office remained combined, due to a lack of personnel to assume a campus function.

The outcome of this reorganization has resulted in a number of accomplishments for the Student Affairs area, including, but not limited to the following:

- more effective leadership and coordination for the Student Affairs area with the development of college-wide policies, procedures and systems;
- the integration of new technology into the admissions, registration and financial aid areas, e.g., the upgrading of the telephone registration system (Appendix 31), the

Comprehensive/5
purchase of an admissions inquiry/ tracking system (CARS) (both in process), and the electronic transmission of financial aid data;  
- the creation of a more barrier free (physical and functional) environment and enrollment management systems for students (Appendix 32);  
- the establishment of a priority registration system and a series of 77 recommendations for the improvement of the registration process;  
- the development of an Outcomes Assessment Plan and program review procedures (see Chapter 4, Institutional Effectiveness and Outcomes);  
- the promotion of a customer service orientation; and  
- the establishment of student access to records through telephones, kiosks, and the Internet (in process) (Appendix 33).

A proposal has been submitted for the establishment of an Assistant Vice President for Student Affairs that would be created from the recent vacancies in the College Registrar and College Director of Admissions and Enrollment Management positions.

**Office of Management and Planning**

The Vice President for Management and Planning reports to the President and also serves as legal counsel for the College. As a result of the decentralization four years ago, Management and Planning was reorganized and its responsibilities reconfigured. The position of Vice President for Administration was eliminated to create the Vice President for Student Affairs, and many of the areas formerly reporting to Administration (Computer Center, Security, Financial Affairs and Facilities) were reassigned to Management and Planning.

In response to the growing need for data management and the enhanced responsibilities associated with new technologies and telecommunications, an Assistant Vice President for Information Technology was upgraded from a former position in 1993-94 (see Chapter 10, Technology). The Vice President for Management and Planning also has responsibility for Academic Scheduling, Institutional Research, and Employee Resources.

**Office of College and Community Relations**

The Vice President for College and Community Relations reports to the President and is the newest vice presidential position to be created at the College (1994-95). This position is responsible for all communications within the College, including marketing, public and government relations, publications and printing. The Vice President is currently working to enhance the College’s image in the media and to promote the benefits of the College to the Suffolk County community.

As part of the College’s strategic planning initiatives, and with the encouragement of the Board of Trustees, the Vice President for College and Community Relations is developing a marketing plan. This process began approximately a year ago and has included input from an advisory group designated by the President to work with the Vice President on developing the plan. A preliminary outline of marketing ideas and activities has been developed to serve as a basis for the plan itself. The ideas have been reviewed by the President’s Cabinet and were recently shared with a sub-committee of the Board for their review and suggestions. The final plan will “set clear and specific goals and the strategies and actions recommended to meet those goals, while supporting the College’s mission” (*Preliminary Outline of Activities Being Considered for Inclusion in the 1997 Marketing Plan*).
Office of Executive Dean for Financial Affairs

The Executive Dean for Financial Affairs serves as the chief financial officer of the College, and since 1994, reports to the President on all matters pertaining to the development, management and analysis of the College budget (see Chapter 11, Finance). The Executive Dean is responsible for the development of college-wide budgetary policies and procedures, works with the Campus Business Officers to coordinate the budget college-wide, and functions as liaison with the Suffolk County Business Office. Other related areas of responsibility are purchasing, accounts payable, inventory control, mailroom, warehousing and since 1995-96, payroll and capital projects (see Chapter 9, Facilities).

Provosts

The Provosts are the chief administrative officers at their campuses; the Ammerman, the Eastern, and the Western Campuses. Each of these campuses are accredited separately, and further description of the campus' administration and organization is incorporated with the respective campus self-studies. The Open Campus Provost has administrative oversight for Corporate and Extended Learning, and as such, does not have a separately accredited “campus.” It, too, has conducted a self-study which is located within this document. The Provosts report to the President and organizationally, have equal status to the Vice Presidents.

The Cabinet

The Cabinet is comprised of the College’s executive staff and is the chief policy making group of the College. With the President, its membership includes the four Vice Presidents, the four Provosts, the Executive Dean for Financial Affairs and the Deputy to the President, as an ex-officio member. The Cabinet meets in alternating weeks with the Executive Council.

The Executive Council

The Executive Council is comprised of the same executive staff as the President’s Cabinet and meets in alternating weeks to the Cabinet, without the President. The Council is chaired by the Vice President for Academic Affairs and is a working group that formulates recommendations and policies for the President’s consideration in Cabinet (Appendix 34).

Administrative Advisory Council

The Administrative Advisory Council is comprised of the exempt executive staff, which includes members of the Cabinet, Campus Deans of Instruction, Campus Deans of Students, Assistant Vice Presidents, the Director of the Foundation and the Director of College Relations and Publications. The group is scheduled to meets monthly, to consider issue-related topics that are submitted to the President for discussion.

Governance

Faculty governance is conducted at the campus level. Each campus has its own governance body with its own name (Ammerman-Senate; Eastern-Congress; Western-Assembly). A more detailed discussion of campus faculty governance is found within the individual campus self-studies. Campus governance only intersects on the college-wide level at the College-wide Academic Standards Committee, which was established in 1993. This Committee, initiated first on a trial basis, then on a permanent basis, has worked effectively at the college-wide level to resolve issues of academic integrity and standards across the three campuses. Because of the success of this first college-wide effort at faculty governance, there has been discussion of developing a College-wide Curriculum Committee, which would oversee curriculum changes on a similar college-wide basis. Under the current system, program and/or
course development often overlap or conflict, causing unnecessary delays and hard feelings among campus faculty. Exploration of such a committee is reflected in the 1996-97 Strategic Plan for the Office of the Vice President for Academic Affairs, and has also been recommended in the ECS Report.

Conclusion

A considerable number of organizational changes have occurred over the last four years, with a concomitant number of improvements in the establishment of policy, protocols and procedures; in technology; in financial management systems; and in the delivery of instructional and student services. The reviews, however, are mixed from the faculty and staff of the college at-large and from the County Sponsor. As a result, Educational Consulting Services, Inc. were retained to conduct an organizational review (see above) that in its final report contains recommendations that would create dramatic changes in the institution. For all intents and purposes, the institution is “on hold.”
CHAPTER 3

EDUCATIONAL PROGRAMS AND CURRICULA

Among the three campuses of Suffolk County Community College, programs have been established to fulfill the educational mission of the College and the educational needs of the community. Suffolk offers an Associate in Arts degree (A.A.), an Associate in Science degree (A.S.), an Associate in Applied Science degree (A.A.S.) and one-year certificates. Students who are interested in transferring generally enroll in the Arts or Science curricula, while students who are interested in entering the job market upon graduation enroll in the Applied Science curricula. While the College views the Applied Science degree as a terminal degree, many four-year colleges and universities do accept these degrees for transfer credit. Transfer programs are designed to parallel the first and second years of study towards a baccalaureate degree, and career programs prepare students for entry into specific technical or semi-professional career fields. While the emphasis in career programs is upon providing particular work-related skills, each curriculum requires courses in the humanities, social sciences, sciences and mathematics as well. Some programs are offered at more than one campuses while others are only offered at one. The chart of the programs now being offered at Suffolk County Community College are listed on page 55 of the 1996-98 College Catalog which identifies programs by degree offered and by campus.

Program and Course Development

The process for the development of programs and courses is a campus-based one, albeit a similar one across three campuses. Each program/course must pass through the appropriate channels of approval that include the department, the division/area, the Campus Office of Instruction, the Campus Curriculum Committee and the faculty governance body (and beyond that the New York State Education Department and the State University of New York). While the channels of communication among the campuses regarding developing programs and courses are far improved, both through the Deans of Instruction and departmental collaboration and sharing, instances of overlap or duplication continue to occur, often leading to disagreements and even stonewalling on the part of some. In the case of a prospective college-wide program/course, only two campus governing bodies need to have given approval for the program to be implemented, but that method is rarely employed. The approval of all three campuses is usually sought. Difficulties arise when one or another campus, either the one that has developed the program/course and is heavily invested in it, or the one who never knew about it until late in the process and either needs more time or takes an exception to some component. Ever since a College-wide Academic Standards Committee was tested then adopted as a means of monitoring and developing academic standards issues, the concomitant need for a College-wide Curriculum Committee has been discussed. The success of the Academic Standards Committee can serve as a model for Curriculum.

General Education

Since the last Middle States reaccreditation visit to Suffolk County Community College, the General Studies curriculum (now undergoing its first program review) and the general education components of the career and transfer programs have been reviewed, revised and implemented. The outcome of the revisions greatly strengthened the requirements for general education by restricting and focusing student choice.
For the General Studies curriculum and for the career and transfer programs, a college-
wide committee of faculty and administrators first developed what were called the “Ideal
Requirements” in the following areas: Civilization and Culture; Communication; Literature, the
Humanities and the Fine Arts; Mathematics; and Philosophy and Ethics (Appendices 53, 55 and
56). The “Ideal Requirements” within those areas differed depending on the educational goals
each type of program. Second, a series of “Ideal Generic Requirements” were devised that
would cut across all curricula as basic life-long learning skills: Critical Thinking; Integrated
Knowledge; Computer Proficiency; Writing Reading and Speaking; Development of a Personal
Philosophy and Moral Responsibility; Library and Information Literacy; and for career students,
Functioning Effectively in a Working World (Appendices 54, 55 and 56).

Following the development of the “Ideal Requirements,” a distribution model was
developed which outlined how these requirements could be fulfilled within these programs;
General Studies and career and transfer programs. The total credits required for the General
Studies curriculum is 64-71, 24-26 for career programs and 34-35 for transfer programs
(Appendices 57 and 58). While the general consensus is that student learning has indeed been
strengthened by the revisions, the results of the ongoing program review should provide the
documentation to verify that outcome.

Special College-wide Programs
Developmental Studies

The Developmental Studies Program at Suffolk County Community College is
comprised of a two semester sequence of courses in mathematics, reading and English (basic
skills courses and English as a Second Language courses). Students who score below a certain
prescribed level in each of these areas on the college-wide placement tests (CPT) are placed into
one or more developmental course in order to strengthen their skills for future college-level
course work.

The Developmental Studies Program is monitored and advised by the College-wide
Developmental Studies Committee. The Committee had been chaired by the Vice President for
Academic Affairs, but beginning in 1996-97 has been chaired by the Assistant Dean for
Academic Affairs. The members of the Committee include faculty who teach developmental
courses, academic skills center coordinators, student affairs faculty and academic administrators.

The challenges facing the Committee have been numerous, and controversy and
differences of opinion have been no strangers to issues such as appropriate placement scores,
effectiveness of the measures used (particularly the holistically scored writing sample), the
effectiveness of the developmental courses, as well as the overall success rate of developmental
students themselves. (See Chapter 4, Institutional Effectiveness and Outcomes for a more
detailed discussion of these issues.) A number of studies done by the Office of Institutional
Research have driven the discussion about reevaluating the methods and scores used in
determining placement in developmental courses: An Evaluation of Developmental Reading
Instruction at Suffolk Community College; Validating College-level Reading Placement Test
Standards; An Examination of the Concurrent Validity of the CPT Reading Comprehensive Test;
Examination of the Predictive Validity of the SUNY Mathematics Alert Program Test (MAP):
Equating Map and CPT Mathematics Test Scores; Analysis of the Psychometric Properties of
Holistically Scored Essay Tests (see Central Resource File).
Honors Program

The Honors Program is an interdisciplinary program for academically talented and highly motivated students at all three Suffolk County Community College campuses. It is a centrally coordinated program under an Assistant Dean for Academic Affairs, with campus-based programs coordinated by faculty on reassigned time. The program works collaboratively with an advisory committee of campus representatives.

Students accepted in the program may enroll for the Honors Diploma Sequence in the curriculum of their choice. A total of six courses, four interdisciplinary honors seminars and two supplementary courses, satisfy the electives requirements in conjunction with the student’s curriculum. Alternatively, qualified students may enroll in the Honors Recognition Sequence, taking two interdisciplinary courses and two supplementary courses or an additional interdisciplinary course.

Grounded in the traditions of the liberal arts, the Honors Program stresses the connections among various disciplines and the tools of artistic and intellectual creativity. Honors course offerings differ from campus to campus, but on each campus the program centers on four interdisciplinary honors seminars in philosophy, humanities, social sciences, and natural sciences or mathematics. Each of these seminars examines major historical events, cultural developments and turning points, and the current status of its subject in the context of the broader evolution of society. Within this focus, special attention is given to a particular historical period, issue, body of literature, or other topic subsumed under the general curriculum area using primary sources of information.

Part-time and full-time students in all curriculums are eligible. Special efforts are made to accommodate the needs of evening students. Minimum requirements for admission to the program include high school average of B+ and a review of ACT, SAT, and/or placement test scores. Candidates for the program are welcome to submit alternative evidence of academic talent including letters of reference from employers and/or special projects, which are either employer or school related. In addition, candidates must submit a satisfactory writing sample, a favorable letter of recommendation and be interviewed by a member of the Honors Program Advisory Committee. The Suffolk County Community College Foundation commits $45,000 in scholarship funds for entering freshman each year.

An Honors Convocation ceremony is held in May to recognize, not only those who are graduating with either the Honors Diploma Sequence or the Honors Recognition Sequence, but also winners of an essay competition, and the winners of the SUNY/Utica Rome Medal of Academic Excellence.

The Honors program needs to grow beyond its majority population of continuing students through stronger more focused recruitment efforts, both through the central coordinating office and at the campus level. Also there should be greater vigilance to the maintenance of common program standards and policies across the College, where the program is campus specific in its operations and policy driven and coordinated through the central Office of Academic Affairs. However, efforts in this area are presently alleviating concerns surrounding this issue.
In 1996-97 plans to create an Honors College were approved to enhance the opportunity for Honors students to feel greater sense of identity with their peers and for faculty to be able to better integrate Honors courses and activities.

**Adult Learner Program**

The Adult Learner Program, administered centrally by the Assistant Dean of Academic Affairs, serves students who are eligible to receive credit for various life or work learning experiences. The program is designed to facilitate students' progress towards earning an Associates Degree at Suffolk County Community College by providing college credit for their learning experiences validated through examination (CLEP) or by portfolio assessment.

The College-Level Examination Program (CLEP) examinations are administered regularly on all campuses. Portfolio assessment is an alternative vehicle for documenting college-level learning achieved outside the classroom. Students who have the appropriate reading and writing competencies may take CS30, "Portfolio Preparation," a credit course available at all campuses. The course encompasses relevant academic content, skill development, and ongoing guidance during the process of developing a learning portfolio. Evaluation of the portfolio is not part of CS30. The evaluation is done by faculty experts in the academic disciplines reflected by the student's learning.

The Adult Learner annually handles more than 1,300 inquiries, administers approximately 350 CLEP examinations, coordinates the assessment of at least 20 learning portfolios by about 15 faculty representing some 50 courses, and provides community service for students who are returning to satisfy curriculum requirements through nontraditional means. In regularly administered evaluations, students report that their main purposes are achieved, and that CS30 is particularly valuable, because they receive quality instruction and direction in clarifying and organizing their prior learning while interacting with their peers. The graduates of CLEP and CS30 also report that graduation was expedited and employment upgraded.

In 1996-97 the Adult Learner Program has begun to generate interest for Corporate CLEP and is in the process of setting up group information sessions for employees participating in career and education planning. Information and materials have been sent to employers and human resource personnel, who have previously contacted by the Adult Learner Academic Program. Corporate CLEP information was also personally distributed to company representatives during the College's Career Fair.

The Adult Learner Program office is adequately staffed, albeit with part-time personnel, with two part-time college-aides and two part-time professional assistants. The also program publishes a newsletter every semester and conducts workshops on campus and in the community (e.g., Internal Revenue Service, Suffolk County Department of Labor, etc.) to provide information and individual advisement on prior learning assessment.

The Adult Learner Program, however, has no immediate access to student information on the mainframe information or to direct administrative supervision, since it is located in a different building than the Assistant Dean. A weak link in the chain is the length of time it takes for the evaluation of prior learning portfolios, which on average takes the faculty four months to complete. In addition, the campus Deans of Instruction take an average of over a month to return signed portfolios to the office.
Freshman Seminar (CS15)

For the past 32 years Suffolk County Community College has assisted students in their adjustments to college life, but in Fall 1987 a freshman survival course, based on the Ellis model, called Freshman Seminar (CS15) was made mandatory. Its purpose was to improve retention and to provide a common, shared experience for all first-time, full-time students. To prepare for this collegial effort, faculty took part in a threshold training workshop to become eligible to teach the course. Designed as a heterogeneous seminar with a class size of 15, faculty utilized a common syllabus and text to help ensure continuity when teaching the course. In the spring of 1993, although a limit of 21 was approved by the College, it was felt that the instructional integrity of the course was preserved. Additionally, a 40% cost savings in increased utilization resulted.

Freshman Seminar (CS15) is, in a large sense, a strategic planning process for students. For the wide range of abilities and needs of entering students, there is no other college course that offers the techniques and resources to succeed in college life, as well as to explore careers and make personal choices. Other courses are discipline-specific, but CS15 provides a basis for the analysis individuals must perform to find their direction and triumphs. If education, from the Latin e duco, means to "lead out" a student’s talents so they can make their best life choices, CS15 is the only course whose goal it is to specifically provides such an opportunity. In fact, Suffolk County Community College received national recognition for its Freshman Seminar Program by receiving the Outstanding Freshman Advocate Award in 1992.

There has been ongoing evaluation of the course since its inception. Seventy-five percent of students surveyed in a 1989-90 study who were enrolled in Freshman Seminar indicated a positive response to the test-taking, note-taking and comprehensive reading and writing skills components of the course, as well as to its increasing their awareness and use of academic support services. A similar percentage (75-80%) of students reported improvement in money management, time management, stress management, goal setting, prioritizing, health practices, communication and multicultural skills. Approximately 42% reported that they applied techniques learned in this class to their subject area courses. Similar findings are reported in the Freshman Seminar Program Review completed in the 1994-95 academic year.

The program review, conducted only at the Ammerman Campus and a Target Team (see Chapter 8, Planning and Resource Allocation) also posed questions about the viability of the program and made recommendations in 1995-96. As a result of these reviews, two studies were conduct by the Office of Institutional Research, Summary of a Study Evaluating the Impact of the Freshman Seminar (CS15) on SCCC Student’s Outcomes, May, 1996 and An Examination of the Academic Benefits of Completing the Freshman Seminar Course During the Entering Semester, 1996 (Appendices 61 and 62). Both studies found results in the affirmative to support the fact that Freshman Seminar affects student success, and most particularly when taken in the first semester of entry into the College. The CS15 Advisory Committee, working in concert with the Vice President for Academic Affairs and the Campus Deans of Instruction, considered all the recommendations, comments and research data in Fall 1996 and submitted a proposal for changes in CS15 for 1997-98 which included the following:

- the course shall remain mandatory;
- the course will begin to be offered as a 7 1/2 week modules in Fall 1997, with the goal of all sections being 7 1/2 weeks by Spring 1998;
the course will carry 1.5 credits for both students (formerly 1 credit), as well as for faculty; department specific sections can be developed, but they must adhere to the CS15 core concept, carry the CS15 designation, and be coordinated with respective campus faculty Honors coordinators.

Continuing Education/ESL Program
Because both of these programs are administered and operated as part of the Open Campus, the description, analysis and recommendations for them are included within the section Corporate and Extended Learning: The Open campus.

Articulation
Suffolk County Community College has a ten-year history of collaboration with upper division institutions in the development of articulation and joint admissions agreements. A list of those agreements is included in the 1996-98 College Catalog, p. 19. A recent renewed interest has fostered an increase in the development of these agreements. The State University of New York, through its Faculty Council, has articulated the intention to have its universities, four-year colleges and community colleges articulate to create a seamless, student-centered educational experience for its students. Moreover, the College itself is also expanding, updating and actively seeking new agreements. Experiencing enrollment declines, four-year colleges and universities, public and private, are developing creative transfer packages. These packages are increasing the number of allowable credits for transfer and offering ready access to such “extra’s” as specialized services, scholarships and work study opportunities.

The college has a clearly developed process which is utilized by the College-wide Articulation Committee in assessing and recommending approval of articulation and joint agreements. An update process was developed in 1996-97 for the first time to maintain all agreements current and thereby avoid mistakes and miscommunication that might affect students.

Conclusions
The college’s processes and procedures for course and program development are cumbersome, overlapping and sometimes conflicting, since they are campus-based and independent of one another. The first college-wide faculty governance committee for academic standards has been successful, and offers a model that might be adopted to improve curriculum development. General Studies, as a curriculum and as a component of career and transfer programs, has been revised and implemented since the last Middle States visit, and the first program review for General Studies is underway.

The specialized, college-wide programs, Developmental Studies, Honors, and Adult Learner provide for the special needs of the underprepared, the academically talented and the returning adult with life and working experience. A Freshman Seminar course which is mandatory has become fully mainstreamed since 1987 and has recently undergone a rigorous review that resulted in the first changes in the program since its inception.

Recommendations
1. Develop a College-wide Curriculum Committee modeled after the College-wide Academic Standards Committee.
2. Continue to work on improving the central/campus coordination of the Honors Program.
3. Monitor and evaluate the changes to be instituted in Freshman Seminar in 1997-98.
4. Provide access to college data for the Adult Learner Program and seek means to shorten the time frames for faculty and deans portfolio evaluation and approvals.
CHAPTER 4

INSTITUTIONAL EFFECTIVENESS AND OUTCOMES

"the fundamental purpose of assessment is oriented toward examining aspects of institutional effectiveness, primarily teaching and learning."

Framework for Outcomes Assessment

Academic Affairs Outcomes Assessment

Suffolk County Community College has been seriously engaged in outcomes assessment for the last ten years. The State Education Department of the State University of New York mandated in 1987 that all of its institutions prepare an outcomes assessment plan. With that mandate, the Office of the Vice President for Academic Affairs set about to prepare the College for this task. Workshops were held for both academic and student personnel services faculty and staff, and a sub-committee of the Strategic Planning Council’s Academic Program and Curriculum Planning Committee was created as the Outcomes Committee. Under the auspices of the Outcomes Committee a plan was formulated and presented to the State Education Department in 1988-89. This plan had sections on basic skills, general education, academic majors and student personal and social growth that included goals, activities and outcomes measures in each of these areas. There was considerable involvement of faculty in the development of the plan, including a college-wide review of course objectives, intended to lead to subsequent identification of discipline outcomes measures. A follow-up report was submitted to the State Education Department in 1989-90, but without further requirements for follow-up beyond that year. However, many of the initiatives identified in the plan, such as the development of universal testing for basic skills placement testing and the revision of the General Studies curriculum and general education component of career and transfer programs, moved forward successfully.

The Outcomes Committee did continue to meet, and by 1993-94 a grass roots effort to engage faculty in discipline-based outcomes efforts gained some momentum under new leadership on the Committee. A campus outcomes coordinator, with reassigned time, was named to work closely with faculty and to assist them to develop outcomes measures for their own programs and courses. However, further progress was somewhat halted with a change in leadership two years later, a college-wide reduction in discretionary reassigned time, and a major year-long initiative to engage faculty and staff in a broad-based, participatory strategic planning process (see Chapter 8, Planning) college-wide. Nonetheless, even without college-wide leadership, individuals at the campuses committed to the concept of outcomes assessment continued to work on their development. (See the individual campus self-study reports for examples of those efforts.)

In 1996-97, efforts are in progress to restore college-wide leadership and commitment to the development of an outcomes assessment plan under the auspices of the Strategic Planning Council. The Outcomes Committee has been combined with the Academic Programs and Curriculum Planning Committee to form a new committee called the Academic Planning Committee. The former charge of the Committee will be reviewed in the light of changes in the institution over the last 8-10 years with a focus on academic program planning and development.
that is outcomes-based. Since the Committee remains a part of the Strategic Planning Council, it can then take its place as an important component of the ongoing strategic planning process.

Student Affairs Outcomes Assessment

In 1993, with the appointment of a Vice President for Student Affairs, the Student Affairs Committee of the Strategic Planning Council was reconstituted and assigned responsibility for developing an outcomes assessment plan for the Student Affairs area. Since the Dean of Students on the Ammerman Campus was serving on both the Student Affairs Committee and the college-wide Outcomes Committee, she has served as the liaison between the two committees in order to avoid any duplication of effort.

The Student Affairs area has developed a model for outcomes assessment which is based on Chickering's seven vectors of student development (i.e., competence, managing emotions, independence, interpersonal relationships, identity, purpose, and integrity) (Appendix 63). As part of the model, each of these seven vectors has been more fully defined, and examples of relevant Student Affairs programs and services designed to produce selected outcomes have been identified. For example, Student Affairs programs which are designed to promote 'Interpersonal Competence' include serving in a student leadership position, club membership, fundraising activities, and so on. The final component of the model is a plan for determining whether the desired outcomes have been accomplished, including the kinds of outcomes assessment activities that are/will be conducted. Regarding college-wide outcomes assessment activities already completed, examples include the SUNY Student Opinion Survey, Graduate Follow-up Survey, New Student Satisfaction Survey, and Program Reviews. Additional assessments now in progress include a Graduating Student Survey, Withdrawing Student Survey, and an Entering Student Survey.

Results of the recently completed Graduate Follow-up Survey provide an example of how these activities are integrated into the outcomes assessment model. As part of this survey, students were asked to indicate "the extent to which your experiences at SCCC contributed to your growth", followed by a list of 26 different areas (e.g., clarifying educational and career goals, developing social and interpersonal skills, etc.). Collectively, these 26 statements define the seven vectors that comprise the model. Results indicated that 70-90% of the respondents reported that their experiences at Suffolk contributed either a great deal or a moderate amount to growth in each of the specified areas.

Academic Program Review

An integral part of the outcomes assessment initiatives at Suffolk County Community College has been the academic program review process, which also includes student affairs and libraries. The objective of program review is to examine a curriculum or set of services to determine whether established objectives are appropriate and being achieved. The process yields a set of recommendations which are directed towards strengthening the program.

Suffolk County Community College established the first guidelines for academic program review during 1988-1989. The process was designed by the Academic Program and Curriculum Planning Committee of the Strategic Planning Council to provide for a comprehensive curriculum review on a seven year cycle (Appendix 15). In the first cycle, approximately five to seven programs were evaluated per year, either at a campus or on a college-wide basis, if a program resided on two or more campuses. Review and oversight of the...
process is conducted by the Deans of Instruction and the Vice President for Academic Affairs with the Academic Program and Curriculum Planning Committee.

Intended as a year-long process, which has, in fact, often taken considerably longer, the review is conducted by broad-based committees of 8-10 individuals (program faculty, non-program faculty, administrators, students, student services and library faculty, and, in some cases members of the community). The committees are chaired by members outside the program, who are appointed by the Vice President for Academic Affairs. Program information and data related to goals and objectives, curriculum, staffing, facilities, equipment, student outcomes are reviewed by the committee for analysis, evaluation and recommendations for improvement. Library and learning resources are evaluated in conjunction with each specific program, ensuring that library services and the collections in their entirety are evaluated over each seven year period.

The Office of Institutional Research, which has always provided data support to the programs reviews committees, has over the course of the first cycle, developed a standardized packet of curriculum/program data to inform the review process. This ten-year retrospective data packet is now routinely provided for each review with the following program information: enrollment by year of entry by gender, age, ethnic group, handicapped status, matriculation status, graduation, and persistence; placement scores in developmental reading, math, and writing; and scores on entrance tests, as well, as high school averages.

An orientation program was initiated for the first time in 1994-95 for all the program review chairs. Data packets are distributed and the Guidelines and expectations for the process are presented and discussed. This support for the review process is conducted through the Office of the Assistant Vice President for Academic Affairs.

In 1994-95, in anticipation of the completion of the first seven-year cycle, the Academic Program and Curriculum Planning Committee evaluated, clarified and revised the 1988-89 Academic Program Review Guidelines to reflect the experiences gained in the first cycle and to build in a formal follow-up/monitoring process with its own timeline (Appendix 7). Unfortunately, some of the reviews from the first cycle were not completed, and it was decided to postpone the start of the second cycle for one year. Also in that same year, 1995-96, the many activities associated with the initiation of the first, broad-based strategic planning process, an outcome of the Title III Planning Grant (see Chapter 8, Planning ), occupied faculty and staff for most of the academic year. It seemed prudent to delay the start of the new cycle and to permit the incompletely first-cycle program reviews to catch up.

The second cycle resumed in 1996-97 with reviews being conducted in Business Administration, General Studies, Computer Science, and Engineering and Technology: Computer Assisted Drafting. However, discussions have begun to shorten the cycle to five years, simplify the process and the size of the committees involved, so that the reviews can be completed in a more timely fashion. The concept of bringing in an outside reviewer is also being explored. These discussions are being held under the auspices of the newly configured Academic Planning Committee described above.

In those programs areas where special accreditations are required, the self-studies are conducted for those agencies waive institutional requirements for academic program review. Among these specially licensed or accredited programs are the Nursing Program (Ammerman &
Western), accredited by the National League for Nursing; the Paralegal Program, accredited by the American Bar Association (Ammerman & Western); the Electrical Engineering Technology Program (Ammerman), accredited by the Accreditation Board for Engineering and Technology; and Dietetic Technology Program (Eastern), accredited by the American Dietetic Association.

**Student Affairs Program Review**

The Student Affairs area has also developed a program review process for its 11 service areas, including admissions, advisement and testing, athletics, career placement, child care, counseling, disabled student services, financial aid, health services, registration, and student activities. The program review process in Student Affairs is based on the criteria and self-study documents prepared by the “Council for the Advancement of Standards and Guidelines for Student Services/Development Programs”. In general, each review covers the following areas: mission, program, leadership and management, organization and administration, human resources, funding, facilities, legal responsibilities, equal opportunity, campus and community relations, multi-cultural programs, ethics, and evaluation.

The first program review was initiated in fall 1991 for the Advisement and Testing area. As called for in the first set of procedures, a college-wide program review committee was established to conduct the review on all three campuses. Due to a variety of factors (e.g., a new and untested process, the departure of one of the co-chairs due to a sabbatical, the complexities involved in reviewing three campuses, etc.), the program review took 2 ½ years to complete rather than the 12 months which had been anticipated. Despite this, the review resulted in a series of recommendations which have evolved into a new model for academic advising at the College, a model which is now moving towards final adoption.

At the time that the program review for Advising and Testing was nearing completion, the College created a Vice President for Student Affairs position, reconstituted the Student Affairs Committee as a subcommittee of the Strategic Planning Council, and assigned responsibility for program review to that committee. Based on the experience of the Advising and Testing program review, the Student Affairs Committee revised the program review procedures to make them more manageable and efficient. Essentially, the changes included having three campus committees simultaneously conducting a program review of the same area within Student Affairs (i.e., rather than having one college-wide committee and review process). In addition, in the semester prior to the actual program review, the Vice President for Student Affairs was designated to work with the appropriate campus administrators/coordinators to develop survey instruments and to carry out the self-assessment process. And finally, following the program review, the Deans of Students became responsible for following-up the campus-specific recommendations, with the college-wide recommendations being brought to the Student Affairs Committee for discussion and disposition.

With these new procedures in place, program reviews have subsequently been completed for Student Activities and Disabled Student Services, with varying degrees of success. While those reviews that have been completed have resulted in some excellent recommendations, the campus committees have been unable to consistently complete the review process within the allotted 12 month period. As a result, the Student Affairs Committee is once again revising the program review procedures by reducing the size of the committees and by designating the administrator responsible for an area as the chair of the committee (i.e., rather than a faculty member or administrator from outside the area). While this change may result in the loss of
some objectivity, it is hoped that it will resolve the issue of finding a chair with the time, energy, commitment, and resources needed to complete the review in a timely manner.

Conclusion

On a program level, academic program review is an accepted and effective outcomes assessment tool. It provides the means for periodic reflection on programmatic intentions and student success that has led to modification and change in the various curricula. For example, the Manufacturing Technology program has been eliminated, the Banking and Insurance programs have been eliminated as programs per se and converted to program emphases. The policy regarding program review and the specific guidelines for conducting reviews have been carefully designed, revised and implemented to maintain consistency of standards and criteria. The seven-year cycle, however, is too long a period between reviews, and the time to conduct a single review is often extended considerably beyond the 12-14 months outlined in the Guidelines. The Student Affairs Program Reviews have produced useful recommendation both on campus and college-wide, but too has experienced difficulties with leadership, procedures and time tables.

The creation of a newly configured Office of Institutional Research in 1994 has been a key step toward improved information gathering and distribution. The collection of student outcomes data has become systematic, providing the institution with useful data to inform decision-making and recommendations for change.

There are many ongoing activities at the College meant to answer the question of "how well are we doing what we say we are doing?" Outcomes assessment is conducted on a course, departmental, program, campus and institutional level, but not as systematically as it should be, and not according to an institutionally designed outcomes assessment plan. More awareness of these activities and the impact of such assessment projects on the quality of learning and teaching is needed, and the recognition of the need to address this systematically has been adopted by the newly configured Academic Planning Committee. The ongoing goal is not only to answer the question, "how well are we doing what we say we are doing", but to use the results to improve learning and teaching.

Recommendations

1. Develop an outcomes assessment plan for the college that is integrated with the five-year strategic plan. The development of the plan is an appropriate joint charge for the college-wide Academic Planning Committee and the Student Affairs Committee, sub-committees of the Strategic Planning Council.
2. Develop a college-wide clearinghouse for the sharing of information about outcomes, including materials, models and ongoing projects within the College.
3. Continue initial efforts to reduce the program review cycles and to simplify the existing process and structure to facilitate the prompt completion of the reviews themselves.
CHAPTER 5

FACULTY

Faculty Demographics

The data included in the following section was compiled from these sources, 1) The 1990 United States Census as reported in The Municipal Reference Guide to New York State, 1994-1995 which reflects the population demographics of Suffolk County; Suffolk County Community College Enrollment Reports, 1986-1995, and Graphics Summary; and 1996-97 HEGIS reports.

Age

It is interesting to note that in the faculty gender breakdown college-wide, the gender data closely approximates the reverse of the student population, 56% male to 44% female versus 41% male to 59% female for students, as described in Chapter 6, Students. This tends to hold across the three campuses, with the greatest reverse disparity at Ammerman (58%/42%) and the least at East (53%/47%) (Appendix 35).

Among the faculty the age distribution reflects an increasingly mature faculty. College-wide, 56% of the faculty are over 50 years of age, and 44% have more than 20 years of service with the College (Appendix 51). Interestingly, but probably not surprisingly, the largest percentage of faculty over 50 years of age are located at the campuses that are in descending order the oldest to the youngest, Ammerman (68%), Western (55%) and Eastern (48%) (Appendix 36).

Analysis of the age distribution among faculty suggests that within the next five years half of the faculty will be eligible for retirement. This coupled with the fact that 43.5% have more than twenty years of service increases the possibility of wide scale retirements. In a 1996 prospective retirement package offer distributed for informational purposes, 53.7% of the faculty and staff would have been eligible. The Ammerman Campus is particularly vulnerable to possible retirements as it has the most mature faculty, with 56.5% having served more than twenty years. With ongoing concerns for financial stability at the College (see Chapter 11, Finance) that has restricted filling vacancies as they occur due to retirements, large scale retirements would put a severe burden on the ability of the Ammerman Campus, or any campus so impacted, to continue to provide adequate full-time faculty in the classroom.

Ethnic/Racial Characteristics

In comparing the ethnic and racial percentages of full-time faculty and overall student population, the statistics are closely approximate by campus. The highest percentage of minority faculty (16.4%) reside on the Western Campus which also has the highest minority student population (20.4%). The percentage of Ammerman and Eastern Campus minority faculty, 9.5% and 8.5% respectively, are reflective of the respective minority student populations at those campuses: 9% and 8.9% (Appendix 37).

Statistics at individual campuses reflect some small areas of divergence, faculty to students. For example, there is a higher percentage of Asian faculty on the Eastern Campus compared to the percentage of Asian students, with the reverse true when comparing African-American faculty to African-American students. The Western Campus has the largest minority student and faculty population in the College, but still has a lower percentage of white students.
to that of its white faculty, and a higher percentage of African-American students to that of its African-American faculty. The Ammerman Campus, unlike the Eastern and Western Campuses, has a slightly higher percentage of African-American faculty to that of its student population, but its African-American population is the smallest. A fuller discussion of these campus-based data are included within each individual campus self-study.

In light of the value of faculty, administration and staff role models, discrepancies regarding student and faculty racial demographics cannot be overlooked. The College’s continued commitment to multiculturalism and its support of programs which applaud diversity will help to address this concern.

When a retirement incentive option was offered in June 1995, it provided the College with an opportunity to hire professional staff from groups currently under-represented. Since the adoption of more rigorous affirmative action search procedures in the late 1980’s, the amount of time needed to conduct searches has been extended, the extent of peer participation in recruitment and screening of candidates has increased, and a teaching exercise has been added to the interview process. In response to these changes, workshops were conducted to raise faculty and staff awareness of affirmative action issues and requirements, as well as to provide guidance in conducting a sound affirmative action search process.

Faculty Credentials, Rank and Tenure

Suffolk County Community College has a faculty who have developed their professionalism by receiving advanced degrees as the following college-wide figures demonstrate: Almost 20% of the faculty college-wide have a Ph.D., J.D. or Ed.D., while almost 7% have received a second master’s degree. Based on HEGIS data for 1996-97, 64% of the faculty are full professors, 19% are associate professors, 14% are assistant professors and 3% are instructors, further evidence of the longevity of so many of the faculty as a whole. Coupled with the 83% of the faculty at the higher ranks of professor and associate professor is the fact that 87% of the faculty have also achieved tenure.

Faculty Development

As an integral part of its commitment to promoting faculty/professional development, particularly with the very senior faculty at Suffolk, the College offers a variety of activities and opportunities for continuing education and renewal. Tuition assistance, sabbatical leaves, faculty retraining, support for conference attendance, and an annual teaching retreat are made available to all full-time faculty.

One of the major professional development events offered by the College is the annual Master Teacher Seminar. Each year since 1989 approximately 40 faculty spend three days in a Sag Harbor retreat center discussing techniques and methodologies to improve their teaching. The evaluations of the retreat by the participants are always outstanding, and a number of faculty have attended more than once.

Most other professional development activities are planned by a College-wide Professional Development Committee, co-chaired by the Vice President for Academic Affairs and a Campus Dean of Instruction. One of those activities is an all-day Professional Development Conference Day which is an annual occurrence each Spring. The Professional Development Conference Day offers an opportunity for the faculty and staff from all three campuses to come together to explore issues of professional interest or concern in education.

A Staff Conference Day is also held every June for clerical staff. A variety of workshops are offered such as stress management, business writing, listening and wellness, and last year a presentation on the developing technologies at the College. All staff are invited and approximately 60-75% attend.

Prior to 1994, faculty mid-year and end-year workshops were offered on such topics as student retention, disabled students, ESL, and a student privacy act. With the instability in the Office of the Vice President for Academic Affairs and the loss of a position that had primary responsibility for supporting the planning these activities, the workshops have not been offered since 1994.

A series of professional recognition awards were also developed and organized to recognize the accomplishments of the faculty and staff of the College. Winners each year have been recognized by a breakfast which would be attended by their family, friends and colleagues. Awarded in sequential years are the following awards: Who Made a Difference where students nominate faculty that have made a difference in their lives, and two different Professional Recognition Awards, one for faculty nominated by their academic administrators and one for administrators nominated by members of the faculty and staff at-large. For the same reasons as above, there has been some slippage in the consistent granting of these awards the last few years, although three outstanding administrators were recognized last year.

The College has begun participating in the SUNY Chancellor’s Awards process again in the last two years after a hiatus of many years. The Chancellor’s Awards are prestigious within SUNY, recognizing excellence and leadership among SUNY faculty, librarians and administration. It is a faculty driven nomination process that is organized and conducted by the Governance Chairs of the three campuses.

In 1995-96, to support faculty development in general, and in the technologies in particular, Teaching and Learning Centers (TLC's) were developed on all three campuses with initial financial assistance from the Office of Academic Affairs and the Faculty Association. Coordinated by a faculty member on three credits of reassigned time, the TLC's provide a variety of forums for faculty to confer on teaching issues as well as encourage peer interaction, sharing and mentoring. The TLCs are also equipped with a state-of-the-art computer (s) for faculty to experiment and learn to use the new technologies. Peer training is offered to assist faculty in becoming more computer and Internet literate, as well as training by the college-wide Coordinator of Academic Computing. More details regarding the many activities at the individual campus TLC's can be found in the campus self-study chapter, *Organizing and Support for Teaching Excellence*.

Striving For Excellence Awards have been sponsored by the College Foundation for the last two years and are granted to faculty whose proposed projects would have an immediate, direct, positive impact on students. In its first two years, ten grants have been awarded totaling $12,500 for such projects as the development of a computer-based laboratory review, an ESL Lab Manual, the building of a nature trail at the Western Campus, the development of a faculty...
empowerment workshop and a computer-based training program.

In 1996-97, a tuition assistance program from the Graduate School at SUNY Stony Brook was initiated for Suffolk faculty who, if fully matriculated in one of the programs of the Graduate School, could attend at no tuition cost. The partnership between Suffolk and Stony Brook was conceived at a joint meeting of the two faculties across the disciplines in Spring 1996 in direct response to the dramatic reduction in SUNY-wide tuition assistance available for local distribution annually ($16,000 to $4,000). Eleven faculty have availed themselves of this generous initiative.

Considering the array of activities provided by the College for professional development, relatively small budgetary allocations are actually provided by the College for their support. The college Foundation has sustained a considerable and increasing commitment towards faculty and staff development over the last several years, allocating funds to support the majority of the above programs through the Office of the Vice President for Academic Affairs.

Adjunct Faculty

Adjunct faculty comprise a substantial percentage of the faculty college-wide. The policies governing the hiring, remuneration, evaluation and promotion of adjunct faculty are outlined in the bargaining agreement with the Faculty Association and in the Faculty Handbook. The minimum qualifications are set forth, along with policies related to certification to teach specific courses, guidelines for hiring above the rank of instructor, and the basis for assignment of courses. In general, primary supervision of adjunct faculty is the responsibility of the department chair. Each adjunct is evaluated in his/her first teaching assignment; in later semesters when necessary, and when eligible for promotion. Adjuncts accrue college-wide seniority and are assigned courses, college-wide, based on seniority and campus preference.

Adjunct faculty are invited to participate in the life of the College to the degree that they are able. Each semester, an orientation is held for all adjuncts at each campus. In many departments they are invited to attend department meetings, and some do, but usually on an irregular basis. However, adjuncts have been involved in curriculum development, often making major contributions. Adjuncts receive all mailings sent to the college and campus community, including invitations to professional development programs and activities. Adjuncts also teach College Seminar (CS15) and portfolio assessment. The contributions to the College by its adjunct faculty is acknowledged. Those who have taught more than thirty semesters receive special awards and many of them have been cited in the Who Made a Difference award program. Nonetheless, the percentage of sections taught by adjuncts has been higher than desired by the College and has been addressed over the last two years as per the discussion below.

Faculty Workload

The part-time and full-time faculty workload is tabulated and assessed ever semester for review. In Fall 1996, 44% of all day sections were taught by adjuncts. Table 1 below shows how this varies from campus to campus from a low of 34% for Ammerman to a high of 46% for East.
Comparing workload to two years ago, Fall 1994, the data indicate that there has been a slight decrease of 2% in numbers of sections taught by part-time faculty at Ammerman, with considerably higher decreases at East and West (6%). The improvement in full-time faculty workload represents a concerted effort on the part of the College to reduce the number of sections taught by adjuncts overall (despite the fact that they are relatively comparable to national averages) and to try to decrease the disparity among the campuses. Other recent efforts to reduce disparity among the campuses relative to resource allocation are reported in Chapter 8, Planning and Resource Association.

**Bargaining Units**

There are three unions at Suffolk County Community College which represents all employees through the associate dean level – the Faculty Association, the Guild of Administrative Officers and the AME, civil service union, for clerical and blue collar workers. Exempt employees, or executive staff at the Dean-level and up, are not unionized.

The Faculty Association represents the faculty in its negotiations with the College and Suffolk County. There are 362 full-time faculty members and approximately 1000 part-time faculty employed at the College during a given semester. Guild membership includes middle-level administrators whose contract largely parallels the working conditions and benefits of the faculty contract. The contracts for both bargaining units expire August 31, 1997.

The Faculty Association contract addresses issues concerning working conditions, and various provisions in the expiring contract were specifically focused on faculty development, such as an increase in the annual allowance for conference attendance and a more rigorous application and accountability process for sabbaticals. Evolving through several negotiated contracts has been the requirement that educational justification for sabbatical leave must be clearly spelled out in terms of intended and achievable goals, however, sabbaticals are still basically granted on a seniority basis. Any eligible senior faculty member with a plan for accomplishing his/her sabbatical goals is still given first priority.

The seniority system has also had its impact on faculty course assignments. However,
the 1988-1991 contract contained a provision which allowed for limited exceptions to the seniority rule — when unusual circumstances prevail or when special qualifications are held by an individual other than the one with the most seniority. This modification of seniority as the yardstick for sabbaticals and in some cases, course assignments, seems appropriate. Many junior faculty have served many years in their respective departments with relatively little turnover. Thus, in some cases, a faculty member with more than fifteen years tenure at the College may still be low in terms of seniority. If course assignments were made solely on the basis of seniority, there would be little incentive for less-senior faculty to prepare new courses or participate in curriculum development.

Faculty Evaluation

Non-tenured full-time faculty are evaluated a minimum of once per year for term reappointments and/or for promotion according to the procedures agreed to in the Faculty Association contract. As mentioned above, adjunct faculty are evaluated in their first semester of teaching at the College and then only as they are eligible for promotion. For both full- and part-time faculty, the evaluations are based on one or more classroom observations by an appropriate academic administrator, as well as a faculty peer. Although a systematic student evaluation procedure has not been incorporated into the faculty evaluation process, student feedback on classroom instruction is being collected by individuals or by departmental option.

The evaluation of full-time tenured faculty was incorporated into the terms of the 1991-1996 contract. The Tenured Faculty Development Guidelines (Appendix 38) were subsequently formulated and initiated in 1995-96. This self-assessment process is collaborative and collegial in nature, and the evaluations are solely used for professional development purposes. A team approach is employed, with the faculty member selecting a peer and the Campus Office of Instruction selecting an administrative representative to work together with the faculty member on his/her self-assessment. The general consensus regarding the success of this new evaluation process after its first two years is that it has been successful in accomplishing its goals, but that it has not been without its procedural glitches. It is expected that with more experience and closer institutional adherence to the procedures and time tables, the process will become a useful professional development tool for senior faculty.

Conclusions

Perhaps the most crucial of the concerns raised in this chapter is that regarding wide scale retirements, as the faculty and staff age and more and more employees are eligible for retirement. In its attempts to balance the many priorities of the budget from year to year, the College will need to have a plan in place for assessing how and where those positions will be filled. However, this impending increased turnover will provide a number of opportunities to correct any imbalances among the campuses and to review program needs and staffing.

The faculty has increasingly become more diverse in reflection of the communities that the College serves, although there have been few new hires in the last two-three years due to budgetary constraints (see Chapter 11, Finance). With an Affirmative Action Policy in place, the trend toward diversity should continue as the institution experiences the transition to a younger faculty following the expected retirements.

The current faculty of the College are well-credentialed and have an impressive history of teaching experience. They are a veteran group, many of whom can boast of more than twenty years of service. In order to sustain a standard of excellence, the College has programs that
supports the professional growth of its faculty. There are a variety of professional development opportunities for the faculty, although it is the College Foundation which essentially sustains the programs. The institution itself provides relatively few of the resources for professional development, other than those which are contractual. It is important also that the College continue to support the professional growth of its junior faculty, particularly in light of the prospective wide-scale retirement. The tuition assistance program recently articulated between Suffolk and SUNY Stony Brook is an important option for junior faculty, many of whom must meet promotion requirements. Opportunities for similar programs at other universities might also be explored.

The Teaching and Learning Centers have been a focal point for faculty development as they moved through their second year. They have provided opportunities for faculty to explore pedagogical issues, to share experiences, and to mentor one another. On-going training in the new technologies has also become an important component of TLC's programs.

Full-time and part-time faculty evaluations are in place, including one for tenured faculty. While peer evaluations are a component of those evaluations, student evaluations of faculty are not.

In the last two years, the College has made a concerted, measurable effort to reduce the percentage of sections taught by adjuncts, even though national averages are comparable.

The Faculty Association continues to play an active role in assuring that workplace issues are fairly negotiated. In addition, the Faculty Association has been active in moderating issues of professional concern which might otherwise place senior faculty and junior faculty in opposition to one another, i.e. seniority and evaluation on tenured faculty.

Recommendations
1. Given the potential for widespread retirement due to the maturity of the faculty, it is important that the College establish a plan for the distribution faculty lines throughout the College.
2. Additional agreements with area universities to provide tuition assistance similar to the one with Stony Brook for faculty should be actively pursued.
CHAPTER 6
STUDENTS

Student Demographics

Gender

Although Suffolk County statistics indicate that the males and females of the County are relatively equal at 49% and 51% respectively, the College's make-up of students by gender indicates a significantly higher percentage of women enrolled (59%). According to Appendix 39, this disparity has been fairly consistent over the past ten years. It is especially evident at the Western and Eastern Campuses where females comprise over 60% of the student population. The Ammerman campus has the least disparity with almost 57% of its students female.

Ethnic/Racial Characteristics

Overall, the College has experienced a ten-year shift in ethnic population (Appendix 40). Since 1986, the overall percentage of the white, non-minority student population has declined by 7%. In 1986 there were 1,099 minority students enrolled at the College, accounting for 6% of the total student population, and by 1995, there were 2,554 minority students enrolled, accounting for 22.7% of the total student population. The largest percentage increase over the ten-year period has been among Hispanic students, which has risen from 3% to 7% college-wide. While the campus self-studies provide more discussion relative to individual student ethnic/racial populations, it is the Western Campus, reflective of its service area, which enrolls the highest percentage of minority students (20.4%). The Ammerman and Eastern Campuses have approximately 9% each (Appendix 37). According to the New York State Department of Education, Office of Policy Reports, the minority students population among high school seniors in Suffolk County has also continued to increase through the 1980's into the 1990's, and this trend is expected to continue for the remainder of the decade.

In 1995 ethnic minorities accounted for 16.4% of the total population of Suffolk County, and at Suffolk County Community College ethnic minorities accounted for 22.7%, a substantial representation of the minority community within the County. However, the percentage of African-American students enrolled at the College is only 4.4% while African-Americans still represent 6.2% of the County population.

Minority student programs and services are conducted within the office of the Director of the Educational Opportunity Program (EOP). Administered centrally, EOP also has an Assistant Director who is located at the Western Campus (Eastern Campus services are administered through its own local counseling office). EOP's goal is to make college possible for economically and academically disadvantaged students who have the academic potential to succeed in college, but whose grades fall short of regular admissions standards. A majority of the 175 students served through this program annually are first generation college students and generally come from historically underrepresented groups. Through EOP, students are offered tutoring, counseling, and financial assistance. EOP actively recruits from local high schools which have the largest concentration of minority and economically disadvantaged students.

Other college-wide programs under the direction of the Director of EOP are the Science and Technology Entry program (STEP), the Minority Achievement Scholarship program (MASP), Excellence in Biomedical Sciences program (BioPREP) and Liberty Partnership. Suffolk works in conjunction with eight school districts in Suffolk County in the STEP program,
which is designed to motivate and prepare annually 250 economically disadvantaged and underrepresented minority students for careers in those licensed professions that have a mathematical, scientific, or technological orientation. The MASP program is co-sponsored by the SUNY Office of Equity and Access and awards 25 scholarships to African-American, Hispanic-American and Native American students who maintain above a 3.0 cum per year. Suffolk has been participating for the last three years in a consortium with SUNY Stony Brook and SUNY Farmingdale in a BioPREP program, an intensive biomedical preparatory experience for students of African-American, Native American or Pacific Islander descent. In this program, which has had a 100% retention rate, students receive advising and tutoring services at their local campuses and, at the same time, participate in field trips to research centers on Long Island, attend colloquia, attend a six-week summer program and take an intensive three-week course. A graduate of this program is presently the President of Minority Students in Medicine at Duke University. Through the Liberty Partnership program, Suffolk works with about 150 students per year, who are at risk of dropping out of high school, to increase their motivation to complete their secondary education and pursue post-secondary education. This is done through programs that promote self-esteem, provide counseling, summer school opportunities at the College and offer an advanced placement version of the College's Freshman Seminar course.

The coordinator for Multicultural Affairs position has been decentralized and filled by a job share of Ammerman and West. The ESL program as well is providing an increasingly important service to ethnic minority immigrants in Suffolk County in need of developing or improving their English speaking skills. See the section on Extended and Corporate Learning: the Open Campus for a full description of the program.

Age
In 1995, 55% of the overall FTE student body were recent high school graduates, with the remaining 45% among an older population with an average age of approximately 27 years. Over the ten-year period, the largest percentage of increase has been experienced in the 23-30 and over 30 age groups. The percentage ratio between these two older groups of students and the two younger (under 19 and between 20-22) has considerably shifted over the ten-year period from 85%:15% to 55%:45% (Appendix 41).

Adult student services have been developed to respond to the higher percentage of female to male students at the College. In addressing the changing face of its typical student it is providing services specific to the needs of adult students and women in particular. For example, child care facilities are on both the Ammerman and Western Campuses, and an Eastern Campus facility is expected to open for the 1997 Fall semester.

Through the Adult Learner program, centrally administered in the Office of Academic Affairs, regularly scheduled CLEP tests (College Level Examination Program) are offered at all three campuses, and students seeking credit for prior learning may enroll in a Portfolio Preparation class to document their college level learning. Trained evaluators review portfolios and recommend credit.

There is an Adult Learner Academic Program, located on the Ammerman Campus, which provides opportunities for students to pursue non-traditional options for earning college credit. The Eastern and Western Campuses too provide such services, but through their respective regular counseling services. The Western Campus sponsors an Adult Student Club as well, under the auspices of the Student Activities program. Further details on the individual
campus programs for the adult student can be found in the campus self-studies in the Campus Environment Supporting Learning and Teaching chapters.

**Student Enrollment and Recruitment**

In addition to ongoing recruitment activities that are conducted at the campuses, and which are described in the respective campus self-studies, the College in 1996-97 has funded an intensive college-wide recruitment effort to stem the eroding enrollment of the last two years. Since Fall 1994 the College has experienced almost a 12% decline in overall enrollment according to Table 1 below. The additional funds ($375,000) will enable the College to implement key components of the marketing plan (see Chapter 2, Organization and Administration), fully utilize the soon-to-be purchased admissions inquiry/tracking system (see Chapter 2, Organization and Administration and Chapter 10, Technology) and follow through on numerous enhancements to the campus recruitment process which have been planned, but unfunded, in the last year or two.

| Table 1 |
| College-wide Five-Year Headcount Enrollments, Fall 1992--Fall 1996 |

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1992</td>
<td>8,670</td>
<td>13,261</td>
<td>21,931</td>
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<tr>
<td>Fall 1993</td>
<td>9,086</td>
<td>12,877</td>
<td>21,963</td>
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<tr>
<td>Fall 1994</td>
<td>9,167</td>
<td>13,008</td>
<td>22,175</td>
</tr>
<tr>
<td>Fall 1995</td>
<td>8,693</td>
<td>12,236</td>
<td>20,929</td>
</tr>
<tr>
<td>Fall 1996</td>
<td>8,580</td>
<td>11,014</td>
<td>19,594</td>
</tr>
</tbody>
</table>

There are two primary goals of this recruitment initiative: first, to increase the number of potential students who express interest in the College and second, to increase the yield from this group so that a higher percentage of these potential students actually enroll at the College. The following are among some of the activities that will be funded to increase the number of potential students college-wide:

- increase the number of open house/career days/information programs, and expand on campus receptions/programs for guidance counselors, principals, and superintendents
- have regularly scheduled campus tours and financial aid information sessions (also held at local libraries, schools and community groups)
- use student ambassadors in all recruitment and admissions activities
- enhance recruitment and admissions activities in local high schools (e.g., meeting with undecided students; conduct on-site admissions, etc.)

The following are among some of the activities that will be funded to convert a higher percentage of potential students into enrolled students:

- monitor(track)/follow-up students via personal telephone calls as they go through the admissions and financial processes
- maintain regular contact with all inquiries/applicants/admitted students through regularly scheduled correspondence and invitations to appropriate college activities and events

*Comprehensive 30*
• conduct regularly scheduled information sessions, application workshops, and provide access to evening financial aid counseling
• offer receptions and information sessions for applicants with an expressed interest in specific program area that can be sponsored by academic departments, divisions or programs
• provide customer service training for all campus personnel.

Student Retention

The retention of students is also an important part of the enrollment picture. The only graduation and persistence data presently available at the College is for first-time, full-time students based on date of entry and reported three years out. The data for first-time, full-time students who entered Suffolk in Fall 1992 is reported on p. 112 of the 1996-1998 College Catalog. Of the 2,594 first-time, full-time students enrolled in Fall 1992 (30% of the total full-time enrollment), 242 or 9% were graduated within 2 years and 684 or 26% were graduated within three years of entry. We also know from the same data set that 219 or 8% transferred to a SUNY institution without first graduating Suffolk. The total number of persisters three years from entry, who had neither graduated or transferred was 453 or 17%. The attrition rate, including all transfers prior to graduation, SUNY and non-SUNY, for the Fall 1992 first-time, full-time entering class was 1496 or 58%. Because these data only represent about 30% of those enrolled in Fall 1992, a project is presently underway within the Office of Institutional Research to make available graduation and persistence data for all students, based on date of entry and broken out by campus, by program and by demographic data.

Because the rate of attrition is high, a study was conducted by Institutional Research in 1995, to determine why students leave school prior to graduation, other than to transfer to an upper division institution. The study, *Psychosocial Factors Related to Retention and Early Departure of Community College Students*, compares persisters with non-persisters according to a theoretical model developed by Tinto. The study examined the influences of a comprehensive set of psychosocial measures on the rate of persistence, i.e., life's events occurring during the first semester of college, social support, self-esteem, social competence, psychological well-being and satisfaction with the academic, administrative and social systems of the college. The results indicated that the three most significant factors affecting persistence were negative school events, GPA, and lack of commitment to the institution. Of somewhat lesser significance were academic integration, social support, lack of goals and poor self-esteem.

The study has yielded useful data, and some interventions based on the results have been developed particularly in the areas that affect the students' interactions with the College, i.e., admissions procedures, registration procedures, etc.

The College engages in a number of programs in an effort to assist students to persist. A universal testing program is employed for placement of newly matriculated day and evening students. The CEEB Computerized Placement Test (CPT) consists of four sections: reading comprehension, sentence skills, arithmetic and elementary algebra. The results of these tests, which are scored automatically and immediately, along with an essay assignment which students are given thirty minutes to complete, are used by faculty advisors and counselors to place students into college-level or developmental courses.

The College-wide Developmental Studies Committee develops and regularly reviews the criteria utilized to place students into developmental writing, math and reading. A recent, and
controversial change implemented within the last two years is the reducing of the weight given to the writing sample in the determination of placement. The essay, which is scored holistically, originally counted for 80% of the English placement, but was changed to 50% following a study conducted by Institutional Research, which compared the reliability of the writing sample score and the sentence skills test scores on successful placement. Only the sentence skills was found to be statistically reliable in the study, but a heated debate ensued on the validity of the study results. The compromise position was to reduce the weight of the writing sample to 50% instead of eliminating it and to continue to study the results of the placements for subsequent reconsideration.

The math placement scores were recently reviewed and readjusted. A new developmental math course has been designed to incorporate the first and second developmental math courses into one semester to permit students only in need of a “brush up” to proceed at a more rapid pace towards completing their developmental requirements. To date the course has been deemed very successful.

Students who initially place into two or more developmental courses are considered to be in the Developmental Studies program and therefore limited to 14 credits per semester.

All first-time, full-time entering students are also required to enroll in a one credit (1.5 credits beginning Fall 1997) college survival course called College Seminar, or more often referred to as CS15. The course is designed to assist students in making the academic and psychological transition into college. See Chapter 3, Educational Programs and Curricula for a more detailed discussion of this special college course.

Conclusions
Increasingly College enrollments have become more racially and ethnically mixed to be representative of the surrounding community, although African-American students remain somewhat underrepresented at the College. Services to support minority student achievement appear to be successful for those students that are participating, however, the program relies predominately on grant funds to recruit and support these students.

New recruitment initiatives to increase a declining enrollment have been put into place, and programs aimed at increasing student retention such as universal testing, Developmental Studies and CS15 have been in place for some time. Nonetheless, the overall retention rate three years after entry remains under 30%. New or renewed initiatives (excepting recent changes in CS15) for increasing retention comparable to the recent recruitment initiatives are less visible at the College, despite available research to guide development. Increasing enrollment while increasing retention would be the ideal.

Recommendations
1. Consider increasing institutional support for programs that support the minority student, with the intention to be in position to attract a larger percentage of the underrepresented population in Suffolk County, particularly African-Americans.
2. Develop comparable initiatives for increasing retention that have recently been developed for increasing enrollment.
CHAPTER 7
LIBRARY AND LEARNING RESOURCES

The libraries and learning resources (academic computing labs, academic skills centers) vary on each of the three campus to meet the needs of the student population and the campus-based curricula. Each develops resources and services in conjunction with academic departments, intercampus collaborative efforts and central administration. The size, services, hours of operation, etc. of the libraries and learning resources may also vary for each of the three campuses. Currently, the individual campuses are responsible for the physical space, budget, staffing, administration and services their library and learning resources centers provide, yet central administration also plays a role in college-wide coordination and policy development in the areas of libraries and academic computing labs. The library and learning resource needs of students at extension sites and the Open Campus are met by any of the College's physical resources without restriction.

The Ammerman, Eastern and Western Campus Libraries
In the past, the three campus libraries were centralized and reported directly to a college Dean of Libraries. Following the decentralization in 1992, the college Dean of Libraries position was subsumed within a new position of Assistant Vice President for Academic Affairs. Integral to this position are continuing responsibilities for coordination of library resources and services and the development of compatible policies, to insure the integrity and quality of library resources and services college-wide. The Campus Head Librarians report to their respective campus Deans of Instruction for the provision of local library services. This decentralization of campus administration in 1992 resulted in the campus libraries becoming more integrated with the academic life of their respective campuses. The Campus Head Librarians were now reporting locally to their Campus Dean of Instruction, taking on broader responsibilities for computing labs and/or skills centers, and, in general, being accepted as one of the campus family.

After 1992, Central Library Technical Services and Central Media Services remained under the direct administration of the Assistant Vice President for Academic Affairs. Technical Services continues to provide college-wide technical services, but Central Media was reorganized in 1995, transferring lines and staff to the Office of Information Technology. Centralized media services were somewhat reduced and placed under the administration of the Ammerman Campus Library (see p. 3).

Library Resources and Services
The Chart 1 on the following page provides an overview of the college-wide library resources and services during the past five years.

In general, the college-wide trend in the libraries' basic services to students and faculty has been strong and steadily on the increase, except in a few areas, such as database searching and library classes. Overtime database searching has been replaced with online CDROM services, and now, Internet services, for which statistical data collecting is only now being developed. The number of library classes usually parallels enrollment variations, and recent trends towards increased utilization have reduced the number of sections, particularly in Freshman Seminar (CS15), where the research lesson is taught by a library faculty member.
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>90-91</th>
<th>91-92</th>
<th>92-93</th>
<th>93-94</th>
<th>94-95</th>
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<tr>
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<td></td>
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<tr>
<td>Volumes</td>
<td>190674</td>
<td>195572</td>
<td>199934</td>
<td>204821</td>
<td>207843</td>
<td>206143</td>
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<tr>
<td>Volumes Added</td>
<td>6010</td>
<td>6033</td>
<td>5209</td>
<td>5390</td>
<td>5517</td>
<td>3434</td>
</tr>
<tr>
<td>Periodicals</td>
<td>1303</td>
<td>1281</td>
<td>1238</td>
<td>1317</td>
<td>1304</td>
<td>1310</td>
</tr>
<tr>
<td>Circulation</td>
<td>94449</td>
<td>96053</td>
<td>94295</td>
<td>103766</td>
<td>104611</td>
<td>105981</td>
</tr>
<tr>
<td>Intercampus Loans</td>
<td>3215</td>
<td>3061</td>
<td>3318</td>
<td>3147</td>
<td>4793</td>
<td>3881</td>
</tr>
<tr>
<td>Interlibrary Loans</td>
<td>3089</td>
<td>2864</td>
<td>3421</td>
<td>2843</td>
<td>3074</td>
<td>4922</td>
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<td>42037</td>
<td>43228</td>
<td>41565</td>
<td>47423</td>
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<tr>
<td>Library Classes</td>
<td>605</td>
<td>566</td>
<td>581</td>
<td>546</td>
<td>578</td>
<td>528</td>
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<tr>
<td>Database Search</td>
<td>181</td>
<td>114</td>
<td>157</td>
<td>155</td>
<td>106</td>
<td>80</td>
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<tr>
<td><strong>Campus Media</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Non-print Circulation</td>
<td>N/A</td>
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<td>16555</td>
<td>19558</td>
<td>22032</td>
<td>20988</td>
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<tr>
<td>Classes Served</td>
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<td>8407</td>
<td>9211</td>
<td>8594</td>
<td>9008</td>
<td>8667</td>
</tr>
</tbody>
</table>

Since the decentralization of the college libraries in 1992, the appropriation of each campus library's budget has been determined by local campus administration, where prior to that, the development of the libraries' budgets was coordinated and administered by the college Dean of Libraries. The data above under *Volumes Added* and Chart 2 below, a comparison of five years of expenditures (supplies, subscriptions, books, instructional materials, etc.) for each of the campus libraries, depict a steady decline in available budgetary resources.

**Chart 2**

<table>
<thead>
<tr>
<th></th>
<th>Ammerman</th>
<th>West</th>
<th>East</th>
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<tbody>
<tr>
<td>1991-92</td>
<td>$118,343</td>
<td>$85,994</td>
<td>$77,763</td>
</tr>
<tr>
<td>1992-93</td>
<td>$135,401</td>
<td>$94,411</td>
<td>$77,320</td>
</tr>
<tr>
<td>1993-94</td>
<td>$125,090</td>
<td>$87,620</td>
<td>$58,348</td>
</tr>
<tr>
<td>1994-95</td>
<td>$112,680</td>
<td>$85,034</td>
<td>$54,841</td>
</tr>
<tr>
<td>1995-96</td>
<td>$98,706</td>
<td>$80,214</td>
<td>$52,645</td>
</tr>
</tbody>
</table>

The concern for the systematic reduction in library budgets over the last five years led to the development in 1996 of a report to the President entitled *Recommendations for SCCC Libraries Collections and Service Standards* (Appendix 42). The document comments that "concerns were raised at the time of the decentralization...that, with the libraries now competing locally for funding, an unequal distribution of resources to support library collections might result." This appears to have occurred with the reductions in the library budgets above between 1991-92 and 1995-96 being the following: Ammerman, 17%, West 7%, and East 33%. Relative to books, in particular, 47% fewer books were purchased between the same dates (Appendix 43). The *Recommendations* report recommended that a maintenance of effort profile.
for funding the campus libraries book and periodical collections be jointly established to avoid such discrepancies from occurring in the future and to maintain the integrity of the library system’s collections. There was general agreement, but the maintenance of effort profile has not yet been developed.

Centralized Library Services

Central Library Technical Services

Central Library Technical Services is headed by the Assistant Dean of Library Technical Services who reports to the Assistant Vice President for Academic Affairs. Technical Services provides two major services to the campus libraries. The first is acquisitions, which is the purchase, receipt and check-in of books, journals, indexes and multimedia items ordered by the campus libraries and the second is the online cataloging and processing of these materials. In addition, since 1991, with the development of college-wide library automation, Technical Services has assumed a system role for maintaining the electronic data base for the online catalog (SCORE: Suffolk College Online Retrieval) and with assisting in the recent implementation of the online circulation system.

The Assistant Dean supervises an acquisitions librarian and four full-time clerical staff. The cataloging librarian retired in 1995, and a proposal was submitted to the College for the re-engineering of this position into a systems librarian position. The job description proposed that the systems librarian “coordinate the planning, development, implementation, monitoring and evaluation of the college-wide library automated system and its electronic databases.” A staff training component was also built into the responsibilities for this position. To date, the position has not been created.

Central Media Services

In the Spring 1996, a major reorganization of Central Media Services was implemented to meet the growing and changing needs for college computing network development and administration. Lines and staff were integrated into an Office of Information Technology under the Vice President of Management and Planning, and Central Media services such college-wide services as teleconferencing, video duplication, computer and media repair and maintenance, off-satellite recordings, telecourses, special event and media production and purchasing were reassigned among several other college and campus offices. The position of Assistant Dean of Educational Communication, who administered Central Media, was eliminated to create the position of Director of Networks and Telecommunication.

In that process, all functions were evaluated and a new administrative structure was developed. The Ammerman classroom media service personnel, once administered by Central Media staff, are now supervised by the Ammerman Head Librarian and the Ammerman Media Librarian, similar to the Eastern and Western Campus Library models. In order to preserve centralized services in the areas of video duplication, off-satellite recording, and telecourse support, the Ammerman Campus Library, on a pilot basis, is overseeing the former Central Media staff. Photography and teleconferences were placed under the direction of the Vice President for College and Community Relations. Computer and media equipment repair and maintenance is now under the direction of the Assistant Vice President for Information Technology and continues as a college-wide function. In addition, this office offers valuable support in computer hardware selection, network design and installation, infrastructure planning, library automation, and user application and technical support (see also Chapter 8, Planning and Resource Allocation).
There is a general consensus that the above organizational changes were required to provide the much needed leadership and skills to upgrade and advance the institution's technological capabilities. However, it is also felt, that it has been done at the expense of video and media support services for the campuses.

Library Technology

In 1991-1992, plans were made for the libraries and collections to be automated under the SUNY Library Automation Implementation Project (LAIP) and to connect SUNY academic libraries through SUNYNet, the SUNY telecommunications network. In 1993-1994, the computer hardware was installed to operate the three-campus online catalog and circulation system. This project also combined initially four, then nine local and regional SUNY academic libraries into a telecommunications cluster for the joint administration and governance of online catalog and circulation services.

With the on-line catalog phase fully operational 1993, a college-wide library contest was held and resulted in the catalog being named SCORE (Suffolk College Online Retrieval). This technology also made possible the first email and Internet capabilities at the College, which were shared with members of the college community through the library system. For almost three years, the library system functioned as a limited interim college network, until such time as the infrastructure for the college network was put in place in 1996. The online circulation system became operational in January 1997 after long delays, largely due to the small staff in the Office of Information Technology, who found themselves stretched beyond their means to accommodate the myriad of tasks required to wire the College over the last two years.

The State University of New York provided the initial equipment for implementation of the online catalog and circulation systems to each SUNY library. However, the multi-campus institutions in the State -- Suffolk and Erie -- were deemed one college and, therefore received equipment appropriate for one campus. Suffolk County Community College has substantially matched the initial SUNY investment to support automation development at all three campuses. Automation development, coordination and budgetary support is administered centrally by Central Library Technical Services, with the additional support of an Ammerman Campus librarian who functions as automation coordinator on reassigned time. Ongoing administrative costs for the SUNYNet project consist of fees to the regional SUNY cluster of libraries and the ongoing equipment costs such as terminals, optical scanners, printers, etc. These ongoing equipment costs have not yet been institutionalized as part of operating costs for upkeep and maintenance of the system, but it is expected they will be with the 1997-98 budget cycle.

In September 1997, the three campus libraries will be offering OCLC First Search database searching and Internet access to students. The equipment and software necessary to initiate this online service was funded by the College Computing Council from funds collected with the student technology fee instituted for the first time in 1996-97.

The increasing development of information technology access services for students in the libraries has created a need for increased staff development efforts. Beginning with a library staff development day in January 1997, the issues were addressed and a plan developed for in-house training of library faculty sharing the expertise of existing staff. Over the last few years, ongoing overloads have been made available each semester to conduct online training programs and develop manuals to assist library and classroom faculty adapt and use the new technologies.

Comprehensive/36
A commitment has been made to continue to do so.

Conclusion

The libraries have continued to develop technologically, and the college-wide utilization of information access services has increased over the last five years. In many ways the decentralization of libraries has made possible a better integration of the libraries into campus academic life. However, at the same time, the campus libraries have lost ground by over 30% in budgetary support college-wide for the development of collections. Library automated systems support and development, under the auspices of Central Library Technical Services, has been conducted on a part-time, reassigned time basis by an Ammerman Campus library faculty member. A proposal was made in 1995 to reengineer a cataloging vacancy into a systems librarian to manage the maintenance, training and future development of library systems, but no action has been taken. Getting this job done by a librarian on overload and reassigned time is becoming a critical problem.

The need to reorganize Central Media Services to provide the staff and resources needed to create the Office of Information Technology was something of a mixed blessing. While making a major contribution to the subsequent development of the College’s infrastructure and wide-area network, the extent and availability of media support services have had to be reduced. Other campus and college offices have assumed the responsibility for these services and their ongoing capabilities continue to be monitored.

Staff development efforts have been renewed, with library faculty taking responsibility for the planning and implementation of an in-house training effort, supported by funds from central library administration.

Recommendations

1. A systematic assessment of the budgetary needs of each of the campus libraries for collection development must be undertaken.
2. Adequate funds to support ongoing college-wide library automation equipment needs for ongoing maintenance and future development should be budgeted in 1997-98.
3. The conversion of the systems librarian position from the retired cataloger position should be approved to ensure adequate leadership for maintenance and future development of the library automation system.
4. Ongoing monitoring and follow-up on the adequacy of centralized media services to the campuses should be conducted to assure maintenance of effort.
5. An ongoing program of staff development must be maintained to insure that all staff are appropriately trained to utilize new and existing technologies.

LEARNING LABS AND SKILLS CENTERS

Under the supervision of the Campus Head Librarian, each library has been assigned the administrative responsibility for a number of learning resource centers since the decentralization. The Eastern Campus Library has assumed responsibility for both the campus Academic Skills Center and the Academic Computing Lab, while the Western and Ammerman Campus Libraries have only assumed responsibility for Academic Computing labs that were already housed in their respective libraries. At West and Ammerman, academic skills and remedial centers come under the supervision of other campus administration offices or campus-based academic departments.
All the learning labs and skills centers, however, share a common goal: to provide students with tutoring, facilities and equipment to practice specific skills. The methods, size, equipment, and staff may vary by campus, but not the service or the access. In addition to the “open” labs and skills centers, some departments with program-based labs (Nursing, Computer Science, Language, Graphic Arts, Engineering) also provide open lab hours for additional access.

Cooperation between the learning labs and skills centers is evidenced by the exchange of software, ideas and shared problems/solutions. There is no organized vehicle for the exchange of information; however, there appears to be communication among the labs and centers on an informal basis. With the pending availability to connect to the college network, labs and skills centers will be able to up-load and down-load software and statistics easily across campuses.

In Spring 1996, as part of the Strategic Planning Council Target Team initiative, a report was issued on the evaluation, use and effectiveness of college learning labs and skills centers. The Target Team, comprised of the learning/skills centers coordinators and professional assistants, investigated the methods, the utilization and the equipment and staffing of the centers. The results found the labs and centers providing services of great need to students and recommended that they be maintained with the current structure and purpose.

However, ongoing funding and staffing requirements will need to be reviewed. The technology that most learning labs and skills centers employ is expensive and requires constant upgrading of computer systems, peripherals and software. While some of the budgetary constraints of previous years for the acquisition of new computer equipment has been allayed with recent appropriations, issues of adequate staffing and funding to support ongoing needs to upgrade remain. Most of the labs and centers are staffed by part-time professionals and student tutors and work-study students. A part-time staff is always necessary for flexibility and coverage during peak hours of operation, however, the increasing complexities of the technologies used also will require additional full-time staff with network and high-end computer skills.

**Conclusion**

The learning labs and skills centers are providing a much needed service for students, in an environment where student needs and demand continue to increase and where the technology and software are ever changing. The ability to stay abreast of changes in the technologies and the maintenance of adequate and skilled staff are a high priorities.

**Recommendations**

1. There should be continued assessment of the utilization of the learning labs and skills centers, in order to document needs for equipment and staffing.
2. A more formal exchange of information and policy practices among the labs and centers should be established, perhaps through the use of the college network.
3. Aggressively pursue alternate funding and contributions of equipment for the labs and centers from area corporations or professional organizations.

*Comprehensive/38*
FACULTY TEACHING AND LEARNING CENTERS

In Fall 1994, with leadership provided by a new Vice President for Academic Affairs and an appointed coordinator, a group of faculty from each campus met to map out strategies for the structure and administration of campus-based Teaching and Learning Centers (TLC's). This group, studying models from other colleges, agreed to basic tenets that became the framework for the teaching and learning centers, which were to be established on all three campuses.

These centers were defined as faculty-managed facilities designed to enhance teaching and learning excellence for full-time and part-time classroom faculty and professional staff. It is the focus of all the TLC's to encourage faculty to implement new technologies into their courses and to provide them with cutting-edge assistance through workshops, seminars, demonstrations. They are also informal places where faculty can share experiences, ideas, expertise and resources; explore interdisciplinary activities and opportunities for professional growth; and foster classroom research, strategies and technology.

In Spring 1995 the individual campus TLC Coordinators and advisory boards were chosen, and space for the centers was identified on each campus. Each campus center is tailored to the needs of the individual campus and operates independently, as well as collectively. The Faculty Association Professional Development and Quality of Life Fund provided the initial equipment for the TLC's, a multimedia computer.

The centers have presented workshops in computer software, classroom presentation software, grade management, Internet, email, etc. Evening Common Hour discussion groups for adjunct classroom faculty have been held, as well as discussion sessions on pedagogies and teaching methodologies. An informal open-house and computer demonstrations were presented for the college-wide Faculty Conference Day in Spring 1996 at the Ammerman Campus TLC, and the exchange of workshops and information is encouraged among campus centers.

Conclusion

In their first two years in operation, the Teaching and Learning Centers have continued to grow in interest and offerings. The TLC's have provided a much needed forum for the exchange of ideas and information necessary for faculty professional growth. Each campus TLC operates independently and funding is dependent on the particular campus budget allocation. While these centers have been successfully established, they must be adequately staffed and funded in order to become a meaningful vehicle for teaching and learning excellence. As more technology is incorporated into the centers and into our classrooms the need for training and technical support will grow. If the centers are to be among those providing this training, much more is needed. At present, the centers are informally operated with a campus coordinator receiving some reassigned time to direct the center. As the responsibilities of these centers increase, so must their resources and reassigned time for coordinators.

Recommendations

1. Support for the Teaching and Learning Centers must be evaluated and reassessed for equipment and staffing in light of the growing need and demand for faculty training in the new classroom technologies.
CHAPTER 8

PLANNING AND RESOURCE ALLOCATION

Strategic Planning Council

Suffolk County Community College has engaged in operational planning since 1986 in a process designed to set organizational goals and priorities for the institution. The vehicle for the planning process has been the Strategic Planning Council, chaired by the Vice President for Management and Planning and composed of faculty and administrative representatives from across the College. The Strategic Planning Council carries out its work through six planning sub-committees (Academic Programs and Curricula, Student Affairs, Physical Resources, Enrollment, Professional Development, and Computing), each of which has a prescribed membership and a detailed charge (Appendix 44). The charges and membership are currently under review.

In its first year, the Strategic Planning Council revised the College’s mission and goals, established planning assumptions, and based on the above, developed planning goals and action priorities for the next year. Developing action priorities then became an annual process conducted for the next several years. Although much had been achieved to 1990, a review of the planning process at that time revealed several critical deficiencies such as

- the lack of broad-based faculty participation,
- insufficient compilation and distribution of data, and
- inadequate linkages between planning and budgeting.

After 1990, efforts were made to address these deficiencies, and improvements were made in both the development and distribution of data and, to some degree, the connections between planning and budgeting. However, systematic, college-wide participation remained problematic.

Among the highest priorities expressed by the Strategic Planning Council subsequent to this review was that the College develop a long-range, operational master plan of programs and facilities. Funding was authorized by the then new President, Dr. Cooper, and a consulting firm retained to prepare a comprehensive master plan which would

- recognize demographic, economic and other external factors,
- examine alternative forms of instructional delivery, and
- set forth the capital projects necessary to ensure the accessibility of programs and services.

The two volume Comprehensive Master Plan was completed in 1993 and adopted by the Board of Trustees. The Plan provided the College with a schedule of life cycle renovations for buildings, a compilation of renovation and safety needs, and an analysis of the types of new space required for the then anticipated growth in enrollment. The Plan also suggested further study of various new curricula and established key planning issues to be addressed by the College over the next decade, such as curricular integration and articulation, programmatic relevance and globalization, technological development, cultural diversity, community relations and economic development. Operational plans were developed to specific issues in each of these areas; however, the greatest employment of the Plan has been in the area of facilities. What
resulted was the adoption of the largest appropriation ($70 million) of capital funds in the history of the College, providing for the construction of new facilities, renovation projects, and health, safety and ventilation improvements. The College is actively managing the implementation of these projects (see Chapter 9, Facilities).

**Title III Planning Grant**

In 1994, Suffolk County Community College applied for, and was awarded, a Title III Planning Grant to design and implement a more comprehensive and systematic planning process, which would involve faculty, staff and students, as well as trustees and community representatives. The intent was to develop a broad-based, well documented and collegial process that would promote a clear vision of institutional priorities and goals for the new millennium.

The President appointed a Project Coordinator from the Office of Academic Affairs and Title III Task Force, chaired by a Professor of English from the Ammerman Campus. The membership of the Task Force represented every constituency of the College (vice presidents, provosts, deans, governance chairs, faculty and students), including representation from the community and the County Executive's Office. The Task Force was to be responsible for

- analyzing and interpreting internal and external environmental information to formulate appropriate planning assumptions,
- identify institutional strengths and weaknesses,
- develop -- in collaboration with the Strategic Planning Council -- institutional priorities and goals for the next five years and,
- develop a new, broadly based and participatory planning process.

The President provided a charge to the College community and a vision for Title III with a presidential white paper, *A New Millennium for Suffolk Community College*, (Appendix 45) that posed two questions for consideration:

1. What should be the mission of Suffolk Community College in the year 2000?
2. What priorities are most important for the college to adopt and implement?

To insure ongoing, college-wide knowledge about Task Force activities, a Title III logo was developed to appear on regular updates to the College community through a *Title III Newsletter*, memoranda and campus newspaper articles. Faculty and staff were asked to participate in a survey evaluating perceptions on institutional strengths and weaknesses, the results of which were published as part of the Title III *Environmental Scan* in February 1995 (Appendix 52). At a Title III Forum, thirteen members of the College and the community gave presentations in response to the challenges of the President's white paper.

Another key event in the development of institutional priorities and goals was a retreat, held in March 1995, at which over 70 members of the College and community participated. Participants identified strategic alternatives, assessed organizational resources, made strategic choices and assessed the organizational implications of these choices.

In September 1995, the Title III Planning Report was presented to the Board of Trustees, and the Strategic Planning Council introduced to the College both the newly developed *Institutional Priorities and Goals* (Appendix 29) and a new planning model. Over the next six months, departments, areas/divisions and campuses/central units were involved in developing
both five-year objectives and one-year action priorities that are linked to budget development, and that are in concert with the **Institutional Priorities and Goals**. All campus/central unit plans were then submitted to the Strategic Planning Council, whose responsibility it was to fashion an institutional five-year plan and one-year action plan representative of the individual plans submitted. During this time, the Strategic Planning Council held planning forums at all three campuses to ensure that faculty and staff were well informed and that they continued to feel integral to the process. The plan, *A New Millennium for Suffolk County Community College: The College’s Strategic Plan for 1996-2001* was completed in Fall 1996 and approved by the Board of Trustees in March 1997.

**Target Teams**

Simultaneous to the implementation of the new planning process in Fall 1995, a Target Team process for involving faculty and staff in exploring means to reengineer college services and operations was instituted. Operations to be explored were solicited by the Strategic Planning Council, and twenty-five areas were selected for review, such as administrative structure, mail services and delivery, use of part-time professional assistants, course and room utilization rates, etc. (Appendix 46). The Target teams were charged to evaluate how resources might be better used to assure optimal operation of the College. In doing so they were to assemble information, outline options and alternatives relative to systems and operations and develop and submit a report for discussion by the Strategic Planning Council.

The initial college-wide open forum at which Target Team chairs were to present their findings to the Strategic Planning Council was canceled due to the Blizzard of ‘95 and not rescheduled until March. Between January and March there was considerable informal discussion about the Target Team reports, which had been distributed, much of it filled with anxiety and uncertainty about how the College was going to respond to the reports. Discussions were held at each campus to assure faculty and staff that the review process would be resumed, and that no precipitous actions were anticipated by the College. By March, the Strategic Planning did resume review of the reports by inviting the chairs to make their presentations in a public forum. The Council then discussed and considered each Target Team’s findings and presented its own recommendations for actions as a draft to the three campus governance bodies for input. Faculty reactions to the Council’s draft report were then incorporated into a final report which was submitted to the President in December. Specific actions, some of which had been taken as part of the normal course of events, were to be referred to the Executive Council for consideration and implementation. In addition, the Executive Council, on a quarterly basis, is tracking progress in accomplishing the Target Team recommendations. An example of a controversial issue on which action had been taken for budgetary reasons, was the one time (Spring 1996) raising of section seats limits to increase utilization, allowable under the Faculty Association contract only on an emergency basis. The subsequent semester adherence to contractual seat limits was resumed, but the concept of increasing utilization by not running sections with very low enrollments became institutionalized.

**Institutional Research**

An area that has played a major role through the Strategic Planning Council’s existence has been the Office of Institutional Research. As part of the College reorganization in 1992-93 (see Chapter 2, *Organization, Administration and Governance*), the former Office of Institutional Services/Research and Grants under an associate dean was reorganized to create the Office of Information Technology under the Vice President for Management and Planning. A position of Director of Institutional Research was redefined within that office and new initiatives for
information gathering, interpretation and distribution were instituted. The office remains
minimally staffed with a shared full-time staff member assigned to Academic Scheduling and
other part-time professional assistants. Despite that, the Office of Institutional Research has
been providing sound data for institutional decision-making and providing leadership to initiate
research in new areas of benefit to the College.

Routinely, Institutional Research produces reports on enrollment, persistence, faculty
workload, graduate follow-up and student satisfaction. In addition, research on basic skills
testing, reasons for student lack of persistence and success rate of development ESL students has
been conducted. Data packets to support the needs of the program review process have been
compiled, providing program-based information on enrollment, persistence, student
demographics, etc.

Resource Allocation

At the time of the creation of the Target Teams, a Work Group on Equity was also
formed, comprised of representatives from Institutional Research, Employee Resources and
campus and central business offices. The group was charged with gathering data on all issues
related to the equitable distribution of resources among the campuses, including personnel,
operating budget, equipment, etc. The data was gathered and some actions were taken regarding
a formula developed for the distribution of equipment dollars. But no report was issued, until the
group was reformulated as a new group, with a different make-up, in 1996-97.

Prior to the group’s meeting, the Executive Council considered and selected three peer
colleges within New York State for each campus that would be used for comparative purposes
with Suffolk’s three campuses. The new group, named the Equity Team, consisted of three Vice
Presidents (Management and Planning [chair], Academic Affairs, and Student Affairs), three
campus faculty representatives, the Director of Institutional Research and a campus business
officer. The charge remained the same as for the first group, except for the development of a
formula for the distribution of budget for equipment, which had been concluded earlier and
implemented based on FTE. Their report was concluded in March 1997 and submitted to the
President. A summary of the report and its recommendations follows.

The Equity Team decided on three methods of assessing equity, ultimately
recommending that two be averaged together and utilized in the first phase and the third,
providing a reality check on the equity formula established, be considered as implementation is
phased in (Appendix 60). The Team established, as the basis for equity, the number of FTE’s
produced. In order to keep short term changes in enrollment from having a major impact on
budget allocations, it was recommend that a three year average be used in the manner that SUNY
employs for determining State aid. Using FTE’s, the following are nonadjusted percentages of
total College FTE’s by campus in 1995-96: Eastern Campus - 11.76%; Western Campus -
28.7%; and Ammerman Campus - 59.54%.

A comparison of Suffolk’s campuses with its peer institutions determined that there are
economies of scale, though not to the degree expected. The three peer campuses compared with
the Ammerman Campus, had an average cost per FTE, in 1994-95, of $5,956; the Western
Campus peers had an average of $6,356; and the Eastern Campus peers had an average of
$6,576. Because of the expected growth at the Western Campus, the fact that any economy of
scale is moderated by the availability of central services, and the limitations of the available data,
it was decided to make a modest adjustment to compensate for some economy of scale. It was concluded that the campuses would be in equity, if resources were distributed as follows:

**Adjusted 1995-95 FTE's Produced by Campus**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>12.7%</td>
</tr>
<tr>
<td>West</td>
<td>28.7%</td>
</tr>
<tr>
<td>Ammerman</td>
<td>58.6%</td>
</tr>
</tbody>
</table>

In defining an equitable allocation of resources, the Team focused solely on personnel expenditures. It was conjectured that since employee benefit costs are merely a by-product of personnel expenditures, the allocation of salaries on an equitable basis will drive the benefit accounts. Utility costs are more related to the age of buildings and the systems in place. Other budgetary areas might be considered as an enhancement to the equity distribution at a later date, but for now, it will primarily be based upon personnel.

The Team attempted to avoid detailed comparisons within the personnel area of each category of employee, because each campus does have its own special circumstances, which necessitate more of certain staff than an equity formula can account for. For example, the Eastern Campus central energy plant requires staffing 24 hours a day, seven days a week. It was determined that the Campus Provosts will have to address such special needs by moving funds among personnel categories after the allocations have been distributed.

A series of accompanying recommendations were also made by the Equity Team:

- The College should use the methodology for assessing equity, updating the FTE figures for 1996-97, during the process of building the 1997-98 operating budget.
- The impact of the shift in resources should be transitioned over a five year period, so that the effect, if applied to 1996-97, would be 20% of the above figures. This would allow each campus time to plan for, and adapt, to the impact.
- During the process of developing the 1998-99 operating budget, the Provosts should report on the impact of the shift of resources, how it was accommodated, or how the additional resources were utilized, because the recommended methodology should be put to the test of time. Further, the implementation should be stretched out if it appears that the campuses are unable to adapt to the new resource level, or if it appears that further resource reallocations would not benefit services to students.
- The Provosts should be enabled to transfer campus lines between categories to address the special circumstances of the campus.
- As possible, the shifting of resources should not be more rapid than the natural attrition, so that existing personnel would not be required to accept a transfer.

**Conclusions**

Suffolk County Community College has demonstrated that it considers effective planning a worthwhile and necessary component of decision-making. Over a ten-year period, the College has continued to refine its planning processes, including acquiring a Title III Planning grant, and increasingly made those processes more participative in nature. The result of the last improvements to the planning process resulted in the completion of a five-year strategic plan that is linked to the budget process.
The College, too has show a willingness to tackle the tough questions, i.e., reengineering of services and operations and resource allocation. However, communication and attention to timeline is often inadequate, sometimes affecting the credibility of the process and morale.

Also, staffing to support Institutional Research, which provides excellent and much needed support to the planning processes, is less than adequate for an institution this size

**Recommendations**

1. Improve communication within the College about planning and among the participants within the planning process, provide more time for participants to respond adequately, and attempt better adherence to time tables.
2. Consider additional staff support for the institutional research effort.
3. Adopt the recommendations of the Equity Team, to include regular evaluations and opportunities for adjustment.
4. Follow through with the strategic planning model, updating action plans and adjusting outward each year.
CHAPTER 9

FACILITIES

Suffolk County Community College has the distinction of being one of the few true multi-campus colleges in New York State. With separate and distinct campuses in Brentwood (Western Campus), Selden (Ammerman Campus) and Riverhead (Eastern Campus), the physical facilities encompass 555 acres of land and 1,117,085 square feet of buildings.

The Ammerman Campus in Selden was developed in 1961 on a 156 acre site owned by the County. The Campus has 13 principal academic, administrative and support buildings totaling 710,355 square feet. The Western Campus in Brentwood was developed in 1974 on a 207 acre site owned by New York State. The Campus has 14 academic, administrative and support buildings totaling 258,524 square feet. The Eastern Campus, near Riverhead, was developed in 1977 on a 192 acre site in the Pine Barrens. The Campus has 5 academic and support buildings totaling 133,206 square feet. In 1985, the College opened a satellite facility called the TechniCenter in the Hauppauge Industrial Park. This 15,000 square foot facility brings the College to business and industry.

Capital Projects/Improvements

Since the implementation of Plan C, giving the College more autonomy from the County, all capital construction projects are under the jurisdiction of the College, and the College has the responsibility of procuring all the necessary County and state aid approvals. Implementation of the projects during the first half of the 1990’s has significantly improved from previous years, when critical delays, outside the control of the College, impeded the timely completion of capital projects.

To fully appreciate the necessity of timely implementation, one need only examine the time line in Appendix 47 for County and State approvals, which take a project from the inception of an idea to retaining a consultant to begin the work. As the time line indicates, the initial requests are submitted to Suffolk County in February of any given year. The following reviews and approvals, which move from the County, to the State University of New York, to the Governor’s office and to the State Legislature, do so over a fourteen month period. The earliest work on a project could start would be in April of the following year. This process is further subject to delays that may be influenced by economic and/or political factors along the way.

In 1992 the Board of Trustees adopted the Comprehensive Master Plan, which was commissioned by the College as a facilities master plan and developed by the consulting firm MGT Consultants. This resulted in the adoption of the largest appropriation ($70 million) of capital funds in the history of the College, providing for the construction of new facilities, renovation projects and health, safety and ventilation improvements over a projected ten-year time frame from 1992-2002. In 1993 the College received approval for a majority of the projects in Phase I of the Plan (see Table 1). As of November 1996, a large majority of these projects have been completed or are significantly in progress. The projects completed include

- a 20,000 sq.ft. Automotive Technology Building to house the Automotive Technology program (Ammerman Campus);
- a 21,000 sq.ft. Applied Science Building, to house the Veterinary Science Assistant program (Western Campus);
- a 6,000 sq.ft. addition to Nesconset Hall to house the Occupational Therapy Assistant program (Western Campus); and
- the renovation of the Central Energy Plant (Eastern Campus).

Smaller, yet equally significant, because they were conducted on a college-wide basis, are projects that have included

- asbestos abatement (Riverhead Building, Ammerman Campus postponed);
- improvements to mechanical systems;
- removal of architectural barriers for ADA compliance; and
- fire alarm systems.

The single most significant project to begin construction in June 1997 is the Multi-Purpose Health Technology, Physical Education and Criminal Justice facility at the Western Campus. The $46 million facility will include Health Technology and Criminal Justice program classrooms and laboratories, a field house, and a swimming pool. The 250,000 sq.ft. facility is scheduled to be completed for use in Fall 1999.

Capital improvements completed at the College during 1990-94, prior to the implementation the Comprehensive Master Plan, totaled $87,746,162. For a description of those projects, their location, completion date and individual costs please refer to Table 2. Note that the items in Table 1 are included in Table 2, and that Table 2 includes, authorized, but not necessarily completed projects.

Recently, short- and long-term capital projects have suffered from lack of approval on the County and State levels. Despite these drawbacks, Suffolk has aggressively sought to retain and procure funding to continue capital projects. Projects that have been approved by Suffolk County, but not approved for matching state aid (Table 3) include the following:

- replacement of underground/aboveground tanks (college-wide);
- renovation of the Brookhaven Gymnasium (Ammerman Campus);
- reconstruction of the central plaza (Red Square) (Ammerman Campus);
- distance education facilities (college-wide);
- renovation of the Islip Arts Building Phase II (Ammerman Campus); and renovation of the Smithtown Science Building (Ammerman Campus).

No capital projects have been approved by Suffolk County for the Eastern Campus that are not already being worked on. The Phase II Comprehensive Master Plan projects submitted to the State University Construction Fund in June 1996 (Table 4) are included to allow an overview of the proposed development of the College.

Conclusions

There are significant ongoing needs for the renovation to existing facilities, including the postponed asbestos abatement at the Ammerman Campus. At the same time, there has been a large demand for new construction in accordance with Comprehensive Master Plan. To balance these issues, the College will be conducting a revision to the document in 1997-1998.
Recommendations
1. Revise the Comprehensive Master Plan to balance increasing needs for renovation with proposed new construction.
2. Create a new plan that balances more effectively new construction with renovation and rehabilitation.

Table 1
Existing Authorized Capital Projects
1996-1998 County Capital Budget and Program
(Projects presently with County and State funding)

<table>
<thead>
<tr>
<th>COLLEGE WIDE</th>
<th>PROJECT #</th>
<th>ESTIMATED COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Removal of Architectural Barriers-III</td>
<td>2127</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Asbestos Removal</td>
<td>2168</td>
<td>3,500,000</td>
</tr>
<tr>
<td>Waterproofing Exterior of Buildings</td>
<td>2177</td>
<td>600,000</td>
</tr>
<tr>
<td>Security System Upgrade</td>
<td>2194</td>
<td>200,000</td>
</tr>
<tr>
<td>Hazardous Materials Buildings</td>
<td>2196</td>
<td>750,000</td>
</tr>
<tr>
<td>Rehabilitation of Roofs - College Wide</td>
<td>2157</td>
<td>750,000</td>
</tr>
<tr>
<td>Improvements to Mechanical Systems</td>
<td>2126</td>
<td>1,566,000</td>
</tr>
</tbody>
</table>

TOTAL FOR COLLEGE WIDE PROJECTS $9,366,000

<table>
<thead>
<tr>
<th>AMMERMAN CAMPUS</th>
<th>PROJECT #</th>
<th>ESTIMATED COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology Building</td>
<td>2198</td>
<td>2,156,000</td>
</tr>
<tr>
<td>Renovation to the Slip Arts Building</td>
<td>2180</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Upgrade of College Entrances</td>
<td>192</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Removal of PCB Transformers</td>
<td>2195</td>
<td>100,000</td>
</tr>
</tbody>
</table>

TOTAL FOR AMMERMAN CAMPUS PROJECTS $5,256,000
<table>
<thead>
<tr>
<th>TITLE</th>
<th>PROJECT #</th>
<th>ESTIMATED COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mullet-Purpose Health Technology and Classroom Facility</td>
<td>2188</td>
<td>46,332,000</td>
</tr>
<tr>
<td>Site Improvements/Permanent Parking</td>
<td>2190</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Renovation and Addition to Alpha Building</td>
<td>2164</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Applied Sciences Extension Building</td>
<td>2199</td>
<td>2,200,000</td>
</tr>
<tr>
<td><strong>TOTAL FOR WESTERN CAMPUS PROJECTS</strong></td>
<td></td>
<td><strong>$51,532,000</strong></td>
</tr>
<tr>
<td><strong>EASTERN CAMPUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upgrade Central Energy Plant/Controls</td>
<td>2191</td>
<td>2,700,000</td>
</tr>
<tr>
<td><strong>TOTAL FOR EASTERN CAMPUS PROJECTS</strong></td>
<td></td>
<td><strong>$2,700,000</strong></td>
</tr>
<tr>
<td><strong>TOTAL FOR COLLEGE</strong></td>
<td></td>
<td><strong>$68,815,000</strong></td>
</tr>
<tr>
<td>PROJECT NUMBER</td>
<td>PROJECT NAME</td>
<td>DATE</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>2115</td>
<td>Parking Lots - West</td>
<td>Aug.-90</td>
</tr>
<tr>
<td>2126</td>
<td>HAVOC System - CW</td>
<td>Dec-94</td>
</tr>
<tr>
<td>2127</td>
<td>Architectural Barriers - CW</td>
<td>Apr-90</td>
</tr>
<tr>
<td>2128</td>
<td>Light Poles - Ammerman</td>
<td>Feb-92</td>
</tr>
<tr>
<td>2147</td>
<td>Service Building - East</td>
<td>Aug-92</td>
</tr>
<tr>
<td>2148</td>
<td>Energy Conservation - CW</td>
<td>Mar-92</td>
</tr>
<tr>
<td>2150</td>
<td>Service Building - West</td>
<td>Aug-92</td>
</tr>
<tr>
<td>2151</td>
<td>Replacement of Windows - Amm &amp; West</td>
<td>Feb-90</td>
</tr>
<tr>
<td>2157</td>
<td>Roofs, Gutters, Soffits - CW</td>
<td>Feb-92</td>
</tr>
<tr>
<td>2161</td>
<td>Underground/Aboveground Tanks - CW</td>
<td>Mar-93</td>
</tr>
<tr>
<td>2164</td>
<td>Alpha, Beta &amp; Gamma Bldg - West</td>
<td>Jan-90</td>
</tr>
<tr>
<td>2167</td>
<td>Life Safety Alterations - Ammerman</td>
<td>Mar-90</td>
</tr>
<tr>
<td>2168</td>
<td>Asbestos Removal - CW</td>
<td>Dec-94</td>
</tr>
<tr>
<td>2169</td>
<td>Boilers-Brookhaven Gym - Ammerman</td>
<td>Apr-90</td>
</tr>
<tr>
<td>2171</td>
<td>Huntington Library - Ammerman</td>
<td>Nov-90</td>
</tr>
<tr>
<td>2172</td>
<td>Exterior-South Bldg - Ammerman</td>
<td>Mar-92</td>
</tr>
<tr>
<td>2173</td>
<td>Storage &amp; Maintenance Bldg - Ammerman</td>
<td>Mar-90</td>
</tr>
<tr>
<td>2177</td>
<td>Waterproofing Bldg Exteriors - CW</td>
<td>Dec-94</td>
</tr>
<tr>
<td>2179</td>
<td>Electrical Distribution System - CW</td>
<td>Mar-90</td>
</tr>
<tr>
<td>2180</td>
<td>Islip Arts Bldg - Ammerman</td>
<td>Dec-94</td>
</tr>
<tr>
<td>2188</td>
<td>Multi-Purpose Health Tech. Bldg - West</td>
<td>Dec-94</td>
</tr>
<tr>
<td>2190</td>
<td>Site Improvements - West</td>
<td>Dec-94</td>
</tr>
<tr>
<td>2191</td>
<td>Central Energy Plant - East</td>
<td>Dec-94</td>
</tr>
<tr>
<td>2192</td>
<td>College Entrances - Ammerman</td>
<td>Dec-94</td>
</tr>
<tr>
<td>2194</td>
<td>Building Security Systems - CW</td>
<td>Dec-94</td>
</tr>
<tr>
<td>2195</td>
<td>Removal of PCB Transformers - Ammerman</td>
<td>Mar-94</td>
</tr>
<tr>
<td>2196</td>
<td>Hazardous Waste /Salt Storage Bldgs - CW</td>
<td>Dec-94</td>
</tr>
<tr>
<td>2198</td>
<td>Automotive Technology Building - Ammerman</td>
<td>Dec-94</td>
</tr>
<tr>
<td>2199</td>
<td>Applied Science Extension Lab Bldg - West</td>
<td>Dec-94</td>
</tr>
</tbody>
</table>

**TOTAL** 87,746,162
Table 3

Capitol Program
1997-1999 (County)
1997-1998 (State)

Projects proposed by County Executive Office:

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2161</td>
<td>Renovation of Underground/Aboveground Tanks (CW)</td>
<td>675,000</td>
</tr>
<tr>
<td>2117</td>
<td>Fire Alarms (CW)</td>
<td>750,000</td>
</tr>
<tr>
<td>169</td>
<td>Renovation of Brookhaven Gym (Ammerman)</td>
<td>2,000,000</td>
</tr>
<tr>
<td>2187</td>
<td>Reconstruction of Central Plaza (Ammerman)</td>
<td>3,000,000</td>
</tr>
<tr>
<td>2197</td>
<td>Renovation of Ammerman Building (Ammerman)</td>
<td>500,000</td>
</tr>
<tr>
<td>2200</td>
<td>Site Improvements (CW)</td>
<td>1,250,000</td>
</tr>
<tr>
<td>2201</td>
<td>College Wide Network (CW)</td>
<td>960,000</td>
</tr>
<tr>
<td>2202</td>
<td>Distance Education (CW)</td>
<td>1,050,000</td>
</tr>
</tbody>
</table>

SUBTOTAL                                                                 | 10,185,000 |

Projects added by Amendment from Legislature

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2180</td>
<td>Renovation of Islip Building Phase II (Ammerman)</td>
<td>1,000,000</td>
</tr>
<tr>
<td>2182</td>
<td>Renovation of Smithtown Science Building (Ammerman)</td>
<td>3,100,000</td>
</tr>
<tr>
<td>2190</td>
<td>Site Improvements (West)</td>
<td>1,800,000</td>
</tr>
<tr>
<td>2206</td>
<td>Improvements to Mechanical Systems (CW)</td>
<td>2,000,000</td>
</tr>
</tbody>
</table>

SUBTOTAL                                                                 | 7,900,000  |

TOTAL                                                                 | 18,085,000  |
### A. LIFE SAFETY

<table>
<thead>
<tr>
<th>Campus</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW*</td>
<td>Underground Tank Replacement (Phase I Project)</td>
<td>175,000</td>
</tr>
<tr>
<td>EAST</td>
<td>Fire Alarm Upgrades (Phase I Project)</td>
<td>750,000</td>
</tr>
<tr>
<td>CW</td>
<td>Asbestos Abatement (Phase I Project)</td>
<td>2,000,000</td>
</tr>
<tr>
<td>CW</td>
<td>Improvements to Electrical Systems (Phase III Project)</td>
<td>4,800,000</td>
</tr>
<tr>
<td>CW</td>
<td>Underground Tank Replacement (Phase I Project)</td>
<td>500,000</td>
</tr>
</tbody>
</table>

**SUBTOTAL**  \$8,225,000

### B. EDUCATIONAL ENHANCEMENT

<table>
<thead>
<tr>
<th>Campus</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW</td>
<td>College Wide Network (Phase I Project)</td>
<td>960,000</td>
</tr>
<tr>
<td>CW</td>
<td>Facilities for Distance Education (Phase I Project)</td>
<td>600,000</td>
</tr>
<tr>
<td>CW</td>
<td>Instructional Equipment Replacement (New)</td>
<td>1,100,000</td>
</tr>
</tbody>
</table>

**SUBTOTAL**  \$2,660,000

### C. PROGRAM SUPPORT

<table>
<thead>
<tr>
<th>Campus</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW</td>
<td>Heavy Equipment Replacement (New)</td>
<td>300,000</td>
</tr>
<tr>
<td>CW</td>
<td>Docuprinter (New)</td>
<td>500,000</td>
</tr>
<tr>
<td>CW</td>
<td>Main Frame Replacement (Phase I Project)</td>
<td>300,000</td>
</tr>
<tr>
<td>CW</td>
<td>Electronic Storage/Retrieval (New)</td>
<td>250,000</td>
</tr>
</tbody>
</table>

**SUBTOTAL**  \$1,350,000

* CW - COLLEGE WIDE
### D. COMPLIANCE WITH SUNY STANDARDS

<table>
<thead>
<tr>
<th>Campus</th>
<th>Description</th>
<th>Amount</th>
<th>Latest Renovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAST</td>
<td>Learning Resource Center (Phase I Project)</td>
<td>11,000,000</td>
<td></td>
</tr>
<tr>
<td>WEST</td>
<td>Learning Resource Center</td>
<td>22,000,000</td>
<td></td>
</tr>
<tr>
<td>EAST</td>
<td>Physical Education Building</td>
<td>16,100,000</td>
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</tr>
<tr>
<td>AMMER</td>
<td>Addition to Huntington Library</td>
<td>9,000,000</td>
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<tr>
<td>WEST</td>
<td>Maintenance/Storage Building</td>
<td>3,000,000</td>
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<tr>
<td>EAST</td>
<td>Renovation to Peconic Building</td>
<td>800,000</td>
<td>09/77</td>
</tr>
<tr>
<td>EAST</td>
<td>Renovation to Orient Building</td>
<td>500,000</td>
<td>12/76</td>
</tr>
<tr>
<td>AMMER</td>
<td>Addition and Renovation to Babylon Student Center</td>
<td>7,000,000</td>
<td>09/68</td>
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<tr>
<td>WEST</td>
<td>General Instruction Building</td>
<td>27,000,000</td>
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**SUBTOTAL** $96,400,000

### E. RENOVATION / REHABILITATIONS

<table>
<thead>
<tr>
<th>Campus</th>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>AMMER</td>
<td>Renovation to Ammerman Building (Phase I Project)</td>
<td>500,000</td>
<td>08/61</td>
</tr>
<tr>
<td>AMMER</td>
<td>Renovation to NFL Building (New)</td>
<td>400,000</td>
<td>08/61</td>
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<tr>
<td>WEST</td>
<td>Site Improvements - Part II</td>
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<tr>
<td>AMMER</td>
<td>Renovation to Smithtown Science Building (Phase III)</td>
<td>3,000,000</td>
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<tr>
<td>AMMER</td>
<td>Renovation to Islip Arts Building - Phase II</td>
<td>2,000,000</td>
<td>09/66</td>
</tr>
<tr>
<td>AMMER</td>
<td>Renovation to Warehouse/Physical Plant Building</td>
<td>750,000</td>
<td>9/71</td>
</tr>
<tr>
<td>AMMER</td>
<td>Renovation to Brookhaven Gym (Phase I Project)</td>
<td>2,000,000</td>
<td>12/66</td>
</tr>
<tr>
<td>CW</td>
<td>Improvement to Mechanical Systems - Part II (New)</td>
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<td></td>
</tr>
<tr>
<td>AMMER</td>
<td>Renovation to Southampton Building (New)</td>
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<td>09/72</td>
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<td>CW</td>
<td>Site Improvements (Phase I Project)</td>
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<tr>
<td>AMMER</td>
<td>Central Plaza (Phase I Project)</td>
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</tr>
<tr>
<td>CW</td>
<td>Security System - Phase II</td>
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<tr>
<td>CW</td>
<td>Automatic Fire Sprinklers (Phase I Project)</td>
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<td>CW</td>
<td>Energy Conservation</td>
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</tr>
<tr>
<td>CW</td>
<td>Cooling Towers</td>
<td>1,000,000</td>
<td></td>
</tr>
<tr>
<td>CW</td>
<td>RPZ (Backflow Prevention Devices)</td>
<td>750,000</td>
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</table>

**SUBTOTAL** $37,875,000

**GRAND TOTAL** $146,510,000
CHAPTER 10

TECHNOLOGY

Because Technology Development and Utilization emerged as an emphasis in the self-study design for campus discussion, assessment and recommendations, a specific chapter to address the college-wide perspective has been included here. The members of the College community considered Suffolk very much behind the advancing technological revolution just two years ago. While there is still considerable catching up to do, the recent advancements made as the result the setting of new priorities, have been encouraging and, to some, even remarkable. The setting of these priorities came out of the Title III Planning process (Chapter 8, Planning and Resource Allocation), where “Leading Edge Technology” emerged as one of the eight Institutional Priorities and Goals. Created as part of a broad, college-wide participatory process, the Institutional Priorities and Goals became the basis on which the recently adopted College Strategic Plan for 1996-2001 was developed.

Reorganization and Planning

Beginning in Spring 1996, the Office of Information Technology, under the Vice President for Management and Planning, began a reorganization to expand its capabilities to meet the growing imperative for technology development. With limited funds, the best course available was a restructuring through reclassification of positions, the reorganization of functions and the conversion of part-time funding to full-time support. Several key changes were made, including the following:

1. the permanent appointment of the Assistant Dean for Educational Communications (then Interim Assistant Vice President for Information Technology) to the Assistant Vice President position, the conversion of the now vacant Assistant Dean for Educational Communications position to the position of Director of Networks and Telecommunications,
2. the conversion of the Director of Administrative Computing position, available through retirement, to an Assistant Director of Data Warehousing and the upgrading the Systems Analysts line to that of Data Manager,
3. the conversion of a clerk’s line to that of a word processing supervisor in Academic Scheduling and the conversion of part-time funds to appoint a full-time professional assistant in Institutional Research, and
4. the moving of Desktop Maintenance and Repair from Central Library Media to Information Technology.

College Computing Council

Beginning in Fall 1994, the College Computing Council, chaired by the Assistant Vice President for Information Technology, was delegated a more active role in formulating policy and in coordinating college-wide computing technology enhancements (Appendix 48). Some major accomplishments have been the coordination of network development that began in Summer of 1995 (see Networking below); the development of utilization plans and policies for network access, email and Internet access publishing in Fall 1996 (Appendix 49); and the development of plans for the utilization of the student technology fee instituted in Fall 1996 with initial implementation in Spring 1997 (Appendix 50).
Information Technology System Upgrades and Installations

The **VRU and Priority Registration** preparation began in Spring 1996, when the College’s Interactive Voice Response Unit (VRU) was upgraded. In Fall 1996 twelve additional phone lines were obtained and the system was reprogrammed. The Priority Registration strategy was implemented in November with 4,900 students successfully using the new phone system (Chapter 2, Organization and Administration, “Office of Student Affairs”). Beginning in Spring 1997, planned refinements to the system will allow for credit card payment and improved messaging, which will be funded by the new technology fee.

**A Point of Sales** system which provides integrated in-person bill payment functions in each campus cashier operation, was installed on the Eastern and Western Campuses in Summer 1996. Implementation on the Ammerman Campus has been delayed during the Ammerman Building asbestos abatement and renovation. Currently, payments received for tuition and fees at connected cash registers update cash flow figures on the College’s mainframe and automatically verify credit card transactions with the College’s bank.

**Software Systems**

The **Library automation system** hardware improvements are described below in the Networking section. Initial support for the libraries’ online catalog and circulation system began in 1993 prior to this reorganization under the auspices of the then College Computer Center. Installation support for bringing up the circulation system was begun under the new organization in Summer 1996, and the system came up in Spring 1997. Continuing database development and update procedures are ongoing.

**Schedule 25** is new software that was purchased in Fall 1995 to automate the room scheduling and assigning process. It is currently installed with tentative mainframe integration functions in place. File definition, setup, and application integration into the scheduling process is in the implementation stage with coordination handled through the Master Schedule Process Committee, chaired by the Assistant Vice President for Academic Affairs. A system enhancement, called Resource 25, which will provide a client/server, relational database interface, both for table setup and schedule modifications, was purchased in Spring 1997 and will be implemented with the installation of a central server in late spring.

**An Integrated Financial Management System** is planned as a joint project with Suffolk County (Chapter 11, Finance). It is a new client/server based financial software system purchased by the County, with a $500,000 contribution from the College. Implementation at the College will begin in Fall 1997. Data conversion, software installation and network connectivity are the first issues being addressed. The Advanced Budget Preparation function was brought up in March with Appropriations and Purchasing scheduled to be up by September.

**An Admissions / Recruitment software** RFP was issued in 1996 to implement a system that will coordinate the College’s recruitment and admissions efforts. A final contract with the system selected, CARS Information Systems, is pending and implementation is scheduled to start in April and be completed by July. The package will provide improved automation and better management of prospective students and will integrate with the College’s mainframe admissions/registration system. The project is also being evaluated as a first step in the possible migration of all student services to the client/server environment.
Data warehousing will provide improved access capabilities through the use and availability of online college data over the College network. Web delivery of standard reports by Institutional Research was piloted in Fall 1996.

Networking

Capital Projects Proposals

Capital projects have been submitted to Suffolk County for the last three years which have included funds for college-wide network development. These projects addressed universal access to client/server applications, desktop and work group applications, mainframe data, email and the Internet/Intranet. To date none of these projects has received funding.

Interim System/Backbone Development

In the mean time, the College has begun projects to provide interim, pilot or base level connectivity to specific locations. The objectives of these projects have been 1) to get the College started in areas where existing changes in technology required a timely move to a more advanced data infrastructure; 2) to pilot methodologies and technical approaches that could be applied to the more extensive proposed capital project installations; and 3) to take advantage of opportunities afforded to the College during the construction phases of other building projects.

These interim activities are being planned under the direction of the College Computing Council which incorporates input from the campus computing committees, faculty and administration. Implementation is the responsibility of the Office for Information Technology with approval from the President’s Cabinet and funding from the College’s operating budget.

This process began with the design of a basic infrastructure, the development of interim network guidelines, the selection of base level services, and the identification of initial users. The activities undertaken have included the installation of college-wide area connectivity, including campus backbones, building and station wiring and network services (Internet access, email, and college-wide administrative applications).

Current Status

The Campuses are interconnected, including the Open Campus, over a wide area network (WAN) with a router connection using one phone line each. Equipment has been installed to allow dynamic assignment of voice and data channels within each campus’s T1 and the feature is in the testing stage.

The College Internet connection at 56kb had been the equivalent of one phone line to the Internet originally only supporting the Library automation project. This was upgraded to a 384KB frame relay link, or the equivalent of seven phone lines, in Fall 1995. Beginning in Fall 1996 some courses using the Internet began to be offered at the College.

Campus backbone development began in Fall 1995 when individual buildings were linked to form campus networks, which were then connected to the College WAN. On the Eastern and Ammerman Campuses, fiber was run, or existing fiber extended, and simple TCP/IP Ethernet links were installed. Plans for a more robust, faster campus backbone for the Western Campus were begun in Spring 1996. In Fall 1996 plans were begun for the replacement of existing leased backup data lines used for terminal traffic with a dial-up ISDN-BRI service to support the entire network. Installation is needed to coincide with the implementation of the

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Admissions/Recruitment and Integrated Financial Management systems. The project is scheduled for late Spring.

By Campus, the buildings online are as follows:

- At the Eastern campus, the Peconic, Shinnecock & Orient buildings are linked via fiber, which was run in Fall 1995, and 77 station wiring runs were pulled for labs, classrooms and offices in Spring 1996. Forty-three network links are currently in place, including connections to department, classroom and lab LANs.

- At the Ammerman Campus, as of Spring 1997, the Southampton, Riverhead, Marshall, Islip, and Babylon buildings and the Huntington Library are linked via fiber. The Campus currently has 74 station runs in place with 52 network nodes on the administrative sub-net and 4 academic lab connections, which service approximately 80 student PC's. Additional major wiring is scheduled for the Riverhead and Marshal buildings, and the first pulls are planned for the Smithtown Science building later this Spring. This is to be followed by a backbone upgrade similar to the one presently being installed on the Western Campus.

- At the Western Campus, fiber connections among unconnected buildings were installed in December 1996, and equipment to support the new backbone was installed in January 1997. New addressing, along with and the increased speed and segmentation, is near completion and should be available in April. Currently 16 network links exist on the campus's administrative sub-net and approximately 80 student PC's in two academic labs have connect capabilities. Additional station wiring is also scheduled for Spring, as is the installation of conduit and fiber to the Veterinary Science building.

- The TechniCenter has network links to all of its six computer labs. Currently, Internet courses are being offered in two of these facilities. In addition, there are four administrative links enabled in the facility.

- For Central Administration, the Norman F. Lechtrecker building and Computer Center in the Riverhead building have 75 stations wired with 69 administrative nodes active. Much of this work has been done to support the implementation of the Financial and Admissions software packages.

General Network Services

Through the first year of development, the first network services implemented were those providing Internet and email access, followed by mainframe emulation access. Beginning in Fall 1996, selection and implementation of college-wide administrative applications began.

The User Community

As of the beginning of Spring 1997, there are approximately 187 individual network users & 210 computers in student labs and classrooms online. Another 60 student machines are scheduled to be linked during Spring as part of the technology fee project.
Mainframe Access
As of Fall 1996, 64 users receive mainframe terminal emulation through the network. To improve performance and expand the number of users, an upgrade of the “network to mainframe” gateway is in process. Migration to the improved connection will begin later in the Spring to coincide with the purchase and installation of campus and central NT servers.

Email
College email services were moved to a new Internet/email server in January 1997 and are available in two email packages. Desktop network clients can use Pegasus Mail (or any other windows client) to reach a POP3 mail server, while others may telnet to the server and use Pine email. Over 400 faculty, staff, and administers now have email accounts and students in several classes have accounts on pilot projects. Beginning in late Spring, the technology fee project will provide email accounts to all students in credit classes who complete a two-hour training session.

Internet Services
In Spring 1996 individuals and departments were given space on an existing UNIX type computer to publish Web documents. The College’s Home Page (http://www.sunysuffolk.edu) was published in June 1996. In January 1997 all general Internet publications were moved to the new email server, leaving only “internal use” reports on the original computer.

College-wide Administrative Applications
In Fall 1996 the College began the process of selecting and implementing applications to support administrative functions, replacing similar services on the mainframe. Included here are packages for Admissions/Recruitment and the Integrated Financial Management systems. Implementation of these projects will begin in earnest in Spring 1997 and are likely to include upgrades and enhancements in future semesters.

Campus and Central Administration administrative servers will be located on each campus to provide file and print services to campus network clients by Fall 1997. Funding has been made available this year for the necessary purchases, both through the College Computing Council and the County/College Integrated Financial Management System project.

Remote Dial-in Access
In Spring 1996, dial-in communications servers were installed on the Eastern Campus to service the East End dialing areas and at the Computer Center to service the western Suffolk dialing areas. A total of 16 modems were made available for individuals to access their email and the Internet from modems at remote locations. In Fall 1996, 24 additional dial-in lines were installed with the new email server. These are earmarked for student use and are currently dedicated to support specific academic projects. Expansion of student dial-in will be handled through the technology fee project in year two.

Conclusions
A great deal has been accomplished in a relatively short period by the reorganized Office of Information Technology, which has worked with a very small staff for an institution the size of Suffolk and with piece meal funding as well. One of results has been delays and stoppages in installations and concomitant frustration by users with unsatisfied expectations. Nonetheless, there is widespread appreciation for all the efforts of this small and competent Information Technology staff, who are very dedicated and hardworking.
College Computing Council and its broadly representative members are also to be credited with the collegiality it displays in its effort to set college-wide priorities and time tables in the best interests of the College as a whole.

Recommendations
1. Continue the institutional priority given to the development of state-of-the-art technologies at the College.
2. Provide the resources to increase technical staff that are, and will be, needed to facilitate the implementation of new systems and the maintenance of existing systems.
CHAPTER 11

FINANCE

Overview of the College Budget

In New York State, community colleges receive support for their operating budget expenditures from three primary sources. Suffolk County Community College’s budget process is no different. Student tuition, county contributions, and state contributions are the three main sources, with a small amount of money coming from the federal government and off-set revenues.

In the past, the three main sources had contributed an equal share of approximately 30-33%. However, as economics tightened over the last eight years, the County’s contribution remained stagnant until the 1996-97 budget, when the College received a “full needs” budget with a 25.5% increase. As a result, a greater percentage of the budget was assumed by the students. The State portion fluctuates with enrollment, but as the State was confronted by a shrinking economy, the percentage contributed also became less. Student tuition now makes up the largest percentage of the budget.

The following chart shows the College’s income for the last five years and the estimated revenue for 1996-97. The second part of the chart shows the percentage of revenue from each funding source. In addition to the three main sources, there is an additional 6-7% received from miscellaneous sources (Federal Aid, Off-set revenue, etc.).

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<thead>
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<th></th>
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</thead>
<tbody>
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<td>Student Revenue</td>
<td>24,298,245</td>
<td>30,709,704</td>
<td>30,137,763</td>
<td>30,999,374</td>
<td>34,646,628</td>
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<td>County Contribution</td>
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<td>21,280,792</td>
<td>21,280,792</td>
<td>21,280,792</td>
<td>21,280,792</td>
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<tr>
<td>State Contribution</td>
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<td>23,744,257</td>
<td>25,336,749</td>
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<td>Misc. Sources</td>
<td>5,222,295</td>
<td>5,572,003</td>
<td>5,387,789</td>
<td>5,834,222</td>
<td>6,101,333</td>
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<td>TOTALS</td>
<td>74,372,536</td>
<td>81,306,756</td>
<td>82,143,093</td>
<td>85,242,173</td>
<td>88,140,768</td>
<td>91,964,312</td>
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NOTE: Misc. Sources includes student fees, chargeback revenue, out of state revenue, all private, state and federal grants, and offset revenues to expenditures.
Suffolk County Community College has a current (1996-97) budget of $91,964,312. These revenues are derived from tuition, $33,005,791 (35.8%); County contributions, $26,726,704 (29.1%); State contributions, $26,082,343 (28.4%); and miscellaneous sources, $6,149,474 (6.7%).

This budget is divided into components dealing with different aspects of the College. The largest is the program budget at $43,957,162. Others are Plant Operations, $11,770,320; Student Affairs, $7,576,777; General Administration, $5,441,244; Library Operations, $3,394,187; Fringe Benefits, $17,603,828; Interfund transfers that are due the County for services provided on the College's behalf, $1,283,815; and a grant operations budget of $936,979. These components are shared among the five operating entities: the three accredited campuses, central administrative units, and Corporate and Extended Learning (called the Open Campus). Funds among the three campuses are divided roughly in proportion to their share of the College's enrollment, exclusive of resources allocated for central operations or the Open Campus.

A formula is used to arrive at the percentage of funds given to each entity. The funds for Central Administration's obligations are set aside and the remaining funds are allocated. Each campus receives a base amount and the rest is divided according the campus' percentage of FTE enrollment. As more areas of the College come under the campus supervision, this formula is being updated and changed to reflect a more balanced distribution of funds to the campuses (see Chapter 8, Planning and Resource Allocation). Below is a breakdown of the 1996-97 estimated allocations.

| CENTRAL ADMINISTRATION | 34.6% |
| AMMERMAN CAMPUS         | 37.7% |
| EASTERN CAMPUS          | 8.9%  |
| WESTERN CAMPUS          | 16.7% |
| OPEN CAMPUS             | 2.1%  |

From an operational perspective, the College operates in one fund, with five appropriations that represent the total college budget. Those appropriations, which will be brought into conformance to national standards as the next budget is developed, are:

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Instruction/Research, Library, Student Affairs, Plant Maintenance/Operations, and General Administration. These appropriations will be adding itemized functions for academic administration and general institutional services. These changes will allow for greater comparability of college data to national standards.

Positions

Included in the College budget is a permanent position request. It is a listing of all full-time permanent positions requested by the College which must be authorized by the County in each year’s budget. The Board of Trustees is authorized, under the provisions of its Plan C agreement with the County, to add positions as it deems appropriate and necessary during the fiscal year. However, the Board lacks the complementary authority to modify its expenditures during the fiscal year.

The 1996-97 budget for the College has 921 full-time permanent positions which include 18 exempt administrators, 120 guild administrators, 390 faculty, and 165 blue- and 178 white-collar staff, totaling 871. The remaining 50 are positions in special areas such as grants or are vacant due to attrition.

To supplement its needs in the classroom or for staff for seasonal activities, the College relies on 1,020 adjunct faculty, 177 student aides, and 240 part-time employees for a grand total of 2,308 employees.

The Budget Development Process

External Budget Development

To obtain external funds and distribute them internally, the College uses a standard budget process. The College develops a request, assembled from the needs statements of the component units of the College, which is forwarded to the County for consideration. Once that is passed, the budget is distributed internally among the College’s many departments and units, who then have the funds needed to support their activities during the operating budget year. The College’s internal operating budget has rarely been in place by September 1, because the County’s operating budget system has not been sophisticated enough to meet the College’s internal operating needs; a situation that is changing because the College and the County are implementing an integrated budget system.

Suffolk County Community College develops an annual operating budget to support its operations. The operating budget is developed internally, with reviews and approvals required by the Board of Trustees of the College, the County Executive and the County Legislature. Once final County approval is received, the College implements the approved budget within its fiscal year. The fiscal year starts on September 1 and ends on the subsequent August 31. A second reason why the budget is rarely in place by September 1 is because the County Legislature historically votes on the College’s budget at the Legislature’s August meeting. Lengthy negotiations between the College, the Legislature and the County Executive usually result, taking the resolution of the budget sometimes well into the fall semester, or as in 1996-97, to the start of the spring semester.

Historically, the College has ranked below the median in expenditures per full-time equivalent among New York State community colleges, despite the acknowledged and admittedly high cost of living and salary scales prevalent on Long Island. Almost from its beginning, the College has lacked resources to sustain and enhance its educational programs. As
a result, investment in educational programs, infrastructure, equipment, administrative support, and library resources have lagged behind state indicators.

The 1996-97 budget processes were highly contentious, consuming nearly a year’s time. In its conclusion, the College received a substantial increase in sponsor contribution, significantly enhancing its resource base. In February 1997, the College’s budget for its 1996-97 fiscal year was resolved through joint action of the College, The County Executive and the County Legislature. By resolution, and in correspondence to the State of New York, the three parties agreed on a budget that increased county sponsor resources by 25.5% over the previous year. This budget, as presented to the County by the College, represented a “full needs” budget, enabling the institution to gain ground lost in previous years of no increases in County contributions. These actions may have signaled a change in the contentious relationship of the three parties, and may represent an acknowledgment by the County of its commitment to provide sustained support for the College’s operations. The College, in concert with the County Executive and County Legislature, should continue to pursue steps to reduce the level of contentiousness attendant to the public consideration of its budget, so the College may best focus on its education mission.

During the past few years, the College has confronted significant budget challenges arising from a number of sources. State aid to the College has declined systematically since 1989, as the State eliminated a number of categorical aid programs and as state funding per FTE declined, reflecting the College’s declining enrollment. This latter situation also significantly affected the College’s tuition revenue, placing the budget under greater stress. Committed firmly to the investment in new programs and activities, the College has significantly increased the investment portion of its budget, creating a pool of resources used to support one time investments in priority initiatives that stem from the College’s Strategic Plan. These resources are committed as part of the College’s annual operating budget process.

**Internal Budget Development**

The College has been modifying the internal procedures it uses for developing and managing its budget. Three years ago, the College developed its budget centrally, assembling a proposal for the County’s consideration. After adoption, it was distributed throughout the College based on an algorithm which reflected prior expenditure experience. There were few controls in place and units sometimes over- or under-spent their allocations. These variances from allocated amounts were then codified in the subsequent year’s budget, resulting in unpredictability in allocations compared to prior years.

Three years ago, as part of the change in management philosophy, the College delegated responsibility for budget management to campus provosts and college vice presidents. Budget development has been inverted, from a top down system, to bottoms up system, wherein campuses assemble budgets from departmental and divisional levels. These are then reviewed institutionally and assembled at the College’s annual budget request that the President proposes for adoption to the Board of Trustees. The Board’s recommended budget is forwarded to the County for separate review by the County Executive and the County Legislature.

Once a budget is adopted by the Legislature, any adjustments made during the process of external review are incorporated into the College’s internal budget. The budget is then implemented in the College, reversing the process by which they were developed. The College distributes the allocations to the campuses which set up divisional and departmental budgets.
The College delegates authority for the expenditure of allocated budgets to the campuses and the offices of the vice presidents. It permits campuses to spend all allocated funds in the absence of fiscal emergencies resulting from any changes in revenue. The Financial Affairs Office monitors expenditures to assure managers work within their authorized budget levels. These changes toward decentralized budget management are departures from previous practices, wherein the College withheld approval to spend ten percent of each allocated budget from the campuses and often removed these contingent funds to meet college-wide needs, with little notice or explanation to the campuses. These changes have given the campuses better control of their individual budgets. What is needed now is a discussion of accurate allocations within budgetary lines to avoid overspending in one line and having to transfer from another line.

In modifying its budget system, the College has distributed resources needed to manage campus budgets from centralized college-level accounts to campus controlled accounts. Distributions have affected library resources, instructional resources, all permanent and part-time positions, and the maintenance and operation of the physical plant. These affects must be studied and evaluated to insure that no area is adversely affected. This change permits campus managers to determine how funds used to support educational programs and activities at their campuses can best be spent according to local campus priorities.

A New Budget System

The College is moving to a new budget system. The County has committed itself to the replacement of its existing financial management system with a new Integrated Financial Management System (IFMS). The new system will include accounting and budget subsystems that will substantially improve budget development, tracking, monitoring and reporting capabilities.

The College’s existing financial and budget systems are antiquated. They were developed over 15 years ago, reside on a main-frame computer system, were written in old programming languages, are based on flat files, and are unamenable to easy change. As a result, it is difficult to develop and load the College’s budget, establish and monitor expenditures and produce easily understood reports.

The new system, sponsored by the County for all its departments, will support full budget development activities. Its enhancements will permit the College to:

1. implement the standardized college chart of accounts used throughout the County;
2. improve expenditure and revenue budgeting and tracking;
3. easily develop budgets from the departmental level through College totals;
4. produce real time reports that permit managers to know the status of their budgets.

The new budget, as part of a broader financial management system, will improve the College’s ability to evaluate and structure the cost of delivery of its instructional programs, support services, academic operations and programs. This information will assist the College in assessing and prioritizing the use of its resources and improving its overall effectiveness.

Given the pace of budget changes, the College does not have a procedures document that outlines its budget policies and describes current practices and procedures. Five years ago a

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committee was formed to compile such a document. However, not having been completed, the document is now out of date and should be rewritten to explain the new system and the new procedures. Such information, which was not of critical importance when the College's budget activities were centralized, is crucial to the understanding of the new IFMS by all involved campus personnel. While the College operates within a highly structured system of county budget requirements, this information needs to be easily accessible to, and understood by, those who manage all aspects of the budget.

The Development of a Five Year Model

The College's efforts to bring stability to its budget environment should be assisted by its development of a multi-year fiscal model. The College has developed a multi-year planning and budget model. The five year model assumes a number of points: that tuition will increase by four percent annually insuring a gradual increase in revenue to cover ongoing costs; a stabilized enrollment after five years of decline; an annual increase of four percent in the County's contribution; and no change in the state aid per full-time equivalent student.

The model demonstrates that with modest tuition increases and annual small increments in County support, the College can remain fiscally viable. This should reduce the strain produced if the College needs to seek a larger increase. In an environment of constrained investments in public enterprises, this should aid in improving the overall relations with the County.

The Budget and the College's Strategic Plan

In 1995-96, the College developed its first five-year Strategic Plan. Budget allocations were made based on traditional expenditure patterns. With the completion of the Strategic Plan, the College has begun to reflect that plan's priorities in its budget decisions. In 1996-97, the College's budget was developed to include initiatives from the Strategic Plan, and these were funded as part of the approved operating budget.

In developing its budget guidelines for 1997-98, the College has again asked its campuses to include requests for the commitment of new funds and the reallocation of existing funds in the framework and spirit of the Strategic Plan. As a result, specific allocations will be made in the budget process that reflect the planned investment and reallocation of funds from lower to higher priority areas. In subsequent years, the College will increase its focus on structured program planning, and the internal development and approval of budgets will more closely reflect the priorities of the Strategic Plan.

The College Association

The College has a variety of organizations which assist in fund raising and in the distribution of special funds. The Suffolk County Community College Association is one such organization. It is a tax exempt, non-profit organization, incorporated on September 1, 1976, whose major purpose is to promote educational, cultural, recreational, and social programs which directly benefit the students of Suffolk County Community College.

The Association is governed by a Board of Directors, who also serve as the College's Board of Trustees. The Board of Directors is responsible for giving final approval for all Association policies, budgets, business practices, and personnel matters. Each campus has an Association Advisory Committee which makes recommendations to the Board on these matters. Each Advisory Committee is chaired by the Campus Dean of Students and has as its members...
both student and faculty representative from the major areas, specifically; student activities, theatre, athletics/recreational sports, and publications. Recommendations from the Campus Advisory Committee are approved by the Campus Provost and coordinated by the Vice President for Student Affairs for submission to the President and ultimately the Board of Directors.

Revenue for Association activities is generated through the college fee, newspaper advertising, theater ticket revenue, copy machine fees, etc. For 1995-96, the total association budget was $1,924,302. These funds are divided proportionately and used for an assortment of functions. Men's and women's intercollegiate sports, theater productions, music concerts, art gallery exhibitions, student newspapers and literary magazines are some of these function.

Grants Office

The College Grants Office, established as a separate and distinct entity in 1993, when the first Director of Grants was hired, has a threefold function: first is the administration of all proposals submitted and grants awarded; second is to assist faculty and administrators identify funding opportunities and prepare grant applications; and third is to prepare grants having an institution-wide focus. Additional activities of the Grants Office include circulation of Grants Alerts describing specific funding opportunities, periodic publication of a Grants Newsletter, presentation of grants seminars, establishment of a library of grant resources, and preparation of resolutions concerning grant applications and awards for the College Board of Trustees and the County.

Over the past four years, the College has submitted over 150 grant proposals, and has been awarded over 110 grants totalling approximately 8 million dollars. Funds have been received from both public and private sources; among them the U.S. Department of Education, the New York State Department of Education, State University of New York, Suffolk County, the National Science Foundation, the H. Gilbert Foundation and the Helene Fuld Trust. Projects funded have included several child care initiatives, a calculus curriculum program, a Title III Planning Grants, several programs targeting minorities and underachievers, a technology-based nursing program, support for the deaf and the American Sign Language program, an entrepreneurship program and several economic development initiatives.

College Foundation

The Suffolk Community College Foundation, Inc. is a non-profit corporation formed to develop additional resources to enable the College to provide quality educational experiences for its students. Formed in 1989, the Foundation has assets of 2.5 million, with fund raising efforts grossing approximately $400,000/year. In addition to a Tree of Knowledge Campaign, fundraisers include an annual Salute to Excellence, a Midsummer's Gala and a Golf Outing.

Scholarship funds constitute the largest single use of the assets of the Foundation. Currently 240 scholarships are administered annually. Emergency student loans, special projects for professional staff development, support for unique academic enrichment programs, and efforts to enhance the community's awareness of the College and its services are also supported by Foundation resources.

Conclusion

The College's budget and financial management system is in a period of major transition. It is moving towards modernizing its systems and procedures with the implementation of the County's IFMS system. After a period of transition, the College is

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institutionalizing the movement of financial resources to managers. Significantly, local decision makers can now make choices that reflect their clear and close understanding of students' needs and the needs of those who support the educational activity at the campuses. The College has embarked on efforts that strengthen communications and information-sharing with the County Executive and the County Legislature. The new Strategic Plan provides a priority-based system for allocating scarce resources, based on college-wide goals and supported by realistic action plans.

These changes are key, but work remains to be done. Training will be required to provide administrators and staff the knowledge they need to use the new system. Budget development needs to begin earlier in the year, so the process can be made more predictable, participatory and public. Efforts must continue to expedite consideration of the budget by the County Executive and the County Legislature, so the budget is in place when the academic year begins.

**Recommendations**

1. The Board of Trustees should have the authority, as they do with adding positions, to modify expenditures during the course of the fiscal year, relaxing the limits imposed by the current County agreement.
2. The College should continue to improve relations between the College and the County, seeking longer-term fiscal commitments, thereby eliminating the uncertainty that prevails each year.
3. The College must complete the implementation of the Integrated Financial Management System to improve its internal management of the budget.
4. The College must develop a manual for the new budgetary policies and procedures.
INTRODUCTION

Suffolk County Community College moved to its first permanent campus, Ammerman, in August, 1961 and opened for this campus’s second year of operation one month later with 615 full-time and 835 part-time students. New curricula in Engineering, Electrical Technology and Mechanical Technology were added. In June, 1962 the College held its first Commencement Exercises at which 42 graduates received Associate Degrees. During the College’s third year (1962-1963), enrollment increased to over 900 full-time and 1,400 part-time students. During 1963, construction began on the Brookhaven Gymnasium and Islip Arts Building. During the academic year 1963-1964, the College served approximately 1,200 full-time and over 1,600 part-time students. New curricula added included Nursing, Accounting and Retail Business Management.

In September, 1964 all administrative offices were moved to the Ross Building. The enrollment grew to 1,650 full-time and 1,900 part-time students. In the academic year 1965-1966 both the Gymnasium and Islip Arts Building were used for the first time. It was also during this year that the College received full accreditation by the Middle States Association of Colleges and Secondary Schools.

During the 1966-1967 academic year, the seventh year of operation, enrollment increased to 2,800 full-time and an equal number of part-time students. A Police Science curriculum was added. In addition, construction began on the Babylon Student Center and Huntington Library.

The College began an era of rapid growth. By September, 1976, there were 18,000 full and part-time students. By September, 1984, there were 19,500 full-time and part-time students enrolled at the College. By September, 1993, close to 22,000 full - and part-time students were enrolled. By then, more than 50,000 students had graduated from Suffolk. The Ammerman Campus today encompasses 156 acres and has 13 academic, administrative, and auxiliary buildings. The Ammerman Campus and the Ammerman Building (formerly the Ross Building) were renamed in honor of Dr. Albert M. Ammerman after his retirement from the College.

The largest unit of the College, the Ammerman Campus continues to be comprehensive—providing transfer, career, and continuing education programs for the community. In addition, it has developed unique roles within the multicampus structure of the College. These include

a. offering a full range of liberal arts and science and business programs

b. offering degrees in

- the arts (Music, Theatre, Fine Arts)
- engineering and technology (Engineering Science, Electrical Engineering, Technology, Construction Technology, Automotive Technology, Telecommunications Technology, and Drafting)
- specialized health careers (Nursing, Physical Therapy Assistant, Recreational Leadership, American Sign Language, Community Service, and Fitness Specialist)
- media-related careers (Radio and Television Broadcasting and Journalism)
- computer science and mathematics
c. offering introductory courses that provide a bridge for students interested in special curricula offered only on the Eastern or Western Campuses
d. providing selected advanced courses to students from the Eastern and Western Campuses to complement offerings on those campuses

The role of the Ammerman Campus is to prepare students for successful living in the 21st century as lifelong, self-directed learners. Our academic and student life programs seek to increase students’ intellectual and interpersonal competence and their understanding both of themselves and others.
ORGANIZATION AND SUPPORT FOR TEACHING EXCELLENCE

Overview

The theme of this self-study is **Preparing for Change in the 21st Century.** As the Ammerman Campus community undertakes self-assessment, its members have looked back over the past ten years, reflected on what has happened during that time period, identified the opportunities and challenges to come, and prepared in a constructive fashion for the future.

Since the last self-study in 1986, faculty, administrators, and support staff have strived to promote teaching excellence. This striving had led to change, and the campus has been able to respond effectively to those changes. However, unlike the other two campuses of the College, at which dramatic enrollment growth and/or program expansion have occurred, the greatest challenge to the Ammerman Campus has been to avoid the institutional stagnation and inertia which often set in with age and with diminishing resources. In the words of Jose Ortega y Gasset, to have life is “to have something definite to do— a mission to fulfill.” The campus mission and a shared commitment to carry out that mission as expressed in the campus role and scope statement continues to give life to the Ammerman Campus community (Appendix I).

Ultimately, teaching excellence is an individual phenomenon. However, in order to examine the campus environment that promotes teaching excellence, the committee has looked at issues such as subject competence, professional development, outcomes, administration and governance, resources, and program. In order to elicit in-depth opinions on teaching excellence in general, as well as the above subjects, committee members invited a cross-section of classroom faculty to participate in focus group discussions. A total of four groups met, with a total of 28 attending. One group consisted of faculty who have taught honors courses, another of faculty who regularly teach developmental courses. The remaining two groups were representative of the teaching faculty as a whole.

Discussion was wide-ranging, lively, and productive and complemented survey results and other forms of data. As expected, no one definition of teaching excellence emerged. However, among the many qualities identified as characteristic of an excellent teacher, several were mentioned most often: enthusiastic about the subject; interested in professional development and in remaining current in the field; innovative; sensitive to students; adhering to high standards. These discussions served to affirm in a very direct - and uncomplicated - way what we know almost intuitively about teaching excellence, *viz.*, that environment is important only in so far as it permits and encourages all faculty to pursue excellence in the classroom.

It is through the formal process of classroom observation and teaching evaluation that an institutional model of teaching excellence is explicitly articulated. That process at Suffolk requires the evaluator to look at a faculty member's performance in three categories: the teacher and the subject matter, encompassing mastery of the subject, as well as mode of presentation; the teacher and the student, in which interaction between the two is assessed; and professional performance, which includes all faculty responsibilities outside of the classroom. The Suffolk model of teaching excellence which can be discerned is clearly student-centered and very consistent with the unique mission of community colleges.
A recently-created Teacher Consultation Program also offers criteria to be used by campus personnel for assessment of teaching effectiveness: quality of interaction with individual students; quality of interaction with the group; clarity and organization of presentation; level of dynamism and enthusiasm; command of subject matter. These measures reflect the formal class observation and evaluation process described above and represent those aspects of teaching most valued by the institution.

Our intent in this report is to offer recommendations that will strengthen the collective campus commitment to excellence and that will support individual striving towards excellence.

Towards Teaching Excellence: The Faculty and Subject Competence

The Ammerman Campus has 256 full-time faculty, including department heads, librarians, and counselors, and every semester employs approximately 550 adjunct faculty. A profile of the faculty reveals a very senior faculty, competent in their subject areas and committed to high standards of teaching. Twenty percent hold earned doctorates, while only 8% have no credits beyond the minimal credential of the master's degree. For collective bargaining purposes, the faculty is represented by the Faculty Association, an affiliate of New York State United Teachers.

The competence of faculty to teach in their assigned areas is an important institutional value and personnel actions at the Ammerman Campus are closely monitored by academic administrators in order to maintain instructional quality. Criteria for promotion are explicit regarding required number of years in rank, evidence of college and community service, and professional growth as demonstrated through graduate study and scholarly activity. At each level, from instructor through to full professor, there is a progressively increasing baseline requirement of number of graduate credits required for promotion. These criteria are carefully adhered to and persons not fully eligible for promotion are counseled by academic administrators in their area as to how to move forward to attain eligibility for the next academic rank.

The promotion process at Suffolk is more rigorous than that followed for the awarding of continuing appointment. For the latter, there are no educational requirements beyond those needed for initial appointment and only a classroom observation by the department head and divisional assistant dean is required for teaching faculty.

Since the most recent accreditation cycle, the College has substantially changed its procedures for the recruitment, screening, and hiring of faculty. In 1990, the Board of Trustees of the College adopted an affirmative action policy statement and a set of related procedures to be followed in the hiring of professional staff (Appendix 2). Consistent with the imperative articulated in Characteristics of Excellence that "the process of faculty selection must be free from parochialism," the intent was to diversify the pool of candidates by mandating nationwide recruitment efforts.

Hiring of faculty since then has generally been characterized by thorough searches conducted by departmental screening committees, monitored by the College's Affirmative Action Officer, and resulting in greater faculty diversity. The EEO-6 Report for 1991 shows
persons from under-represented groups as 10.2% of the professional staff, while the same report for 1993 shows an increase to 11.4%. In addition to increased racial and ethnic diversity, new faculty hired are representative of many universities throughout the nation and of diverse graduate emphases.

In 1994-1995, the College contracted with a consultant for the design and writing of a formal Affirmative Action Plan for the College, as well as training for administrators regarding content of the plan and its implementation. However, due to an unrelated reorganization in the Office of the President which followed almost immediately, responsibility for specific aspects of affirmative action has been divided and reassigned to various offices. Yet, if the compliance effort is not given consistent and focused attention, momentum built up in this area since 1990 may be diminished or lost. Also jeopardizing the affirmative action outreach effort is the fact that vacant professional positions are not routinely announced in minority-oriented publications such as *Black Issues in Higher Education* or *Hispanic Outlook*.

In 1991, academic administrators under the leadership of the Vice President for Academic Affairs developed a complete set of guidelines, later revised in 1993, to be followed in the hiring of teaching faculty. In addition to the affirmative action requirements, uniform mechanisms for the screening of resumes and for the interviewing of candidates were put into place, representing a significant departure from past practice.

Since 1991, the College has offered four retirement incentive programs, resulting in some turnover in faculty positions. The impact of this turnover on the Ammerman Campus, however, has been conditioned by two factors. First of all, budgetary constraints have prevented the filling of all positions vacated during this period. Secondly, because of program expansion at the East and West campuses - and to a more limited extent at Ammerman - there has been a reallocation of faculty lines so that replacement of faculty in areas of need has not always been possible. For example, an Ammerman Campus faculty line in a high demand area, which was vacated through retirement in January of 1995, was transferred the following semester to the Eastern campus in order to create a full-time faculty position for the Chemical Dependency Counseling Program. Adjunct staffing for day courses in the affected department at Ammerman has increased as a result. Put simply, the creation of new programs has occurred at the expense of existing academic departments because a sufficient number of new faculty lines has not been created.

In addition, the process for the allocation of lines among campuses has been changed several times, resulting in some confusion regarding the process itself. Decisions regarding the availability of lines have often been made late in the academic year, delaying the filling of positions or resulting in less than thorough searches because departments feel rushed in conducting a search under those circumstances. The use of visiting professors on a temporary basis has never been common practice at Suffolk, yet in those instances that type of arrangement could provide a twofold benefit: necessary staffing for courses and exposure of our faculty to different perspectives and approaches within their immediate environment.

In spite of recent retirement incentives, the faculty as a work group can best be described as an inverted pyramid, with 70% at the rank of full professor, 17% at associate professor, 11% at assistant professor, and 2% at instructor. 120 of the faculty have more than
20 years of service at the College and 17 have more than 30 years. By virtue of the fact that the Ammerman Campus is the oldest, it has the most senior faculty of the three campuses. Ten years ago, the faculty was described as *aging*; it is now aged.

Conversations with department heads at the Ammerman Campus underline the need for the hiring of new faculty in substantial numbers in order to reduce the number of sections taught by adjuncts, but - of greater importance - to create a balance between the wealth of experience represented by senior faculty members and the equally valuable stimulation which can come from the infusion of new ideas and methodologies by newly-hired faculty. As the College moves forward with various initiatives to introduce computerized instruction, it is especially critical to recruit faculty who are conversant in and adept at non-traditional teaching techniques.

The current collective bargaining agreement guarantees to full-time faculty transfer rights between campuses and from one discipline to another, assuming the person seeking to transfer holds the minimum credentials, on the basis of college-wide seniority. It can happen, therefore, that a department which receives authorization to fill a faculty vacancy is required to accept a transfer from another campus or from another discipline, even when the credentials of that person are not as well suited to the needs of the department as those of external applicants.

In addition to insuring subject competence of faculty through rigorous hiring and promotion procedures, the College recently initiated a Tenured Faculty Development Review process, with the first reviews conducted in the '95-'96 academic year. The first group of tenured faculty to undergo a review, with a hiring date prior to 1966, was selected on the basis of strict seniority and was made up preponderantly of faculty from the Ammerman Campus, 17 of the 22. Although experience with the process is limited, certain observations can be made. The guidelines for conduct of a review are ambiguously worded and provide neither adequate nor explicit direction to participants (Appendix 3).

In addition, by design, the process is not intended to result in any formal action or recommendations. All paperwork relating to an individual review is turned over to the office of the Faculty Association upon completion, so there is no permanent record in College files of the outcomes of the process, which has come to be commonly described as "having no teeth." This last, in particular, casts doubt on the value of such reviews and may cause them to be seen in the future as nothing more than futile bureaucratic exercises. This view should be a major source of concern for the Ammerman Campus, since most of its faculty are at the highest academic ranks, tenured, and not subject to regular classroom observation nor other form of performance assessment.

As enrollment patterns shift within the College and demand for specific disciplines fluctuates, the question of certification of full-time faculty to teach in a second discipline is becoming more important. On occasion, such certification is also sought because a faculty member's professional interests have expanded into new academic areas. On a limited basis, no more than two courses or the equivalent, a faculty member is eligible to teach in another discipline with 21 credits directly relevant to the field, at least 15 at the graduate level, earned within the previous ten years. Substitution of "exceptional professional experience" for up to 6 of the 21 required credits is allowed, permitting a certain amount of discretion to academic administrators.
In order to reallocate staffing resources within the College as student enrollment in various programs shifts, the College also funds a retraining program for faculty who wish to move from their original discipline to one in which enrollment growth is anticipated. Similarly, the College supports retraining in emerging areas within one's discipline and gives faculty members a degree of flexibility in designing a program that will meet their career objectives. In both instances, support consists of reassigned time and funding for partial tuition reimbursement and the purchase of books for course work. Among those from the Ammerman Campus who have availed themselves of this opportunity are a professor of painting and studio art who retrained into the area of Computer Graphic Design, an admissions counselor working towards a graduate degree in teaching English as a Second Language, a professional assistant in the academic computing lab studying computer network administration and a faculty member from electrical technology developing expertise in telecommunications technology.

Separate consideration needs to be given to the supervision of adjunct faculty, currently the responsibility of department heads and assistant deans in their respective areas. In the Fall '95 semester, adjunct faculty at the Ammerman Campus taught 2410 contact hours, 38% of all contact hours taught, representing 32% of day sections and 60% of evening/weekend sections offered that semester. A disproportionate number of developmental courses and of CS15 (College Seminar) are taught by part-time faculty. For the latter, 78% of day sections are taught by adjuncts. Faculty who regularly teach developmental courses cited the high number of adjuncts in such courses as an issue that needs to be addressed. It is felt that those department heads need to exercise a high degree of supervision in order to insure consistency of instruction. In other areas, however, the high number of adjuncts is also a source of concern.

Adjunct faculty are required to have, at a minimum, the same credentials required of full-time faculty at initial hiring and are assigned courses for which they have been certified on the basis of a college-wide seniority list. New adjuncts, however, are hired on one campus and, as provided for in the collective bargaining agreement, immediately become eligible for and entitled to appointment at any campus. As a result, academic administrators at the Ammerman Campus do not have full control over adjunct staffing, leading to concerns regarding their ability to effectively manage program quality.

In certain emergency circumstances, a person with less than the normal minimal credentials may be hired to teach a course because no one else is available. Approval by the Dean of Instruction is required. Adjunct faculty hired in such instances are informed that they will not be placed on the seniority list and will not receive future teaching assignments until they have the appropriate credentials.

There is no explicit policy regarding the frequency with which adjuncts are to be observed, other than during the first semester and at the time of eligibility for promotion. At the Ammerman Campus, department heads have also been directed to observe all adjuncts new to the campus during their first semester. In addition, over the past three years, there has been a concerted effort by academic administrators to impose college-wide uniform standards for course certification for adjunct faculty members and to review the seniority list on a periodic basis for purposes of safeguarding the credentialing process.
Eligibility for promotion of adjuncts is determined by length of service and fulfilling of contractually-stipulated educational requirements. A classroom observation is required. Currently, college administrators assume the responsibility of notifying individuals that they are eligible for promotion.

The overall process of managing adjunct staffing, including assignment of courses, promotion, termination, and certification, has become more decentralized to the individual campuses over the past two years. There is no central oversight of the process at this time. At Ammerman, the divisional deans have been assigned almost total responsibility for the process. Given the large number of adjuncts, the complexities involved in contract compliance, and the need to coordinate carefully among the three campuses, a decentralized structure may not be most efficient vehicle for carrying out these functions.

Recommendations:
1. Every effort needs to be made to fill currently vacant full-time faculty lines and to create new ones. The allocation of lines among campuses should be carried out according to an agreed-upon formula which guards against the expansion of program at the expense of other critical instructional needs.

2. Authorization to fill vacant lines needs to be given on a timely basis, so that the College guidelines for recruitment, screening, and hiring of professional staff can be carefully followed. Responsibility for monitoring the conduct of searches from the affirmative action perspective and for acting as resource and liaison with campus administrators on related matters needs to be explicitly assigned to an appropriate administrator within Central administration.

3. Consideration should be given to the appointment of temporary “visiting professors” while searches are being conducted.

4. The process for awarding continuing appointment should be reviewed with a view to determining whether it is rigorous enough. The possibility of adding educational requirements beyond the minimum for hiring should be explored.

5. Provisions in the current collective bargaining agreement regarding seniority-based transfer rights should be thoroughly evaluated prior to the next round of negotiations. Academic administrators need to assess the impact on the academic program and on the hiring process.

6. The process for Tenured Faculty Development Review should be studied in order to ascertain if its objectives are being met and, if not, to determine what changes need to be made or if it should be eliminated.

7. In the absence of a formal and routine evaluative mechanism for all faculty, department heads and divisional deans need to work at maintaining an environment which continues to promote a high level of professional accountability among the faculty they supervise. Additionally, they need to monitor carefully situations where deficiencies in an individual’s performance become evident and to provide collegial support and direction to remedy such deficiencies.
8. Procedures and requirements currently in place for adjunct hiring should be carefully monitored at the divisional and departmental level. Academic administrators need to examine the system currently in place for the observation of adjuncts, with a view to increasing the frequency and to making it a more effective tool for monitoring the quality of instruction.

9. Consideration should be given to centralizing the management of certain adjunct-related issues and functions in the Office of the Vice President for Academic Affairs in order to provide better logistical support to campus administrators, thus permitting the latter to concentrate their efforts on oversight of adjunct-staffed courses and on fostering a sense of connectedness between adjuncts and the institution.

10. The promotion process for adjunct faculty should be changed, so that eligible individuals will have to take the initiative to apply for promotion. The feasibility of making the process somewhat comparable to that for full-time faculty should be explored, requiring evidence of professional growth and/or college/community service.

Towards Teaching Excellence: Professional Development

Professional development activities are integral to an institution’s commitment to teaching excellence. The need to provide such opportunities is especially acute at the Ammerman Campus, given the demographic profile of the faculty. Also significant is the fact that the profile of the student body at the Ammerman Campus has undergone observable change, especially in areas such as median age, academic preparedness, learning styles, and career orientation. Such changes have led to significant challenges for administrators and faculty over the past ten years as they seek to carry out the mandate contained in the campus role and scope statement to further the competence and understanding of students. Finally, the rapid pace of innovation in the field of instructional technology and education-related computer applications makes it imperative for the College to support faculty efforts to acquaint themselves with the possibilities that have been created for classroom use and for their own professional growth. Planning towards that end has been identified by the Provost as an Ammerman Campus priority for the ‘96-'97 academic year.

Faculty at the Ammerman Campus have two traditional mechanisms available to them for professional growth: subsidized conference attendance and sabbatical leaves. Both are provided for in the collective bargaining agreement with the Faculty Association. Funding for conference attendance is limited to $400 per year and is lost if not used within a given year. Since the cost of attendance at most national professional association conferences far exceeds that amount, most faculty use the funding for local, specialized workshops and symposia. Since the last Middle States self-study, a major change has occurred in the sabbatical review process. Although longevity still determines basic eligibility for a sabbatical, a well-documented plan for professional growth activities during the sabbatical leave must be submitted to a review committee made up of faculty and administrators. The resulting award process is more rigorous than that of the past and has resulted in more effective use of sabbaticals and in a higher degree of accountability on the part of recipients. An additional limited number of sabbaticals are awarded each year on a competitive basis, based on the perceived merit of a proposal.

In 1987, and in response to changes mentioned above, the College undertook a more extensive professional development program, including a major conference annually and a
faculty recognition event. Each campus also developed ancillary activities. At Ammerman, book lectures, workshops on instructional methodology, and a theme-oriented set of personal enrichment presentations by and for faculty have been offered. The period from 1987 to 1994 could be described as the "heyday" of professional development; administrative support for campus initiatives was available from Central administrative offices and through the giving of reassigned time to a faculty member. As of the '95-'96 academic year, that reassigned time was eliminated.

One difficulty encountered in the planning of major professional development events, such as the annual conference, is the determining of what topics or issues are of importance to faculty, particularly when dealing with a multi-campus institution, since there may be subjects that are of greater interest at one campus than another. When polled regarding topics for future conferences, 1995 attendees indicated a high level of interest in computer technology and classroom applications. The theme and keynote speaker for 1996 were chosen accordingly. The ideal is to design a program which includes college-wide events, as well as opportunity for local initiatives.

Consistent with the latter objective, and in an effort to move towards a "bottom up" approach, the Ammerman Campus Dean of Instruction has directed each department head to design a professional development plan, to be incorporated by each assistant dean into a division-based program, which will in turn form the basis of a campus-wide plan.

Among the more successful activities has been the Master Teacher Seminar, a three-day residential cooperative learning experience for faculty held every year in May. To date, 81 faculty from the Ammerman Campus have participated. Most recently, Teaching/Learning Centers on each campus and a Teacher Consultation Program have been initiated. Both are designed to provide peer support for faculty with an expressed need for development activities.

The Teaching/Learning Center at the Ammerman Campus is located in the Huntington Library. It opened in November of 1995, along with centers at the other two campuses, and is under the supervision of a faculty member who has been given reassigned time. The need for such centers was determined by the faculty, and they designed the centers by working independently of the college administration or governance body. The college administration acted as a facilitator, removing obstacles, and supporting faculty efforts. In conjunction with an advisory group of faculty, the Coordinator designs and arranges activities on a variety of subjects identified by faculty themselves as being of relevance to their professional growth.

During the Spring '96 semester, the Center scheduled 13 different sessions; for the Fall '96 semester, twenty-two separate workshops, seminars, and related activities were planned. Expectations are that the Center will become an important resource for faculty interested in curriculum innovation and in exploring educational issues with peers and that it will serve as a focal point for professional growth activities. The strength of the Teaching/Learning Center is that it is a program by and for the faculty, based on the premise that a faculty that takes responsibility for its own professional growth demonstrates a collective professional maturity.

The Teacher Consultation Program, which began in January 1995, is intended to offer assistance to faculty who wish to examine their current teaching style and methodology in a...
collaborative fashion with colleagues. A primary objective of the program is to encourage the design of new teaching and classroom management strategies as appropriate by providing feedback to an individual faculty member who seeks it on his or her own initiative. Ten volunteers, six of them from the Ammerman Campus, have been trained to provide the peer consultation service, which can take a number of forms, ranging from a review of course outlines to a critique of a videotaped lecture. All materials developed during the process are turned over to the faculty member, and confidentiality is strictly maintained. As of July 1996, sixteen individuals had availed themselves of the program, eight from the Ammerman Campus. This program is seen as having tremendous potential for professional renewal, but to date has functioned more as a vehicle for affirmation, rather than as a way of providing constructive intervention for faculty members who might be experiencing difficulty in carrying out their professional responsibilities.

As interest grows in computer applications across the curriculum, a multi-faceted training program which accommodates the diversity of skills and "comfort" levels of faculty is essential. The Social Science Division has developed a divisional computing lab for faculty development and administrative use which has been designated a beta test site for networking of the entire College. There has been a high level of administrative support for the lab as a prototype and the Coordinator of Academic Computing has offered several on-site workshops for faculty in the division.

Other classroom buildings have been subsequently connected to the campus "backbone" which will permit faculty in all divisions to have access to those functions. During the Fall '96 semester, the Coordinator of Academic Computing offered a series of hour-and-a-half workshops on E-mail and access to the Internet in a computer science lab on the Ammerman Campus. Additional training sessions will be offered in the future. Broader in scope, the recently-created Campus Computing Council has developed a plan for a Roundtable on Teaching, Learning, and Technology, with implementation scheduled to begin in the 1997-1998 academic year. The goal of campus initiatives in the area of technology is to stimulate faculty interest in computer applications in their disciplines and in curricular innovation which might accompany such applications. A fuller description of these initiatives will be found in the Technology section of this report.

The College has undertaken a series of meetings between academic administrators at the State University at Stony Brook, a neighboring university research center, and their counterparts at Suffolk. The primary purpose of these meetings is to facilitate the transfer of students from the latter to the former, but of equal importance are the opportunities for scholarly exchange which are being created. Of special significance is the fact that SUNY Stony Brook has made a commitment to support professional development for Suffolk faculty by providing funding for tuition. For the '96-'97 year, $25,000 will be made available on a competitive basis to individuals wishing to pursue graduate degrees at Stony Brook. Another example of collaboration for professional development between the two institutions is a proposal emanating from the Teaching/Learning Center which will permit the offering of a graduate course titled Teaching in the Community College at the Ammerman Campus under the auspices of the School of Professional Development of Stony Brook.

In spite of the above, and subsequent to administrative reorganization of the Office of
the Vice President for Academic Affairs, there is a perception that there has been loss of momentum and of administrative support for professional development initiatives. A Spring 1996 survey of the Ammerman Campus faculty solicited their opinion regarding professional development. Twenty-five percent of respondents rated existing opportunities for professional development and growth as Poor; thirty-one percent rated administrative support to encourage professional development and growth as Poor. These results indicate a need for greater promotion of existing programs in addition to the annual conference, for more effective assessment of needs as articulated by faculty members themselves, and for programs that are more responsive to those expressed needs.

As mentioned above, in the preparation of this self-study, various faculty focus groups were held for the purpose of eliciting faculty opinion on the subject of teaching excellence. Groups represented a cross-section of the Ammerman Campus faculty. Feedback on professional development opportunities was extensive, clearly indicating that there is room for improvement. There was a strong feeling expressed that some professional development programs should be planned and offered at the departmental and divisional level, with individual faculty initiating programs for their colleagues.

Comments on the annual conference day express a desire for motivational speakers and for greater opportunities for sharing ideas on subject matter and techniques with other faculty members. Respondents also felt that faculty who do not attend the annual conference should be held accountable for their absence. Scheduling of campus-based events was cited as a problem, in so far as common hour--which was initially intended for student and faculty enrichment activities and during which professional development events are normally scheduled--is often taken up with committee meetings and other administrative functions. It was also noted that conference attendance by faculty members represents an opportunity for professional growth for others in their area if departmental presentations and/or colloquia on the conference proceedings are held. Faculty in the focus groups also articulated the importance of continued professional growth for tenured faculty and explored the possibility of holding them accountable for such growth through a meaningful review process at fixed intervals, such as every three years. The Teaching Consultation Program is seen as having great potential, but its success reportedly is being compromised by concerns about confidentiality. The Master Teacher Seminar, however, receives high grades and is seen as the most successful program to date.

Recommendations:
1. Administrative support for professional development activities needs to continue to be affirmed and responsibilities related to such activities clearly defined. Resources for initiatives such as the Teaching Learning Center, the Teacher Consultation Program, and the Campus Computing Council should continue to be given. However, as responsibility for such activities is decentralized, support also needs to be made available to divisional administrators.

2. A systematic needs assessment in the area of professional development, including a faculty survey, should be carried out on a regular basis (e.g. every two years) and the results shared for planning purposes with all administrators.

3. The design and implementation of some professional development activities at the departmental and divisional level should continue to be encouraged and should be seen as an
essential component of supervisory responsibilities at those levels. In the past, most professional development was planned in a "top down" manner through the Office of the Academic Vice President and a college-wide committee and thus may not have always been responsive to specific faculty concerns. The new emphasis being placed on department and division-level professional development programs should be sustained.

4. The College-wide Professional Development Committee should explore the feasibility and budgetary impact of allowing a faculty member to accumulate over several years the annual conference attendance allowance of $400. Such "banking" would result in greater opportunities for attendance at major national conferences by increasing the funding available at a given time.

5. Administrators should explore the feasibility of offering a modified one-day version of the Master Teacher Seminar as yet another professional development activity. This would allow individuals who can not attend a more lengthy program, to enjoy a similar experience.

Towards Teaching Excellence: Outcomes

Teaching excellence should not be seen as an end in itself, but as a means to an end, viz. student achievement. An analysis of outcomes is, therefore, critical to an evaluation of teaching excellence and other aspects of a collegiate experience. The College and campus have made substantial progress in institutionalizing the measuring of outcomes since the last Middle States self-study, remedying what academic administrators had long considered a major weakness.

Surveys of graduates are now done on a regular basis two years after the date of graduation. A survey of the class of 1993 yields valuable data regarding their views of what they accomplished during their attendance at Suffolk (Appendix 4). The survey included questions about personal development, academic growth, use of support services, and relevance of educational experience to job search. Overall, responses demonstrate that graduates enjoyed a generally positive experience and found an environment in which - citing Characteristics of Excellence in Higher Education - "personal integrity, cross-cultural understanding, and human sensitivity flourish."

As part of that survey, graduates were asked if they had realized their goals at SCC. Of Ammerman Campus respondents, 72% replied that they had achieved them fully and 23% in part. Eighty-four percent believe the degree they earned is important to a job search. Clearly, the campus is fulfilling the College mission to "offer programs and services that fulfill the educational needs of the residents of Suffolk County." Seventy-five percent of respondents state that they gained awareness of other cultures through attendance at the Ammerman Campus. Ninety-five percent report a growth in self-esteem, and eighty-seven percent, an improved ability to get along with others.

In areas more directly related to teaching, survey results are equally positive. Out of 208 responses, only 7 individuals (3%) found the quality of instruction disappointing, with more than half describing it as excellent. Ninety-eight percent found the quality of course content to be either satisfactory or excellent and ninety-four percent evaluated the quality of career preparation similarly. The inescapable conclusion is that high standards of instruction are in place and that they drive faculty performance in the classroom.

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In 1994, the College participated in the SUNY Student Opinion Survey Project (Appendix 5). The survey, administered to a random sample of Suffolk Community College students, allowed for responses ranging from 1 to 5, with 1 as Very Inadequate and 5 as Excellent. The Ammerman Campus received ratings generally equivalent to the State average, including a 3.8 for the overall quality of education.

Students gave high marks to the campus with regard to the degree of challenge offered by their respective programs of study (3.7) and the respect displayed by faculty toward students (3.7). Above-average satisfaction levels were also expressed with several academic support services: library facilities (3.9); library services (3.8); study areas (3.6); access to computing (3.7); computing labs (3.6); writing/language/math labs (3.7). Of some concern, although not directly related to the quality of teaching, is the rating of 3.2 given to the general physical condition of the campus.

Despite the fact that these surveys affirm the excellent work being done by faculty in and out of the classroom, results have received limited distribution, so that many faculty are unaware of their existence. This is clearly an issue that needs to be addressed in so far as the highly positive evaluations of the College by present and former students can serve to reinforce faculty motivation and to provide those intangible rewards which true professionals strive for. This kind of recognition is especially critical for the Ammerman Campus faculty given its demographics and the consequently limited opportunities for other kinds of rewards.

In 1994, a community survey was conducted in order to ascertain the level of knowledge and of satisfaction with the College on the part of residents of the service area (Appendix 6). Fifty-four percent of the respondents in the Ammerman Campus service area indicated that they or an immediate family member have attended the Ammerman Campus, a remarkably high saturation rate which is evidence that the campus and its programs are well regarded by the community. This inference is particularly valid when one considers the fact that, throughout the survey, respondents who have experience of the College, either personally or through an immediate family member, consistently gave higher ratings in all questions dealing with satisfaction levels.

Since the last self-study, the College and campus have undertaken several important initiatives to monitor internally the quality of programs and of instruction. Most significant is the process of program review, begun in 1989. Through a seven-year cycle, every curriculum in the College has undergone a rigorous process of evaluation as prescribed in explicit guidelines which call for both quantitative and subjective measures (Appendix 7). Program review committee chairs are selected from outside the division housing the program to be evaluated and include a cross-section of the campus community. The cycle will begin again in the 1996-1997 year.

Program review, with its focus on outcomes, serves to enhance the principle of accountability and to produce recommendations for improvement of the curriculum being studied. Ideally, the report becomes a plan of action for administrators and faculty. There have been numerous positive changes in the academic program. For example, the naming of a Program Coordinator for Communication and Media Arts and the creation of a computer lab for instructional purposes in the English Department were direct results of that department’s
program review. Discipline-based tracks were introduced into the Liberal Arts and Sciences: Social Science Emphasis because of recommendations made by that program review committee. As a result of the review of the Computer Information Systems Program, a thorough revision of the CIS certificate requirements was carried out. In yet another instance, the Performing Arts: Drama curriculum was refined to include career oriented tracks in Acting, Technical Theatre, and General Theatre as a result of the review process.

Initial guidelines for the program review process did not provide for a formal mechanism for monitoring departmental follow-up to committee recommendations. As a result of an assessment and revision of those guidelines carried out during the '94-'95 year, that deficiency has now been remedied. Once a program review committee report has been approved by the Vice President for Academic Affairs, a plan for implementing committee recommendations must be prepared by the affected department within three months. An implementation progress report must be submitted within 6 months and a second statement of progress within a year.

Some progress in adopting formal outcomes assessment measures at the program and course levels has been made at the Ammerman Campus. Common objectives for introductory level courses have been agreed upon by academic departments and course outlines are routinely reviewed in order to insure consistency. The Biology Department is an example of the effort within the past five years to insure that student learning in specific courses is measured in a standardized fashion. Instructors in BY30 and 32, Anatomy and Physiology I and II, have adopted a departmental exam for all sections, with questions selected at random from a previously agreed-upon test bank. Laboratory exercises for each Biology course are standardized by agreement of full-time faculty who teach that course and who constitute a course committee.

Initiatives such as these have received varying degrees of attention and support, but an examination of possibilities and implementation of common measures of program and course outcomes is a campus priority for the '96-'97 academic year. To that end, the Dean of Instruction has directed each division to prepare and submit a plan for outcomes assessment by the end of the Fall '96 semester and to begin implementation during the Spring '97 semester.

Characteristics of Excellence, in describing the concept of outcomes assessment, points out a dimension of that concept which merits attention and which should be clearly articulated at the campus level, viz., that the very process of seeking evidence of institutional effectiveness helps to cultivate educational excellence. Outcomes assessment, therefore, is more than a vehicle for insuring institutional accountability. Dialogue on the subject at the departmental and divisional level, and the subsequent process of designing mechanisms for measuring teaching effectiveness, are opportunities for curriculum development and for professional growth.

The issue of outcomes assessment is more critical in the area of developmental studies. At the Ammerman Campus, on the basis of placement testing, 35% of entering students require remediation in Reading, 30% in English, and 48% in mathematics. Thirty-four percent, because of the extent of their deficiencies, are placed in the developmental program. For students to be able to function effectively in regular college-level courses, their academic deficiencies have to be addressed and overcome.
Currently, however, there are no standardized exit criteria to be met by students in order to move out of specific developmental courses, nor are there objective measures of skills levels required for a satisfactory grade. The impact on faculty expectations of student performance and on the quality of the classroom experience is self-evident when students still lacking the requisite skills are allowed to move into regular courses. Similar problems occur when students are not required to take a foundation course prior to registering for more specialized courses or when students do not follow the desired sequence of courses in a specific discipline.

Faculty who regularly teach developmental courses advocate the use of uniform testing in order to assess student learning. An interesting model is being piloted for EG10 (Developmental English) during the Fall '96 semester. The intent is to have all faculty teaching that course participate in a portfolio program wherein written work by students in a given section will be assessed by other faculty. Although the final grade will still be assigned by the designated instructor, the papers in the portfolio will be read by other instructors and a grade recommended. Full implementation is expected by the Fall of '97.

The Reading Department has also developed a pilot program in which the use of portfolio assessment for students in the developmental courses is being studied. In addition, standardized exit exams for RE09 and RE10 are being created, to be used for the first time in the Spring '97 semester. The Reading Department feels the test instrument administered to entering students for placement is effective for that purpose, but would not be a good tool for measuring student proficiency for exiting the developmental courses.

Recommendations:
1. An executive summary of the results of the graduate student surveys, of the student satisfaction studies, and of the community survey should be disseminated to faculty at the campus in order to recognize their efforts in producing such positive outcomes and in order to provide them with useful feedback regarding the work of the College. Similarly, results of such surveys should be widely publicized among currently-enrolled students in order to validate their decision to attend and to motivate them to promote the campus in their communities.

2. Implementation of the recommendations of program review committees needs to be carefully monitored so that the process will result in positive changes for students and faculty. Those recommendations should be viewed as opportunities for curriculum development and should constitute the starting-point for discussions on the subject.

3. The concept and techniques of outcomes assessment need to become a major focus for professional development activities at the campus level. In particular, academic administrators need to work with faculty to come to agreement upon common measures of student learning in introductory courses. The progress in this area being made at the division and department levels during the 1996-97 academic year should be continued.

4. Standardized criteria for exiting developmental courses should be integrated into the program. For example, a student could be required to retake the placement test which identified his or her deficiency and to score within an acceptable range before being allowed to
5. Desired sequences of courses within curricula should continue to be examined by faculty and administrators, and strengthened where necessary.

Towards Teaching Excellence: Administration and Governance

In 1991 the College began a major administrative reorganization intended to clarify certain ambiguities in reporting relationships and in the division of responsibilities between campus and Central administrative offices. The thrust of the reorganization was to assign the policy-making, planning, and oversight functions to Central offices and responsibility for the delivery of services to the individual campuses. The result has been to vest more autonomy at the campus level with regard to day-to-day operations and to make Central offices function almost exclusively in a coordinating staff capacity. No systematic evaluation of the changes has been carried out.

In the academic area, the organizational chart was changed, eliminating what had been a dotted-line relationship between the campus Deans of Instruction and the Vice President for Academic Affairs and making explicit their reporting relationship to the campus Provosts. Within the context of that change, the Deans of Instruction still meet on a regular basis with the Vice President and the Assistant Vice President to discuss questions of college-wide significance. These meetings serve as a vehicle for sharing information, for coordinating campus-based activities, and for determining what long-term academic issues need to be addressed. The Vice President continues as the contact person on all academic and accreditation matters with the State Education Department, the State University of New York, and the Middle States Association.

In 1995, in another reorganization, three positions in the Office of the Academic Vice President for Academic Affairs were eliminated: Director of Academic Computing; Assistant Dean for Honors, Adult Learner, and Extended Programs; and Director of Cooperative Education. The position of Dean of Libraries was converted to that of Assistant Vice President and was assigned additional responsibilities. Since the resignation of the Assistant to the Vice President in March of 1996, that position has remained unfilled. Although these changes were at the Central administrative level, they have had significant impact on campus operations in so far as campus administrators have had to assume operational responsibility for programs previously managed by the Central Office for Academic Affairs.

Also in 1995, the academic administrative structure at the Ammerman Campus was changed. The 10-month position of division chair was converted to a 12-month position of divisional assistant dean. The purpose of the change was to provide more effective supervision for the six academic divisions and expanded administrative coverage throughout the year. There has been a decentralization of instruction-related responsibilities and functions to the divisional level in an effort to bring academic administration closer to classroom faculty. At the same time, the assistant deans, along with the Associate Dean of Instruction, serve as the Academic Advisory Council for the Dean of Instruction. In that capacity they participate in the formulation of policy and procedures for the Office of Instruction.

The two staff assistant dean positions in the Office of Instruction were eliminated and the
divisional assistant deans have taken over many of their functions, including evening administrative coverage and “open door” availability for student inquiries. Still to be completed as part of this reorganization is a review and reiteration of the position description for department head and an examination of the current system for managing adjunct staffing.

Responsibilities for several programs previously housed in the Office of the Vice President for Academic Affairs, such as Adult Learner, Honors, and Cooperative Education, have been reassigned to the divisional deans. The impact of these changes on program continuity and potential for growth is yet to be assessed. However, in the case of the Honors program, it is already clear that there has been a loss of advisement resources for students in the program, ninety percent of whom attend the Ammerman Campus.

An issue that needs to be addressed is the absence of a system for the regular evaluation of all administrators. Administrative staff at the College, with the exception of some 20 managerial/confidential employees, are represented for collective bargaining purposes by the Guild of Administrative Officers. During the ‘95-’96 academic year, the Vice President for Management and Planning led a series of discussions with Guild representatives on the subject of performance assessment for middle managers to be carried out by their immediate supervisors. Agreement on the concept has been reached, a proposal has been prepared, but a timetable for implementation has not been adopted. Managerial/confidential administrators, however, are evaluated annually by their immediate supervisors through a process of goal-setting and reporting.

Faculty governance at the Ammerman Campus is exercised through a Faculty Senate, which has advisory authority over curriculum additions and changes, as well as academic standards. New courses are introduced by individual faculty members, after consultation with departmental and divisional administrators, through a letter of intent to the Dean of Instruction. Any issues that need to be addressed in the formal proposal are identified in his response. The proposal then receives a rigorous evaluation by the Senate Curriculum Committee which must give its approval for the proposal to move forward to the entire Senate. The approval process for new programs parallels that for new courses, except for the fact that approval by the State University of New York and certification by the State Education Department are also required. In every instance, however, action by the Board of Trustees is necessary for the course or program to be added to existing offerings.

Coordination of curricular development in instances where a program is offered on more than one campus is cumbersome. There is no formal broad-based structure nor process for the regular discussion of proposed change, so that ad hoc committees or informal mechanisms are used. The campus Deans of Instruction meet as a group on a regular basis with the Vice President for Academic affairs to discuss a wide range of issues, but there is no parallel mechanism for other academic administrators or faculty to routinely meet and interact with their counterparts at other campuses.

Although numbers alone should not dictate academic decisions, the fact remains that the faculty and administrators of the Ammerman Campus - with the largest student enrollment - can be prevented by one of the other campuses from making desired changes in a multi-campus curriculum. The problem has many dimensions. An example occurred during the recent
Among other changes, Ammerman and East were in agreement about imposing a college-wide six-credit History of Western Civilization requirement for the degree. The Western Campus opposed this change and was finally allowed to give its students the option of taking American History or Western Civilization. In this case, the Vice President for Academic Affairs chose not to invoke the unwritten “two out of three rule” and allowed a significant difference in basic requirements among campuses. This is illustrative of the kind of conflict which can arise in a multi-campus institution, demonstrating the need to strike a balance between the value of campus autonomy and the importance of college-wide consistency in curriculum.

A major change since the last self-study has been the formation of a tri-campus Academic Standards Committee, providing a forum for the discussion of college-wide questions and concerns pertaining to academic standards by representatives from the three campuses. For the Ammerman Campus faculty this is an opportunity to exchange ideas and viewpoints on issues germane to the classroom with their colleagues on a regular basis and to participate in college-wide governance in a meaningful way.

The Ammerman Campus holds nine of the eighteen seats on the committee, the composition of which is designed to reflect the size differences among campuses. The committee meets five to six times a year and creates its own agenda. Any resolutions it adopts must also be approved by at least two of three campus governance bodies before submission to the President through the Vice President for Academic Affairs.

**Recommendations:**

1. A formal assessment of the results of all recent reorganization initiatives--at both campus and Central levels--should be undertaken, preferably with the assistance of an outside consultant. Criteria for that assessment should include cost-effectiveness and efficiency, as well as impact on the delivery of services to students and on the working environment for faculty, administrators, and staff.

2. Using the Academic Standards Committee as a model, the establishment of a college-wide curriculum committee should be given serious consideration. Intercampus dialogue at all levels needs to become an integral component of curriculum development in order to promote consistency, guard against needless program duplication, and insure the most effective use of resources.

3. Consistent with the principles of collegiality and accountability, a system for regular performance assessment of all administrators should be put into place. In addition, all managers should be required to submit to their supervisor a brief annual report regarding activities in their area of responsibility, identifying accomplishments, concerns, and future direction. (As of September '95, all campus administrators from assistant dean on up are required to do so.)

**Towards Teaching Excellence: Resources**

An adequate budget is essential to maintain an environment that will support teaching excellence. “The institution, through its governing body, must ensure that programs offered can
be supported by the available or attainable resources” (Characteristics of Excellence). The period since the last self-study has been marked by insufficient budgetary resources from State and County, uncertain funding patterns, and--out of necessity--rising tuition and fees for students. Although the adopted budget for the ‘96-'97 year contains an increase in County support, funding is still inadequate to meet mandated salary increases. Major areas of need will continue to go unmet.

Over the past ten years, the percentages of the College’s operating budget coming from State aid per FTE and from County contribution steadily decreased while the percentage coming from student tuition increased. For the ‘95-'96 fiscal year, State aid represented 32% of the budget, County contribution was 26%, and student tuition made up the remaining 42%. If tuition continues to increase, Suffolk’s ability to serve all segments of the population will be severely compromised because the higher cost of attendance, albeit still relatively modest, will move the College out of reach of many.

A deteriorating fiscal situation has had great impact on the Ammerman Campus in the areas of staffing, instructional equipment, and physical plant maintenance. As mentioned above, the number of full-time faculty lines has been reduced to the point where the number of adjuncts borders on the unacceptable, particularly in certain areas. As greater number of students with academic deficiencies are identified through placement testing, the demand for developmental courses has also increased. In order to meet that demand, the Campus has had to turn to adjunct faculty. Under different- and ideal - circumstances, the Math and English Departments would be able to hire new faculty, using that opportunity to recruit individuals who have some training in working with developmental students. This need has been expressed by academic administrators and by faculty who regularly - and willingly - teach developmental courses. The latter, in their focus group discussion, stressed the fact that the infusion of that kind of expertise will benefit them as well as students.

Through the years of budget shortfalls, because of the need to offset insufficient revenue, the campus also experienced major cuts in expenditures for instructional supplies and equipment. Those cuts have had the greatest impact on the Ammerman Campus, as the oldest and most likely to have obsolete or damaged equipment. Timely and routine replacement of essential items in the science laboratories has not occurred and the acquisition of computers, software, and related supplies has failed to keep pace with technological changes. A full discussion of the latter will be found in the Technology section of this report (See pp. ).

In the ‘94-'95 budget year, that situation was remedied to some extent, with the allocation of amounts substantially larger than in the past to instructional equipment accounts. For instruction-related computing alone, the campus spent approximately $380,000 in ‘94-'95 and $200,000 the following year. In the fall of ‘95, the Campus also leased new hardware and software for the AUTO-CAD program, resulting in the upgrading of 16 workstations at a cost of $140,000. During the ‘95-'96 year, $200,000 was spent for the physical science departments, including renovation of the planetarium and replacement of basic laboratory equipment such as microscopes and oscilloscopes.

Unfortunately, because of budgetary uncertainty from year to year, commitment to a continuing adequate level of expenditure in the future can not be made. As a result,
departmental and divisional administrators are unable to engage in meaningful planning for the 
cycling of equipment purchases to insure orderly replacement and routine acquisition of 
state-of-the-art technology. This problem will be exacerbated if the other two campuses 
continue to expand into equipment-intensive programs, thereby placing even greater demands 
upon already limited funds. Related to this is a need for additional technical staff in the 
computer support area to assist faculty and administrators as problems related to both hardware 
and software arise. Currently, there are only two professional assistants with responsibility for 
providing such support - from installation to trouble-shooting - for all three campuses.

One of the areas in which the Ammerman Campus is most clearly differentiated from 
the other campuses is the age of its physical plant. Although the most “complete” campus of 
the three, its buildings display significant deterioration resulting from age, high usage, and 
neglect due to budgetary factors. The need for structural repair and cosmetic work on the 
Ammerman Campus physical plant is severe. That need, however, must compete for a share of 
dwindling funds with the growing demands of the other two campuses for new buildings and 
expanded facilities. A report on College capital budget requests issued by the Budget Review 
Office of the County Legislature in May 1996 urged administrators to give priority in the 
immediate future to repair and restoration of existing facilities over planning and construction 
of new ones. Adoption of that recommendation would be highly beneficial to the 
Ammerman Campus and would serve to bring about a marked improvement in the physical environment for 
teaching.

Several previously-funded capital projects dealing with asbestos removal and/or 
abatement were initiated in mid-1996, involving the Islip Arts Building, the Marshall Building, 
the Southampton Building, and the Ammerman Administration Building. The replacement of 
old light fixtures with high-energy, high-efficiency lighting will follow the asbestos removal. A 
major renovation of the theatre wing of the Islip Arts Building will be underway during ’96-’97. 
A prefabricated building to house the Automotive Technology Program, providing classrooms, 
office space, and service bays for hands-on instruction, opened in the Summer of 1996. Among 
the more pressing problems that remain to be addressed are replacement of the leaking roof on 
the Smithtown Science Building and reconfiguration of several hazardous exits and entrances to 
the Campus. A list of proposed capital projects to be carried out in three phases over a ten year 
period can be found in the comprehensive Master Plan prepared for the College in 1993.

Related to the question of resources and physical plant is the need for additional staffing 
in the custodial and maintenance area. Just as the number of full-time faculty on the Campus 
has been reduced in recent years through early retirement incentives and normal attrition, the 
number of personnel in the area of physical plant and operations has also decreased. When new 
lines have been created, they have been allocated to one of the other campuses. This is another 
instance in which the Ammerman Campus slice of the pie becomes increasingly smaller as new 
dollars go to support growth at the other campuses.

Recommendations:
1. The creation of additional full-time faculty lines in high demand areas needs to become a 
priority. Also, as faculty members retire or resign, if warranted by enrollment, positions should 
be filled expeditiously in a manner consistent with the guidelines for the recruitment, screening, 
and hiring of new faculty.
2. The purchase or leasing of instructional equipment should be planned and executed in an orderly fashion, allowing for the cycling of expenditures over a period of years in order to prevent obsolescence and excessive deterioration due to normal usage.

3. New program proposals should continue to be carefully scrutinized with regard to long-term equipment requirements. The approval process should include consideration of those needs and the impact on existing programs on all campuses.

4. Priority should be given to the repair and renovation needs of campus buildings. It's reasonable to expect that an improved physical environment for teaching will enhance campus recruitment and retention efforts both of faculty and students.

Towards Teaching Excellence: Program

The context within which teaching excellence is displayed is the College's academic program. The Ammerman Campus offers 44 degree-granting curricula, as well as an Honors Program and an extensive series of developmental courses. Over the past ten years, there have been major program innovations and revisions, reflecting the dictum in Characteristics of Excellence that curricula “should be regularly evaluated and modified as educational, community, or societal needs require.” Ammerman faculty continue to be creative in curriculum development and responsive to the needs of a changing student body, as well as a changing job market.

Program and course development at the Ammerman Campus is a “bottom up” process, depending to a great extent on faculty initiative, creativity, and involvement. The initial approval process is designed not to be burdensome and requires only a brief letter of intent to the Dean of Instruction outlining the rationale and objectives for a new course. His/her response addresses any concerns he/she may have and asks that they be addressed in a formal, more extensive, proposal prepared for submission to the Curriculum Committee of the Faculty Senate. Faculty members generally receive a high level of support and encouragement throughout. A new course may be piloted as a Special Topic for a year, which also serves as an incentive for innovation.

In order to address some of the adjustment problems experienced by incoming students of all ages, new full-time students must now take a one-credit college orientation course, CS15. The primary purpose of the course is to help students develop the study, library, and time management skills necessary for academic success, but other topics, such as AIDS awareness, substance abuse, and cultural diversity, are covered during the semester. On a pilot basis, in order to engage their own faculty in the course and to tailor it to the specific needs of their students, the Music and Theatre departments have begun to offer program-specific sections of CS15.

At inception, it was hoped that faculty members teaching CS15 would become informal advisors to the students in their sections, creating in them a sense of connectedness to the campus, and thereby enhancing retention. That expectation has not been met at the Ammerman Campus, primarily because most of CS15 sections are now taught by adjuncts who themselves lack strong linkages with the institution. In the Fall '95 semester, the campus offered 108 day
sections of CS15, 78% staffed by part-time faculty. Although reports have been prepared on CS15 and its impact on students, there has been no formal study to determine what full-time faculty think of it and why initial support of it has eroded.

The most significant curriculum-related accomplishments since the last self-study are the revision of the Liberal Arts and Sciences: General Studies curriculum in 1990 and of the general education requirements for all programs in 1995. In each instance, the revisions served to strengthen the liberal arts component by giving it more structure and specificity, with the intent of developing in students a broad base of knowledge and a high skills level in areas such as critical thinking, analysis, and communications. A non-Western requirement has also been added to the General Studies program. These changes have resulted in programs which are more consistent with the expressed overarching theme of the Ammerman Campus role and scope statement: “The role of the Ammerman Campus is to prepare students for successful living in the 21st century as lifelong, self-directed learners.”

Revisions have been made in other curricula, including Computer Information Systems, Office Technology, Computer Science, and Computer Assisted Drafting. In these, the intent has been to accommodate the rapid pace of technological change which demands a higher skills levels for an individual to be considered proficient in those areas. The curriculum in Liberal Arts and Sciences: Social Science Emphasis has been given greater definition through the creation of various discipline-based options, so that students will be able to transfer more easily to a specific social science major at a four-year college. The Performing Arts Program: Drama Option has undergone significant change and now has tracks in Acting, Technical Theatre, and General Theatre. The net result of these revisions has been to sharpen program focus and direction and to give students a stronger foundation for the workplace or for transfer to a baccalaureate program.

In addition to traditional curricula, the campus offers a Cooperative Education Program and an Honors Program. Cooperative Education is housed in the Business Division and is directed by a faculty member from that area who functions as campus coordinator. In the ‘95-’96 academic year, 127 students from 18 different areas of study received academic credit through a supervised field experience with a local employer. The Honors Program offers an enriched academic experience to new and continuing students who meet specified criteria. A student may choose to take an honors course in order to fulfill a requirement in that discipline or as an unrestricted elective, without formally enrolling in the program. Over the past five years 767 students have taken one or more honors courses and 61 have applied and been accepted into the full program.

As should be expected, new program development has been most dramatic in technology-related areas. A proposal for a Computer Technology Program has been developed and is currently under review at the State Education Department. Approval is expected shortly. The campus now offers a highly-successful Automotive Technology Program in conjunction with General Motors Corporation and local dealerships. Enrollment growth in the program has been limited only by space considerations. The opening of a new building for the program, in the Fall of ‘96, allows for increased enrollment in the GM component and for the development of a generic program which is anticipated to have similar wide appeal. The relationship with General Motors has been mutually beneficial and is an excellent example of public-private
sector collaboration in education. A similar relationship has been established with NYNEX, leading to the development of a program in Telecommunications Technology. This type of program is more demanding of administrative support at the divisional and departmental level than others because of the need to maintain a good corporate relationship, but they enable the campus to extend services to a new student population in a very career-related fashion and - through the external support which accompanies the programs - to acquire valuable instructional equipment.

There have been a number of other curricular initiatives. The campus has introduced an A.S. degree transfer program called Fitness Specialist, designed to meet the growing demand for trained personnel in the health and fitness industry, as well as in other related fields. Here also, the program was developed with input and encouragement from practitioners in the field. An interdisciplinary program in International Studies is currently at the proposal stage and will be submitted for approval during the '96-'97 year. When approved, the curriculum will offer students options in Business, Humanities, and Social Science. The Reading Department has developed a college-level course, Reading for Science and Technology (RE 15), intended to increase a student’s ability to comprehend technologically advanced textbooks. It will be offered initially in the Spring ‘97 semester.

The Mathematics Department has piloted a new developmental course during the ‘96-'97 year, MA06. The course is designed to serve as an alternative for students who, based on placement test results, need only minimal time spent on the basic material covered in MA01, before they are able to move on to the second level of developmental math in MA07. Such students will only require one semester, as opposed to two, to complete their math remedial requirements and will move through the developmental program in an accelerated manner. In addition, courses in English as a Second Language have been integrated into the developmental program. In the Fall ‘96 semester, 120 students were registered in ESL courses at the Ammerman Campus.

The English Department now offers a number of sections of its second level developmental course, EG10, in a computer-equipped classroom. Instructors find that the use of computers for classroom writing enables students to develop composition skills more effectively and more quickly. In addition, divisional and department administrators have initiated a partnership with school districts in the service area which is intended to reduce the number of their graduates who will need remediation in writing when they enter college. A model program, involving the direct participation of three local high schools, has been developed and was implemented for the first time in Fall '96. Faculty from those schools offer the equivalent of EG10 to students deemed to need remediation. That determination will be made on the basis of a writing sample graded through a holistic scoring method identical to that used at the campus. High school teachers participating in the program use the College EG10 course outlines. It is anticipated that students in those classes will be able to move directly into EG11, the standard college-level course, upon coming to Suffolk.

The English Department also anticipates initiating a major curricular review project in the Fall ‘97 semester. The intent will be to examine all writing courses currently offered by the department and to explore how the requirements for writing which our graduates currently face have changed over the past 20 years. Both content and methodology will be looked at in order
to determine if those changed requirements are being met.

A cross-section of faculty who regularly teach developmental courses met as one of the focus groups previously mentioned. Among the issues raised were: the need for professional development - both in-house and through formal course work - on how best to serve students with remedial needs; a perception of insufficient administrative support for professional development and of inadequate communication between faculty and administration on issues related to the developmental program; the need to acquire more hardware and interactive software for classroom use. The recently-established Teaching/Learning Center is seen as having great potential for addressing the first two.

The campus has made great progress in providing academic services that support classroom instruction, as demonstrated through the establishment of discipline-specific learning centers for Mathematics, Writing, and Reading. The learning centers housed in the academic departments enjoy a high degree of student usage and have become a valuable resource for classroom faculty. In addition, a general-purpose Academic Computing Laboratory is now located in the campus library. Supervision of that facility was transferred from Central administration to the Campus Head Librarian in the Fall of '95. In an average semester, 2000 students use that lab, recording some 10,000 visits and between 15,000 to 16,000 hours of use.

A limited number of studies have been done regarding the effectiveness of the centers, demonstrating a positive impact on student achievement. A report done by a member of the Mathematics Department demonstrates a high correlation between use of the Math Learning Center and success in related courses over a three-semester period (Spring '95, Fall '95, and Spring '96). Of students using the center at least three hours per week, 82% earned a grade of C or better in their center-related courses and 62%, a grade of B or better. Similarly, of students using the Academic Computing Lab on an average of at least three hours per week, 86% did C or better work in their related course(s) and 68%, B or better.

Reference has already been made to the current and future severity of the College’s budgetary situation, leading to demands for greater efficiency, including higher course utilization rates. There is a danger that program integrity may be compromised if upper-level courses, which traditionally have lower enrollment, are not offered on a regular basis. Students transferring to four-year colleges may not be able to take courses which they will be expected to have completed as part of the associate degree program. In addition, faculty will have fewer opportunities to teach courses beyond the introductory level, which will serve as a disincentive for professional growth.

Recommendations:
1. Full-time faculty should be surveyed regarding CS15 in order to determine the reasons for their lack of support. As part of that process, the requirement that all students take CS15 should be re-evaluated.

2. The offering of program-specific sections of CS 15 should be expanded.

3. As recommended in a previous section, the establishment of a proportionally representative college-wide curriculum committee to discuss and take binding votes upon proposals affecting
multi-campus programs needs to be considered. The value of campus autonomy needs to be weighed against that of program consistency.

4. Academic administrators should be encouraged to continue to develop working relationships with their counterparts in local high schools in order to create programs that will serve the interests of students who will be coming to the Ammerman Campus by facilitating a “seamless” transfer from high school to college. The program developed by the English and Mathematics Departments that anticipate the needs of students requiring remediation and address those needs at a more appropriate level should be used as a model. Other types of campus/high school collaborations, including program articulation agreements, should also be explored.

5. Faculty and administrators should continue to explore innovative design and methodologies for developmental courses, including expanding the use of instructional technology in the classroom and in laboratory settings.

6. Although the Teaching/Learning Center, which has significantly increased its activities this year, should take a leadership role in providing professional development programs for faculty teaching developmental studies courses.
CAMPUS ENVIRONMENT SUPPORTING LEARNING AND TEACHING

Overview

The task of this committee was to examine in detail those campus activities, programs, and functions that support and enhance student learning and personal or professional development. Characteristics of Excellence identifies students as the primary beneficiaries of an institution's educational mission and further states, "Services for students reinforce and extend the college's influence beyond the classroom" (p. 8). Thus, all aspects of student services which affect the educational, personal, and career needs of students were studied. These included Enrollment Services (Admissions, Advising and Testing, Financial Aid, Registrar), Child Care Center, Counseling Center (educational, career, transfer and personal counseling, special needs assistance, and employment counseling), Economic Opportunity Program, Health Services, Intercollegiate Athletics, Multicultural Affairs, Student Activities, Theatre, Learning Centers, the Physical Plant and Library Services.

To these areas the six task statements for self-study were applied. Data was gathered from multiple sources. Each area provided written responses to questions posed by the committee. To determine the effectiveness of the programs on student life, available annual reports were reviewed. Also examined were Student Activities Program Review surveys of orientation, student leaders, students, and faculty, the SUNY Student Opinion Survey Project 1994, the Academic Advising Program Review 1993, the Graduate Follow-up Study 1995, and the SCCC Environmental Scan 1993. In addition, interviews and focus groups were conducted when further information was necessary. All of these provided the information necessary to determine the success or failure of the efforts by each of the areas to reach its goals. Adequacy of staffing in terms of size, preparation and experience was evaluated. Preparation and experience became highly emphasized as economic constraints affected staffing numbers.

The Ammerman campus, as part of SCCC, has been experiencing budgetary difficulties due to the economic and political climate of both the county and state. To determine the effect on student perceptions of affected programs, the student ratings of services, as identified by the 1994 SUNY Student Opinion Survey (Appendix 5), were particularly useful. Ratings of services were on a scale of 1 to 5 (5=Very Satisfied - 1=Very Dissatisfied). The 1994 SUNY Student Opinion Survey summary report indicated that the Ammerman Campus was comparable to SUNY community colleges (that is, within .2 ratings points) on the following items:

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<th>SUNY CC's</th>
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<td>New Student Orientation</td>
<td>3.5</td>
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<td>Academic Advising Services</td>
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<td>Library Facilities</td>
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<td>Library Services</td>
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<td>Athletic Facilities</td>
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<td>Cultural Arts Programs</td>
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<td>Student Union</td>
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The Ammerman Campus ratings excelled ratings for SUNY community colleges in racial harmony (3.5 compared with 3.2 for SUNY), Students' Fees Used Well (3.0 compared with 2.7 for SUNY), and for AIDS Education (3.5 compared to 3.1 for SUNY).

Overall, it was the finding of the committee that each of the areas is making a concerted effort to address the imminent concerns of Ammerman campus students of SCCC, particularly in light of the clarification of goals by each area through the Ammerman Campus Action Plan. A product of the strategic planning process, this document identifies both objectives and the actions planned to achieve them, creating a plan for the future. Effort was further evident in that some recommendations made for the first draft of this document were implemented before the final draft was completed.

**Task Applications**

The initial task of this committee was to review and evaluate the Role and Scope statement of the Ammerman Campus (Appendix 1). A new Provost with new visions led the Provost's Advisory Forum to recommend a revision of an outdated role and scope statement. In November 1995 a revised statement was adopted. Since this was a current document, the committee deemed it unnecessary to further redefine it. Each area analyzed was clearly covered by this statement of purpose, as will be shown in the following discussion.

**Enrollment Services**

The 1994-1995 academic year was one of evaluation, planning and change. The SCCC Board of Trustees mandated a review of services with the ultimate goal of streamlining services to reduce administrative costs. The directors within the Division of Student Affairs were charged with refining objectives within their departments. Discussions which followed identified the most pressing problem as lack of communication among departments. To address this problem, the areas of Admissions, Advising and Testing, Registrar, and Financial Aid were placed under the auspices of the Associate Dean of Students. The overall result was the formation of the Enrollment Services area. One administrative position was eliminated (see Financial Aid) and administrators report communication and cooperation among departments has improved.

**Admissions**

The Admissions Office endeavors to work closely with new students in areas such as career and academic planning, goal clarification and the decision making process. This is accomplished through individual appointments, workshops on and off campus, open house programs, and outreach to the community (i.e. high schools, agencies, businesses). It is through the admissions process that students begin their journey of learning at SCCC. The support of students during these initial decisions starts the process of personal and professional growth.
The admissions policy of the College is clearly stated in the 1995-96 catalog (pp. 12-13). As a Full Opportunity Institution, the College offers acceptance in an appropriate program to all residents of Suffolk County. The role and scope statement of the Ammerman campus provides for comprehensive student enrollment services. To better meet this goal, the 1994-1995 academic year review of services resulted in many changes. Most notable were the addition of a counselor to the professional staff, the development of a system to evaluate testing needs of matriculated students during the admissions review process (thus eliminating duplication of same by the Office of Advising and Testing), collaboration with the Financial Aid Office on informational programs to prospective students, and coordinated mailings from the Enrollment Services cluster.

The 1994 SUNY Student Opinion Survey demonstrated that students using these services rated enrollment information, staff assistance, and admissions publications in a favorable manner, rating services at 3.4 to 3.6 on a scale of 1 to 5 (5=V.Satis. - 1=V. Dissat.) (Appendix 5). SCCC compared favorably in these areas to all participating SUNY schools and was equal to or higher than the satisfaction averages. Assessment of enrollment services continues to be conducted through additional surveys generated by the Dean of Students office, in particular a survey of new student satisfaction in the fall of 1996. These are recent additions to the assessment process and results are currently being obtained. It is recommended that the survey results be examined for possible suggestions to improve this rating. (Recommendation 1)

During the 1995-1996 academic year, resources to deliver services continued to improve. Computers have been ordered for the professional staff which will assist in tracking new students and in the generation of personalized correspondence. Clerical needs have been met through the hiring of part-time college aides to supplement three full-time employees. This has allowed the Admissions Office to provide flexible scheduling for students. During the 1995-96 year, 1531 students were seen by scheduled appointments, an increase from 991 students in 1994-95, and 1529 received information or counseling on a walk-in basis. During 1996-97, grant funds supported a recruiter for adult students and other special populations. Continued refinement of services remains a strength of this department. Systems have been streamlined for continuing students wishing to change majors, allowing students to meet more efficiently their educational needs. Outside agencies continue to be accommodated through speakers or presenters and cooperation from faculty and graduates has yielded a professional and positive brochure highlighting successful graduates of the College.

However, it was the primary objective of the 1995-96 year to increase the enrollment of new students to the Ammerman campus, as this campus has experienced a significant decline in both new full-time students and in continuing students. To accomplish this goal, the Admissions Office carried out specific activities aimed at increasing enrollment of new students. Among the new initiatives were the "Tours on Tuesday" series for prospective students and parents, early applicants program given in March 1996, and career information and planning program for adults in April 1996. Also, non-matriculated students were contacted and invited to meet with an admissions counselor on various evenings in different buildings to encourage the conversion of part-time to full-time enrollments.

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Prospective students received personalized letters in response to inquiries and applicants received a letter from the appropriate Assistant Dean upon admission, beginning the process of connecting with both staff and non-classroom faculty.

All of these efforts resulted in an increase in the number of full-time day students. This was offset by an accompanying decrease in evening students. Thus the overall numbers continue to reflect a decline in enrollment. Focusing efforts on the increase of enrollment, particularly for evening students must remain a major objective of the College. (Recommendation 2)

A new Enrollment Management Task Force was formed in May 1996 to review systematically enrollment data and make projections and recommendations for the future. This Task Force has coordinated a variety of recruitment and retention initiatives, implemented Priority Registration, and streamlined registration and payment procedures. This committee will be of crucial importance as Ammerman campus works to increase enrollment.

One concern for the Admissions Office continues to be the need for adequate space for meetings, clerical functions and storage. For 1995-96, secretaries worked in the hallways. This problem will be addressed as the Ammerman building will be the focus of a renovation and an asbestos removal project during the 1996-1997 academic year. Upon completion of the project, the plan is for the Admissions Office to be housed in a wing with adequate space. It is necessary to follow through on the plan to alleviate housing problems for the Admissions Office. (Recommendation 3)

Advising and Testing

The Office of Advising and Testing provides assessment of competency in English, mathematics and reading to insure accurate course placement. Faculty advisors and a comprehensive priority registration program are available to all students.

As stated in its role and scope statement, the role of the Ammerman campus is to prepare students to be lifelong, self-directed learners. No longer a set of scheduling procedures, academic advising has become a vehicle whose primary purpose is to assist students with the development of meaningful educational plans. Towards that end, the Academic Advising Program assists students by increasing knowledge and skills needed for academic and career success; increasing ability to think critically, to analyze and solve problems; broadening intellectual, cultural, and aesthetic horizons; and clarifying educational and career goals.

The Ammerman campus uses untimed Computerized Placement Tests from Educational Testing Services, as well as a 30 minute essay, holistically scored by faculty, to test all incoming students for proficiencies in reading, sentence skills, writing, arithmetic and algebra. Scores on these tests serve as predictors of student success and determine placement into college level or developmental courses for reading, English, or mathematics. The Office of Institutional Research has conducted studies showing the validity of the CPT scores, particularly in the area of reading. Controversy still exists over the validity of the current English essay component, holistically scored by trained faculty. Alternatives to the CPT have been examined, and a representative from ACT made a presentation to the Developmental Studies Committee. Faculty and administrators have voiced both pro and con opinions, the most notable pro being
less cost to the campus, the con being the problem of large numbers of residual testing and lack of local norms. The question of test mode should continue to be investigated by appropriate groups composed of faculty and administrators from varying interests. (Recommendation 4)

In the summer of 1996, placement testing was carried out with improved efficiency and effectiveness by arranging for testing to take place in computer classrooms in the Riverhead building. This maximized the use of test times and reduced the number of testing dates needed. To better accommodate the needs of incoming students, a new test center is being planned within the Office of Advising and Testing.

After taking placement tests, the process of intake advising begins. Significant changes in the intake advising program have recently occurred. In the 1980's, most of intake advisement was completed in a group process. In the early 1990's, the program was redesigned to be an individual approach. In the summer of 1995, students were once again advised in group sessions by full-time faculty and full-time and adjunct counselors. To assess the Ammerman campus response to this change, several focus groups were formed. One focus group was composed of classroom faculty, counseling faculty, and administrators. Two others were composed of students currently taking CS15: Freshman Seminar, a course taken by entering freshmen.

The group of college employees seemed divided on the issue of group versus individual intake advising. The group process was identified as being more cost effective and more easily administered. By using homogeneous academic groups, limited resources were more efficiently used. Full-time faculty from various departments advised students enrolled in their curricula, enhancing the initial contact with faculty from their chosen majors. In addition, the group process allowed students to learn to build class schedules more independently using open course lists and to create first semester schedules using the college catalog, thus empowering them to assume responsibility for their own academic scheduling in future semesters.

Several improvements in group advising can be noted. For example, student ambassadors have been hired to help incoming freshmen build schedules. Counselors have been assigned smaller numbers of students in groups. Most important, with group advising, the overall time for summer advising has been reduced from eight weeks to five, with considerable savings in overload for counselors. The reorganization of administrators also allowed Assistant Deans to be available to see individual students, particularly two weeks before registration, allowing students with special problems to build a schedule which met their educational needs.

In contrast, members of the employee group were eager to point out that the individual appointment program offered more personalized services. Confidentiality was also noted as an important advantage. A concern was raised regarding the placing of developmental and non-developmental students in the same group.

The student focus groups stated their expectations were met by the group process. Some students felt the process, with an average time of completion of three hours or more, was too long. Students initiated the idea of individual appointments. While indicating that they did not expect the College to provide individual appointments, the consensus was that they would have preferred an individual appointment. Since opinions vary as to the effectiveness of this new process, a campus committee should be formed to further discuss and evaluate the areas
addressed by the focus groups. **(Recommendation 5)**

Continuing students are offered the opportunity to pre-register for the upcoming semester at no cost during November and April. Fall 1996 has seen the advent of a new program of preregistration known as priority registration. This on-line system assigns students to a particular day and time to register by telephone. (See Registrar section for more information.) Although each student is assigned a faculty advisor, only those students who have been designated “high risk” (i.e., developmental, probation, less than 2.0 GPA, and first semester) will be required to have an advisor’s signature and to register in person. Day students are assigned to a member of the classroom faculty who serves as an advisor on courses and careers. This individual dialogue allows students and faculty the opportunity to meet on a more personal basis and to discuss educational choices.

While students are assigned to a faculty advisor, they are permitted to meet with any member of the faculty. This flexibility allows students to exercise some degree of personal preference and to maintain relationships with faculty outside the classroom.

A concern of this program is that faculty advisor training needs to be expanded and ongoing so that faculty can keep abreast of the curricular changes and new program requirements. Periodic workshops should be offered. **(Recommendation 6)** Also, budgetary considerations necessitate that only day students are assigned an advisor. However, evening students may take advantage of group information advising sessions.

After priority registration, students, other than developmental and probationary, will be permitted to register for next semester's classes without having to see an advisor. This somewhat negates the original purpose and intent but resources are not available to continue past the initial period for all "high risk" students.

To maintain a more ongoing advising process throughout the semester, as recommended in the 1993 Academic Advising Program review, the Academic Advising Center was created. For 1995-96, 195 students were assisted in developing individual plans by a counselor assigned to the Center. The Academic Advising Center also dealt with a variety of student academic concerns, such as solving academic problems, evaluating transfer credit, and personal counseling. Approximately one thousand students took advantage of this opportunity to further their personal or professional growth for 1995-96.

Periodically, students are surveyed regarding their satisfaction with programs offered by the Office of Advising and Testing. In the summer of 1995, 80% of the students surveyed expressed satisfaction with the advising received. The Suffolk Community College 1995 Graduate Follow-up survey of 1992 and 1993 Graduates revealed a similar result with only 20% of respondents dissatisfied with the quality of Academic Advising Services (Appendix 4). This appears to be consistent with the 1994 SUNY Student Opinion Survey (Appendix 5) in which students rated Academic Advising Services 3.43 on a scale of 1 through 5, 5 being the highest degree of satisfaction. However, the rating was slightly less than that of other SUNY units and lower than ratings of the Eastern and Western campuses. These ratings were compiled during a period when individual appointments were used, further adding to the questions which exist about the intake advisement process. It is recommended that groups of both students and
faculty be surveyed on a regular basis to determine ways to increase student satisfaction. (See Recommendation 1)

Financial Aid

The Ammerman campus role and scope statement calls for comprehensive student services. The Financial Aid Office is an integral component of Enrollment Services. Working within the constraints of federal and state rules and regulations, the office processes student aid applications, awards federal and state funds, advises students on financial aid, monitors academic pursuit and progress, and deals with all other related financial aid matters as they arise.

The Financial Aid Office reaches out to all students seeking help in financing their educational endeavors. All too often financial concerns become barriers which impede access, opportunity and therefore, learning. The Financial Aid staff serves as an advocate for students in removing the barriers that could prevent them from continuing their education and furthering their personal or professional growth, both as newly admitted and continuing students.

Evidence that this office is meeting the needs of the students is found in the increases in volume of financial aid dollars awarded and increases in the number of students awarded. In 1990, applicant head-count represented 27% of the campus head-count while in 1994 it increased to 35% of the campus full and part time head-count. During this same time frame, the financial aid dollars offered to Ammerman Campus students more than doubled, rising from $4,172,532 in 1990 to $8,734,828 in 1994/95. In 1995-96, there was another increase, topping nine million dollars in aid. One out of every two students attending the Ammerman Campus is a financial aid recipient with an average award exceeding two thousand dollars per individual. This represents increases in the level of financial aid applicants, in awareness of services, in the needs of the campus population, and in students' cost of attending SCCC.

The quality of the staff is a strength of the program. Government regulation compliance combined with the rise in student need demand a staff that is experienced and accountable. In-service workshops, video conferences and target seminars dealing with specific topics such as understanding academic requirements are attended by the staff. A knowledgeable staff is crucial as, on an average, the number of students who visited the Financial Aid Office in 1994/95 was 1600 a month.

As invaluable as the staff is to the student body, the number of qualified professional and support staff personnel is inadequate to serve the population seeking financial aid on the Ammerman campus. During 1994-95, the volume of students at intake windows was 16,588 students. Over 500 financial aid transcripts were mailed or faxed each month to transfer institutions across the U.S., providing the required information for students to continue their education. Emergency loans (178 in 94/95) were given on the basis of personal interviews to determine the nature of the emergency and the student's ability to pay. These loans, as well as book credits, are examples of aid available to help students to remain in school.

One full-time financial aid counselor and one full-time professional assistant work with hundreds of students each month individually and in groups. Five secretaries and three part-time college aides provide support services. This is an inadequate number for the large numbers of

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students who seek assistance. In addition, each secretary is responsible for approximately 1,000 student financial aid folders and the inquiries concerning the folders they process. In 1994-95, an anticipated additional professional line did not materialize, the Assistant Director retired and that line was converted to a professional assistant line, thereby removing administrative backup for the Director. At the very least, two additional professional assistants would be needed to deal with the ever increasing student demand. The inadequate staff may account for the results of the 1994 SUNY Student Opinion Survey which indicates that Ammerman campus students were less satisfied with the services offered than were students at Eastern campus, Western campus, or other SUNY campuses (Appendix 5). With an ever increasing demand upon this office, the college should examine the possibility of allocating additional professional and support staff. (Recommendation 7)

Registrar

The campus Registrar's Office assists students with all activities related to their registration for classes, including adding and dropping classes and withdrawal from classes during the semester. Additional services include verification of student and academic status for employment, insurance, financial aid, and veteran benefits; providing copies of class schedules, course schedules, unofficial copies of students academic records, and duplicate copies of bills; and certifying eligibility for graduation and mailing out official college transcripts. (Catalog, p. 28). Each of these areas affect the ability of students to maintain their student status, allowing continuation of the educational process.

The organization of the Registrar's Office has changed in 1996 with the retirement of the current campus director. This position has been eliminated and the duties have been absorbed by the Associate Dean of Students. A proposal has been made to replace and reconfigure this position as a Registrar/Enrollment Services Specialist in order to provide on-site supervision for the high volume of student traffic.

Since this office directly affects students registration, staffing is a priority. The current staff of one head clerk, four additional clerks, and six college aides have been reported to be insufficient at times. During peak times of student registration, the backlog of paperwork may be as much as five weeks. This becomes a problem for students, particularly in the area of health insurance certifications. Until 1994, overtime for staff was an available option for these peak times. Current budgetary constrictions have reduced this. Seasonal staffing is necessary but it has been difficult to hire and retain trained staff for short periods of time. Part-time staff who rotate between offices on the basis of need may be a possible solution. This possibility should be investigated. (Recommendation 8)

In the fall 1996 semester, a new on-line system of registration replaced the pre-registration system using "bubble" sheets. The majority of students do not need an advisor's signature to register and are directed to register by telephone. A significant number of students have been designated "high risk" (i.e., developmental, probation, less than 2.0 GPA, and first semester) and are required to have an advisor's signature and to register in person at the Registrar's Office. Following the priority registration period, only developmental and probationary students will be required to have an advisor's signature.

There are several advantages to this program. All students will register on line and will
therefore immediately know their final schedule. Previously, students waited approximately three to four weeks for a schedule to arrive in the mail. Approximately one third of these students got the courses and sections they had selected during preregistration. Another third got some of the courses and sections selected. This group often needed to adjust their schedules because the computer substituted a section of the course the student did not wish to have. The remaining one third did not get the courses they had selected, again needing adjustment to their schedules to register for alternate courses or to carry a full time load. With the new system students will know immediately if a course is available and adjust their schedules accordingly, if necessary.

Registration activity will be continuous from the end of the priority registration period until the start of classes for the next semester, as opposed to the three to four week period during which registration was unavailable to students during the old system.

In addition, academic administrators will have access to more definitive course registration data since more students will have complete and final schedules earlier in the enrollment cycle. This will also allow students to better plan their work and/or child care arrangements, reducing student stress at the start of the following semester.

Despite the these advantages, it must be recognized that this is a new and untried system. Transition periods are often stressful and confusing for those involved. With time and continuous evaluation, this new system should help to eliminate problems of the previous system. It is recommended that the system be evaluated for refinements on an ongoing basis. (Recommendation 9)

Child Care Center

Campus Kids is a not-for-profit child care center, licensed by the Department of Social Services under the auspices of the Suffolk County Community College Association and the Dean of Students to serve 45 children from the age of 6 weeks through 5 years of age. Campus Kids takes a student-centered approach to fulfilling its mission of providing convenient, high quality, affordable child care program in a safe, stimulating, caring environment while fostering peace of mind for student/parents. This peace of mind allows students to attend school and extend their knowledge, comfortably knowing their child is safe and close at hand.

To further support student learning, the Campus Kids provides flexible scheduling to support the academic needs of each parent. Extra scheduling time is allowed for students to meet with professors, make up exams, or attend additional lectures. Students interviewed on an informal basis indicated only positive responses to the flexibility and support of the Campus Kids staff. They consistently indicate that the staff is both caring and supportive.

Campus Kids makes every effort to assist the family with financial arrangements. Flexible scheduling helps to meet the needs of each parent by minimizing the cost. Allowing the parent to choose only the hours necessary each semester reduces costs. Payments are also assisted by SUNY subsidy grant, county and federal grants, and payment arrangements. During the 1995-96 school year, 64 children were subsidized through four different tuition programs. In the spring of 1996, a program was begun whereby students would access their financial aid to pay for child care. Thirteen parents paid their bill by this method. By continuing to assist
parents with child care costs, the Campus Kids allows the student/parent to continue learning.

To provide additional student support, the staff of one director, three full time teachers, one full time assistant teacher, and six part time assistant teachers makes a concerted effort to help the student/parent balance parenting problems and time management. Students are referred to different services on campus and in the community. This is another way in which Campus Kids helps the student/parent to be successful and remain in school.

Campus Kids has experienced an expansion within the last five years that added an infant and toddler class to the program. Within the 45 full-time slots, 100 to 110 children are accommodated. At present, this meets the campus needs in all age groups with the exception of the toddler room (18 months - 2 years, 9 months). Within this age group, there is an extensive waiting list. Although there is a waiting list in every group, the toddler's group is large enough to fill a second classroom. Options for reducing the waiting list for toddlers for Campus Kids should be explored. (Recommendation 10*)

Since the addition of the infant and toddler class, Campus Kids has seen an increase in the percentage of lower income families using these services. It appears that these two classes opened the door to single mothers who otherwise could not have returned to school.

Campus Kids is a quality child care program that meets the child's total developmental needs at his or her own level and pace in a family-like atmosphere that is clean, safe, and nurturing. A survey conducted by Campus Kids at the end of the spring 1996 semester indicated overwhelmingly positive results. Of the 22 respondents, every parent expressed a high level of satisfaction with the child care services and the staff. Parents also expressed the opinion that the existence of the center was the most important reason why they were able to attend college.

Counseling Center

*Characteristics of Excellence* clearly identifies counseling as a key area in a well coordinated program of services for students. Students require counseling in a variety of areas to achieve their educational objectives. (p. 9) The Counseling Center staff of five full-time counselors, two full-time clerical staff, and three college aides of the Ammerman campus provide educational, personal, career, transfer, employment, and special services counseling.

Educational counseling assists students to explore academic program alternatives, clarify educational goals, and create an educational plan for completing degree and certification requirements. Personal counseling assists students who have personal concerns, emotional problems, and special needs to overcome barriers, maximize academic achievement and increase personal and social development. Career counseling assists students in exploring various careers using research, informational interviews and interest testing, and to clarify career goals. Transfer counseling assists students acquiring information about transferring to other colleges and universities utilizing the DISCOVER program and other resources, and in clarifying a plan for a successful transfer.

Employment counseling assists students in writing effective resumes, improving
interviewing techniques, developing job search skills, exploring strengths and transferable skills, and following through on job leads when seeking employment. It also assists graduating students, using a computerized job matching program (Job Connection). In December 1996, Career Services, which was housed within the Counseling Center, moved to a separate location. This allowed more attention to the employment needs of students, including increased job development activities, job skills workshops, class presentations, employer visits to the campus, and placement activities for targeted populations, such as a Health Career Fair and a Seasonal Job Fair. This office has continued to coordinate placement of Work-Study students on campus and supervisor training.

Special Services is committed to maximizing educational opportunities for students with disabilities by minimizing physical, psychological, and learning barriers. Counseling is available to help students achieve academic success through the provision of special services, auxiliary aids, and reasonable program modifications. Examples of services/accommodations include registration and scheduling assistance, use of tape recorders, sign language interpreters, special testing conditions, note takers, reader services, taped texts, and specialized library equipment.

The Counseling Center provides vital services to Ammerman campus students, with a direct correlation between those services and the specific goals of the role and scope statements. Through individual and group sessions, counselors assist students in clarifying educational and career goals and in improving opportunities for success in those areas. Assistance is also given to help the student broaden intellectual, cultural, and aesthetic horizons, increase interpersonal communication skills, and become more self-directed. The Counseling Center cooperates with the Office of Admissions, Advising and Testing, and Financial Aid, as well as other personnel in student and academic affairs, in assisting students to enroll and proceed successfully through SCCC.

During the 1995-96 academic year, counseling services were well utilized. Either by appointment or through "open-door" walk-in counseling, educational, career, personal, transfer, and employment counseling was provided for over 4600 students. In addition, Special Services provided counseling for 442 disabled students, including 280 learning disabled, 16 mobility impaired, 21 acoustically impaired, 8 visually impaired, 56 with emotional/psychological disabilities, and 48 with other types of impairments.

Data from intake surveys from fall 1995 and spring 1994, indicate that student users generally reflect the demographic patterns of the entire student population, although they tend to be slightly younger in age. During 1994-95, day adjunct female counselors were hired in order to assure that a female counselor was available. As of January of 1995, a full-time female counselor worked part of the week in the Adult Student Center and the remainder in the Counseling Center. (She has since returned full-time to the Counseling Center.) This counselor complements the other 4.2 FTE male counselors. One full-time secretary and four college aides support service delivery, including counseling four evenings per week. More diversity of staff, based on ethnic background, would ensure that the needs of a greater number of select groups within the student population are being met. The hiring of additional staff of diverse background should be considered for the coming year. (Recommendation 11)
A concern has been raised by counselors in that although the Counseling Center has more than doubled the amount of time for "walk-in" counseling, this has been at the expense of scheduled appointments. It should be noted, however, that utilization for 1995-96 increased 20% from 1994-95. Student user surveys instituted by the Counseling Center should be followed up biannually to ensure that the needs of the students are being met by walk-in appointments. (Recommendation 12)

A variety of activities were provided by the Counseling Center in addition to counseling sessions. The Strong Interest Inventory was utilized by 52 students to further their insight into their personal/professional goals. One hundred and eight students seeking information about colleges and career options were able to access computerized information by using the DISCOVER program. Transfer day, as well as individual transfer visits, were sponsored. Career Week held in fall 1995 and the Career Fair held in spring 1996 continued to provide guidance and employment opportunities for Ammerman campus students. In October 1996, National Depression Screening Day was sponsored. Counselors continued to play a large role in intake advising. In addition, beginning in 1995-96, counselors have undertaken retention initiatives which include outreach to at-risk students, specifically those on academic probation and those with a G.P.A. below 2.0 in their major. Each of these areas demonstrates the importance of the counseling staff to the student population at Ammerman.

The 1994 SUNY Student Opinion Survey shows a student ranking of the Counseling Center services of 3.2 on a scale of 5, indicating general satisfaction with the services (Appendix 5). As with other areas, it is slightly less than the Eastern and Western campuses. Interviews of counselors indicate their perception of the problem to be inadequate staffing. Continued use of student user surveys should help to identify areas of need for improvement. Eighty-five percent of graduates surveyed in the 1994 Graduate Follow-up Survey of 1992-93 Graduates were satisfied with services (Appendix 4).

Educational Opportunity Program

The Educational Opportunity Program (EOP) is for students who are both educationally and economically disadvantaged. The goal of EOP is to make college possible for needy students who have the academic potential to succeed at two or four year colleges but whose grades fall short of regular admission. To provide the support necessary to ensure successful learning experiences, EOP provides a diverse range of personal and academic support services including, orientation, tutoring and skills counseling. Personal and career counseling are also available. To further enhance the supportive environment for these students, the EOP Club works as a peer-support network while organizing special activities and events for all club members. Annual awards ceremonies, a scholarship program, and a Bio-prep program are other examples of positive support for students.

During the 1995-96 year, 175 students received tutoring and counseling services. There were forty EOP graduates in May, 1996 and 25 students with a GPA above 3.0 received the Chancellor's Award for 1995-96, demonstrating the success of the support structure.

The Office of Economic Opportunity also sponsors a Minority Achievers Scholarship Program, Liberty Partnerships Program and the Science and Technology Entry Program (STEP). To increase college wide recognition of these programs, the newsletter published by EOP
Health Services

The Health Services Office is staffed by registered nurses who are available to consult with students, faculty, and staff concerning matters of personal health. During the period from July 1, 1994 to June 30, 1995 a total of 9,028 students, college employees, visitors, and vendors to the college were seen by the Health Services professional staff. In keeping with a philosophy of preventive health practices, a series of educational and screening programs (e.g. AIDS, alcohol and drug education, health fairs, weight control, etc.) were presented throughout the year.

A review of the Health Services Offices demonstrates that the activities reflect the role and scope statement of the Ammerman Campus. The Health Services Office takes an active role in preparing students of SCCC for successful living in the 21st century. The Office feels that a healthy student not only is more apt to remain in school but also will be a better student, more likely to achieve academic and career success. Therefore, every opportunity to deliver care, wellness concepts and programs to restore and promote optimum health and safety is maximized by the staff. Whenever a student or other member of the campus is treated or seen by one of the Registered Nurses, the visit is also used as an educational opportunity to encourage critical thinking for self diagnosis, treatment and prevention of minor illness and injuries. This offers an opportunity for students to be involved in their own care and supports SCCC's commitment to personal development.

Given the number of persons who have used the services of the Health Office, 9,347 in 1995-1996, it appears that the needs of the student body are being met. Injury, illness, health counseling, health maintenance and education were addressed. The weight reduction clinic (Nibblers), the issuance of special parking permits, blood pressure screenings, coordination of the AIDS Education and Drug and Alcohol Education Programs, the annual Health Fair, the student blood drive, and a mobile mammography van were among the services provided by the staff of Health Services [1 full time coordinator (RN) and ten part time nurses (RN)]. Of particular note were the immunization clinics provided free of charge to students. For 1994-1995, 3,841 medical records were evaluated for state immunization requirements. Eight hundred and thirty students took advantage of the clinic to fulfill necessary immunizations without which they would have been banned from attending classes. In addition to allowing these students to continue their education, the clinics provided an opportunity for professional growth for nursing students who administered the immunizations as part of their clinical experience.

The staff of the Health Services Office provided other noteworthy opportunities for student learning. In 1995-96 Health Services coordinated 52 AIDS educational presentations to approximately 3,000 CS15 students. This was one area in which the Ammerman campus excelled as one of the top three campuses for providing AIDS education in 1994 SUNY Student Opinion Survey (Appendix 5) Forty-eight drug and alcohol educational programs for CS15 students, aimed at enlightening students to the dangers of substance abuse, were presented to approximately 2,900 students.

A concern that these excellent programs may not continue has been raised for the 1996-
97 year. With the reorganization of responsibilities, CS15 is now administered by the department of reading. With only one part-time college aide assigned to both the reading and college seminar departments, clerical support for the scheduling of these programs was insufficient. For the fall 1996 semester, one faculty member volunteered his services and scheduled 87 sections for AIDS lectures. This was a temporary solution and must be addressed in the reorganization proposal of the CS15 course. Returning the coordination of these lectures to the Health Services Office may be a viable option. (Recommendation 14)

Through these activities and others, verbal feedback from students, faculty and administrators is collected and used as a resource for developing new services and policies when appropriate. This feedback is brought to staff meetings that are held every semester. An example of an outcome from this process is the development of the Pre-Hospital Care Report now used to assure accurate delivery of patient information to the ambulance crew. To also ensure quality care, standing orders for medications and medical protocols are reviewed and revised annually by the college's consulting physicians. Nursing staff participates annually in CPR retraining and hands-on review of emergency procedures. All of these methods assure that the needs of the college community are continually being met.

In 1995-96, one area of concern for the Office of Health Services was that of adequate coverage. Given the number of students and staff on the Ammerman campus, it was not unusual to have more than one person needing medical attention at one time. The majority of the hours were covered sufficiently. However, on Fridays there were five hours when the office was staffed by only one registered nurse. Five additional hours of registered nurse coverage has been requested by the coordinator and it is recommended that this request be granted. (Recommendation 15) The addition of one part-time college aide, whose responsibilities would include typing, filing, inventory, entering student immunizations, and answering telephones would allow the registered nurse more time to attend to professional duties, i.e. wellness programs, random blood pressure screening for students once a month in various buildings on campus. This position should be added to the Health Services Office. (Recommendation 16*)

With only one computer terminal to access the student immunization screen, advising of students and entering immunization information is sometimes difficult. An additional terminal would smooth the process. (Recommendation 17)

The Health Services Office is staffed by dedicated registered nurses who continually strive for excellence in their delivery of health care. Their contributions to the campus environment promote student health, learning, and professional and personal growth on a daily basis.

Intercollegiate Athletics

The Ammerman campus offers a comprehensive program of intercollegiate athletics with seven women's teams and seven men's teams. These teams have enjoyed great success on the regional and national level. The intramural program offers a wide range of tournaments and activities to meet the diverse needs of both male and female students on the Ammerman campus. Activities such as volleyball, basketball, tennis, and racquetball reflect interests expressed by students. The opportunity to participate in athletics enhances the physical,
emotional, and social development of students. Coupled with student-athletes' opportunity to experience similarities between life situations and athletic competition through the development of leadership skills, proper attitudes, desirable conduct and academic responsibility, athletic services' activities clearly fit the Ammerman campus role and scope statement.

A major strength of the program is the academic success of the students that participate at the intercollegiate level. In recent years, they have often had as many academic All Region and All Americans as the total for the other 15 colleges in their region. In 1995-96 six athletes were named NJCAA Academic All American, while 32 received Academic All Region honors, a college record in both categories. This was the result of the effort and attitude of the team members. In addition, the athletic department maintained a system of monitoring student progress. Progress reports, advising and counseling and concerned campus-wide faculty played a significant role in the academic success of these students. Since the spring semester of 1995, services were provided from the Student Affairs division, assigning a counselor to work directly with the members of the intercollegiate teams.

The program has suffered from an inadequacy of resources as the athletic budget has been frozen for the past four years. Quality of services has been maintained by eliminating sports with the lowest participation. In 1995-96 men's and women's bowling and track and field teams were eliminated. The previous two years, intercollegiate teams in wrestling, women's soccer, and lacrosse were eliminated. The department should continue to review the participation in various sports to set high priority areas. (Recommendation 18)

The services offered, while smaller in scope due to budget restrictions, maintain high standards of excellence as SCCC is continually called upon to outline its program to other institutions as a model. Frequently, former student-athletes report the superiority of the services over the four-year colleges to which they have transferred.

This seems consistent with the responses from the Suffolk Community 1995 Graduate Follow-up Survey of 1992 & 1993 Graduates. A majority of the students responded "Very Satisfied" or "Satisfied" to the question rating quality of athletic facilities (Appendix 4) The 1994 SUNY Student Opinion Survey indicated a 3.4 rating for Ammerman Campus Athletic Facilities and a 3.4 for Recreational Programs, both of which were significantly higher than ratings for the Eastern or Western Campus (Appendix 5). Because of the elimination of teams due to budget difficulties, Intercollegiate Athletics should investigate alternative sources of funding. (Recommendation 19)

Learning Centers

Each of the SCCC campuses provides support for student learning outside of the classroom through the use of learning centers. Ammerman, however, differs significantly in that while Eastern and Western campus utilize one Academic Skills Center, Ammerman, with the exception of the Academic Computing Center, has multiple centers that are departmentalized. The main centers are the Writing Center, the Reading Center, the Math Learning Center, the ESL Resource Center, the Language Lab, the Computer Science labs, and the Academic Computing Lab. Tutors are also provided in areas such as Biology on a limited basis. A brief description of these centers follows.

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The Writing Center welcomes all members of the college community, students, faculty and others to work on and/or discuss any type of writing project. Operating on a "walk-in" basis, tutors are available for individual conferences and computers are available for word processing. Refurbished with new furniture and new Macintosh computers in 1993-94, the Writing Center provides diverse services reflecting the nature of the writing assignments brought to the Center by the students.

The Reading Center provides individualized materials, books, exercises, computer-assisted instruction and peer tutors to a large student population of developmental reading and ESL students. Due to course required attendance, these students are scheduled for 'lab classes.' Open for use by all SCCC students on a "walk-in" basis, other disciplines refer a small number of students for evaluations and individual instruction. Having had the physical surroundings recently refurbished, the Reading Center provides a comfortable working environment in which student learning is supported on an individual basis.

The Math Learning Center provides support services for all students enrolled in math courses. The primary function of the Center is individual tutoring. However, computer software and tutorial videos are also available. No appointment is needed to use the Center's services.

The ESL Resource Center was established in the fall of 1993 when a lab requirement was established for ESL students in three levels of the noncredit program. ESL students also use the Reading Center to fulfill this requirement for reading and grammar courses.

The Language Lab is an integral part of the Foreign Language course offerings. Support for instruction in French, Spanish, German, and Italian is provided. Taped lessons are used and when funding is available, tutoring is also offered.

The Computer Science labs are located in two classrooms. Professional assistants provide tutoring and assistance with software, including word processing, spreadsheets, and database applications. Support is also provided during some regularly scheduled class sessions.

The Academic Computing Lab consists of four classroom/labs using workstations of a variety of ages and uses. One of the rooms is Novell-networked and can run the latest software used in SCCC curricula. Dedicated to meeting the needs of students, faculty, and staff, the lab is also open to all residents of Suffolk County. Professional assistants provide technical and software assistance to all.

The Learning Centers have been examined by both a Program Review in 1993 and by Strategic Planning, Target Team #18 in 1995. The main focus of these examinations was to determine if separate centers rather than one centralized academic skills center were meeting the needs of Ammerman students. It was found that in 1994-95 more than 11,000 students per year utilized the services of the campus learning centers. Operating cost-efficiently and in some instances generating income, to change this system on a campus the size of Ammerman would be cost prohibitive due to the size of operation, number of students served and the complexity and structure of services offered.

Each of the center coordinators reported anecdotal records of students whose academic
work was supported and enhanced by their attendance at the various centers. "At risk" developmental students turn to Reading Center staff for support in their academic struggles. ESL students identify with "their" campus and acquire a sense of belonging. Students report that help at the Writing Center helped increase their writing skills and allowed completion of tasks requiring a computer when the student did not own one. Limited studies have been done linking grades or retention to center use (See Teaching Excellence section of this report.). However, usage, efficiency, and anecdotal records indicate a positive impact on students and their academic performance.

While great progress has been made in supplying these support services for students, some problems are at the forefront. Often budgets for tutoring or materials are sorely lacking. For example, in 1995-96, the Reading Center, showing a utilization of over one million minutes, shared a budget for $500 with the Reading Department, allowing for the replacement of almost none of its materials. Communication between each of the centers is inconsistent and developmental students need to attend more than one center to receive support services. It is recommended that information (operating hours, services, etc.) be organized and distributed to all coordinators, deans, advisors and CS15 instructors. (Recommendation 20) In addition, the question of an establishing an academic skills center dedicated to the needs of developmental students should continue to be pursued. (Recommendation 21)

Multicultural Affairs

The Ammerman campus has committed its resources to the promotion of diversity and multiculturalism through its campus activities and academic programs. To carry out this commitment, the Office of Multicultural Affairs was created in 1990. At that time it was staffed by one director who worked to enhance diversity on all three campuses. With his retirement in 1995, the position was changed to a job share. The Ammerman and Western campuses now each have one half-time coordinator.

The purpose of the Office of Multicultural Affairs is to enhance opportunities for underrepresented students while enriching the learning experience for all students. Serving the campus and college community by sponsoring a variety of workshops, seminars, lectures, and panel discussions, the program has been successfully received. To promote this, during the past five years the Ammerman Office of Multicultural Affairs has offered numerous programs on themes related to diversity and multicultural issues.

The Office for Multicultural Affairs has also created the publication "Culturally Speaking" which addresses issues relevant to underrepresented students' success. For 1996-97, this publication will be supplemented by articles celebrating diversity written by the Ammerman coordinator of Multicultural Affairs for the campus newspaper, Compass, and by a new publication, "Have Pride, Not Prejudice" which will showcase the written talents of culturally diverse students and community members.

Another way in which some of the issues related to multiculturalism are incorporated into campus life was the designing of a model lesson for use in Freshman Seminar class (CS15) entitled "People and Prejudice." In-service training was provided for CS15 instructors to aid incorporation of the module into the curriculum plan.
To complement these activities, the Student Affairs Division has a variety of programs and activities designed to educate and create an environment of appreciation of diversity. The Club Board Program currently has over 40 organizations actively involved. Some of these specifically related to the promotion of multiculturalism are: African American Student Union, Asian Society, German Club, Harp and Shamrock, International Student Union, Italian Club, Latin American Club, and Spanish Club. The clubs, in conjunction with the Student Activities Office, present a wide range of programs which allow students to learn about other cultures and appreciate differences. Some examples of recently presented programs follow. The African American Student Union annually presents a "Talent Extravaganza." Students representing different cultures display their talents in a variety of media presentations.

"Workshop-All People Are Created Equal," was designed to address differences, to enhance knowledge of different cultures, to identify reasons for self worth, and to affirm positive relationships with people of other nationalities and beliefs.

"The Harlem Experience" is an annual event in which students visit the Apollo Theatre and eat at Sylvia's World Famous Soul Food restaurant in Harlem, New York. Students who take advantage of this opportunity are exposed to the music and food of a different culture.

"The International Festival" is an annual event, sponsored by the International Student Union and the Office of Multicultural Affairs. Students, faculty and the surrounding community are invited to this day-long campus event to view entertainment, sample foods, and learn about various cultures.

The "Underground Railroad" is a newly developed program which utilizes current college students to reach out to local schools as well as recently enrolled SCCC students to make their transitions from middle school to high school to Suffolk and beyond an easier task.

Each of these activities as well as others not mentioned create an environment in which student learning is augmented. This enrichment should not end with the completion of the activity. The creation of a permanent, specific area or cultural center where students and faculty could go for information relevant to multicultural issues would further the Ammerman campus' commitment to this area. (Recommendation 22)

**Physical Plant**

In providing tangible support of the institution's program, SCCC's physical facilities serve their primary function. However, many of the buildings, some a part of the original parcel obtained by the institution in 1960, require refurbishing. In the recent past, 8.3 million dollars in project work, involving the renovation of the Huntington Library, construction of a new Automotive Technology building and other significant space and infrastructure, has been completed. As part of a college-wide capital improvement plan, architectural barrier eliminations, energy conservation measures, asbestos removal and HVAC improvements have been made. Supplementary removal of architectural barriers, renovation of the Islip Arts building, and additional asbestos removal throughout the campus is currently underway. Plans for the installation of a college-wide network system are nearing completion.

Reports on building issues and standard maintenance reports of campus buildings are
periodically forwarded to campus Plant Operations. Standard maintenance of campus buildings and grounds is routinely but basically addressed. A spot-check of the Riverhead building, using the aforementioned reports as a guide, showed many of the items that appeared on the lists were yet unchanged. This has caused some cynicism toward Plant Operations but is a reflection of budgetary cutbacks in both staff and supplies.

The appearance of the campus grounds plays a significant role in pride, esprit de corps and therefore student learning. Provost Yarborough has coordinated an effort to focus the grounds crew upon campus beautification. This has brought about a noticeable improvement in the appearance of Red Square and other areas. Members of the Student Activities Environmental Club have previously organized campus cleanups and Bar-ad removal contests. This year its "Adopt-A-Spot" campaign is encouraging clubs and individuals to care for a small spot on campus to raise campus appearance and pride. Library staff have planted and maintained a memorial rose garden in Red Square. These positive measures help to ensure that educational goals remain the focus of the Ammerman campus.

Deferred maintenance and deteriorating buildings negatively affect the morale of faculty, staff, and students, are a distraction to the teaching/learning process, and may affect the decisions of those choosing which college campus to attend. Continued renovation is required to functionally and visually improve current facilities. Campus postings and general notification of construction and repair will open communication between Plant Operations and others and will foster awareness, cooperation and patience. **(Recommendation 23)**

Light fixtures, window treatments, clocks, etc. directly affect the learning environment. Replacement of these items should be done on a cyclical schedule. **(Recommendation 24)** As roof rehabilitation and replacements are completed, moisture damaged ceiling tiles may also require replacement.

The numbered work order system has greatly improved the timely approach to fundamental maintenance requests. Follow-up to these requests will help to ensure not only a specific response but also a more timely reply. Communication reduces negative impressions of the process and fosters greater appreciation of Plant Operations.

Involvement in efforts such as "Adopt-A-Spot" by other segments of the academic community would further campus pride. A cooperative effort would also add to the cohesiveness between administration, faculty, staff, and students and produce a strengthened sense of community at the Ammerman campus. A warm and welcoming atmosphere aids enrollment and retention, and bolsters the learning process itself.

**Student Activities**

*Frameworks for Outcomes Assessment* acknowledges "both experience and formal research have shown consistently that out of class experiences have a major impact on college students-emotionally, morally and physically as well as mentally" (p.22). Nowhere are these experiences more evident than in the activities coordinated by the Office of Student Activities.

The Student Activities Office coordinates a comprehensive program of co-curricular activities which complement the academic programs and enhance the quality of a student's total
educational experience. These programs reflect a diversity of needs and include the New Student Orientation program, the Club Program, Multi-cultural Programs, the Student Activities Board, and the Adult Student Center. To these activities the role and scope statement can be applied almost in its totality, as this wide variety of programs, services, and special events assists students of the Ammerman campus to prepare themselves for successful living in the twenty first century. Further, the professional staff is always cognizant of the current demographic profile of the student body and plans accordingly. Sponsoring over 350 programs for over 34,000 people during 1995-96, Student Activities extended learning and personal or professional growth for many.

Campus Publications

The Ammerman campus newspaper Compass is a biweekly student publication. All students are welcome to work on the newspaper and any member of the college community can submit articles for publication, allowing an avenue for freedom of expression. Evolution is an award-winning publication that provides students of the campus with an outlet of expression through their literary, artistic and photographic works. Published twice a year, students may contribute material at any time during the semester. Established to provide an opportunity for the expression of feelings and opinions about issues pertaining to the changing expectations and roles of women and men in today's world, Lilith is published twice a year.

For 1996-97, student learning will be further enhanced as Student Activities will be using some of its budget to establish a guest lecturer series for each academic division. Plans to add a Fine Arts series, bringing major performing artists to Ammerman campus, are being formulated to commence after the Shea Theatre renovation.

Evidence that Student Activities programs are meeting the needs of the students is available through many sources. A Student Affairs Outcomes Model has been drafted. Student evaluation of programs is an integral part of the program. Surveys reviewed consistently indicate a high satisfaction rate. For example, in a survey of student leaders, over 80% were satisfied with the Club Program and Special Events and 90% of those responding believed that Student Activities involvement enhanced their personal growth. In the general student body, 50% of respondents held similar beliefs, however, outside demands on their time, as indicated by 1994 SUNY Student Opinion Surveys (73% need to work while studying), seems to hinder involvement in student programs. Evaluations of the programs coupled with a student leadership which is always in flux provide a continuous source of feedback and a force for change and improvement. This force is evident in such award winning programs such as those mentioned above, the Halloween Festival, Suffolk Soap Box, and the Adult Student Center (Long Island Council of Student Personnel Administrators Award) and Random Acts of Kindness Day.

A comparative study of the Ammerman campus to SUNY Community Colleges in the 1994 SUNY Student Opinion Survey indicated that the Ammerman campus generally rated above or equal to the satisfaction rate of other campuses for cultural, recreational, and social programs offered (Appendix 5). This also reflects one of the greatest strengths of the area—the professional and support staff and the faculty advisors who volunteer their time to the program. Informal interviews with students involved in the programs repeatedly focused on the highly positive influence of everyone involved in Student Activities. Several students interviewed
identified faculty support and personal growth gained through the club program as the reason they were planning to continue their education beyond a two year degree.

A study done by Office of Institutional Research indicates that participation in extracurricular activities contributes to student retention and higher graduation rates. The Office of Student Activities also conducted a study of students who were closely involved in the student life area. Academic honor society students and students selected as orientation leaders were purposely omitted so as not to prejudice the study. These students traditionally have high GPAs and above average graduation rates. While the college graduation rate is 26% (SCCC 1996-98 College Catalog, p. 211), the graduation rate of those involved in Student Activities was

- 1992-93 - Graduation Rate 64%, GPA 3.03
- 1993-94 - Graduation Rate 51%, GPA 3.03

These findings again support the value of student activities for enhancing student learning and growth.

One area of concern is that of the physical space. Asbestos is contained in the ceilings. However, the ceilings have been slated for repair. Repair of the ceiling tiles will then allow the repair of lighting fixtures which now leave certain areas of the Babylon Student Center dark. The only concern which has not been addressed is the need for space. Additional lounge or recreation space is needed and groups often have to compete for the space available. The possibility of dual use areas should be investigated to provide additional areas for use by Student Activities. (Recommendation 25) Funded through activity fees, the area of Student Activities is a vibrant, active area positively impacting upon the campus environment and growth of the students.

Theatre

The Theatre department offers a comprehensive program which includes musicals, dramas, comedies, classics, and dance. Performances are offered on all three campuses and students from any campus are encouraged to participate in all phases of production (e.g., scenery, lighting, costumes, acting, and so forth).

The Theatre Training Program provides an AS degree in Performing Arts with three sequences: Acting, Technical Theatre, and General Theatre and provides a production program that includes contemporary drama and comedies, musicals, and classical plays (especially Shakespeare). Productions are offered for both campus and community viewing. The Theatre Training Program and the Shea Theatre staff also provides support to other departments, especially the Office of Student Activities for their programs (film series, lectures, award ceremonies, faculty meetings) and to community groups who use the theatre for meetings, etc.

The Theatre Training Program has become nationally known and respected in the Northeast section of the country. Examples of recognition are many. For instance, four students over the past six years were accepted directly into a graduate program at the University of Delaware. Three of them completed the MFA in technical theatre, the fourth transferred to an MFA acting program at the University of Iowa. An acting student recently won the prestigious
Irene Ryan National Award at the Kennedy Center and former students are working in professional theatre on Broadway and in leading regional theatres.

Resources are sufficient to deliver the services and through the SCCC Association, the Theatre Training Program receives sufficient funding to operate its programs and to support other departments out of the theatre. Additionally, a million dollar renovation of the stage of the Shea Theatre is scheduled to begin in September 1996. This project will include adding a fly-loft counter weight system, and making the facilities more accessible for handicapped students and patrons. To allow for productions to continue during this renovation, the smaller stages in Islip Arts, rooms 115, 117, and 119 were renovated for the Fall 1996 semester.

A concern of the Theatre department has been not attracting more students to see the productions. One third of the audiences are SCCC students. Community response is very positive. The first Sunday performance of each production is offered to senior citizens without charge. Attendance at those performances average 300 each. Students may attend any performance free of charge with their student ID card. Cultivating this audience is a focus for the future. *(Recommendation 26)*

Library

The mission of the Ammerman Campus Library is to support the instructional programs of the campus and to enhance the educational development of students by providing appropriate resources, services, personnel, and facilities.

Facilities

The Ammerman library is housed in the three story Huntington building on the central square of the campus. The library building was renovated in 1992. New spaces were designed to meet modern library resources, carpeting and lighting were replaced, the ventilating system was cleaned and repaired, and furniture was refinished and reupholstered.

The circulation counter, the periodicals department, and the reference collection are located on the main floor. The Long Island Room, the Media Resources Center, the pamphlet file, the Law Annex and a lecture room are also located on this floor. The office of the campus head librarian and the reader services librarians are also on this floor. The upper floor contains the main circulating collection, four group study rooms, and a staff/conference room. Table seating, sofas and arm chairs are available throughout the building, although the majority of seating is on the upper floor.

Central Library Technical Services, the Academic Computing Lab, Ammerman Classroom Media Services, and a large audiovisual viewing room are found on the lower level.

The Media Resource Center houses the college collection of videotapes, audio tapes, cassettes, films, filmstrips, art slides, etc. Instructors also place media material for assigned viewing in the Media Center. A variety of equipment for viewing, including video and audio players, film projectors, television monitors, etc. is available. The Center contains 26 individual carrels, in addition to small group viewing areas. The library houses five photocopiers, including a color copier and six typewriters for student use.
The lecture room is the main instructional facility and is equipped with a computer, an LCD projector and a large screen. This room is connected to both a local area network in the reference room and the college's network, enabling library faculty to provide instruction in the computerized catalog, the CDROM network, and the Internet. Other audiovisual equipment, such as overheads and TVs are available on request from the Ammerman Classroom Media Department in the lower level of the library.

Library hours during the semester generally follow the class schedule - Monday through Thursday, 8am to 10pm; Friday, 8am to 5pm. For the past few years, when there were classes all day Saturday and Sunday, library hours were 9am to 5pm on Saturday; 11:30am to 3:30pm on Sunday. In the Fall of 1996, the college reduced its weekend class offerings; library hours are 9:45am to 2:45pm on Saturday and closed on Sunday. Librarians are on duty whenever classes are in session, as well as vacation periods from September until the end of the summer session in mid-August.

In a survey conducted in April 1996, 55% of the students responding said they come to the library to study; 67% come to do research or assigned reading. 89% of the students responding to the survey said that they considered the library a good place to study.

Seventy percent of the students surveyed felt that weekly hours were adequate; only 31% felt that weekend hours were adequate. However, 48% responded "don't know" to this question - probably because the survey was conducted primarily among day students.

The lower level of the library has continuous problems with ventilation. Mold developed during the summer of 1996 in the all areas of this floor.

Conclusions

The library is a spacious, well-lit, comfortable facility, well-used by students for study, research, and sometimes just rest. However, the lower level ventilation system is clearly not functioning. All major areas - the Academic Computing Lab, Library Technical Services, Ammerman Classroom Services and the Video Editing Suite contain valuable equipment which is being adversely affected by poor climate control. (See Recommendation 27.)

Reference Services

The seven full-time Reader Services Librarians providing reference service to Ammerman students, have a broad range of experience ranging from a senior librarian with 22 years of SCCC service to a recently appointed media librarian. One library faculty position, vacated by a retirement in 1992, has not yet been filled. In the last five years, due to retirements, sabbaticals and child care leaves, adjunct librarians have been hired to help cover the information desk during regular day hours, as well as work the evening and weekend shifts. These individuals come from both public library and academic library backgrounds. Two librarians are available at the Information Desk at peak hours.

During the reference interview, librarians guide students through the research strategy process, to help them determine which library resources will best serve their purpose. To locate books, librarians will demonstrate the features of the computerized catalog, SCORE, as well as suggest appropriate books in the reference collection.
To locate newspaper and magazine articles, students are directed either to print indexes or to networked CDROM databases. The LAN, which was developed two years ago, using equipment acquired over several years, provides access to 7 databases - Academic Abstracts, Newspaper Source, NEWSDAY, SIRS Index, SIRS Government Report, CINHAL, and Long Island Union List of Serials, from 5 workstations, each equipped with a printer. In addition, there are several stand-alone workstations; a handicapped-accessible workstation containing the SCORE catalog and a CDROM college catalog program, the College Source; a workstation holding the Long Island public libraries union catalog; a workstation providing access to back issues of NEWSDAY. Working with students at these computerized data bases has become an integral part of the reference service provided by librarians during their assigned desk time.

When the research needs of a student or faculty member cannot be met through our print or CDROM indexes, the librarian will conduct a mediated online search through OCLC'S First Search data bases. Librarians also have access through several workstations to the Internet. Lexis-Nexis is available to paralegal students.

To further assist students in the research projects, the library faculty has prepared a series of printed Research Guides covering the major areas of inquiry - Doing Library Research: A Guide To Periodicals, Magazines and Newspapers, To Your Good Health, 20th Century Writers and Their Works, Environmetal Issues, Company Information, Resources In Community Services, Career Research Guide, Women’s Studies, and several book mark bibliographies and aids.

An important factor in providing a learning environment for students is reaching faculty with library support services. Each librarian maintains liaison with several departments, providing information about new books and media, soliciting suggestions for acquisitions, and preparing bibliographies when requested. The library newsletter, Latest Edition, published at least once each year and distributed in quantity to all departments. During the past five years, the library has held an open house for each academic division, inviting faculty to examine new books and CDROM programs in their field. Librarians' outreach activities include participation in workshops, panel discussions, and numerous academic committees.

The survey results indicated that 60% of students always or often find a librarian available to help them; 22% stated sometimes. Since librarians are always scheduled when the library is open, it appears that during very busy times, some students do not find help. To some degree this is a result in the reduction of the library faculty. In addition, librarians now spend a good deal of their time coping with jammed printers and other technology glitches.

A large percentage replied that they found the staff always (67%) or often (50%) courteous and polite. When asked if librarians take time to fully assist them, students responded: always (35%), often (28%), sometimes (19%). Here, of course, student's perception of "fully assist" should be taken into account. Librarians try to motivate students to develop good library skills. To some students "fully assist" is equivalent to minimum effort on their part.

When asked what would help them use the library more effectively, 23% replied more help from librarians and 29% requested more printed aids.
CDROM databases were used by 42% of surveyed students, with a high rate of success (16% always, 34% usually, 20% sometimes). When asked if librarians provide enough assistance in learning how to use CDROMs, 21% responded always, 25% usually, and 26% sometimes. During peak hours, waiting lines develop around the LAN, despite the availability of print indexes.

Conclusions

The strength of the library's reference service is in the library faculty's dedication to the education of students.

Through the diligence of library faculty and the college's computer staff, the library has managed to reach a degree of reliability in the LAN. However, maintenance of the diverse equipment is a constant drain on staff time. A professional assistant in computer maintenance would insure that our equipment would function more reliably and enable librarians to have more time available to spend working with students. See Recommendation 28.)

Library Instruction Program

Library instruction programs, a primary mission of the Ammerman library faculty, have undergone continuous development in order to help students meet the challenges of new library technology.

The College Seminar course (CS15, CS20, WS12), a one-credit required college orientation class, includes one session devoted to library use. This session is conducted as a combined lecture and workshop by the library faculty, providing practice in the use of our catalog, SCORE, and an introduction to the computerized data bases on our network. In 1995-96, we taught 159 sessions of CS15, or about 4000 students attended such sessions. The curriculum for this session is prepared by our Library Instruction Coordinator, after consultation with the library faculty, and is used by all librarians, including adjuncts.

Library lectures are arranged upon request and customized to meet the needs of individual instructors and classes. These lectures cover a range of disciplines, including business administration, business law, biology, computer information systems, computer science, communications, English as a second language, English, fine arts, holocaust studies, women studies, psychology, sociology, community service, philosophy, reading, recreation therapy. In 1995, the nursing department scheduled library orientation sessions for all incoming students as a permanent addition to its nursing lab courses.

During 1995-96 the librarians taught 133 discipline classes, an increase of 13% over last year. Of this total, 115 were taught by our full time library faculty and 18 by adjuncts. Some instructors follow up lectures with a workshop session, others use the workshop format without a library lecture, bringing their classes to the library with a specific assignment. In 1995-96, 117 workshops were conducted in the library.

The one-credit Library Research Course (LR11), has proved to be popular, with two sections each semester for the past two years. Students in this course prepare a weekly, hands-on assignment, a bibliographic worksheet and a bibliography on a topic of their choosing for the final project. The methodology emphasizes critical thinking and collaboration.

Ammerman/51
In the recent survey of Ammerman students on library use, 68% reported that they had attended a library lecture. 76% of this group were CS15 students and 18% attended a subject lecture. 92% responded that these lectures were very useful (37%) or somewhat useful (55%). A small percentage (9%) did not find these sessions useful.

When asked the question "What would help you to learn how to use the library more effectively?", 17% checked off "more library lectures connected to specific college classes" and 8% asked for more sections of LR11. Almost 12% requested an independent study course in library research.

The measurement of learning outcomes in CS15 with respect to the SCORE catalog is straightforward, since each student's worksheet is graded. Well over 90% receive a passing grade. Students who do not demonstrate a good understanding are required to return to the library and repeat the exercise successfully.

With respect to learning outcomes regarding the CDROM data base network, an analysis of the survey revealed that 52% of those students who attended library lectures said that they were always or usually successful at retrieving information from CDROM databases. Another 20% felt somewhat successful with this resource. In the CS15 library classes, these databases are discussed and demonstrated, but are not included in the hands-on workshop experience.

When asked if they would come to the library to view video tapes on how to do more effective research, 50% replied affirmatively.

Conclusions

The continuous improvement and refinement of the CS library orientation, while very beneficial to incoming students, has produced a complacency among instructors with respect to their students' library skills. This may have been reinforced, to some degree, by the development of the CDROM network and the increased ease of searching indexes. It appears that a significant number of faculty assume the CS15 library orientation is sufficient preparation for a student using today's library with its computerized catalog and data bases. Librarians observe that students, while more eager than ever to use the new library resources, lack an understanding of the research strategies built into these devices. High expectations combined with poor critical thinking skills produce frustration. This situation is of concern to the library faculty who have been discussing ways to reach more faculty with the message that students need specific instruction in resources directly related to their class assignments. The lecture room, while adequate for displaying our current resources, cannot provide hands-on instruction in our catalog, CDROMs or the internet. (See Recommendation 29.)

Collections

The Ammerman library holdings in 1995 were 127,646 book volumes, up slightly from 1994's figure of 124,978. Periodical subscriptions in 1995 were 602 journals, slightly more than last year's 598. By comparison, at the time of the last Middle States review, the Ammerman library held 116,332 books and subscribed to 655 periodicals. The media collection contains almost 15,000 art slides, 1900 video programs, 230 films, 288 filmstrips, and 677 audio programs.
Circulation of books and periodicals has continuously increased since 1989-90 when the library circulated 14,565 books and 31,011 periodicals. During 1994-95, book circulation totaled 23,938 and periodical circulation was 35,120.

Recommendations for book purchases are the responsibility of librarians who serve as liaison to departments and divisions. In 1995, the Ammerman library established the position of Collection Development Librarian, replacing a previous position of Acquisitions Librarian.

During the past three years, due to budget restrictions, the acquisition rate has fallen significantly. In the 1993-94 year, more than 1600 titles were purchased. Last year, book purchases totaled 1234 titles. This year an even lower figure is anticipated. Periodical subscriptions have also been reduced by 8%. These reductions are the result of a combination of several factors: the increased costs of periodicals subscriptions; a reduced appropriation from the college funds; and the decision to invest a portion of the materials budget in computerized indexes.

In the student survey, 55% responded that they always (15%) or usually (40%) were able to find journals and newspapers that they needed in the library. 29% responded "sometimes" to this question. In a series of questions related to locating books, 87% responded positively (always, often, or sometimes).

Since 1991, the library has participated in Academic Program Reviews of 10 curriculums, analyzing the print and non-print collections. These studies indicated various strengths and weakness in different subject areas. One common finding however, was the low median age of most subject areas: Accounting, 1985; Broadcast Telecommunications, 1976; Community Service, 1977; Computer Information Systems, 1975; Engineering. Science, 1972; Humanities, 1963; Music, 1968; Sciences, 1971; Social Science, 1970. Where priorities were identified, purchases in some subject areas were increased. The nursing department requested a very serious weeding of nursing books to meet the standards of their accrediting agency.

**Conclusions**

To a significant degree, increased book and periodical circulation is a result of technological improvements - the installation of the computerized catalog, SCORE, and the introduction of CDROM periodical indexes. In Spring, 1997, the library activated a computerized circulation system. This will enable the circulation department to obtain more accurate usage data on the book collection to improve collection development strategy. It will be the responsibility of the new Collection Development Librarian to target book purchases on heavily used subject areas. (See Recommendation 30.)

**Classroom Media Services**

The enhancement of students' learning environment through the use of media in the classroom is supported by the Ammerman Classroom Media Department. Located in the lower level of the library, this department consists of a Professional Assistant, an Audio-Visual Technician, a secretary, and several part-time college and student aides. They deliver equipment and software to the classroom and provide technical assistance to faculty whenever the college is in session. One large viewing room, Whitman 1, located in the lower level of the library, is available for large group viewing and is equipped with a large screen TV, two multimedia...
computers connected to the campus-wide network and other devices. Similar rooms are located in the Riverhead, Smithtown, Islip and Southampton buildings.

The department maintains a supply of basic equipment in secure storage areas in each classroom building on the campus. Extra equipment is stored in the library's AV storage area.

This department has recently undergone reorganization to conform to a decentralized structure. For many years, the personnel in Ammerman Classroom Media were supervised by the head of Central Media Services, whose office was in the same area of the library. Under our new structure, the campus head librarian supervises Classroom Media, with the assistance of the Media Librarian. The role and operation of the department remains the same.

Demand for AV services is continuous and rising. In 1995-96, this department supplied Media services to over 4700 classes, 2% more than in 1994-95. These services included delivery of 5469 pieces of equipment (8% more than in 94-95) and 1351 software items (5% more than 94-95). In addition, the department has begun to receive frequent requests to support the new multimedia technology.

An analysis of the differences between the numbers of equipment delivered (5469) and software items supplied (1351) indicates that faculty are often supplying their own software, rather than relying on the college's media collection.

The condition of the elevators in several buildings on campus has caused a number of delivery problems to the department. Unreliable and malfunctioning elevators has resulted in the cancellation of media services to some classes. Whenever possible, instructors are offered the use of the Whitman room in such emergencies.

**Conclusions**

The heavy usage of basic audio-visual equipment results in periodic breakdowns. The demand for equipment to support multi-media technology is placing increasing pressure on a very small number of units.

The software collection may be inadequate to meet the needs of faculty instruction, since so many faculty appear to supply their own software programs. (See Recommendation 31.)
Recommendations

1* New student satisfaction survey results should be examined for possible suggestions to improve student satisfaction with the enrollment process.
2* Focusing efforts on the increase of enrollment, particularly for night students must remain a major objective of the College.
3* It is necessary to follow through on the plan to alleviate housing problems for the Admissions Office.
4* The question of placement test mode should continue to be investigated by appropriate groups composed of a faculty and administrators from varying interests.
5 A campus committee should be formed to further discuss and evaluate group versus individual intake advisement.
6 Faculty advisement training needs to be expanded and on-going so that faculty can keep abreast of the curricular changes and new program requirements. Periodic workshops should be offered.
7 The college should allocate additional professional and support staff to the Financial Aid Office.
8 The use of part-time staff who rotate between offices on the basis of need should be investigated as a possible solution to periods of heavy use.
9* Priority registration should be evaluated for refinements on an on-going basis.
10* Options for reducing the waiting list for toddlers for Campus Kids should be explored.
11 The hiring of additional counseling staff of diverse background should be considered for the coming year.
12 Student user surveys instituted by the Counseling Center should be followed up biannually to ensure the needs of the students are being met by walk-in appointments.
13 To increase campus recognition of EOP support services, the EOP newsletter should be widely distributed on campus.
14 The coordination of AIDS lectures must be addressed in the reorganization proposal for CS15.
15 Five additional hours of registered nurse coverage should be added.
16* One part-time college aide, whose responsibilities would include typing, filing, inventory, entering student immunizations, and answering telephones should be added to the Health Services Office.
17 An additional computer terminal should be added to the Health Office.
18 Intercollegiate Athletics should continue to review the participation in various sports to set high priority areas.
19 Intercollegiate Athletics should investigate alternative sources of funding.
20 Information for all learning centers (operating hours, services, etc.) should be organized and distributed to all coordinators, deans, advisors and CS15 instructors.
21 The question of an establishing an academic skills center dedicated to the needs of developmental students should continue to be pursued.
22 The creation of a permanent, specific area or cultural center where students and faculty could go for information relevant to multicultural issues would further the Ammerman campus' commitment to multicultural affairs.
23 Campus postings and general notification of construction and repair should be part of the process of open communication between Plant Operations and others to foster awareness, cooperation and patience.
24 Replacement of light fixtures, window treatments, clocks, etc. should be done on a
cyclical schedule.
25 The possibility of dual use areas should be investigated to provide additional areas for use by Student Activities.
26 Cultivating the student audience for campus theatre productions is a focus for the future.
27 Analyze and rebuild the ventilating system of the lower level of the library.
28 Convert the unfilled library faculty position to a professional assistant, computer maintenance, to be shared with the Academic Computing Lab.
29 To meet the demand for library instruction in today's computerized resources, develop an electronic classroom in the library. The lecture room, while adequate for displaying current resources, cannot provide hands-on instruction in the catalog, CDROMs or the internet.
30 To fulfill the goals of the library basic mission, providing books and media to meet the instructional needs of the curriculum, increase the level of funding of the materials budget.
31 A new funding approach that will offer a balanced plan for both the replacement of older equipment and the acquisition of new technologies should be developed. Issues concerning software acquisition should be explored with faculty.

* Recommendation has been acted upon during 1996-97.
TECHNOLOGY DEVELOPMENT AND UTILIZATION

Technology Planning: A History

The Ammerman Campus has harbored a core of individuals, both faculty and administration, that have held the vision of a high technology campus firmly in their minds. They have been involved in the recent initiatives such as the Title III Project, the campus Academic Computing Council, and the Teaching/Learning Center located in the Library. The committee has interviewed key individuals from these areas. The 1996-1997 Action Plans (4/19/96), developed by the Strategic Planning Council under the Vice President for Management and Planning, articulates the College and the campus first-year responses to the Title III mandate. The committee also reviewed minutes from recent Academic Computing Council meetings.

This planning document lays out our future needs and plans for computer infrastructure. The problem is in obtaining the funding. Simply asking the county to fund this ambitious project is a bit naive, given our present circumstances. The committee recommends that additional sources of funding need to be explored. (Recommendation 1.)

The Academic Computing Council on the Ammerman Campus has similarly made important contributions to the modernization of the campus computing capabilities. The committee has discovered through its survey of the faculty that many faculty members have no knowledge of the work and recommendation of the Academic Computing Council. (Recommendation 2)

Where Are We Now?

The committee compared expenditures with neighboring community colleges. In addition, we needed to examine our perceptions of where we are, so we conducted faculty and student surveys. The results are displayed on the following pages including analysis and graphs for each question. Recommendations appear throughout the report where appropriate.
<table>
<thead>
<tr>
<th>Year</th>
<th>Ammerman</th>
<th>NCC</th>
<th>WCC</th>
<th>QCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-1991</td>
<td>$12,181</td>
<td>$1,022,000</td>
<td>$476,635</td>
<td>$0</td>
</tr>
<tr>
<td>1991-1992</td>
<td>49,114</td>
<td>1,337,700</td>
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<tr>
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<td>332,990</td>
<td>170,000</td>
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<td>1994-1995</td>
<td>371,930</td>
<td>2,376,000</td>
<td>671,919</td>
<td>218,000</td>
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<tr>
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<td>$8,439,200</td>
<td>$2,187,818</td>
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The Ammerman Campus of SCCC has invested more in academic computing equipment than Queensborough. However, it lags far behind both Nassau and Westchester.

See Recommendations 3 and 4
<table>
<thead>
<tr>
<th>YEAR</th>
<th>SPENT</th>
<th>% INCREASE</th>
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<td>1990-1991</td>
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<tr>
<td>1991-1992</td>
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<tr>
<td>1992-1993</td>
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<td>104.9%</td>
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<tr>
<td>1993-1994</td>
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<td>105.2%</td>
</tr>
<tr>
<td>1994-1995</td>
<td>371,930</td>
<td>80.1%</td>
</tr>
<tr>
<td>1995-1996</td>
<td>409,616</td>
<td>10.1%</td>
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</table>

With significant increases since the early 1990's, expenditures for computing equipment at the Ammerman Campus show a favorable trend.

See Recommendations 3 and 4
Faculty Survey of Technology at the Ammerman Campus

This survey of faculty was undertaken to ascertain several key facts. The committee wanted to know whether or not faculty thought there was adequate computer availability on campus, whether faculty were encouraged by the administration to learn computer use, whether faculty were trained to use computers, whether faculty had an adequate understanding of the campus efforts to integrate computers into campus educational efforts, and what concerns faculty had about computers on campus. These questions arose, in part, from concerns about the age of the faculty and their ability and willingness to incorporate new technologies into their teaching strategies.

Question 1 - How would you rate the availability of computers in the classroom?

![Classroom Computer Availability Pie Chart]

Five of six respondents who use computers in their classes feel that computer availability is inadequate. This inadequacy does not have a single source. The blame is widespread. Faculty have remained untrained. The administration has not cultivated grants to promote the upgrading of faculty skills. What is needed is a concerted effort. The President and the administration need to work with industry, public officials, and faculty to make computers more available.

More than one-third of all respondents do not use computers in their classes.
Question 2 - How would you rate the availability of computers in the open computer labs?

Forty-four percent of all respondents are uncertain of computer availability in open lab settings. Of the remaining 55% who expressed an opinion, 60% feel that availability is at least adequate while 40% feel it to be inadequate.

Forty percent is a significant degree of dissatisfaction. The student technology survey rated open lab availability as a top priority. The 44% figure indicates that a great number of courses fail to use the open lab. It must be a top priority to get technical help to enhance availability. The 40% figure stems from the relatively low level of technology being offered to the students. Some students report that they have better computers at home.
Question 3 - How would you rate the College's effort to encourage faculty to seek computer training for use in the classroom?

Only 21% of respondents feel that there is adequate or strong encouragement for faculty to seek training to incorporate the use of computers in the classroom. One third of the money used for technological development needs to be put into re-training. This expenditure should be budgeted by division, so that training can provide discipline-related rather than generic skills. To facilitate faculty in their efforts to develop curricula that foster computing skills, the campus might also run workshops during the summer months.
Question 4 - How would you rate the College’s effort to provide faculty with computer training for use in the classroom?

Seventy-seven percent of respondents feel that the College’s effort is less than adequate.
Question 5 - How would you rate your own awareness of the College's plan for academic computing in the future?

In the past year, the Campus Computing Committee has developed strategic plans both for technology and for professional development (See Comprehensive Chapter 10, Technology). Nonetheless, fifty-three percent of respondents describe themselves as "somewhat aware," while 27% are "not aware" of College plans (More than 80% perceive themselves under-informed.). The extraordinary number of under-informed faculty is a clear indication that a central clearinghouse, most usefully placed in the Provost’s office, would provide regular information about where the campus is in its plans, what it is doing technologically, and what plans there are for the future.

See Recommendation 2
Question 6 - How would you rate your course work in preparing you to use technology in the years 2000 and beyond?

Sixty percent of respondents indicate that little or no computer technology is used in their classes while 35% expect moderate or heavy reliance on technology. To increase these percentages, the campus must support training for current faculty and the hiring of new faculty with strong technology skills. Equally important, the campus must increase dramatically computer availability to students, faculty, and support staff.
Question 7 - Prioritization of computing concerns and perception of the College’s response to these concerns

Priorities

1 - Trained support staff to assist faculty and students in the use of new software is most often cited as the top priority. (The student survey also rates this at the top of their priority list.)
2 - Faculty stress the need for access to the Internet and other on-line services.
3 - Faculty stress the need for network capabilities.
4 - Faculty point out difficulties relating to lack of uniformity, across the campus, in equipment and software.

Faculty Perception of College’s Responses to the Concerns

1 - Of those respondents expressing opinions, two-thirds feel “some effort” is being made to address the issue of trained support staff, 22% felt that “no effort” is being made. Only 11% felt that the College’s response has been adequate.
2 - The survey shows similar statistics regarding Internet access priorities.
3 - Seventy-five percent of those expressing an opinion feel that networking capabilities are being addressed at least “somewhat.”
4 - In the area of incompatibility in equipment and software, 40% expressed the opinion that “no effort” is being made to address the problem.

See Recommendation 7
Student Survey of Technology at the Ammerman Campus

Because the two central groups involved in education are the faculty and students, the committee felt it crucial to include a survey of students as well. The committee was particularly interested to learn if students had computers at home and, if so, what kind, student concerns about computers, students' perceptions about the computer abilities of their instructors, and how students compared their high school experiences with computers with their campus experience. These questions emerged both from a desire to compare student expectations with the reality of campus life and to compare the perceptions of students with those of faculty.

Question 1 - Which of the following best describes your home computer environment?

![Pie chart showing home computer environment]

- 45%: No computer
- 15%: Obsolete PC
- 9%: Adequate
- 9%: Better than SCCC
- 8%: Much better than SCCC

Forty-five percent of respondents have no home computer. Another 9% own a PC but have obsolete equipment and software. Approximately 46% have personal computing facilities that meet or exceed which they need for course work. Fifty-four percent rely on the College for their computing needs. In the future, the current relatively high number of students without home computers will be lower. Indeed, this is the first year that more personal computers were sold than televisions. The campus, and especially faculty in the classroom, will need to watch this trend and react appropriately by incorporating the computer more fully into course work.
Question 2 - Prioritize your computing concerns

1 - There is concern for increased numbers of trained support staff to assist in labs.
2 - Students stress a need for adequate open lab hours.
3 - Students call for Internet access and for equipment/software compatibility across the campus.

Clearly, students responses confirms faculty concern for campus coordination and continuity in technology development. Moreover, it is clear that we need additional trained personnel, for support, in such areas as the Academic Computing Center.

Question 3 - If you have taken courses involving the use of computers, how would you rate the instructor's technological expertise?

Eight-eight percent of respondents feel that their instructors are average to above average. Only 11% feel that their instructors' technological expertise is limited. The large number who did not respond may have had no direct experience with technology in the classroom (and so they could not respond). What is crucial is that there is a gap between student and faculty perceptions. This gap may reflect differences in perspective between traditional college age and older, returning students who frequently use computer applications in the workplace and are much more concerned about lack of computers at the Ammerman Campus.
Question 4 - How would you compare your computer experience during high school with your computer experience during college?

<table>
<thead>
<tr>
<th>HS vs. COLLEGE COMPUTER EXPERIENCE</th>
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</thead>
<tbody>
<tr>
<td>5% WORSE AT SCC</td>
</tr>
<tr>
<td>11% ABOUT THE SAME</td>
</tr>
<tr>
<td>29% BETTER AT SCC</td>
</tr>
<tr>
<td>30% NOT APPLICABLE</td>
</tr>
<tr>
<td>25% NO RESPONSE</td>
</tr>
</tbody>
</table>

Thirty percent rate it equal to their high school environment, 25% rate SCC better, and 11% rate SCC below their high school. 29% felt that the comparison did not apply.

The high percentage of respondents who felt the comparison did not apply may be due to the fact that many Ammerman Campus students attended high school ten or more years ago when computers were not widely used. A significant number of students are not involved with computers. As this number changes, there will be additional demands on faculty and campus to provide more technological opportunities. Ammerman Campus Internet access has already been accomplished for many faculty. Student access is in the planning stages.

Professional Development
Some Ammerman faculty are using electronic mail and news groups to discuss teaching practices with their peers worldwide. Several are also publishing their lesson plans and information about local programs via Gopher or the World Wide Web, as well as downloading these materials from other schools. Many Ammerman faculty members also share ideas on the College’s listserv.

Using the Internet is not a skill that can be taught in a 90-minute group training session. It is an extended process of personal exploration, fueled by Internet companions gathered along the way. One of the most effective training models is one or two staff members working with teachers over a period of weeks, introducing them to the Internet applications and resources that
are relevant to the subjects that they teach. The Ammerman Campus has initiated a Teaching Learning Center which conducts technology workshops for teachers. The Center is in its second year of operation with Professor Linda Sabatino, Director. (Recommendations 6, 9, and 10)

Shared Access

Realizing that it is likely that many people at SCCC will desire high-speed multimedia Internet access, the campus should start planning on building a local area network (LAN) and obtaining a higher-bandwidth connection to the Internet.

A LAN connects the computers in SCCC to allow printers, databases and file servers to be shared, as well as enabling intraschool communication using electronic mail and conferencing software.

This Internet access model is comparable to the telephone model of a handset and a telephone network. Within the Internet your personal computer acts as the individual handset, and the Internet is the same as the telephone network. As with the telephone network where larger organizations use a private branch exchange (or PBX) and connect this exchange to the telephone network, larger organizations may also use a local-area network and connect this network to the Internet. (Recommendation 2.)

Distance Learning

Distance learning includes all learning activities involving the use of telecommunications as the interaction medium devoid of extensive travel and direct in-person teacher-student contact.

A number of distance learning modalities may be identified. These are described and summarized below in order of most to least in popularity:

- Interactive Distance Learning using Audio Visual participation.
- Interactive Distance Learning using Internet or Groupware based consortiums in a multiple school or multiple campus setting.
- Interactive Distance Learning using audio only such as internet phone.
- Interactive distance Learning using e-mail participation only.

Distance Learning Implementation Requirements

Distance Learning in its most popular modality makes use of an ISDN (Integrated Services Digital Network) Network or a Fiber Optic Network. The latter is more costly to install but offers far greater image clarity due to the greater bandwidth of fiber-optics over the copper telephone lines used with ISDN. Personal Computers are involved as the user interface to the instructor via either network choice, although in the case of a Fiber Optic Network, television screens are required in the transmission process to realize the image of greater clarity. Fiber optics are not readily available and typically must be installed in the chosen site. A monthly rental is incurred to the provider which in our case is typically NYNEX. The recurring cost for ISDN is on the order of $200.00 for each classroom it is used in, not counting other hardware, software, production support staff, and training costs. Fiber optic sets incur a greater recurring cost monthly in the range of $1800.00 for each classroom it is used in, again, not counting other hardware, software, production support staff, and training costs. If users are not to travel then they must have the needed equipment in their residence. In the case of multi-
campus learning institutions, use of distance learning offsets travel on the part of the student between campuses, but some travel is required to at least one of the sites if equipment is not otherwise available. Learning laboratories may be set up incurring a greater availability of personal computers. Classroom employing such features and which include multimedia presentation capability in the mix are referred to as "smart classrooms." Scheduling of such classrooms becomes competitive as they become popular and fill up as faculty become acquainted with their operation. A single classroom may cost as much as $50,000.00 to set up initially, so smart classrooms are in the minority among facility offerings. Ever present in such situations is the need for continual updating of equipment, software, and of training. Availability of support staff and production assistance in the case of multimedia preparation is also an ever present need.

The needs of distance learning which is to include others among the less popular modalities such as E-mail capability of Groupware capability require connectivity of a different sort. This refers to the college-wide telecommunications network mentioned in College Brief No. 54 the Assistant Vice President for Information Technology (Appendix 8). Initially 150 connections are called for as PCs and other equipment must be more available. With 450 or so full-time faculty employed at the school this leaves initially two thirds of the staff without connectivity. This would hamper participation in common outside of the classroom activities associated with distance learning. This coupled with "smart classroom" scheduling could prove initially to be a logistical nightmare early in the implementation of distance learning.

Comparison With Other Institutions

Two examples of institutions making use of or having experience with distance learning that are comparable to Suffolk Community College include Monroe Community College (MCC) and New York Institute of Technology (NYIT). MCC has limited experience with distance learning through supplying courses to industry. They work closely with Xerox Corporation which is located near to their campus. MCC's experience with distance learning by their own admission includes having a component of travel to their campus as part of their offering. In their opinion they feel that a true distance learning offering should not require any traveling. In their opinion distance learning is generally more suited to a graduate student setting. Their smart classrooms provide for audiovisual learning settings in conjunction with a multimedia environment. Support staff is stretched to its limits. MCC has a continuous program of training that is provided to their faculty. Some of this includes direct training in smaller numbers by support staff; much more comes about by way of their "brown bag series." Demonstrations are given during common hour while spectators are dining on lunch. The scheduling of smart classes and related equipment requires extensive planning as they are popular. Many of the same considerations apply in the context of distance learning by way of recurring costs. NYIT has more direct experience with distance learning settings. Their offerings also include much in the way of graduate level training. Their smart classrooms have support staff who are present to train faculty users in the use of equipment which includes interactive scratch pads subject to use by teachers and students alike. Training regarding faculty on line persona is an issue which takes some getting used to. NYIT uses the wider bandwidth of fiber optics and three color television screens to present a clear image to its tri-campus subscribers and users of distance learning. Faculty receive some compensation for the time spent in preparing their productions, but by accepting this compensation give up ownership of the production to NYIT. NYIT spent $500,000.00 to lay fiber optics on their Central Islip
NYIT has opted to include more of the less costly ISDN service. This comes at a cost of under $200.00 rent to NYNEX for T1 service. The reduced bandwidth of this service makes the visual aspects of classroom presentation less vivid. There is also a slight bit of signal delay that users must contend with.

Suffolk County Community College is participating in the NYNEX employee retraining program which currently makes use of groupline discussions as part of the educational proceedings. This program could benefit in its administration with the use of audio-visual services as considered below in the administrative section. NYNEX has adopted a multi-community college campus approach to this program which covers two states. They have done this apparently in lieu of making use of distance learning, opting rather to give their employees a day off to attend classes rather than centralize their program with the use of distance learning facilities. The NYNEX program has been recently described by Newsday as "the granddaddy of educational programs." The NYNEX program, as it is referred to by on-campus personnel, is an employee retaining program developed in cooperation with the Communications Workers of America Union. NYNEX outfits some senior, non-management workers with laptop computers and sends them one day a week to customized college classes on advanced telecommunications and skills, such as critical thinking. After eight semesters, workers emerge as "super techs" with associate degrees. The goal of the company is to develop workers who have creme-de-la-creme skills. But other benefits include an increased sense of empowerment. Among NYNEX goals is a need to develop a greater focus on their core business which they perceive as telecommunications. Divesting themselves more and more of the costly prospect of in-house training, NYNEX has delegated this task to a consortium of approximately twenty community colleges through the State of New York and the State of Massachusetts. Associated Aspects of distance learning include the use of groupware for inter-consortium communication as well as the intended future use of audio/visual PC-based interaction. As in the case of Monroe Community College or NYIT, the cost of implementation is offset by the dollars that industry is willing to pay in order to pass on the task of training their employees. The NYNEX program is expected to continue for about 5 or 6 years.

Benefits and Drawbacks of Distance Learning

The benefits of distance learning increases with distance and with the self-governing abilities of the user. The greater the separation between user and provider or between campuses of multi-campus settings, the greater the usefulness of distance learning. Recurring cost, non-recurring cost, and training form the main areas of concern when setting up such a facility in addition to scheduling. Detracting issues include safety and privacy issues (a story comes to mind of a wife who suffered abuse and eventual separation from her husband but soon found herself unknowingly taking a class with him in the distance learning format); attendance issues; class size issues; copyright and intellectual property ownership issues; union issues involving corporate trainer status vs. faculty status in the case of industrial training; planning alternatives in preparation for equipment failure; travel requirements on the part of instructors (which may exist even if students are not required to travel); in multi-campus environments, supporting technology such as off-campus access to registration and library facilities (typically needed to avoid travel in remote settings or with severely handicapped); maintaining the integrity of test taking; and finally the Johnny Carson effect, whereby users unavoidably fall into the all to common and familiar state of relaxation as they watch television away from the presence of

Ammerman/72
instructors. Another issue of importance is the cross county migration of some students. If some are willing to travel, is distance learning a moot point or do they live on borders and find it too far to travel east to Suffolk in which case distance learning could attract them back into the fold. Finally, other union concerns that have been voiced include issues involving 1) policies affecting area (i.e., there are needs to assess the academic standards of distance learning and telecourses); 2) analysis (i.e., Has there been any analysis of the effectiveness of telecourses? What about related issues such as chargebacks?); 3) fiscal analysis for specific dollar costs. Finally, some courses may just not be suited to distance learning such as in the case of laboratory courses.

**Administrative Benefits**

A position voiced among members of administration is that distance learning avoids class cancellation and provides cost savings despite initial non-recurring expenditures for its implementation and continued recurring expenditures. Suffolk Community College is currently operating four campuses and central administration. The claim is that the investment in connectivity through telecommunications could prove to be an investment that would both provide the college with cost savings and increased productivity. The initial investment to equip all four campuses with interactive video, e-mail and Internet connectivity would be estimated to be between $600,000.00 and $750,000.00. The ongoing costs would be approximately $270,000.00 per year assuming new personnel would be hired and approximately $100,000.00 per year for additional telephone and line charges. This amount is also assumed to include additional photo copying, faxing, postage, and printing.

Cost savings is expected to occur in the reduction of canceled class sections. College-wide, we currently cancel 600 to 700 sections each year due to low enrollment. Although it is true that many of these students do register for other classes, it is unknown how many students either don't attend at all, go elsewhere, or take fewer classes. If we were only to recuperate 10% of those canceled sections, we would generate about $600,000.00 per year in additional revenue. Other benefits include good will generated from fewer canceled classes. Curricula available currently only on one campus would have increased access. Curriculum offerings could be consolidated to one location without adversely affecting access. This is also a cost savings as the necessity to replace faculty in the same areas would decrease and reallocation of human resources to other unexplored areas would be more feasible. Another area of cost savings would be in the reduction of travel time and in the increased productivity that would allow administrative staff to travel to college-wide meetings; although the number of meetings would compete with classes with regard to scheduling.

Other benefits include reaching a wider audience. Training could be provided to industry as stated earlier and many high schools who are currently online could participate in college courses. Of course, this is already in place to a certain degree already. But greater interaction with high schools would perhaps serve to channel more students to Suffolk upon graduation from high school. County agencies could benefit from online training and course offerings. Disabled persons and those confined to prison environments would also benefit from distance learning. Telecourses currently attract students from such areas as New York City, Westchester County, Rockland County, New Jersey and beyond.
Alternate Facilities

BOCES currently has a network of 5 sites for interactive television transmission of courses in Suffolk County. Their link will soon extend across Suffolk and Nassau Counties to over a dozen sites. Boces is eager to have us deliver courses using their sites. Aspects of cost are yet unclear and scheduling and availability of these sites is an open question also.

Final Comments
1. Of course each modality could be used in conjunction with a classroom interaction component. This would not be distance learning by the commonly accepted working definition above.
2. Facilities improvements are required for distance learning as well as each modality.
3. Distance Learning is considered to be most beneficial to students involved in career training or motivated students who display the ability to act independently (reliably true with graduate students typically) in their own best interests. This is due to the lack of direct guidance. Correspondingly, Distance Learning is least beneficial to less motivated students, particularly those requiring remediation, pseudo-remediation, or high levels of guidance of any kind. This was emphasized in a recent workshop given on the subject of distance learning and presented by John Scully of APPLE computers.
4. Chief among our assets as a community college is the close contact that we provide to our students. This is inevitably lessened when distance learning is added to the mix.
5. Budgetary considerations being as they are and as they are plainly visible in the recent difficulties attached to proposed increases in tuition would seem to hamper plans of facilities expansion and their costs. Seeking of grants would seem to be an inevitable partner to accompany such expansion.
6. The advice of others is to go slow and expect problems. Proceeding conservatively on a small scale at first helps to keep problems at manageable levels.

The NYNEX Next Step Program

The Next Step program is a project created jointly among NYNEX, the Communication Workers of America (CWA) union, and Suffolk County Community College. Other community colleges were selected throughout the SUNY system.

The purpose is to offer NYNEX employees an Associate in Applied Science degree, with a focus on telecommunication technology. This is a competency-based program, designed to give the employees the flexibility necessary to keep pace with advancing technology.

NYNEX’s plan is to create a new position, known as the Telecommunications Technical Assistant. The job description for this position has not yet been totally defined, but in general NYNEX wants to create a more versatile employee, able to adjust to today’s changing world of technologies. The goal is for the employee to be able to independently solve problems, rather than simply repeating a specific set of trained operations.

The courses are taught from a technology point of view. To assist in this, each student and instructor is issued a laptop computer, leased by NYNEX. Every attempt is made to incorporate the use of technology into the classroom as much as possible. This occurs in the NYNEX classes to a much greater extent than in our regular courses, largely due to the availability of the good computer equipment. Students are instructed in the use of software.
packages to assist in problem solving, report writing, and communicating. These packages are uniform throughout the program, at all of the schools. Regular meetings are held, where universal decisions like these are discussed and made.

In addition to the individual software relevant to a particular topic, one of the major uses for the laptop computer is the Lotus Notes database system. The students are encouraged to use the system whenever possible to communicate with each other, their instructors, students at other schools, and NYNEX itself. The Lotus Note server is located at, and operated by NYNEX. In addition to a standard E-mail system, Lotus Notes provides the easy ability to create groups. A student can leave questions for an instructor, or send them to the entire class. Likewise, the instructor can communicate with the entire class as easily as with a single student. The system is particularly useful for the environment in which the Next Step program operates. The students are on campus only one day each week, and the database provides them with an easy way to communicate with classmates and instructors at other times.

As with any technology, some students (and some instructors) are much more comfortable than others, but all of them are becoming more and more proficient as time goes on.

Recommendations
1. In order to meet the technological challenges of a new millennium, the Ammerman Campus should promote 1) additional grant applications from faculty and 2) increased efforts to gain funds from private, local high-technology companies, such as Symbol Technologies and Computer Associates.
2. The committee recommends that the campus seek ways to increase the visibility and understanding of the Academic Computing Council's work through a newsletter or a column in a regular campus update information source, such as the Compass.
3. The Ammerman Campus should continue the upgrade the current computer facilities at all learning centers on campus, to state-of-the-art computers which are networked to share available software. (Six LANS are already connected.)
4. At the beginning of each semester the Assistant VP for Information Technology should report to the faculty/staff on the status of our technological base. The college needs to do a better job of communicating its efforts in this direction to the faculty and students.
5. The technology lab fees and the technology fee must be dedicated to a separate account specifically for technological improvements of the College.
6. Our sponsoring county government, one of chief funding sources, must be willing to support our efforts by matching the College's technology fund. This will enable this College to reach the capital investment levels of other community colleges.
7. The Campus leadership needs to explore additional ways to utilize the existing talents of the faculty towards faculty/staff development in the computer technologies.
8. The Campus leadership must continue to recognize that professional development for curriculum inclusion of computers and pedagogy will require: 1) Time, at least 3-5 years; 2) Release time for re-training; 3) Technical support staff. Since the Ammerman Campus has basically the same technical staff that it had 10 years ago, it is unrealistic to expect that it will be able to provide adequate response to the ever increasing demands for installation and maintenance of computer systems.
9. Thinking about technology...Old Model: buy boxes with PC's every 5 years...New Model:
(3-4 year cycle) continue new purchases: 1) new PC's/new equipment; 2) new software; 3) training for faculty/staff; 4) release time for curriculum development at the discretion of the Dean of Instruction or Vice President for Academic Affairs.

10. The Campus must continue to promote faculty development in technology and must recruit, as new faculty lines become available, candidates who are computer literate.

11. The training of staff/faculty for technology upgrade and enhancement must be an on-going commitment of the institution. Research suggests that approximately 30% of the technology budget be earmarked for this purpose each year. It is not enough to invest money in hardware and software, the greatest resource of the Ammerman Campus is an up-to-date, informed faculty and staff.
CAMPUS PERSPECTIVE ON COMPREHENSIVE ISSUES

Introduction
The purpose of this section is to relate the “overall governance, administration, leadership, planning efforts, provided by the central administration” to the Ammerman Campus (see MS Self Study Design Proposal, p.7). The committee decided, after consultation with the Middle States campus and college-wide steering committees, to provide only a narrow focus, due to other campus committees providing only campus based information. There will, of course, probably be some overlap, but in general this committee will attempt to keep its focus on the relationship between central and the campus.

Task Statement 2
Review the trends in enrollment and staffing to insure the college is meeting the needs of the community and reflecting the demographics of the service area.

Description
The demographics of Suffolk County have been changing in the last fifteen years. This change is somewhat reflected in the changing demographics of the College. There has been an increase in minority populations in the County and the College. The Hispanic population of Suffolk County has increased 49.7% from 1980 to 1990. The African American population has increased by 8.8% since 1980. Asian Americans is another group which has had a substantial increase in population from 1980 to 1990. Although there are no reliable numbers from 1990 to 1996, it is evident that these trends are continuing. (Table I).

Table 2-1: Population of Suffolk County by Ethnic Origin

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>1980</th>
<th>1990</th>
<th>%change since 1980</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,141,600</td>
<td>1,133,930</td>
<td>-0.7%</td>
</tr>
<tr>
<td>African-American</td>
<td>71,741</td>
<td>82,910</td>
<td>8.8%</td>
</tr>
<tr>
<td>Hispanic-American</td>
<td>58,689</td>
<td>87,852</td>
<td>49.7%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>12,201</td>
<td>17,172</td>
<td>40.7%</td>
</tr>
<tr>
<td>Total Pop</td>
<td>1,284,231</td>
<td>1,321,864</td>
<td>2.9%</td>
</tr>
</tbody>
</table>


The Title III project team’s report, An Environmental Scan: A New Millennium for Suffolk Community College describes the changes in ethnic enrollment since the 1989 - 90 academic year. Enrollment of African American students has increased from 3 to 4 percent and enrollment of Hispanics has increased from 4 to 5 percent. Overall “the percentage of students identifying themselves as minorities increased from 7.2% in 1989-90 to 12% in the 1993-94 population.” The Western Campus has seen the largest increase in Hispanic enrollment.

For the Fall of 1994 the Ammerman campus had a total head count of 12,864 in credit
bearing courses. Fifty seven percent of the those enrolled were female, higher than the national average. The percent of students of different ethnic backgrounds is given in Table 2-2.

Table 2-2: Percentage of Enrolled Students of Different Ethnic Backgrounds (Ammerman Campus, Fall 1994)

<table>
<thead>
<tr>
<th>Ethnic/Racial Background</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>81.11%</td>
</tr>
<tr>
<td>African American</td>
<td>2.26%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.37%</td>
</tr>
<tr>
<td>Asian American</td>
<td>1.83%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.23%</td>
</tr>
<tr>
<td>Other (includes unknown)</td>
<td>10.22%</td>
</tr>
</tbody>
</table>


From Fall 1986 to Fall 1995 the percentage of enrollees who identified themselves as Hispanics at the Ammerman campus increased from 2.1% to 4.8%. This represents more than a 100% increase in enrollment by this group. The percentage of enrollees that identified themselves as African Americans increased from 1.6% to 2.1%. Asian-American enrollment has also increased from .7% in Fall 1986 to 1.9% in Fall 1995.

The Ammerman Campus had 299 full-time faculty as of Fall 1994. Forty one percent of the full-time faculty were female. The ethnic/racial breakdown of the faculty is ninety three percent white, three percent African American, two percent Hispanic, and three percent Asian American.

The report Employees of the Institutions of the State University of New York (Fall 1993) illustrates the numbers of full-time and part-time faculty at the Ammerman Campus and statewide. Full-time faculty at the Ammerman Campus numbered 299, or 26.6% of the total full-time and part-time faculty. Similar large institutions such as Nassau, Rockland and Westchester Community College have full-time faculties in the following percentages:

- Nassau 34.5%,
- Rockland 25.5%,
- Westchester 24.8%.

The SCCC Faculty Workload Reports for Fall 1993 and 1995 Day Classes indicates an increase in the number of sections taught by adjuncts on the Ammerman Campus. In 1993, 30.2% of the sections were taught by adjuncts. In 1995, 32% were taught by adjuncts.

The data also indicates that at the Ammerman Campus more students are taught by adjuncts than at the other two campuses combined. At the Ammerman Campus during the Fall 1995 semester, 9294 students were taught by adjuncts, while at West there were 4619 and at East there were 1857 students taught by adjunct instructors.

At the Ammerman Campus the utilization rate of adjunct sections is higher than the
other two campuses. At Ammerman there are 20 students per adjunct section, at the Eastern Campus there are 16.7 students per adjunct section and at the Western Campus there are 19 students per adjunct section.

The SCCC Faculty Workload Report also indicates the number of enrolled students per section for full-time faculty teaching regular load and overload. It shows:

- Ammerman Campus--21 students per section,
- Eastern Campus--16.7 students per section,
- Western Campus--20.8 students per section.

The average age of County residents is increasing, according to Census data comparing 1990 and 1995 (Table 2-3).
Table 2-3: Age Distribution of Suffolk County Residents 1990 and 1995

<table>
<thead>
<tr>
<th>Age Group</th>
<th>1990</th>
<th>1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 17</td>
<td>23.5%</td>
<td>23.3%</td>
</tr>
<tr>
<td>18-24</td>
<td>10.0%</td>
<td>9.3%</td>
</tr>
<tr>
<td>25-34</td>
<td>15.9</td>
<td>14.9%</td>
</tr>
<tr>
<td>35-49</td>
<td>22.8%</td>
<td>24.1%</td>
</tr>
<tr>
<td>50+</td>
<td>27.8</td>
<td>28.4%</td>
</tr>
</tbody>
</table>

Source: Long Island Almanac-1996.

Enrollment of females in full-time matriculated programs has increased over the last 7 years, but their proportion to total enrollment has been relatively constant. (Table 2-4). The one exception occurred between Fall 1994 and Fall 1995, where the number of females enrolled declined, in a larger proportion than the decline in total enrollment at the Ammerman Campus,

Table 2-4: Full-Time Enrollment of Females, 1988-95

<table>
<thead>
<tr>
<th>Semester</th>
<th>Female (number)</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1988</td>
<td>6,444</td>
<td>57.5%</td>
</tr>
<tr>
<td>Fall 1989</td>
<td>6,773</td>
<td>57.5%</td>
</tr>
<tr>
<td>Fall 1990</td>
<td>7,079</td>
<td>57.1%</td>
</tr>
<tr>
<td>Fall 1991</td>
<td>7,072</td>
<td>56.7%</td>
</tr>
<tr>
<td>Fall 1992</td>
<td>7,246</td>
<td>56.3%</td>
</tr>
<tr>
<td>Fall 1993</td>
<td>7,224</td>
<td>57.1%</td>
</tr>
<tr>
<td>Fall 1994</td>
<td>7,164</td>
<td>57.5%</td>
</tr>
<tr>
<td>Fall 1995</td>
<td>5,164</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

Enrollment at the College and at the Ammerman Campus has decreased over the last five years (Table 2-5). This reflects the decline of high school graduates, the aging of the population and the improvement of the local economy. The number of high school graduates will continue to decline until the year 1999, when the trend will reverse itself (Table 2-6). The population will continue to age until economic opportunities in Suffolk County for the 21-34 age group improves. As people feel more secure in their present employment there is a lower probability that they will retrain for new careers. This does not imply that the College cannot be the vehicle for skill improvement.

The Ammerman campus’s service area is unique because it has the greatest potential in all of Suffolk County for expanding the population base. There is more land open to development in Brookhaven Town than in all the other towns combined (see, Town of Brookhaven, Master Plan, 1996). According to the New York State Department of Economic Development, Brookhaven Town, all of which is in the Ammerman service area, will have the largest numerical population increase in Suffolk County by the year 2000. (See 1993 Master Plan, Vol. 1, pg. 20.)
<table>
<thead>
<tr>
<th>Year (Fall Semester)</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>12,394</td>
</tr>
<tr>
<td>1991</td>
<td>12,467</td>
</tr>
<tr>
<td>1992</td>
<td>12,870</td>
</tr>
<tr>
<td>1993</td>
<td>12,661</td>
</tr>
<tr>
<td>1994</td>
<td>12,466</td>
</tr>
<tr>
<td>1995</td>
<td>11,731</td>
</tr>
</tbody>
</table>

The 1993 Master Plan noted the participation rate of each of the three campuses. The participation rate is calculated by dividing the area’s adult population (age 18-64) by the headcount enrollment at each campus. This is a standard SUNY measurement. The Ammerman campus had the highest level of participation of the three campuses. (Table 2-7)

**Table 2-7: 1991 Participation Rates**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ammerman</td>
<td>3.79%</td>
</tr>
<tr>
<td>Eastern</td>
<td>2.92%</td>
</tr>
<tr>
<td>Western</td>
<td>1.56%</td>
</tr>
</tbody>
</table>

Source: 1993 Master Plan, vol. 1, pg. 28

SUNY also measures how efficiently space is utilized at each of the community colleges. According to the consultants who drafted the Master Plan, the “Western and Ammerman Campuses have the lowest assignable square feet (ASF) to FTE students in the state, regardless of size category.” (See MP, vol. 2, pg. 1) This means that space is at a premium for the number of students enrolled.

To meet the needs of the community the College has to be able to identify which occupations are growing and the training and/or retraining needs for those growth occupations. Besides examining the growth occupations, the College has to be able to identify the skills in existing occupations that need to be upgraded.

The College, through the 1993 Master Plan, has sought to identify these areas. The Master plan identified certain general areas of projected growth by the year 2000.
Table 2-8: Projected Year 2000 Occupational Demand
The Long Island Labor Market

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Proportion of Job Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial &amp; Management</td>
<td>5.0%</td>
</tr>
<tr>
<td>Professional, Paraprofessional</td>
<td>21.0%</td>
</tr>
<tr>
<td>and Technical</td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td>16.0%</td>
</tr>
<tr>
<td>Clerical &amp; Administrative Support</td>
<td>23.0%</td>
</tr>
<tr>
<td>Service</td>
<td>21.0%</td>
</tr>
<tr>
<td>Production Workers, Operatives,</td>
<td></td>
</tr>
<tr>
<td>&amp; Maintenance Workers</td>
<td>14.0%</td>
</tr>
</tbody>
</table>

Source: Comprehensive Master Plan, Vol. 1, pg. 9

The Master Plan identified several areas where there will be substantial growth in the next five years. The Master Plan document listed certain growth areas in which the College had no applicable programs. These include Radiological Technologist & Technician, Dental Hygienist, Dental Assistant, Office Machine, Register Servicer, Bus, Truck, and Diesel Engine Mechanic, HVAC Repairer, Elevator Installer and Repairer and Machinist. The Master Plan document suggested that these are areas that “may represent opportunities for SCC to develop new programs.” (See MP, Vol. 1, pg. 11) All the listed occupations have large space requirements and need expensive equipment to operate.

The College in the Fall of 1996 opened its Automotive Building where it trains future automotive mechanics for General Motors. This was paid for in full by General Motors. It represents a substantial investment by General Motors for the training of future automotive mechanics. The program is located on the Ammerman Campus and the administrator in charge of overseeing the program is the Assistant Dean of Science and Technology.

The 1993 Master Plan also identified other areas in which the College has existing programs that will grow through the year 2000. Some of these areas are physical therapist, secretary, computer operator, cook-restaurant, and sales agent-insurance. These occupations require a HS diploma and some college. The 1993 Master Plan then identified other occupations with a substantial growth factor, where SCC is a stepping stone to a four year college degree. (See MP, Vol. 1, pg. 13-16.)

The Ammerman campus has organized seventeen advisory committees for career curricula. These advisory committees are composed of SCCC faculty and corporate executives working in that particular career emphasis. The advisory committees are designed to keep the career programs current and abreast of the latest developments in that occupation. These advisory committees are more fully explained in Task Statement 5.

There are numerous ways to examine the issue of adequate staffing levels. SCCC has a
substantially higher rate of adjuncts as a percentage of full-time faculty than Nassau Community College, but a slightly lower rate than Rockland or Westchester Community Colleges. Within SCCC, the Ammerman Campus has the most students per adjunct section and the highest total number of students taught by adjuncts as compared to the two other campuses.

All three campuses have particular disciplines where the level of adjunct instruction is at an inappropriately high level. For example, at the Ammerman Campus 50% of all reading courses are taught by adjunct instructors. At the Eastern Campus 52% of all mathematics courses are taught by adjuncts, while at the Western Campus, 58% of mathematics courses are taught by adjuncts. CS 15 College Seminar, which is a requirement for all entering full-time freshmen and transfer students with less than twelve transfer credits, has over 80% of its sections taught by adjuncts college-wide. This course, which is the basic skills and social adjustment course for entering students, is being taught by part-time employees who have the least commitment to the College, as per the Faculty Workload Report for Fall 1995 Day Classes.

There is no consistent formula that has been used to allocate lines either by discipline or by campus. After complete input from all three campuses the Academic Vice President should be the appropriate administrator to decide on the allocation of lines.

The College has attempted to meet the changing demographics of the County in developing new programs which become campus wide programs. English as a Second Language (ESL) is an example of the College attempting to meet the changing demographic profile of the students. Enrollment data is available from Spring 1990 to Fall 1996. The Ammerman campus for Spring 1990 had 76 students enrolled in ESL. By the Fall of 1996 the number increased to 279. Seventy five percent of the enrollment is Hispanic but there has been a steady increase in enrollment of students from South and East Asia. (See chapter, Open Campus.)

There has been an increase in enrollment in the ESL program and there is a need to expand this program. The Ammerman Campus has agreed to hire a full time ESL instructor in order to meet the increase in enrollment, as per the Dean of Instruction, Ammerman Campus. ESL is currently located at the Open Campus and finds space on each campus after all credit bearing courses have been assigned. Is this an adequate procedure of allocating space for the program?

The Educational Opportunity Program (EOP) is another program designed to meet the changing demographic needs of the community. The program is run from the Central Administration but is located in the Marshall Building of the Ammerman campus.

The main focus of EOP is to “offer a diverse range of personal and academic support services within an environment that encourages educational growth and motivates students to reach their highest potential. Personal and career counseling are made available to EOP students. Suffolk County Community College is one of five SUNY campuses having model EOP programs, and Suffolk was the third to initiate the Supplement Instructional Program (SIP). SIP provides tutoring and counseling services to students. This program attempts to nurture college students who need a more supportive environment. All three campuses
participate in the program.

The Liberty Partnership Program (LPP), the Science Technology Entry Program (STEP), the BioPREP program and the Mentor Program for Underrepresented Students are designed to aid students who are at risk at their local high schools and are part of an identified under represented group. LPP represents a cooperative effort between the College and the community to aid students who are at risk of dropping out of high school. STEP attempts to motivate and prepare economically disadvantaged and under represented minority students for careers in those licensed professions having a mathematical, scientific or technological orientation. BioPrep represents an effort by SCCC in conjunction with SUNY Stony Brook and SUNY Farmingdale to give under represented groups an intensive biomedical preparatory experience for current students who are of African American, Hispanic-American, Native-American or Pacific Islander descent.

The Hispanic population has increased substantially in Suffolk County. The percentage increase in enrollment of Hispanics reflects this demographic trend. Increases in African American enrollment have not kept up with their increase in the general population.

Enrollment at the College as a whole, and at the Ammerman campus specifically, has decreased over the last four years. Most, but not all, of that enrollment decline is of first-time, part-time students. Full-time enrollment at Ammerman increased slightly from the Fall 1995 semester to the Fall 1996 semester. The Ammerman campus did undertake measures to increase the number of continuing students. There has been a level of success in retaining full-time continuing students, as per the Office of Enrollment Information and Scheduling, Fall 1996 Enrollment Report. The decrease in part-time enrollment is probably due to the improved economy in Suffolk County. Historically, when the economy improves, enrollment tends to decrease. There is less sense of urgency to upgrade skills or retrain in a moderately growing economy. There is no empirical data that supports or refutes the above statement. The College has not adequately addressed the reasons why part-time student enrollment is declining.

With an aging Suffolk County population, the College may want to commit resources to actively recruit the older student.

As cited above, the College's first Master Plan identified areas where job growth is anticipated through the year 2000. Since the Master Plan was issued in 1993 there has been no follow-up study to determine if these areas of job growth are still current. Graphic Design is one the County's largest job growth fields in the last six years. Most firms in this area are small entrepreneurial businesses; however, a few larger firms are also found in Suffolk County. Enrollment in the emphasis has increased significantly (51% since 1990), but the Master Plan did not identify this area as a growth area. In fact it was not even listed in the Master Plan as an occupation.

It is also evident from the Master Plan that The Town of Brookhaven has the greatest population growth potential of any town in Suffolk. The Ammerman Campus has the most serious space limitations of any campus. This is as of the 1991 reference point used by the Master Plan. Coupled with the anticipated upturn in high school enrollments starting in 1998, this should imply that serious consideration be given to adjusting the Master Plan to

Ammerman/85
accommodate the increasing number of students the Ammerman Campus could attract.

**Recommendations**

1. The College must provide a straightforward explanation regarding the method used to allocate full-time lines to each campus. There should be oversight by the Academic Vice President on how the campuses allocate their assigned lines. The campuses should prioritize and justify their needs based on College priorities.

2. The College (Vice President for Academic Affairs) should undertake a study to determine why so few full-time instructors elect to teach CS 15, College Seminar.

3. The Master Plan has to be updated on a regular basis in order to determine which occupations are expected to continue growing the fastest.

4. The Ammerman campus should continue to explore ways to attract the older student.

5. Some of the growth occupations cited in the Master Plan are very expensive to implement and to run. Any program which has significant start up costs should be given a thorough cost-benefit analysis before any decision is made.

6. The Campus should determine how well the needs of the increasing number of minority students are being met and address any shortcomings.

7. The effectiveness of programs to increase enrollment of under-represented groups should be assessed on an ongoing basis.

8. The College and the Campus should have an alliance with the Long Island Regional Planning Board. The Planning Board does significant demographic profiles and occupation analyses. This data should be sent to and kept at the Office of Institutional Research. The Long Island Association, currently not accessed by the College, is another source of demographic, occupational, and business data. (As of this writing, demographic data is not easy to obtain for any college employee needing to use demographics as part of a report.)

9. The College and the Campus should undertake statistically correct study which attempts to understand the reasons for the decline in part-time enrollment.

10. With the increase in Hispanic students on the Ammerman Campus, the Campus should make a concerted effort to hire more qualified Hispanic instructors.

11. With the upturn in high school graduates beginning in 1998 and the potential growth of Brookhaven Town, the space needs and capital plans of the Ammerman Campus need to to reassessed.
Task Statement 3
Review resource allocations to insure community needs are being addressed through the development and curtailment of programs, and that support is provided for instruction and learning resources as population and enrollments shift.

Introduction
In this task statement enrollment trends will be analyzed from Fall 1988 to Fall 1995. Also discussed will be the Developmental studies program and the Ammerman Campus response to the changing economy of Suffolk County through the curtailment of outdated and development of new programs.

Changes in Enrollment
The Ammerman Campus shares programs with the other two campuses. It also has programs unique to its own campus. American Sign Language, Automotive Service Specialist, Telecommunications: NYNEX option, Communications, Media Arts: Journalism, Community Service Assistant, Computer Science, Computer Assisted Drafting, Construction Technology, Electrical Engineering Technology, Engineering Science, Fire Protection Technology, Telecommunications Technology, Computer Technology, Fitness Specialist, Humanities, Social Science, Mathematics, Women’s Studies, Nursing (evening), Drama, Music, Physical Therapist Assistant, Recreational Leadership, and Radio and Television Production are all unique to the Ammerman Campus. The Provost and the Dean of Instruction have ultimate responsibility in the successful running of these programs.

The other programs listed in Table 3-1 are college-wide. If changes need to be made in any of these programs, there is no simple mechanism to achieve the changes. Any proposal for a change in a college-wide program must pass all three campus governing bodies for the change to be implemented. In certain instances, where a change in a program or course was deemed necessary, the campuses could not agree on a course of action (For example, see the MA 62 conflict between West and Ammerman) and the President was forced to intervene. The Vice President for Academic Affairs has no line authority to handle any curriculum disputes between the campuses.

Table 3-1 describes all the Curricula offered by the Ammerman Campus. It shows the minimum enrollment, maximum enrollment, average enrollment, Fall 1995 enrollment and the trend in enrollment from fall semester 1988 through fall semester 1995.

As is clear from Table 3-1 most business programs have had statistically significant decline in enrollment. Engineering Science, technology programs in general, Criminal Justice, and Communications and Media Arts have also had a statistically significant decrease in enrollment since 1988. Programs such as Social Science, General Studies, Women’s Studies, Science and American Sign Language have had statistically significant increases in enrollment. Other programs such as Humanities, Electrical Engineering Technology and Business Office management have had a roller coaster enrollment pattern, and they have been labeled “significantly volatile.”

Table 3-1: Changes in Enrollment by Curriculum, 1988 to 1995, Fall Semesters.
Ammerman Campus.

<table>
<thead>
<tr>
<th>Curriculum No. &amp; Name</th>
<th>Min Enroll (Year)</th>
<th>Max Enroll (Year)</th>
<th>Average Enroll</th>
<th>Fall 1995 Enroll</th>
<th>Trend (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>103 Arts &amp; Sc: GenSt</td>
<td>3277(1988)</td>
<td>5263(1994)</td>
<td>4540</td>
<td>5134</td>
<td>+</td>
</tr>
<tr>
<td>201 Eng Sc</td>
<td>75(1995)</td>
<td>193(1988)</td>
<td>114</td>
<td>75</td>
<td>-</td>
</tr>
<tr>
<td>203 CompSc</td>
<td>73(1994)</td>
<td>145(1988)</td>
<td>108</td>
<td>108</td>
<td>-</td>
</tr>
<tr>
<td>204 Fine Arts</td>
<td>55(1991)</td>
<td>87(1989)</td>
<td>75</td>
<td>62</td>
<td>0</td>
</tr>
<tr>
<td>205 Perf Arts:Drama</td>
<td>33(1990)</td>
<td>57(1994)</td>
<td>45</td>
<td>53</td>
<td>+</td>
</tr>
<tr>
<td>206 Perf Arts:Music</td>
<td>82(1994)</td>
<td>104(1989)</td>
<td>91</td>
<td>95</td>
<td>0</td>
</tr>
<tr>
<td>208 Acct (A.S.)</td>
<td>146(1995)</td>
<td>291(1990)</td>
<td>231</td>
<td>146</td>
<td>-</td>
</tr>
<tr>
<td>302 Fire Protctn Th</td>
<td>0(1992)</td>
<td>23(1994)</td>
<td>9</td>
<td>18</td>
<td>+</td>
</tr>
<tr>
<td>306 Brdust Telecom</td>
<td>89(1995)</td>
<td>128(1989)</td>
<td>114</td>
<td>89</td>
<td>-</td>
</tr>
<tr>
<td>310 Phys Thrp Asst</td>
<td>43(1994)</td>
<td>65(1988)</td>
<td>51</td>
<td>46</td>
<td>0</td>
</tr>
<tr>
<td>311 Rec Ldrshp</td>
<td>33(1994)</td>
<td>73(1990)</td>
<td>57</td>
<td>34</td>
<td>-</td>
</tr>
<tr>
<td>313 Bus: Office Tech</td>
<td>90(1995)</td>
<td>135(1988)</td>
<td>125</td>
<td>90</td>
<td>-</td>
</tr>
<tr>
<td>315 Bus Adm (AAS)</td>
<td>596(1995)</td>
<td>955(1989)</td>
<td>821</td>
<td>596</td>
<td>-</td>
</tr>
<tr>
<td>317 Bus: Bnk, Ins &amp; Rel Est</td>
<td>33(1995)</td>
<td>100(1989)</td>
<td>69</td>
<td>33</td>
<td>-</td>
</tr>
<tr>
<td>318 Retail Bus Mgmt</td>
<td>77(1995)</td>
<td>143(1988)</td>
<td>123</td>
<td>77</td>
<td>-</td>
</tr>
<tr>
<td>326 Comm &amp; Media Arts</td>
<td>72(1993)</td>
<td>112(1988)</td>
<td>93</td>
<td>85</td>
<td>-</td>
</tr>
<tr>
<td>330 Erly Childhd</td>
<td>141(1992)</td>
<td>209(1990)</td>
<td>159</td>
<td>157</td>
<td>0</td>
</tr>
<tr>
<td>333 Para Lgl Asst</td>
<td>81(1995)</td>
<td>131(1990)</td>
<td>111</td>
<td>81</td>
<td>-</td>
</tr>
</tbody>
</table>
1. + enrollment trend upward at .05 level of significance  
   - enrollment trend down at .05 level of significance  
   0 statistically insignificant change in enrollment  
   V Significantly variable enrollment over eight year study period  
Source: Ten Year Enrollment Report, Office of Institutional Research  

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>334 Civ/Const Tech</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>335 Acct (AAS)</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
</tr>
<tr>
<td>341 Amer Sign Lang</td>
<td>39</td>
<td>40</td>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
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<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td>51</td>
</tr>
<tr>
<td>343 Bus Office Mgmt</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
</tr>
<tr>
<td>369 Auto Serv Specist</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td>51</td>
<td>52</td>
<td>53</td>
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<td>57</td>
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<tr>
<td>402 Draft Cert</td>
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<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
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<tr>
<td>405,406 Bus: Office Tech Cert</td>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
<td>61</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>410 Bus Mgmt Cert</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
</tr>
<tr>
<td>433 Para Lgl Cert**</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
</tr>
</tbody>
</table>
*Program started 1993  
**Program started 1991  

The reasons for declining enrollments can be partially explained by the changing Suffolk County economy and by national trends in certain programs. The decline of the defense industry on Long Island has contributed to the decline in enrollment in engineering and related technological areas. The changing pattern on Long Island to a more service oriented economy has also led to a decline in technical disciplines. Finally, the effects of the 1990-91 recession had been evident on Long Island through 1994. The subsequent recovery has been slow. *(Chase Economics Newsletter)* Local officials are attempting to attract high tech industries to Long Island, but the process has been slow due to the high cost of living associated with Long Island. *(Long Island Association)*  

The Nursing Emphasis at the Ammerman Campus has gone through an upswing and then has held steady. Even though enrollment peaked in 1995 with 364 students, there are fewer students attempting to enter the program *(Appendix 9)*. This can be explained by the changing market for health services. Before 1992, nursing as a profession was on an upswing due to the increased demand for nurses and the increased salary associated with the increase in demand. After 1992, as Long Island hospitals moved to reduce costs (due to reduced funding and the movement to competitive managed care health insurance providers), fewer nurses were needed. In fact, there were layoffs within the field as hospitals merged and some hospitals closed.  

The Ammerman Campus has begun to repackage some of its health care courses into shorter continuing education type courses, such as Home Health Care, Home Health Aide and a certificate program in Practical Nursing. By implementing these new programs the College will lessen the rate of decrease in enrollment in the health career programs.  

Throughout most of the country enrollment in business programs have seen a decline. Suffolk County Community College has been following this nationwide trend. From
information gathered from community surveys, it seems that residents want shorter, more specific, training programs. (Source: Center For Community Research, Community Survey--1993) The College is attempting to meet those needs by establishing short vocational certificate programs consisting of four to six courses. The process of getting these programs approved can take up to two years.

On the other hand enrollment in the Social Science Emphasis has shown an increase over the same time frame. A large part of the reason for the improved enrollment was due to the recommendations of the Program Review. The Program Reviews are completed every seven years and are directed by the Dean of Instruction and the Office of the Vice President of Academic Affairs.

The Social Science review demonstrated that students were not completing the program as a result of the two year foreign language requirement. The Program Review Committee decided to require only one year of a foreign language. In the second year of the program, the foreign language courses are replaced with a computer literacy course and an English course. Also, the students are given a menu of options within the major field to choose from. These changes, as publicized in the College catalog, were responsible for an increase in enrollment from from 155 in the Fall of 1991 to 293 in the Fall of 1994. (Sources: Social Science Program Review & 10 Year Fall Enrollment Report)

**Developmental Studies Program**

The Developmental Studies program is a college-wide initiative that attempts to upgrade the skills of underprepared students in one or more core areas of knowledge. After completing intake tests administered through the Office of Advisement and Testing, a student who is found deficient in Mathematics, English and/or Reading will be placed in the appropriate level developmental course. Developmental courses do not earn any credits toward graduation.

There is a college-wide Developmental Studies Committee that makes recommendations as to the direction of the program. If the college-wide committee recommends changes in the program, it must pass the governance bodies of at least two of the three campuses. The latest proposed changes have gone through the College-Wide Academic Standards Committee (See October 1996 minutes of College-Wide Academic Standards meeting) and are now before the three governance bodies. (The two out of three campus rule is only applicable to the College-Wide Academic Standards Committee)

Table 3-2 shows the number of new and transfer students enrolled in the Developmental Studies Program, the number of new and transfer students not enrolled in the program, the proportion of students in the Developmental Studies Program as a percentage of total enrollment at the Ammerman Campus and the proportion of new and transfer students enrolled in the Developmental Studies program as a percentage of all new and transfer students. The data is for the Fall 1989 semester through the Fall 1996 semester.

**Table 3-2: Enrollment in Developmental Studies Program for New and Transfer Students.**

<table>
<thead>
<tr>
<th>Year</th>
<th>New &amp; Transfer Students in Dev Prog</th>
<th>New &amp; Transfer Students not in Dev Prog</th>
<th>Percent of Dev Students to Total Enroll</th>
<th>Percent of New &amp; Transfer Student in Dev Prog</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>
The percentage of students placing into developmental courses is roughly the same over the study period. The only substantial change was found in Fall 1991, due to change in the cutoff point for placement into developmental reading.

If a student earns a “S” grade in a developmental course, then the student has “passed” the course. The Ammerman Campus in Fall of 1995 had 177 sections of remedial courses. (Source: Placement Testing and Intake Advisement Report-1995) This represents a substantial investment of time and money for the purpose of bringing students who are not prepared for college level work up to college level standards.

The College invests substantial time, money and talent in the Developmental Studies Program. The question remains as to the effectiveness of the Developmental Studies Program. There is no exit testing from any of the courses. Normed standardized tests specifically designed to test proficiency of students in developmental courses do exist, but are not utilized. Most developmental courses are taught by adjuncts. For example, in English for the Fall of 1996 there were 30 sections of EG 09 and EG 10 (both developmental courses), and 19 sections (63.3%) were taught by adjuncts. For Fall 1995, 69% of the developmental courses were taught by adjunct instructors. (Source: English Workload Report, Office of Institutional Research) The numbers of adjunct sections are also high for reading and mathematics developmental courses.

Since there is a high level of adjunct instructors in the developmental courses, the question of accountability arises. How does the College and the Campus ensure that the students are obtaining the requisite knowledge? Without exit exams it is difficult to ensure that students are obtaining the knowledge that will increase their probability of succeeding in credit bearing courses. It is important for retention purposes that a student shows proficiency in the developmental courses before mainstreaming. The College has no direct means of ensuring or even assessing this outcome.

**Program Development and Curtailment**

Since 1990 a number of programs have been terminated by the Ammerman Campus.
These programs were terminated due to changing market forces. These programs are listed in Table 3-3.

### Table 3-3: Programs Terminated by Ammerman Campus

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Assisting</td>
</tr>
<tr>
<td>Gerontological Studies</td>
</tr>
<tr>
<td>Manufacturing Technology</td>
</tr>
<tr>
<td>Machine Technology (Certificate Program)</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
</tr>
<tr>
<td>Insurance &amp; Real Estate</td>
</tr>
</tbody>
</table>

**Source:** Dean Of Instruction, Ammerman Campus

Other programs that have declining enrollments have been flagged as to their viability. Most are in the technology area. There are no other programs that will be terminated at this time. There is no formal campus or college mechanism that determines whether a program should be seriously considered for termination.

The Fine Arts degree program is offered on both the Ammerman and Western Campuses. Originally, the Ammerman Campus exclusively offered ceramics courses. The Western Campus implemented their own ceramics courses in 1990. The ceramics courses required a major investment of at least $30,000 by the Western Campus to purchase the kilns and wheels necessary to make ceramic forms and for proper construction of and installation of equipment in the room. The course is FA 61, Ceramics I. The Ammerman Campus is still the only campus offering FA 62, FA 63, FA 64, Advanced Ceramics. The Ammerman Campus offered five sections and the Western Campus offered two sections of FA 61 during the Fall of 1996. The seven sections had a total enrollment of 153 students (118 at Ammerman and 35 at West). **(Source: Master Schedule)**

Sculpturing (FA 71 - FA 74) is another option under Fine Arts which is offered at both West and the Ammerman Campus. Both campuses have a high utilization rate in these courses, but the two campuses offered a total of five sections of both Sculpture I (FA 71) and Advanced Sculpture (FA 72). The enrollment in FA 72 for both campuses was twelve for the three sections for Fall 1996. **(Source: Master Schedule)**

The room used at the West Campus for FA 61, FA 71 and FA 72 is S139. Due to the unique equipment in the room it is not used for other courses. For the Fall of 1996 the room was used 18 hours per week. This includes day and evening hours.

Four new programs have been started or will be started in the next academic year. These programs are, except for International Studies, currently based on the Ammerman Campus:
The Ammerman Campus is currently repackaging some of its programs to make them more attractive to potential students. Most of these new certificate programs will comprise four to five courses in a specifically designated discipline. As cited in Task Statement 2, the Community Survey found that residents wanted shorter more intense type of vocational courses rather than an entire degree program. Some of those surveyed already had degrees and needed retraining or updating of skills. The Campus is attempting to respond to these needs by offering packages in certain areas. This is a campus initiative. The new programs still have to be approved by the departments and the divisions before being implemented.

Some of these new certificate programs are listed in Table 3-5:

Table 3-5: New and Repackaged Certificate Programs, Ammerman Campus

<table>
<thead>
<tr>
<th>Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Business</td>
</tr>
<tr>
<td>Insurance</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Computer Information Systems: Applications for Small Business</td>
</tr>
<tr>
<td>Computer Information Systems: Executive Applications</td>
</tr>
<tr>
<td>Office Administration</td>
</tr>
<tr>
<td>Programming in ++</td>
</tr>
<tr>
<td>Developing Graphical User Interfaces Applications and Homepages</td>
</tr>
<tr>
<td>Operating Systems</td>
</tr>
<tr>
<td>Hospice Care</td>
</tr>
<tr>
<td>Emergency Medical Care</td>
</tr>
<tr>
<td>Nursing Assistant</td>
</tr>
</tbody>
</table>

Source: Dean of Instruction, Ammerman Campus

There is no formal mechanism within the College that determines what programs are viable. Although enrollment trends are sometimes analyzed, it is done on an ad hoc basis. Reviewing the College literature, this committee found that it is impossible to find any guidelines on the evaluation of specific programs. The Program Reviews are designed to analyze the curricula, but as cited in Task statement 5, the recommendations of the Program Reviews have not been followed in a consistent manner. For some Program Reviews, such as Mathematics, there were no follow-up reviews; therefore it is impossible to state how many of the recommendations have been adopted or rejected. It is also impossible to determine why
recommendations have not been adopted. This issue has now been addressed by changing the guidelines to require a specific follow-up to the review.

When a part of a program is adopted by another campus, as is in the case of the ceramics and sculpture courses, there is no cost-benefit analysis to determine the desirability of having two campuses offering the same option. Could the Ammerman or West Campus offer all four sections of Ceramics I? Could the Ammerman or West Campus offer all the sections of Sculpture I and Advanced Sculpture? Is it beneficial to the College to have these options on both campuses? In the mid 1980s the Ammerman Campus had twelve sections of FA 61 and was able to accommodate all these sections in one room. This argument becomes especially relevant due to the continued concerns about the adequacy of funding. Also, these programs take up space. Could the Western Campus or Ammerman campus better utilize the space taken up by these courses? A room has a potential utilization of eighty hours per week. Thus, a room being used only eighteen hours per week is not being fully utilized. In an era where clustering of programs to save money is being implemented, should SCCC be doing the same? Finally, who makes these multi campus decisions? Should it be the Academic Vice President in consultation with the campuses? At present, the decision is political, not rational, as per conversations with both current and former Ammerman and Central administrators.

Recommendations

1. The College should implement exit testing for all developmental courses to determine if the student has achieved the level of competency necessary to possess a decent probability of succeeding at the next level. The College now uses the CPT tests for placement. The CPT-Sentence Sense Test, the CPT Reading Comprehensive Test, the CPT Arithmetic Test (MA 01) and the CPT Algebra Test (MA 06 & MA 07) are designed to be used as exit exams. The College should utilize the CPT tests for exit as well as placement.

2. The College should set up a better system for identifying programs that have declining enrollment.

3. There should be explicit criteria established for extending any existing degree program to another campus.

4. If the program requires additional funds, the source of those funds should be identified. Which areas of the campus and/or College that will have to relinquish resources and the subsequent dollar amount of the lost funds should also be noted and explained. This should be part of the initial proposal.

5. The College should carry out periodic resident and business perception surveys to determine what, if any, new training certificate programs should be instituted as part of its commitment to the community.
Task Statement 4

Analyze the effectiveness of the administrative structure, focusing on college governance and organization as it relates to campus needs and current trends in higher education.

Introduction

This section describes how College governance and the central administration interact as it pertains to the Ammerman Campus. The changes made in the campus administration will be studied and the possibility of future changes will also be examined.

There have been significant changes in the administrative structure of the College and the Ammerman Campus since 1988. There have also been some changes in College governance since the last reaccreditation report.

The Vice President for Academic Affairs had a more direct relationship with the Deans of Instruction in 1990 than currently in 1997. The 1990 Organizational Chart for the College showed a dotted line relationship with the Dean of Instruction. In practical terms it meant that there were regularly scheduled meetings between the Vice President for Academic Affairs and the Deans of Instruction. The Deans of Instruction were still responsible to the Executive Deans (Provosts), but they would confer on a regular basis with the Vice President for Academic Affairs. In the 1996 organizational chart the dotted line between the Deans of Instruction and the Vice President was eliminated. (*Faculty Handbook*--1996, pgs. 56-61) Now the Provosts meet with the Vice President for Academic Affairs as part of the President’s Cabinet. This reflects the diminished role the Vice President for Academic Affairs has in the academic life of the Ammerman Campus and the College.

In 1990, the three Deans of Students reported to the Provost. At that time the position of Vice President for Student Affairs had not been created. As of 1996, the Vice President for Student Affairs now meets on a regular basis with the three Deans of Students, although the Vice President has no line authority over the Deans of Students.

The College is more decentralized now than in 1990. For example, in 1990 the Campus Head Librarians, the Campus Director of Security, Associate Dean of Plant Operations, the Director of Financial Aid and the Director of Business Affairs for each campus reported directly to an administrator in the central administration. Now these positions are campus based and under the direct authority of the Provost of each campus.

The Ammerman Campus’s Dean of Students office has undergone a complete restructuring which was implemented in 1995. Admissions, Registrar, Child Care Center, and Financial Aid are now under the Dean of Students. This is due, in part, to the decentralization of the College.

In the Fall of 1995 the ten month division chairpersons of the six academic divisions were replaced by 12 month assistant deans. The divisions chairpersons had teaching responsibilities and were only required to be on campus from the start of the fall to the end of the spring semester. They had no set working hours per day and did not have to be on campus during times classes were not in session. Their duties were defined by the contract between the College and the Guild of Administrative Officers. The assistant deans which replaced the
division chairpersons are 12 month employees. They have a specified work day and year which is governed by the contract the College has with the Guild of Administrative Officers. The reason given for this change was to bring the Ammerman Campus’s administrative structure in line with the other two campuses. It was also implemented to compensate for the loss of two, twelve month Assistant Dean positions and also to provide better year round academic supervision at the Division level.

In the past, assigning adjunct instructors and full-time faculty overload assignments were the responsibility of the Associate Dean of Students located at the Ammerman Campus. The Associate Dean along with the Assistant Deans, and Department Chairpersons on all three campuses would do the assigning of adjuncts and full-time faculty overload courses. As of the Fall of 1996 this assigning of adjunct and full-time overload requests has also been decentralized. The six assistant deans at the Ammerman Campus now make all overload and adjunct assignments.

By Fall 1997 all departments will have their own budgets. The department chairpersons will be responsible for all personnel costs, including staffing of courses. Before 1997 the Office of Instruction staffed all adjunct and overload courses. Supplies and equipment budgets were at the division level.

There is no college-wide governance. Each campus has its own governance body which advises the Provost, who in turn advises the President and the Board of Trustees. Any matter that deals solely with the Ammerman Campus is brought before the Faculty Senate. The Faculty Senate has only advisory power, but in most cases the Provost will adopt measures passed by the Faculty Senate. The Faculty Senate is an elected body with representation from all the academic divisions, administrative division, library, and Student Affairs. Representation is proportional to the number of faculty within a division. The other two campus’ governance bodies are committees of the whole. (Faculty Handbook--1996, pgs. 74-93)

College-wide committees exist, where in each of the three college governance bodies appoint members. The College-Wide Academic Standards Committee, the Class Size Committee, and the Strategic Planning Committee are examples of college-wide committees. There is no college-wide curriculum committee.

The move toward decentralization began in 1992 and has been an ongoing process. How decentralization at the campus and departmental levels will work is not yet apparent. Each year additional changes are made. As of this writing an outside consultant Educational Consulting Services, Inc. (ECS) is completing a comprehensive assessment of the current administrative structure of the College. This process is expected to be completed by February 1997.

Interviews with building administrators and faculty have yielded information on the decentralization of the maintenance area. Problems requiring maintenance/service have been easier to rectify as a result of decentralization.

The College-Wide Academic Standards Committee has worked well since its inception in 1993. The Committee has opened a dialogue among the three campuses. Minimal dialogue existed between campuses before the College-Wide Committee was formed. The College-Wide
The Academic Standards Committee has representation from all three campuses in approximate proportion to the number of students on each campus. Ammerman has nine representatives, West six representatives and East three representatives. One dean of students and one dean of instruction serve on a rotating basis as voting members. Some attendance problems at committee meetings have been noted, but in general, only one meeting in four years has had to be canceled due to lack of a quorum. Legislation passed by this Committee has to be approved by two of the three campuses. It is then considered by the President and the Board of Trustees.

After a series of interviews with administrators and faculty, this committee has concluded that the lack of a college-wide curriculum committee is a serious drawback in achieving curriculum changes that affect more than one campus. All the campuses affected by the curriculum change must approve the change or it will not be implemented. This has led to bitter divisions among the campuses on many issues. (See MA 62 dispute between Ammerman and West) Lack of a common governance forum is the major obstacle in reaching a consensus. In addition, the office of Academic Vice President, under decentralization, no longer has the requisite authority to intervene in unresolved disputes among the campuses and, as a result, has not been enabled to provide direction in many academic matters.

**Recommendations**
1. The effectiveness of decentralization, college-wide and the campus organizational structure should be reviewed on a periodic basis. No changes should be made until the current structures are fully analyzed.
2. Since the College-Wide Academic Standards Committee has led to greater understanding between the three campuses, a College-Wide Curriculum Committee should be established as soon as possible.
3. The Vice President for Academic Affairs should be appointed as the final arbiter of academic program/policy disputes the campuses cannot settle. The Vice President should be empowered as the final authority on any curriculum matter that affects more than one campus, if the campuses cannot reach an agreement.

**Task Statement 5**
*Review the planning process to insure adequate participation by all constituents.*

This segment of the report will analyze three aspects of the planning process: Strategic Planning, role that advisory committees play in the planning process and the analysis of three program reviews as they pertain to the planning process.

**Strategic Planning**
The Strategic Planning Council is a college-wide committee that was initiated in the Fall of 1994. The charge of the Council is for the College to develop “a strategic planning process to assess the position of the College within its current environment and chart a course for the next five years. ....(T)he Strategic Planning process examined the nature of the organization, the possibilities and constraints of the future, as well as, the economic, demographic, technological, social, educational and political landscape surrounding the College.” (*Strategic Planning Workshop On Action Plan and Budget Development*, pg. 1)

The Strategic Planning Council identified eight institutional priorities:
- academic excellence
• student growth
• leading edge technology
• expanded partnerships
• organizational change
• resource development and allocation
• image enhancement
• revitalize community spirit.

“Associated with these priorities are twenty-eight goal statements, each of which provides further direction for development of this institution over the next five years....” *(Strategic Planning Workshop, pg.2)*

Although the Strategic Planning Council has established the College and the Campus priorities for the next five years, each Campus must implement an annual Action Plan and evaluate the results of that plan at the end of the academic year. The Strategic Planning Council identified six groups that will be involved in the planning process. The are: “....department chairs and directors, assistant deans, deans of instruction and students, provosts and vice presidents, the Cabinet, and the Strategic Planning Council.” *(Strategic Planning Workshop, pg.3)* Each group has a set of specified responsibilities to be carried out on an annual basis.

The Ammerman Campus has issued two action plans, one for the 1995-96 academic year and one for the 1996-97 academic year. The action plans follow the guidelines set by the Council. Each of the twenty eight goal statements have an objective, person(s) responsible for ensuring that the objective is met, and a date by which the objective must be completed. *(1995-96 Action Plan, Ammerman Campus and the 1996-97 Action Plan, Ammerman Campus)* At the end of the academic year the campus issues a report detailing the goals that were accomplished during that academic year. *(End-of Year Report for the 1995-96 Academic Year-Ammerman Campus, pgs. 1-15)*

The Strategic Planning Council also initiated a special project identifying twenty five “Target Teams.” These teams, each comprised of four to five faculty and administrators, were to examine specific College problems and make recommendations. The process started in the Fall of 1995 and the final recommendations were accepted by the Strategic Planning Council in December of 1996.

The Ammerman Campus is only starting on its second cycle of action plans. It is difficult at this time to determine how successful the process will be.

The first “end of year” report detailed all the positive successes of the Action Plan, but it did not list any objectives that were not completely fulfilled. For example, one of the twenty eight goal statements was to “Develop a system for institutional accountability.” That goal was not mentioned in the end of year report. From the 1995-96 Action Plan the Campus decided not to embrace that specific goal statement. Since the twenty eight goal statements are an institutional charge to the campuses, there should be some explanation as to the failure to include that goal in 1995-96 Action Plan. That specific goal is mentioned in the 1996-97 Action Plan.
Recommendations

1. Any campus goals that have not been fully achieved by the end of the year should be noted in the end of year report.

2. There should be a follow-up report on the target team recommendations listing a timetable in which the target team recommendations not yet implemented will be accomplished.

Advisory Committees

Suffolk County Community College created advisory boards for career programs to advise the College on the current state of the program. By linking the academic world with the job market for that program the College hopes to keep their graduates skills current for the ever changing labor market. As the Associate Dean of Instruction has stated in a memo to the six Assistant Deans of Instruction:

Advisory Committees can help the college in numerous ways. First, they can assist the college and a particular department or program by serving as a valuable sounding board to its degree or certificate program. Valuable insights can be given by committee members from the community so as to strengthen or change a course or particular curriculum. Secondly, advisory committees can serve as valuable contacts in our efforts to recruit students to the Ammerman Campus. (Committee members can serve as ambassadors of good will for the college.)

The Ammerman Campus has a total of seventeen advisory boards. Table 5-1 is a list of the advisory boards that are active as of January 1997:

Ammerman/99
Each advisory board is composed of faculty and administrators in that field, and community members who are active in that field. There are currently ninety nine community members serving on the seventeen advisory boards.

The advisory committees meet once or twice a year. The topics range from the preparedness of current students, to current trends in that particular occupation. Most advisory boards do not have a mission statement or a written purpose, nor do they have a written list of objectives and goals. Some advisory boards provide minutes of their meetings; most do not.

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Business Admin.</th>
<th>Computer Info Systems</th>
<th>Cooperative Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Admin</td>
<td>Paralegal</td>
<td>Computer Sc/ Technology</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Nursing</td>
<td>Community Service Asst</td>
<td>Early Childhood</td>
<td>Physical Therapist Asst.</td>
</tr>
<tr>
<td>ASL/ Interpreter for the Deaf</td>
<td>Recreation Leadership</td>
<td>Criminal Justice</td>
<td>Electrical Engineering Technology</td>
</tr>
<tr>
<td>Automotive Service Ed Program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5-1: List of Ammerman Campus Advisory Boards

Source: Office of Instruction

Ammerman/100

Each advisory board is composed of faculty and administrators in that field, and community members who are active in that field. There are currently ninety nine community members serving on the seventeen advisory boards.

The advisory committees meet once or twice a year. The topics range from the preparedness of current students, to current trends in that particular occupation. Most advisory boards do not have a mission statement or a written purpose, nor do they have a written list of objectives and goals. Some advisory boards provide minutes of their meetings; most do not.

There has been since September 1995, a renewed effort to make the advisory boards more meaningful. One of the objectives of the 1995-96 Goals, Objectives, and Actions for the Ammerman Campus was to “review all advisory board involvement.” Out of this objective came the expansion and recommitment to the advisory boards.

The Automotive Service Educational Program Advisory Board (ASEP) has been active in the formation of the Automotive Technician Program. The Automotive Technology Building, built with Suffolk County funds (with equipment worth over $1.5 million supplied by General Motors), is now operational. The Advisory Board will be more involved in the program, now that the program is housed at the Ammerman Campus and not at B.O.C.E.S.

Nursing has had a very active Advisory Board and the Advisory Board has been very helpful in keeping the nursing program current in the changing medical field. Not all advisory boards have a mission statement or objectives; nor do they publish minutes of their meetings. Some advisory boards meet twice a year, others once a year and a few have not met in a couple of years.

During a meeting with the six assistant Deans of instruction it was agreed that the advisory boards serve a very useful purpose, but it is difficult to get reasonable attendance at meetings. The majority of advisory board members are busy in their occupations; it therefore becomes difficult to find an agreed upon time when all members can meet.

Recommendations
1. All advisory boards should have goals and objectives. This statement of goals and objectives should be done in consultation with the department and the advisory board members.

2. There should be minutes of all advisory board meetings. The minutes should be distributed to all advisory board members, as well as to all appropriate college personnel.

3. The chairperson of each board should have an end of year statement, detailing the advisory boards accomplishments, work in progress, and its goals for the following year.

**Program Reviews**

Each program at the College must be reviewed once every seven years. If the program exists on more than one campus, it is then subject to a college-wide review. If the program is solely on one campus, that campus has the responsibility to conduct the program review. This outcomes assessment tool had its origins in the College-Wide Academic Programs and Curriculum Committee. There have been forty program reviews since the inception of the process in 1988. The Ammerman Campus has completed nineteen program reviews of curricula found only at the Ammerman Campus. The Ammerman Campus has participated in twelve college-wide reviews. These program reviews are designed to review and strengthen the college's academic programs. These program reviews are also designed to guide the program through the next seven years, when the process must then be repeated.

Three representative reports are Mathematics (1990), Liberal Arts: Social Science (1991), and Community Service Assistant (1995). These three reviews range from the second cycle to the seventh cycle.

The Academic Program Review Process has a series of guidelines that each committee is expected to follow. The committee consists of the chairperson, the department chair, a recent graduate of the program, an assistant dean, one faculty not in the program, one community member or one academic from another institution. Also, a librarian and a student personnel official serve as resources.

The review should take approximately one year, though most take approximately a year and a half to complete. The major findings of the review are published and recommendations are discussed with the department. These recommendations should be implemented over the seven year time frame.

The Mathematics Program review had twenty five recommendations, the Social Science Program Review had six recommendations and the Community Service Assistant Review had thirty four recommendations. Those recommendations, if implemented, would carry the program until the next review cycle.

The comprehensive nature of the Ammerman Campus can be appreciated by the number of program reviews that the Campus has completed. Out of the forty possible program reviews, the Ammerman Campus has completed thirty one. This underscores the comprehensive nature of the Campus.

In the past, the major drawback of the Program Reviews was the lack of monitoring and follow-up by the department, assistant deans and the Office of Instruction. The results, therefore, have been uneven.
The Social Science's recommendations were actively pursued and implemented by the Social Science Division. This action resulted in a statistically significant upturn in enrollment. The Program is a much stronger program as a result.

The Mathematics Program Review's recommendations were for the most part implemented. About 75% of the recommendations were acted upon, and, as a result, the Mathematics Department has strengthened both its degree program and service course offerings.

The Community Service Assistant Program was completed in 1995 and some of the recommendations have been implemented due to the efforts of the Program's Coordinator.

The Campus has addressed the issue of implementation and follow-up by revising the Program Review guidelines in 1995. It is too early to make a judgment as to the effectiveness of the new procedures.

Recommendations

1. In keeping with the revised Academic Program Review guidelines, follow-up progress reports should be submitted to the Dean of Instruction on each Program Review completed each year. This will help to ascertain the progress each area is making in implementing the recommendations of the report. The rationale for any recommendation not being implemented should be stated.
Task Statement 6 & 7
Analyze the financial resources of the college to address the adequate apportionment of income from all sources, and the appropriate allocation of funds to reflect the programming activities and the needs of the campus. Perform the same analysis to facilities, equipment, staffing and other resources.

The Ammerman Campus operating budget is part of the SCCC budget. The SCCC operating budget is divided among the Ammerman Campus, the West Campus, the East Campus, the Central Administration, and the Open Campus. There are two parts of the Campus budget, the capital budget and the operating budget. In this part of the report the operating budget will be described. The operating budget for the College, the Ammerman Campus, and the percent of the College budget allocated to the Ammerman Campus from 1990-91 through 1995-96 is given in Table 6-1.

Table 6-1: Total Ammerman Campus Budget

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total College Budget</th>
<th>Ammerman Budget</th>
<th>Percent of Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-91</td>
<td></td>
<td>$39,562,465</td>
<td></td>
</tr>
<tr>
<td>1991-92</td>
<td></td>
<td>$40,903,650</td>
<td></td>
</tr>
<tr>
<td>1992-93</td>
<td>$79,128,265</td>
<td>$38,321,067</td>
<td>48.4%</td>
</tr>
<tr>
<td>1993-94</td>
<td>$78,843,481</td>
<td>$38,568,992</td>
<td>48.9%</td>
</tr>
<tr>
<td>1994-95</td>
<td>$83,981,502</td>
<td>$42,221,147</td>
<td>50.3%</td>
</tr>
<tr>
<td>1995-96</td>
<td>$85,925,044</td>
<td>$41,782,217</td>
<td>48.6%</td>
</tr>
</tbody>
</table>

Source: SCC Appropriation Ledger Report, Selden Campus and Memo from Don Avellino to Provost Yarborough, December 9, 1996. Subject of memo: Campus Budgets. As the table demonstrates the Ammerman Campus budget has decreased, and then has increased during the period under study.

As the table demonstrates, the Ammerman Campus budget has decreased, and then increased, during the period under study.

Describing the total budget, without comparing it to some norms, does not give the reader a clear picture of the adequacy of the budget. Thus, the Ammerman Campus budget will be analyzed in relationship to “peer” two year state funded institutions in the State of New York. The peer institutions selected are Monroe C. C., Westchester C. C., and Hudson Valley C. C. These institutions were selected because they had the closest number of total FTE students to the Ammerman Campus. There are cost of living differences between Ammerman and the “peer” institutions. Hudson Valley has a lower cost of living than Ammerman, while Monroe’s and Westchester’s cost of living are almost comparable to Suffolk County’s. The budget year where data is available to make these comparisons is 1994-95.

If a comparison is made between the campuses using dollars expended per FTE, Table 6-2 is the result. This table represents the aggregation of the three “peer” colleges as they compare to the Ammerman Campus:

Table 6-2: Comparison of Ammerman Campus with four “peer” institutions on a dollar expended per FTE basis

Ammerman/103
Equipment is not in the above comparison, but the state average for equipment purchases by the “peer” institutions is $95 per FTE, while at the Ammerman Campus it is $86 per FTE. Thus, the Ammerman Campus spends $9 per FTE less than the typical state community college of the same size as the Ammerman Campus. As Table 6-2 demonstrates, the Ammerman Campus, in comparison to selected “peer” institutions, has fewer resources to work with in all categories except maintenance and plant operations.

Dollars allocated for libraries, student services, and general institutional services are under funded as compared to the “peer” institutions. This has meant that over the years the library collection has become seriously outdated, and student services has become understaffed. In the areas of Instruction and Department Research, Maintenance and Employee Benefits, the Ammerman Campus is above the “peer” average. This is due, in part, to the higher salaries that are paid in Suffolk County due to the higher cost of living.

In a rapidly changing world where instructional equipment becomes obsolete rapidly, a learning institution cannot afford to fall too far behind in the acquisition of the latest technology. From the above numbers it is obvious that the Ammerman Campus has not been keeping pace with the state average.

The College has recognized this shortcoming and with help from its sponsor, Suffolk County, has attempted in the last two years to allocate excess tuition revenue to the purchase of equipment, especially computers. The College has also instituted a technology fee that will be used to wire the College so that every employee will have access to E-mail and the Internet. The current fee is ten dollars per semester for full time students and five dollars per semester for part time students. In the Riverhead Building a classroom computer lab already exists where each computer terminal is wired to the Internet.

Recommendations
1. The College needs to address the shortcomings in the areas cited above and attempt to allocate resources, plus find additional resources, to bring the Ammerman Campus up to the “peers’” average.
2. If the College is to remain a training ground for the residents of Suffolk County, the College should continue its purchase of equipment to keep the College and the Campus current.

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### Table 6-2

<table>
<thead>
<tr>
<th>Category</th>
<th>Average per FTEs for “peer” colleges</th>
<th>Ammerman Campus</th>
<th>Difference From Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction &amp; Dept Research</td>
<td>$2,918</td>
<td>$2,961</td>
<td>$+43</td>
</tr>
<tr>
<td>Libraries</td>
<td>147</td>
<td>131</td>
<td>-16</td>
</tr>
<tr>
<td>Student Services</td>
<td>508</td>
<td>297</td>
<td>-211</td>
</tr>
<tr>
<td>Maintenance &amp; Operation of Plant</td>
<td>581</td>
<td>716</td>
<td>+135</td>
</tr>
<tr>
<td>General Inst Services</td>
<td>127</td>
<td>39</td>
<td>-87</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>1,063</td>
<td>1,142</td>
<td>+78</td>
</tr>
<tr>
<td>Total</td>
<td>$5,344</td>
<td>$5,286</td>
<td>-$58</td>
</tr>
</tbody>
</table>

**Source:** SUNY Campus Comparisons. Data based on actual budget for 1994-95 fiscal year.
3. In addition to the current technology fee, other sources of funding should be explored to allow the campus to provide for access to E-mail and the Internet for the largest number of faculty, staff, and students in the shortest time frame.
Task Statement 8
Review the role of the College in providing community service and examine the relationships with community organizations related to that role.

Suffolk Community College identifies primary goals in the area of community service. The goals are
- To provide lifelong educational experiences for county residents related to their job development, leisure activities, civic responsibilities, and physical well-being;
- To provide public service activities, including workshops, community forums, and opportunities for cultural enrichment.
- To cooperate with other community and governmental agencies to enhance the college's position as a social, intellectual and recreational leader.

This report will deal with "community" defined as the surrounding "neighborhood community" not as the student/staff community.

Educational/Cultural Activities:
Non-credit, continuing education courses are offered each semester as well as defensive driving classes. These generate income for the college, are popular and well-attended. The Ammerman Campus actively sponsors community educational programs such as DECA (1000 high school students), Suffolk County Math Tournament, the Long Island Math Fair and Student Math Conference (500-600 students at each of these events), SUNY Fredonia music auditions, NYSMEA and SCEMEA. The Ammerman Admissions Office conducts meetings with high school parents and students regarding choosing the "right" college, career decisions workshops at drug and alcohol centers, alternative high schools for pregnant teens, undecided seniors, displaced homemakers and BOCES. The Athletic Department hosts clinics in various sports for high school students and coaches, Suffolk County championships, all star games and camps. The campus tennis courts and fitness trail are open to the public when they are not in use by classes. The Theatre and Music Departments present plays and concerts which are attended by many in the local community.

Facilities Use: Community Organizations and Governmental Agencies:
The Ammerman campus serves as host to various community events and organizations annually. During 1995-96 meeting rooms were provided to fifteen different Suffolk County and New York State government agencies for meetings, civil service testing, Police Academy graduation ceremonies, and so forth. Facilities were also provided for forty-five different community groups such as Alcoholics and Narcotics Anonymous, HIV-AIDS housing, Long Island Head Start, parent support groups, handicapped children groups, Victims Information Bureau and various religious and business groups.

There does not appear to be any information available which examines the relationship between the Ammerman Campus and community groups. Cumulative data was not available. Particular Departments like Mathematics, Science, Physical Education, Theatre and Music are proactive in cooperating with the local community. While the Campus does provide public service and cooperate with community and governmental agencies, it appears that the Ammerman Campus role in extra-curricular activities is administrative rather than proactive in its approach to supporting local community organizations and events. The 1996-1997 Campus
Action Plan does not include a goal relevant to this task or to the College goals in the area of community service.

In attempting to gather information for this report, the writer called many different offices and departments as well as individuals known to work on particular events. There does not appear to be one central campus location where information on service to the neighborhood community can be found.

The Campus provides assistance with planning and producing various functions; audio-visual and technical support and facilities set-up and maintenance. Currently fees and overtime reimbursements are deposited into the General Fund and not returned to the campus, which causes problems in managing limited overtime funds. The campus administration is constantly forced to balance the needs of the campus and college with community organizations and county/state agencies. If the funds recovered from non-college related overtime billings were used to directly offset the expenses, the campus and college would be better able to monitor and manage overtime expenses. Security and maintenance staff are spending increased time attending to the needs of community organizations and other agencies which leads to a conflict of interest between providing for campus support and support for outside organizations.

Conclusions

The term "local community" needs to be clarified. In some reports it refers to the student/staff community, in others to the outside community. While the College goals address service to the local community, there does not appear to be any campus entity specifically devoted to realizing the College goals. Campus expenses incurred in supporting community events are not presently researched to determine the impact on the annual campus budget. Centralizing services should also help the campus evaluate the cost-benefit ratio of facilities' use by outside organizations.

Recommendations

1. Research campus expenses related to providing support for community events to determine their financial impact on campus budgets.
2. Limit use of campus facilities to reduce financial impact on college/campus if campus budgets cannot be directly reimbursed for overtime expenses.
Task Statement 9
Analyze the relationships with respect to the Special Emphasis, between the central organization/administration and the campuses, as well as among the campuses.

The Office of the Vice President for Academic Affairs in 1995 completed a self study as required by the University of the State of New York State Education Department, Division of Academic Program Review. Part of that Self-Study dealt with “providing effective instruction and maintaining strong expectations of effort and learning for all students.” (See Self-Study, pg. 44) It outlined what initiatives the College was pursuing in teaching and learning effectiveness and how the campuses implemented these tools.

Most innovations seem to come from the individual campuses. The Self-Study describes what each campus is doing in the teaching and learning area. There are some college-wide initiatives such as telecourses, annual Master Teacher Seminars, Teaching and Learning Centers and the Teacher Consultation Process. (See, Self-Study, pgs. 49-50) All the campuses share in the college-wide programs.

For the last six years SCCC has sponsored the Master Teacher Seminar. The Master Teacher Seminar has involved close to two hundred professionals. It involves three days of intense discussion that effect learning in the community college environment.

The Teaching and Learning Centers which were opened in 1995 have been established on all three campuses. The centers house state-of-the-art computer and multimedia equipment and provide a conducive forum for faculty to share classroom experience and ideas, and teaching strategies. The Ammerman Campus Learning Center has been underutilized in its first full year of operation. This information is based on reports by faculty members who use the Center.

Other Central activities that aid the learning process may not be so obvious but they do impact on the learning environment. For example, in 1992 the Science/Technology Division requested a study to ascertain the effectiveness of requiring MA 07 (Elementary Algebra) as a prerequisite for all science courses. Up to this time no prerequisite was listed for introductory science courses. The Office of Institutional Research completed a study comparing the success rates of students in introductory courses who completed Elementary Algebra to those who had not completed that level of mathematics. The results showed that those who completed Elementary Algebra had a significantly higher probability of passing introductory science courses, than those who had not completed Elementary Algebra. The Campus and the College required Elementary Algebra as the prerequisite for the introductory science courses, based on the results of that study.

Each division at the Ammerman Campus has implemented programs for improving teaching effectiveness. For example, the Mathematics/Computer Science Division has adopted two new innovative approaches to the teaching of precalculus and calculus. These efforts are part of a national effort to improve the teaching of precalculus and calculus. Grant money has been awarded to a Mathematics professor to carry out the project. Also, another Mathematics professor is part of a consortium which is attempting to improve learning in statistics courses.
In the Humanities Division, computer technology is being used in both the Music Department and in English composition courses. The Business Division is using computer management simulations to enhance learning effectiveness. The Social Science Division has set up a small computer laboratory for use in simulations and has purchased two computer projection devices for classroom use of computer demonstrations.

The Science/Technology Division has initiated a gross anatomy laboratory with cadavers for the Physical Therapy Assistant Program. This represents a tremendous increase in learning resources for the student. This represents one of the few community colleges in the state that has a gross anatomy laboratory.

Technology as discussed in Task Statement 6 & 7 is finally being upgraded. The effect of this increase in utilization of new technology is just beginning to be seen in the classroom. Some training is being realized for use of E-mail, but few faculty have had formal training in computer usage. The College is not yet fully wired; many faculty do not have access to computers. During the Fall 1996 semester, the Ammerman Campus computer laboratory (located in the Huntington Library) held a forum for faculty where representatives from major publishing companies demonstrated the latest software available. It was widely advertised, but attendance was not up to expectations.

The last joint faculty department meeting embracing faculty from all three campuses was previously at Professional Conference Day, 1990 and most recently at Professional Conference Day in March 1997.

The College has implemented some programs that effect the learning environment. The Master Teaching Seminar has been successful, but the Learning Centers need to attract more participants. The Ammerman Campus’s divisions have been attempting to increase learning effectiveness through some of the programs listed above. The success of these efforts, compared to traditional techniques, is not yet known. Departments across the three campuses should meet on a regular basis to discuss common issues, new teaching strategies and the use of technology in their discipline.

Recommendations
1. The College should ensure that each Department has a college-wide department meeting at least once a year to discuss new teaching strategies and how they are being implemented.
2. There should be an interactive evaluative process that determines the success of new teaching methods. The feedback from the evaluative process should be used to further enhance teaching strategies.
3. Training in the appropriate technology should be provided to instructors on a departmental or divisional level.
SUFFOLK COUNTY
COMMUNITY COLLEGE

EASTERN

MIDDLE STATES SELF-STUDY

MAY, 1997
INTRODUCTION

History, Governance, and Location
The Eastern Campus of Suffolk County Community College was opened in January 1977 on a 192-acre site in the rural Pine Barrens region of Southampton Township, New York, close to the county seat at Riverhead. As a constituent campus of Suffolk County Community College, the Eastern Campus was established and sponsored by the County of Suffolk, pursuant to the provisions of New York State Education Law, and operates under the policies of the Board of Regents and the supervision of the State University of New York. The Campus lies to the east of the other two campuses that make up the institution, twenty-five miles from the Ammerman and forty miles from the Brentwood Campuses. It houses two academic buildings, an administrative/student services building, and two auxiliary buildings. Although the Eastern Campus is the smallest of the three in terms of physical structures and student enrollment (10-12%), it is larger than five other SUNY community colleges.

The Eastern Campus' service area extends forty miles east along the South Fork to Montauk, thirty miles east along the North Fork to Orient, and twelve miles west to the William Floyd Parkway. The Campus does not have dormitories, and the commuter student population is extremely diverse in age, character, preparedness, and expectations.

Student Body
The Campus student body comprises a mix of traditional students (recent high school graduates) and non-traditional students (adults re-training or older, first-time college registrants) who attend our day and/or evening classes. Our students bring with them a range of needs from a variety of backgrounds. While the Campus is attracting a growing number of students from historically under-represented groups, most of the student population is Caucasian and comes from a suburban or rural region that has little in common with the rest of Suffolk County or New York City. Indeed, we have more of an affinity to rural New England. Therefore, many of the challenges facing the Campus are those associated with rural campuses, where critical mass is a constant concern and educational services have to be delivered over an extended geographic region. Many of our traditional-aged students come to us with no specific career or academic goals, are educationally disadvantaged, and in need of remedial assistance. The older students run the full range from business oriented—either running a business or seeking job enhancement skills—to homemakers eager to open a new chapter in their lives. Our honors program serves the needs of those who demonstrate a high degree of preparation, aptitude, and enthusiasm. The Campus is committed to ascertaining the needs of each group and responding appropriately, as the Campus Role and Scope statement makes clear.

The following information about our students, taken from the 1994 SUNY Student Opinion Survey, provides an overview of their attributes, opinions, and aspirations:

- Students select the Eastern Campus for the following reasons (in descending order): convenience, low cost, transferability of courses, the ability to study and work, and curriculum options.
- Eighty-five percent plan to earn a two-year degree; upon entering 62% plan to earn a BA degree in four years.
- A third of our students come to the Eastern Campus directly from high school
- Thirty-four percent of our students are employed for 31 or more hours/week
- Twenty-seven percent travel 21 miles or more to get to school

Role and Scope: An Overview
Although the mission of the Eastern Campus is derived from the College mission, it seeks to serve the special needs of the East End's predominantly rural population by offering curricula, programs, and
services which reflect the area’s unique character. In order to serve the intending transfer student, the Campus strives to align its curricula with those of selected four-year institutions, in part through articulation and joint-admission agreements. Our career programs are designed to service the job priorities in the local economy (e.g., Travel and Tourism, Restaurant Management, Horticulture, and so forth). The Campus’ developmental program responds to those students not yet academically oriented to the demands of regular, credit-bearing college courses. The Campus offers a range of honors courses for those wishing to graduate with an Honors Diploma or Honors Recognition Certificate. Our honors courses are interdisciplinary, various in theme and structure, and often reflect special interests on the part of instructors. Finally, the Campus is involved with its community through the sharing of its facilities, community outreach with area governments, schools, businesses, and other agencies for the purposes of defining common interests and areas for cooperation.

Campus Philosophy

The Eastern Campus shares the College’s philosophy that all students should have the opportunity to realize their highest potential for individual human development, intellectually, socially, and culturally. The Campus believes in encouraging students to come to an understanding of themselves, their society, the physical world, the nature of learning itself, and to build on that understanding by leading an enlightened and fulfilled life.

Degree Programs: An Overview

The Campus offers the following degrees: Associate in Arts; Associate in Science; Associate in Applied Science; and One-Year Certificate of Completion. Students can choose from the following diverse programs of study: Accounting; Business Administration (AS and AAS); Chemical Dependency Counseling; Criminal Justice; Dietetic Technician; Early Childhood Education; Graphic Design; Horticulture; Hotel Technology Administration; Interior Design; Liberal Arts: General Studies (AA); Liberal Arts/Science (AS); Restaurant Management; Science Laboratory Technology; Travel and Tourism.

The Self-Study Process at the Eastern Campus

A College-Wide Steering Committee, formed in Spring 1995 to develop a Self-Study design with special emphases on Learning/Teaching and Technology articulated through task statements. In Fall 1995 this design was presented to the full Eastern Campus Steering Committee. The following review of the first three meetings of the Eastern Campus Steering Committee will serve to recreate the formative stages of the Self-Study process.

On October 3, 1995, the Eastern Campus Middle States Steering Committee held its first meeting, the purpose of which was 1) to review the basic design for the Self-Study as developed by the College-Wide Steering Committee, 2) to review the task statements, and 3) to discuss how the Campus should approach writing the Eastern Campus section of the re-accreditation report. The Campus Steering Committee, co-chaired by a faculty member and an Assistant Dean of Instruction, was comprised of instructional faculty, Student Affairs and Library faculty, staff, and one student. This committee underwent significant personnel changes over the period of the Self-Study process. From the original group of fifteen, only three remain. By the beginning of the Fall 1996 term the co-chairs had changed twice. Nonetheless, by the end of the Fall 1996 semester the Steering Committee had fused into a dynamic and effective group, actively debating the form and language of the self-study.

A timeline called for the Eastern Campus’ final draft to be delivered to the College-Wide Steering Committee in Fall 1996. The theme of the College Self-Study Report was “Preparing for Change in Teaching and Learning” with two Special Emphases: Learning and Teaching Effectiveness and Technology Development and Utilization.
The second meeting of the Campus Steering Committee was convened on October 17, 1995, and was addressed by the co-chairs of the College-Wide Committee. Members expressed concerns that both the task statements and Special Emphases required clarification and revision before the Campus could commence with the study. As the self-study process evolved, the Campus was given the opportunity to revise specific language in task statements to help clarify their meaning and make them more useful to the self-study process. The task statements, while serving to unify the College document, would allow each campus to identify in an objective and candid fashion its strengths and concerns in the areas under review. The Eastern Campus accepted and implemented the concept of the task statement with some difficulty. It is relevant to note that other campuses have incorporated the task statements to varying degrees in their reports, which suggests that these self-study documents may reflect different methods of organizing and presenting subject matter.

The Campus Steering Committee next convened on October 31, 1995. The purpose of the meeting was to identify potential chairpersons for the subcommittees which would prepare the four focus-area reports. These chairpersons would assign specific task statements to subcommittee members and attend Campus Steering Committee meetings when necessary. To assure coordination between the Campus Steering Committee and subcommittee work groups, members of the Steering Committee were assigned to serve as liaisons to each work group.

The Campus Steering Committee gradually became aware of the intricacy of the Self-Study, which would require task statement revision, further clarification of focus areas, extensive research (including design and administration of student and faculty surveys), intensive faculty involvement, and multiple revisions of the Campus report.

Soon after these first meetings, the Committee addressed the issue of form within each task statement response. It was agreed that, in order to unify our self-study document, the statements should be addressed in the following format: Description, Analysis, Conclusions, and Recommendations. Since not all faculty involved were technical writers, some had difficulty adjusting to the strict focus of each heading. Many faculty, particularly in their first drafts, did not distinguish sufficiently between description and analysis, conclusion and recommendation, and at times this lack of understanding led to understandable frustration with the entire process. The Steering Committee held sixteen meetings through the summer of 1996 to review progress and suggest revisions to the developing subcommittee reports. The co-chairs in turn attended College-Wide Steering Committee meetings to report on Campus progress and receive feedback on what had been written thus far. Campus reports were reviewed by college-wide subcommittees of the College-Wide Steering Committee. Therefore, for the individual faculty writer working on a campus subcommittee, the process was one of constant revision, cooperation, and peer assessment.

In the summer and fall of 1996, the designated Campus report writer commenced with a formal review of subcommittee draft reports. In the first month of the Fall 1996 semester, the entire self-study draft document was distributed to the Campus community for its review and comment. The Steering Committee, in order to maximize faculty participation in the project, developed formal methods to obtain a response from the Campus. Chapters of our Self-Study report were presented to Standing Committees of the Campus Governance Body for their review and reaction, and an open forum was held to obtain a response from the Campus community. Additionally, a Campus ad hoc readers group was formed, comprised of faculty from the four academic departments and Student Affairs, and their feedback further informed the revision process. The Campus Steering Committee continued to meet throughout the fall term and engaged in intense review of further drafts of the subcommittee reports. A working draft of the
Self-Study was prepared for the November 18, 1996 Readiness Visit by the Middle States Evaluation Team.

In January of 1997, the Steering Committee distributed a final draft of the Self-Study to all full-time faculty and administrators. Once again, Standing Committees reviewed chapters of the report and offered extensive recommendations for revision. A second open forum was held in February 1997 to obtain further reaction from the Campus community, and the co-chairs of the Steering Committee presented the self-study to Student Government. In addition, this final draft report was submitted to the College-Wide Steering Committee for its editorial reaction. Responding to these varied proposed revisions, the Campus Steering Committee prepared this final document.

Finally, a note to the reader: This report is not a comprehensive self-study design, but rather an in-depth analysis of two special emphases: learning and teaching effectiveness and technology utilization and development. These two special emphases are supported by a chapter on the Campus perspective on comprehensive college-wide institutional issues. Attempting to adhere closely to the task statements formulated by the College-Wide Self-Study Steering Committee, the report treats issues in a sequence of description, analysis, conclusion, and recommendation. This methodical presentation requires a patient reader.
ORGANIZATION AND SUPPORT FOR TEACHING EXCELLENCE

Task Statement 1
In light of departmental mission statements, demonstrate ways in which teaching and learning do or do not fulfill the objectives of the Campus' Role and Scope Statement.

This analysis will address teaching and learning as they pertain to the Campus Role and Scope Statement (Appendix 19) and Departmental Mission Statements (Appendix 20).

Campus Role and Scope Statement (abbreviated)
- To provide a broad array of curricula to address the needs of students pursuing a traditional Liberal Arts and Sciences education en route to four-year institutions.
- To provide specific programs for those seeking immediate career preparation.
- To offer remedial and developmental support to all students requiring it.
- To offer capable, motivated students a program of academic challenge and enrichment.
- To continue participation in the College's Honors Program, accommodating course and program offerings to the needs and interests of qualified students.

Departmental Mission Statements (abbreviated)
Social Science, Early Childhood Education, Health Careers, Freshman Seminar: To develop the student's ability to understand and interpret the social structure through which individuals and groups interact.

Humanities: To develop the student's ability to understand and communicate, in language and the arts, universal aspects of human experience.

Business/Computer Information Systems/Hospitality: To develop the student's knowledge and understanding of business organizations and the academic and technological skills necessary for success in business.

Science/Mathematics/Technology: To provide students with the ability to better understand and interpret the biological, chemical, and physical phenomena associated with the natural world; to provide the skills necessary for mathematics proficiency; to provide an intellectual environment that is both theoretical and practical.

Curricula
The Eastern Campus offers courses and curricula to “develop general intellectual skills, such as the ability to form independent judgment, to weigh values, to understand fundamental theory, and to interact effectively in a culturally diverse world” (Characteristics of Excellence, 4). The Campus offers 27 academic programs to address the needs of students who wish to prepare for transfer into four-year institutions, or who seek career preparation. Our four transfer curricula are Liberal Arts: General Studies; Liberal Arts: Science; Accounting; and Business Administration. The Campus offers 23 additional AAS and certificate programs for those seeking immediate career preparation as well as transfer. Programs specific to the Eastern Campus are Graphic Design, Dietetic Technician, Horticulture, Hotel Technology Administration, Interior Design, Restaurant Management, Science Laboratory Technology, and Travel and Tourism.

Since 1988, the College has undertaken a seven-year cycle of Academic Program Review, and nearly half of our programs have gone through this process once. This formal process provides us the opportunity to review and strengthen our academic curricula. A review committee, chaired by a faculty member, spends a year or more preparing a written analysis of a particular curriculum: its goals, students, resources, staffing, and facilities. Each committee responds to specific evaluation questions
(Appendix 7) and formulates recommendations for change. Formal reviews of Eastern Campus curricula have taken place as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Date Review Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel and Tourism</td>
<td>Fall 1991</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>Spring 1993</td>
</tr>
<tr>
<td>Interior Design</td>
<td>Summer 1993</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Spring 1996</td>
</tr>
</tbody>
</table>

The Dietetic Technician curriculum is exempt from the College-wide review process because it maintains a separate accreditation through the American Dietetic Association for which it periodically prepares a self-study. Restaurant Management, Hotel Technology Administration, and Science Laboratory Technology program reviews still need to take place, and the Eastern Campus has now fallen two years behind the College's timetable for their review.

**Analysis**

Our academic departments prepare students well for the skills and intellectual abilities needed for careers as well as transfer to four-year institutions. For example, a recent statistical analysis of grade point averages of undergraduate students at a Long Island university reveals that at the point of graduation from that four-year institution, Suffolk County Community College transfer students achieve higher cumulative GPA's than students transferring there from all other institutions. Perhaps even more significantly, Suffolk transfers graduate from this university with higher GPA's than students who started their studies there.

If enrollment is one way to accurately measure our curricula's ability to meet student needs, then the Eastern Campus' academic program has been a success, having experienced a 17% growth since 1988. During this period of time, enrollment in half of our curricula followed the same overall pattern of campus enrollment (see charts on page 9). Twelve programs deviated significantly from this pattern in varying degrees. Business Administration (207-1), Criminal Justice, Horticulture, Early Childhood Education, and Graphic Design have all experienced continuous growth in enrollment since 1988. These curricula appear to be effectively meeting the needs of our students. On the other hand, Business Administration (315-2), Business: Office Technologies, Business: Retail Management, Hotel Technology, and Restaurant Management have all shown significant erosion in enrollment. Interior Design and Travel and Tourism, while not having experienced declines as severe as those listed above, continue to be a concern.

The academic program review process is a formal means of thoroughly investigating a curriculum and often results in significant curricular improvement and revision. For example, the Dietetic Technician, Interior Design, and Graphic Design curricula all underwent significant revision based upon recommendations growing out of their program reviews. Interior Design revised its curriculum to meet SUNY, New York State Education Department, and nationally recognized academic standards, completed a curriculum self-study, and has applied for accreditation by FIDER, the national accrediting body in interior design education. The Dietetic Technician program likewise recently completed a self-study and was awarded continued accreditation by the ADA, its national accrediting body. Graphic Design, in response to the widespread adoption of computer technology in design and applied art, revamped its curriculum to produce options in electronic illustration and desktop publishing.

While the institution's process of academic program review is an effective method analyzing a curriculum's effectiveness, the process is reliant upon faculty leadership and involvement. Because of
the high level of involvement of many of its faculty, the Campus has been unsuccessful in attracting faculty participation in this process, having fallen behind in the College' cycle of academic program review. The Office of Instruction is currently considering assigning program reviews to campus administrators. Furthermore, the program review process is itself under college-wide review to make it a less cumbersome process.
Career Preparation

The following specialty programs (AAS degrees) are available to those seeking career skills: Accounting; Graphic Design; Business Administration; Business: Office Management, Office Technologies, and Retail Business Management; Chemical Dependency Counseling; Criminal Justice; Early Childhood Education; Dietetic Technician and Restaurant Management; Horticulture; Hotel Technology Administration; Interior Design; Science Laboratory Technology; and Travel and Tourism. Throughout the curriculum, opportunities exist for internships and community service through cooperative education programs, internships, field practicums, and clinical field work.

Analysis

Many of our AAS degree programs are quite successful at assisting students in obtaining skills necessary for employment. Surveys conducted of graduates in the Early Childhood Education, Interior Design and Dietetic Technician programs indicate that between 50% to 60% identified themselves as employed in their fields of study. Although faculty teaching in various curricula can easily cite examples of notable employment of graduates, neither the Campus nor the College systematically studies its graduates, which prevents the Campus from assessing the usefulness of its career programs. Recent trends in assessment and accountability stress the need for developing systems for tracking students and graduates (see Palmer, 1990).

The Campus has five one-year certificate programs for students seeking short-term training for rapid employment. Enrollment in these programs has declined steadily since 1987 (e.g., a total of 29 students were enrolled in these five programs in Fall 1995) suggesting that they are not recognized by students as viable.
In numerous internship courses, field practicums, and clinical placements students are evaluated by professionals. These evaluations generate useful feedback relating to both students and curricula, and have, in fact, provided the basis for the revision of several courses and curricula. A review of several hundred such evaluations conducted over the last three years by the Campus coordinator of the Cooperative Program offered the following observations:

All evaluations, written and oral, indicate that our students compare very favorably to other hired employees. The majority of these students received evaluations of “Good” or “Above Average” in areas listed on the generic evaluation form. Students outside of Liberal Arts scored well in the skills specific to their areas of study; for example, Science Laboratory Technology students received good evaluations on lab work.

Though generally favorable in their comments, employers are somewhat critical of our students’ skills in communication, time-management, teamwork, and work ethic. Faculty teaching the seminar course which accompanies field placement attribute these shortcomings to students’ unrealistic expectations about employment opportunities, responsibilities, and pay (Klein 6/95).

Pre-Collegiate Preparation

The Campus offers remedial and developmental support to all students based on their performance on a computerized placement test (The College Board’s CPT). This test is administered to all entering full-time students and all part-time students matriculating into a program of study. The Campus possesses a two-tier developmental program in the areas of reading (RE09 and 10), writing (EG09 and 10), mathematics (MA01 and 07), and critical thinking (ID09 and 10). For students demonstrating weakness in both reading and mathematics, the Campus offers a developmental course in reading and mathematical reasoning (ID07). In recent years 15-18% of all full-time students tested have been placed into developmental courses.

English as a Second Language is also offered in both the non-credit and credit programs, with multi-course sequences in each area. In the pre-collegiate program, students completing a sequence of ESL courses are prepared for college-level offerings. Students who participate in the credit program’s ESL classes have a recognized matriculation status at the College.

The English as a Second Language program has grown significantly during the last three years at the Eastern Campus. Although the Campus had offered ESL classes for many years through the non-credit program, enrollment has recently increased in the ESL credit-program. For example, during the Fall 1995 semester the Campus offered 7 credit-bearing ESL courses with an “entering class” of 14 students. Previously, the Campus had run fewer sections of 5-7 students each. The Campus has responded to the recent emergence of a developmental track of ESL students by providing services and acquiring resource materials for these students parallel to developmental reading courses. For the Fall 1996 semester, students who register for a credit-level ESL class will be scheduled for a corresponding recitation period in the Academic Skills Center, where they will work with ESL resource materials.

Analysis

As Characteristics of Excellence states, “when an open admissions policy exists, developmental program support is essential” (9). The College and Campus have a substantial and expanding developmental program, and there is strong evidence that the program succeeds in its academic goals. Nonetheless, institutional support for the program could be improved.
Though the developmental program consists of two-course sequences in mathematics, reading, and writing, as a “program” it exists outside any college academic department. Instead, policies and procedures affecting developmental education are established by the College-wide Developmental Studies Committee, comprised of campus representatives and chaired by the Vice President for Academic Affairs. Yet, the academic goals of the program, cutting as they do across academic disciplines and departments, may not currently be articulated effectively. For example, no academic division or person exists that is responsible for coordinating or implementing the goals of developmental education college-wide. (Conversely, there has been for many years a college-wide Assistant Dean for Honors, a program affecting a significantly smaller number of students.) Likewise, at the Campus level, though our campus role and scope statement commits us to offering developmental education, none of the mission statements of our four academic departments specifically mention remediation. No administrative voice currently articulates the academic mission of this program, either college-wide or at the Campus.

Ironically, it may be this lack of organizational structure that has facilitated the outcomes assessment research which has flourished in this area. Research by the Director of Institutional Research (Napoli, 1991; Napoli and Coffey, 1992; Napoli and Hiltner, 1993) confirms that the academic goals of the program are being met, particularly in the areas of reading and mathematics. For example, in a college-wide study of students tested in reading (Napoli and Hiltner, 1993), those who successfully completed RE10 Reading in the Content Areas later achieved cumulative GPA's significantly higher than students who needed remediation in reading but did not get it (e.g., students who dropped the course). More significantly perhaps, students completing RE10 later achieved higher GPA's than students who had initially tested out of reading. Evidence of the effectiveness of our reading courses is confirmed by post-test results administered at the end of each semester. Similarly, a review of pre- and post-test results over a four-year period in developmental mathematics courses (OIR report, 5/12/94) confirmed that students demonstrated marked improvements in arithmetic and algebra. Finally, an analysis (OIR report 6/18/96) of the 136 first-time, full-time students who tested into two or more developmental courses at the Eastern Campus during the Fall 1990 semester, reveals that 21% had graduated as of January 1996, while 7% were still in attendance. This compares to an average graduation rate at the College of 23% (1990-1994; 1995-96 College Catalog, p.205).

The Honors Program

In addition to our degree programs, a diverse but restricted offering of Honors and Special Topic courses exists. For entering students, the basic requirements for admission to the Honors Program are an ACT score of 21 or more and a minimum high school average of 85; continuing students must possess a 3.2 or higher cumulative GPA and a B+ or better in EG11 Standard Freshman Composition. Interdisciplinary honor seminars are offered in the Humanities, Social Sciences, and Natural Sciences or Mathematics. These four-credit special topic courses examine major historical events, intellectual developments and turning points, and the current status of its topic within broad interdisciplinary and cultural contexts. Typical honors seminars offered at the Eastern Campus include The American West: Image and Experience, James Joyce and the Celtic Imagination, Law as a Civilizing Influence, The Concept of Freedom in American Society, Issues in Genetics, and Life in the Universe. In addition, the Campus regularly offers three-credit honors supplementary courses, usually traditional introductory-level courses restricted to honors students. In terms of course content, honors courses emphasize the study of primary source documents, oral presentation, analytical writing, and the development of scholarly research skills.

Students wishing to graduate with an honors diploma must successfully complete six honors courses, of which four must be interdisciplinary seminars and the other two additional honors supplementary courses. A more modest program, a 3 or 4 honors course sequence, fulfills the honors
recognition sequence. In most cases, students use honors courses to fulfill elective requirements in their particular degree programs. Each semester the Campus schedules 4-6 honors courses within its 350-450 section academic schedule, which permits students to satisfy honors degree requirements in two years.

Honors Program participants often transfer into competitive four-year institutions. For example, during the past seven years honors students have transferred to Columbia University, New York University, Mount Holyoke College, University of North Carolina at Chapel Hill, Bard College, and Cooper Union, as well as to numerous regional colleges and universities.

Analysis
Between the Fall 1990 and Fall 1995, overall enrollment in honors courses has increased modestly from 62 to 70 students. This consistent enrollment has been unaffected by broader patterns of enrollment at the Campus. Faculty continue to develop new interdisciplinary honors courses; therefore, program offerings have not become stagnant and have continued to evolve. While a substantial number of students enroll in honors courses, not all satisfy (or wish to satisfy) the requirements for an honors diploma or the honors recognition sequence by the time they are ready to graduate. During each of our last five years the Campus has averaged two diploma and two recognition sequence graduates per year.

Conclusions
To a significant degree, the academic program is fulfilling the objectives of the Eastern Campus role and scope statement. Twenty of the Campus' twenty-seven curricula continue to attract and effectively serve our students. Seven academic programs have experienced a significant decline in enrollment. Either conditions have changed in our environment making these programs less necessary or attractive to our community, or problems exist within the curricula themselves or in the ways we offer them. The program review process is an effective means of determining whether curricula meet the needs of students and provides a sound basis for curriculum revision. The pre-collegiate preparation program needs campus-based coordination. There is evidence that remedial reading and mathematics courses are achieving their goals, while an analysis for developmental writing has yet to occur.

Our ability to assess the success of our career programs is hampered by a lack of data on our graduates. Low enrollment in certificate programs indicates that they are not addressing the needs and interests of students. Internship programs are providing opportunities for real-life application of academic skills through cooperative education programs, field practicums, and clinical field work. However, employers report that some students exhibit weaknesses in communication, time-management, teamwork, and general work ethic. The Campus Honors Program meets the needs and interests of qualified students, though its offerings are limited and many students do not earn the honors recognition sequence or honors diploma. Moreover, students successfully completing RE10 Reading in the content areas later achieve higher GPA's than students who place out of reading.

Recommendations
1. The Office of Instruction needs to investigate why enrollment has declined in each of the seven curriculums indicated above and provide information to Congress by May 1999 what plans it has for revising or eliminating them.
2. The Office of Instruction should conduct in a timely fashion program reviews for Science Laboratory Technology, Hotel Technology Administration, and Restaurant Management.
3. The Office of Instruction should develop an organizational structure which oversees and provides criteria by which the Campus pre-collegiate program can be evaluated.
4. The College should develop a method of continually surveying graduates and reporting that data to the Campus Deans of Instruction.
5. The Office of Instruction should investigate patterns of low enrollment in and the usefulness of
certificate programs and provide information to Congress by May 1998 regarding its plans for maintaining, revising, or eliminating them.

6. The Campus should continue to provide opportunities for experiential learning in career preparation and non-credit programs. The Campus should further evaluate student placement into cooperative education experiences so that employer concerns are addressed. The cooperative education and internship programs should foster more realistic expectations among students and emphasize the importance of a strong work ethic.

7. The college-wide Honors Program Advisory Committee should review the extent to which students complete Honors Program requirements for the diploma and recognition sequence, and assess the significance of this rate of degree completion in terms of program design and quality.

8. The Campus Developmental Studies Committee should investigate why students who successfully complete RE10 Reading in the content Areas later achieve higher GPA's than students who placed out of reading.

Task Statement 2
During the past seven years, how have changes in the composition of the student body affected the teaching and learning process?

The Teaching/Learning Effectiveness Sub-committee considered overall patterns of enrollment as well as specific student populations in its analysis. SCCC Enrollment Reports from 1988 through 1995 were examined and student demographics were compared (see Resource File). In addition, a Survey on Learning, Teaching, and Technology was administered during the Spring 1996 semester to determine faculty perceptions about teaching methods, student characteristics, and the use of technology in the classroom (see Resource File). While the demographic makeup of our students changed in the area of ethnicity, age and gender have remained fairly constant. The Campus has been significantly affected by two dramatic changes in its student population: the number of students identified as disabled and the number of students who test into developmental courses. Furthermore, the Campus has been significantly affected by a recent decline in enrollment which has occurred at a time of heightened budgetary concern.

Overall Enrollment Statistics
From 1988 to 1995 enrollment grew by 17% at the Eastern Campus, from 1084 FTE’s to 1366 FTE’s. As the chart below shows, enrollment at the Campus grew steadily from 1988-92, declined slightly (2.7%) in 1993, rebounded in 1994 and declined again in 1995. In 1995 enrollment stood at 8% below 1992, its peak year. Headcount figures followed the same pattern.
An increasing number of students split their schedules between day and evening programs. The number of students enrolled exclusively in either the day or the evening program declined correspondingly. Since 1993, in response to an enrollment downturn and accompanying budgeting concerns, the Campus has begun to compress its academic schedule, reducing the total number of sections offered. Aware that students were more likely than before to attend courses throughout the day, the Campus scheduled courses to meet the needs of the majority of its students.

Analysis

Although enrollment has increased significantly since 1988, enrollment of the Eastern Campus has declined 8% since 1992. This pattern parallels the declining number of high school graduates in Suffolk County over the same period from 15,625 to 14,876 (see Resource File). Projections call for a further decline before returning to 1992/1994 levels during the 2002-2003 academic year. In an environment where increases in state and county funding are difficult to obtain, and where tuition revenue is increasingly relied upon to fund our programs (40% of our funding comes from tuition), declining enrollment has serious consequences for the Campus and the College. Therefore, an analysis of enrollment at the Campus, and the Campus’ response to changes in the student population, should occur within the context of budgetary constraint.

Responding to this recent decline in enrollment the Campus took steps to operate more efficiently. Since 1993, to reduce the costs of instruction the Campus compressed its academic schedule by approximately 25% and correspondingly increased the average enrollment per section. For example, in the Spring 1996 semester our average enrollment/section was twenty-two students compared to a previous average enrollment/section in the low to mid-teens. Compressing our schedule of course offerings has often meant eliminating low-enrolled courses, and this has serious consequences affecting the character of our academic program. Cancellation of numerous courses which were third and fourth semester curriculum requirements has necessitated an increase in the use of course substitution/waivers and independent study. For example, during the spring 1996 semester 38 students completed required
courses on an independent study basis, while 105 others completed requirements by taking alternative (non-curricular) courses or had required courses waived. Faculty consider this increased use of independent study and course substitution/waivers to be undesirable and believe that it adversely affects the quality of our academic program.

More broadly, the contraction of course offerings has affected the character of our academic program. Our small applicant pool and consequent inability to offer second-year courses in some Eastern Campus curricula, such as Restaurant Management, raises serious questions about their future. In addition, the fact that our students must attend other Suffolk campuses to complete degree requirements in college-wide curricula reduces the autonomy of the Campus and places a hardship on our students. Furthermore, the inability to offer a diverse selection of sophomore-level liberal arts courses such as Calculus or British Literature diminishes the appeal of our academic program. Recently, the Campus has had to make tough choices about its curriculum offerings. How the Campus makes those choices in the future will significantly affect its academic program.

Enrollment by Age and Gender

The proportion of students aged 22 and older has increased from 52.4% to 59.4% and the number of female students has dropped from 68.4% to 64%. The number of single females enrolled has increased by 3.3%.

Ethnic, Veteran, and Senior Citizen Populations

Since 1988 there has been little change in the ethnic background of the student body (see Resource File), but the Hispanic population has risen from 1.4% to 4.09%. The reductions in the armed forces may contribute to a decrease in the veteran population. Senior citizens attend classes on a space-available basis. Veteran and Senior Citizen enrollment has a negligible impact on teaching and learning.

Disabled Students

The number of students identified as disabled increased between 1987-95 from 28 to 119 students. Services are provided and accommodations are arranged through the Counseling Office by two part-time Disabilities Advisors (supervised by a full-time counselor) who evaluate documentation, complete special needs forms in conjunction with the student, provide training for faculty, and act as liaisons and resources for classroom teachers. In the 1995-96 academic year the Office of Student Affairs conducted a program review assessing the services it provides for disabled students.

Analysis

The 325% increase in the number of students identified as disabled has placed a heavy burden on the Counseling Office and the Academic Skills Center, though less of a burden on teaching faculty. Although the Campus has responded to increasing demands for service to this population through the hiring of two part-time disabilities specialists supervised by a full-time counselor, the Disabled Student Program Review concluded that the Campus still finds itself in the position of being more reactive than proactive in meeting the diverse needs of this population.

Underprepared Students

The number of students placed into developmental sections at the Eastern Campus between 1988 and 1995 has increased at a rate greater than the growth of enrollment at the Campus. Between 1988 and 1992, while headcount at the Campus grew by 27%, enrollment in developmental sections grew by 35%. Even the recent overall decline in enrollment (8% between 1992 and 1995) has not affected total enrollment in developmental sections, which continues to surpass 1992 levels. Much of this growth has occurred in the area of mathematics, where enrollment doubled between 1988 and 1992. Conversely, in reading and writing courses enrollment actually remained steady or declined during a period of increased
enrollment at the Campus, meaning that a smaller percentage of tested students were actually placed into these courses. In the areas of mathematics and reading variations in enrollments can be explained by changes in the CPT test cutoff scores used for placement. However, no such explanation exists for writing courses.

While total enrollment in developmental writing courses remained steady between 1988 and 1992 (when campus enrollment actually grew by 27%), enrollment in these writing courses dropped 23% between 1992 and 1995 (when campus enrollment actually dropped only 8%). Stated another way, if placement in developmental writing had simply increased since 1988 at the same rate as overall campus enrollment, 191 rather than 125 students would have been registered for developmental writing in the fall 1995 term. Proportionally, we are now placing 35% fewer students in developmental writing than we did in 1988.

**Analysis**

Overall growth in the developmental program is considerable. The large increase in the number of students placed into developmental mathematics may be explained by altered CPT cut-off scores used for placement, and the fact that in 1994 MA07 Algebra I became a pre-requisite for all laboratory science courses which are required in the Campus' largest curriculum, Liberal Arts. On the other hand, the 35% decline in the number of students placed in developmental writing is inexplicable. In fact, a study recently conducted by the Office of Institutional Research of mean CPT Scores of Eastern Campus students between 1988-1995 actually showed a lower writing ("sentence-sense") score in 1995 than in 1988. Therefore, it would not appear that the reduction in the number of students placed into developmental writing is the result of an increased level of student preparedness.

The testing and placement of students into writing courses is a complex issue at both the Campus and College. Overall, faculty regard the current system of placement to be an improvement over past practices. Responding to a Survey on Learning, Teaching and Technology, faculty cited CPT Testing and Placement as the most significant curricular revision in the last seven years. Secondly, faculty teaching writing express satisfaction with placement of students into their courses. Placement into writing courses occurs through a weighted combination of scores achieved on a computerized grammar test ("sentence-sense") and a placement essay which is holistically scored. Faculty teaching reading and writing strongly support the use of this placement essay. Nonetheless, the role of the holistically scored essay in the placement process has been hotly contested, primarily with regard to:

a) the value of assessing writing through a teacher-scored essay in addition to a computerized grammar test;

b) the cost of holistic scoring and the subsequent delay which essay scoring adds to the registration process; and

c) the accuracy of holistic scoring which uses range-finders established annually for each new cohort, possibly mitigating against having clear and consistent standards for assessing writing.

Because student "sentence-sense" scores were actually lower in 1995 than in 1988, the decrease in writing placements at the Eastern Campus might be attributed to the variable nature of holistic scoring.

**Conclusions**

Declining enrollment and corresponding reduction in revenue require the Campus to reexamine priorities in light of its academic mission. Enrollment management will be critical over the next seven years when the number of high school graduates in the county will remain below 1992 levels. Research is needed to analyze what services could be provided to enhance the education of non-native speakers and assess implications for staffing and servicing these needs. The inexplicable reduction in the number of students placed into developmental writing raises questions about the placement process. The dramatic
increase in the number of students identified as disabled will continue to have an impact on faculty and service providers on campus.

Recommendations
1. The Campus Committee on Strategic Planning should evaluate the academic program in light of declining enrollment and fiscal constraints, recommending modifications to our curricula and offerings.
2. The Campus Enrollment Management Committee should develop initiatives both to attract and to retain students.
3. The Office of the Dean of Instruction should monitor the growth of the ESL Program and implement methods of meeting the needs of this population. A needs analysis of the ESL population should be undertaken and an evaluative tool used to determine how effectively the Campus is integrating this population into its academic program.
4. The Campus (and the College) should continue to carefully examine the placement process in developmental writing.
5. The Campus should continue to provide in-service training for faculty and develop a policy and procedures manual for administering services for disabled students.
6. The Campus should hire a full-time disabilities advisor.

Task Statement 3
Describe how teaching methodology has changed over the past seven years. Explain how such change occurred in light of changing conditions of institutional support, continued professional development of the faculty, and/or a new demographic make-up of students. How will such innovations as telecourses and distance learning affect instructional methodology and the teaching/learning process?

The sub-committee on Teaching/Learning Effectiveness investigated how teaching methodology has changed over the past seven years through the administration of a Survey on Learning, Teaching, and Technology. One full page of the survey, distributed during the Spring 1996 semester to all full- and part-time faculty, asked questions about teaching methodology and evaluation of student achievement. The survey also asked faculty to assess changing characteristics of students and the use of technology in their classrooms (see Resource File). In addition, the subcommittee reviewed professional literature in the areas of student learning and teaching methodology.

Teaching Methodology
During the Spring 1996 semester 28 of 55 full-time administrators, counselors, librarians, and teaching faculty responded to a Survey on Learning, Teaching, and Technology. Fourteen adjunct faculty, of a possible ninety-six, also responded. The survey asked teaching faculty to assess the percentage of courses in which they require a major term project or paper; the percentage of courses in which they require research; the amount of time spent in lecture, discussion, and group work; and their methods of evaluation. In 21 of these questions faculty were asked to assess how these aspects of their teaching have changed during the past seven years. The results of the survey may be summarized as follows:

a) 82% (23/28) of full-time respondents require a major term project in 75-100% of their courses.
b) 64% (18/28) of full-time respondents require library research in 75-100% of their courses.
c) 89% (25/28) of full-time respondents spend the same or less time lecturing than they did seven years ago.
d) 82% (23/28) of full-time respondents spend the same or more time in class discussion or group work than they did seven years ago.
In all other questions involving teaching methods and evaluation of students, the large majority (68% of faculty) report functioning as they did seven years ago with three exceptions: they make greater use of technology in their classrooms, they require somewhat more frequent oral presentations of their students, and they give more quizzes. In their methods of evaluation more than half (14-18 of 28) of the full-time faculty report using the same methods as they had seven years ago.

Analysis

Over the past seven years many faculty have moved away from the traditional lecture/discussion format and are now using more collaborative learning approaches to classroom instruction. This is consistent with a national movement in this direction (Halpern, Johnson), a movement encouraged by recent research which shows that student-to-student interaction and teacher-to-student interaction have the greatest impact on students' cognitive development and attitudinal change (Astin, 1993). Faculty are similarly eager to make use of new technology in their teaching, and 65% of survey respondents anticipate the use of the Internet in their classrooms.

Although faculty appear to be embracing new approaches to instruction, the majority report employing the same methods of evaluation as they did seven years ago despite their concern about the diminished skills of their students. For example, while 27 out of 28 respondents report that fewer students possess prerequisite writing skills (an observation confirmed by a recent OIR report of mean CPT scores from 1988-95), more than half of the faculty appear not to have altered the amount or kind of writing they assign. While 24 of 28 respondents describe students as less likely to possess prerequisite reading skills, 22 of this group assign the same or less reading for their students. On the other hand, half of the respondents report sending more students to the Academic Skills Center for tutoring and skill building.

Faculty believe that their students display a weakness in their ability to think critically. Some large scale research (Astin, 1993) suggests that improvement in critical thinking skills is enhanced by an emphasis on writing within the curriculum: from the use of essay exams, the requirement of multiple drafts of written work, faculty critique of writing across the curriculum, and so forth. The Campus could address the perceived weakness in students' thinking skills by making HM50 Effective Thinking: Problem Solving, Reasoning and Comprehension a required course in the Liberal Arts core, through adopting a text emphasizing thinking skills for the required Freshman Seminar course and monitoring the progress of students' critical thinking through the use of ACTS's CAAP test of general education skills and abilities.

Nonetheless, research (Astin, 1993) suggests that the intensive reinforcement of writing throughout the academic program will have the greatest impact on the quality of student thinking. With this in mind, it is somewhat troubling that 23 of 28 survey respondents report administering the same number or fewer essay exams, while 19 assign the same number or fewer short papers and 20 assign the same or fewer research papers. We are currently requiring less rather than more writing from our students.

Professional Development

The College and Campus have made a commitment to professional development directly related to teaching and instructional technology. For the past three years, Teaching/Learning Seminars have been presented on a monthly basis by the Assistant Dean of Instruction. Employing a model for case study, Using Cases to Improve College Teaching (Hutchings), faculty have written and presented over twenty cases from their classroom experiences to be used as bases for discussion (see Resource File). Workshops on teaching critical thinking, writing across the curriculum, motivating students, designing outcomes assessment instruments for courses and curricula and a graduate course on teaching critical
thinking have all been offered through the Office of Instruction. The Teaching/Learning Center, established in the fall 1995 semester to encourage faculty development, periodically offers instruction on software application for the classroom. Other professional development activities include faculty workshops on e-mail, the Internet, distance learning, teleconferencing, and working with disabled students.

Along with local activities, the College sponsors professional development activities on the Ammerman and Western Campuses such as an annual series of faculty presentations on a particular theme, the Master Teacher Seminar, conference days, and so forth. Eastern Campus faculty participate in these activities when interest and availability coincide.

Analysis

In the Survey on Learning, Teaching and Technology faculty were asked to indicate which of twelve professional development activities they participated in and to assess the degree to which these activities affected their teaching. By far the most popular and meaningful activities for faculty were reading professional journals, attending regional and national conferences, and taking graduate courses. Indeed, between 1991 and 1996 faculty at the Campus attended 215 conferences and workshops (see Resource File). Strong faculty participation in these activities provides evidence of their intent to "remain knowledgeable about advances in their disciplines and pedagogy" (Characteristics of Excellence 11).

Although a majority of faculty interests remain discipline-specific, there is also evidence at the Campus of a core of faculty who are actively engaged in the process of redefining their teaching. As indicated by their self-reported movement away from lecture toward more active forms of teaching and learning, faculty are acknowledging what much research has proven (e.g., Meyers and Jones, 1993): that a traditional lecture format is less effective than more participatory learning activities, particularly when working with adult students. Faculty participation in Queries, a campus-based newsletter on teaching, in the monthly teaching/learning seminars and in the College-sponsored Master Teacher Seminar all reflect the commitment of faculty to continue their development as teachers.

Perceived Characteristics of Students

Because teaching methodology should correspond to the skills and attributes of the students being taught, the Survey on Learning, Teaching and Technology included 18 questions asking faculty to assess students' academic skills and attitudes toward learning. Faculty report a marked decline in the academic skills of their students over the past seven years:

<table>
<thead>
<tr>
<th>Student Characteristics over the past seven years</th>
<th>More</th>
<th>Less</th>
<th>Same</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students possessing pre-requisite reading skills for your course</td>
<td>3</td>
<td>11</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Number of students possessing pre-requisite writing skills for your course</td>
<td>1</td>
<td>19</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Number of students possessing pre-requisite computation skills for your course</td>
<td>1</td>
<td>9</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Number of students able to reason deductively</td>
<td>1</td>
<td>20</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>General knowledge of the world</td>
<td>1</td>
<td>17</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Impulsiveness</td>
<td>9</td>
<td>3</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Motivation to accomplish educational goals</td>
<td>0</td>
<td>16</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>1</td>
<td>19</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Optimism</td>
<td>3</td>
<td>12</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Sense of purpose</td>
<td>3</td>
<td>17</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>
Teaching faculty are equally critical of students' attitudes. Nearly all full-time faculty who responded to the survey believe that students possess less of a sense of purpose, are less self-disciplined, are more impulsive, and are less appreciative of education than students seven years ago.

<table>
<thead>
<tr>
<th>希望自己行为/干扰课堂</th>
<th>10</th>
<th>4</th>
<th>9</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>行为不端/拒绝合作</td>
<td>4</td>
<td>6</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>仔细的工作习惯</td>
<td>2</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>交作业准时</td>
<td>2</td>
<td>10</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>校对作业</td>
<td>1</td>
<td>16</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>回答问题</td>
<td>2</td>
<td>11</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>对终身学习的承诺</td>
<td>5</td>
<td>14</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>欣赏教育的价值</td>
<td>3</td>
<td>18</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

Technology in the Classroom
Faculty are making much greater use of technology in their classrooms than they did seven years ago. Almost all faculty report using a TV/VCR more than they did, and more than half of the survey respondents report using personal computers and making greater use of photocopied materials. More than half of the full-time respondents (17 of 28) anticipate using the Internet in their teaching in the near future.

The Eastern Campus has embarked on an ambitious plan to tap the educational potential of advanced communication technology by installing the Campus' fiber optics backbone, creating e-mail and Internet access for some campus personnel, developing sophisticated Macintosh and GIS laboratories, and planning for "smart classrooms."

Faculty report making greater use of new technology in their programs and courses. For example, in one case, a traditional hands-on applied art curriculum, Graphic Design, was completely redesigned around the use of Macintosh computers and various sophisticated software packages. In the area of Accounting the curriculum was modified to include two new computer-based courses, AC37 Computer Accounting Principles and AC82 Electronic Spreadsheet Applications for Accounting. Faculty in our Earth and Space Science courses make daily use of data obtained off the Internet relating to weather conditions and interstellar developments.

New curricular developments appear on the horizon in geographic information systems (GIS). Over a period of three years the Campus has made incremental investments in this technology and for the fall 1996 semester will have a 20-station Pentium computer lab, four-color plotter and accompanying software for our first GIS instruction. Under a highly competitive National Science Foundation grant, two of our faculty are participating in a two-year program of training and instruction in GIS applications at Indiana State University. The Campus is poised to provide instruction with cutting edge technology in this expanding field.

The areas of Dietetic Technology, Hotel Administration, and Physical Education benefited from a $23,000 grant for several software programs which supply nutritional analysis and management applications for the food service industry. Chemistry and the Science Laboratory Technology curriculum received a donation from Suffolk County's Department of Health of $200,000 of sophisticated water analysis equipment.
Academic support services were greatly enhanced by a $39,000 Vocational and Applied Technology Education Act grant to include ETS's Learning Plus in our Academic Skills Center. Developmental courses in reading, writing, and mathematics will be offered using this software.

**Writing, Reasoning, and Research in the Curriculum**

In the spring 1994 semester the Dean of Instruction created three *ad hoc* faculty committees charged to assess and make recommendations for the improvement of the teaching of fundamental academic skills of writing, reasoning and research throughout the curriculum. Each committee worked throughout the 1994-95 academic year.

**Analysis**

In the Spring 1995 semester an *ad hoc* committee on writing-across-the-curriculum marshaled campus support for a college-wide curriculum proposal, “Writing-Based Learning,” intending to develop writing-intensive courses throughout the academic program and make satisfactory completion of a number of these courses a graduation requirement. This proposal was passed by the governance bodies of the Eastern and Western Campuses, though the proposal did not receive the support of college administration, who were concerned that the smaller size of these courses would make the program too expensive.

The *ad hoc* committee on reasoning reviewed course outlines and compiled a list of instructional activities currently employed at the Campus by faculty to develop critical reasoning. During the Spring 1995 semester, this group made a proposal to the Vice President for Academic Affairs for an on-campus graduate course in teaching critical thinking and recommending that faculty successfully completing this course be able to apply these credits toward promotion. The group was successful and, with the $2000 it received from college-wide professional development funds, sponsored a workshop for faculty on critical thinking led by a nationally prominent presenter. In addition, this group reviewed numerous standardized tests of critical thinking and recommended to the Dean of Instruction the purchase and routine administration of ACT's CAAP test to measure the reasoning abilities of our students and compare them to national norms.

The *ad hoc* group on research reviewed course outlines to determine the research requirements faculty were making of students. They concluded that many faculty were requiring research of their students, but noted that the academic program lacked a systematic plan for developing students' research abilities incrementally through a multi-course sequence.

**Conclusions**

Faculty would benefit from strategies for responding to the declining writing and reasoning skills of their students, as well as to perceived student attitudes which impede learning. Intensive writing-across-the-curriculum improves students' critical thinking abilities, though faculty appear to be requiring somewhat less writing than they did 7 years ago. However, faculty do show evidence of continued professional growth, and the majority are relatively satisfied with professional development activities designed to assist in the improvement of instruction. The majority are also employing new instructional methodologies and incorporating advantages derived from new technology in their classrooms.

**Recommendations**

1. The Office of Instruction should plan a program of professional development activities focusing on developing writing, reasoning, research, and reading skills across the curriculum.
2. The Office of Instruction should initiate curricular revision which would make required courses writing-intensive.
3. The Office of Instruction should develop a group of workshops for faculty on active and
collaborative learning strategies.

4. The Office of Instruction should continue its support of campus and college activities such as the Master Teacher Seminar which encourage self-reflective professional development.

5. The Office of Instruction should continue to provide a series of workshops on applications of technology to the classroom.

6. The Office of Instruction should develop guidelines for research assignment requirements throughout the academic program.

Task Statement 4
During the last seven years, how have curriculum changes affected the teaching and learning process?

The sub-committee on Teaching/Learning Effectiveness addressed this charge by reviewing the Eastern Campus Book of Congress Resolutions, interviewing faculty involved in significant curricular revision, reviewing pertinent literature and including several questions on the subject in its Survey on Learning, Teaching and Technology.

Curriculum changes occur through the Campus governance process, with proposals initiated by faculty or administration considered by academic departments and the Committee on Academic Affairs, a standing committee of the Eastern Campus Congress. Resolutions which are approved by both the Committee on Academic Affairs and the Congress are forwarded to the President and Cabinet for their approval before submission to the Board of Trustees.

There have been 85 Eastern Campus curriculum and course-related changes approved by the Congress and Board of Trustees since 1988. One new curriculum, an AAS degree in Photography, was approved by the Congress in the spring of 1995, but was not submitted for approval by the Board of Trustees. Numerous existing curricula have been substantially revised in the past seven years, and the College has made important revisions to its largest curriculum, Liberal Arts, during this period.

In the Survey on Learning, Teaching and Technology, faculty were asked to assess seven broad revisions to the academic program which occurred during the past seven years. Specifically, they were asked to assess the impact on their teaching of the implementation of CPT testing and course placement, the revision of general education core requirements, the addition of a mainframe computer prerequisite block in the registration process, and the creation of generic general education requirements: information literacy, computer literacy, writing proficiency and critical thinking competency.

During the past seven years, in addition to the creation of one new curriculum in photography, seven curricula at the Campus underwent significant revision. Echoing the values espoused in Characteristics of Excellence, our curricula are “regularly evaluated and modified as educational, community, or societal needs require” (p. 13).

Dietetic Technology
Responding to a disappointingly low passage rate on the national dietitian registration exam, and to meet requirements of accreditation by the American Dietetics Association, the Dietetic Technician curriculum underwent significant revision to make it more rigorous and content rich. Three survey-level health courses were removed to make way for new courses in nutrition education and nutrition throughout the life cycle. An expanded Dietetics Seminar now also focuses on cultural diversity and professional ethics. In the two years since these revisions were enacted, students' passage rates have improved on the national exam, and students have transferred into 4-year programs with greater ease. In fact, in the fall of 1996, 100% of the program's 1996 graduating class passed the national examination.

Eastern/21
Restaurant Management and Hotel Technology Administration

In the spring 1995, the Restaurant Management and allied Hotel Technology Administration programs were jointly revised to make their course content more rigorous and up-to-date, thereby improving student opportunities for employment or transfer. The foundation food preparation course was augmented by a longer laboratory component to provide more hands-on experience; a new computer-based course was created to provide students with practical management-level experience; and new courses in sanitation and meeting management were added to meet new health requirements and to address expanding markets in the hospitality field. It is too soon to assess the impact these changes have made on student learning in these programs.

Science Laboratory Technology

Following a major revision in 1985, when Science Laboratory Technology emerged out of the former Marine Science Technology curriculum, the program has continued to refine its courses and further broaden its training and education to prepare graduates for a more diverse range of technician-level positions in scientific industry. New courses in hydrology, basic chemical laboratory instrumentation, micro-biological technique and environmental toxicology all enriched the academic content of the curriculum, broadening the knowledge base of its students. Faculty teaching in the curriculum report that curricular revisions have strengthened students academically.

Graphic Design and Interior Design

Graphic Design and Interior Design are two applied arts curricula which have been substantially revised since 1988. As in Science Laboratory Technology, the intent of these revisions has been a redefinition of these two programs. Graphic Design, having anticipated the widespread use of computers in design and page layout, revamped its curriculum in 1993 making nearly all of its courses computer-based, and offered students optional course sequences in desktop publishing or electronic illustration. Currently, faculty in the program, observing the continued difficulty some graduates have transferring into competitive 4-year programs (and responding to student outcomes revealed in its portfolio assessment of fourth semester students over the past two years), are formulating further revisions to the curriculum to make it conform to state and national standards for contact hours of studio instruction.

Science Laboratory Technology

Based on recommendations growing out of its academic program review in 1993, the Interior Design curriculum was substantially revised in the spring of 1994 bringing the curriculum up to state and national standards for accreditation and making the program eligible to fulfill the minimum educational requirements for licensure as an interior designer in New York State. As with the revision of the Dietetic Technician program, changes in Interior Design made the curriculum more rigorous, and more transferable; in addition, it better prepared graduates to pass state/national exams for licensure.

Photographic Imaging

In the hope of expanding its applied arts curricula and strengthening that portion of its academic mission which reflects Eastern Long Island's historically significant artistic community, in the spring of 1995 the Campus created a new AAS degree program in Photographic Imaging. Already the most popular elective course in fine arts, a degree program in photography which includes both traditional silver-process and contemporary digital imaging technologies will likely be a success with students and make more effective use of an existing darkroom and Macintosh computer lab. During the 1995-96 academic year the Campus worked with the Western Campus on a joint proposal for Board of Trustees and State approval.
Liberal Arts: General Studies

After long and intense debate, in 1990 the College adopted a revision of its Liberal Arts: General Studies curricula, and in 1994 used this revision as the basis for changing the liberal arts core of all curricula college-wide. In general, the thrust of this revision was to make the curriculum more rigorous (more prescriptive and less elective), to require greater English and mathematics proficiency, increase exposure to laboratory science and to require course work in non-western cultures. As with more local forms of curricular revisions, no outcome assessment instrument was developed to measure the impact of this curricular reform upon students.

To the extent that the revision to Liberal Arts: General Studies increases students' exposure to laboratory science and English, the College appears to be heading in the right direction. Large scale research in higher education (Astin, 1993) concludes that increased exposure to science, writing and interdisciplinary courses has the greatest impact on students' cognitive development. Faculty are generally impressed with the effect the general education revision has had upon teaching and learning at the Campus, with 19 of 28 full-time respondents citing moderate to significant impact on the learning process. Additionally, 16 of 28 respondents found that the general education initiative articulating basic competencies in writing, critical thinking, computer and information literacy has had either a significant or moderate impact on learning at the Campus.

With respect to other global changes in curriculum or academic policies, faculty believe that implementation of CPT testing and placement of students has had the most important impact on the quality of teaching and learning at the Campus. Not only does proper placement meet the needs of students, it assures the integrity and credibility of our credit-level program. Likewise, 16 of 28 respondents believe that accurate placement assured by a prerequisite block in the registration process has had a significant/moderate impact on teaching and learning.

The Campus Self-Study Steering Committee is concerned with the dearth of curriculum development at the Campus. Although there has been significant curricular activity, the Campus is generally less active now than it was in the early-to-mid 1980's. For example, Congress approved more curriculum-related resolutions in 1987-88 (21) than it did in the three years of 91-94 combined (19). In general, enrollment grew at the Campus as curriculum development declined. Since the recent enrollment downturn, however, curriculum development has not significantly increased; therefore, the Campus is not as attentive and creative as it might be. In the past decade the Campus has initiated only one new curriculum, while one of its sister campuses has created nine new programs.

Conclusions

The Campus continues to engage in an active and deliberate process of curriculum revision, keeping academic programs current and increasing their academic rigor. However, the impact of curriculum revisions is difficult to determine without formal methods of measuring student outcomes, and the Campus is neither creative nor pro-active enough in curriculum development.

Recommendations

1. The Campus should continue its support of thoughtful curriculum revision which enhances student learning and success.
2. The Campus should implement a policy requiring the creation of an assessment plan to accompany each proposed curriculum revision, thereby permitting the Campus to assess the impact of curriculum revision upon students.
3. The Campus Administrative Advisory Council and the appropriate campus governance bodies should develop a plan for future curriculum development and implementation.
Task Statement 5
Describe the Campus' plan for outcomes assessment and ongoing assessment activities.

In the spring 1994 semester the Dean of Instruction charged Department Heads of the four academic departments to develop departmental mission statements and learning objectives, and from these to develop pilot outcome assessment models. At that time a faculty member was given three-hours reassigned time to organize resource materials on assessment and begin to facilitate faculty work in this area. Several meetings were held and, using Angelo and Cross' Classroom Assessment Techniques as a foundation, faculty were encouraged to develop their own course and curriculum outcome measures. During the years 1994-96 a faculty coordinator of outcomes assessment was awarded six hours/year of reassigned time to serve as a resource to departments and faculty. Working with an Assistant Dean of Instruction, Department Heads, and interested faculty, they attempted to develop a comprehensive campus plan for measuring student learning.

The Campus has sought to develop a two-pronged plan for outcomes which combines home-grown course and curriculum-based instruments (which faculty could use to immediately measure learning) with an objective, nationally-normed test of general education and critical reasoning skills. After a review of numerous tests, a faculty ad hoc committee on critical thinking recommended the purchase and routine administration of ACT's CAAP test, "Assuring Academic Excellence in General Education Foundation Skills."

Humanities
Three separate assessment activities were initiated in this department to measure foundation writing skills and to assess the skills of fourth semester students in Graphic and Interior Design. Full-time English faculty, through a process of portfolio assessment of student writing in EG11 Standard Freshman Composition, developed standards and criteria for grading student writing. Articulated in a booklet "Assessment in Freshman Composition," faculty offered sample essays of "A," "B," and "C" papers, providing grading criteria and a commentary on each essay. Distributed to all faculty teaching Standard Freshman Composition in the Fall 1996 semester, this booklet serves as a standard for grading student writing, and when combined with an analysis of grade distribution in Freshman Composition at the end of each term, provides a measure of the effectiveness of our foundation writing program. In the Spring 1997 term the booklet will be distributed to all full- and part-time faculty for use as a standard for grading student writing in their courses.

Faculty teaching in the Graphic Design curriculum developed lists of expected competencies and criteria for assessing these competencies demonstrated in the portfolios of fourth semester Graphic Design students. Unlike assessment in writing, which evaluates student productions in a single course, faculty in Graphic Design evaluated student learning at the end of two years of course work, and therefore are indirectly evaluating a curriculum as well as students. Using digital cameras, faculty are in the process of photographing student work for a computer-based document (similar to "Assessment in Freshman Composition") which will articulate grading criteria and provide samples of "A," "B," and "C" student design work. This document will be shown to students in their first semester to demonstrate standards and expectations.

As part of a sweeping revision of the Interior Design curriculum, FA16 Design Seminar has become a capstone course in which students review their two years of study in design and prepare to take the new National Council of Interior Design Qualification Examination now required for licensure in New York State as an interior designer. As part of the course, students will take an earlier version of the exam, and therein both the students and the school will get a look at the academic competencies students
have developed. This course will document student outcomes through their success on the National Council of Interior Design Qualification Examination.

Social Science, Early Childhood Education, Health Careers

Full-time faculty in this department decided to employ simple pre- and post-tests in foundation courses to demonstrate student mastery of course content. Faculty teaching these courses (e.g., PC11 Introduction to Psychology, SO11 Introduction to Sociology, HS11 Western Civilization I) developed forty or fifty question, multiple choice “comprehensive” tests measuring the knowledge students should acquire by the end of each course. These tests, administered during the first and last weeks of the semester, provide a measure of the growth of student learning. Similar pre- and post-tests were employed throughout the Early Childhood Education curriculum to monitor development of student competence.

In Physical Education, numerous pre- and post-tests are employed to measure both physical and attitudinal changes in students. For example, throughout PE21 Jogging, students record maximum and recovery pulse rates, blood pressure, and weight to assess their change in fitness level. In PE96 Wellness, students measure changes in their knowledge, behavior and intended behavior in assessing numerous risk factors related to cardiovascular disease.

Science/Mathematics/Technology

Employing a model of pre- and post-tests similar to that used in Social Science, faculty teaching in the Dietetic Technician curriculum have measured student learning in Food Management. During the Fall 1995 semester, a pre- and post-test was administered to students in FM20 Nutrition Care 1. The test was a former course “challenge exam.” At the time of post-testing students demonstrated a 20% average increase in course knowledge. Dissatisfied for various reasons with this assessment instrument, Dietetic Tech faculty developed another assessment tool to be employed in the fourth semester FM30 Dietetics Seminar. In this assessment project, students were given specific guidelines for preparing a written analysis of a popular book on nutrition which would measure 1) students’ knowledge of the biochemical basis of nutrition, 2) their application of curricular knowledge in a real life context, and 3) their skills in analytical writing. Faculty have expressed satisfaction with this new assessment instrument.

No outcomes instruments were developed in Science, Mathematics, or Business/Computer Information Systems/Hospitality.

Analysis

The Campus undertakes outcome assessment in its academic program within a climate of favorable student opinion. The 1994 SUNY Student Opinion Survey (Appendix 5) reveals that 77% of Eastern Campus students rate the quality of instruction to be good or excellent, 19% believe it to be average, and only 1% regard it to be below average. This is the highest rating achieved among the three campuses of Suffolk County Community College, and demonstrates a high level of satisfaction among students with the quality of our instructional program.

The Eastern Campus has worked diligently to develop and implement procedures for assessing student learning outcomes throughout its academic program. Characteristics of Excellence states that “one of the primary indications of effectiveness of faculty, administration, and governing boards is the skill with which they raise questions about institutional effectiveness, seek answers and significantly improve procedures in light of their findings” (16). Faculty and administration at the Eastern Campus are developing such skills and are employing them to make changes in courses and curriculum. Many at the Campus have embraced assessment, recognizing that it “promotes self-reflection and evidence-based thinking about teaching, learning and student growth” (Framework for Outcomes Assessment 5).
The Campus has attempted to develop formal assessment activities in each of its academic departments to be augmented by the use of a standardized test of general education knowledge and abilities. In several departments and curricula, assessment instruments have been implemented and are beginning to provide significant data on student success. For example, the booklet, “Assessment in Freshman Composition,” articulates academic criteria for grading student writing and will become the foundation for assessing student success in EG11 Standard Freshman Composition. In another case, after two years of reviewing fourth semester students’ portfolios, faculty in Graphic Design have modified several course syllabi to incorporate new content or emphasize particular skills and abilities which are not reflected in students’ work.

### Introduction to Sociology Pre- and Post-Test Results

<table>
<thead>
<tr>
<th>Section</th>
<th>No. of Questions Correct Pre-Test</th>
<th>No. of Questions Correct Post-Test</th>
<th>Percentage of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1996</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3470</td>
<td>16.9</td>
<td>31.3</td>
<td>85.2</td>
</tr>
<tr>
<td>3474</td>
<td>17.6</td>
<td>32.2</td>
<td>83</td>
</tr>
<tr>
<td>3477</td>
<td>14.8</td>
<td>33.1</td>
<td>123.6</td>
</tr>
<tr>
<td>6555</td>
<td>18.6</td>
<td>31.5</td>
<td>69.4</td>
</tr>
<tr>
<td></td>
<td>Avg. 32 (64%)</td>
<td>Avg. 90.3</td>
<td></td>
</tr>
<tr>
<td>Spring 1996</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3464</td>
<td>15.1</td>
<td>30.7</td>
<td>103.31</td>
</tr>
<tr>
<td>3465</td>
<td>15.3</td>
<td>31.1</td>
<td>103.26</td>
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<tr>
<td>3467</td>
<td>20.7</td>
<td>31.5</td>
<td>52.17</td>
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<tr>
<td>6555</td>
<td>13.8</td>
<td>33.8</td>
<td>139.1</td>
</tr>
<tr>
<td></td>
<td>Avg. 31.8 (63.6%)</td>
<td>Avg. 99.46</td>
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<td>Fall 1995</td>
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<td>3465</td>
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<td>21.6</td>
<td>31.9</td>
<td>47.69</td>
</tr>
<tr>
<td>6551</td>
<td>26.8</td>
<td>41</td>
<td>52.99</td>
</tr>
<tr>
<td></td>
<td>Avg. 32.7 (65.4%)</td>
<td>Avg. 56.8</td>
<td></td>
</tr>
</tbody>
</table>

Within the Social Science department, several full-time faculty created comprehensive, multiple-choice tests to measure students’ mastery of course content. For example, in Introduction to Sociology a fifty-question multiple choice test was given during the first and last weeks of the semester in all day and evening sections. Pre-test scores of students who did not dropout were then compared to post-test scores. Scores in each section were averaged, and then all sections for the semester were averaged to determine both the degree of improvement and the level of mastery of basic sociological facts. Over a period of three semesters, students in Introduction to Sociology achieved the following post-test results: an 82.2% average increase in factual knowledge and an 64.3% average overall mastery of course knowledge.

Similar multiple choice pre- and post-tests were administered in other Social Science and Early Childhood Education courses providing the following outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>% of Increase</th>
<th>% of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS11 Western Civilization I</td>
<td>20.4</td>
<td>29.7</td>
<td>45.6</td>
<td>59.4</td>
</tr>
</tbody>
</table>

*Eastern/26*
While a wide disparity exists in the numerical results, it is clear that in each course there was an increase in the factual knowledge students possessed. Questions nonetheless arise about how to weigh this increase in factual knowledge in the broader context of student learning. How much of an increase in factual knowledge correlates to actual student mastery of course content? How will students make effective use of this knowledge in the future? What is the ultimate usefulness of factual knowledge in the attempt to educate students to think and act critically? In addition to tests which measure factual knowledge, should we develop assessment instruments which measure the application rather than the acquisition of knowledge?

In other departments, testing instruments themselves have been developed only to be significantly refined or discarded after their first use. A review of assessment efforts in the Dietetic Technician curriculum demonstrates how assessment instruments were refined to more effectively measure student success. A case in point is a multiple-choice pre- and post-test administered in FM20 Nutrition Care 1, which was abandoned because the measured outcome (a 20% increase in factual knowledge) was considered to be comparatively meaningless. Pre- and post-test results are most informative when they can be interpreted against a well developed standard such as the CPT placement test in mathematics. It is difficult to determine an appropriate increase in knowledge when such a national standard is absent. More significantly, as Bloom (1956) points out, recitation of knowledge requires only the simplest form of thinking. By developing a “book review” assessment instrument for the Dietetic Technician program, faculty are now able to assess students’ ability to synthesize, evaluate, analyze, and apply knowledge: in other words, faculty can measure students’ ability to think critically in the area of nutrition. Faculty are now measuring skills used every day by dietitians in clinical environments. Therefore, this assessment instrument has greater “ecological validity” (Gardner, 1993 175) and will serve as a more realistic predictor of a student’s success as a dietitian. This new assessment instrument is therefore a more meaningful measure of the goals of this curriculum.

Although the Campus has made important progress, efforts in assessment have been stymied recently by several factors related to administration and the budget. An important component in the Campus’ plan—the purchase and administration of a CAAP test—has not been implemented due to a lack of funding. Assessment has also failed to attract significant administrative support, both locally and from Central administration. The current climate, clouded by budgetary problems (see Task 2 in this Chapter and Campus Environment Supporting Learning and Teaching, Task 1), has distracted upper administration from matters of academic excellence. Finally, the significant turnover in academic administrative personnel at the Campus has hampered assessment in the Business/Computer Information Systems/Hospitality and Science/Mathematics departments.

Student Affairs has begun outcomes assessment, though Student Affairs and the Office of Instruction have not yet coordinated their efforts to create a truly comprehensive plan for outcomes assessment.
Conclusions

The SUNY Student Opinion Survey reveals that over three-quarters of our students rate the quality of instruction to be good or excellent. Although assessment has not been adequately supported by local or Central administration, it is ongoing in two academic departments, and the Office of Instruction is attempting to implement a plan of assessment to measure student learning. However, the use of students’ acquisition of factual knowledge in outcome assessment is unclear. The Campus has not purchased a CAAP test which would provide a nationally-normed basis for assessing student general education competencies. In addition, outcomes assessment has not been coordinated between Student Affairs and the Office of Instruction.

Recommendations

1. Assessment instruments must be developed in the Business/Computer Information Systems/Hospitality department and further developed in the Math/Science department.
2. The Campus should develop assessment instruments that will measure broad educational objectives and predict students’ application of knowledge and learned skills in new contexts.
3. The Committee on Academic Affairs should evaluate a coordinated campus plan for outcomes assessment and make recommendations for its implementation by May 1998.

Task Statement 6
Describe ways the Campus’ administrative structure, as well as instructional support services, affect the teaching/learning process.

The Sub-committee on Teaching and Learning Effectiveness addressed this task by first examining academic administrative structure and then considering academic support services. Non-instructional support services are considered in Campus Environment Supporting Learning and Teaching. The sub-committee obtained data from interviews with faculty and administration, from the Survey on Learning, Teaching and Technology, from the Student Survey for Reassessment of the Eastern Campus Environment, and from user surveys administered in the Library, Academic Skills Center and Computer Laboratories.

Academic Administrative Structure

Responsibility for academic administration falls under the office of the Campus Dean of Instruction. There have been significant changes in this office since 1988. In 1988, the Eastern Campus academic program was administered by a Dean of Instruction and one Assistant Dean of Instruction. In 1991, the office was staffed with a second Assistant Dean who shared day-to-day administrative and supervisory responsibilities of the academic area. Through a college-wide administrative reorganization, the Office of Instruction was restructured in September 1993 to include supervision of the Campus Library, which had previously reported to a central Dean of Libraries. The Office of Instruction then transferred to the Campus Head Librarian supervisory responsibilities for the Academic Skills Center and Computer Laboratories, creating an “information services” portion of the office.

A dramatic change occurred during the 1993-94 academic year when the academic areas supervised by the two Assistant Deans were subdivided, and the Office of Instruction added four new Department Head and two Assistant Department Head positions. The Assistant Dean for Liberal Arts now oversees a Humanities Department and a Social Science/Health Careers/Early Childhood Education Department. The Assistant Dean for Business, Mathematics and Science now supervises departments of Business/Computer Information Systems/Hospitality and Mathematics/Science (Appendix 21).
The Office of Instruction meets weekly to discuss ongoing curricular, personnel and budgetary issues. The once monthly meeting for all faculty has grown to two monthly meetings to accommodate the need for discussion of academic issues pertinent to specific departments. Meetings alternate between whole-campus faculty meetings and area/department meetings. In addition, there are academic dialogues among faculty across disciplines concerning, for example, teaching and learning issues, outcomes, professional development, and strategic planning. In the Survey on Learning, Teaching and Technology faculty were asked nine questions about the impact of administrative organization on the teaching/learning process, and they were asked to assess whether those changes were positive or negative.

Analysis

Although the Office of Instruction has grown significantly in size, there has not been a corresponding increase in its support of teaching and learning at the Campus. What had been an understaffed two-person team in 1988 supervising 45 full-time faculty, over 100 part-time faculty, and administering an academic program for 2100 students, has now grown to a ten-person team supervising approximately the same number of faculty and delivering an academic program to 17% more students. Since 1988 significant improvements in administration have been accompanied by confusion and fragmentation, to which the Campus has had difficulty adjusting. This is particularly true since the implementation of the department head structure.

The addition of the department head structure at the Campus has facilitated more academically-oriented discussion of curriculum and academic standards, has facilitated the development of outcomes assessment measures, and has brought faculty into the strategic planning process. These are decided benefits which are broadly appreciated by the faculty. When surveyed, faculty reported that the department head structure had made a significant impact on teaching and learning at the Campus (16 of 27 respondents rated the impact as significant; 12 of 27 respondents rated the impact as positive).

Conversely, with the creation of the department head structure, significant administrative responsibilities were given to faculty members who had never before participated in administrative work. The Office of Instruction invested a considerable amount of time training Department Heads in administrative procedures and policies, the preparation of the academic schedule, and faculty evaluation. Nonetheless, the transition to a department head structure created confusion, disorganization and a significant reduction in administrative efficiency. In part, this was due to Department Heads learning new and complex responsibilities. Furthermore, the Office of Instruction, as it adapted to this new structure, was at times unclear in communicating expectations. The difficulties in the transition were exacerbated by the high turnover in department head personnel, with eight different individuals holding one of four Department Head positions during the first three-year term of office. Not surprisingly, changes in Department Head personnel were assessed by faculty as having impacted teaching and learning negatively.

The frequent change in administrative personnel produced a high level of apprehension among faculty and disrupted communication. This diverted faculty from their focus on teaching, and the continual requests made for their consideration in planning, meeting budget deadlines and program reviews were met, but with difficulty. In some cases, faculty found the new departmental structure hard to accept because they were used to informality and independence.

Conclusions

The department head structure has had advantages and disadvantages for faculty and, consequently, for students. In addition, a significant turnover in administrative personnel has been disruptive to the teaching and learning process at the Campus. As a result, communication within the
The Provost should review the administrative structure of the Office of Instruction and make recommendations for changes that will result in more efficient academic administration.

2. The Provost, in consultation with faculty and the Administrative Advisory Council, should identify the causes for the significant turnover of administrative personnel.

3. The Dean of Instruction should facilitate a streamlined, consistent and clear process of communication within the Office of Instruction.

Academic Support Services

Within the Office of Instruction, academic support services are administered by the Campus Head Librarian who oversees three academic service areas: the Eastern Campus Library, the Academic Skills Center, and the Computer Laboratories. The Academic Skills Center is coordinated by a full-time faculty member and staffed with a full-time Professional Assistant. The Campus Computer Labs are managed by two full-time Professional Assistants.

The Academic Skills Center has been a highly utilized resource by students at the Eastern Campus. Since 1988 it has formalized auxiliary services to developmental reading and ESL classes, increased scribe and reader services to learning disabled students, and added tutorial services for college-level courses both in the day and evening programs. Over the last seven years the number of students requesting and receiving service from the Academic Skills Center has increased from 316 students per year to over 900 students per year. The Center now uses five former faculty office spaces on the second floor of the Orient Building, and a space previously designated for storage. Since the fall of 1988, the part-time Skills Center staff has grown to include a full-time coordinator with a reading background; a full time Professional Assistant with a mathematics background who helps administer the center and tutors; part-time evening Professional Assistants who administer and tutor; Professional Assistant tutors for accounting, science, ESL, English, mathematics and reading; two part-time college aides, work study student aides, work study peer tutors, work study reader/scribes for learning disabled students and honor society peer tutors.

The Eastern Campus Library professional staff consists of a Head Librarian, a Media Systems Librarian, and a Reader Services Librarian. They are assisted by one full-time media Professional Assistant, two full-time civil service staff, six part-time clerical staff, adjunct librarians who staff evening and weekend hours, and student aides.

Librarians have maintained close contact with classroom faculty. An aggressive outreach program has enabled the research instruction component for CS15 Freshman Seminar, and the number of specialized discipline lectures, to grow each year. Reference and other services fluctuate with enrollment trends, yet some have had dramatic growth surges. When new courses or curricula are added, faculty meet with the Head Librarian to discuss book and periodical requirements.

The Library is a campus leader in the application of computer-based information technology. In collaboration with the Ammerman and Western Campuses, and funded through a SUNY initiative, an online public access catalog (OPAC) was inaugurated in 1993 and an online circulation system is planned. Reference services have been enhanced at the Eastern Campus with the development of a local area network which has increased the number of computer workstations and has allowed for the addition of full text CD-ROM applications.
The rate of growth and change in library materials over the last six years is itemized below:

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Books Added</strong></td>
<td>1,346</td>
<td>1,203</td>
<td>1,053</td>
<td>799</td>
<td>985</td>
<td>684</td>
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<tr>
<td><strong>Total Books</strong></td>
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<td>34,985</td>
<td>35,912</td>
<td>36,453</td>
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<td>$17,475.00</td>
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<tr>
<td><strong>Journals Added</strong></td>
<td>0</td>
<td>-2</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Journals</strong></td>
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<td>269</td>
<td>275</td>
<td>281</td>
<td>288</td>
<td>293</td>
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<td><strong>Journal Budget</strong></td>
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<td>$18,276.00</td>
<td>$22,384.00</td>
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<td><strong>CD-ROM Budget</strong></td>
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<td><strong>Total Budget</strong></td>
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<td>$55,687.00</td>
<td>$42,846.00</td>
<td>$46,155.00</td>
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</table>

The Academic Computing Lab staff currently comprises two full-time day Professional Assistants and four part-time evening Professional Assistants. As the use of technology/software in curricula has expanded, so has the need for student access to the software utilized in such courses in an open lab facility. The open lab, with 10 networked computer stations, is currently available from 8:00 am until 10:00 p.m. Monday through Friday, and on Saturdays from 9:00 am till 2:00 p.m. The three computer classroom labs in the Orient building are also available to students whenever a class is not scheduled in a lab. In the last five years, the number of students served in the open Academic Computing lab has grown from approximately 600 to almost 800 students a year.

**Analysis**

The reorganization of the Office of Instruction to join the Library, Computer Laboratories and Academic Skills Center as one unit under the guidance of the Campus Head Librarian has brought increased attention and focus to this growing area. Considering the increasing significance of technology in these areas, their organization into one unit facilitates the effective coordination of planning, purchase, dissemination and maintenance of equipment.

The Library has had an opportunity to evaluate collections and services through participating in the cycle of curriculum program reviews. Although recommendations vary depending on curriculum and program, one common theme is the age of the book collections. The median age of book materials has been determined to be 1977 which reflects the budget for the opening of the Campus library. Dated materials and an insufficient number of materials were concerns registered in the Spring 1996 Library Survey.

The growth in the number of library classes taught and the lack of an adequate teaching area to instruct students in how to use information resources in the Library facility have caused contention over limited space. Library classes are currently taught in the reference room displacing students completing assignments or studying. This dilemma continues from 1988. Despite a very overburdened facility, the Library staff has been successful in continuing to build the collections of books, periodicals, and reference materials which support curricula, faculty, and students. The Library staff continues to provide state-of-the-art information services to the Campus community. For example, reference materials are available in CD ROM format; the Library also provides online database searching and Internet access.

While the size of the Library and its collection are subject of concern, students express satisfaction with the use of the facility and helpfulness of its personnel. During the Spring 1996 semester students responded to surveys soliciting their opinions about services provided by the Library, Academic Skills Center and Computer Laboratories (see Resource File). In general, these survey results reflect high levels of satisfaction. For example, of 273 respondents 207 reported that the Library was "very easy to use" while 190 were "very satisfied with today's visit"; and 204, 215 and 250 respondents found the Library to be "quiet," "clean" and "comfortable" respectively. Similarly, students report high satisfaction with
the Academic Skills Center where 75 and 77 of 88 respondents found personnel to be “knowledgeable” and “courteous.” Data from the Student Survey for the Assessment of the Eastern Campus Environment indicate that 46% of responding day students have used the Academic Skills Center. Survey results from the Computer Laboratories are equally impressive with the large majority of respondents expressing satisfaction with “software/programs” and “technical staff” (78% and 93% respectively).

Although students express satisfaction with the services provided in these three academic support areas, respondents to the 1994 SUNY Student Opinion Survey expressed a level of satisfaction with Eastern Campus Library facilities below that of its sister community colleges. The Self-Study Steering Committee is concerned that the restricted facilities and diminishing support for the Library’s collection will soon have a dramatically negative impact on the instructional program. As noted in the 1988 Self-Study, the Library is seriously below American Library Association Standards for square footage and collection size to meet the needs of our student body. While reference requests grew by 29% (to 6,978 transactions), and intercampus/interlibrary loan requests by 34% in 1994-95, the Library continues to experience further reductions in its budget, having lost 21% of its funding for books and reference materials over the last four years.

Conclusions
The reorganization of the Office of Instruction to join the Library, Academic Skills Center and Computer Labs under the direction of the Campus Head Librarian has led to increased and improved service to students in these areas. Students express satisfaction with the services provided by these three areas. However, restricted library facilities and library budget negatively impact the quality of the academic program.

Recommendations
1. The Campus should expand the Library facility and its collection.
2. The Campus should significantly increase the Library budget for books and reference materials.

Task Statement 7
Describe the activities on the Campus which promote faculty life and professional development, and assess their impact on the teaching/learning process.

The Sub-committee on Teaching/Learning Effectiveness reviewed the programs sponsored by the Provost, Office of Instruction, Office of Student Affairs, and faculty to assess the extent to which they have promoted professional development and teaching effectiveness. In addition, members of the sub-committee examined written classroom evaluations of faculty conducted during the 1995-96 academic year to evaluate the effectiveness of this process in promoting teaching excellence. Professional literature was reviewed to assess the extent to which our evaluation methods reflect current standards for promoting teaching excellence.

Campus and College-wide Professional Development
Programs sponsored by the College-wide Professional Development Committee include the annual Conference Day, Master Teachers Seminar, “Faculty Exchange” (teaching/learning newsletter), and end-of-year workshops and faculty seminars. At the Eastern Campus various critical thinking workshops, workshops for faculty focusing on particular student groups, and a graduate education class have been offered. The Teacher Learning Center offers instruction on software application to classrooms. Examples of other workshops offered are those on e-mail, the Internet, distance learning, and teleconferencing.

Twelve Eastern Campus faculty members have participated in the College’s Master Teacher Seminar held at the Cormorea Retreat in Sag Harbor. These faculty, like other participants from the
College, value this professional development activity: On the Survey on Learning, Teaching and Technology nine of the twelve participants rated this activity as having a significant or moderate impact on their teaching; three rated it as having had a minimal impact. In this same survey, campus activities such as Mentathlon and Lyceum were reported by one-third to one-half of respondents (12 and 16 of 28 respectively) as having had a moderate or significant impact on their teaching.

**Mentathlon**

One program sponsored by the Provost’s office and involving students, administrators, faculty, and staff is the annual Mentathlon (Academic Olympics) for East End High Schools. For this two-day event faculty create challenging activities in seven academic disciplines and serve as lecturers and judges. More than an event which joins the Campus and area high school faculty and students, Mentathlon provides Eastern Campus faculty with the opportunity to become more expert in their fields and innovative in their teaching.

**Lyceum**

The Lyceum series is built each year around a single theme, such as the Family, Heroism, Imagination, Passion, Hope, and the Millennium. In concert with Lyceum’s national juried visual art and poetry exhibition, the lecture series provides a rich source for professional growth. Its potential impact on critical issues that affect teaching/learning (e.g., multiculturalism) and its relevance to the classroom are evident from this sampling of speakers: Civil Rights Activists James Farmer and Derrick Bell; biographer Gail Levin presenting an “Intimate Portrait of Edward Hopper”; and gender expert David Bouchier on “Intellectual Passion: Jean Jacques Rousseau.” After their presentations and accompanying question and answer periods, lecturers meet with interested audience members in the Peconic cafe for lunch and conversation. Some lecturers also visit afternoon classes.

**Teaching/Learning Seminars**

Teaching/Learning Effectiveness is the goal of another ongoing program designed by the Office of Instruction and unique to the Eastern Campus. Since the spring of 1994, full-time and adjunct faculty have met with an Assistant Dean of Instruction ten or more times a year in a series of ongoing discussions on teaching and learning. Using a case study approach, faculty have written cases describing successes and failures in their classrooms, raising questions about teacher and student motivation and the evaluation of students. These meetings have been the first forums on campus where faculty regularly get together to talk about teaching, a topic which is otherwise curiously absent from the Campus’ lexicon.

**Faculty Evaluation and Annual Written Summary**

As *Characteristics of Excellence* notes, “all faculty should demonstrate continuing professional growth and accept responsibility for maintaining the highest level of professional excellence. Carefully articulated and equitable procedures and criteria for periodic evaluation of all faculty contribute significantly to sustaining that level” (p. 11). To improve the quality of its evaluation process, during 1995 and 1996 the Office of Instruction researched and developed criteria for the evaluation of teaching faculty. Concerned with training a group of new Department Heads in how to evaluate teaching faculty constructively and accurately, evaluation criteria held in common by administration and faculty alike were developed (see Resource File). Workshops were held for all evaluators as they collectively critiqued previously written classroom evaluations. Having developed a mutually determined standard for evaluation, the Office of Instruction sought to maintain consistency by distributing to each evaluator representative copies of classroom observations written by all evaluators during a following semester. In this process administrators evaluated each other’s performance and adherence to standards.

In addition to classroom observations by an administrator, faculty may also ask a peer to observe their teaching. When a faculty member is eligible for promotion or tenure this peer observation is
mandatory. In an effort to promote professional growth, in the Spring 1995 semester the College sponsored a formal and entirely confidential process of peer observation. A faculty member and administrator from the Eastern Campus participated in the training for this activity, though no faculty member from the Campus has since participated in this professional development process. In the fall of 1995 the College initiated a professional development process for senior tenured faculty (see Resource File). During the 1996-97 academic year two faculty members at the Campus will be the first to go through this process.

Along with a new approach to the evaluation of faculty, the Dean of Instruction initiated a written summary prepared annually for every untenured faculty member which highlights his/her perceived strengths and weaknesses, as well as outlines suggestions for his/her professional development. By becoming the basis for a mutual discussion between the instructor, his or her Department Head, Assistant Dean and the Dean, this annual summary is a formal mechanism for communicating expectations and acknowledging the achievements of faculty. As an optional part of this process, faculty are encouraged to formulate a plan of professional development for the coming year. This new process, far more comprehensive than that which had previously existed at the College, seeks to provide a foundation to support promotion and tenure decisions.

Sharing criteria and observation methodology will provide the foundation for objective and consistent evaluation. Recognizing that the use of "multiple perspectives" on faculty work provide a more balanced and accurate assessment (Braskamp and Ory, 1994), the Campus instituted a practice of annual written summaries of all untenured faculty. This summary provides an assessment of an instructor's college service and professional development as well as his or her teaching. Academic administrators note that, in addition to acknowledging achievements, this summary process has been helpful in assisting faculty to improve their teaching.

A review of evaluations from the Spring 1995 and Fall 1996 semesters by two sub-committee members (both tenured full professors) led them to conclude that "the evaluators were consistently constructive in their criticism, concrete in their recommendations, and supportive in content and tone." Because evaluators are now more cognizant of evaluation criteria and methodology, the opportunity for this activity to lead to professional growth and teaching excellence is enhanced.

Research (Miller, 1987; Blackburn and Clark, 1975) on evaluation of teaching emphasizes the validity and usefulness of student evaluations in assessing teaching. Student evaluations are widely recognized to provide a more accurate assessment of teaching than the process of once-a-year classroom observation by an administrator which the College currently employs (Braskamp, Brandenburg, Ory, 1984). Furthermore, colleges throughout the nation have made increasing use of student evaluations in recent decades (Seldin, 1993). Student evaluation of teachers does not exist at the College through agreement between the Faculty Association and college administration.

Finally, the use of evaluation of classroom teaching and the annual summary are only consistently applied to junior, untenured faculty. Once tenured, a faculty member is only observed twice in each of the five year intervals between promotions. Tenured faculty do not participate in the annual summary process. It is too soon to assess the effectiveness of the College's new initiative for the professional development of tenured faculty.

**Professional Conferences/Readings**

Administrators regularly alert faculty to professional conferences/materials in their fields and distribute articles/newsletters on teaching effectiveness (e.g., *The Teaching Professor*). In addition, the Office of Instruction has encouraged and facilitated informal faculty visitation of classes, and has hosted
widely-respected experts for workshops on teaching effectiveness (e.g., John Chaffe’s presentation on teaching critical thinking, January 1996).

**Student Activities**

Many of the workshops and common hour activities sponsored by the Office of Student Affairs foster professional growth and enrich classroom teaching. A weekend workshop on humor and regularly scheduled workshops on stress reduction have promoted the bonding and focus essential to excellent classroom teaching/learning. These activities will be more completely addressed in Chapter 2: The Campus Environment Supporting Teaching and Learning.

**Conclusions**

Eastern Campus faculty have abundant and fertile resources on Campus and at the College to enlighten and enliven their teaching. The evaluation of faculty has become more consistent and focused, providing increased opportunity for professional growth. However, the absence of student evaluations of classroom teaching weakens the evaluation process. Moreover, tenured faculty do not benefit from the professional development opportunities afforded by the Eastern Campus evaluation/annual summary process. It is too soon to assess the effectiveness of the College’s Tenured Faculty Development Process.

**Recommendations**

1. Faculty development activities should continue.
2. Faculty evaluation training for campus administrators should continue.
3. The Office of Instruction should investigate the formal inclusion of student evaluation to more accurately and comprehensively assess teaching excellence.
4. The Office of Instruction should incrementally implement a more comprehensive evaluation and annual summary process for tenured faculty.
CAMPUS ENVIRONMENT SUPPORTING
TEACHING AND LEARNING

Task Statement 1
Review the Role and Scope Statement of the Campus as it relates to the College Mission. How has the service area/student population changed since the last self-study?

Service Area
Suffolk County Community College's Mission Statement reads, in part, that Suffolk County, "spread over an extensive geographic area and surrounded by water on three sides, ...encompasses rural and urban lifestyles and a variety of economies that include farming and high technology. The County is home to a wide variety of socio-economic and ethnic groups."

The Eastern Campus' own Statement of Role and Scope includes the following description:

The East End is the last rural stretch of Long Island and is characterized by established agricultural and fishing economies augmented by a growing seasonal and weekend population and a burgeoning tourist trade.

Besides its identity as an agricultural-maritime center and vacation mecca, the East End has long been associated with the arts.

To discuss the Eastern Campus' service area and changes thereto over the past seven or eight years is to be forcefully reminded about its essentially rural character. The service area embraces the five easternmost of Suffolk County's ten townships (the townships of East Hampton, Riverhead, Shelter Island, Southampton and Southold), plus the eastern one-third of the county's largest single township (Brookhaven). On a map, the service area extends approximately 50 miles eastward from the William Floyd Parkway to the end of the twin forks of Long Island at Orient Point on the north and Montauk Point on the south. The Campus itself is situated four miles southwest of the County Seat in Riverhead in the northwest corner of the Town of Southampton, 60 miles east of New York City.

The population of Suffolk County's five easternmost townships, collectively referred to as the East End, decreased by 1.6% (110,566 to 108,783) from 1987 to 1995. When the population of the eastern third of Brookhaven Township, Suffolk's fastest-growing town, is included, the entire Eastern Campus service area grew in population by 5.7% (from 186,862 to 197,521). [Note: All population figures are taken from LILCO's annual "Long Island Population Survey." ] Looking at all of Suffolk County, the Eastern Campus service area represents 14.8% of the total county population, an increase of one percent over the seven years from 1987 to 1995. In the rest of Suffolk County outside the Eastern Campus service area, the population declined 2.67% from 1987 to 1995 (1,168,172 to 1,136,947).

The economic recession that impacted the country in the late 1980s had an especially harsh impact on Long Island and on Suffolk County in particular. Long Island (Nassau and Suffolk Counties) permanently lost 100,000 jobs, mostly low-wage assembler and manufacturing jobs. In addition, the drastic downsizing that has occurred in defense-related industries, long a mainstay of the Long Island economy (the Grumman Corporation, once Long Island's largest employer, is but a shell of its former self), has resulted in an economic recovery that has been slower than in other parts of the country. In fact, Grumman's largest single site closing was its Calverton plant, located within ten minutes of the Eastern Campus.

Eastern/36
Struggling against intense land development pressures to remain true to its agricultural and maritime/fishing tradition, the East End has, in the years since 1988, become increasingly known as a fertile viticulture region producing reputable wines and as a center for horse farms and horse breeding. Innovative municipal policies designed to forestall or prevent the sale of land for real estate purposes by purchasing development rights in order to preserve open space and the rural character of the region have made such land uses economically viable.

Additional discussions and analyses of various components of the Eastern Campus service area can be found in the following documents (see Resource File):

- The Eastern Campus External Environment Scan Report completed in 1995
- The Eastern Campus Internal Environment Scan Report completed in 1995
- The Suffolk Community College Service Survey Report completed in 1994

Student Population
Suffolk County Community College is committed to providing "comprehensive student services designed to enhance the College's cultural, social and aesthetic environment in ways that support the growth and development of all its members" (Mission Statement). The Eastern Campus statement of role and scope adds the following:

The student body at the Eastern Campus is comprised of a mix of traditional (i.e., recent high school graduates) and non-traditional students (i.e., adults seeking to acquire new skills for career changes or life enrichment). Within those two broad categories are students with a full range of needs and abilities as well as a variety of ethnic backgrounds. The East End has a significant population of traditionally underrepresented people including Native Americans. The preponderance of residents, however, are Caucasians, who, due to historic ties in fishing and farming, identify more with the traditions of New England than with urban New York.

The East End has a rich multicultural diversity, especially in view of the relatively small population base and its relative isolation at the end of a 120-mile-long island. Surprising to some, there are large populations of African-Americans scattered throughout the region, with concentrations as high as 20% in some communities. Less generally known is the presence of two American Indian reservations on Eastern Long Island, the Shinnecocks in the Town of Southampton and the Poospatucks in the Town of Brookhaven. The general eastward movement of population on Long Island has resulted in a significant infusion of Hispanics on eastern Long Island, with the hospitality industry attracting increasing numbers of Dominicans and Haitians, along with Irish immigrants. The county seat of Riverhead has a long-established Polish community, and Asians are increasing as Suffolk County gains a reputation for excellence in technology, computer-related specialties and biomedics.

This diversity has had an impact on the Eastern Campus student population. Between the Fall 1988 and Fall 1995 semesters, the student enrollment in all the standard census ethnic categories increased by the following percentages:

<table>
<thead>
<tr>
<th>Ethnic Category</th>
<th>Percentage Increase</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>+38.2%</td>
<td>(68 to 94)</td>
</tr>
<tr>
<td>Asian/P.I.</td>
<td>+110.0%</td>
<td>(10 to 21)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>+248.2%</td>
<td>(29 to 101)</td>
</tr>
<tr>
<td>American Indian</td>
<td>+233.3%</td>
<td>(3 to 10)</td>
</tr>
<tr>
<td>White</td>
<td>+14.3%</td>
<td>(1824 to 2085)</td>
</tr>
</tbody>
</table>
Similarly, in all categories (except for whites) the percentage of total enrollment increased, as follows:

<table>
<thead>
<tr>
<th></th>
<th>Fall 1988</th>
<th>Fall 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>3.2%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Asian/P.I.</td>
<td>0.5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.14%</td>
<td>0.4%</td>
</tr>
<tr>
<td>White</td>
<td>86.8%</td>
<td>84.7%</td>
</tr>
</tbody>
</table>

To help put these figures in perspective, one should consider the following statistics regarding the entire Eastern Campus student body, comparing the Fall 1988 semester with the Fall 1995 semester. (see Resource File.)

- Total enrollment increased by 17.2% (2,101 to 2,463).
- Full-time enrollment increased by 38.7% (638 to 885).
  Full-time enrollment, as a percentage of the total campus enrollment, increased by 5.6% (from 30.3% to 35.9%).
- Part-time enrollment increased by 7.8% (1463 to 1578).
  Part-time enrollment, as a percentage of the total campus enrollment, decreased by 5.6% (from 69.7% to 64.1%).
- The number of full-time day students decreased by 9.1% (484 to 440) while the number of part-time day students increased by 8.6% (475 to 516).
- The number of full-time evening students increased by 150.0% (10 to 25) while the number of part-time evening students decreased by 6.4% (904 to 846).
- The number of students with split (day/evening) schedules increased dramatically: full-time by 191.6% (144 to 420) and part-time by 157.1% (84 to 216); their share of the total student body increased from 6.9% to 17.1% for full-timers and from 4.0% to 8.8% for part-timers.

As a percentage of the total campus student population, comparing Fall 1988 (N=2101) with Fall 1995 (N=2463):

- Day students decreased from 45.6% to 38.8% (959 to 956)
- Evening students decreased from 43.5% to 35.3% (914 to 871)
  Split (day/evening) schedule students increased from 10.9% to 25.8% (228 to 636)
- Males increased from 31.6% to 36.0% (663 to 886)
  Females decreased from 68.4% to 64.0% (1438 to 1577)
- New students decreased from 35.2% to 28.3% (740 to 696)
- Continuing students increased from 64.8% to 71.7% (1361 to 1767)

Regarding age of the student body, the more significant changes, based on percentages of the total student population, include the following (comparing Fall 1988 with Fall 1995):

- Ages 18-19
  * The number of students decreased from 25.9% to 9.0% (545 to 222), with the largest decline (-75.6%, 78 to 19) among part-time males
  * Full-timers decreased from 16.5% to 6.4% (347 to 158) and part-timers decreased from 9.4% to 2.6% (198 to 64)
- Ages 20-22
  * The number of students increased from 20.8% to 31.4% (437 to 773), with the largest increase among full-time males (+220.0%, 65 to 208) and full-time females (+164.5%, 93 to 246)

Eastern/38
* Full-timers increased from 7.5% to 18.4% (158 to 454); the part-time percentage remained virtually unchanged

- Ages 23-24, 25-34 and 45-59
  * Modest increases of 2.6%, 2.9% and 3.1%, respectively, in the number of students as a percentage of the total enrollment, with no significant variations among the sub-populations

- Ages 35-44 and 60+
  * Modest decreases of 0.6% and 4.7%, respectively, in the number of students as a percentage of the total enrollment, with no significant variations among the sub-populations

Regarding geographic distribution by township, the more significant changes, based on percentages of the total student population, include the following (comparing Fall 1988 with Fall 1995):

- Full-time enrollment from each of the Eastern Campus’ six primary feeder townships increased as follows:
  - Brookhaven +39.2% (257 to 358)
  - East Hampton +58.3% (36 to 57)
  - Riverhead +51.9% (108 to 164)
  - Shelter Island +80.0% (5 to 9)
  - Southampton +28.9% (121 to 156)
  - Southold +56.2% (64 to 100)

- Part-time enrollment from each of the Eastern Campus’ six primary feeder townships reflected the following patterns:
  - Brookhaven +21.1% (564 to 683)
  - East Hampton +0.9% (107 to 108)
  - Riverhead -8.0% (238 to 219)
  - Shelter Island +75.0% (8 to 14)
  - Southampton +4.1% (292 to 304)
  - Southold -8.0% (162 to 149)

- Based on the number of full-time students as a percentage of the total campus student enrollment, the six primary feeder townships have been reasonably consistent in their ranking, as the following statistics indicate (percentages given are for the fall 1988 and fall 1995 semesters):
  - Brookhaven (12.2% and 14.5%)
  - Southampton (5.8% and 6.3%)*
  - Riverhead (5.1% and 6.7%)*
  - Southold (3.0% and 4.1%)
  - East Hampton (1.7% and 2.3%)
  - Shelter Island (0.2% and 0.4%)

* [Note switch in ranking]
STUDENTS ATTENDING MORE THAN ONE CAMPUS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total College Enrollment</th>
<th>Full-time No./Percent of Total College Enrollment</th>
<th>Part-time No./Percent of Total College Enrollment</th>
<th>Total No./Percent of Total College Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1992*</td>
<td>21,931</td>
<td>506/2.3%</td>
<td>381/1.7%</td>
<td>887/4.0%</td>
</tr>
<tr>
<td>Fall 1993</td>
<td>21,963</td>
<td>600/2.7%</td>
<td>369/1.7%</td>
<td>969/4.4%</td>
</tr>
<tr>
<td>Fall 1994</td>
<td>22,175</td>
<td>556/2.5%</td>
<td>398/1.8%</td>
<td>954/4.3%</td>
</tr>
<tr>
<td>Fall 1995</td>
<td>20,929</td>
<td>475/2.2%</td>
<td>351/1.7%</td>
<td>826/3.9%</td>
</tr>
</tbody>
</table>

[*earliest data available]

Regarding students attending more than one campus in the same semester, the College's statistics are not revealing of movement from one specific campus to another. Rather, gross numbers of full-time and part-time multi-campus attendees are reported as above. For purposes of comparison, the following table shows the percentage each of the three campuses has of the total college-wide enrollment for the two semesters indicated:

CAMPUS ENROLLMENTS AS % OF TOTAL COLLEGE ENROLLMENT

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total College Enrollment</th>
<th>Eastern Campus % of total</th>
<th>Ammerman Campus % of total</th>
<th>Western Campus % of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1988</td>
<td>18,130</td>
<td>11.59</td>
<td>62.16</td>
<td>26.25</td>
</tr>
<tr>
<td>Fall 1995</td>
<td>20,929</td>
<td>11.77</td>
<td>58.24</td>
<td>29.99</td>
</tr>
</tbody>
</table>

The enrollment at the Western Campus in Brentwood is approximately $2\frac{1}{2}$ times that of the Eastern Campus, while the enrollment at the Ammerman Campus in Selden is approximately five times that of the Eastern Campus. Small as it is, the enrollment at the Eastern Campus is larger than five other community colleges within the SUNY system.

Analysis

The Eastern Campus was born amidst controversy, the same controversy that has raged on the East End for decades, namely the protection of the environment and the so-called pristine way of life on rural eastern Long Island. The Campus occupies 192 acres amidst the Long Island Pine Barrens, an ecologically distinct and sensitive area covering much of east-central Long Island. Any land development is suspect and subject to the most intense scrutiny, especially in this age of environmental impact statements. So the hue and cry went up over the feared destruction of part of the pine barrens when the proposed development of the Eastern Campus was announced in the early 1970s.

There continues to be a deep interest, growing in intensity, to preserve the rural, or what remains of the rural, way of life on the East End. It has manifested itself most noticeably and most recently in a secessionist movement which would create a new county, Peconic, out of the five East End towns. In fact, 71% of those East Enders who voted in the November 1996 elections approved a proposition requesting government officials to pursue through legal channels the development and implementation of such a plan.

As noted above, the East End decreased slightly in population between 1987 and 1995, not an easy feat when one considers that "the Hamptons" and the North Fork have been discovered by metropolitan area residents, and the highways and back roads are choked with traffic on weekends all summer long. But there are severe problems on the pristine East End. One is traffic management. Another is waste disposal, which has become a major problem for all six of Suffolk County's easternmost townships, whose sanitation
landfills were ordered closed by the state Department of Environmental Conservation by December 1993. Discussions abound now throughout the town halls on the East End about building incinerators and recycling facilities and trucking the waste away from the East End.

Water quality is also an issue. Over half of the population use wells as their source of potable water. In a region so long identified as a high-volume producer of agricultural products, chemical intrusion into underground water supplies warrants ongoing concern and monitoring. In addition, storm and agricultural runoff into streams, rivers and bays has raised pollution levels in the very bodies of water that fishing families have depended on for generations. It was directly due to the ban in the 1970s on chemicals used to protect the potato crop that viticulture was started on Long Island: the farmers needed some way to make a living from their land. Similar considerations have also promoted the rise of horse farms and horse breeding.

The constant tension between a) development and the jobs and tax base which development provides, and b) preservation of open space and the rural way of life was intensely demonstrated in the past three years by the building of the Tangier Outlet Mall in Riverhead Township, scarcely six miles from the Eastern Campus. Now being enlarged by 100%, it will be, for a brief period in late 1997 and 1998, the largest outlet mall in the United States! Its impact on the Eastern Campus has been dramatic, especially in the opportunities provided by the merchants for part-time and full-time employment for our students.

This unique way of life, this East End ambiance, has infused the Eastern Campus, located as it is at the crossroads of the East End where the North Fork and South Fork meet. There is a noticeable yet barely tangible "difference" about the Eastern Campus. Ask any faculty member who has taught here as well as on one or both of the other campuses. He/she will attest to this difference. The same is true for many students who attend this campus and also the other campuses. They all speak about friendliness, approachability, a sense of caring, and a certain air of intimacy when they start describing the Eastern Campus. What we lack in fullness of course offerings, a flexible class schedule and physical facilities, we make up for in attitude and the way in which we view the individual student. There are, in fact, some students who choose to bypass one of the other campuses in order to be a part of this inviting ambiance on the Eastern Campus.

Since the Eastern Campus opened in 1977, there has been a concern that its student body mirror as closely as possible the population mix indigenous to the East End. In the first decade or so of the Campus' life, that meant trying to recruit African-American and Native American students. While this goal has not been fully achieved, it is encouraging to note enrollment increases in those two ethnic groups. As in most everything on the East End, the numbers are small; the direction, however, is positive. More recently, the Campus student enrollment reflects the growing presence of Hispanics and Asians on or near the East End. This concern for cultural diversity and equity must be continuous and be reflected in the Campus' recruitment efforts and programming.

The decline in enrollment the College and the Campus have experienced starting with the Fall 1995 semester has affected all the Campuses. Its causes have not been thoroughly analyzed or determined. However, it is not a regional phenomenon, as community colleges in New York State in general have experienced such declines. One of the reasons often offered in explanation revolves around the inverse relationship between the strength of the economy and enrollment at the community college. The pattern seems to be that community college enrollment increases when the economy weakens and decreases when it strengthens. Since Long Island's economy has been rebounding, albeit somewhat sluggishly, for the past three years, this factor might provide some insight into the enrollment decline.

With specific regard to the Eastern Campus enrollment decline, however, other factors may be identifiable and pertinent. The statistics cited earlier regarding enrollment changes in the number of full-
time and part-time day and evening students, which offer at least a partial basis for the decline, achieve much more significance when the dramatic increase in the number of students with split day/evening schedules is considered (+191.6% for full-timers and +157.1% for part-timers). Their percentage of the total student enrollment more than doubled (4.0% to 8.8%). This suggests to a number of Eastern Campus faculty and administrators, not to mention the students, that the academic schedule and the course offerings have become very thin and stretched, offering little flexibility or choice of courses and times. Couple this with the phenomenon of students attending more than one campus simultaneously (unfortunately the College’s statistics are not helpful here, but anecdotal records resulting from conversations with students do offer considerable insight), and there is justifiable concern that much of the cause for the Eastern Campus enrollment decline is of our own doing and under our own control.

Many of the challenges confronting the Eastern Campus derive from a lack of critical mass, not an unusual phenomenon in rural or sparsely populated areas. With a service area comprising 14.8% of the total population of Suffolk County (meaning the other two campuses more or less share equally in the remaining 85%) and a total campus student population representing 11.8% of the College-wide total student population, the Eastern Campus is unique in its needs and in its ability to function as a full-service campus. In order to thrive, it needs certain accommodations from Central administration, such as the ability to run sections of courses with a lower minimum enrollment (due to the critical mass factor), the ability to offer upper-level courses to provide curriculum enrichment, and increased flexibility in the course schedule. It is not possible to compete on the same terms in these regards with the two larger campuses. Students are discovering this and, unfortunately for the Eastern Campus, are turning to the other campuses because of the greater depth and flexibility in their course offerings and schedules, even though many of the same students prefer the ambiance of the Eastern Campus. Stopping this cycle is of paramount importance to the future health of the Campus.

This analysis began by mentioning the controversy surrounding the original development of the Eastern Campus. For different reasons, however, the Campus continues to be controversial within the College and County. Every three years or so, it seems, there is a suggestion on the part of the County to close or scale back the role of the Eastern Campus (the most serious of these attempts just occurred in the spring and summer of 1996). Interest in doing so has always been related to budget shortfalls, and since the Eastern Campus overall operating budget often approximates the amount of the College's budget shortfall, it is easy to consider diminishing the role and scope of the Campus. These periods usually last for six months or so when they occur and are quite debilitating to the functioning of the Campus and the morale of the faculty and staff. While most people believe that it would be politically impossible to close the Campus (at the least, doing so would violate the State Education Department's goal of having a community college within a half hour's drive of every resident and thereby educationally disenfranchising an entire tax-paying region of the County), there is always the uncertainty of whether or not its role and scope may be changed or diminished. The Campus must, therefore, be continually on guard to make certain that it is functioning at maximum efficiency and utility, which makes the issues associated with the critical mass factor even more binding.

Within this context, it is believed that the current interest among East End residents in creating a new county (Peconic County), for which the Eastern Campus would become a dual county community college, has caused the County Legislature and County management to be concerned about making commitments regarding major capital investment at the Eastern Campus. Until the Peconic County issue is resolved in some manner, there may well be reluctance to commit Suffolk County taxpayer money to a campus that may eventually be shared with another county.

Conclusions

The Eastern Campus must cultivate relationships with College and County officials to ensure its...
continued development as a small, rural, full-service campus. It must be closely identified with and
intimately involved with the East End as both a partner and a resource. Moreover, the Campus must
strive for a multicultural environment reflective of the East End and supportive of its student population.
In consideration of the student population decline and its ramifications, the Eastern Campus must attract
a larger percentage of the eastern Long Island student market.

Recommendations
1. The Eastern Campus should develop relationships and connections with local town boards and the
 supervisors.
2. The College and the Campus should design advertising and recruitment programs that will enhance
 the enrollment of students from various ethnic populations.
3. The College and the Campus should expand support for a flourishing multicultural climate.
4. The Eastern Campus must create a greater understanding and acceptance among College and County
 officials of the unique needs of a rural campus in order to allow the Campus to:
   • offer a more enriched schedule of course offerings;
   • develop a more flexible schedule to promote student loyalty to the Eastern Campus;
   • be a full-service campus.
5. Eastern Campus professional staff must work closely with local schools and professional teacher
 associations to promote awareness of the Eastern Campus and maximize student recruitment.

Task Statement 2
Analyze the extra- and co-curricular programs as they relate to a 1) positive campus life program,
2) student learning and 3) multiculturalism

According to Characteristics of Excellence, “student government, recreational, intramural and
intercollegiate athletics, cultural and social affairs and other supplements to the formal instructional
program should be integral parts of and contribute directly to the effectiveness of the total educational
program.” The following is a description of Eastern Campus extra-curricular and co-curricular activities.

Extra-Curricular Programs

Student Government and Campus Activities Board (CAB)
The Student Government was chartered (actually “reconstituted” from the previous Student
Forum) in 1994 to serve as the voice of students in campus and college governance. There are three
executive officers elected each spring and six general board members elected each fall. The purpose of
Student Government is to provide the means for students to express themselves collectively in campus
governance; to provide a vehicle for communication among students, faculty and staff; and to offer
students opportunities to develop skills in leadership and group management.

The Campus Activities Board (CAB) is the programming committee of Student Government and is
responsible for planning and implementing educational and social activities and events for the Campus
community. The organization is responsible for most major common hour activities, trips, evening
events and the annual Spring Fling.

Student Activities Social Programs
Approximately once a month a program of entertainment is scheduled for students which takes
place during common hour in the cafeteria. Over the past few years these programs have included
Starmakers, Reptile World, a costume party at Halloween, a holiday party in December, a New Year’s
Eve Celebration, Valentine’s Day and St. Patrick’s Day parties, a luau and magic show.
Clubs

The Eastern Campus has over twenty active clubs (see Resource File) supported through the Student Activities Office. These clubs range from academic program-related clubs to special interest, support and awareness groups. Club days are held during common hour at the beginning of each semester where the club officers and faculty advisors are available to describe club activities, register new members, and give out other pertinent information. In addition to publicity through club day, clubs are advertised in the Hawkeye, a bi-weekly update of what is happening on campus, the Student Handbook, and on posters displayed in public areas.

Clubs are an extremely effective means of developing peer groups among students. In general there has been considerable stability in the number and kinds of clubs organized on campus since 1988. Certainly clubs come and go, and the formation of new clubs has been encouraged. For example between 1988 and 1994 GEMS was a club for returning students. In 1994 the club disbanded. In 1994 a new club formed, originally called PRIDE. After a year of sporadic meetings, this group coalesced into the Gay/Lesbian/Bisexual Association which currently meets weekly. In 1993, with the hiring of a full-time faculty member, the Early Childhood Education Club was formed. It quickly developed into a dynamic group sponsoring Family Flicks and other programs. No assessment instruments are currently employed to determine the effectiveness of clubs at fulfilling the goals of a positive student life program.

Recreational Sports/Intramurals

While the Campus does not offer a program of intercollegiate sports, a recreational sports and intramural program provides the entire campus community the opportunity to develop personal commitments to wellness and healthy living. The primary goals of the program are to encourage students, faculty and staff to make healthy choices and establish positive patterns for living. The recreational sports and intramural program is organized by a part-time Professional Assistant who is responsible for planning, promotion and supervising on and off-campus recreational and team sporting activities for the student body. He is also the facilitator for any students wishing to partake in intercollegiate sports on the Ammerman Campus. A typical fall semester intramural schedule includes a selection of volleyball, flag football and soccer. Winter offers ping pong and pool, as well as racquetball, volleyball, basketball and tennis in rented, off-campus facilities. Spring returns to volleyball, football, softball and golf. These activities are scheduled several times a month as weather permits.

Publications

The Hawkeye (formerly called Broadside) is printed bi-weekly and is a visible reference for campus information. The Hawkeye features short articles on upcoming events, wellness tips, ads for upcoming activities and a calendar of events. The Hawkeye is available in wall racks located at the main entrances to each building and at the Information Desk in the Peconic Building. The equipment and facilities to prepare this publication are housed in the Student Activities Office. This publication is overseen by a part-time Professional Assistant with production done by student interns from the graphic design curriculum.

The East End Beacon (formerly the Bottom Line) is the student newspaper and is published 3-4 times each semester. Students have complete control over the paper and make all editorial decisions regarding layout and content. There is an advisor and a publications board, made up of faculty and students, which meets regularly around production deadlines. The newspaper staff currently consists of an Editor-in-Chief, Production Manager, Business Manager, and Photographer. Students in these four positions are concurrently enrolled in a Cooperative Education internship program through which they each earn three academic credits/semester for their work on the paper.
The *Student Handbook* is published by the Office of Student Activities. This is a calendar datebook which lists weekly events, campus information and college procedures. Student Handbooks are distributed at Orientation and are available free of charge at the information desk during the first few weeks of each semester.

The *Wave* (formerly called Sound Waves) is the Eastern Campus literary magazine and is published annually in the Spring. The *Wave* staff includes an Editor, an Assistant Editor and an Art Director who are advised by a faculty member. Students are responsible for all aspects of design and production of the magazine.

**Family Flicks**

Family Flicks is a film series sponsored with the Early Childhood Club for students, parents and their children. Four to five films per semester are scheduled on Friday evenings in Shinnecock 101, the only room on campus with projection facilities and seating for as many as 150 viewers. In addition to the films, club members use these opportunities to observe and interact with parents and children, and to sell refreshments and craft items made by club members. Money from the sale of these items is used to develop a scholarship program for Early Childhood Education students.

**Poster Campaigns**

The poster education program, prepared by the National Association for Campus Activities, has been used on campus for a number of years to increase awareness of the many social issues. Posters are placed in classrooms, on a wall in the cafeteria and on bulletin boards throughout the two instructional buildings. These posters consist of brief statements on topical or controversial issues to challenge the thinking, beliefs and values of the Campus community.

**Trips**

Trips are sponsored both by the Office of Student Activities and student clubs and include excursions to the local water park, Splish Splash, trips to New York City museums, Broadway shows, and trade shows. Campus trips have increased from four in 1988-89 to ten in 1993-1994. Excursions sponsored in the past few years include trips to *Les Miserables* and *Damn Yankees*, as well as sports events such as Knicks and Rangers games. In recent years participation has increased as a result of club sponsorship. In fact, some trips are never advertised to the general student body because they are sold out to club members.

**Co-Curricular Programs**

**Honor Societies**

There are two national honor societies on the Campus: Phi Theta Kappa, which is an interdisciplinary academic honor society, and Alpha Beta Gamma, which is an honor society for business majors. Students must be invited to join these organizations.

Phi Theta Kappa currently has 36 members who have earned a 3.8 GPA for any one semester and at the same time maintain a 3.6 cumulative GPA (for 15 or more credit hours). Goals and activities of Phi Theta Kappa include scholarship, leadership and service to campus and community life. This group raises funds for the David Elkins scholarship fund, organizes an annual toy drive at Christmas, and has worked to raise AIDS awareness. To fulfill a responsibility of membership, members of this society volunteer as peer tutors in the Academic Skills Center.

Membership in Alpha Beta Gamma requires students to maintain a 3.5 cumulative GPA, an average higher than that set by the national organization. Past activities include scholarship fundraising and an installation dinner and recognition ceremony.
Student Activities Educational Programs

In addition to entertainment programs sponsored by the Office of Student Activities, educational programs focusing on social issues are also scheduled. These include the Lyceum lecture series featuring nationally prominent speakers such as James Farmer, Lawrence Otis Graham, and Stephen Morse. Programs are scheduled throughout the year to coincide with significant social or historical events. For example, Black History month is celebrated each February with programs ranging from world-renowned storyteller Jackie Torrence to Colia Clark’s program entitled “A Generation of Grandmothers.” A Martin Luther King Jr. celebration has become a January tradition on the Campus with attendance by students, faculty, staff, local clergy and community laity growing in numbers each year. Women’s History month celebrations in March have included a women’s wellness fair and personal empowerment workshops for women.

Lyceum and Peconic Gallery

Begun in 1984, Lyceum has developed into an ongoing annual program featuring nationally recognized individuals speaking on timely and sometimes controversial topics. Over the years the program has included presentations by Tom Wicker, Gwendolyn Brooks, J. California Cooper, Nat Hentoff, Sara Weddington, Derrick Bell, Diane Wakoski, Peter Mahliessen, Robert Bly, Arthur Levine, and Anthony DeCurtis. Created in 1985 from a small room and adjacent display panels lining the hallway of the Library, Peconic Gallery has exhibited artwork by renowned artists such as Paul Strand, Lewis Hine, Lisette Model, Seymour Chwast, Milton Glaser and William King, as well as established and emerging East End artists. In 1991 Peconic Gallery was integrated into the existing Lyceum program through the addition of a National Juried Art and Poetry exhibition. Structured around an annual theme, between 1991-1995 Lyceum programs featured lectures, films and workshops along with the art and poetry competition. For several years the program was enhanced by credit-bearing special topics courses designed and taught by faculty in conjunction with the annual theme. Lyceum program themes have been “The Family,” “Heroism,” “Imagination,” “Passion,” “Evolution” and “Millennium.” A focus group, comprised of students and faculty and known as the Portolano Society, determined the annual themes.

To document Lyceum events, as well as the visual art and poetry chosen for the year’s exhibition, a catalog was designed each year by graphic design faculty (see Resource File). The catalog produced for “The Family” won first place in a national competition for publications and publicity sponsored by the National Association of Campus Activities.

Health Services Programming

The Health Services Office, located in the Peconic building, is staffed by one full-time and two part-time registered nurses who work under the supervision of a consulting physician. This office aims to provide appropriate care and promote good health habits. Bulletin board displays in the hall area adjacent to the Health Services Office are a primary vehicle of dissemination of information. These bulletin boards are changed monthly to reflect current programs and topics of relevance to students.

The nurse is an active member of the College community. She serves on a number of committees including the Campus health and safety committee. She is most visible through health services programming which includes annual events such as the Great American Smoke-Out, blood drives, immunization clinics for MMR and a mobile mammography unit. In addition, special events organized by this office have included programs on Coping without Smoking, AIDS Awareness Presentations, Heart Healthy Presentations, and Health and Wellness Fairs. The nurse also serves as a guest speaker in specific courses, providing lectures on communicable diseases for Health Concepts classes, on AIDS and Lyme disease for Freshman Seminar classes, and provides blood pressure checks for Wellness classes. Health-related articles written by the nurse are published periodically in the Hawkeye.

Eastern/46
For students to take advantage of a positive student life program they must be healthy and physically able to participate in the variety of programs offered on campus each semester. Effective mid-October 1994, the staffing of the Health Services Office was changed from multiple part-time nurses to one full-time day nurse and one evening nurse. A second part-time nurse covers during lunch time and when a nurse is ill. The visibility and initiatives of the nursing staff have contributed significantly to health awareness on campus.

Counseling Workshops
Counseling programs include workshops in job searching, resume writing, interviewing techniques, 21st century workers, dressing for success, the transfer process, Discover/SIGI training (career development computer software), stress management/relaxation workshops, budget and debt management. The workshops are offered throughout the semester for both day and evening students.

Positive Campus Life Program
According to Standards and Guidelines for Student Activities formulated by the Council for the Advancement of Standards (CAS), the creation of a positive campus life program will depend upon the creation of an “educationally purposeful community” which
- offers students opportunities for various forms of responsible participation in groups
- unites the Campus community by promoting good relations among students, faculty, staff and administration
- contributes to the physical, intellectual and emotional well-being of community members, and offers various forms of cultural, intellectual and social stimulation.

Furthermore, an educationally purposeful community is one which continually fosters and supports incalculable, ever-forming peer groups. Research (Astin, 1993) indicates that membership in a peer group is the single most important factor leading to student success. Beyond simply increasing retention, peer groups facilitate students’ cognitive and affective development. Considering how heterogeneous the student population is at the Eastern Campus, a basic challenge in the development of a positive campus life program is the need to continually offer a diversity of opportunities for peer group formation.

Common Hour
In 1987 the Eastern Campus established common hours to facilitate student involvement in extra- and co-curricular activities. Tuesday and Wednesday mornings between 11 am and 12 noon were designated common hours. Since 1987 most student activities programs, intramural activities and club programs have been scheduled during common hour.

The Visiting Team Report from the 1988 Self-Study recommended an increase in the “delivery of quality proactive services to evening and off-campus students.” To meet the above recommendation, evening events have included a Hypnosis program, Halloween Murder Mystery attended by over 100 students, evening “coffeetalk” and a Reader’s Theater produced by Eastern Campus students. The success of these programs indicates that both day and evening students are eager to participate in extracurricular events. The creation of an evening common hour program would further expand these cultural offerings and thereby reduce the problem of over-scheduling activities during the two daily common hour periods.

Student Activities Social and Educational Programs
The Office of Student Activities offers a diverse range of social and educational programs to promote positive campus life. In many cases, the entire campus community participates in events such as the week-long Intercultural Festival, creating a sense of unity and institutional spirit.
Given the diverse range of events scheduled (from a poetry reading to a ping pong tournament), it is difficult to assess their success. In the past, attendance at events was not documented, and this office has yet to develop a range of assessment instruments to measure the effectiveness of the program. Nonetheless, evaluation surveys administered as part of the Student Life Program Assessment during the Fall 1995 semester showed favorable results. 198 evaluations were collected from students participating in five different functions during the fall term including a lecture, an off-campus trip and a social program. 70% of these respondents described these events as “excellent,” and an additional 28% rated them as “good.” 89% of the respondents expressed an interest in having the event they attended offered again in the future. Surveys of faculty, administered during the same semester, were equally favorable with 78% of respondents believing that Student Activities programs “help classroom learning,” while 65% reported requiring or encouraging student participation in these events.

The following information gleaned from the 1994 SUNY Student Opinion Survey further confirms the positive social atmosphere on campus. In each case, students’ favorable response exceeds the average for SUNY community colleges:
- satisfaction with college social activities
- sense of belonging
- freedom from harassment
- feeling of personal safety

Conclusions
The Campus promotes Student Activities’ programs and Health and Wellness education which promotes positive campus life. Common Hour facilitates the creation of positive campus life. However, the absence of an evening common hour thwarts the development of similar experiences for evening students. Moreover, the effectiveness of Student Activities’ programs would benefit from an articulated mission and goals statement from which assessment instruments could be drawn.

Recommendations
1. The Eastern Campus should create an evening common hour.
2. The Office of Student Affairs should develop a mission statement and assessment instruments to better plan and gauge program success.

Student Learning
According to Characteristics of Excellence (7), extra and co-curricular programs “aim to introduce students to general and specialized knowledge, to increase their interest in intellectual matters, to enrich their cultural lives, to help them to develop powers of discrimination and judgment, to foster their commitment to ethical, intellectual, social and where appropriate religious values and to encourage the pursuit of life long learning.” The Eastern Campus offers a rich variety of extra and co-curricular activities to stimulate student interest in cultural and intellectual matters and to foster sophisticated judgment.

Lyceum and Peconic Gallery
For many years the Campus’ Lyceum program was the focal point for co-curricular student learning. The program was both expensive and ambitious, employing nationally prominent speakers in year-long thematic programs. Peconic Gallery exhibitions attracted the interest of students as well as the community, and its exhibitions were reviewed in The New York Times, Newsday, and local weekly newspapers on more than twenty occasions.

In spite of the sophistication of the Lyceum program, it often enjoyed limited success in stimulating student interest and support. In the 1994 SUNY Student Opinion Survey, Eastern Campus
students expressed a satisfaction (3.3 of a possible 5, with 3 meaning “neutral”) with cultural arts programs equal to the SUNY community college average. Considering the expense of the program and the absence of strong student interest in this form of cultural programming, Lyceum was suspended for review during the 1996-97 academic year.

**Student Leadership**

With the hiring of a new Director of Student Activities in 1994, student leadership became a renewed focus of this office. Student government was reconstituted into an active organization. Student membership on campus governance committees was stressed, and in the Fall 1996 semester each committee included student participants. In many small ways students were required to take on greater responsibility for the operation of clubs and campus publications, with faculty advisors assuming less responsibility.

Certainly the Campus offers many co-curricular programs and events to promote student learning. Yet, “if learning is the primary measure of institutional productivity by which the quality of undergraduate education is determined, what and how much students learn also must be the criteria by which the value of student affairs is judged, as contrasted with the number of programs offered or clients served” (see Resource File). Again, the absence of clearly defined learning objectives for Student Affairs, and corresponding assessment instruments, makes it difficult to know what and how much students have learned through participation in Student Affairs programming.

**Conclusions**

The Campus must reconsider its suspension of Lyceum, historically its primary source of cultural arts programming. The Office of Student Activities actively promotes student leadership. However, the absence of learning objectives and assessment instruments hinders Student Activities program evaluation and development.

**Recommendations**

1. The Eastern Campus should resume or develop a new cultural arts program.
2. The Office of Student Affairs should develop student learning objectives and implement assessment of co-curricular student learning.

**Multiculturalism**

The attempt to unify a heterogeneous student population is clearly evident in the Campus’ multicultural programming. Student Activities sponsors several clubs such as the Ethnic Rainbow Union, ACCESS (a club for disabled students), and the Gay/Lesbian/Bi-sexual Association to facilitate the formation of groups representing a diverse range of personal experience and perspective. The Ethnic Rainbow Union has sponsored ethnic food festivals, a trip to the Apollo Theatre in Harlem, and speakers such as Piri Thomas, Lawrence Otis Graham, and James Farmer, the legendary freedom fighter.

Lyceum has sponsored speakers such as Derrick Bell, the first African-American law professor at Harvard, speaking on the future of racism in the United States; Sara Weddington, the attorney in the landmark Roe vs. Wade decision, speaking on leadership and personal development; and photographer, Donna Ferrato, presenting imagery and descriptions of abused women titled *Living with the Enemy*.

The Office of Student Activities organized the first Intercultural Festival in Fall 1995, focusing on issues of diversity and multiculturalism. Events included an Anti-Defamation League presentation, a Caribbean Holiday feast at which food was served to the beat of a steel drum and was accompanied by a fundraising effort to assist with hurricane relief for the islands, and concluded with a Veteran’s Day celebration. Another activity sponsored by this office is a provocative poster education program.
sponsored by the National Association for Campus Activities used to heighten awareness to issues of diversity and inclusion.

Although goals for multicultural education have not been formulated, and no assessment has occurred to document the success of this programming, surveys of student awareness and participation may reflect their comparative interest in multicultural activities (see Resource File). The figures listed below reflect the percentage of survey respondents who are aware of the indicated form of programming, and of these the percentage who participated in the program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Awareness</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertainment/Social</td>
<td>76%</td>
<td>64%</td>
</tr>
<tr>
<td>Educational</td>
<td>66%</td>
<td>60%</td>
</tr>
<tr>
<td>Multicultural</td>
<td>47%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Responding to issues of diversity and multiculturalism, Eastern Campus students in the 1994 SUNY Student Opinion Survey expressed levels of satisfaction significantly higher than their counterparts at other SUNY community colleges:

- experience of racial harmony on campus (3.7 of possible 5; SUNY 3.2)
- absence of racial prejudice by students (3.9 of possible 5; SUNY 3.6)
- absence of racial prejudice by faculty (3.9 of possible 5; SUNY 3.7)
- absence of racial prejudice by administration (3.8 of possible 5; SUNY 3.7)
- help in appreciating diversity (3.5 of possible 5; SUNY 3.2)

Conclusions

The Office of Student Activities has actively promoted issues of diversity and multiculturalism. However, these goals have not been clearly formulated, and programming has not been assessed.

Recommendations

1. The Office of Student Affairs should articulate the goals of multicultural education.
2. The Office of Student Affairs should implement assessment of multicultural education in their programs.

Task Statement 3
Analyze the environmental conditions of the Campus that relate to a positive campus life program and student learning.

Response to this task statement will be divided into two parts: an analysis of facilities (see Resource File) and personnel changes.

Facilities

Peconic Building
The Peconic building houses the following offices and services: health services, student activities, counseling and financial aid; admissions and registrar; business; administrative (including the offices of the Provost, Dean of Instruction and Dean of Students); bookstore; library; and the mail room. The La Playa Lounge is equipped with a television, lounge furniture, a pool table and ping-pong table. Movies have been shown in the lounge courtesy of the Student Activities Office. Adjacent to the lounge is a waiting area for the financial aid/counseling/admissions offices which also functions as a meeting place for students between classes.
The Information Desk located in the Peconic Building is a central location for the distribution of materials to the Campus community. Materials distributed include copies of the East End Beacon, The Hawkeye, special event promotional materials, handbooks, New York City theater coupons, etc. The cafeteria and faculty dining room are located on the first floor and serve as gathering places for the faculty, students and staff and host extra-curricular entertainment programming, club days, transfer college displays, job expo and health services awareness activities. The cafeteria can be sectioned off into two rooms with P-100 often used for workshops, small luncheon meetings and special celebrations on campus. Seating capacity of the cafeteria area is 195. The cafeteria area contains a jukebox, microwave, and drink and food vending machines as a supplement to the cafeteria kitchen. The poster wall lists club activities and other displays for college community information. The faculty dining room serves as a gathering place for administration, faculty, and staff as well as a classroom for the restaurant management and nutrition classes.

Library

The Library is located on the second floor of the Peconic Building. This facility of 6,300 square feet houses a learning area and circulation desk, an area for the media office with a small staff room and faculty office, a storage room for the periodical archival collection, a stack room, reference room, staff and librarian offices, and the Peconic Gallery.

The learning area has typewriters, computers, video cassette players, slide projectors, a coin-operated copy machine, microfilm machines, current newspapers and seating for forty-five students. The circulation area of the Library, located to the right of the main entrance, is also used for storage of the Library’s collection of some 250 periodicals. The media area contains the Eastern Campus video collection, audio cassette collection, equipment storage and a copy machine. Booking of all media equipment is handled through this office and deliveries are generated to meet the needs of all faculty on campus. Media storage rooms are located in both the Shinnecock and Orient buildings with media deliveries coordinated and physically made from these rooms.

The Library book collection (approximately 34,000 books) is located in three areas: the Library facility, a stack room; the reference room; and the hallway between these rooms, which houses the oversized collection. The stack room contains four study carrels.

The reference area has a seating capacity of forty at tables and ten at computerized reference stations. This area houses an information desk, a four-station library LAN with five CD-ROM databases for research, and three stations of SCORE, the Suffolk County Community College online public access catalog. In 1981, the book collection of the Library stood at 20,000 books and the seating capacity at 122; in 1995 the book collection is 34,000 and seating capacity 104. Not surprisingly, library survey results show that while students may feel the Library is comfortable, they often ask library personnel about adequate quiet space for study.

Counseling/Financial Aid/Admissions/Registrar

Counseling/financial aid/admissions offices are located in two separate locations on the first floor of the Peconic building. In addition to individual counseling and advisement, the P-122 office suite contains a computer lab with the SIGI/Discover software program installed on ten computers for students to explore career and further college options. Students can also use these computers for word processing of resumes and course work when testing is not going on, and to access the Internet. This lab is also used for college placement testing (CPT), discussed in the teaching/learning chapter of this report. The admission/registrar office is located in P-111.
Orient Building

Humanities, Social Science, and Business courses are taught in the Orient building. Classes are scheduled throughout the day from 7:25 a.m. to 10:00 p.m. in time blocks of 75 minutes, 100 minutes, 180 minutes or 240 minutes. Classroom utilization is heaviest in the morning and evening time blocks.

The Orient building consists of twelve classrooms, twenty-three faculty and staff offices, three computer labs, a photography lab, conference room, office of the East End Beacon/Hawkeye, the Academic Skills Center, and a faculty mailroom/copier facility. In addition, this building hosts the Cooperative Education program, ESL advisor, and Small Business Development Center. On the second floor hallway alcoves have furniture which serve as informal student meeting places. The open computer lab O-237A is located on the second floor of this building and contains eight computers. Five large bulletin boards serve to inform students of campus events, job advertisements, and club activities.

Shinnecock Building

Science, math, horticulture, and accounting classes meet in the Shinnecock building. This building houses seven classrooms, six science laboratories and prep rooms, an autoclave room, incubator room, a large multi-purpose lecture hall with projection booth and storage areas, plant maintenance and security offices, six faculty, staff and administration offices, the planetarium, and a faculty mail room/copier facility.

The Shinnecock building houses the science labs including:
- Chemistry lab equipped with environment testing equipment (S-116)
- Aquatic sciences laboratory containing freshwater and saltwater recirculating systems (S-112)
- Geology/Meteorology laboratory (S-111)
- Biology and Horticulture laboratories (S-208, 209, 212)

Shinnecock 101 is the only lecture hall on the Eastern Campus and has a seating capacity of 450 with wooden tables and swiveling plastic chairs arranged on platforms in a semi-circular pattern. This room is used as a classroom as well as for co-curricular and extra-curricular lectures and special events. A projection booth and PA system are located in the back of this facility. In recent years many of the lectures and students activities programming have moved from Shinnecock 101 to the cafeteria and adjacent P-100. The climate control in Shinnecock 101 is unsuited to learning. The chairs are uncomfortable, the furniture arrangement is inflexible, the lighting is inadequate, the sound system is dated and unreliable, and the motorized projection screen is inoperable. In an attempt to encourage more student participation in Common Hour lectures and informational programming, Student Activities moved events to the Peconic Building.

The Planetarium, built around a star projector, seats thirty-three students and is staffed for four and one-half hours per week. Celestial concepts are taught through planned programs which are varied to meet the needs of individual instructors and students. Students have only one hallway space in which to meet or study between classes, or while waiting for labs to be reset. Students, faculty and staff complain of noxious odors in the Shinnecock building which usually come from the autoclave room.

Greenhouses

Two greenhouses and three storage areas are located to the south of the Shinnecock building. The greenhouses serve as laboratory space for the horticulture classes. Plants around the greenhouses are labeled by horticulture students for the edification of visitors.
Outdoor Environs

The Quad, an area between campus buildings, hosts most intramural and common hour athletic activities. A tent is sometimes erected to house student activities as well as student orientations and the annual graduation ceremony. A sand volleyball court is located to the north side of the Shinnecock building and a basketball court is under construction. The Eastern Campus has two very large parking lots which are connected by Ring Road. Ring Road is used by the walking and jogging classes and various formal and informal groups for walking, jogging, cycling and roller blading both during class hours and on Sundays and holidays.

Analysis

A positive student life program needs to include facilities that allow students to develop communities and peer groups as well as pursue study and recreation. Students need comfortable places where they can relax between classes and socialize with other students. Currently, space for these activities is limited to the Library, LaPlaya Lounge, Cafeteria, hallway alcoves in the Orient and Shinnecock buildings, and the Quad. Seating for students outside of classroom space is limited. When special activities are scheduled in these spaces, students have no space to meet in or to sit down between classes; consequently, on these occasions the Library experiences some disruption, because students have nowhere else to go.

There is a paucity of computers available for student use except in the Orient building during common hour each week. The counseling lab is also available for limited student use from 9 am-5 p.m. daily. Orient classrooms have tablet armchair desks or large rectangular tables. Tablet armchair desks are arranged in rows, and a few classrooms have tables for cooperative learning; most classrooms are at capacity for seating and students frequently have no room to store personal items. Athletic pursuits are limited because they are held in the Quad and must be canceled in inclement weather.

Though the science laboratories located in the Shinnecock building are adequate, the large auditorium (S-101) is no longer suitable for multi-purpose use, requires renovation, and is not accessible for disabled students.

Conclusions

Students need comfortable places where they can relax and socialize between classes. The number of computers in the open lab is inadequate, especially at peak times during the semester, and more computer stations are needed for student use throughout the school day. The library is too crowded and noisy to be used as a quiet study space, and group study space is needed near research materials.

A new auditorium/theater facility, or renovation of S-101, would facilitate activities appropriate for a large lecture hall, and the autoclave room needs improved ventilation to reduce smells in the Shinnecock building. Classrooms are often filled to capacity, and students, including art students who often carry portfolios and supplies from class to class, have nowhere to put their personal belongings. Moreover, the arrangement and type of desks in the Orient building is not conducive to group learning.

Athletic pursuits are dependent upon weather conditions.

Recommendations

1. Explore ways to increase student space for studying and socializing.
2. Continue to recognize the need of students for computer stations for course work and personal use, and develop open lab facilities to meet the technological needs of students.
3. Build a new Library facility to include small group study space.
4. Renovate Shinnecock 101 so that current inadequacies can be addressed.
5. Vent the autoclave room to reduce smells in the Shinnecock building.
6. Investigate the purchase of lockers for student use.
7. Build an athletic facility.

Personnel

During the past decade the Eastern Campus has experienced a marked transition, and with transition comes a certain amount of confusion and uncertainty. In particular, the Campus has had to adapt to a new administrative structure, significant changes in administrative personnel and a redefined management system. However, our basic mission of service to students has not experienced such uncertainty. The Campus has remained steadfast in its commitment to offer programs and services which fulfill the out-of-classroom educational needs of students (i.e., providing comprehensive student services designed to enhance the College’s cultural, social, and aesthetic environment).

Since 1988 there have been significant personnel changes (temporary, permanent, and titular) in Campus administration and student services. A career counselor was added to the counseling staff, and the Director of Student Activities has changed. The Dean of Students has twice served as temporary Provost, and a temporary full-time replacement of the Dean of Students’s position was filled once by an employee from another campus and then by a member of the Campus’ counseling faculty. The Assistant Director of Financial Aid and Counseling has been promoted to Director of Counseling. A new line for a full-time Professional Assistant in Financial Aid and Counseling was filled. Part-time counselors now coordinate the effort to identify and assist all physically challenged and learning disabled students.

The Eastern Campus no longer has the position of Director of Institutional Services; the Director of Admissions supervises this office. Registration services have been automated to some degree and are guided by policies from Central administration. The Director of Admissions took a sabbatical and was replaced temporarily by a member of the counseling staff. A full-time nurse has been added to the staff. Secretarial and support staff positions have experienced a high degree of turnover. Personnel in the Library has remained fairly constant, with some changes in the clerical/assistant categories. A faculty member has been reassigned and designated Coordinator of the Academic Skills Center. The Office of Cooperative Education, created from grant monies, has had three different full-time professional staff members and one full-time coordinator.

Change has also permeated the office of the Campus chief executive with four people filling the position since 1993. Two of those persons served on an interim basis. In addition to the changing personnel, the responsibilities of the Provost position (formerly Executive Dean), have also dramatically changed. The Office of Business Affairs, Registrar, Admissions, Library, Maintenance and Security formerly reported to Central administration. In an attempt to provide supervision where services are rendered, these areas now report to campus administrators with ultimate responsibility in the Provost’s Office. Budgetary authority for all funds allocated to the Campus rest with campus administrators and thus to the Provost. In addition, the Provost serves as advisor to the President and serves on the President’s Cabinet. All of these changes have significantly altered the responsibilities and authority of the Provost.

Analysis

To a large extent, the Eastern Campus’ administration lies in multi-purpose positions filled by single employees. Consequently, the high turnover in administrative personnel has caused problems for the Eastern Campus. Much energy has been directed to training for new or replacement administrative personnel. As a result, this smaller number of staff have even less time to spend with students. The College’s policy of non-replacement of faculty granted sabbatical leave has had a dramatic and negative impact on such a small campus, particularly in Student Affairs, which is already short-staffed. People in
administrative front-line positions are taken out of the loop to fill vacant positions elsewhere, thus further diminishing service to students. The uncertainty and confusion that arises from high turnover in administration, particularly in the Provost Office, may further motivate faculty to disengage from committee work or other non-classroom functions, leading again to diminished support for student life activities.

Conclusions
The Eastern Campus has experienced a high turnover in administrative positions. Furthermore, non-replacement of personnel on sabbatical leave has led to severe short-staffing in critical areas. This turnover has created confusion, apprehension, and reduced motivation among faculty and administrators.

Recommendations
1. The College and Campus should create conditions for stability and appropriate longevity in administrative positions.
2. The College should routinely replace staff lost to sabbaticals.
3. The Eastern Campus should address the lack of motivation on the part of faculty and administrators.

Task Statement 4
Analyze the relationship between students and non-classroom faculty and staff.

An environment conducive to learning provides students with the means to mature emotionally and intellectually. Learning takes place in environments where students feel safe, in which they are given ample opportunity to seek help with matters concerning their personal and academic lives, and in which their pursuit of knowledge is unencumbered by those matters relating to the maintenance of their learning environment. An environment conducive to learning is an environment which supports a student’s course of study and improves his or her chance of academic success and personal growth. The sub-committee on Campus Environment analyzed the relationship between students and non-classroom faculty (counselors, librarians, administrators) and staff (custodial, security, and maintenance) as those relationships relate to the promotion of a conducive learning environment.

During the Spring 1996 semester a Student Survey for the Assessment of the Eastern Campus Environment was administered to 353 day and 194 evening students. The survey (see Resource File) was in the form of 58 statements about the Campus, its facilities, faculty, staff and administration with which the respondent could agree or disagree. During the same semester the subcommittee administered a 31-question Staff Survey for the Assessment of the Eastern Campus Environment to members of the staff to ascertain their relative satisfaction with the Campus environment (see Resource File). The following statements, focusing on the physical environment, the delivery of services and the perceptions and attributes of staff, are derived from these two surveys.

Physical Environment
- Ninety percent of our students agree that the Eastern Campus is a friendly and comfortable place to attend classes. This number is slightly higher than in a 1988 survey.
- Over two-thirds of students believe their possessions are safe here, and eighty-seven percent of students surveyed answered they feel safe on this campus.
- Over ninety percent of the staff find the Campus to be a friendly, comfortable place to work and believe that Eastern Campus buildings and grounds are well maintained.

Both students and staff overwhelmingly believe that the Eastern Campus is a well maintained environment in which to learn. Responding to the 1994 SUNY Student Opinion Survey, Eastern Campus
students expressed satisfaction with the following general aspects of the Campus environment at levels higher than students of other SUNY community colleges:

- General Condition of the Campus (3.8 of possible 5; SUNY avg. 3.7)
- Feeling of Personal Safety (3.8 of possible 5; SUNY avg. 3.4)
- SCCC in general (3.9 of possible 5; SUNY avg. 3.7)

**Delivery of Support Services**

- Seventy-five percent of our students report they can get help with their studies when they need it. Almost half of our students have visited the Academic Skills Center, and eighty-one percent of those who have used the Skills Center find that it is adequate for their needs. The number of even students who have used the Skills Center is significantly lower.
- Though only sixty-five percent of our students feel that the Library is adequate for their needs, eighty-five percent maintain that the Library staff has been helpful. More than half of our students agree that the Computer Lab staff is helpful and available for consultation.
- Only twelve percent of student respondents report trying unsuccessfully to meet with a counselor; ten percent report being unsuccessful in meeting with their faculty advisor.
- A quarter of our students say they have received help with personal problems from a faculty or staff member. (This number is approximately the same percentage as in the 1988 survey.)
- Fifteen percent of students believe they have faced a problem involving financial aid the College should have helped them with, but did not.
- Only thirty percent feel that the registration process is not a burden. In an earlier 1988 survey, seventy-six percent of the respondents felt it was no burden on them to register for classes.
- Less than twenty percent of students believe they had been given wrong or incorrect information by a college staff member. Seventy percent of respondents reported that it is easy to get information about what is happening on campus, while thirty percent report having experienced a “run-around” in order to get information.
- Three quarters of our students believe they are accorded the respect and responsibilities of an adult, though thirty percent reported feeling some lingering anger at a perceived lack of sensitivity by an Eastern Campus administrator, faculty or staff member.

Our non-classroom faculty and staff are responsible for establishing and maintaining a conducive learning environment, and they are succeeding. The statistics quoted above suggest that our staff members take pride in creating and maintaining an environment conducive to learning, and participate actively in this learning environment. The non-classroom faculty, as the data reflects, offer students a host of workshops to help them build the skills necessary to be successful in the classroom and in life after Suffolk.

A key element in maintaining an environment conducive to learning may be the longevity of the relationships that exist between the Eastern Campus, its staff and non-classroom faculty. The Staff Survey indicates a high rate of persistence in staff and non-classroom faculty employment. These individuals know the Campus and our students; they are familiar with how things work, what students and full-time faculty need, and they are an integral part of the Eastern Campus culture. As a result, students feel well informed and can easily find information about what is happening on campus.

Students on the Eastern Campus seem to feel that their intellectual needs are met outside the classroom, particularly when they need to study or seek help with their courses. High percentages of our responding students claim that the Library, Academic Skills Center, and Computer Labs are all adequate for their needs and are staffed by helpful individuals. In addition, most of our students are able to meet with a counselor when they have needed to.

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Eastern Campus students responding to the 1994 SUNY Student Opinion Survey expressed satisfaction that members of the Campus community “had concern for me” at a rate higher than the SUNY average (3.5 compared to SUNY average of 3.3), and expressed higher satisfaction for the “attitude of non-teaching staff” (3.7 compared to SUNY average of 3.5).

Perceptions and Attributes of Staff

Over ninety percent of the staff attend meetings of college organizations and organized student events. Three out of every five staff members believe that information needed to help students is adequately disseminated from office to office. More than three quarters of staff members feel that they are treated with respect at the Eastern Campus.

Many staff members have been honored with annual “Who Made A Difference” awards. The citation for one of our recipients best exemplifies the effect some of our staff members have upon our students: “She handles tired, confused and often anxious students in a mature fashion which enriches the students’ experience at the Eastern Campus” (see Resource File).

Twenty-six percent of our staff respondents have worked on the Eastern Campus more than ten years. Another thirty-percent have worked on the Eastern Campus from three to ten years. Many of these staff and non-classroom faculty members have been named in College Service Recognition Ceremonies for their lengths of service to the Eastern Campus (see Resource File).

Conclusions

The Eastern Campus provides and maintains a physically appealing environment that is conducive to learning, in which a positive relationship among non-classroom faculty, staff, and students has the best chance of flourishing. The Eastern Campus is able effectively to maintain and promote--through its relationships between non-classroom faculty, staff and the students they serve--a conducive learning environment. Evening students, who traditionally spend much less time on campus, do not seem to be using the Academic Skills Center as often as day students. A majority of students feel that the registration process is burdensome. A minority of students feel that a staff member has been insensitive to their needs.

Recommendations

1. The Eastern Campus should investigate strategies to increase evening student awareness and use of the Academic Skills Center.
2. The Eastern Campus should investigate methods of improving the registration process.
3. The Eastern Campus should investigate ways to increase among faculty and staff awareness of and sensitivity to students’ needs.

Task Statement 5

Analyze the relationship and the impact of the current status of all facilities on the teaching and learning process.

The Orient, Peconic, and Shinnecock buildings, greenhouses, and outdoor athletic courts, which are described in Task 3 of this chapter, are the facilities that directly impact the teaching and learning process on the Eastern Campus. Although the original plans for the Campus called for several additional buildings such as a technology building, a library, a fine arts center and a physical education facility, only the Orient, Peconic and Shinnecock buildings were constructed in the mid 1970s with the opening of the Campus in January 1977.
Although the Peconic building is largely administrative, it also contains the Library, cafeteria and La Playa lounge, in which faculty and students meet. Occasionally, classes are scheduled in Peconic rooms, and the cafeteria kitchen serves as a laboratory for the Dietetic Technology and Hotel/Restaurant curricula. The addition of a two-credit physical education graduation requirement in September 1995 resulted in the need to offer a greater diversity in physical activity courses and encouraged the development of outdoor physical education facilities, such as a soccer field and a sand volleyball court. Outdoor basketball courts are under construction. The Child Care Center is the newest campus facility and is scheduled to open in Spring 1997. This center will also serve as a laboratory for the Early Childhood Education program. In 1995 the Orient, Peconic and Shinnecock buildings were wired with fiber optic capability.

Analysis

The size and the use of Eastern Campus facilities were evaluated as part of the College-wide assessment in 1993 (Comprehensive Master Plan, Vol. II). This assessment applied detailed SUNY space planning guidelines to measure existing space categories, such as classroom space, against assignable square feet allowances based on FTE student size. These analyses identified the following deficits in teaching and learning spaces:

<table>
<thead>
<tr>
<th>Teaching/Learning Space</th>
<th>Additional NSF Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library/Instructional Resources</td>
<td>8,319</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td>28,000</td>
</tr>
<tr>
<td>Assembly/Exhibition</td>
<td>11,120</td>
</tr>
<tr>
<td>Faculty Offices</td>
<td>4,174</td>
</tr>
</tbody>
</table>

As a result, the planning recommendations were prioritized into a multiphase construction and building renovation schedule that included a composite Library/Instructional Resources/Theater and a Physical Education Building for the Eastern Campus in Phase II of a College-wide capital projects plan. Although the 1988 Middle States recommendation requesting that the County support the development of a new library facility has yet to be realized, on March 4, 1996, the Board of Trustees amended the Master Plan for 1997-1999 Capital Program requests, and the Eastern Campus Learning Resource Center and Physical Education Building became the first and third College-wide priorities concerning construction needed to meet compliance with SUNY standards.

Additional insights regarding facilities are gained from responses to the 1996 Student Survey for the Assessment of the Eastern Campus Environment. Although ninety percent of students surveyed agreed the Eastern Campus is a friendly and comfortable environment to attend classes with well-maintained buildings and grounds, ninety-one percent of day students surveyed believe that there should be additional options in study spaces and locations on campus. Fifty-two percent of day students surveyed agree that having intercollegiate sports teams on campus would enhance their college experience. These survey results correspond to the sentiments of students expressed in the 1994 SUNY Student Opinion Survey. In this survey students expressed “dissatisfaction” with the athletic facilities available on campus (2.8 compared to SUNY average of 3.5), and a lower than average satisfaction with library facilities and study areas (3.8 and 3.4 compared to SUNY averages of 3.9 and 3.6 respectively).

Faculty acknowledged their increased use of computing technology and audiovisual media in their teaching methodologies in the 1996 Survey on Learning, Teaching and Technology. This change has implications for teaching spaces and preparation areas. Department Heads participated in a focus group...
discussion about the adequacy of the existing facilities in meeting instructional goals. The following needs were identified in the discussion and are reported without assigning priorities:

- New science laboratory facilities for marine/environmental studies
- Improved art and photography studios
- Indoor physical education facilities, classrooms, showers and locker rooms
- Increase in the size of library facilities
- Additional computing facilities for instruction and faculty preparation

Library/Academic Skills Center/Academic Computer Center

The Library, Academic Skills Center and Academic Computer Center each administered detailed user surveys during the spring 1996 semester. Although reporting a high degree of satisfaction with the services and staffs, users had an opportunity to provide comments about each environment.

Library

Although poor temperature control, too much noise and uncomfortable seating were noted in the Library survey, most comments related to the need for more book and periodical resources and a larger Library facility. When Library instructional classes are scheduled in the reference room, users frequently abandon their work or study and either leave or relocate. Instructional classes are held in this area because there is no other place in the Library to schedule them.

Academic Skills Center

Clients in the Academic Skills Center identified more space and a quieter reception office as high priorities. Although most were satisfied with the days and hours the Center was open, many suggestions were received for weekend hours. Most students are referred to the Center by faculty, and Monday through Thursday and morning and early afternoon hours are the most popular for students to receive tutoring, complete required lab assignments or study.

Academic Computer Center

Although one half of the users surveyed report owning a computer at home, course work and homework are the reasons why most visit the Center. Users most frequently identified on-site access to the Internet and e-mail as additional services they would be interested in. Comments were received about crowded conditions when classes were scheduled in the facilities, and specific recommendations were made to expand hours to include Sunday, provide color print capability and increase memory to run software used at home.

Scheduling As It Affects Teaching And Learning

Classroom utilization was also measured against SUNY guidelines in the Comprehensive Master Plan, Vol II (1993). The overall Eastern Campus utilization was about 70 percent of the SUNY standard for 19 lecture classrooms and 75.5 percent for laboratories scheduled for the Fall 1991. The number of class sections scheduled and the starting and ending times have varied over time.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Class Sections</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1988</td>
<td>300</td>
<td>8:00 A.M.</td>
<td>9:50 P.M.</td>
</tr>
<tr>
<td>Fall 1992</td>
<td>390</td>
<td>7:25 A.M.</td>
<td>10:00 P.M.</td>
</tr>
<tr>
<td>Fall 1995</td>
<td>371</td>
<td>7:25 A.M.</td>
<td>10:00 P.M.</td>
</tr>
</tbody>
</table>

The class schedule was expanded to include Saturday classes for the first time during Fall 1988, and Friday evening classes were introduced during the Spring 1993 semester. Reflecting budget constraints, Friday evening classes were suspended with the Fall 1996 semester. The impact of budget
restrictions is also reflected in the contraction of 25% of the total number of sections taught from the fall 1993 to the Fall 1996 semesters. The Center for Community Research (see Resource File) conducted an environmental scan of how well the College was serving the community. Regarding class schedules, 51.6% of those surveyed agreed with the statement that courses at the Eastern Campus were scheduled at convenient times. Based on the findings of this study, recommendations about schedules include expanded evening offerings, with the exception of Friday night and Saturday offerings, and continued development of telecourses and distance learning options.

Conclusions
Expanded library/instructional resource space and indoor physical education facilities are needed for the Eastern Campus to fulfill its educational mission. Students have identified a need for additional quiet study space, and faculty interest in integrating technology and especially computing technology into the curricula has implications related to the development of class schedules and the utilization of the computer classrooms and computing labs.

Since the Campus is currently limited to three computer classrooms, existing lecture classrooms must be retrofitted to have access to computing technology in order to meet increasing faculty and student demands. Faculty work areas, such as offices and preparation areas, should also be outfitted with appropriate resources to encourage the development of computing and technology enriched courses and curricula. New science laboratory facilities for marine/environmental studies and improved art and photography studios are needed for the existing curriculum.

Since 48.4% of those surveyed in the Center for Community Research Report, November 1994, disagree with the statement that courses were scheduled at convenient times, further research concerning class schedules is necessary. A change in the scheduling paradigm must occur to permit higher user satisfaction and optimum use of classroom and other instructional facilities.

Recommendations
1. A dedicated Library and multimedia information center building must be constructed and should include adequate quiet study space. Until such time, alternative strategies such as building additions or reassigning existing space, should be considered.
2. A physical education building and athletic fields must be constructed. Until such time, alternative strategies such as use of existing space and community resources should be considered. Outdoor physical education courses using exiting facilities, such as cycling, roller blading, etc., should be adopted.
3. Additional computing facilities for instruction and faculty preparation are needed. Smart classrooms should be constructed. Additional strategies to bring technology into the standard classroom should be developed. Technical and educational design support personnel needs should be evaluated.
4. Modifications to specialty curricula laboratories and studios should be studied in the context of the program review cycle.
5. The existing class schedule should be supplemented with alternative scheduling strategies, such as more classes on Fridays, classes on Saturdays and Sundays, and weekend class schedules. Distance learning alternatives should be further developed.

Eastern 60
Task Statement 6
Using outcomes data, analyze the relationship between campus/student life and student success.

1996 Student Survey for the Assessment of the Eastern Campus Environment
The Environmental Assessment Sub-Committee conducted a survey to determine student attitudes and opinions regarding the Eastern Campus, its programs and services. Responses are grouped under facilities/services and campus environment/climate. (Appendices 5 and 22). The following is a narrative summary of findings from the sub-committee’s student survey. The analysis section of this task will integrate data from all three surveys.

Facilities and Services
In general, students are satisfied with the Eastern Campus and its facilities and services. Students overwhelmingly think that the Eastern Campus is well maintained. More than 75% of students who think they need help with their studies report being able to get that help on campus. Approximately 65% are satisfied with the Library and the bookstore on campus. Forty-six percent of day students report having used or visited the Academic Skills Center. This number is lower among evening students. A majority of students who have used the Computer Labs agree that the staff is available and helpful. Only 12% report trying to meet unsuccessfully with a counselor, and approximately 40% report understanding how the institution spends their student college and lab fees.

Students expressed concern and/or dissatisfaction with the following specific campus services and facilities: Eighty-one percent of students had no opinion or a negative opinion on Internet availability on campus. Seventy-five percent want more study space on campus (91% of day students). Fifty-eight percent of evening and 72% day students need more information about jobs after graduation, and only 33% of students report being familiar with college employment opportunities. Approximately one third of day students want more classes after 1 p.m. and 40% want more classes before 9 am. Fifty-five percent of evening students want more afternoon classes. Seventy percent feel that class registration is a burden. Over half the students indicate that having intercollegiate sports teams on campus would enhance their collegiate experience. Approximately 25% of students are dissatisfied with the cafeteria in terms of size, service and hours. Students have few or no opinions on student government or the student press.

Campus Environment/Climate
Students are well satisfied with the Campus environment, with 90% of students reporting that the Eastern Campus is a friendly and comfortable place to attend classes. Seventy-five percent believe they are accorded appropriate respect and responsibilities. Approximately 70% report that it was easy to get information about programs, activities and services on campus. Sixty-four percent feel their class schedule is convenient. In addition, students feel safe on campus, feel faculty and staff are supportive and available, and believe it is easy to get their concerns known and acted upon by campus faculty and staff. Fewer than half believe that an appropriate number of cultural events occur on campus.

Following the wording of the survey, fewer than 20% report having to go through “a senseless administrative procedure” at the Eastern Campus; however, 30% reported experiencing “a run-around” in order to get information. In addition, 30% report having felt bitter or angry about a lack of sensitivity by a faculty member, staff or administrator.

In 1994, the College Director of Institutional Research, conducted a survey to identify factors related to retention and early departure of first-year Suffolk County Community College students. The model developed and tested was based on the theoretical formulations of Vincent Tinto (1975, 1987, 1993).
In the expanded model for student departure proposed by Napoli (1994), persistence is directly linked to institutional commitment, academic and social integration, pre-college quantitative skills, negative events in and out of school, external demands and commitments, and quality of work effort. The following analysis will focus on three factors determined to impact persistence: quality of work, social and academic integration, and positive/negative events.

Among the key factors impacting social and academic integration are: overall satisfaction with college, personal adjustment to college, social support, quality of work effort, goal commitment, and positive/negative events in school. These factors can be evaluated based on student reaction to campus facilities/services and environment/climate.

Results from all three surveys indicate that students, in general, are satisfied with the Eastern Campus and Suffolk County Community College. In the Student Reactions to College Survey (1988) campus facilities/services and climate were determined to be average or above average in seventeen of nineteen categories when compared to scores from students at other community/technical college (the Campus was rated above average in 37% of the categories). In the SUNY Student Opinion Survey (1994) students indicated their satisfaction with the College in general with a mean score of 3.9 on a 5.0 scale. Approximately 90% of students responding to the 1996 Student Survey for the Assessment of the Eastern Campus Environment indicate the Eastern Campus is a friendly and comfortable place to attend classes.

Although the three instruments did not specifically address the question of personal adjustment to college, students seemed to have an awareness of and satisfaction with various services available to assist them with the transition to college. More than 75% of students who think they need help with their studies report being able to get that help on campus (1996 Student Survey for the Assessment of the Eastern Campus Environment).

Quality of Work

Student perceptions regarding the quality of work required to succeed and their own commitment to their goals can be identified through the survey instruments. In the SUNY Student Opinion Survey (1994) sixty-four percent indicated their plan to complete their degree at Suffolk, their first choice for higher education. Furthermore, over 60% plan to complete a Bachelors degree and fifty percent express plans to earn a Masters and/or a Doctorate. The availability of faculty and staff to assist students in developing realistic expectations regarding quality of work and goal achievement is important to student success. The students indicated in all the surveys that faculty and staff were available for assistance and support. In the 1996 Student Survey for the Assessment of the Eastern Campus Environment, forty-six percent of day students report having used or visited the Academic Skills Center. The assistance and support of library staff also ranked high throughout all three surveys.

On the other hand, faculty responding to the Survey on Learning, Teaching and Technology (1996) overwhelmingly agreed that students displayed less motivation, self-discipline, sense of purpose, conscientious work habits, and appreciation of the value of education than students had seven years earlier. From the perspective of full-time teaching faculty, students generally do not possess realistic perceptions about the importance of quality work. Furthermore, employers evaluating students in cooperative education placements are generally critical of student work ethic, a shortcoming which supervising faculty attribute to unrealistic student expectations of employment opportunities and responsibilities (Klein 6/95).
Social Support for Students

Social support for students was identified as one of the key factors in persistence. The results of the surveys offer some insight into students' perceptions regarding the environment and their connections to the institution. In all the survey instruments students indicated feeling safe and comfortable on campus. In the SUNY Student Opinion Survey (1994) several key factors related to social support were ranked in the top ten responses to campus environment/climate questions: freedom from harassment; faculty respect of students; personal safety; attitude of non-teaching staff; gender diversity of students, and racial harmony.

Students' Positive/Negative Experiences

One of the strongest factors related to persistence and/or attrition is positive/negative experiences at Suffolk County Community College. Positive experiences have a strong impact on student success and the decision to re-enroll. Negative perceptions and experiences were identified by students in all three survey instruments. In the Student Reactions to College Survey (1988) students rated two categories below average:

- Form of Instruction: student reactions to type of instruction; for example, traditional vs. nontraditional forms of instruction (classroom subject matter instruction vs. credit by examination, off-campus activities, work/study programs).
- Student-centered Instruction: student reactions to methods of instruction, type of assignments, and class structure (traditional lecture classes vs. independent study, informal classroom discussions with no formal texts).

These rankings could indicate unrealistic expectations on the part of students in the area of college courses, methods of instruction, type of assignments, and class structure. In the period since 1988, some faculty have discarded the lecture format in their classrooms (see Survey on Learning, Teaching and Technology) and appear to have embraced more student-centered instructional approaches.

The Campus has not defined the concept of "student success." Success is dependent on student goals and objectives, and not every student comes to Suffolk expecting to graduate. In addition, some students transfer to other institutions without completing degree requirements at Suffolk. In some cases, these students could be considered unsuccessful because of their failure to return to the institution. To date, no means exist to track these students. Higher education research indicates that student learning and involvement is also a strong factor in student success. Clearly, to effectively evaluate the relationship between campus/student life and student success, the institution must develop a clear definition for student success.

Three different survey instruments were used to collect to respond to this task statement. Each survey is unique and was administered on different years to different students. This makes comparisons difficult from year to year. The Campus must plan and implement a regular program to collect data from students in order to be more effective in analyzing the relationship between the Campus environment and student success. The Campus should consider follow-up surveys to verify student attitudes and opinions and respond as appropriate and necessary to any issues and concerns.

Conclusions

In spite of inadequacy of facilities, students are satisfied with the Campus environment. As the only real student social gathering location on campus, the cafeteria is not functioning optimally to meet student needs.

Although quality of student work effort is an important ingredient to student persistence, evidence suggests that students do not possess realistic expectations of the quality of work required in college. No
assessment model exists to synthesize data collection that would measure student success, and the College has not defined adequately what it means by student success. Student data is different in scope and nature from year to year, and no overarching principle of assessment is currently in place which permits effective integration of data.

**Recommendations**

1. Redesign the cafeteria area so that it functions more optimally in meeting the social needs of students.
2. The Campus should develop an integrated method of broadly communicating the importance of quality work for student success.
3. The College should appoint a Campus or Congress committee to develop a definition of student success which can be used for future studies and assessment.
4. The College should develop a plan for ongoing assessment of students on an annual or bi-annual basis to collect data on student success and related factors.
5. The College should administer an annual survey that assesses student opinions and attitudes, preferably using a professionally developed instrument.
6. The Campus should use the results of the new survey and focus groups to evaluate current data regarding student satisfaction and address concerns as appropriate and necessary.
Task Statement 1
Analyze the impact of technology on campus role and scope, the teaching process, ability of students to learn, and overall campus environment.

Historically, community colleges have served as an economical and convenient educational resource to local residents. The Campus role and scope statement, by focusing on meeting the diverse and dynamic needs of our community, is articulated through an expanding role of technology in many areas of the College. Our courses increasingly adopt personal computers as a standard appliance; for example, during the 1995-6 academic year, fourteen of the twenty-seven curricula taught at the Campus offered computer-based instruction.

Equipment and Facilities
Classroom Labs
There are three computer classroom laboratories located in the Orient building, one Macintosh-based, the other two PC-based. The Macintosh lab is independently networked, and the two PC laboratories are both Internet-capable and jointly networked. The Macintosh lab (Orient 235) contains 18 Power Mac 6100/66's, each equipped with a color monitor, 40 Mb of RAM, and loaded with Mac System 7.5, Quark Xpress 5.5, Macromedia FreeHand 5.5, Macromedia Director 5, Adobe PhotoShop 3.5, Adobe Illustrator 6, and OmniPage (scanning software); additionally, the lab contains one black-and-white and two color scanners, a color DeskJet printer, and a network link to a shared laser printer.

Our latest PC lab (Orient 201) contains twenty Gateway 2000 Pentium PCs with 200 Mhz CPUs. Each machine contains an internal CD-ROM, 32 Mb of RAM, a 3-Gigabyte hard drive, and is loaded with DOS, Windows 3.1, WordPerfect 5.1 and 6.0, Microsoft Works, PFS Professional Write, Framework II, Microsoft Word 2.0 and 6.0, Microsoft Excel, Lotus 1-2-3, Dbase IV, Access 2.0, Nutritionist III, VIASINC simulator, and Software for Keyboarding. Output is printed via twenty Epson ActionPrinters (dot-matrix). The other PC-equipped lab (Orient 237) has twenty NCR 486 PCs with 16 Mb of RAM, and twenty Hewlett Packard DeskJet 520 printers. Software is identical to that found in Orient 201, with the addition of PhotoFinish and Netscape Navigator for Internet.

Open Computer Lab and Academic Skills Center
In addition to the three dedicated classroom lab spaces, an 8-station open lab is available for student use in Orient 237-A, providing equipment and software identical to those found in the classroom labs. The Academic Skills Center contains a mixture of platforms and software: five Pentium-based Gateway 2000s (each with CD-ROM/multimedia kits), three IBM PCs, and two Mac Classics. A variety of software is available. (A description of both the open computer lab and skills center operations is found under task statement 3 of this chapter.)

Other Systems
In addition to the labs, there are computers in Orient, Shinnecock, and Peconic buildings used for instructional and administrative purposes. In Orient 200, there are four Macintosh Performa 636 computers, which are used in a multi-purpose graphic design classroom. Each machine contains software identical to that in Orient 235. These machines are used by faculty and students in the Graphic Design program as class presentation tools and a convenient means to present individual student assignments for evaluation and discussion.
Although the Shinnecock building contains no computer lab, faculty and students make use of four systems housed in S-229: a Gateway 2000 200-MHz Pentium system, including 32 Mb RAM and an HP LaserJet 4ML printer, supplemented by an HP Vectra 386 system with 4 Mb of RAM; a Mac PowerPC 7100-66AV with 16Mb Ram, color scanner, and HP DeskJet color printer; and two older Macintosh (SE and Classic) computers.

Peconic building room 122-G, located in the Counseling and Financial Aid office suite, contains ten 486-based IBM PS/2s. Each machine is equipped with 16 Mb RAM, 500 Mb hard drive, an HP DeskJet 600 printer, and network adapters utilizing ethernet/Novell standards. The entire lab, funded by a State Vocational and Applied Technology Education Act grant, supports Internet access.

All secretarial support and administrative offices in Orient, Peconic, and Shinnecock buildings are equipped with PCs of varying capabilities, ranging from original IBM PC/XT systems (used almost exclusively for word processing) to modern 486 or Pentium models with networking capabilities. All administrative offices are equipped with terminal access to college-wide mainframe data access. (Administrative computing and applications are detailed in task statement 5 of this chapter.)

A number of faculty offices have personal computers, some faculty owned though the majority supplied by the College. Faculty systems have been provided by administration on a request/availability basis, and are predominantly comprised of discarded lab or administrative equipment. The majority are 386-type or older.

Technological Support of the Teaching Process in Academic Disciplines

The teaching process has adapted to PC systems for a wide variety of tasks. Fifty percent of faculty surveyed reported more use of technology as an instructional method or tool, and over 70% surveyed felt that technology plays a greater role than it did seven years ago. (Survey on Learning, Teaching and Technology, questions 8 and 39). The Campus has expanded the use of technology for established courses and curricula. Task 2 will include a discipline-by-discipline description of computer-based teaching. The introductory course, CM11 Introduction to Computing, has been updated to include more lab activities and subject material regarding networks and the Internet.

Travel and Tourism

Technology has supported SCCC's stated commitment to offer programs and services that respond to the changing needs of our community. The hospitality programs (Travel and Tourism, Hotel/Restaurant Management) at the Eastern Campus were established in response to the growth of the corresponding business sector in Suffolk County. The VIASINC computer reservation system (CRS) simulation, used in TR21 Travel and Tourism II, provides training for Travel and Tourism students, and software is selected based on a bi-annual survey of Suffolk County retail travel agents.

Graphic Design

The unprecedented advances in computer technology and digital imaging make the task of design education a complex challenge, and increasingly this curriculum relies on computer-based instruction. In recent years, the Graphic Design program has expanded from traditional foundation hand-skills courses in design to computer-based courses, including:

- FA21 Electronic Page Design
- FA22 Electronic Illustration
- FA28 Computer Publishing for the Graphic Designer*
- FA29 Computer Presentation Graphics*
- FA38 Contemporary Illustration*

* denotes courses only offered at the Eastern Campus
Science
The computer facilities available in the Shinnecock building provide a valuable set of tools for the acquisition and presentation of scientific facts and data used in teaching at this campus. Surfer software, a surface plotting package incorporating US Geological Survey data, has been purchased and installed on the Gateway Pentium system, and is applicable for environmental, geological, and geographic studies. The HP 386 is presently used for word processing, as well as periodic connection to weather measurement devices located on top of the Shinnecock building. The Mac PowerPC system is used for preparation of visual aids/handouts by Horticulture faculty, preparation of publicity materials for Math/Science courses, and more general use as a shared Internet access tool by faculty in the building. The two older Mac systems can be interfaced to an available LaserDisc player and used in classrooms, acting as a driver for “slide show” presentation graphics to classes.

English
Courses with writing components, such as EG11 Standard Freshman Composition, now encourage student use of word processors. Selected sections of EG10 Developmental Writing have made use of computer lab time in past semesters, limited by faculty preference and availability of labs due to scheduling conflicts with other computer-based courses. Fall of 1997 is the target semester for selected developmental writing sections to be specifically scheduled for a microcomputer lab. Since computers are the tools of technical writing and graphics are integral to its language, EG21 Technical Writing seeks in part to establish entry-level skills in both word processing and graphics presentation.

Geographic Information Systems
With encouragement from local town and county planning agencies, the Eastern Campus is developing a specialized technology called Geographic Information Systems (GIS) as both a new curricular offering and a community resource. GIS is designed to support digitized spatial and geographic data for analysis, modeling and display. Its applications include land use planning, resource management and market analysis. Two Eastern Campus faculty have participated in a National Science Foundation funded training program, specifically targeted at community colleges, and based in part on SCCC’s institutional commitment to establishing such a program. The Campus has purchased specialized hardware, such as a large color plotter, with this specific project in mind. The newest PC lab (Orient 201) was selected to support the most essential components of this planned curriculum.

Support for Student Learning
The Campus provides a range of focused support tools to assist students in accomplishing learning objectives while still retaining a personalized approach. These support services are available through the Library, Academic Skills Center, and the Academic Computing Labs (described in Tasks 2 and 3 of this chapter). Students are using the Computing Labs and Academic Skills Center more frequently, independent of overall enrollment fluctuations at the Campus. Other computer-based services and testing are individually arranged through the Office of Student Affairs, providing access and assistance for students with special needs.

PATCH (Pathway Alternatives To Career Health)
The Counseling Office, through this program, offers assistance in the area of career development by utilizing two software packages: DISCOVER and SIGI-Plus. Counselors regularly offer training and information sessions on the programs in the P-122G lab.

Networking
The Eastern Campus seeks to satisfy an increasing demand for faster, broader, and increasingly personalized data access through new technologies and communications methods. This is certainly in
keeping with national trends at higher education (DeLoughery, 1996; Green, 1995). Over the past three years, Eastern Campus personnel have developed the College’s Internet Home Page (www.sunysuffolk.edu). This document provides access to the College catalog, information, and departmental home pages/e-mail boxes. Shinnecock, Orient, and Peconic buildings are linked via fiber, and ethernet wiring has been placed in all buildings for all computer labs, as well as selected classrooms and offices. The existing system can support, via the College web site, student submission of e-mailed assignments or messages to faculty with existing e-mail addresses.

**Non-credit offerings**

The demand for computer training has also been reflected in the number and type of non-credit computer course offerings (see Resource File). Administered by the Open Campus, these courses are designed to be quickly adaptable to the needs of local individuals and businesses who seek rapid and direct educational solutions to “real world” needs.

**Administrative Functions**

The evolving role of technology and information systems at the Eastern Campus is at the core of functions at all campus levels. Detailed in Task 5 of this chapter, a wide variety of administrative services are supported by technology. An IBM mainframe system, located at the Ammerman Campus, is available to all campuses via terminal access for record keeping functions such as course registration, class rosters and grades, academic schedules, transcripts, advisement data, and limited personnel information. Online telephone registration, along with limited Audix voice-mail messaging, is also available. Computer-based diagnostic intake tests, in conjunction with academic advisement, have been used as a placement tool for incoming students.

In the Business Office the SAIQ and SAVP programs permit inquiry and updating of students’ financial accounts. In the budgeting area, APIQ and APDV enable the major budget centers on campus to access their current encumbrances and balances and the APDE program permits encumbering and limited transfers by the Business officers. Under the purchasing function, PURC enables purchases to be tracked from point of encumbrance to point of payment.

**Effect of the Budget on Technology**

The rapid growth both in public awareness of computing and in actual use of computers in higher education has made some staff feel they are falling behind technologically, an effect evidenced by faculty/administrative response in the Title III Environmental Scan Survey in 1995 (see Resource File). Instructional equipment, computer support/networks, and adequacy of budget were the three lowest-rated items in mean score. According to recent studies by the American Association for Higher Education (Gilbert 1995), it seems that the Eastern Campus has difficulties similar to many other community colleges nationally (e.g., the lack of computer availability in faculty offices). Between Fall 1990 and Spring 1995, when compared to other community colleges of similar size in the surrounding area, Suffolk has invested more in academic computing equipment than Queensborough Community College, but significantly less than Nassau or Westchester Community Colleges (see Resource File). The Eastern Campus has received a budget allocation from Central administration in proportion to its percentage of college-wide FTE’s (approximately 10-12%). Due to increased technology funds since 1994-95, and amplified by formulaic changes effected in early 1996, the Eastern Campus’ budget allocation has substantially increased for hardware and software expenditures (Chapter 4, Task 4).

Funds are distributed by campus administration to accounts in various programmatic and operational categories. Departmental areas submit a prioritized “wish list” supported by rationale for their requests. Final prioritized budgets for departments are then established by the Office of Instruction.
and the Office of Student Affairs. "Excessed" equipment from any area is distributed to faculty on a request/availability basis.

In the case of facilities shared by several departments (such as the PC-based computer labs), purchases of equipment, software, and upgrades are proposed to and administered by the Head Librarian. This office is also responsible for the scheduling, staffing, and support of these dual purpose classroom/open lab facilities. The Head Librarian consults with the lab support personnel, faculty, and other administrators, to determine the best use of available funds.

Analysis

The expanding influence of computer and telecommunication technology is evidenced by the increased visibility and use of computer systems in all areas of the Campus. The College is committed to providing "state-of-the-art" systems and software, as cited in the College mission statement. Administration, faculty, and staff have responded to this challenge in a proactive manner, putting available resources to work in the most effective manner possible to respond to community needs.

The increased awareness and growth of Internet availability on campus presents the opportunity for both classroom research and a far more flexible interaction with the community, providing a new and positive form of marketing.

Budget and space considerations have had a powerful effect on the ability of technology to support teaching, learning, and the overall campus environment. While software and hardware purchases have been a primary concern, the limited computer lab space is notable in developmental writing and in the absence of any computer lab for student use in the Shinnecock building. Continual use of excessed machinery for faculty and staff, while necessary under current financial constraints, does nothing to develop "state of the art" teaching or support materials. Academic computing dollars have been put to commendable use in O-201, where equipment was purchased for future program development while supporting the needs of existing curricula. The restricted range of software in the Macintosh lab limits its efficiency; additionally, computer labs should be as flexible as possible in scheduling and usage.

User survey data from the Library, Academic Skills Center, and Academic Computing Labs (see Task 2 in this chapter) indicate general satisfaction with these support services and respective staff, but does not contain information about adequacy of equipment, labs, or access to online information via the Internet.

Conclusions

Responding to perceived deficiencies, the College and Campus have increased levels of financial support for hardware and software in the past two years. The Campus has provided support for technology usage in all area, and the College and Campus has supported and implemented network technology in the past two years. Additional computer lab space is needed, particularly in the Shinnecock building, and the Campus needs strategically selected software to increase existing lab utilization. Although students express satisfaction in the level of technological support, the Campus must continue to study and develop distance learning possibilities on the Internet. Geographic Information Systems has potential for significant and broad impact at the Campus.

Recommendations

1. The Campus should continue to promote broad use of technology as a component of its mission.
2. The Campus should create curricula to support the Geographic Information Systems technology now available.
3. The Campus should pursue town/county government, business uses of Geographic Information

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4. The Campus should train faculty, staff, and administrators to use the Internet.
5. The Campus should create additional computer lab space in Shinnecock building.
6. The Campus should purchase software to increase efficiency of existing labs.
7. The Campus should analyze student use of the Internet to evaluate possible expansion of course/curricula offerings.

Task Statement 2
Describe recent trends in technology related to the teaching process, and review planning associated with innovations targeted at instructional delivery.

This task statement will be divided into two parts: technology and the teaching process and planning for technological innovation.

Technology and the Teaching Process
A Teaching, Learning, and Technology Survey of Eastern Campus faculty was administered in the Spring of 1996 to gather data for the Middle States Self-Study and re-accreditation process (see Resource File). The following is a list of key faculty responses:

- 37 of 42 used more technology in instruction
- 30 of 42 said technology plays a greater role in classroom/lab than seven years ago
- 24 of 42 use computers in their offices
- 23 of 42 cited personal acquisition as a source of hardware
- 26 of 42 cited personal acquisition as a source of software
- Most widely used software (out of 42 responses): Word Processing (32), Database (18), Spreadsheet (17), Internet/E-mail (17), Tutorials (16), Desktop Publishing/Graphics (15)
- 23 of 42 anticipate more use of Internet technology in teaching
- 22 of 42 anticipate more use of e-mail in teaching

Full-time instructional secretarial staff were asked about the nature and volume of instructional materials (outlines, handouts, etc.) which they had been asked to type or prepare for faculty. As use of word processing and computing tools by faculty has increased over the years, there has been a corresponding decline in requests for typing and word processing services, while requests for other clerical services have remained stable or have increased.

On a departmental basis, the Subcommittee on Technology compiled a list of courses offered on the Eastern Campus which make significant use of computers and software as a teaching tool. These courses are listed below by department.

Humanities
- CO12 Interpersonal Communication (Internet strongly recommended for research)
- EG10 Developmental Writing (word processing)
- EG11 Standard Freshman Composition (word processing)
- EG21 Technical Writing (word processing, graphics presentation)
- FA21 Electronic Page Design (desktop publishing)
- FA22 Electronic Illustration (desktop publishing with drawing, painting, and digital imaging)
- FA28 Computer Publishing for the Graphic Designer (desktop publishing)
- FA29 Computer Presentation Graphics (desktop publishing)
- FA38 Contemporary Illustration (drawing, painting, digital imaging)
Additionally, students in Reading and English as a Second Language courses may be assigned specific computer-based tutorial work through the facilities of the Academic Skills Center (see Task 3 in this chapter).

Math and Science
- BY21 Botany (LaserDisc slide presentations)
- ES18 Principles of World Climate (Internet)
- ES19 Climatology (Internet-downloaded weather maps and other current data)
- MA01 Developmental Math Skills (Use of self-paced tutorials)
- HO45 Plant Identification (Laserdisc photo images, Internet)
- HO47 Annuals and Perennials (Laserdisc photo images, Internet)
- ME38 Aquatic Animal and Plant Culture
- ME45 Ecology of Aquatic Environments and Populations

Social Science
- AN11 Cultural Anthropology (Internet recommended for research)
- All Physical Education courses (Nutritionist III, Bio-Analogics software)
- Economics (Internet)

Business/Computer Information Systems/Hospitality
- AC37 Computer Accounting Principles (spreadsheet)
- AC82 Electronic Spreadsheet Applications for Accounting (spreadsheet)
- CI13 Introduction to Computer Information Systems
- CI21 Software Applications
- CI22 Spreadsheets for Windows
- CI33 Relational Database Concepts
- CI60 Introduction to Local Area Networks (LANs)
- CM11 Introduction to Computing
- IP12 Information Processing I
- IP18 Word Perfect
- IP25 Information Processing II
- IP26 Word Perfect: Advanced Applications
- OT24 Basic Keyboarding
- OT25 Keyboarding and Documentation Preparation I
- OT29 Keyboarding and Documentation Preparation II
- OT35 Keyboarding and Documentation Preparation III
- HF21 Managing Computers in the Hospitality Industry
- TR21 Travel and Tourism II (VIASINC)

College Computer-Literacy Requirement
The College established guidelines in 1993 to incorporate a computer competency requirement for all graduates. The goal for Phase I was to incorporate computing technology in all Business, Engineering, Computer Science Information Systems, and Criminal Justice programs. This goal is currently being met. Phase II was to include all curricula, with the exception of Liberal Arts and Sciences, by September 1995; and Phase III was to incorporate Liberal Arts and Science programs by September 1996. The necessary hardware and support personnel for Phases II and III are not in place, and therefore these goals have not been met.
Analysis

Students are increasingly familiar with software or other technical tools prior to coming to the Eastern Campus. At the same time, there is an increased demand for the support of developmental learning objectives in primary computational and language skill areas. This duality results in a need for support services to meet the heightened expectations of an increasingly knowledgeable community, while using a large proportion of those services for low-level (tutorial and word processing) learning activities. Faculty must be increasingly aware of the diversity of incoming students, ranging from the technophobic to the technologically experienced.

Given the limited availability of computer labs, it is noteworthy that a significant number of courses and curricula require or make substantial use of computer systems on campus. Although not yet fully implemented, the College's computer literacy requirement would broaden this impact to all students. However, the equipment and personnel required to meet this requirement are not currently available.

Faculty should not have to purchase state-of-the-art systems out their own funds. Because of limited success on the part of the College to acquire additional hardware and software through business partnerships, corporate donations, or cooperative agreements with local community agencies, faculty do not use technology as much as they could to aid in outcomes assessment, to conduct research, or to advance collegial communication through e-mail.

Responding to the 1995 Environmental Scan Survey for the Title III Planning Grant, 80% of full-time Eastern Campus respondents described instructional equipment as fair to poor; 77% of respondents characterized non-instructional equipment as fair to poor; and 89% considered the College's budget to be fair to poor. Although the College has made a significant commitment to technology in the last two years, this effort comes after a prolonged period of austerity.

Conclusions

Although the Campus has encouraged use of technology in many academic areas, it should allow faculty greater access to network computer systems. The College and Campus need adequate computer access to implement a generic Computer Literacy Requirement. However, the Campus computing environment has been hampered by a lack of diversified funding sources for hardware and software.

Recommendations

1. The Campus should expand faculty access to technology (one machine per faculty office with network access).
2. The Campus should promote the faculty's development of computerized assessment tools.
3. The College should implement the College-wide Computer Literacy Requirement.
4. The College should explore equipment purchase agreements with local businesses.
5. The College should explore grant partnership opportunities with community agencies.
6. The College should encourage faculty use of the Internet and E-mail for intercampus communication.

Planning for Technological Innovation

The College and the Eastern Campus have made concerted efforts to institute a set of ongoing strategic planning processes and initiatives related to computing. A Blue Ribbon Commission report (1985) resulted in a plan designed to advance academic computing on all three campuses of SCCC. On the basis of this report, the College began implementing a technical support structure built on branches of administrative and academic computing, each area under separate directorship. Technical support for
teaching areas is the responsibility of each campus, with repair services coordinated by central mediaservices through the Campus Library.

In 1985 the College initiated an ongoing planning process led by the College Computing Council (CCC), which was charged with overseeing the development of policy governing college-wide computing activities. Over the next five to six years, technical support specialists, including one position at the Eastern Campus, were hired to accommodate growing demands for computer services. This Professional Assistant serves as manager of the Academic Computing Lab and reports to the Campus Head Librarian. As part of a comprehensive master planning effort in 1993, the College re-evaluated and identified new goals and objectives for computing services college-wide.

Due to budgetary considerations and administrative restructuring, the College-wide Director of Academic Computing position was eliminated, and replaced by a classroom faculty member provided with reassigned time to act as a college-wide coordinator. This position acts to support and coordinate the use of computer networks, software, and hardware for academic use on all campuses. In response to increasing local demand for lab support services, a second Professional Assistant was added at the Eastern Campus. Along with the senior Professional Assistant, these two staff members have acted as a resource to campus faculty at-large, as well as meeting the increasing demands of students and classes which use the computing lab facilities.

The Eastern Campus has been represented on the College Computing Council by the Campus Head Librarian, Dean of Instruction, and a Computer Lab Professional Assistant. In 1994-95, on the recommendation of the College Computing Council, a Campus Technology Subcommittee of the Strategic Planning Committee of Congress was established to explore, examine, and provide a timely plan of action for campus technology access, application and requirements. Academic technology, administrative technology, and distance learning became the three main categories of the committee's structure. The committee was originally chaired by the Assistant Dean of Instruction for Math/Science and Business/Computer Information Systems/Hospitality. This committee's recommendations are summarized below:

- Academic network connectivity is necessary for all faculty and students
- Faculty need office computers to support curricular growth
- Training and support for staff, faculty, and administrators is necessary
- Support is needed for faculty reassigned time for research and development
- A software and hardware budget perpetuity cycle should be initiated
- Teleconferencing rooms should be established
- Telecourses should be developed and promoted

On a curricular level, there are several planned and proposed programs at the Eastern Campus related to technology. A proposal to re-adopt the Computer Information Systems program is under consideration since the addition of new hardware and software. As a preliminary step, individual courses from the present Ammerman Campus curriculum have been offered here, and have received sufficiently strong enrollment to indicate further consideration for this undertaking.

A new program in Photographic Imaging is being developed cooperatively with the Western Campus. In an effort to best utilize resources, the studio facilities at the Western Campus will be employed for instruction in large format photography, while the Eastern Campus will provide expanded darkroom facilities and an upgraded computer lab with digital design and imaging capabilities.

The Geographic Information Systems (GIS) program has been the Campus' most anticipated new curricular development. Beginning in Fall 1997, courses in GIS will be offered at the Eastern Campus.
and GIS applications in science, social science, and business will become available to faculty for course inclusion. A possible outgrowth of the Campus' commitment to GIS will be the development of an interdisciplinary curriculum, a Natural Resource Management AS degree, with a strong GIS core.

Related to the GIS technology and lab facilities is the introduction of computer-aided design (CAD) software application courses to the Eastern Campus. CAD courses will also serve to update the technological standards of curricula such as Interior Design and Horticulture courses in Landscape Design. An Eastern Campus faculty member is participating in a college retraining program to gain competency to teach CAD courses. During the 1997-1998 academic year, faculty in related curricula will review their programs to integrate CAD applications into student learning requirements.

Analysis

In 1994-1995 the College received a Title III planning grant (a grant program subsequently discontinued by the federal government). As part of this process, key strategic areas were identified, including implementation of teaching development centers on each campus, teleconferencing technology, computer-assisted instruction, and development of cooperative support plans for computer labs. While Vocational and Applied Technology Education Act grants had been used for equipment and software purchases, the limitations of the amount awarded to the Campus hindered broad implementation of any technological initiative. The College's reliance on operating budget dollars as the major source of funding for technology placed strict limits on planning and development.

Budgetary issues affecting technology exist regarding both new equipment and personnel, both of which require planning. The Campus has received budget allocations from the College for replacement of outdated equipment, but this allocation addresses the need for instructional equipment and software only. As equipment becomes affordable and publicity about technology such as the Internet continues, the demand for such training will increase both in the community and within faculty and staff on the Campus. Compounded by the increased need for support of all types and academic levels, including remedial skills, the gap between demand and available resources is increasing.

Academic Skills Center and Computer Lab data indicate solid upward usage trends (see Task 3 in this chapter), in contrast to campus enrollment which has stabilized with slight variations. Two full-time support positions have been added in recent years, but the increased needs of faculty and staff for technical support services has increased demands on these key individuals, who in turn are feeling increased responsibility for adequately fulfilling these requests.

Determining a plan of action at a departmental level is difficult, particularly for departments using increasingly specialized software. Although departmental plans can provide a means of identifying and promoting new initiatives, an alternative planning method, already informally in place, would be to determine "best fit" standardized software for use in several different departments.

Planning activities have been substantial, resulting in good use of available though limited funds. Due to an administrative vacancy, the Technology Subcommittee has been without a chairperson, and has not reconvened since Summer of 1995. The Strategic Planning Committee of Congress has addressed technology issues, but the Technology Subcommittee's inactivity has caused a gap in presentation of Campus' initiatives and concerns to the College Computer Council.

Conclusions

College-wide planning for technology has been substantial, but the Eastern Campus' planning has been fragmented, uncoordinated, and therefore only partially effective, in part because the Campus does not have an active campus computing committee. Because there is an increased demand for technology
on the Campus, budgetary allocations for technology need to be made in a planned manner.

Recommendations
1. Study and identify alternative methods of in-house technical education and support methods.
2. Develop measurable evaluation processes to promote overall systems improvement.
3. Implement or re-evaluate recommendations of existing campus computing plans.
4. Study and identify methods of budgetary planning for instructional supplies and software.
5. Make a commitment of a specific percentage of operating budget for technology.
6. Increase support personnel for technologically-related activities.
7. Continue to incorporate technology planning in curriculum initiatives.

Task Statement 3
Review technological innovations for student learning. How have these affected and enhanced student outcomes?

Student Affairs
Peconic Building room 122-G, located in the Counseling and Financial Aid office suite, contains 10 486-based IBM PS/2s. (Equipment in this suite is described in Task 1 of this chapter.) Software is available at this location for a variety of uses, including career guidance (SIGI Plus, Discover), financial aid filing (EDExpress), and SUNY transfer application processing (via SUNY website). Financial aid filing is not presently performed because hand-written signatures are required, and concerns exist for the security of personal data.

The lab is also used for administration of Computerized Placement Tests (as described in Chapter 1, Task 1) providing an initial indication of students' academic needs, which should result in students being scheduled for appropriate courses. The counseling office also coordinates services, including the use of specialized technology, to meet the needs of disabled or other students who require the assistance of technology to accomplish their objectives. Finally, Corel WordPerfect is available for student use.

Library
The Library at the Eastern Campus makes notable use of technology to fulfill its mission. For over 10 years, the libraries at SCCC have been preparing to transfer their catalogs from the traditional card file to an online, automated circulation system. After all of the bibliographic records were transferred from cards to an electronic format, a microfiche catalog of holdings was produced for several years. Two years ago, the Campus began using a computerized catalog, with multiple, public access terminals instead of fiche readers. It is planned that in Spring of 1997, the Campus' circulation system will become fully automated and interconnected with the college-wide online catalog, allowing users immediate information on individual book availability, and providing detailed usage analysis for circulating library resources. A directly related project for the Eastern Campus Library is implementation of the OPAC/SCORE system. This interactive database system links the three SCCC campus library catalogs to others in an associated “cluster” within New York State, including Nassau Community College, SUNY/Farmingdale, SUNY/Old Westbury, Fashion Institute of Technology, and Rockland Community College.

The Library, while limited severely by available space and budgetary resources, provides access to a broad range of information access tools. Two stand-alone computers with CD-ROM drives have been available in the reference room for approximately five years, supporting databases and indices including Academic Abstracts (periodical index), an index to Suffolk County Public Library collections (LEPAC), Long Island Union List of Serials, Granger's World of Poetry, and several college catalogs. A number of
these tools were either recommended by or selected in conjunction with faculty members in the correlated academic disciplines.

In 1996, the Library began using a local area network to allow simultaneous access to a variety of databases at several user stations. At present, there are four PCs connected to a single server, providing access to Academic Abstracts, Health Resources Data Base, Modern Language Association Bibliography, and Disclosure (corporate data). Full text of Newsday, the Long Island daily newspaper, is available on CD-ROM as well, without graphics. The MLA Bibliography and Disclosure databases are only updated to 1995, due to recent library budget reductions. The College's Library maintains a policy of free public use of facilities, including use of CD-ROM databases. There are no statistics available to indicate the volume or percentage of use of these facilities by students as opposed to non-students, or whether usage was for personal or classroom purposes.

Academic Skills Center

The Academic Skills Center (ASC) provides a variety of services to students to support learning objectives, including individualized and computer-based instruction, testing and tutorial services. The Skills Center recently received a grant under the New York State Vocational and Applied Technical Education Act to purchase fourteen new computer systems, accompanied by ETS' Learning Plus software, a multi-purpose package designed to meet the needs of the Eastern Campus' growing developmental student population. The Learning Plus system also is able to provide interactive tutorials geared to an individual student's assessed needs. It is hoped that this will help address the increasing demand since 1990 (see Resource File) of students seeking help, as well as the increase in the average number of lab hours required by each student. The new software programs, which may be refined and customized by faculty, will allow students to learn at an individualized pace or in group tutorial settings.

Academic Computing Lab

The Academic Computing Lab (ACL), as noted earlier, oversees the scheduling and usage of computers located in three classroom and one "open lab" facility on the second floor of the Orient building for class and open lab use. Since 1990, the ACL has experienced a significant rise in utilization which the Campus initially addressed by hiring a second Professional Assistant in 1994. The primary responsibilities of the lab staff are to provide assistance for students using open lab facilities, and to maintain and support the local area networks. Staff are knowledgeable in a variety of software applications, reflecting the increasing diversity of student and faculty uses of the labs.

Academic Programs

Computers, used administratively and academically, are critical to continual re-evaluation of placement and outcome assessment systems. The use of College Placement Testing (CPT) as an advisement tool has been accepted and implemented on the Eastern Campus. When interviewed, teachers of developmental courses, particularly in reading and writing, have indicated a higher overall level of satisfaction with student course placement compared to seven years ago. As part of the ongoing effort to improve effectiveness in placement, supplemental data was developed using a non-computer-based, DRP (Degrees of Reading Proficiency) test, which when correlated to CPT scores, helped to better identify break points for placement of students into appropriate developmental classes.

In the classroom, particularly in developmental courses, computerized testing may be administered as a "post-test" and then compared to the placement "pre-test" as a means for assessing student progress. In some non-developmental courses, computers are used as a tool for demonstration of a student's ability to apply learned knowledge to tasks. For example, the Software Applications course uses a comprehensive final project as a "capstone" experience for evaluating students' mastery of multiple
subjects covered over the semester. It should be noted that use of such computer-based outcome measures is primarily found in the courses which are regularly scheduled in the computer lab classrooms.

As noted in Task 2 of this chapter, an insufficient number of labs/stations exist to implement the proposed college-wide computer competency requirement, and this limitation also has a negative impact on the ability to schedule non-computer based courses in computer labs on a dependable basis. Any instructor of a non-computer based course can only make use of the labs on a space-available basis, with priority given to computer-based courses.

The list of courses originally determined by a college-wide committee through which students could satisfy the computer competency requirement has not been updated since 1993. The standards used by that committee to determine computer competency may not be current. Advanced tools such as computer-based testing systems, document databases for portfolio assessment, or use of the World Wide Web as a distance learning mechanism, are impossible to fully implement without sufficient support personnel. A relatively few faculty and staff, operating primarily on personal and volunteer time, have spearheaded efforts in this area. Students do not have e-mail accounts.

Analysis
The Office of Student Affairs has provided excellent support of student learning and growth through use of CPT and career guidance software. Easing the transfer process to SUNY schools by use of the Internet helps students continue to pursue their educational goals. While it is expected that financial aid filing by computer would also be helpful to students, the signature requirement limits improvement in speed of application processing. Additionally, security of personal data of students is imperative, and has therefore thwarted implementation of this technology.

While the Library provides reference materials for students and faculty, it is limited in scope due to lack of budgetary support (equipment, software and available space). The Academic Skills Center has used grant funding to expand computer-aided instruction, but has not received additional budgetary support to accompany these initiatives. Some campus faculty have voiced concern for the future of the existing Learning Plus system, which was grant-funded, as compared to a system currently under college-wide study (Academic Systems), which is planned to be funded directly from the operating budget. Learning Plus provides remedial instruction in writing, reading and mathematics while Academic Systems provides similar instruction only in mathematics. When comparing these two systems of computer-assisted instruction, Eastern Campus faculty believed that Learning Plus better matched campus needs, yet this decision may be eclipsed by this new college-wide initiative.

Expanded curricular support for student learning has been limited by the availability of scheduled computer labs. Use of computer course work/portfolio assessment as an outcomes measurement tool is not possible without adequate access. Even if sufficient machines were available to implement the computer literacy requirement, there is no workable standard established for what constitutes computer competency in new courses.

Conclusions
Security of personal data is necessary for electronic filing of financial aid. Cuts in Library funding have had a negative impact on technology-based research, particularly in current databases. The College should evaluate outcomes from Academic Skills Center's use of Learning Plus systems as part of planning for computer assisted instruction. Since the College depends on the classroom lab computers for the competency requirement, reevaluation and updating of criteria is required for students to meet the College's computer competency requirement.
Recommendations
1. Develop technological solutions to aid portfolio assessment.
2. Extend use of technological solutions to aid in interactive testing and instruction.
3. Encourage faculty to incorporate use of library technology for student research.
4. Investigate possibility of linking computer literacy requirement to course work which incorporates a standardized technological/research component.

Task Statement 4
Describe professional development activities that relate to the implementing of technology to enhance teaching and learning.

Professional development of faculty and staff is essential to the continuity and evolution of an educational institution. Through promotion criteria and other incentives, the Campus can encourage both diversification and depth in faculty skills. The College-Wide Professional Development Committee, the Suffolk County Community College Foundation, and Central administration have aided continuing and expanding educational goals of the faculty and staff. In January 1995, James W. Hall, SUNY Vice Chancellor for Educational Technology, applauded the “exemplary activities” of Suffolk County Community College, including establishment of the Campus Teaching and Learning Centers and providing continuing education to staff and faculty at no tuition charge through contractual reimbursement plans.

Those faculty who have adopted the use of computers in their courses have been active in promoting the broader use of technology to other faculty. The focus topic of the 1996 college-wide Professional Development Day was the academic usage of computer technology. Within the last year, one of the more heavily attended campus professional development events was an introductory Internet workshop conducted voluntarily by the single full-time faculty member. Encouraged by this enthusiastic response, the Library conducted a series of Internet-related workshops from late August through the Fall semester of 1996.

Following up on the ideals promoted by the College-wide Master Teacher Seminars, the Campus Teaching and Learning Center (TLC), located in Orient 128, was established in Fall 1995. The TLC is a shared multi-purpose technological facility, which acts as an access point to a variety of technological tools to foster an atmosphere where innovation and excellence are encouraged. A Pentium-based system with laser printer and Internet connection capabilities is the TLC’s most heavily used piece of equipment. A mainframe terminal with printer is also available for faculty to access Central administrative data such as semester schedules or student advisement/transcript data. Word processing, spreadsheet, database, and presentation graphics, communication utilities for Internet access, and e-mail are all available. Developed with faculty input, and coordinated by a full-time faculty member on partial reassigned time, the TLC is a place to share ideas and experiences, to share expertise on uses of technology for teaching and curriculum development, and a common ground where interdisciplinary work can take place.

A campus advisory committee oversees and recommends TLC events. Training sessions, as groups or on a one-to-one basis, have covered such computer uses as Internet browsing, desktop publishing, multimedia presentation software, and e-mail. The College-wide Coordinator of Academic Computing is available to assist faculty in the use of available software at the TLC for a limited number of hours each week. The TLC is also generally the most reliable and accessible location for faculty to get information from the administrative mainframe computer about course section enrollments, college-wide schedules, and student transcripts and advisement information.
**Analysis**

The College has supported professional development, both on a contractual basis as well as institutionally. In 1996, the College developed an approved set of non-credit course offerings which may be taken by staff on a cost-free basis. For credit courses taken in-house, initial payment must be made before the class begins, and is reimbursed after successful completion. Credits from external sources are not fully reimbursed, and must be approved in advance by administration.

The workshops and professional development seminars related to technology, while significant, have largely been in response to growing demand and awareness of the need for such tools by faculty. While the TLC is used as a center for computer based information and tools, it cannot be used by multiple faculty at one time. Without wider faculty access to adequate equipment, Internet and e-mail usage will be severely limited. Non-credit courses, even when available at the Eastern Campus, are not often applicable to faculty and staff development needs.

Library and classroom faculty should be able to determine an appropriate mix of resources and availability to assist in pursuit of research or other goals aimed at the continuing growth and development of the Campus community. Library resources for professional development activity should be encouraged and publicized, possibly including administrative standards for documentation to be used for promotion purposes.

**Conclusions**

There has been positive response to computer-related professional development activities. The administration has encouraged professional development technology through tuition reimbursement, non-credit offerings, and publicized retraining opportunities. The Teaching Learning Center, a positive and useful resource for professional development, cannot support broad and widespread faculty use of technology without overall improvement of accessibility. Non-credit offerings are not reliably or conveniently available to Eastern Campus faculty and staff. Use of library resources as professional development tools could be better publicized and utilized.

**Recommendations**

1. The Campus should continue a programmed variety of professional development activities. Campus administration should support all efforts, both contractual and voluntary, to promote the use of technological tools for personal and professional growth.
2. The Campus should expand the equipment available in the TLC and continue to use TLC and professional development workshops to promote faculty use of technology for teaching and research.
3. The Campus should make computers available in each faculty office to aid in professional and curricular development and should develop non-credit offerings applicable to Eastern Campus faculty and staff.
4. Library support services for faculty use should be publicized.
5. Assessment measures should be developed for professional development activities.

**Task Statement 5**

Describe the use of technology to support administrative functions, including coordination of functions with Central administration.

Administrative uses of technology include access to data for admissions, schedules and rosters, transcript and grade reports, room utilization, course information, student financial aid, and institutional personnel data. The college-wide tools used for schedules, rosters, transcripts, and personnel data are legacy software, developed and maintained "in house" by the College's mainframe-based computer center on the Ammerman Campus. One key component of this software system is the MSOL (Master Eastern/79
Schedule Online) program, used to provide a master schedule of all classes available on any or all campuses that interfaces with the student schedule programs (SCHED and ADD/DROP), allowing interactive and dynamic access to current and historical schedules. The MSOL program also perpetually updates enrollment counts and utilization rates, analyzable per section or by departmental groupings. Placement test information is available through the mainframe system for counselors, faculty, or administrators to aid in proper advisement from the time a student enrolls at the institution through to graduation. Additionally, the SAIN (Student Advisement Information) program allows a counselor or faculty advisor to see, in report form, the applicability of a student's completed or prospective course schedule to any degree program offered by the College, whether the student is presently matriculated in that program or not. The TRAN program permits display or printout of a student's current transcript record.

The Eastern Campus and the College have benefited from the expansion of voice mail/audix phone systems, both as a messaging tool, and by utilizing the capabilities of the phone system to support dial-in registration for students. The Campus, recognizing the potential benefits of the system if expanded, implemented its own "fiber optic backbone" project, installing T-1 level cabling throughout the Campus. Recognizing the long-term cost efficiency of such a system, Central administration implemented a college-wide upgrade of its telecommunication infrastructure, neatly tying into the system in place on the Eastern Campus.

Student Affairs has experienced a sharp increase in the use of technology-related services, such as computerized placement testing, registration by phone, job search, college transfer and financial assistance information, as well as for statistical and demographic data used in ongoing planning, recruitment, and retention efforts.

Analysis

The impact of the budget on technology implementation has implications for administrative work as well as for teaching and learning. Although fiber cabling exists, there are a limited number of wired machines available to faculty and administrators, which hampers the ability of staff to make use of e-mail for committee or group work. Furthermore, meetings may not suit the schedules of all committee members. Likewise, Central administrative meetings are regularly held at the Ammerman Campus instead of electronic sites.

Primary among the recommendations of the Campus Administrative Computing sub-committee of 1995 was an increased supply of electricity to all buildings of the Eastern Campus. Additionally, recommendations were made for designating and equipping a teleconference room and a training program for administrators, faculty, and staff in the use of new systems and software. Once again, adequate funding for these items was not available as of this writing.

While the combination of mainframe-based programs performs sufficiently well for its intended purposes, they are not optimal if the goal is to produce a truly efficient academic schedule. The current schedule preparation process relies heavily on Department Heads and their Assistant Deans to establish an initial schedule of classes, based on a verbal understanding of room availability. The present MSOL software serves as a room-booking system, but does not automatically determine or notify users of any room conflicts. This weakness has led to double-scheduling of classes in the past. Similarly, MSOL does not flag conflicts or unavailability of courses required in particular curricula.

From the wider systems viewpoint, the Eastern Campus is hindered by its remote location. On an administrative level, the key tasks of coordination and communication have been hampered by the lack of budgetary support for technological initiatives to date. Many integral and basic administrative tasks,
such as scheduling and budgeting, are still being accomplished through extremely labor-intensive manual efforts. Requests for local data, instead of being available through a local client/server database access, must often be requested through the College Central administration located in Selden. A database query program, "IMAGINE," exists for the College's mainframe-based data, but has been under used because of its complex nature and under training. Phone telecommunication and network connectivity are inconsistent. At times, administration and faculty expend large amounts of time manually resolving scheduling problems.

The Campus has been represented in college-wide planning wherever possible (i.e., College Computing Council, College Strategic Planning Committee), and has been largely successful in making the best use of available resources. However, lack of overall technology investment at the Eastern Campus corresponds to the lack of overall college-wide budget support (see Chapter Four). The current year-to-year budget process is not conducive to innovative technology goals that require planned long- and short-term funding.

Conclusions

Campus administrative computing plan recommendations have not been implemented, and scheduling problems are resolved through intensive and time-wasting manual procedures. E-mail is under used as an intracampus-campus communication resource, and the mainframe does not provide customized local access software. Budget planning for technology is inconsistent regarding funding sources.

Recommendations

1. The Campus should implement current administrative computing plan recommendations.
2. An appropriate software system for improved course scheduling should be evaluated and implemented.
3. The use of e-mail as an intracampus-campus and inter-campus communication tool should be encouraged and expanded.
4. The Campus should evaluate implementation of financial aid and placement testing systems and seek reliable, base-line budgetary funding sources for technology.
5. E-mail should be used as the standard platform for coordination of committee work.
6. A software program permitting customized local access to mainframe data should be invested in.
CAMPUSS PERSPECTIVE ON COMPREHENSIVE ISSUES

Task Statement 1

Review the trends in enrollment and staffing to ensure the College is meeting the needs of the community and reflecting the demographics of the service area.

Trends in enrollment were reviewed using the following documents: Five-Year Enrollment Comparison Report (March 15, 1994), Spring 1992 Enrollment Report, Fall 1994 Enrollment Report, and Spring 1995 Enrollment Report, all issued by the Office of Institutional Research (see Resource File). Staffing issues were analyzed after reviewing Employees of the Institutions of the State University of New York, 1993 (Appendix 23) and the SCCC Faculty Workload Report, 1993 (see Resource File). Demographics were obtained from annual LILCO reports and the Municipal Reference Guide, 1994-5 (see Resource File).

Enrollment

The enrollment trend over five years from Fall 1991 to Fall 1995 shows a fairly constant rise in enrollment at all three campuses, peaking in 1993-94, then showing declining FTE's in 1994-1995. The five-year period begins with 20,863 (full- and part-time) students at the College in Fall 1991, and ends with 20,746 in Spring 1995. At the Eastern Campus, figures show a decline of 50 FTE students during this period, from 2,513 to 2,468. The Eastern Campus registered its largest enrollment (2,661) in Fall 1994, the peak period for the College as a whole.

Obtaining accurate figures from the College's enrollment reports is difficult because figures are based on which campus students take the majority of their courses for that particular semester; figures do not identify students' home campuses where their majors are located. As a result, students may be listed as Eastern Campus students, but be pursuing a curriculum which the Eastern Campus does not offer. Conversely, they may be Western Campus students, but be listed at East for that semester.

The following Eastern Campus curricula have shown the greatest changes in enrollment between 1988 and 1995:

<table>
<thead>
<tr>
<th>EASTERN CAMPUS CURRICULA WITH GREATEST CHANGE IN ENROLLMENT 1988-1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting AAS Degree</td>
</tr>
<tr>
<td>Accounting Certificate</td>
</tr>
<tr>
<td>Business: Office Technologies AAS Degree</td>
</tr>
<tr>
<td>Business: Office Technologies Certificate</td>
</tr>
<tr>
<td>Business Management Certificate</td>
</tr>
<tr>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Graphic Design</td>
</tr>
<tr>
<td>Horticulture Certificate</td>
</tr>
<tr>
<td>Hotel Management</td>
</tr>
<tr>
<td>Interior Design</td>
</tr>
<tr>
<td>Restaurant Management</td>
</tr>
<tr>
<td>Travel and Tourism</td>
</tr>
</tbody>
</table>

Program reviews anticipated declines in enrollment through the 1990's in Business, Interior Design, and Travel/Tourism, and recommended that these programs modify their curricula to better serve...
student populations. The Interior Design faculty subsequently revised this curriculum (Congress Resolutions 93-94.11 and 94-95.16) to accomplish this end. Other curricula, however, have not responded to recommendations emerging from the program review process.

Listed below are enrollment comparisons between 1988 and 1995 for all Eastern Campus programs:

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Code #</th>
<th>9/88</th>
<th>9/95</th>
<th>% of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>103</td>
<td>846</td>
<td>909</td>
<td>+7%</td>
</tr>
<tr>
<td>Liberal Arts: Science</td>
<td>200</td>
<td>28</td>
<td>33</td>
<td>+15.2%</td>
</tr>
<tr>
<td>Business Administration AS</td>
<td>207</td>
<td>34</td>
<td>42</td>
<td>-19%</td>
</tr>
<tr>
<td>Accounting AS</td>
<td>208</td>
<td>60</td>
<td>59</td>
<td>-1.7%</td>
</tr>
<tr>
<td>Science Laboratory Technology</td>
<td>307</td>
<td>35</td>
<td>43</td>
<td>+18.6 (+24.1)%</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>312</td>
<td>111</td>
<td>102</td>
<td>-8.1%</td>
</tr>
<tr>
<td>Business: Office Technologies AAS</td>
<td>313</td>
<td>20</td>
<td>13</td>
<td>-35%</td>
</tr>
<tr>
<td>Business Administration AAS</td>
<td>315</td>
<td>155</td>
<td>130</td>
<td>-16.1%</td>
</tr>
<tr>
<td>Dietetic Technician</td>
<td>320</td>
<td>50</td>
<td>53</td>
<td>+5.7%</td>
</tr>
<tr>
<td>Hotel Technology</td>
<td>324</td>
<td>52</td>
<td>22</td>
<td>-47.7%</td>
</tr>
<tr>
<td>Restaurant Management</td>
<td>325</td>
<td>35</td>
<td>17</td>
<td>-51.4%</td>
</tr>
<tr>
<td>Interior Design</td>
<td>329</td>
<td>82</td>
<td>61</td>
<td>-26.6%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>330</td>
<td>47</td>
<td>74</td>
<td>+26.5%</td>
</tr>
<tr>
<td>Accounting AAS</td>
<td>335</td>
<td>49</td>
<td>28</td>
<td>-42.9%</td>
</tr>
<tr>
<td>Business: Office Management</td>
<td>343</td>
<td>14</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>365</td>
<td>86</td>
<td>119</td>
<td>+27.7%</td>
</tr>
<tr>
<td>Travel and Tourism AAS</td>
<td>366</td>
<td>53</td>
<td>36</td>
<td>-23.1%</td>
</tr>
<tr>
<td>Horticulture AAS</td>
<td>367</td>
<td>45</td>
<td>47</td>
<td>-4.3%</td>
</tr>
<tr>
<td>Chemical Dependency Counseling</td>
<td>388</td>
<td>67</td>
<td>34</td>
<td>+7.4%</td>
</tr>
<tr>
<td>Office Technologies Certificate</td>
<td>(405/</td>
<td>6</td>
<td>2</td>
<td>-66.7%</td>
</tr>
<tr>
<td>Accounting Certificate</td>
<td>407</td>
<td>3</td>
<td>2</td>
<td>-23.3%</td>
</tr>
<tr>
<td>Real Estate Certificate</td>
<td>409</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Business Management Certificate</td>
<td>410</td>
<td>5</td>
<td>7</td>
<td>+28.6%</td>
</tr>
<tr>
<td>Horticulture Certificate</td>
<td>414</td>
<td>2</td>
<td>3</td>
<td>+23.3%</td>
</tr>
<tr>
<td>Travel and Tourism Certificate</td>
<td>415</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

* Numbers in parentheses are the total college enrollment in the Eastern Campus only curriculum.
** Curriculum did not exist.
Analysis

The college-wide enrollment report format makes it difficult to pinpoint the number of students matriculated in each curriculum. For example, in the Matriculated Students by Curriculum table above, the Dietetic Technician curriculum shows a 5.7% increase for students on the Eastern Campus but a 13.4% decline when college-wide figures are used, a disparity of 19.1%. Are these students simply taking the majority of their courses on another campus?

There has been a sharp decline in both the Accounting career programs (AAS and Certificate) and in the Office Technologies programs (AAS and Certificate). These declines reflect the continuing poor job market on Long Island. Furthermore, students pursuing education in these areas may want to develop job-relevant skills in a short period of time and may therefore be enrolling in non-credit courses or at proprietary schools. Both the Hotel Technology and Restaurant Management programs show declines in enrollment (-47.7% and -51.4% respectively), as does the Travel and Tourism program (-23.1%). The East End of Long Island has traditionally been a popular tourist area, therefore, the decline in these curricula is perplexing. The Interior Design program, despite having placed graduates in businesses across Long Island, also shows a moderate decline (-26.6%) in enrollment. It is hoped that the recent revision to this curriculum and its pursuit of national accreditation will reverse this trend.

While Interior Design responded to recommendations emerging from its program review, and undertook curricular revision, other programs have been less responsive. Furthermore, the College has no formal method for implementing recommendations growing out of the program review process.

While the programs described above have all experienced moderate or pronounced reductions in enrollment, three of our curricula have enjoyed strong growth. The increase in enrollment in Horticulture may reflect the value this region places on the rural East End. The addition of a faculty member to Graphic Design in 1994 coincided with the program’s increase in enrollment, as happened in Early Childhood Education, where a new full-time faculty member (where none had been employed before) spearheaded recruitment and stabilized the program. Enrollment in this curriculum may also have benefited from expanding day care facilities on Long Island created to satisfy an increasing number of single parent and two-career families.

Staffing

Employees of the Institutions of the State University of New York (Fall 1993) enumerates full-time and part-time faculty at the Eastern Campus and at colleges statewide. Full-time faculty at the Eastern Campus number forty-one, or 15.6% of the total full and part-time faculty working at the Campus (N=262). In contrast, the Ammerman Campus has 26.6% full-time faculty; the Western Campus, 20.8%.

Similar large institutions, e.g., Nassau, Rockland, and Westchester Community Colleges, have full-time faculties in the following percentages:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nassau</td>
<td>34.5%</td>
</tr>
<tr>
<td>Rockland</td>
<td>25.5%</td>
</tr>
<tr>
<td>Westchester</td>
<td>24.8%</td>
</tr>
</tbody>
</table>
A review of community colleges of similar size to the Eastern Campus (2,000-2,500 students) in New York State yields the following full-time faculty percentages:

<table>
<thead>
<tr>
<th>College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinton</td>
<td>21%</td>
</tr>
<tr>
<td>Herkimer</td>
<td>47%</td>
</tr>
<tr>
<td>Jefferson</td>
<td>33%</td>
</tr>
<tr>
<td>Sullivan</td>
<td>46%</td>
</tr>
<tr>
<td>Ulster</td>
<td>39%</td>
</tr>
</tbody>
</table>

The SCCC Faculty Workload Report prepared by the Office of Institutional Research for Fall 1993 indicates that at the Eastern Campus, adjunct instructors taught 43.6% of all sections, while at the Western Campus the figure was 33.8%, and at the Ammerman Campus, 30.2%, corroborating the evidence in the SUNY report cited above.

Analysis

Comparison of the level of full-time faculty at the Eastern Campus with other community colleges within the state demonstrates the need for additional full-time faculty positions at the Campus. Even among the three campuses of Suffolk County Community College, our dependence on adjunct faculty exceeds that of the other two campuses. The Eastern Campus’ heavy reliance on adjunct faculty is particularly true in Mathematics, where the number of courses taught by full-time faculty has declined in favor of adjuncts over the past seven years. During the 1995-1996 academic year, of 73 sections of Mathematics, only 25 were taught by 2.5 full-time faculty members (one faculty member is shared by two disciplines).

In areas where a curriculum has no full-time faculty member, as in Criminal Justice, students cannot possibly receive the service they deserve. Furthermore, our full-time/adjunct faculty ratio means that more of our full-time faculty serve on multiple campus and college-wide committees, thereby diminishing their time available for student needs, curriculum and professional development.

Demographics

Approximately 20% of Suffolk County’s population is classed as “non-white” or “other”; while the percentage for Eastern Long Island is 12% (including Brookhaven). About 10% of the faculty/administrators at the Eastern Campus are non-white, and approximately 11.5% of the student body is self-designated as “non-white” or “other.”

While the pattern of enrollment of the Campus by members of historically under represented groups mirrors that of our service area, only a detailed survey of minority needs and expectations in our service area could really determine the adequacy of our staffing and programs.

Conclusions

The current semesterly Enrollment Report format does not show enrollment by home campus, and no method for implementing program review recommendations has been established. While the Hotel Technology, Restaurant Management, and Business programs have suffered sharp declines in enrollment, Travel and Tourism and Interior Design have experienced moderate reductions. The percentage of full-time faculty at the Eastern Campus is significantly lower than that of similar-sized colleges. Some curricula have no full-time faculty. No information exists to determine the adequacy of the Campus’ staffing in relation to minority needs.
Recommendations
1. A new semesterly Enrollment Report should be developed, accurately showing enrollment by home campus.
2. A periodic survey of businesses in Suffolk County that employ SCCC graduates should be completed to determine if programs are meeting the needs of community businesses.
3. The percentage of full-time faculty should be increased to a level more in line with the Ammerman and Western Campuses and other similar size community colleges.
4. The Campus should hire full-time faculty in those curricula where there are none.
5. A detailed survey of minority needs and expectations in our service area should be undertaken to determine if the Campus is meeting these needs.
6. The College should establish a policy to evaluate and implement program review recommendations.

Task Statement 2
Review the planning process to ensure adequate participation by all constituents.

The Eastern Campus Planning Committee was established in 1992 by Congress, the Campus governance body, to provide direction and coordination for campus planning initiatives. Its chair serves as the at-large member of the College Strategic Planning Council acting as liaison, ensuring communication between the two bodies and providing the Council with an Eastern Campus' faculty viewpoint. The following is a summary of planning activities.

Eastern Campus Planning Summary 1992-1996

1992-1993
In 1992 the Eastern Campus Planning Committee (ECPC) became a standing committee of Congress and was assigned the following charges:
1. To review and prioritize proposed curricula and student affairs programs in the light of physical, fiscal, and personnel resources.
2. To report annually to Congress the distribution of faculty reassigned time.
3. To review annually and make recommendations regarding the Campus capital budget proposal to the College.
4. To solicit faculty input regarding the allocation of new faculty lines.
5. To designate an at-large member to represent the Congress on the Strategic Planning Council and/or related sub-committees.

In its first year, the Eastern Campus Planning Committee reported to Congress on the status of faculty lines, monitored the progress of the child care center project (to be completed in Spring, 1997), reviewed the equipment budget, and considered the creation of a Veterinary Sciences curriculum at the Eastern Campus. In a survey to determine space priorities, the Library was determined to be the area of greatest need.

1993-1994
The Eastern Campus Planning Committee considered a proposal for modular buildings for the Library/Academic Skills Center and physical education, solicited faculty input regarding the allocation of new faculty lines, and monitored the progress of the East End Education Center proposal. The Provost created a second planning committee to address needs which she identified on campus. This new committee included administrators, faculty, and staff and focused on more general goals and objectives, rather than specific projects. Both committees were chaired by the same faculty member to ensure communication and to prevent duplication of efforts.

Eastern/86
The Eastern Campus Planning Committee supported and encouraged the pursuit of funding for a physical education facility, the East End Education Center, and Internet access for faculty and staff. A Technology Assessment sub-committee was formed and prepared a report outlining the Campus' emerging technology needs.

The two campus planning groups joined forces to facilitate the planning process and to decrease the number of committee assignments for Eastern Campus faculty. The ECPC developed a list of Eastern Campus priorities with input from faculty, administrators, and students; reviewed the distribution of faculty reassigned time; discussed equipment purchases; and monitored the child care center project. As part of a college-wide initiative, faculty participated at the department level in the development of five-year priorities and one-year action plans; college-wide, twenty-five “Target Teams” (small college-wide committees) investigated cost-containment strategies. The planning committee organized two campus forums to solicit input from faculty, administrators, staff, and students to provide data for Target Teams (see Resource File).

Analysis
The ECPC functions primarily as a research and monitoring body which makes recommendations through resolutions to the Congress. In addition, by means of the liaison between the Campus committee and the College Strategic Planning Council, it insures that campus planning efforts conform to college-wide initiatives.

The committee has been successful in soliciting input from faculty through surveys (Library) and forums (Planning and Target Teams). It has promoted the construction of the Library, child care center and physical education facilities. The Technology Assessment Report strengthened the Campus commitment to improving technology and was partially responsible for the decision to purchase more computers, to expand the telephone audix system, and to initiate access to the Internet.

Some of the committee's efforts have had little or no effect on Campus outcomes; for example, the committee's monitoring of reassigned time has had no impact because decisions regarding this process are made at a Central administrative level. The committee is not consulted regarding the capital budget process.

The committee's forums and committee meetings have provided a conduit for soliciting feedback from faculty on issues which will ultimately affect the Campus, and the committee has been effective in keeping faculty informed about both campus and college-wide Strategic Planning activities.

Conclusions
Although the ECPC acts as an effective liaison to the College Strategic Planning Council, some of its charges, particularly in the area of budget, have been unrealistic and unachievable. Forums have been an effective means of soliciting faculty opinion.

Recommendations
1. The charges of the Eastern Campus Planning Committee should be reviewed and revised to insure that they are realistic and achievable.
2. When developing charges, the ECPC should solicit input from campus administrators to insure that such tasks are related to campus rather than central authority.
3. The ECPC should conduct open forums annually to solicit feedback on planning issues.
Task Statement 3
Analyze the financial resources of the College to 1) address the adequate apportionment of income from all sources, and 2) the appropriate internal allocation of funds to reflect the programming activities and needs of the College units.

Suffolk County Community College is funded through county contributions, state aid, tuition revenue, and offset and miscellaneous revenue. The streams of revenue are not discreet since the College budget is presented as a “one-college” unit to its funding sources. (For example, the county contribution is not divided into five parts representing the three accredited campuses, the Open Campus and Central administration.) Tuition and fees are allocated based upon the cash flow of each campus, which has the disadvantage of simply showing the Campus where payment was taken regardless of where services were rendered. (see Resource File). Obviously, as campus enrollment grows, revenue increases. The Campus budget can be best illustrated by examining expenditure allocations.

The Eastern Campus has its own appropriation number within the overall College budget, and all expenditures are reflected within the 2500 appropriations. The response to this task statement will examine the amounts originally allocated to operating areas or expenditure objects and the amounts actually spent, to reveal a picture of apportionment and internal allocation. The accompanying graphs compare appropriated and expended funds for the Eastern Campus over the past four academic years. The first table deals with the five functional areas of the Campus (General Administration, Instruction, Library, Student Affairs and Security/Maintenance), and the second table references the major expenditure objects (Personnel, Equipment, Supplies, Contractual Costs) that the budget reflects. Budget items such as required overtime, contractual mileage, travel and maintenance contracts are obligations that the Campus must honor whether or not sufficient funds are allocated. Therefore, overages do not indicate a failure to budget, but rather insufficient allocation.

Expenditures
The following table compares appropriated and expended funds for the five functional areas of the Campus (plus employee benefits) since the 1992/93 academic year. In 1992/93, the Campus spent approximately $75,000 over its appropriated budget. This was also the first year of a planned decentralization of the Campuses. Following that year, there is an increasing gap between the appropriations and expenditures. Each year additional funding from Central accounts eventually closed these shortfalls. Each year there is also a steady increase in expenditures in all areas, with the exception of a slight decrease in Student Services for the 1993/94 academic year and a substantial decrease in Security/Maintenance for the same year. Even with these slight reductions, these two areas still expended well over their appropriated amounts.

<table>
<thead>
<tr>
<th>Appropriated and Expended Funds in Five Departments</th>
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<tbody>
<tr>
<td><strong>Appropriated</strong></td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Instructional</td>
</tr>
<tr>
<td>Library</td>
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<tr>
<td>Student Services</td>
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<tr>
<td>Plant Operations</td>
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<tr>
<td>General Admin.</td>
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<td>Employee Benefits</td>
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<td><strong>TOTAL</strong></td>
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Eastern/88
The following table is a comparison between the appropriated and expended funds for the major expenditure objects for the Campus since the 1992/93 academic year. We see a steady increase in expenditures across the years with the exception of contractual costs/utilities in 1993/94. Most of that decrease was in the Campus utilities account.

**APPROPRIATIONS AND EXPENDITURES, 1992-1996**

<table>
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<tbody>
<tr>
<td>Personnel</td>
<td>5,331,771</td>
<td>5,410,817</td>
<td>5,308,315</td>
<td>5,670,603</td>
</tr>
<tr>
<td>Supplies</td>
<td>425,891</td>
<td>454,821</td>
<td>454,821</td>
<td>520,978</td>
</tr>
<tr>
<td>Contractual Costs/Utilities</td>
<td>520,783</td>
<td>556,093</td>
<td>556,093</td>
<td>466,704</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6,278,445</strong></td>
<td><strong>6,421,731</strong></td>
<td><strong>6,319,229</strong></td>
<td><strong>6,658,285</strong></td>
</tr>
</tbody>
</table>

The gap between appropriations and expenditures also widened from a relatively modest difference in 1992-93 (-$143,286) to a much larger amount in 1994-95 (-$1,053,779), supporting the proposition that fixed costs, such as personnel, must be adequately funded based on past experience. In 1995-96 the College responded to its declining enrollment by instituting numerous cost saving measures and limiting its course offerings. This resulted in a savings of $67,500 at the Campus that year drawn from its personnel accounts. In 1996 the Campus embarked upon an energy saving program that is expected to result in annual savings of $50,000, accomplished through upgrading of inefficient lighting. This project has just been completed.

**Selected Budget Areas**

The chart below compares several of the historically under funded budget items at the Eastern Campus: overtime for the entire campus, instructional supplies under the Office of Instruction, copier costs, and fall/spring and summer part-time counseling expenditures.
Overtime expenses have always exceeded $100,000 annually. The Campus has only eight security positions to cover the Campus twenty-four hours a day, seven days a week. Multiple coverage is required during class sessions. Normal vacation and training leaves, as well as sick leave, reduce the force to a single officer on many shifts. As overtime hours increase, fatigue of the officers increases. Given the relatively isolated area of the Campus, single officers on a shift are at a disadvantage in an emergency. The Central Energy Plant must be staffed twenty-four hours a day during the heating season and during the cooling season when central air conditioning is available. (Central air conditioning has never been employed at the Campus, though its use is expected in 1997-1998.) Additionally, maintenance personnel are needed for snow removal and emergency operations, all paid for out of overtime accounts.

The Campus has only two full-time counselors. In order to provide services in the evening and during pre-registration periods, part-time counselors are employed to insure that students receive a high level of support, which aids in enrollment efforts and increases persistence rates. Alternatively, another full-time counselor could be hired for the amount of part-time funds currently expended.

Instructional supplies, along with equipment items, have always borne the brunt of budget-cutting. With few funds uncommitted, the Campus has tried to limit classroom supplies. The shortage is most noticeable in the laboratory courses, but all academic areas are impacted when low funding continues over several years. As copier machines have expanded on the Eastern Campus to meet the needs of new activities and increased enrollment, Central appropriations for copier costs have decreased dramatically.

**Budgeting Formula**

Historically, the Eastern Campus budget was developed largely based on its FTE share within the College. This formula is responsible for the initial disparities in many accounts between the original appropriations and the funding needed to maintain continuing operating expenses. The formula had been adjusted to reflect head-count totals and historic spending patterns, though this result still fell short of needs.

**Budgetary Autonomy**

The Eastern Campus budget derives from the College budget. Annual budget allocations are divided and distributed to campuses by the College Executive Dean for Financial Affairs, sometimes as long as two months after the College budget is finalized. In addition, supply and equipment purchases (even grant-funded), although included in the Campus' budget and approved by both the Campus Business Officer and the Provost, must receive approval by the central Executive Dean for Financial Affairs. Considered within the context of the College's move toward decentralization and greater campus autonomy, this process seems duplicative while undermining the autonomy and efficient functioning of the Campus. According to the decentralized model currently "in place," the Campus should be able to move money among its many accounts to respond to immediate campus needs and changing campus
priorities. This is possible only to a very limited degree as such redistribution of funds again requires the approval of the Executive Dean for Financial Affairs, and cannot occur until late in the spring term. In fact, in many cases county approval is required for such fund transfers. Finally, the College's uncertainty over employing a decentralized or a centralized model for its operations helps facilitate an undesirable level of micro-management within the institution.

Conclusions

Determination of a revenue flow to activities at the Eastern Campus is not supported by current reporting procedures. Although the Campus has been decentralized, giving it authority over both services provided to students as well as budget, the Campus in fact operates as a centralized unit of the College in terms of budget. Within the past two years, substantial progress has been made to get new appropriations to reflect historical expenditures.

As the Campus now has more of its appropriated budget based at the Campus level, the Campus should be able to manage its normal operating needs without Central involvement. An investment in supplies is necessary for established and new academic programs, and funds are required for rental and supply costs of copiers that respond to day-to-day needs of the Campus. Most of the overtime costs associated with maintenance and security will continue to be substantial if staffing and operation needs do not change.

Recommendations
1. Campus-specific revenue figures should be accessible within a standard college reporting system.
2. The Eastern Campus budget should be funded to reflect actual expenditure needs at the Campus as determined through the Campus strategic planning process.
3. Utility costs have the potential for savings of $50,000 annually. Energy saving programs should continue.
4. Adequate funding should be allocated to the Campus to cover our continuing personnel costs.
5. Additional security positions (a minimum of two) should be funded to reduce overtime and provide sufficient back up personnel.
6. Maintenance staffing should be examined to determine if there is a method of reducing overtime.
7. Funding for recurring operating needs must be based on the actual costs of such operations and should be available in original appropriations.
8. An additional full-time counselor should be hired.
9. Adequate funding should be allocated to fund reliable copiers in each building.
10. The College needs to decide if it wishes to adopt a centralized or decentralized approach to budget and the operation of its campuses.

Task Statement 4
Analyze the financial resources of the College to address the appropriate internal allocation of funds for facilities, equipment, staffing, and other resources.

The above task statement will be addressed in terms of existing facilities, the past two years of equipment purchases, and current staffing at the Eastern Campus. Each of these areas is seen in the context of what the Campus has now and what courses and services it currently offers.

Facilities
The Campus Library, currently located in the Peconic building, does not meet minimum square footage guidelines as defined by SUNY or the American Library Association. SUNY's analysis indicates that the Library needs an additional 5,386 square feet, or nearly double the Library's current size, to meet
New general education graduation requirements mean that over 1,100 campus students will have to take two physical education credits; therefore, a physical education facility is required to service couples and to meet projected student enrollments. An estimated 450 students would use the facility per semester in addition to 200 students and community groups during non-class hours. An indoor facility would house volleyball, basketball, aerobics, gymnastics, jogging and other activities.

The 1996-97 academic year marks the twentieth anniversary of the Campus and, although the buildings are generally well-maintained, an increase in the budget for building repairs is unlikely to materialize. Campus facilities are extensively described in Campus Environment Supporting Learning and Teaching, Task 3 and Task 5 (see Resource File.)

Equipment Expenditures

The chart below lists the Eastern Campus equipment expenditures over the last four years. While the amount of funding allocated for equipment has grown dramatically over the last several years, some equipment needs remain unmet, particularly in laboratory and office areas. The inventory of personal computers for academic and administration is in a constant state of change as new computers arrive from recent equipment purchases. PCs are being upgraded as technology improves to accommodate increased capabilities and the College-wide network. Fiber-optic wiring has been installed across the Campus, with hookups in place for multiple locations.

Three of the twelve campus vehicles are 1990's models; seven date from the 1980's, and two from the 1970's. This includes maintenance, security and faculty vehicles. Lawn vehicles are similarly dated and have also incurred substantial repair expenses in recent years.

<table>
<thead>
<tr>
<th>EQUIPMENT EXPENDITURES</th>
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<td>$76,392</td>
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Since 1994 the College has made a strong commitment to funding for the purchase of state-of-the-art equipment to support its academic mission. In many respects the College recognized that an immediate infusion of resources was necessary for the institution to remain competitive and up-to-date. The 1994-95 expenditures ($177,465) more than doubled that expended in 1992-93, and represents a dramatic increase over annual equipment expenditures of $25,000-$45,000 made during the 1980's.

Staffing

The Eastern Campus has approximately 300 employees. These are divided into various employee groups: exempt administrators, guild administrators, full-time and adjunct faculty, AME white collar staff, AME blue collar staff, and part-time white and blue collar staff.

The number of adjunct faculty is three times that of full-time faculty. Programs such as Criminal Justice do not have a single full-time faculty member. Early Childhood Education and Physical Education/Wellness each have a full-time faculty member hired in Fall 1993. There are one and one-half times as many part-time clerical personnel as full-time. Many offices have come to increasingly rely on part-timers to complete daily work tasks.

The low percentage of sections taught by full-time faculty (as described in Task 3 of this chapter) remains a problem for the Campus, and the need to hire full-time faculty in Criminal Justice and Mathematics is well documented. Increasingly campus offices are supported by part-time, rather than
full-time, clerical staff. The low salaries and lack of benefits provided to these employees fosters considerable turnover in personnel, adversely affecting the quality of service provided to students and the public.

**Conclusions**

A new library facility is required. The Campus has no physical educational building. Although efforts are being made to develop outdoor basketball courts and other facilities, a gym is needed to accommodate the physical education program.

Building maintenance items, such as repair of damaged stairs, walls, and updated electrical wiring, will demand allocation of appropriate resources. Science and computer laboratories need state-of-the-art equipment to properly train students, and any long-term strategy must accommodate plans for continual updating. Office equipment must be compatible with current technology. Computer upgrading is a continuing process. Hardware and software upgrades, as well as training requirements for personnel, are high priority needs.

A new dump truck and lawn hustler are needed for year-round duties. Faculty and security vehicles are also dated. These needs must be accommodated within a Central vehicle plan. If not, they should be met through additional allocation to the Campus.

The full- to part-time faculty ratio is a source of serious concern at the Eastern Campus. Given the lower salaries and lack of benefits offered part-time clerical staff, these positions lack stability, making precarious the services provided by many campus offices.

**Recommendations**

1. The Eastern Campus Library building should be funded in the county and state capital budgets.
2. A Physical Education facility should be funded.
3. Increased building repair budgets should be developed within a five-year plan.
4. Reliable equipment funding must tied to strategic planning to address computer lab, science lab, and office needs.
5. Maintenance equipment needs, including vehicles, should be addressed through appropriate planning processes to insure that replacement equipment is purchased in a timely manner.
6. The College should examine full-time faculty staffing needs with the goal of reducing the adjunct- to full-time ratio.
7. The College should determine the level of full-time clerical staffing required in offices to provide optimum service to the Campus and community.
8. Upgrading computer hardware and software must continue in accordance with strategic and technology planning.
9. College-wide networking must continue to insure that all users are Online.
10. Adequate training for all staff must proceed apace with computer acquisition.

**Task Statement 5**

Review the role of the Campus in providing community service and examine the relationships with community organizations related to that role.

Suffolk County Community College identifies primary goals in the area of community service. These goals are:

- To provide lifelong educational experiences for county residents related to their job development, leisure activities, civic responsibilities, and physical well-being;
The College strives to achieve these goals through a variety of programs and services identified here under the following headings: Facilities Use/Community Organizations; Co-Sponsored Events/Activities; East End Education Center; Student Life; and Faculty Involvement in Community and Professional Organizations. Each topic will be individually described and analyzed, leading to its own conclusions and recommendations.

Facilities Use/Community Organizations

The Campus serves as host to various community events and organizations annually. In the academic year 1995-96, over twenty different organizations, governmental agencies and associations used campus facilities and services for their events or activities. These groups included the East End Counselors Association, Eastern Suffolk BOCES, Eastern L.I. Executive (ELIE) Roundtable, Cornell Cooperative Extension, L.I. Farm Bureau, L.I. Black Educators, the National Multiple Sclerosis Society, the NY State Assembly, Okeanos Ocean Research Foundation, the L.I. Quilters Guild, Suffolk Association for Education of Young Children, Maryhaven Center for Hope, and various county agencies.

In addition, the Campus serves as an emergency shelter for the eastern part of Suffolk County. In August 1995, wildfires in Suffolk County caused significant damage and tested the resources of the County and the College. The Eastern Campus served as the command center for all local, state, and federal agencies. For two weeks, campus administrators, faculty, staff, and students provided support and assistance to this vital community effort.

In general, events and activities on campus range from small meetings to large conferences. The Campus/College does not actively promote use of campus facilities by community organizations or other county agencies: most community organizations contact the Campus for facilities use following referral by college faculty, staff members, or other county agencies. Community organizations and county/state agencies pay a minimal fee for the use of these facilities. In addition, overtime expenses for security, custodial, maintenance, and library services are charged to the organization. The Campus cafeteria, a lab for hospitality and dietetic classes, as well as a campus caterer, sometimes provides service to community groups.

Space constraints affect how community organizations and county agencies use campus facilities, particularly when classes are in session. Currently, fees and overtime reimbursements are deposited into the College's General Fund and not returned to the Campus, which causes the Campus problems in managing its limited overtime funds. The Campus administration is constantly forced to balance the needs of the Campus and College with the needs of community organizations and county/state agencies. If the funds recovered from non-college related overtime billings were used directly to offset expenses, the Campus and College would be better able to monitor and manage overtime expenses. Our food service, limited in facilities and staffing, and under pressure to break even, must also service outside organizations hosting events on campus.

Space limitations and fiscal constraints hamper the ability of the Campus to respond to public demand for facilities. Security and maintenance staff are spending increased time attending to the needs of community organizations and other agencies, therefore providing less support to the Campus. Shinnecock 101 is being used as a public auditorium on a regular basis despite limited seating capacity (150) and lack of handicap accessibility.
Conclusions

Campus expenses incurred in supporting community events are not presently researched to determine the impact on the annual campus budget. Centralizing services under one campus administrator will help the Campus evaluate the cost-benefit ratio of facilities use by outside organizations prior to committing campus facilities and resources. The Campus does not have a large auditorium which hampers its ability to accommodate large community events. External food service may occasionally prove to be more cost-effective in servicing community groups.

Recommendations

1. The process of centralizing campus services to manage impact and expenses related to use of facilities by community organizations should continue.
2. Campus expenses related to providing support for community events should be researched to determine their full financial impact on campus budgets. Campus budgets should be reimbursed directly for overtime expenses recovered through chargebacks.
3. Some community organizations should be allowed to utilize external food service during peak times or when campus food service is not cost-effective.
4. If campus budgets cannot directly be reimbursed for overtime expenses, use of campus facilities should be limited, to reduce financial impact on the College/Campus.
5. The Campus should plan for a large auditorium available for public use on a regular basis.

Co-Sponsored Events/Activities

Partnerships have been developed with several community organizations to provide programs and services of interest to the East End community. The Harvest Festival, held each September, is a joint venture with Cornell Cooperative Extension of Suffolk County and the L.I. Farm Bureau. The primary focus of the event is to promote and celebrate agriculture and fishing industries. In recent years the event has drawn over 10,000 people to the Campus each fall.

The Campus has developed a strong working relationship with Cornell Cooperative Extension and supports Cornell with several other major events. The Agriculture Forum provides seminars and workshops for farmers throughout Long Island; the Fishermen's Forum supports the fishing industry on the East End. The Campus also works to support other community organizations like the American Red Cross, the American Lung Association and other charitable and/or public service organizations. Activities such as annual blood drives and cooperative smoking cessation programs typify our relationship with these organizations.

The annual Eastern L.I. Quilters Guild show is one of the largest community sponsored events held on campus. The Guild and the Campus have developed a working relationship which serves both the community and the students, and the Campus provides extensive support for this event. The Guild uses a portion of its proceeds to donate to an endowed scholarship fund for the Campus. The Campus also works closely with the Eastern L.I. Industry Executives Roundtable, which meets monthly on the Eastern Campus.

Although the Campus has developed strong working relationships with various community organizations, the Campus’ involvement is mainly administrative. The Campus could make a greater effort to develop partnerships with the various programs sponsored annually by Cornell Cooperative Extension of Suffolk County. The Agriculture Forum, Fishermen's Forum and spring gardening classes offer opportunities for various campus academic programs.

Conclusions
The Campus, whose role in extra-curricular activities is mainly administrative and not proactive, is not currently seeking to develop academic partnerships with community organizations. Campus programs could develop academic connections with certain activities hosted by community organizations.

Recommendations
1. Deans, Assistant Deans, and Department Heads should possess an up-to-date list of community activities on campus so that they can evaluate potential academic components.
2. The Campus should determine how it can foster partnerships with organizations hosting events.
3. The Horticulture and Science Lab Technology programs should plan to become academically involved in the Agriculture Forum, the Fishermen's Forum, and the spring gardening classes.

East End Education Center
During the past two years, campus administration has been working closely with members of the local community, the Cornell Cooperative Extension, and Eastern Suffolk BOCES in the development of a plan for the East End Education Center. The idea for the Center was proposed by the East End Economic and Environmental Task Force of L.I., a 49-member group appointed by the previous Governor, comprised of public officials, farmers, bank presidents, fishermen, environmentalists, motel and marina operators, vineyard and restaurant owners, and real estate brokers. The Center, to be located on the Eastern Campus, would serve as a joint facility for Cornell, BOCES, and Suffolk County Community College, centralizing educational services on the east end of Long Island. The concept has received support from many local officials and continues to be explored as a potential project.

Conclusion
The Eastern Campus has received support for an education center that would centralize Cornell, BOCES, and Suffolk County Community College’s activities on the East End.

Recommendation
An East End Education Center should be built on the Eastern Campus.

Student Life
The student life program provides opportunities for campus and community interaction. Various clubs and organizations have developed programs and activities which serve the local community. Phi Theta Kappa's annual Holiday Toy Drive has become a tradition on the Eastern Campus. The Health Services office sponsors several programs, including a Health and Wellness Fair and Lyme Disease Seminars, all open to the public. Counseling and Financial Aid offer seminars on careers, stress management, and finance. In addition, the community is invited to participate in various student life programs, including Friday night family films, Lyceum lectures, and Family Fun Day. Various county and state agencies, community organizations, and businesses have participated in health fairs, job expo’s, alcohol and drug awareness programs, sexuality/gender issues, and programming, all of which increase resources available to students.

The impact of student life programs on the community is limited. Although many programs are open to the public, few community members attend events and/or activities; therefore, promotion is crucial to increasing community involvement. The College’s significantly limited support in the area of marketing and public relations makes successful promotion of campus programs both challenging and erratic. Furthermore, the Campus is prevented from promoting its own projects. Nonetheless, some events and activities, such as the family film series, have been successful in bringing local and community agencies and organizations to the Campus.
Conclusion
Promotion of campus student life activities is too dependent on the Central Office for College and Community Relations and therefore frequently ineffective.

Recommendation
The College should decentralize promotional efforts for some campus programs and activities so that directors and other programming staff can be more flexible and inventive in their marketing.

Faculty Involvement in Community Organizations
During the Spring 1996 semester, faculty and administrators were asked to identify their involvement in community and professional organizations (see Resource File). Fifteen faculty members/administrators responded to the survey. Although the response was low, the information collected provides insight into the many and varied activities of campus faculty.

The Eastern Campus faculty are involved in a broad range of community activities. Faculty serve in various roles in local school organizations, and as members and board members of various community organizations, including area Chambers of Commerce, Zonta, the L.I. Aids Council, and other local groups.

Faculty are active in many professional organizations and activities, including the National Restaurant Association, Suffolk County Association for the Education of Young Children, Mid-Atlantic Association of Colleges and Employers, L.I. Dietetic Association, American Dietetic Association, American Library Association, the American Institute of Certified Public Accountants, the National Academy of Design, National Association for Women in Education, and the National Association for Campus Activities. Eastern Campus faculty have demonstrated a strong commitment to professional growth and involvement through their willingness to assume leadership roles within these organizations.

Faculty involvement in community organizations serves to enhance the image of the College as a center for resources and support, especially when the individual faculty member's field of expertise is involved. However, neither the College nor the Campus encourage or recognize this type of community service, which nonetheless strengthens the skills and abilities of faculty, directly benefits the Campus community, and often enhances the image of the College in the community.

Conclusions
The College and Campus do not sufficiently recognize faculty involvement in community and professional organizations and could benefit from increased public awareness of faculty expertise.

Recommendations
1. The College should develop and maintain a list of faculty and their areas of expertise for use by community organizations.
2. The College should increase its efforts to recognize involvement of faculty in community and professional organizations.

Task Statement 6
With respect to the Special Emphases, analyze the relationships between the Central organization/administration, Central programs, and the Campuses, as well as between the Campuses.
This section explores the relationship of the Eastern Campus to the Ammerman and Western Campuses with reference to shared curricula and programs, courses offered by the Open Campus, and faculty perceptions of these relationships. Information was gathered through a Comprehensive Overview Subcommittee Middle States Survey administered in Spring 1996 (see Resource File), and through interviews with faculty involved in the following:

Academic Programs: Cooperative Education, Developmental Studies, Honors Program, Academic Skills Center; Telecourses, Open Campus; English as a Second Language, Non-Credit; and Professional Development.

Faculty also responded to questions concerning their relationship with other campuses and with Central administration (see Resource File). Percentages in this task statement are referenced from the Comprehensive Overview Subcommittee Middle States Survey described above. This survey was distributed to full-time faculty and to 103 adjunct faculty. Thirty-six full-time faculty responded to the survey, as did six adjuncts.

Curricular Revisions

Curricular revisions are accomplished either by multi-campus committee or by faculty at a single campus proposing a revision and forwarding it to the other affected campus(es). These are generally ad-hoc committees often formed in response to program review recommendations. When the three campus governance bodies do not agree to a curricular change, differences are resolved by the Vice President for Academic Affairs based on majority opinion. In areas where licensing is required or accreditation is concerned, curricular changes are often made in response to outside requirements as well as by faculty initiative. Excellent cooperation is reported by faculty in the following areas: Business, Cooperative Education, Developmental Studies, Early Childhood Education, Honors, and English as a Second Language. The areas where cooperation and communication are reported as being less than optimum are Chemical Dependency Counseling, Criminal Justice, the Liberal Arts, and with the Open Campus. Survey data indicates that 62.8% of respondents favor a college-wide curriculum committee to deal with college-wide curricula.

With reference to non-credit course programs offered through the Open Campus, survey respondents indicate concern that these courses often partially duplicate the credit program of the Campus. No formal method exists for faculty to have input into the development of these courses; furthermore, no curricular review process exists.

College-wide curricular revisions are not conducted in a methodical fashion for all curricula. On the Eastern Campus, where two curricula exist with no full-time faculty member, revisions are instituted by other campuses, resulting in dissatisfaction and a feeling of disenfranchisement on the part of adjunct faculty teaching in these programs. The majority of faculty favoring a college-wide curriculum committee wish to standardize the revision of multi-campus curricula and courses.

Non-credit courses offered through the Open Campus are not substantially integrated into the rest of the College’s academic program. Although these courses reach a market not usually enrolled in the credit program, little attempt is made to utilize them effectively for entry into degree programs. Faculty are not involved in an organized fashion in non-credit course development, and no impact analysis exists to determine if non-credit courses diminish enrollment in comparable credit bearing courses.

Eastern/98
Conclusions
Curricular review is not uniform, and revisions are initiated on other campuses, thereby disenfranchising the adjunct faculty on the Eastern Campus where no full-time faculty member is assigned to a given curriculum. Non-credit courses offered through the Open Campus are not integrated with the rest of the College's academic program. Non-credit courses are not subject to a curricular review process.

Recommendations
1. The Vice President for Academic Affairs should develop a uniform process whereby curricular revisions are completed on a tri-campus basis for tri-campus programs.
2. Credit and non-credit programs should be academically linked to the fullest extent possible.
3. The Vice President for Academic Affairs should institute a curriculum development process, involving qualified faculty, for the non-credit program.

Course Goals, Objectives, and Outcomes
The early 1990's saw energetic developments in outcomes assessment projects. As a preliminary step in this effort, several academic areas joined across the three campuses to develop a uniform course objectives, with the goal of assuring that a course taught on one campus would cover the same material as that on another. These uniform course objectives were accomplished in English, Mathematics, Business, and Accounting. That process has since ended, and no additional disciplines are currently meeting to determine course and curriculum objectives.

Conclusion
In a multi-campus institution, where courses and curricula are taught on more than one campus, it is essential that course objectives be uniform. Students often take a prerequisite course on one campus and a second course on another campus. A consistent body of knowledge is essential.

Recommendations
1. The Vice President for Academic Affairs should convene discipline meetings college-wide to develop uniform sets of course goals and objectives for programs/curricula that do no currently have such objectives.
2. Outcomes Assessment initiatives should thereafter be required in all disciplines.

Textbooks/Software
Textbooks are selected by each department on the Campus, and the three campuses usually consult one another; however, these discussions are not binding on any one campus. A similar situation exists regarding software used in courses taught on multiple campuses and may result in different software packages being used. In fact, the course entitled "Software Applications" is taught using different software packages at each of the three campuses.

Conclusions
Textbook selection is not uniform. Due to limited resources, selected software is not uniform college-wide.

Recommendations
1. A process should be developed for uniform text selection on a departmental level.
2. Faculty should pursue uniform purchase of software applications agreed upon at a departmental level.

Eastern/99
3. The same software licenses should be available on all campuses.

**College-Wide Faculty Contact**

College-wide meetings of departmental faculty occur rarely, although 69% of Eastern Campus faculty report some contact with colleagues at other campuses. Faculty indicate that they would like to meet in order to share ideas and objectives, but this does not occur on a regular basis. However, faculty in Honors, Developmental Studies, and ESL do meet often to discuss their programs, course development and placement criteria.

**Conclusion**

Faculty would like to meet to share ideas, address current trends in their disciplines, and share mutual concerns about students.

**Recommendations**

1. The Vice President for Academic Affairs should arrange a time on Conference Day for discipline faculty to meet college-wide.
2. The Vice President for Academic Affairs should charge department representatives with meeting semi-annually and with reporting their findings to the Office of Academic Affairs.

**Faculty Perceptions**

The Comprehensive Overview Subcommittee surveyed the faculty to determine their perceptions regarding relationships with the other campuses and with Central administration. Main conclusions follow:

**Conclusions**

Over 75% of full-time faculty completed and returned the survey, but less than 10% of adjunct faculty did so. Participation by faculty in campus-specific curriculum change is prevalent, but only 10% of those involved in campus curricular revisions are involved in college-wide discussions. Faculty were evenly divided on the issues of rotating upper-level courses among campuses, leading to the conclusion that this would be an excellent item for discussion by a college-wide curriculum committee and by the Campus Committee on Academic Affairs. Although less than 12% of the faculty had taught a telecourse, over 40% felt that telecourses did not contribute to the educational goals of their disciplines. Of those, almost three-quarters felt they were "educationally ineffective" and almost half (44.4%) felt they "competed with on-campus courses." Some faculty feel that the Campus is being run inefficiently. Campus administration has undergone frequent and destabilizing change over the past three years.

**Recommendations**

1. The Campus should explore how it can fully integrate adjunct faculty into the institution.
2. In response to Conclusions 2 and 3 above, the Congress Executive Committee should recommend a college-wide curriculum committee to the Vice President for Academic Affairs and the Congress.
3. The Dean of Instruction should provide educational materials on telecourses to the faculty (either written or in workshop format). Discussions on the value and use of telecourses should be referred to the Committee on Academic Affairs.
4. Campus administration should begin a dialogue with faculty regarding the perceived inefficient working of the Campus.
5. College administration should make every effort to maintain a stable campus administration.

*Eastern/100*
WORKS CITED


*CAS Standards and Guidelines for Student Activities*.


Eastern/101


LIST OF RESOURCE FILE ITEMS

Academic Skills Center Usage Statistics
Building Floor Plans
Case Studies in Teaching
Eastern Campus Club List
College Service Recognition Ceremonies
Comparative Expenditures Chart
Comprehensive Overview Committee Interview Questions
Comprehensive Overview Middle States Survey
Enrollment Reports
Environmental External Scan Report
Environmental Internal Scan Report
Faculty community and professional organization
Faculty Workload - SCCC
Gallery Catalog “Family”
Municipal Reference Guide
Middle States Opinion Surveys
   Academic Computing Lab
   Academic Skills Center
   Library
Non-Credit Offerings
SCCC Student Survey Report 1994
Staff Survey for the Assessment of Eastern Campus
Student Learning Imperative
Student Life Program Assessment
Student Survey for the Assessment of Eastern Campus
Suffolk County Executive’s 1996 Analysis of SCCC’s Budget
Survey on Learning, Teaching and Technology
Target Team Reports
Teaching Faculty Evaluation Criteria
Tenured Faculty Development Guidelines
Title III Environmental Scan Survey
Tuition and Fees Collected
Who Made A Difference Ceremony Programs
INTRODUCTION

The Western Campus, Suffolk County Community College, located on a 207-acre site in Brentwood, New York, offers a wide variety of liberal arts and occupational programs and a specialty in allied health occupational preparation. The campus, which opened in 1974, has 14 academic, administrative and auxiliary buildings and provides instructional programming for in excess of 6,000 students in credit bearing courses.

The campus functions under a role and scope statement which provides the guiding principles for our campus operations. The role and scope statement (Appendix 10) has been developed by the Campus Planning Committee. This committee consists of the Provost, the Dean of Instruction, the Dean of Students, one Instructional Assistant Dean, the Presiding Officer of the Campus Academic Assembly, one Department Head from an instructional area, the campus Head Librarian, the chair of the Campus Physical Development Committee and a representative from student affairs. This committee is also responsible for development of annual Campus Strategic Goals. Those goals (Appendix 11) cover such topics as facilities, instruction, student and campus life, community services, human and fiscal resources. In addition, the Planning Committee issues Action Priorities annually associated with those goals. (Appendix 12)

The Planning Committee issued an updated statement of Role and Scope, updated Strategic Goals and campus Action Priorities on April 29, 1996. It also released a summary of achievement for the years 1994-95 and 1995-96.

Self-Study Organization

During the spring semester 1995, the Provost selected William O'Mahoney, Assistant Dean of Instruction, Applied Sciences and Technology, and Dr. Nancy Penncavage, Associate Professor of Biology and Oceanography, to co-chair the Campus Self-study Steering Committee. The co-chairs made a presentation to the Academic Assembly, May 1995 and proposed an organization for the Self-study Steering Committee. The committee was to have representatives from each of the academic departments, a representative from the library/learning resources area, two representatives from Student Services, two student representatives, one representative from the Business Office or the Physical Plant Operations Department and one representative from the community at large.

The departments and offices on the campus designated their representatives to the Steering Committee during the spring semester 1995. Orientations for these members to the accreditation and self-study process were conducted by the co-chairs of the College-wide Steering Committee during that same time period. During this orientation, copies of Designs for Excellence and Characteristics of Excellence were distributed to the steering committee members. Emphasis was placed on these documents as committees and subcommittees developed a self-study design and methods for implementation and reporting.

Simultaneously, the co-chairs for the Western Campus Steering Committee became members of the College-Wide Steering Committee and actively participated in the development of the Self-Study Model and the Task Statements to be addressed by each of the units to be accredited. A status report of the summer college-wide activities was mailed to the Steering Committee members on June 13, 1995. Also, in June, meeting dates were set for the academic
The Steering Committee held its first meeting on September 14, 1995, and meeting dates were scheduled through April 25, 1996. A final communication was sent to the Steering Committee members at the end of August, updating them on activities undertaken during the summer and briefing them on the Self-Study Design.

To maintain a record of all of the activities associated with the Self-Study Committee reports, agenda, and minutes were maintained in three-ring binders in the library reserve area and in the office of Applied Science and Technology in Caumsett Hall used as the main focal point for Self-Study activities. Those documents were available throughout the Self-Study process and are currently available for review by the on-site team. At the first Steering Committee meeting, the committee decided to organize itself with sub-committees along self-study topical lines. Steering Committee members chose an assignment to one of these sub-committees, and the co-chairs functioned as liaison. The Self-Study with special emphases are:

Learning and Teaching Effectiveness
- Organization and Support for Teaching Excellence
- Campus Environment Supporting Learning and Teaching

Technology Development and Utilization

Campus Perspective on Comprehensive Issues

Because the Steering Committee was concerned about adequate communication with the general campus community, steps were taken to ensure that participation was welcomed. The co-chairs provided regular oral reports at the Campus Academic Assembly (i.e. governance) meetings and two Western Campus update documents were produced. The first was provided during the Fall semester 1995 and the second during Spring semester 1996.

As the subcommittees were completing their work, each held an open forum. The open forums invited participation and reaction to the activities and findings of each of the sub-committees. A record of those forums can be found in the Steering committee and Subcommittee binders.

To complete the process, the draft of the Western Campus Self-Study Report was delivered to each departmental office and to every administrator on the Western Campus. A notice was forwarded to each full time staff member and notices were posted around the campus for students and adjunct faculty. Input on the Draft Self Study Report was received through the end of November 1996.

As the College-Wide Steering Committee met and worked on reports from a global perspective, the Western Campus Steering Committee co-chairs were active participants. These individuals represented the Western Campus through the development of the Self Study Design and Task Statements and reported regularly on the activities of the Western Campus at each of the College Wide Steering Committee meetings. They also proposed the development of campus audio-visual presentations, open forums for review of committee reports, and the sharing of minutes from each steering committee among all of the committee chairs.
This report is a result of numerous meetings and individual research by the members of the Campus Environment Supporting Personal/Professional Development and Encouraging Student Learning Subcommittee. To accomplish assigned tasks, each committee member was assigned an area related to the committee's charge and asked to provide the research for that area. In addition, data for this report were gathered from a comprehensive Student Life Survey distributed to students, student leaders and faculty to assess awareness, usage, and satisfaction of non-classroom activities offered on the campus.

Members of the committee submitted their findings in February 1996, and a rough draft of the final report was made available to all committee members in March 1996. During the Spring 1996 semester, members of the committee were provided the opportunity to make any additions or corrections to the draft document. Finally, around mid-March, the completed version of the committee's work was submitted.

Task Statement 1
Redefine the Role and Scope statement of the campus as it relates to the College Mission, through an analysis of current and recent campus activities related to support for Student Learning.

The Role and Scope Statement (Appendix 10) was most recently revised and distributed on April 29, 1996. The statement captures the direction the Western Campus has taken in recent years while complying with the commitments listed in the College's Mission Statement on page 8 of the 1996-1998 College Catalog. An analysis of the demographics of enrollment on the Western Campus reveals that a greater minority population is present on campus than is reflected in the overall county population and the Western Campus service area. This is further discussed in the chapter on Campus Perspective on Comprehensive Issues. Accordingly, the Western Campus is trying to position itself to serve the broadest spectrum of residents in its service area and to offer programs dedicated to meet their needs and that of business and industry in the area.

Despite the presence of New York Institute of Technology, Five Towns College, Long Island University in Brentwood, and Dowling College in our service area, enrollment at the Western Campus has shown an upward trend for most of the past five years. This enrollment increase can be attributed to both the expansion and modernization of our campus buildings and grounds and to the introduction of new curricula in the health-related fields.

Since 1990, $34,558,645 has been dedicated to new buildings and renovations and has dramatically increased the quality of student life and the expansion of academic offerings. Furthermore, design has been completed for construction of a $46.5 million, multi-use health technology, criminal justice, and physical education facility. This 250,000 square foot building is expected to open in 1999. The dedication of funds to new curricula along with renovation and expansion projects shows consistency with the College's commitment to "offer programs and services that respond to the ever-changing needs of business, government and community organizations."
The Western Campus has seen a 10.8% enrollment increase in the last five years. The increase in minority representation has outpaced the overall increase in nearly all significant categories. New programming added during this time includes Health Information Technology, Chemical Dependency Counseling, Medical Assisting, Occupational Therapy Assistant, Ophthalmic Dispensing and Veterinary Technology Assistant. New occupational programs being considered include Heating-Ventilation-Air Conditioning Technology, Pharmacy Technology, Sports Management and others. New courses have been developed and offered including, Computer Graphic Arts, Conversational Spanish for Health Professionals, Computer Programming in Turbo C++/C, and other similar current topics. The campus is responding to the community needs and the occupational trends of the workforce.

Conclusions
The campus regularly revises the Role and Scope statements which it uses as a guiding principle for the development of new programs and course offerings. The Role and Scope statement has been sensitive to the trends in enrollment and has reflected specific objectives toward accommodating and enhancing our programs geared toward the diversity of our student population.

Recommendation
Given the proximity of the Western Campus to one of the County's largest industrial parks, the Role and Scope statement should indicate those special technology areas that the campus is prepared to service or is willing to develop for the future.

Task Statement 2
Analyze the non-classroom programs, activities and environmental conditions of the campus that relate to a positive campus life program and student learning.

Non-classroom programs and activities fall under the purview of the Office of Student Activities. The programs and events are designed to satisfy intellectual, social and cultural interests and fall into one of several general categories: Committee to Encourage Appreciation of Diversity (CEAD) programs/events, student organizations, general events and publications.

In recent years, the Office of Student Activities emphasized the planning of multicultural activities. In the fall of 1995, for example, lectures on the Civil Right Movement and Hinduism and song festivals in celebration of both Italian and Hispanic Heritage months were featured.

The programs have been developed in consideration of the diverse student population and that of the neighboring communities. Eighty-four percent of the students queried in the Student Life Survey reported "satisfaction" with the range of multicultural events, and a review of the area demographics shows that multicultural events are consistent with the diversity of the community at large (Appendices 13 and 14).

In addition to programs designed to appeal to specific interests, student activities include programs regarding personal, physical, and educational issues. On the Western Campus, workshops and seminars dedicated to stress reduction or math anxiety are usually given each semester. During the Evening Common Hour (a program established in 1993 to provide evening students access to non-classroom activities) presentations on student success, dealing with
troubled children, caring for aging parents, genetics, alcoholism, and diabetes were given during the Fall 1995.

There have been a few recreational activities. Physical education faculty have given presentations on how to "Walk to Fitness." Student Activities sponsors an annual faculty vs. students volleyball game and softball games.

For the past several years, the Western Campus has recognized the importance of maintaining and improving its physical appearance. To that end, faculty, students, and staff have participated in an annual campus beautification program. This effort, which is funded primarily by donations from student organizations, results in the planting of about 3,000 flowering annuals each spring. Complementing this effort is the work of the grounds crew who have made dramatic improvements in the appearance of the campus lawns despite a limited budget.

In the Comprehensive Student Life Survey, 98% of student respondents rated the quality of the Committee to Encourage the Appreciation of Diversity (CEAD), Evening Common Hour, clubs, art events, and special events as "good" to "excellent" and over 90% of those responding that they are "satisfied to "very satisfied" with the programs. Eighty-four percent expressed "satisfaction" with multicultural events. Forty-three percent of the student respondents said they learned about campus events from faculty members, 40% depend upon the Student Activities Newsletter, 10% learned of events from the campus newspaper, and 18% from signs and posters on campus.

It is apparent that students are aware and satisfied with the types of events and the range of activities offered on the Western Campus. However, for some students the value of student activities to campus life or college coursework is not apparent, despite efforts to make the value clear.

Responses to the questions in the Student Life Survey suggest that faculty and students value the contribution of student activities differently. While faculty indicate that these activities contribute to students' "personal growth" and "sense of campus community" (72.2% moderately or a great deal), students do not report an understanding of that contribution (78.1% "somewhat" or "not at all").

Conclusions

The dedication of the staff including faculty, administrators, support staff and maintenance personnel to the promotion of a supportive campus environment is unquestioned. Faculty and administrators from other campuses often comment on the atmosphere promoted at the Western Campus.

The evidence from the Student Life Survey indicates a greater feeling among the faculty for the importance of non-instructional activities to student growth and development than the student understands. However, there appears to be a solid match between the area population, the campus population and the types of programs and activities scheduled to meet the needs of those populations. The campus has implemented a successful evening common hour program extending this programming to the students and community through the evening hours of operation.
Recommendations

1. More activities could be introduced to address the need for improved physical fitness. Walk-a-thons, 5K runs, ball games, lawn games and intramurals should all be implemented to address and improve the physical fitness and spirit of our students.

2. More activities dedicated to the improvement of skill deficiencies should be offered. Even though instructors in our CS-15 classes emphasize exercises dedicated to student skills, more workshops on note taking, studying techniques, test strategies, library use, etc., should be conducted to reinforce what students learned in CS-15.

3. Faculty should be encouraged to promote campus activities with students and explain the value of the contribution these activities make to student learning and personal development.

4. An effort should be made to expand advertising more thoroughly to increase student awareness and participation. Greater anticipation for Student Activities Day and other events could be generated if banners and other forms of advertisements were found throughout the campus a week prior to the event. Banners close to each entrance to the campus will also keep the local community informed about activities on campus.

5. The Office of Student Activities should invest in a state-of-the-art desktop publishing system that is capable of producing sophisticated designs and banners.

6. The Public Relations Office should make a greater effort to advertise campus activities in the local papers. In addition, the College's Community Relations Office should follow up each event with an article or photo that demonstrates how beneficial/successful the event was to the surrounding community.

Task Statement 3
Describe those campus activities and academic programs that promote multiculturalism.

As noted in the Western Campus' Periodic Review Report to the Middle States Association in June 1992, formal efforts to stress the appreciation of the diversity of the student population have included:

- film presentations with panel discussions regarding significant issues of race,
- workshops in cross cultural simulations,
- receptions and social events honoring minority populations, sponsored by student clubs such as the African Peoples' Association (APA) and the Association of Latin American Students (ALAS).

In the Fall of 1993, the campus took a more purposeful approach by creating a committee dedicated to multicultural appreciation. That committee, "The Committee to Encourage Appreciation of Diversity" (CEAD), is comprised of student, faculty, staff, and administration, and was created by a joint effort of the Office of Student Affairs and the Office of Instruction. Its efforts to date include not only cultural awareness in terms of race and ethnicity but also respect for diversity of religion, gender, sexual orientation, physical and mental ability and even lifestyles. Activities have included:

- "The Changing Face of Racism", a lecture by Dr. Bruce Hare which was co-sponsored by the Western Forum, APA, and CEAD.
"Ethnic New York", a lecture by R. Kratzke, Adjunct Professor of History. This was given during the Evening Common Hour and sponsored by the Student Activities Office.

"Hoop Dreams", the movie and a lecture by its director, Steve Jones, which was sponsored by CEAD and the Western Forum.

The display of "Flags of All Nations" in the Sagtikos Building Lobby.

During the 1995-96 academic year, CEAD added a particular emphasis on Indian culture featuring a social event, "The Indian Festival of Lights," and lectures: "Hinduism" and a "Pilgrimage to Mecca." The inclusion of related events regarding a select theme is now planned for each academic year in addition to general activities.

To publicize and fuel the momentum for CEAD's efforts as well as other campus multicultural events, CEAD publishes a schedule of activities at the beginning of each semester in its brochure, "Kaleidoscope."

And most recently, the College's commitment to the appreciation of diversity supported the creation of a bi-campus Coordinator of Multicultural Affairs. This position is a job share between the Western and Selden campuses with the coordinator dedicating 17 1/2 hours to the Western Campus.

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Conclusions

The activities described earlier appear to meet the needs of the Western Campus population and student body based upon the increases in ethnic enrollment at the campus. Many of the activities designed to focus on multiculturalism have become very popular.

Recommendations

1. Since 84% of students surveyed expressed "satisfaction" with multicultural events, the Office of Student Activities should make every attempt to continue funding and assisting the development of more multicultural events.

2. Some local residents have expressed a desire for increased publicity of multicultural events within the community. Funding should be provided to make residents more aware of the events/programs being offered on the Western Campus.
Task Statement 4
Analyze the relationship between students and non-classroom faculty and staff as that relationship relates to the promotion of a conducive learning environment.

Academic Skills Center
The Academic Skills Center is supervised by a full-time coordinator who reports directly to the Assistant Dean of Instruction, Liberal Arts. The coordinator is responsible for the general operation of the Skills Center including purchasing materials and software for use in the center and hiring and scheduling of part-time Professional Assistants who provide coverage in all academic areas.

Support for the coordinator in the supervision of the Skills Center is provided by a full-time professional assistant. This individual supervises all the student aides, provides direct assistance to students in computer usage, conducts and schedules CS15 and ESL orientations, and maintains formal records on student utilization and employees for payroll. An additional full-time professional assistant was hired through a grant to provide direct tutoring assistance on the computers. (This position no longer exists since the grant was terminated.)

Professional assistants are also hired on a part-time basis to provide tutoring for students in specific academic areas. A total of 27 part-time professional assistants are currently employed: eight specifically for the reading lab, two for the ESL lab, one for computer assistance with science-related programs, and 18 for academic tutoring in subject areas. In addition, one full-time reading faculty is assigned overload time to serve as the Reading Lab Coordinator. Clerical duties are performed by two part-time college aides and approximately 10 student aides. These individuals are responsible for reception, phones, signing students in and out, data entry and computer assistance.

The Academic Skills Center experienced 28,907 student visits during the Fall and Spring semester 1995-96. The Center operates 52 hours a week for student purposes of which 34 or 65% are daytime hours and 18 (35%) are evening or weekend hours. The campus receives credit for 28.12 FTE students for skill center learning activities. The Center has 82 student learning stations, 68 of which have computers available. Staff summary is as follows:
- 2 full-time professionals
- 2 part-time college aides and 10 student aides
- 27 professional Assistants (4.4 FTE)

Professional staff needs in the Academic Skills Center would include an increase in PA hours in the evening and on weekends. Another concern is that termination of the grant funded Professional Assistant has left a void in the tutoring services, particularly in math. The demand for math tutoring has not been met with part-time professional assistants. A full time secretary would improve the Skills Center process.

Admissions Office
The Admissions office is supervised by the Campus Director of Admissions who reports directly to the Dean of Students. All professional staff participate in the admissions process, including recruiting at high schools and college fairs, interviewing prospective students, and processing applications for matriculated students. The director oversees all restricted curricula application requests and specifically administers admission to the Ophthalmic Dispensing and
Fine Arts programs. Other duties include presenting informational workshops on admission to the Nursing program and processing all foreign student applications.

The Assistant Director of Admissions is responsible for all unrestricted curricula application requests and specifically administers admission to the Chemical Dependency Counseling, Medical Assisting, and Nursing programs. The Assistant Director also presents informational workshops on admission to the Nursing program.

A full-time counselor was added to the Admissions staff in December 1995. In addition to general admissions, this counselor specifically oversees admission to the Occupational Therapy Assistant and Veterinary Science programs. A part-time professional assistant has been allocated up to 160 hours per semester. In addition to recruiting assignments, the PA is responsible for reviewing all nursing applications and conducting interviews for admission to the Nursing program.

The clerical responsibilities are shared by two full-time secretaries, two part-time college aides, and one part-time student aide. The second full-time secretary was hired in 1994, and this addition has allowed the office to better serve the student population by processing information and requests more quickly and efficiently.

The Admissions Office has three full-time professional staff (3.6 FTE including part-time and overload hours). The Office has two full-time clerical staff (3.5 including college and student aides). The Office processed 2,932 applications Fall and Spring semesters 1995-96 and accepted/admitted 2,375 students. The office made approximately 75 off-campus recruitment visits in school year 95-96 and conducted five outreach programs. On-campus special activities included:

925 office appointments
8 nursing seminars (175 participants)
7 Saturday morning Mini Open House sessions
1 Health Careers Information night (200 participants)
3 Professional Association activities

The director believes the part-time professional assistant should become full time. The clerical staff is currently able to service properly the student population, but as new programs are added and the student population grows, there may be a need for additional staff.

Athletics

The Athletics Office is supervised by the Coordinator of Athletics who reports directly to the Dean of Students. Athletics provide the opportunity for students to compete in intercollegiate sports at the National Junior College Athletic Association (NJCAA) level. For students who want to participate, but are not at that level of competition, intramural sports are available.

The lack of athletic and physical education facilities has given the campus an interesting opportunity. Cooperative relationships have been established with the Brentwood School District and the Town of Islip. Indoor athletic facilities for sporting events are rented from the Brentwood School District and outdoor competition fields for baseball, softball and soccer are
rented from the Town of Islip. On-campus outdoor storage sheds are used for equipment, and the maintenance department has a shower for use by athletes.

The Coordinator of Athletics is responsible for the administration of all campus NJCAA sports and intramural programs. This includes budgeting, accounting, scheduling, employing staff in all areas, purchasing equipment, determining eligibility, and monitoring student progress in the classroom. Clerical duties in the office are performed by two part-time college aides, one newly hired in September 1994. One part-time equipment manager and a part-time student aide provide for the equipment needs and preparation of all team activities. An athletic trainer was hired part-time in September 1995 and works daily with the student athletes in conditioning, injury management, and rehabilitation. This staff member is available at all home games for emergency medical attention.

Student participation in athletics has grown each year. Currently, there are five team sports for men (baseball, basketball, bowling, golf and soccer) and four team sports for women (basketball, bowling, softball, and volleyball). In the future, the department hopes to offer women's and men's cross country. Approximately 120 students are involved in NJCAA sports and 60 students participate in intramural sports.

In athletic competition, students learn many of the skills necessary to succeed in the classroom and in life, such as cooperation, discipline, goal setting, and perseverance. Through this, students will gain self-esteem and the confidence to transfer these skills to classroom learning.

The Athletics Office and responsibilities will change with the addition of the Multi-Purpose Health Technology building. The coordinator is planning to incorporate these changes and will continue to re-evaluate the needs of students and the athletic program. The coordinator also has teaching responsibilities. As the campus grows, a full-time director of athletics will be needed. One full-time clerical position is needed in the office to provide continuity and availability.

The Counseling Center

The Counseling Center is supervised by the Associate Dean of Students. The Counseling Center provides services for students including academic advisement, bilingual counseling, career and transfer planning, job placement, personal counseling, advising of students in Suffolk County Department of Social Services/JOBS programs, and support for students with special needs.

In addition to general counseling, each counselor provides a specialization in servicing the student population. One full-time counselor is available for bilingual counseling and works with the Coordinator of the ESL program in the transition to college level coursework. One full-time counselor provides career planning services, job placement services and coordinates the Career/Transfer Resource Room. A third, full-time counselor specializes in the transfer process, providing information and contacts to assist students in gaining access to four year college programs. A fourth, full-time counselor position has been divided into a job share with two counselors equally sharing time. These counselors are responsible for servicing the needs of the disabled student population. They assist students in obtaining interpreters, readers, note-takers, writers and serve as a liaison for referral agencies.
An adjunct grant-funded counselor has been hired to provide for Suffolk County Department of Social Services employees who are enrolled students. This counselor also assists in career counseling for the general student population. Also housed in the Counseling Center is the grant funded program coordinator for the JOBS Program. This person is responsible for coordinating the educational experience of the Department of Social Services and Department of Labor recipients and other disadvantaged students.

Clerical duties for the Counseling Center are coordinated by one full-time secretary. She is responsible for all appointments, testing, reception, telephones, and supervising all other clerical employees. Three part-time college aides (2 day, 1 evening) and student aides (hired each semester) help with answering telephones, reception, and appointments.

The counseling center has three full-time professionals and three half-time professionals (4.8 FTE including overload.) The center schedules 300 student and prospective student appointments each week and handles 10 to 12 "walk-ins" a week and as many as 20 "walk-ins" during peak time periods. The center conducts in excess of 90 academic placement testing sessions each school year. Each session averages 16 participants for an approximate total of 1,440 students.

Specific current needs on the professional staff include at least one additional full-time counselor to focus on learning styles and strategies for success of the special needs population. Additionally a full-time professional assistant would be responsible for testing supervision, the career/transfer resource room, updating brochures and assisting with advisement during peak periods.

The amount of work produced by the Counseling Center demands the attention of at least two full-time secretaries, with the continued support of the college and student aides. Long terms needs include a full-time counselor with duties as clinical/psychotherapist. Although all the counselors may help in this area, there is a need for one professional to focus on crisis intervention and short term psychotherapy. Eventually, the Associate Dean of Students will be moving out of the Counseling Center. At that time a director of counseling position will be necessary to coordinate all functions in the Counseling Center.

The Educational Opportunity Program (EOP)

The Educational Opportunity Program office on campus is supervised by the Assistant Director of EOP who reports directly to the College Director of EOP. The office works to assist students in their college success through counseling and tutoring. The Assistant Director provides "hands on" bilingual services in all aspects of student development including personal, academic and financial aid counseling, high school and community (i.e. churches) recruitment as well as tutoring. The professional staff also includes a part-time professional assistant who works 12 hours a week.

The clerical duties for the EOP office are performed by one part-time student aide. The instructional tutoring is performed by the Assistant Director, the professional assistant, and four part-time student aides.
The Educational Opportunities Program (EOP) office has one full-time and one part-time professional staff (1.4 FTE). The EOP office provides peer tutors using four or five college work-study students each semester. Clerical support for the office is provided by college aides. During the fall of 1996 and Spring of 1996, 232 students received counseling and 236 received tutoring services. Overall, 345 hours of services were provided with a ratio of three hours tutoring for each hour of counseling.

Of the students receiving EOP services, 25 to 30% would not be able to attend without the support of the EOP office. The EOP office provides assistance to high risk students and helps them to assimilate into the regular student body. The office provides support for students who would be intimidated by the "institutional processes." A full-time professional assistant is needed to service fully the EOP students. Full coverage and continuity are important issues in the office and in the future a full-time clerical worker should be hired to meet these needs.

The Financial Aid Office

The Financial Aid Office is supervised by the Director of Financial Aid who reports directly to the Associate Dean of Students. The full-time professional staff consists of the Director and one financial aid counselor. Their duties include ongoing individual financial aid counseling workshops for completing financial aid forms, administration of the State and Federal program, and distribution of all financial aid funds for Western Campus students. One part-time evening professional assistant is on duty to facilitate the financial aid process. The PA conducts financial aid workshops, helps to package student folders, and is available to answer any questions.

The clerical staff in the Financial Aid Office includes two full-time secretaries, one of whom was added in November 1995. This addition has helped to facilitate the entire financial aid packaging process and to provide students better access to information. There are six part-time college aides working in the office to assist the full-time secretaries in all clerical duties. The College Work Study Program provides the funding for between five and ten student aides to work in the office each semester. As confidentiality is an issue in the Financial Aid office, student aides are limited to working in the areas of reception, answering phones, making appointments, and the distribution of forms.

The Financial Aid office is staffed by two full-time professionals (3.5 FTE including part time and overload). The office has one full-time support staff (3.5 FTE including college aides and work study students). The FA office processes in excess of 4,000 applications each year. There are approximately 3,000 active student financial aid accounts each school year (Approximately $6,000,000). The office conducts 240 FA workshops each year for approximately 4,300 people.

The FA operation has an enormous impact on Western Campus enrollment. The director estimates 75% of the recipients would not be able to attend school without the FA support. Due to the number of students filing for financial aid on the Western Campus, the professional staff in the financial aid office is often overwhelmed. As the campus continues to grow, there is a need for additional professional staff including at least one full-time counselor and one full-time PA with computer background in financial aid programs. An additional full-time secretary would provide more continuity to assist students in the financial aid process.
The Library

The Western Campus Library is supervised by the Campus Head Librarian who reports directly to the Dean of Instruction and indirectly to the Assistant Vice President of Academic Affairs. The library faculty provide a comprehensive program of instruction, resources and services. Certain technical functions such as cataloging, acquisitions and equipment repair are supplied by central departments which are coordinated by the Assistant Vice President of Academic Affairs. The campus library faculty serve on college-wide library committees to ensure the coordination of policies and procedures.

Library instruction is central to the reference program and the three full-time reference librarians and six adjuncts are responsible for both individualized instruction and lectures across the curriculum and in the CS15 Freshman Seminar required course. (The full-time media librarian fills in when gaps in coverage occur.) The library faculty assist students with their research projects and classroom assignments. Students are taught various search strategies and critical thinking skills which provide information literacy. A major goal is to help students gain proficiency in accessing, using and evaluating information. The library faculty work with instructors to develop assignments that promote research skills. Library lectures provide formal group instruction in research skills and the use of sources and bibliographic formats.

Lectures are given across the curriculum and in CS15 where a research assignment is graded by the library faculty. A one-credit course, LR11 Introduction to Library Research, is also offered. The library instruction coordinator is responsible for preparing research guides and materials, scheduling classes and serving as a liaison to the classroom faculty.

The library's collections—books, periodicals, media, and so forth—provide the essential materials for the instructional program. Managing the various collections is a shared and ongoing process. Overall, responsibility for the book collection is assigned to the collections development librarian. This individual assigns subject areas to the other library faculty and generates circulation/acquisitions reports. Another librarian is in charge of analyzing periodicals usage and costs in order to offset the seemingly, never ending escalation of subscription prices. The evaluation of the cost-effectiveness of electronic sources is also handled by this person. The library instruction coordinator manages the vertical file and orders government documents and pamphlets. Finally, the media librarian is responsible for promoting the use of audiovisual material and technology by faculty and students. Selecting media software is a major function carried out by this professional.

Library services fall into two broad departmental areas: circulation and media. The Circulation Department, supervised by the collection development librarian, provides such services as: charging out books, periodicals, reserve materials, overseeing photostat and microfilm copying and relaying information about library hours and services. The Media Department provides audiovisual services to the Media Center and classrooms. This department's personnel, supervised by the media librarian, provides computer support to library faculty and staff, assists faculty in the selection of AV materials and produces audio, photographic and video materials.

The Academic Computing Center is a functional department of the Western Campus Library. The Computing Center provides three major stations. There are 20 computers in a classroom configuration where faculty can conduct regular classroom sessions using the
The computer as a tool of instruction. There is a section where active assistance is provided to students who are working on projects assigned for completion in the Academic Computing Center and a third section where students have open access to a computer for non-specific personal and learning activities.

The Computing Center is staffed by one full-time professional assistant who reports to the campus head librarian. Additional staff support is provided by part-time professional assistants who have some background in computing and provide equipment-based support for students.

The library is considered a major learning resource for the campus, thus the inclusion of the Academic Computer Center. The need for prompt and helpful service is a must at the circulation desk since it is often the initial contact point for users. The library provides 72.5 hours of access a week fall and spring semesters and 52 hours a week during summer session. The library has 10.5 FTE professional staff (additional 2.5 in the Academic Computing Center) and 6 FTE clerical staff. The library provides seating capacity for 169 users exclusive of the Academic Computing Lab and 58 computer stations in the Lab. There is a total on-campus user community of 7,116 that yields a ratio of 749 potential users per library faculty member.

In spite of declining resources for book and periodical acquisition the library has improved user access through increased use of electronic and CD ROM media. The most critical staffing need in the library is for another full-time professional assistant in the Computer Center. Sharp increases in both lab usage and computer services to the campus have resulted in a "crisis" situation. Even with the hiring of additional part-time professional assistants, the full-time professional assistant has an excessive work load. Efforts to create another full-time position have not been successful; as a result, the Center's schedule and services have suffered greatly. The hiring of a full-time clerk typist would also help the Center to operate more smoothly.

Another serious need is for a second full-time clerk at the circulation desk. This second position was lost due to a retirement and a transfer of the line in 1981. College aides are used to offset this loss, but the lack of continuity and computer skills, which a full-time employee could provide is critical. A second professional assistant is needed in the Media Department to assist in deliveries and to facilitate media production. And a full-time librarian with an expertise in computers and the Internet is needed. The Campus Master Plan calls for a new, separate building for the learning resources center. Additional faculty and staff positions will be needed for such a facility.

The Student Activities Office

The Student Activities Office is supervised by the Director of Student Activities who reports directly to the Dean of Students. The Director is responsible for all functions in the Student Activities Office. Specific duties consist of co-advising the Student Senate, administration of the Captree Commons Student Center, and coordinating commencement exercises. The professional staff in this office include the Director, one full-time counselor and an instructional faculty member with three instructional hours per week re-assigned time to work as an activities assistant. All professional staff members coordinate and produce many campus-wide activities such as: Orientation, Student Activities Day, Coming Together (an end of year celebration), the Film Series, the Western Forum Lecture Series, the Annual Awards Dinner.
The full-time counselor position was added in September 1993. This counselor is the advisor to the Student Club Program. Student participation has increased dramatically with the addition of a counseling staff member. The Activities Assistant works with the college campus and surrounding community in volunteer services and fund raising events. This person is responsible for the coordination of the Evening Common Hour Program.

The new job share position of Coordinator of Multicultural Affairs is housed in the Counseling Center. This individual will work directly with under represented students with respect to recruitment, retention, graduation and transfer. Counseling, workshops and programs will be coordinated by this person.

The Student Activities Office currently employs one full-time clerical worker who is responsible for reception, phones, all paperwork and assisting the professional staff. The clerical staff also includes one part-time college aide who provides staffing at the Information Center and security for the Art Gallery. Six student aides have been hired for coverage at the Information Center and security in the Student Lounge. They also post literature produced in the Student Activities Office.

There are currently 31 active student organizations on campus including the Student Senate and the honor society, Phi Theta Kappa. These organizations have in excess of 500 active participants. The Student Senate has been the student government organization since Spring 1987 and has 15 to 17 active members each semester.

Student Activities projects the need for a part-time professional assistant to provide expertise in the area of computer graphics to design and produce the many advertisements, brochures and signs originating in the office. Professionally produced literature should increase student involvement and participation. There is a need for a part-time college aide to assist the secretary in all clerical duties due to the increase in campus activities and student participation. Upon the arrival of the new Multi-purpose Health Technology building additional clerical and professional staff will be necessary. The student population is expected to increase and staffing needs will continually be re-evaluated and projected.

Conclusions

As evidenced from the report of the Athletics Office, values and skills learned in the programs and activities of that office transfer to academic and general learning. The research strategies and critical thinking skills fostered by the library contribute to the students' functioning in a learning environment. The supportive atmosphere provided by the Counseling, FA and EOP offices promote the student's ability to meet the challenges associated with college-level study. Student Activities promotes individual growth and development in a supportive individual and group activities program. A challenging academic environment is supported by individualized attention and assistance provided by the Academic Skills Center and the Academic Computing Lab. Campus facilities and environment are maintained with a primary focus on the student as customer and consumer of learning services.

Recommendations

1. Appropriate to the needs of the Financial Aid office, the campus should consider the addition of at least one full-time counselor and one full-time professional assistant.
2. Given the growing student population on campus, staffing needs of the Student Activities office should be addressed.

3. A full-time counselor with duties as clinician/psychotherapist should be considered for the Counseling Center. Also, there is a need for an additional full-time clerical position.

4. An additional full-time professional position is needed in the EOP office.

5. There should be an increase in Professional Assistant hours in the Academic Skills Center. Continuing college funding rather than grant money should be allocated for the full-time PA position.

6. A full-time clerical position should be considered for the Academic Skills Center.

7. A full-time clerk typist and an additional full-time professional assistant should be hired for the Computer Center as soon as possible. In addition, the second full-time clerk typist position at the circulation desk in the library should be restored. The campus should also consider a second P.A. in the Media Department to assist in deliveries and to facilitate media production.

Task Statement 5
Describe recent facility developments including plans for new facilities and renovations, and analyze the relationship and impact on the teaching and learning process.

In the late 1980s the Western Campus began a vigorous program of facility construction and renovation. Support for these projects is provided 50% from the State of New York and 50% from Suffolk County. The first major project was the construction of the Sagtikos Arts and Science Center. The structure was completed in 1989 at a cost of 17 million dollars. Primary emphasis for the facility is instructional space including library and learning centers.

Following that project was a major renovation project that converted the Gamma Building to the Captree Commons campus center. This facility renovation included an additional structure to house a cafeteria and the conversion of instructional space to facilities for student service, student activities and the campus bookstore.

This renovation project also included modifications to the Alpha Building, modernizing that structure and providing laboratories for Allied Health instruction programs and renovation of Beta Building, renamed Caumsett Hall. Campus administration, student services including counseling and financial aid, and classrooms and computer laboratories are included in this updated facility. Those renovation projects began in 1992 and were completed in 1994. Relocatable classroom facilities were also added during this time period (Westside Building, Annex Building) and an old portable classroom facility, the Delta Building, was demolished and removed.

In 1995 a new facility, Paumanok Hall, was constructed primarily to house the Veterinary Science Technology Program. This facility provided on-campus location for the campus photography laboratory and provided additional science laboratory facilities. To complement major facility construction and renovations, new parking lots were constructed.

A major new multi-use facility is in the final planning stages at the time of this writing. That facility will provide about 220,000 square feet of space to house and upgrade facilities for the Allied Health Programs and the science laboratories. The new facility will also include 20 additional general-use classrooms and will provide facilities including a swimming pool and
field. This will enable full implementation of a program of physical education and wellness at the Western Campus. In an agreement with Suffolk County a portion of this facility will be used to house the Suffolk County Police Academy. Throughout the construction and renovation projects under the leadership of Provost LaLima equal emphasis has been provided on enhancing instructional facilities and on developing a campus life program. Considerable attention has been provided to ensuring a warm and inviting atmosphere, an atmosphere that promotes learning and enhances a student sense of pride and community on the Western Campus.

There has been concern expressed regarding the appropriateness of the relocatable facilities. While these two structures provide usable classroom spaces, the facilities are not the most desirable for a total learning atmosphere. They provide much needed space for a campus that is growing and expanding. Plans include the phasing out of these leased facilities upon the completion of the Multi-use Campus Facility.

As each new construction project is proposed and approved, a campus committee made up of the primary users of the facility and those most interested in the development of facilities for the Western Campus are involved in the planning process. Attention is paid to the students' needs and concerns, the aesthetic value to the campus and the surrounding community, and the long-term planned use for the Western Campus.

While current facilities are designed to meet needs of the Western Campus, budget constraints have required that these facilities are completed without all of the amenities appropriate to a total campus environment. Accordingly the following observations have been made:

Club meetings are held in classrooms usually during common-hour. However, some programs are unable to utilize this time period and then find it difficult to a room on campus location for their meetings.

There is insufficient quality programming space for large groups on campus. The Sagtikos lobby is aesthetically attractive and large but the center staircase makes it difficult for large group activities. Receptions held in this area are considered "cold," as there is inadequate seating and programs conducted in the lobby inhibit access to the Academic Skills Center, Library and restrooms.

The cafeteria has acoustical problems and medium size groups congregating in the area generate noise that is not deadened and makes the area uncomfortable for other individuals.

Maximum seating space other than the theater is in Captree Commons, in Room 114. This is a nice facility for medium size groups (up to 75), but recently on campus presentations have drawn much larger groups to that facility and it has been inadequate.

There is no recreational or game-room facility for louder social interaction.

There is insufficient lounge space in general, and there is a need to address the lack of "canteen" space in current and future buildings.
Conclusions

The Western Campus suffers from the same problems that are evident with all rapidly expanding community college campuses. Because of the press of enrollment, instructional space is secured as quickly as possible. However, this campus has ensured that adequate space for student service programs and student activities as well as cultural events has been made available.

The general difficulty facing the Western Campus has been the inclusion of all the necessary amenities associated with ensuring a comprehensive campus life program. The new multi-use facility will provide many of the spaces and some of the amenities associated with providing a full and complete campus life program.

Finally, there is need for the expansion of campus operating budget to provide additional staff and equipment to support a expanding physical plant.

Recommendations

1. Some students have expressed frustration about scheduling conflicts of "popular" programs/lectures/events. An attempt should be made to minimize such conflicts in the future.
2. Future expansion of the campus should provide ample space for large groups to meet and indoor space should be dedicated for this purpose.
3. The Sagtikos lobby needs more indoor plants, sculptures, and paintings to add "warmth" to this high-use space.
4. A game room containing pool and Ping-Pong tables, tables for card and board games must be a priority.
5. In each classroom building, lounge space should be made available.
6. As the campus continues its expansion, space for small units for food service should be made available.
7. Since 1986, improvement in our facilities has been a priority on the Western Campus. Money for plant operations to maintain and preserve this progress is a priority.
8. The budget for Plant Operations should be expanded so better equipment and more personnel can be provided to service our growing campus.
9. As the campus expands more full-time maintenance personnel are needed including mechanics, custodians and grounds workers.
ORGANIZATION AND SUPPORT FOR TEACHING EXCELLENCE

*Characteristics of Excellence* articulates standards essential in assessing program and curricular components, including instructional methods, teaching strategies, curriculum design and implementation, and ongoing evaluation to determine effectiveness. These standards gave focus to the Teaching Excellence Subcommittee as it developed its findings through interviews, a comprehensive survey, and review of existing institutional reports.

Committee members interviewed department heads and deans to determine the status of the educational programs/curricula and to identify apparent changes and proposed recommendations. The subcommittee conducted surveys of faculty and students during the Spring 1996 semester and gathered data regarding frequency use of various instructional methods and assessment techniques. Also gathered were opinions and recommendations for changes to improve student learning and teaching excellence. The scope of these surveys was more in depth than can be represented in this report; however, the subcommittee seized this opportunity to learn more about teaching practices at the Western Campus.

The surveys confirm that experienced and dedicated faculty, with a strong commitment to student academic success and personal growth, provide an environment that facilitates effective and innovative student learning. Relatively small class sizes, allowing for more personalized attention, encourage student success. In addition, a collegial milieu fosters interdisciplinary approaches and diversity in program offerings.

Facilities have improved dramatically over the past five to seven years. The completion of the Sagtikos Building and renovations of the Alpha Building, Caumsett Hall and Captree Commons (formally known as the Beta and Gamma Buildings) provide new and improved space. The Health, Wellness, Fitness Technology Building, scheduled for completion in 1998, will be a great draw to students and a major strength to support academic excellence.

**Task Statement I**

Redefine the Role and Scope statement of the campus as it relates to the College Mission, through an analysis of current and recent campus activities related to support for Teaching Excellence.

In keeping with the College's Mission, the Western Campus Role and Scope Statement describes its priorities for, and responsibilities to, the instructional programs offered. In consideration of these priorities, the Western Campus has demonstrated fulfillment of its role and scope statement in various ways.

- Attention to the transferability of programs and courses is evident through the numerous articulation agreements.
- Career-oriented courses and programs constitute a large part of the Western Campus offerings and continually undergo review and revision to keep abreast of current developments in workforce needs.
- The Developmental, Honors and ESL programs meet the diverse needs of the Campus' heterogeneous population.
In addition learning opportunities have been extended to varied populations either within or beyond the Campus' service area. Examples of programs providing such extensions of learning opportunities are:

- Credit for college-level learning through life experience
- Telecourses
- Vocational assistance courses
- Auditing of credit-bearing courses by senior citizens

Conclusions
Those segments of the Role and Scope statement that have a direct relationship to the delivery of excellent teaching have resulted in improvements in facilities and learning opportunities for students. Those opportunities include programs directed at community needs and providing special learning situations, including field placements and life experience credit. The campus is expanding into additional program areas as well as additional delivery methodologies, such as telecourses. It would be a benefit to the entire campus, however, to have a statement of each campuses Role and Scope included as a part of the college catalog and for each department to develop mission statements associated with the college mission and the campus Role and Scope statement.

Recommendations
1. The Role and Scope statement, including a declaration of commitment to quality education as demonstrated by excellent teaching, should be included in the catalog.
2. Departmental mission statements should be developed corresponding to the description of responsibilities in the Role and Scope statement.
3. Interaction with business, industry, or governments should be increased to provide opportunities for public service, enhanced teaching, learning and research.

Task Statement 2
Study the enrollment trends of the campus (recent five years) and relation of those trends to specific teaching strategies and delivery methodologies.

Enrollment Trends
With the exception of Fall 1995, enrollment has consistently shown an upward trend over the past five years. Anecdotal reports by students and faculty suggest that the size of the Campus and the encouraging attitudes and actions of faculty and administrators provide a special appeal to many students. Many students come to SCCC for a degree or certificate program to assist in career mobility. Students who explore new areas of interest often go on to complete a degree. The Western Campus offers students 50 designated curricular areas. These areas include broad courses of study such as Liberal Arts and Sciences with a General Studies focus as well as many defined areas of study within the Campus' eight departments and one coordinating area.

In addition to offerings in diverse curricular areas, the Western Campus offers a series of non-credit developmental courses for students requiring skills remediation in English, Mathematics and Reading. A recently developed American History Foundations course, with a developmental designation, has been designed to provide ESL students with an appropriate transition from non-credit to credit bearing courses.
Research on factors related to retention was conducted by the College's Institutional Research Director and presented in an October 1995 report. This report identified numerous factors that affect rates of retention and early departure. According to the study, persistence is directly linked to institutional commitment. One aspect of institutional commitment is positive faculty interaction with students. Students who experience supportive faculty interactions, through sound academic advisement and respectful in-class and out-of-class exchanges, are retained at higher rates and experience greater success in their academic careers.

While the Western Campus size and "personality" present a particularly unique sense of community, the ongoing changes and growth in the educational program, the physical plant and enrollment suggest that concentrated efforts must be taken in order to maintain this attractive feature. Measures to ensure that faculty are knowledgeable of the entire educational program as well as available advisement services are essential so that the unique and positive learning environment of the Western Campus can continue.

In addition to studying total enrollment figures, the subcommittee examined students' curricular emphases. Table 1 highlights the largest groups as contained in the Office of Institutional Research, June 1996 report of SCCC Students by Curriculum and Semester.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Fall 1991 (%)</th>
<th>Fall 1992 (%)</th>
<th>Fall 1993 (%)</th>
<th>Fall 1994 (%)</th>
<th>Fall 1995 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>103 Arts &amp; Sci- Gen</td>
<td>2003 (39.3)</td>
<td>2227 (40.8)</td>
<td>2357 (41.9)</td>
<td>2604 (43.4)</td>
<td>2580 (44.5)</td>
</tr>
<tr>
<td>500 Non-Matriculated</td>
<td>1362 (26.7)</td>
<td>1412 (25.8)</td>
<td>1391 (24.7)</td>
<td>1310 (21.8)</td>
<td>1330 (22.9)</td>
</tr>
<tr>
<td>ALL OTHER</td>
<td>1729 (34.9)</td>
<td>1818 (33.3)</td>
<td>1870 (33.2)</td>
<td>2086 (34.7)</td>
<td>1880 (32.4)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5094 (99.9)</td>
<td>5457 (99.9)</td>
<td>5618 (99.8)</td>
<td>6000 (99.9)</td>
<td>5790 (99.8)</td>
</tr>
</tbody>
</table>

As illustrated in Table 1, enrollment numbers over the past five years indicate the single largest number of students attending the Western Campus (ranging from 39% to 44.5%) are in the Arts and Sciences curriculum with a General Studies emphasis. A slight yet consistent enrollment increase in the General Studies curriculum is apparent each year over the five year period, a trend in keeping with the national emphasis on a strong liberal arts education.

Based on a recent college-wide revision of the General Studies curriculum, which determined an apparent need for the reinforcement of basic competencies and a strong cultural knowledge base, the reintroduction of a history requirement has been instituted. In addition, non-Western history offerings have been established in order to expand the historical perspective beyond the scope of the Western world. Other efforts to promote the excellence of the General Studies degree include the establishment of MA07 as a prerequisite for more advanced mathematics and science courses and the requirement of lab components for several natural sciences and developmental reading courses.
The second, largest single group consists of those who fall in the non-matriculated category (code 500), representing between 21.8% and 26.7% of the total enrollment, ranging between 3-5% higher than College-wide figures indicate. With the exception of a 1% increase in that group during Fall 1995, there has been an almost 4% decrease in the Undeclared category. All other special emphases curricula constitute between 32.4% and 34.9 in any given year. Given the enrollment decrease in code 500, there exists a narrow although positive move in the direction of greater clarity in student emphasis.

Special emphases programs and courses, constituting approximately one-third of the Western Campus total enrollment, fall approximately six percent below the college-wide enrollments. As noted in Characteristics of Excellence, these courses provide students with the opportunity for a well-rounded education and demonstrate the Campus' efforts to strike a balance between general and specialized areas of study. Table 2 shows Fall 1995 enrollments for those courses of study with the largest numbers of students.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus-Bus Admin</td>
<td>329</td>
</tr>
<tr>
<td>Code 315</td>
<td></td>
</tr>
<tr>
<td>Chem Dep Cnslg</td>
<td>113</td>
</tr>
<tr>
<td>Code 388</td>
<td></td>
</tr>
<tr>
<td>Crim Just Pre-Sv</td>
<td>217</td>
</tr>
<tr>
<td>Code 312</td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td>107</td>
</tr>
<tr>
<td>Code 330</td>
<td></td>
</tr>
<tr>
<td>Nursing-Day</td>
<td>99</td>
</tr>
<tr>
<td>Code 348</td>
<td></td>
</tr>
<tr>
<td>Vet Sci Tech</td>
<td>97</td>
</tr>
<tr>
<td>Code 390</td>
<td></td>
</tr>
</tbody>
</table>

In addition to enrollment differences in content areas, the subcommittee examined student enrollment in "regular" versus "developmental" courses. The same 1996 report presents student enrollment in one, two or three concurrent developmental classes in fall and spring semesters from Fall 1990 through Spring 1995. The five-year average shows that approximately 11.3% of students enroll in at least one developmental class per academic year from Fall 1990 through Spring 1995. The five-year average shows that the same percentage of students enroll in at least one developmental course per semester, with fall semester showing a slightly higher average than spring. Four percent of the students take two developmental courses concurrently while only 2.3% take three developmental courses in the same semester. (A more in-depth examination of retention and persistence issues may be found within Task Statement #4.)

According to the study, "attrition is significantly correlated with developmental course placements." Results also indicate significantly lower persistence rates for males, Blacks and Asians, part-time students and students in the 20-34 age range and the above fifty age range. Of the campuses, the Western Campus showed the lowest persistence rate.

Other factors that impact directly on a students decision to re-enroll include initial goal commitment, social integration, academic integration, pre-college quantitative skills, negative events in and out of school, and external demands and commitments. While many of these factors are beyond the Campus' purview, the Campus should consider further methods to assist and counsel students enrolled in developmental courses.

**Recommendations**

1. To accommodate students matriculated in General Studies while completing prerequisites for restricted programs, provisional codes should be expanded to include all restricted programs.
2. To ensure a strong student advising structure students should be required to obtain an access code from their faculty advisor.
3. General studies coursework should be evaluated to ensure course content uses examples that are supportive of occupational courses and majors.

Teaching Methods

Data from the "Teaching Excellence: Faculty Survey" indicated high frequency ratings for traditional teaching techniques such as lecture (60.7%) and class discussion (45.9%) (Table 3.). To the question, "How often have you experienced the following teaching methods?", student responses were parallel to faculty: 62.6% reported a frequency of "always" for the lecture method; 40.3% indicated "always" for class discussions (Table 4). Although these figures indicate extensive use of traditional approaches, it is apparent that many alternative teaching methods are also being used by Western Campus faculty from comments obtained from the written portion of the survey where faculty indicate awareness of innovations directed away from complete reliance on more traditional methods and toward greater learner involvement. Table X of the survey results highlights faculty responses regarding successful teaching innovations/strategies and a possible trend toward an emphasis on learner-based approaches.

Responses to the 1994 SUNY Student Opinion Survey show Western Campus (Appendix 5) student support for their Western Campus academic experiences and may encourage this focus on greater student involvement in the learning process. Based on a satisfaction rating scale of one (low satisfaction) to five (high satisfaction), students expressed relatively high satisfaction for quality of instruction (3.9) and academic experiences (3.9) and were stimulated by course material at an equally high level (3.9). Highest among these instruction-related scores, however, was the report of satisfaction with new learning which received vigorous approval at a rating of 4.3. Although correlations are impossible to draw, this high rating for satisfaction with new learning could be due to faculty use of active learning practices as indicated by the Teaching Excellence Survey.

Field experiences present valuable opportunities for practical application of course content and provide students with the real-world context for theoretical knowledge. Some prime examples for student field experiences include Oceanography class visits to local beaches, Anatomy and Physiology class viewings of autopsies, Early Childhood Education observation visits to local schools and childcare programs, field interviews regarding the vocational interests Oral Communications' students and English and Drama student attendance at plays, poetry reading and other literary events. Tables 3 and 4 feature faculty and student responses regarding teaching methods.
Table 3: Faculty Responses Re: Teaching Methods

<table>
<thead>
<tr>
<th>TEACHING METHODS &amp; STRATEGY</th>
<th>FREQUENCY OF USE BY %</th>
<th>HELPFULNESS TO LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ALWAYS</td>
<td>OFTEN</td>
</tr>
<tr>
<td>CASE STUDIES</td>
<td>13.1</td>
<td>19.7</td>
</tr>
<tr>
<td>CLASS DISCUSSION</td>
<td>45.9</td>
<td>37.7</td>
</tr>
<tr>
<td>COLLABORATIVE EXPERIENCES</td>
<td>13.1</td>
<td>32.8</td>
</tr>
<tr>
<td>FIELD TRIPS/SITE VISITS</td>
<td>8.3</td>
<td>6.7</td>
</tr>
<tr>
<td>LAB EXERCISES</td>
<td>24.1</td>
<td>25.9</td>
</tr>
<tr>
<td>LECTURE</td>
<td>60.7</td>
<td>27.9</td>
</tr>
<tr>
<td>SIMULATIONS/ROLE PLAYS</td>
<td>5.2</td>
<td>22.4</td>
</tr>
<tr>
<td>STUDY GROUPS</td>
<td>4.9</td>
<td>18.0</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>16.7</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Table 4: Student Responses Re: Teaching Methods

<table>
<thead>
<tr>
<th>TEACHING METHODS &amp; STRATEGY</th>
<th>FREQUENCY OF USE BY %</th>
<th>HELPFULNESS TO LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITY</td>
<td>ALWAYS</td>
<td>OFTEN</td>
</tr>
<tr>
<td>CASE STUDIES</td>
<td>5.9</td>
<td>29.4</td>
</tr>
<tr>
<td>CLASS DISCUSSION</td>
<td>40.3</td>
<td>44.4</td>
</tr>
<tr>
<td>COLLABORATIVE EXPERIENCES</td>
<td>8.2</td>
<td>37.9</td>
</tr>
<tr>
<td>FIELD TRIPS/SITE VISITS</td>
<td>7.4</td>
<td>6.7</td>
</tr>
<tr>
<td>LAB EXERCISES</td>
<td>13.1</td>
<td>26.3</td>
</tr>
<tr>
<td>LECTURE</td>
<td>62.6</td>
<td>25.5</td>
</tr>
<tr>
<td>SIMULATIONS/ROLE PLAYS</td>
<td>4.0</td>
<td>16.4</td>
</tr>
<tr>
<td>STUDY GROUPS</td>
<td>7.4</td>
<td>17.7</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>5.9</td>
<td>20.3</td>
</tr>
</tbody>
</table>

Instructional Materials/Resources
A selected record of faculty and student responses to survey questions regarding use/experience of materials/resources is found in Tables 5 and 6. Here again, there was remarkable congruence between faculty and student responses. Traditional materials, such as textbooks, supplementary readings, and labs/studios were rated high, while new technologies
(computers, E-mail, distance learning, and so forth) were rated low. (In one significant departure, students rated library frequency higher than faculty did.)

Table 5: Faculty Responses Re: Materials/Resources

<table>
<thead>
<tr>
<th>TEACHING METHODS &amp; STRATEGY</th>
<th>FREQUENCY OF USE BY %</th>
<th>HELPFULNESS TO LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ALWAYS</td>
<td>OFTEN</td>
</tr>
<tr>
<td>ACADEMIC SKILLS CENTER</td>
<td>8.3</td>
<td>21.7</td>
</tr>
<tr>
<td>AUDIO-VISUAL MATERIALS</td>
<td>14.8</td>
<td>29.5</td>
</tr>
<tr>
<td>CHARTS/DISPLAYS</td>
<td>23.7</td>
<td>27.1</td>
</tr>
<tr>
<td>CAMPUS COMPUTERS</td>
<td>10.0</td>
<td>23.3</td>
</tr>
<tr>
<td>EMAIL, FAX</td>
<td>3.4</td>
<td>8.5</td>
</tr>
<tr>
<td>GRAPHIC CALCULATOR</td>
<td>3.3</td>
<td>1.7</td>
</tr>
<tr>
<td>GUEST SPEAKERS</td>
<td>1.7</td>
<td>11.7</td>
</tr>
<tr>
<td>LAB, STUDIO</td>
<td>30.5</td>
<td>10.2</td>
</tr>
<tr>
<td>LIBRARY</td>
<td>14.8</td>
<td>34.4</td>
</tr>
<tr>
<td>OFF CAMPUS SITES</td>
<td>15.3</td>
<td>10.2</td>
</tr>
<tr>
<td>OVERHEAD TRANSPARENCIES</td>
<td>15.0</td>
<td>23.3</td>
</tr>
<tr>
<td>PROPS, PARTS, MATERIALS</td>
<td>11.9</td>
<td>25.4</td>
</tr>
<tr>
<td>SUPPLEMENTARY READINGS</td>
<td>32.8</td>
<td>42.6</td>
</tr>
<tr>
<td>TELECONFERENCES</td>
<td>1.7</td>
<td>5.0</td>
</tr>
<tr>
<td>TEXTBOOKS</td>
<td>77.0</td>
<td>16.4</td>
</tr>
</tbody>
</table>

*Western/25*
Table 6: Student Responses Re: Materials/Resources

<table>
<thead>
<tr>
<th>Teaching Methods &amp; Strategy</th>
<th>Frequency of Use by %</th>
<th>Helpfulness to Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always</td>
<td>Often</td>
</tr>
<tr>
<td>Academic Skills Center</td>
<td>14.5</td>
<td>20.2</td>
</tr>
<tr>
<td>Audio-Visual Materials</td>
<td>7.8</td>
<td>25.3</td>
</tr>
<tr>
<td>Charts/Displays</td>
<td>9.7</td>
<td>24.8</td>
</tr>
<tr>
<td>Campus Computers</td>
<td>17.6</td>
<td>19.1</td>
</tr>
<tr>
<td>Email, Fax</td>
<td>2.1</td>
<td>3.8</td>
</tr>
<tr>
<td>Graphic Calculator</td>
<td>3.9</td>
<td>11.6</td>
</tr>
<tr>
<td>Guest Speakers</td>
<td>9.3</td>
<td>16.4</td>
</tr>
<tr>
<td>Lab, Studio</td>
<td>12.2</td>
<td>24.6</td>
</tr>
<tr>
<td>Library</td>
<td>31.4</td>
<td>33.9</td>
</tr>
<tr>
<td>Off Campus Sites</td>
<td>13.7</td>
<td>8.9</td>
</tr>
<tr>
<td>Overhead Transparencies</td>
<td>12.5</td>
<td>36.0</td>
</tr>
<tr>
<td>Props, Parts, Materials</td>
<td>11.4</td>
<td>24.4</td>
</tr>
<tr>
<td>Supplementary Readings</td>
<td>27.4</td>
<td>40.1</td>
</tr>
<tr>
<td>Teleconferences</td>
<td>2.7</td>
<td>8.0</td>
</tr>
<tr>
<td>Textbooks</td>
<td>64.4</td>
<td>22.5</td>
</tr>
</tbody>
</table>

Recommendations
1. Develop and implement faculty workshops that explore various teaching methods and strategies, including benefits/drawbacks and ways to incorporate new approaches into diverse content areas, settings and use with diverse student populations.
2. Keep track of the various strategies employed on the Western Campus, their perceived effectiveness to promote learning and initiate ways to communicate this information to all full-time and part-time faculty.
3. Develop library collection on current innovations being developed nationwide.
4. Increase faculty knowledge of ways to employ existing teaching resources/materials and develop new ones.
Teacher Attributes

According to Roueche and Baker's 1987 "Teaching for Success" model as presented in *Between a Rock and A Hard Place* by Roueche and Roueche, there are thirteen characteristics that can be identified in those who practice excellent teaching (103-106).

- commitment
- goal orientation
- integrated perception
- positive action
- rapport
- reward orientation
- objectivity
- active listening
- empathy
- knowledge
- teaching strategies
- innovation
- individualized perception
- perception
- knowledge
- teaching strategies
- innovation

To address the characteristics identified by Roueche and Baker, the teaching excellence faculty and student surveys examined attitudes about teacher attributes. Based on modified characteristics found in the SCCC Teaching Consultation Process evaluation form, students and faculty were asked to rank 10 teacher attributes in priority order from one to ten. Assuming that all of the attributes may be valuable, a scale of importance was established where one was most important and 10 least important. Table 7 provides the mean responses of both faculty and students.) The results, as related to teacher attributes, are discussed below.

| Table 7: Faculty and Student Perceptions of Importance of Teacher Attributes |
|-----------------------------------|----------------|----------------|----------------|
| **TEACHER ATTRIBUTE**             | **RANKING**    | **VERY IMPORTANT** | **SOMEWHAET IMPORTANT** | **LEAST IMPORTANT** |
| **CASE STUDIES**                  | **FACULTY**    | **STUDENT**    | **FAC.** | **STUD.** | **FAC.** | **STUD.** |
| ACCESSIBLE TO STUDENTS            | 4.7            | 11.5           | 34.9     | 37.7     | 60.5     | 50.8     |
| ASKS THOUGHT PROVOKING QUESTIONS  | 27.3           | 31.0           | 54.5     | 38.9     | 18.2     | 30.2     |
| STRONG KNOWLEDGE                 | 47.8           | 48.0           | 32.6     | 36.6     | 17.4     | 15.4     |
| EXPLAINS EXPECTATIONS            | 11.4           | 15.7           | 43.2     | 45.5     | 45.5     | 38.8     |
| FLEXIBLE RATE OF PRESENTATION    | 15.9           | 18.3           | 40.9     | 39.2     | 43.2     | 42.5     |
| INSPIRES INTEREST                | 63.6           | 52.9           | 29.5     | 38.8     | 6.8      | 8.3      |
| INTEGRATES TOPICS                | 13.6           | 11.3           | 50.0     | 46.8     | 36.4     | 41.9     |
| ACTIVELY ENCOURAGES LEARNING     | 75.6           | 50.4           | 17.8     | 33.9     | 6.7      | 15.7     |
| PROMOTES MUTUAL RESPECT          | 27.9           | 36.4           | 51.2     | 42.1     | 20.9     | 21.5     |
| VARIETY OF TEACHING TECHNIQUES   | 13.3           | 25.4           | 48.9     | 45.1     | 37.8     | 29.5     |

Table 7 indicates an overall similarity in faculty and student attitudes. There were some differences, however. Faculty ranked the category of "maintaining an atmosphere that actively encourages learning" as more important than students did. Students ranked "variety of teaching techniques" as less important than faculty did.
Also, student responses showed greatest priority for those faculty who "inspire interest in
course content," "demonstrate(s) strong knowledge/expertise," and "maintains atmosphere that
actively encourages learning." Faculty responses, however, indicated a slightly different
hierarchy of the same three priorities. Most important on the scale was "maintains atmosphere
that actively encourages learning," followed closely by "inspires interest in course content."
Third on the scale of faculty responses was "demonstrates strong knowledge/expertise."

Based on comments from the "Teaching Excellence: Faculty Survey," it is apparent that
faculty are strongly aware of the affective components that impact teaching. Many faculty view
"motivation/inspiration" as a primary task of someone engaging in excellent teaching practices.
This was corroborated by student responses that demonstrated their view of "enthusiasm and
gen dering interest" as primary attributes of an excellent teacher.

Recommendation
Increase efforts/actions directed toward faculty education in affective components of
learning and the corresponding impact of teacher actions and attributes.

Task Statement 3
Relate change in demographics on campus (students, faculty and staff), to the teaching and
learning process, and describe any programmatic changes that directly relate to the
demographic dynamic.

To demonstrate the relationship between demographics and the teaching and learning
process and subsequent programmatic changes on the Western Campus, it is necessary to first
describe and analyze the components separately. After the description and analysis is
established, the interrelation of these factors will be discussed.

Faculty Demographics
The 1995-96 College Catalog shows 100 full-time faculty members in the Western
Campus Instructional Staff listing. Eighty-seven have classroom teaching as their primary
responsibility. Nineteen full-time faculty hold doctoral degrees and 71 have master's degrees.
Many faculty have professional specializations in addition to their degrees, such as Certified
Alcoholism Counselor and Doctor of Optometry. Ten professional assistants hold either a
Bachelor's or an Associate's degree. The full-time professional staff is comprised of 53.4%
males and 46.4% females. The majority of faculty (42.9%) are between 50 to 59 years of age,
the second largest group (36.9%) between 40 and 49 years. Eighty-five percent are White, 7.5%
Hispanic, 6% are African-American and 1.5% Asian.

Table 8 represents years of service at SCCC of the Western Campus full-time professional staff.

Table 8: Western Faculty Years of Service

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>0-5 Years</th>
<th>6-10 Years</th>
<th>11-15 Years</th>
<th>16-20 Years</th>
<th>21-25 Years</th>
<th>26+ Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of total</td>
<td>20.3</td>
<td>17.3</td>
<td>9.8</td>
<td>16.5</td>
<td>25.6</td>
<td>10.5</td>
</tr>
</tbody>
</table>
There has been little noticeable change in the number of full-time faculty over the past five years, other than adding faculty for new programs and replacements due to retirements. Considering the 17.5% increase in student enrollment from 1991 through 1994, it is apparent that full-time faculty growth is lagging behind. Seventeen percent of the Western Campus full-time faculty hold doctoral degrees, only one percent below the national average for community colleges.

According to studies presented by Cohen and Brawer, in *The American Community College*, faculty demographics have shown recent changes in representation of women and minorities. "The ratio of women rose from 38 to 44 percent" (76-77) during the five-year period from 1987 to 1992. Western Campus faculty demographics are comparable, with women comprising 46% of the full-time faculty in 1996.

The national average of minorities holding full-time faculty positions at community colleges increased from 9% in 1987 to 14.5% in 1992. Again, Western Campus demographics reflect ratios similar to other community colleges.

Twenty-five percent of the faculty have served from 21 to 25 years. Approximately 20% of the faculty have served from 0 to 5 years. Numbers in Table 8 demonstrate a balance across the Western Campus faculty.

**Student Demographics**

A complete description of the trends in student population over the past five years is contained in *Campus Perspectives on Comprehensive Issues*, Task statement 2.

The most notable changes in Western Campus student demographics are:
- a slight decrease in female student enrollment, although women remain the dominant gender.
- a slight increase in full-time enrollments.
- an increase in minority populations specifically Hispanics and African-Americans.
- an increase in financial aid recipients
- an increase in the percent of students between the ages of 25 and 44 with a similar decrease in students younger than 25.

According to the National Center for Educational Statistics, in 1991 the mean age for community college students reached 31 while 19 year-olds represented the largest single group. Similarly, Institutional Research reports a mean age in the high 20's and 18 to 19 year olds as the largest single group of students.

The enrollment of women on the Western Campus at 65% is significantly higher than the national figure of women enrolled in community colleges. This is true both full-time and part-time. Some gender-related courses of study are offered on the Western Campus; however analysis of specific areas that women and men pursue might be helpful to future planning and program development.

While the increase in full-time enrollment may be a growing trend, the part-time enrollment is still the major portion of the student population. The SUNY Student Opinion Survey demonstrates the pressures and concerns students consider in the choice for full-time or
part-time study. And those pressures remain in spite of the student's choice. It is incumbent upon the campus and faculty to remain sensitive to students' needs.

While the majority of students enrolled are White (69.2%), there has been a steady increase in Hispanic and Black student enrollments reaching a combined increase of 4% in Fall 1995. This notable shift (both at 7.4% in 1991 increased to 10.6% and 8.2%, respectively, in 1995) places diverse student representation on the Western Campus beyond that of the local service area (Hispanic 7.73% and Black 7.42%), yet, is below the state average (13.8%) of African-American and Hispanic students enrolled in two-year colleges. While there are no minority-specific programs, the trend in minority enrollment demonstrates the appeal of the educational opportunities being offered to minority residents. The establishment and growth of English as a Second Language credit courses is an indication of the College's strong commitment to minority students.

A significant number of Western campus students are non-native English speakers. The majority of these students are of Hispanic origin. However, there is also a large number of students from non-Spanish speaking countries, namely Poland, Haiti, Turkey, India, China, Taiwan, Korea and other Asian countries.

Part-time enrollment on the Western Campus, averaging approximately 66% over the past five years is in keeping with the national figure of 65% reported by the National Center for Education Statistics in 1992. Part-time students face high demands to support for themselves and/or their families. The SUNY Student Opinion Survey indicated that students' decisions for less than full-time enrollment are dictated by factors related to personal time constraints, course scheduling difficulties, and financial concerns.

The Teaching Excellence survey found that a large number of faculty and students are aware of changes in the student population as indicated in Table 10. When asked, "Have you noticed a change in the student population at SCCC's Western Campus over the past five years?", a majority of each group answered "yes." As might be expected (most likely due to greater ongoing familiarity with the Campus), more faculty reported perceived changes in demographic characteristics of the student population.

Table 10: Awareness of Change in Student Demographic Characteristics

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY</td>
<td>61.0</td>
<td>39.0</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>54.4</td>
<td>45.5</td>
</tr>
</tbody>
</table>

When asked to specify the "extent" and nature of the changes, respondents gave varying reports. Table 11 demonstrates the difference in perceived demographic changes as reported by faculty and students.
In general, faculty reported higher levels of "increases" in demographic characteristics than did students. Particularly dramatic differences in faculty and student perceptions regarding "extent of change" are apparent within the categories of "culturally diverse students," "developmental students," "ESL students" and "students with special learning needs."

A slight majority of faculty (52.9) report an overall perception of students' "decreased academic preparation" while only 12.4% of student respondents viewed academic preparation in decline. Almost one-third of both faculty and students actually perceived students' level of academic preparation as having increased over the past five years. Correlational studies could be done to gain further information and insight into perceptions and possible trends.

Table 12 shows faculty and student perceptions of changes in teaching methods and strategies: "In response to these (demographic) shifts, what changes in teaching methods have you made/experienced?"

<table>
<thead>
<tr>
<th>STUDENT POPULATION CHARACTERISTICS</th>
<th>INCREASED</th>
<th>NO CHANGE</th>
<th>DECREASED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty</td>
<td>Students</td>
<td>Faculty</td>
</tr>
<tr>
<td>CULTURALLY DIVERSE STUDENTS</td>
<td>91.2</td>
<td>57.4</td>
<td>5.9</td>
</tr>
<tr>
<td>DEVELOPMENTAL STUDENTS</td>
<td>72.7</td>
<td>34.0</td>
<td>22.7</td>
</tr>
<tr>
<td>FULL-TIME STUDENTS</td>
<td>36.4</td>
<td>48.9</td>
<td>45.5</td>
</tr>
<tr>
<td>PART-TIME STUDENTS</td>
<td>52.2</td>
<td>46.2</td>
<td>43.5</td>
</tr>
<tr>
<td>PHYSICALLY CHALLENGED STUDENTS</td>
<td>48.1</td>
<td>45.1</td>
<td>51.9</td>
</tr>
<tr>
<td>RECENT GRADUATES</td>
<td>36.7</td>
<td>45.9</td>
<td>40.0</td>
</tr>
<tr>
<td>RETURNING ADULT STUDENTS</td>
<td>57.6</td>
<td>65.6</td>
<td>33.3</td>
</tr>
<tr>
<td>ESL STUDENTS</td>
<td>81.3</td>
<td>44.0</td>
<td>15.6</td>
</tr>
<tr>
<td>STUDENTS WITH SPECIAL LEARNING NEEDS</td>
<td>84.4</td>
<td>31.1</td>
<td>12.1</td>
</tr>
<tr>
<td>ACADEMIC PREPARATION</td>
<td>32.4</td>
<td>30.5</td>
<td>14.7</td>
</tr>
</tbody>
</table>
While over half of faculty and students indicated a perception of "no change" for all methods combined, those methods involving student participation were highest in "increased use." Not unexpectedly, faculty perceived higher rates of increase in the various teaching methods than did students. Further study of trends is needed in order to determine relationships between shifts in student demographics and changes in teaching methods.

While perceptions of demographic changes measured by the Teaching Excellence survey indicated that almost 49% of students believed that the number of full-time students had increased, only 36% of the faculty reported an increase in full-time students and more than 45% of the faculty believed there had been no change in full-time student enrollments. While teaching strategies and educational programs are not likely to show extreme changes based on this level of increase, faculty awareness of this information is important.

Part-time student may be no less dedicated to their educational pursuits than their full-time counterparts. However, they may encounter more fracturing conditions: irregular schedules, non-education related responsibilities, potentially disjointed course content due to extended time periods between courses. Since a majority of Western Campus students attends part-time, studies on enhancement of the part-time experience are in order.

Table 12: Perceived Changes in Teaching Methods

<table>
<thead>
<tr>
<th>Teaching Methods &amp; Strategies</th>
<th>Increased Use</th>
<th>No Change</th>
<th>Decreased Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty</td>
<td>Students</td>
<td>Faculty</td>
</tr>
<tr>
<td>CASE STUDIES</td>
<td>30.0</td>
<td>31.9</td>
<td>65.0</td>
</tr>
<tr>
<td>CLASS DISCUSSION</td>
<td>53.1</td>
<td>42.3</td>
<td>40.6</td>
</tr>
<tr>
<td>COLLABORATIVE EXPERIENCES</td>
<td>45.2</td>
<td>39.2</td>
<td>48.4</td>
</tr>
<tr>
<td>FIELD TRIPS/SITE VISITS</td>
<td>23.8</td>
<td>17.4</td>
<td>66.7</td>
</tr>
<tr>
<td>LAB EXERCISES</td>
<td>48.0</td>
<td>33.5</td>
<td>48.0</td>
</tr>
<tr>
<td>LECTURE</td>
<td>25.7</td>
<td>37.9</td>
<td>68.6</td>
</tr>
<tr>
<td>SIMULATIONS/ROLE PLAYS</td>
<td>33.3</td>
<td>26.1</td>
<td>42.9</td>
</tr>
<tr>
<td>STUDY GROUPS</td>
<td>40.9</td>
<td>30.1</td>
<td>42.9</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>50.0</td>
<td>43.5</td>
<td>50.0</td>
</tr>
</tbody>
</table>
The enrollment of women on the Western Campus at 65% is significantly higher than the national figures of women enrolled in community colleges which in 1991 had risen to 57.5%. In addition, the percentage (66%-69%) of the part-time population made up of females equals and exceeds the national figure of 66%. Studies of women and men who pursue and receive degrees within specific areas might yield results helpful to future planning and program development.

Although the 1991 national mean age of community college students had surpassed 31 years of age, the Western Campus serves a large group of 18-20 year olds, the "traditional student." It is important to recognize the learning needs particular to these young college freshmen and to establish ways of identifying and responding to those learning needs.

The establishment and growth of the English as a Second Language program is an indication of the College's strong commitment to its non-native student population. English As A Second Language (ESL) on the Western Campus recognizes that students who are non-native english speakers may require specialized English language instructional tutorial assistance. At its inception in 1978, the Program was a vocational program fully funded by grant moneys, housed on the Western Campus and called New Horizons. Continued growth of the ESL program during the next twelve years necessitated the development of a Coordinator's position in 1990. Subsequent College decentralization changed that to a Director's position, and the program moved administratively to the Open Campus.

**Recommendations**

1. Inform faculty and students of the ongoing changes in the student population and corresponding student learning needs related to those changes.
2. Explore ways to determine learning needs of the younger student and learning needs of entering freshmen.
3. Explore systematic ways to identify learning needs, for instance, incorporate administration of the Myer-Briggs Type Indicator as soon as possible in a student's SCCC experience.
4. Once needs have been assessed, find ways to address them through program development, changes in teaching strategies, delivery methodologies and effective teacher attributes (attitudes and behaviors). Faculty development may be in order.

**The Academic Program**

The Western Campus has eight departments and one coordinating area, Veterinary Science. Departments include: Accounting and Business Administration, Office Technologies, Department of Nursing and Allied Health Programs, Department of Health, Wellness and Physical Education, Communication and Arts, English, Social Sciences, Mathematics and Natural Sciences.

In keeping with standards of quality curricula defined in *Characteristics of Excellence*, the Western Campus has maintained dynamic academic programs by conducting ongoing reviews and assessments of program structure and curricular offerings. The most notable recent change was the separation of the Health Sciences Department into two distinct areas: Department of Nursing and Allied Health Programs and the Department of Health, Wellness and Physical Education. This change reduced the scope of the Health Sciences Department Head in order to
allow focused attention and care for the newly established health-based programs, Occupational Technology Assisting and Ophthalmic Dispensing.

Program development includes the 1995 acquisition of the Veterinary Science Technology program from SUNY Farmingdale. The program is housed in the specially designed and newly-built Paumonok Hall and offers students and A.A.S. degree. The recent review for official reaccreditation, a necessity involved in the program's move to SCCC, was conducted by the Committee on Veterinary Technician Education and Activities (CVTEA), a committee of the American Veterinary Medical Association (AVMA).

Through a forward-looking approach toward program development, the Western Campus has demonstrated responsiveness to 1) learning needs specific to Western Campus students and 2) broader community needs evident within the marketplace. Each part of this two-prong effort is essential to provide students with and education that will best serve them as they find their place within the community.

Learning Needs

Part-time Students: Efforts to serve the flexibility needs of the large number of part-time students, as well as returning adult students, include varied day, evening and weekend schedules during Fall, Spring and Summer semesters. Intersession courses allow maximum credit-earning in the least protracted fashion, and off-site extension centers provide more accessible educational opportunities.

Full-time Students: While Western Campus full-time students are outnumbered by part-timers, a trend common throughout the country, these students represent a consistent student body core. The many education support services provided on the Western Campus (tutors, academic skills center time and personnel, library availability, access to laboratories and lab experts) serve these students.

College Freshmen: Learning needs particular to college freshman are important to address. The literature indicates that freshmen do need a positive social connection upon enrolling in college and accomplishing this through early integration in the college is important.

Returning Adult Students: While returning adult students are often clearer about their goals and demonstrate dedication toward their studies, they are often challenged by the difficult task of juggling job, family and school commitments. A student organization with a faculty advisor has been established for "Women Involved in Lifelong Learning."

Students As Parents: Flexible child care hours provided by the Western Campus Kids' Cottage is a tremendous benefit for many women, who are often also returning adult students. There has also been a single parent support group on campus in recent years, serving both men and women. A student organization focused on parent needs is being considered for the upcoming semester.

Ethnically and Racially Diverse Students: Actions already taken are noted below:

- CEAD is faculty-student-staff collaborative endeavor to encourage the appreciation of the diversity of students on the Western Campus. These programs are thoroughly reviewed in the Student Learning Section of the Western Campus report.

- BIO PREP is a collaborative endeavor between SUNY Stony Brook and Suffolk Community College to provide currently enrolled SCCC students of African-American,
Hispanic-American, Native-American and Pacific-Islander descent with inversive biomedical preparatory experience. Students must hold at least a B grade point average and be interested in pursuing a career in the biomedical or allied health field.

- **STEP** is described in the Comprehensive report.

- **The Math-Tech program**, a federally funded program beginning in September of 1996, will provide access into various technical fields for late developing high school students.

- **EOP** (Educational Opportunity Program) is described in the Student Learning Report.

- **The Academic Skills Center** provides tutorial assistance with general study skills as well as specific content areas. Students who use the Skills Center report that the assistance provided by it is very important, however, more "experts" are needed. These student responses emphasize the necessity of adding support staff and designated faculty service hours to ensure optimal benefit for students.

- **Academic Clubs** provide student members resources beyond the programmatic offerings of the curriculum. The formation of the Mathematics Club is one additional support in response to a diverse student population. Studies of minority student performance in mathematics indicate that student support organizations are effective in assisting their accomplishment of heightened performance. The Club provides a showcase for students to demonstrate what they have learned (in the classroom and independently), helps inform students of career opportunities related to mathematics and shows them how mathematics is utilized in various fields and further assists student learning by providing peer tutoring.

- **A Coordinator of Multi-Cultural Affairs** was established in Spring of 1996 within the Student Affairs Office in an effort to further identify needs of the diverse student population on the Western Campus. The Coordinator works with campus offices and personnel to improve the recruitment, retention, graduation and transfer rate of underrepresented students and serves as an advocate for the needs of this student population.

- **Non-native Students**: The objective of the ESL Program for many years was to provide communication skills development to limited English-proficient students, the majority of whom were of Hispanic origin as Brentwood has historically contained the largest Hispanic population of Long Island. Today, the ESL student population is still predominantly Hispanic (75%), however it recognizes an increase in student enrollment from Caribbean Islands, Eastern European and Asian countries. (See Open Campus Report.)

- **Science**: With the dramatic increase in health-related courses of study now provided by Western Campus and the challenges presented by the scientific disciplines, attention has been directed to student needs for sound academic preparation in mathematics and
All students must take some science, usually with a lab, to fulfill program requirements. All of the specialty areas which the department directly services provide rigorous training in the specific area of specialty. Course offering that provide service to the Medical Assisting, Ophthalmic Dispensing, Occupational Therapy Assistant and Veterinary Science Technology curricula have been added within the past five years. Interviews with the former and current chairs of the Department of Natural Sciences indicate that students who finish the programs are highly successful in job acquisition, job success and promotion.

While each of these responses to student demographics is important, faculty awareness of learning needs particular to specific groups of student as well as individuals will continue to be an integral factor of student success. Institutional support for faculty to explore and exchange information and ideas regarding learning needs and practical strategies for addressing those needs is one avenue to be considered.

Community Needs

Needs-assessments through surveys and reviews are used to identify and anticipate market needs. Following completion of such studies, the Western Campus has responded by moving ahead to meet those needs. Western Campus curriculum development over the past several years has led to new programs in Occupational Therapy Assisting, Veterinary Science Technology, Ophthalmic Dispensing, Chemical Dependency Counseling and Medical Assisting programs. The proposed Health Information Technology Program is currently at the State Education Department in the last phase of approval. Each of these addresses the prevalent health-related concerns in today's world and reaches toward solutions for future needs.

The impetus for such extensive development of course offerings in the health-related fields has been two-fold: 1) studies of local business and industry (Health Information Assessment) indicated expanding job opportunities for health field program graduates and 2) a review of education institutions on Long Island demonstrated very limited education opportunities in health programs. Additional related health-based programs are described in the five-year projected Program Implementation Plan Draft available on file.

Individuals within the local business sector are identified as "advisors" and provide avenues for ongoing communication and networking. A recent meeting between area sports managers and Western Campus representatives from the Office of Instruction and the faculty is an example of this more informal information sharing. An outcome of this contact will be more formal study of needs and opportunities in the area of Sports Management.

The Western Campus has also been examining opportunities to adopt a technology program in order to respond to the presence of the Hauppauge Industrial Park and businesses along the Route 110 Corridor. One program that is under consideration is Heating, Ventilation and Air Conditioning Technologies. Development of this non-health-related technical field would increase balance in program offerings. With the advent of the new Multi-Purpose Health Technology Building, space in existing buildings would become available and could be dedicated to a technology program. Further study is underway. The development of a Pharmacy Technician Program is also being explored.
An area in need of greater attention is course offerings that provide a more global perspective and ethnic/racial/gender emphases. The occasional special topics course is interesting and may rouse a student to further independent study. However, does not sufficiently respond to the expressed needs of minority students. Further exploration of this issue and appropriate Campus responses is encouraged. Also, approximately 350 students are enrolled in foreign language courses, but there is no language lab for these students to do requisite listening/speaking practice. A language lab is necessary to further develop our global language skills.

**Recommendations**

1. Increase program development to address the ever-changing needs of the diverse multicultural population on the Western Campus. Increase publicity of support services and personnel.
2. Explore programs and courses related to the developing health industry that might incorporate other disciplines.
3. Review the balance between specialized areas and general education in order to ensure evenly distributed offerings.
4. Explore possibilities of certificate programs that would serve particular student groups and courses of study.
5. Develop a full-featured language lab.

**Target Programs: Developmental and Honors**

A January 1996 report provided by Institutional Research shows a five-year average (from 1990-95) of almost 11.5% of Western Campus students enrolled in at least one developmental course which carries no credits toward graduation. A much smaller number enroll in honors courses. In examining developmental and honors course students, it may be said that each has special needs. One group needs remedial coursework, motivating faculty, and tutorial support, while the other needs more challenging courses, stimulating faculty and mentoring. Both groups benefit from small class situations where there is opportunity for collaborative learning, open discussions, and individual attention. As is true for any learner, needs must be addressed in a variety of ways by using many different methods. The following discussion of the Developmental and Honors courses provides illustration of the Western Campus' efforts to relate enrollment trends to specific teaching strategies and delivery methodologies.

**Developmental Reading**

Students who lack proficiency in reading are placed in the respective developmental reading courses. The criteria for placement is indicated by scores on a competency exam administered after admission to the College. Courses are set in a two-step hierarchy toward proficiency and critical thinking skills. RE09 serves as an introduction to college reading and RE10 provides more specialized emphasis on analysis, outlining, and summarizing. Class size is limited to 15 students to provide individualized attention. Resources include reading materials relevant to courses that students will encounter in their college experience, as well as strategies to deal with test anxiety. An additional requirement for reading courses is fifteen hours of lab work for the improvement of specific needs.

Often 30-40% of the students in the developmental reading courses are foreign-born. These students are quite capable in their native language, can solve math problems without
remediation and hold scores sufficiently high that they need not be placed in the English as a Second Language program. However, they do have some difficulty with vocabulary and comprehension. These students have expressed a specific need for increased assistance in the area of tutoring, including increased lab hours, required tutoring sessions and peer tutoring. They also identified a need for expert personnel in the Academic Skills Center and the provision of oral communications tutoring, as well as, assistance with basic academic skills, technology and test-taking techniques.

**Recommendations**

1. Increase the support of reading faculty in order to facilitate innovative approaches to the special challenges of this area.
2. Increase the number of tutoring hours available in the Academic Skills Center for reading and speaking, as well as assistance with basic skills and technology.
3. Establish a peer tutoring program.

**Developmental English Courses**

Similarly, two courses in developmental writing, EG09 and EG10, are offered to prepare the student for college writing by improving fluency and correct usage. EG09 focuses on developing and expressing ideas while EG10 emphasizes outlining, vocabulary, rhetoric and fundamentals of structure. Class size is limited to 20 students.

A holistically-scored 30-minute essay combined with multiple-choice questions on mechanics and usage determine placement into developmental composition courses. All Western Campus writing courses, developmental and advanced alike, are designed to increase students' thinking, and the fluency and clarity with which they put their thoughts on the page. These goals are addressed through regular writing and thorough responses to student writing--both from members of the class in peer-group evaluations and from the instructor's written comments and individual conferences.

The campus Academic Skills Center augments classroom practice through tutorial assistance and plays a critical role in the achievements of the student enrolled in developmental courses. A recent innovative teaching measure is the use of portfolio assessment--the selection of representative written work negotiated by both the student and instructor. Many writing classes are held in the Sagtikos Computer Center. Faculty note the more effective process of writing and sharing and increased objectivity by student writers as a result of these approaches.

**Recommendations**

1. Continue to encourage the development of computer-assisted writing courses and include training all English faculty so they are computer literate, providing all full-time faculty with office computers, and purchasing more computers for the Sagtikos Computer Lab.
2. Increase the number of hours available for writing tutoring in the Academic Skills Center.

**Developmental Mathematics Courses**

Mathematics, the third basic skills component, is also analyzed in the pre-admission competency examination. As is true with the Developmental Reading and English courses, the
two Developmental Mathematics courses carry no credit towards graduation. MA01 provides instruction in arithmetic and MA07 on elementary algebra.

The number of sections of the developmental mathematics courses has increased in proportion to the growth of all mathematics courses. In September, 1991, 36 of the 66 math courses offered were developmental. Since many of West's students are seeking careers in health sciences, many more require rigorous mathematical training.

Since approximately half of the courses are developmental, the entire mathematics faculty is aware of the interaction between sound developmental courses and fulfillment of the department's educational goals. At least one senior member of the Mathematics faculty teaches the developmental courses each semester and can closely monitor effectiveness of these courses and entertain related discussion at monthly departmental meetings. An increase in full-time faculty teaching developmental courses would continue to ensure the effectiveness of this program.

As is the case in many disciplines at the College, adjunct faculty are responsible for teaching a large number of the courses. The Western Campus is fortunate to have a large number of retired high school teachers who are well qualified to teach the developmental courses. Most of these teachers feel free to experiment with these courses and offer constructive criticism with little or no prompting. Unfortunately, most of the feedback is anecdotal and there is a paucity of statistical data to measure the program's success.

Steps taken during the past five years to make MA01 a more effective course are the following: 1) adoption of a new text that integrates from the outset algebraic concepts with arithmetic material; 2) introduction of a mandatory comprehensive final, which determines successful course completion; and 3) a change from a completely self-paced approach to a method that encourages considerable informal lecturing.

Changes to improve MA07 include an altered grading system that indicates not only Satisfactory work (S) but also the level of performance by using SA, SB, SC. This change serves as an incentive for individual student growth and also enables faculty to place students accurately in subsequent math courses. A second change includes a pilot program to allow some students to complete the two developmental courses in one semester while enrolled in MA06. Initial reports indicate the experiment has been successful. However, more data is needed to determine which students would benefit from this accelerated approach.

Another development is the increased participation by one math faculty member in the Tech-Prep program. One of the major objectives of this program is to convince students in the Western Campus feeder high schools to take enough mathematics in high school so that they can be placed into credit-bearing courses upon entering college.

Recommendations
1. Increase full-time faculty who teach developmental courses.
2. Provide better support services for all faculty in the mathematics department, particularly those in the developmental areas.
3. Increase the number of hours available for mathematics tutoring in the Academic Skills Center.
4. Continue to review and evaluate effectiveness of developmental mathematics placement procedures.
5. Increase active participation in the Tech-Prep Program.

Honors Courses

About 100 students at the Western Campus are enrolled in honors classes. These students have demonstrated above-average performance in core courses. Class size is small (15 to 20 students) to provide personal attention to those students who welcome, according to the Western Campus Honors Coordinator, a more demanding curriculum.

Students in honors courses are capable of studying a variety of subjects at a more sophisticated level. Since they appreciate coursework that relates to the outside world, internships and cooperative learning opportunities should be developed to enhance practical application of knowledge. Honors students report benefits of interdisciplinary coursework because they have the capacity to make connections among diverse subject areas while respecting the boundaries that separate the disciplines and allow focused study on particulars.

Increased involvement by honors students in important campus actions and decisions would benefit both the students and the Campus alike. Honors students have requested more honors courses offered on the Western Campus with increased variety in the scheduling.

Recommendations
1. Increase information and provide more publicity for the honors courses.
2. Increase honors course offerings and ensure that each department consistently offers at least one honors course.
3. Integrate coursework into experiences related to the broader world outside the classroom.

Delivery Methodology Model

Three delivery methodologies that enhance the educational program on the Western Campus are cooperative education, technology and interdisciplinary inter-institutional programs.

Cooperative Education

Western Campus opportunities for cooperative education offerings in the business, journalism, public service and paralegal curricula are thoroughly described on page fifty-three of the College catalog in the Cooperative Education and Internships section. However, the Summer Cooperative Education Program for Nursing Students deserves mention for its role as an excellent model. This four-credit elective course was instituted in the Summer 1994 to afford students increased clinical practice time and an independent patient load under the direct supervision of an RN preceptor. It also includes a weekly seminar in physical assessment skills.

The students who participated in this course demonstrated increased confidence and competency in their nursing practice and have all successfully found employment in a tight job market. The success of this method may serve as an impetus for other disciplines to pursue cooperative education opportunities.
Technology

Many Western Campus innovations over the past years have been in the area of computer use as exemplified by computer lab sessions held in the Sagtikos Computer Center. Examples of computer technology use include:

- the electronic keyboard in music courses
- the initiation of a computer art course
- computer-assisted instruction for nursing case study analysis
- computer-assisted instruction in math using linear programs for matrices instruction

New area of interest include telecourses, distance learning, and electronic university models. A thorough report on this topic is presented in the chapter Technology Development and Utilization.

Interdisciplinary/Inter-Institutional Opportunities

Characteristics of Excellence suggests that institutions should develop integrated curricula and educational programs that include interdisciplinary and inter-institutional cooperation in academic offerings. For example, a mathematics teacher has hosted a semester-long series of guest lecturers from various fields to demonstrate the importance and relevance of that subject. In another instance, psychology and political science adjunct faculty prepare co-presentations on the psychology of politics.

The two-part Science and Technology Entry Program (STEP) offered to local youth is an excellent example of a formal interdisciplinary and inter-institutional endeavor. STEP attempts to support under represented minority youth in their preparation for careers with a mathematical, scientific, or technological orientation. Offered throughout the school year are a dozen Saturday classes focused on career awareness and skill development. A five-year consortium agreement between SCCC and the State University of New York at Stony Brook offers assistance to high school juniors and seniors.

Also, a college-wide committee including three members of the English Departments from the three campuses investigated "writing to learn" rationale and initiatives and developed a proposal for a "Writing Across the Curriculum" requirement. This proposal led to extensive discussions and several workshops on theories surrounding "writing to learn" and may lead to a pilot project.

Recommendations

1. Explore and develop internship and cooperative education opportunities available for various curricular areas.
2. Establish computer-equipped classrooms, discipline-specific computer programs, computer lab availability and resident technical experts in order to meet the educational goals expressed in the Mission and Role Statements.
3. Provide overt support for interdisciplinary efforts.

Task Statement 4

Through an analysis of outcomes data (e.g. graduation, placement, transfer, etc.) relate student success trends to activities associated with Teaching Excellence.
This section will focus on Campus goals and demonstrable achievement of those goals, classroom assessment techniques, and outcomes data. Persistence, attrition, graduation and transfer rates are analyzed in order to improve, on an ongoing basis, Western Campus programs and curricula.

**Campus Goals**

Goals of the Western Campus instructional program are to provide: 1) instruction in liberal arts and science courses, 2) instruction in career-oriented courses with a primary emphasis on health science and public service curricula and a secondary focus on special technology programs, and 3) instruction directed toward the special needs of specific student groups. According to *Characteristics of Excellence*, systematic reviews of curricula design and student learning are to be conducted in light of these stated goals for indications of effectiveness and needed change.

**Program Reviews**

The College has established seven-year cycles of academic program review. A copy of the second seven-year review cycle, extending from the 1996-97 to 2003-04 academic years, is included in Appendix 15. Western Campus program reviews completed in 1995-96 were part of the College-wide review cycle, and reports are available in the office of the Vice President for Academic Affairs.

When program reviews are completed, a list of recommendations is given to departments for follow-up. These recommendations often focus on the implementation of outcomes assessment. This outcomes-based emphasis serves the important function of assisting the institution in identifying programmatic strengths as well as opportunities for growth and improvement. There have been several workshops and seminars for faculty and administrators on implementation of systematic outcomes approaches.

**Liberal Arts and Science Instruction**

A major revision of the College's General Studies curriculum was completed and implemented in 1991. To undertake this project, the College established a college-wide committee of faculty and administrators known as the General Education Committee.

According to a January 1994 memo from the then Interim Vice President for Academic Affairs, "the goal from the outset was to establish a fundamental general education core across all curricula that would at the same time respect individual program autonomy." Based on research and many meetings, the committee submitted a proposal to all three Campus Curriculum Committees. The proposed general education changes were subsequently adopted and appear in the 1995-96 college catalog.

**Career-Oriented Courses**

**Health Science Curricula** with external licensing requirements, such as those in the Allied Health Department, are advanced in the use of outcomes assessment techniques. These programs have adopted specified outcomes procedures through identification of desired competencies and clearly defined measures. Practical and effective uses of outcomes-based education have been promoted by the Nursing and Allied Health Programs department head.

*Western/42*
Nursing utilizes the following resources to assess the current trends and needs of the registered nurse: ongoing monitoring of licensing exam changes, job analysis surveys, and professional forums for dialogue regarding nursing education. The NCLEX-R licensing exam format is Computer Adaptive Testing. Based on this new trend toward use of technology in testing, nursing faculty have determined that further supports must be provided in order for Nursing students to develop computer skills. Every three years, the National Council of State Boards conducts a Job Analysis Survey of New nursing graduates. Surveys have been distributed to employers of Western Campus Nursing graduates (with permission of the graduate) in order to determine quality and degree of preparedness for the positions they hold. These results are then incorporated into the outcomes process.

Graduate survey data and discussions within professional groups confirm that the Western Campus Nursing Program has established basic competencies essential for nurses in today's work force and have made revisions in course design and teaching approaches to promote the development of those competencies. Faculty have established changes in teaching strategies in order to foster active learning, nurture assertiveness and promote interdependent teacher-student roles. New and varied community settings for clinical experiences have been established to broaden students' practical experiences and maintain a current approach to changes in the health care field and exposure to a multicultural community. One example of an innovative effort by the Nursing Program is the proposal for an On-Campus Health Care Clinic. This collaborative venture of faculty and students would provide community-based health care services (such as health assessments, health teaching, immunizations and other disease prevention activities). A clinic area has been incorporated into the design for the proposed Multi-Purpose Technology Building.

Ophthalmic Dispensing was instituted in the Fall of 1994 as a direct response to the community's need for properly trained dispensers. Students in this program have courses in dispensing, eyeglass fabrication and contact lenses. Three college laboratories have been dedicated to support the three areas of study. Graduates of this program are eligible to sit for the New York State licensing examination in dispensing.

Since the program was instituted, several curricular changes have been made in light of anticipated changes in the role of ophthalmic dispensers in providing eye care. A significant change in the course descriptions identifies those courses that include student assignment to a campus dispensary. The dispensary has been in operation since Fall 1996. Future plans are to expand services to include contact lens fitting as well as the dispensing of eyeglasses. This clinic service is available to all SCC students, staff and their families.

Occupational Therapy is the newest health related curriculum at the Western Campus. Students were admitted to the program in Fall 1995 after the college received approval from New York State. Graduates of this program are qualified for New York State certification without examination. In the first year of the program a temporary college laboratory had to be made available for a second semester course as the new laboratories for this program were still under construction. While this temporary space was adequate for the needs of the course, this situation illustrates the need to have college laboratory space ready when a new program is instituted. As of Fall 1996, two new laboratories dedicated to the occupational therapy assistant programs; two faculty office and a general purpose classroom were opened and placed into immediate use. The OTA program is in the process of seeking accreditation through the
Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association.

**Public Service Curricula**

The newly established Department of Health, Wellness and Physical Education and its programs for Chemical Dependency Counseling, Medical Assisting and Physical Education fall within the designation of public service curricula.

The Chemical Dependency Counseling program began in the Fall of 1991 and prepares graduates as Credentialed Alcoholism Counselors (CAC) or Credentialed Substance Abuse Counselors (CSAC). The incorporation of an abnormal psychology course into the curricula and standardizing of texts used by instructors directly reflect needs identified from student and employer surveys. Clinical fieldwork continues to be conducted within various agencies in the community.

The Medical Assisting program admitted its first class in the Fall of 1990 and has undergone various curricular changes to prepare students for the evolving health care industry. The Advisory Council for Medical Assisting is composed of local practicing physicians and internship site personnel who are involved in program review and student outcomes evaluations. Increased use of technology results in the inclusion of a computer course and the addition of a coding lab. This program is presently undergoing the accreditation process.

The Early Childhood Program is considered a part of the public service curricula, although not part of the Health, Wellness and Physical Education Department. While course organization, program structure and implementation are sound as evidenced by outcomes of program reviews and graduate surveys, support for program development is insufficient. A particular challenge is the lack of committed space designed for special activities components of the early childhood curricula. There is dramatic need for a laboratory environment that would lend itself to the special facility needs of early childhood courses (such as running water, movable tables and chairs, storage cabinets and shelves, partially carpeted floors for small group activities, furnishings and equipment relevant to teacher-education, with adjoining lecture facilities).

**Special Technology Programs**

The curricula in the Applied Sciences and Technology area is continually under revision to promote currency for students upon graduation and to focus on issues unique to Long Island. Extensive revisions in the A.A.S. degree and certificate programs in Computer Information Systems and Office Technologies have recently been instituted. In the computer curriculum, emphasis has shifted from programming to software application and developing information systems in database management. In Office Technologies, changes focus on the inclusion of high tech skills such as computer-based systems and documentation preparation skills.

The Business and Accounting area review of its various A.A.S. degree programs resulted in the elimination of the A.A.S degree in Banking. Need for courses in entrepreneurial endeavors and human resource development have been identified. Increased attention to the computer literacy of business students has been addressed by the addition of courses such as
Electronic Spreadsheet Applications for Accounting. In addition, the need to integrate knowledge of business with the humanities and social science disciplines is being discussed.

The Veterinary Science Technology Program (VST) housed in the newly built Paumonok Hall has several labs and a complete animal care and VST training facility, including surgical suites, care rooms and a treatment room. (A description of this new program was given in an earlier). A thorough description and analysis, as well as recommendations for program development, are in the report furnished by the external accrediting committee.

Classroom Assessment Techniques

Characteristics of Excellence states that faculty attention to course effectiveness and outcomes assessment is an essential in creating, implementing, and revising curricula. A College survey was conducted in the Spring of 1995 to determine levels of outcomes assessment on each campus. However, a limited response from the Western Campus precludes making any conclusive statements. An informal review of that study's results indicates an incomplete picture of Western Campus participation in the use of outcomes. This conclusion is underscored by the Teaching Excellence Survey, which indicates that Western Campus faculty use a wide variety of assessment techniques. (Table 13) Those techniques with the highest reported use by faculty are tests, problem solving, quizzes, written work, analysis of lab or action papers and peer evaluations. Students' experiences corroborate faculty reports, and note that the research paper is in high frequency.

Table 13: Evaluation Methods Used/Experienced

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<th>STUDENTS</th>
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Methods of evaluating students' learning were organized into categories of "Tests," "Written Work," and "Alternate Forms of Evaluation." Faculty and student responses regarding levels of use/experience and each group's perceived level of helpfulness to student learning are presented in Table 14.
Table 14: Perceived Helpfulness of Evaluation Methods

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<td>84.0</td>
<td>501.</td>
<td>74.5</td>
</tr>
<tr>
<td>PRESENTATIONS</td>
<td>63.8</td>
<td>94.1</td>
<td>80.1</td>
<td>81.4</td>
</tr>
<tr>
<td>PROJECTS</td>
<td>70.2</td>
<td>90.2</td>
<td>79.4</td>
<td>85.4</td>
</tr>
</tbody>
</table>

The percentages obtained in the survey confirm that virtually all Western Campus faculty, at least occasionally use methods of evaluation other than testing. In all cases, except for problem solving exams, students felt that they had experienced evaluation methods more frequently than teachers claimed they had utilized them.

General Conditions Affecting Outcomes

The 1995 Institutional Research study entitled "Factors Related To Retention And Early Departure Of First-Time College Entrants," found that, overall, term-to-term attrition is approximately 28%. Results indicated that more than a dozen variables impact a student's decision to persist in his or her college education. Factors significantly correlated with
The report indicated that Black and Asian students had persistence rates significantly below (65% and 66%, respectively) the college average (71.6%). Persistence among females was higher than males, and part-time students showed significantly lower persistence rates. All these results were in keeping with those of national studies. According to the studies reviewed by Cohen and Brawer:

Students who persist in community colleges are much like those frequently called traditional college students. They are committed to their studies and involved in their institution’s activities and processes (63).

The report also indicated that persistence varies across campuses, with the Western Campus persistence rates lowest of the three. The majority of Western Campus students do not resemble the traditional college student. As indicated earlier, higher minority and part-time enrollments impact the rates for the Western Campus.

When examining persistence/attrition, the goal of the students must be considered. While many students attend college with the goal of achieving a degree, a goal in keeping with the institution’s role of graduating students, many others attend with the goal of taking a few courses. The accessible nature of the community college appeals to these students and allows them to leave and return as circumstances allow.

Moreover, the study focused on matriculated students as the target population. Full-time matriculated students persisted at a higher rate than part-time matriculants, however, there was no examination of the non-matriculated students. The Western Campus has a large number of non-matriculated students and further examination of this group would be helpful in developing an understanding of persistence and attrition patterns within the entire student population.

No data regarding the comparative socio-economic levels (SES) of the three campuses was available in the 1995 study, although SES was reported as being significantly correlated with persistence. During 1995-96, 30.8% of the Western Campus student body received aid, indicating that approximately one-third of Western Campus students experience socio-economic conditions that yield increased pressures of external responsibilities, such as job and family, and that may ultimately result in reduced persistence.

As illustrated earlier in this report, the Western Campus has large numbers of students enrolled in non-professional curricula. The following quote from Cohen and Brawer presents an important issue to consider when examining persistence data: "When programs are open to everyone, as in most of the less professional trades, the chances that a matriculant will complete the curriculum and begin working in that field are markedly reduced".

Of the factors that affect persistence, one that is clearly within the College's and Campus' realms of responsibility has to do with negative events at SCC. While no particular information was provided to clarify the nature of such events, it is apparent that newly enrolled
students are still forming attitudes about and ties to the institution they attend and are sensitive to negative events. In addition to increasing faculty understanding of student learning needs and incorporation of active learning strategies, efforts to improve student integration into campus life could positively impact on student persistence. Studies have illustrated that a student's decision to drop out is made early on, and is therefore made within this period of remote involvement and tentative connections. Implications are apparent for early intervention in the form of counseling and conferences and early integration into the college through early start and summer activities. These are steps that can be taken and, according to Cohen and Brawer, have proven remarkably successful in other institutions. Studies of community college transfer students demonstrate several consistent results.

- Community college students who transfer to four-year institutions do as well and often better than those who started in a four-year school. A recent study reported in Long Island's "Newsday" reflected this finding. State University at Stony Brook students who started their education at SCCC were better prepared and more successful than those who began their education at the four-year institution.
- Those who transfer with the greatest number of credits do better than those with fewer credits.
- Community college students often take longer to complete the bachelor's degree than their counterparts who started at the four-year institution.
- The first-term adjustment to the four-year school results in lower grade point averages for community college transfer students. However, students recover this ground after an initial adjustment period.

The Western Campus should communicate more effectively what transfer students need to know to persist successfully at four-year institutions.

According to SUNY data, in a three-year period the Western Campus graduated approximately 18.2% of the total student enrollment, as compared to the Eastern Campus graduation rate of 21.3% and the Ammerman graduation rate of 25.6%. The overall College graduation rate is 23.6% and SUNY community colleges average 26.5% graduation rates. The lower rate held by the Western Campus may be due to overall non-traditional student profile apparent in the student population.

**Recommendations**

1. Each department, should identify outcomes for its disciplines and/or programs and establish measures to determine outcomes-based competencies.
2. Develop departmental mission statements, and publish those already in existence, to correspond to the description of the responsibilities in the Role and Scope Statement.
3. Provide workshops in classroom assessment techniques to assist faculty in determining ways to identify outcomes of recent learning experiences and inform them of interim results of teaching.
4. Conduct a follow-up study to determine status of Campus approaches to outcomes assessment.
5. Provide adequate support facilities as new programs are fully implemented.
6. Communicate outcomes information to students to promote their awareness and understanding of this data and more appropriately formulate their own experiences as they transfer.
Task Statement 5
Relate organizational trends (administrative, instructional, student services, etc.) at the college and on the campus to the promotion of Teaching Excellence.

The decentralization that occurred in 1992 has given the Western Campus more authority and responsibility for its own operations, programs and future. A positive impact of this reorganization has been increased flexibility to initiate new programs of instruction, sponsor programs of professional development and promote student activities related to the needs in the Western Campus service area. This gain in autonomy has promoted instructional offerings that are more responsive to learner needs. However, the Sagtikos Theater is still controlled by Central Administration. Currently the Sagtikos Theater is not available to our theater students.

Instruction
Curriculum Development: Changes In Procedures For Course Approval
All changes in curriculum offerings are initiated by faculty members in consultation with their department, routed to the Curriculum Committee for review and approval and finally presented to the Dean of Instruction for acceptance. Meetings are held monthly to review, analyze and edit submissions, and to interview the course designer. Each year, approximately 20 to 30 new course proposals and 5 to 10 course revisions are approved by the committee. In recent years, the majority of changes and new offerings have been in the areas of health sciences and computer sciences.

Aware of the need to maintain a dynamic curriculum, the committee regularly reviews its own process. Two recent changes in procedure are a result of this self-examination. In order to better facilitate faculty efforts to produce quality submissions, the Curriculum Committee has revised the format utilized to submit requests for course approvals. The new form has been simplified and made more effective by establishing clearer and more straightforward guidelines.

In an effort to encourage more special topics course proposals, this approval process has been streamlined. As of April 1996, special topics course submissions proceed directly from the faculty member to the Department Head and on to the Dean of Instruction, bypassing the Curriculum Committee. It is expected that this change will serve as a strong encouragement to faculty to experiment with creative curricular offerings.

Academic Standards
Issues recently considered by the College-wide Academic Standards Committee include institution of a minimum GPA of 2.0 in a student's major area of study to ensure basic competencies. Some programs, for example Nursing and Early Childhood Education have established a more rigorous GPA requirement. Publication of the "Student Code of Academic Conduct" in the Student Handbook was instituted to provide minimum guidelines for student success. In addition, the committee is considering a degree residency requirement, in the major, to ensure that degrees awarded would indicate that the College's standards of quality had been met.

Faculty Development
In efforts to enhance faculty development, the Campus and College have established several professional activities. Table 15 shows frequency of faculty participation in sixteen
professional activities. Some of these activities, requiring professional advancement, are supported by the Campus through specific actions. The table is followed by a review of several activities and programs.

Table 15: Faculty Participation in Professional Activities

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FREQUENCY OF USE BY %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ALWAYS</td>
</tr>
<tr>
<td>ACADEMIC ASSEMBLY MEETINGS</td>
<td>23.7</td>
</tr>
<tr>
<td>ADDITIONAL DISCIPLINE/DEGREE PROGRAM</td>
<td>22.4</td>
</tr>
<tr>
<td>FACULTY DISCUSSION GROUPS</td>
<td>10.1</td>
</tr>
<tr>
<td>FACULTY LECTURE SERIES</td>
<td>8.3</td>
</tr>
<tr>
<td>FACULTY-STUDENT MEETINGS (GROUPS)</td>
<td>19.0</td>
</tr>
<tr>
<td>FULL-TIME FACULTY SUPPORT OF ADJUNCTS</td>
<td>20.0</td>
</tr>
<tr>
<td>GRANT WRITING</td>
<td>1.7</td>
</tr>
<tr>
<td>HONORS PROGRAM</td>
<td>3.3</td>
</tr>
<tr>
<td>MASTER TEACHER SEMINAR</td>
<td>5.1</td>
</tr>
<tr>
<td>MENTOR PROGRAM</td>
<td>3.3</td>
</tr>
<tr>
<td>COMPUTER ENHANCEMENT COURSES</td>
<td>5.0</td>
</tr>
<tr>
<td>PROFESSIONAL CONFERENCE DAY</td>
<td>43.3</td>
</tr>
<tr>
<td>RETRAINING LEAVE</td>
<td>5.0</td>
</tr>
<tr>
<td>SABBATICAL LEAVE</td>
<td>5.0</td>
</tr>
<tr>
<td>TEACHING AND LEARNING CENTER</td>
<td>5.0</td>
</tr>
<tr>
<td>TEACHING CONSULTATION PROCESS</td>
<td>5.1</td>
</tr>
</tbody>
</table>

The Teaching Consultation Process (TCP) is a peer consultation program designed to assist individual teachers in an in-depth analysis of teaching and in determining ways of improving classroom effectiveness. TCP is confidential, structured, voluntary, independent of any evaluation process, and owned by the faculty. Consultants follow a well-defined set of procedures when they consult with a client teacher. The materials are field tested and research consistently shows that participation on TCP results in positive changes in teaching. Discussion with peer consultants indicates that faculty who have participated are satisfied and have made positive changes in their teaching effectiveness.

The Teaching and Learning Center (TLC) was established at the campus in Fall 1995. The center is housed in the library in the Sagtikos Building. It contains state of the art computer
and multimedia equipment and provides a conductive forum for faculty to share classroom experiences, ideas, and teaching strategies. E-mail is accessed via the TLC. Faculty will be able to work together on interdisciplinary courses, program development and grant proposals, share expertise on computer software and hardware, and use multimedia in instructional development and teaching.

Use of the center is increasing as faculty become more familiar with its advantages. Workshop sessions are conducted by faculty experts on a variety of topics including E-mail, Internet and software packages such as Power Point (presentation software), Corel Draw (graphics software), and Excel (spreadsheet software). Faculty are provided with the opportunity to take ongoing computer enhancement courses. Several faculty are offering courses at the center.

Conclusion
Use of the Teaching Learning Center is limited by the availability of equipment. An increase in the equipment available should have a direct impact on the faculty use. In addition, concepts learned in the TCP could be shared more universally with colleagues if support equipment were available for that extension.

Recommendations
1. Expand the physical location of the TLC and enhance the equipment available for faculty use.
2. Provide equipment resources in departments so that concepts learned in the TPC can be extended throughout the campuses and faculty.

The Master Teacher Seminar (MTS) is an integral part of Suffolk County Community College's commitment to promoting faculty/professional development. This seminar, a residential three-day experience, explore ways to improve teaching techniques and learning facilitation for students. Discussions focus on innovations and problems of instruction, and activities are designed to provide challenging learning experiences for participants. Discussions, presentation, and hands-on workshops encourage participants to investigate new approaches to instruction and to discover successful solutions to old instructional problems.

Over the last four years, Western Campus faculty represented on average 20% of MTS participants. Evaluations by participants have indicated that the seminars have far exceeded expectations and that participants were able to expand their professional capabilities

Recommendations
1. Encourage faculty to attend every few years to provide for the incorporation of new and varied teaching methods.
2. Departments/areas could provide time during meetings for a seminar/roundtable discussion on new and varied teaching methods for dissemination of information from trained master teachers.
3. Members of a specific department should rotate the opportunity of yearly representation at the MTS so that the department would be current.

The Professional Conference Day is a yearly opportunity for faculty on all three campuses to attend a conference arranged and endorsed by the Professional Development
Committee and supported by the Suffolk County Community College Foundation. Topics have included multiculturalism, gender issues in learning, and technology. The format is a plenary session followed by workshops. This forum promotes a sharing of ideas for program development, grant writing and problem solving.

Recommendations
1. Continue developing timely programs to keep faculty abreast of opportunities and strengths in the College.
2. Have each department develop resolutions which can be designed to integrate new information/ideas into departmental curriculum and programs.
3. Develop follow up programs to provide each department with support for the implementation of resolutions and programs derived from the Professional Conference Day departmental resolutions.

The Faculty Lecture Series was designed by the Professional Development Committee and the Honors Program to showcase the scholarship of the SCCC faculty and to share professional and academic information with members of the college community. Faculty on all three campuses have provided insightful talks punctuated by discussion and workshops. The importance of maintaining and encouraging professionalism among the faculty hinges on showcase opportunities such as this. No lectures have been planned for 1996-97 in light of poor faculty attendance.

Conclusions
The success of this program should not depend upon numbers of attendees alone. It would be important for the campus to support this activity because of the important contribution it makes to the faculty who attend. Efforts should be made to find ways to support incentives that continue the development and offering of the Faculty Lecture Series.

Recommendations
1. The campus should support funding and promotion of this activity through the Academic Assembly.
2. Faculty input regarding selection of broad-based topics should be solicited through a sponsorship committee.
3. Provide tangible rewards to those who prepare and present topics through this venue.

The "Striving For Excellence" grants are awards to support innovative projects which have an immediate, direct, positive impact on students. All employees of SCCC can submit a proposal. The program is sponsored by the Suffolk Community College Foundation, Inc., a nonprofit corporation whose goal is to develop additional resources that enable the college to provide quality educational experiences for its students. Support for special projects for professional staff development and unique academic enrichment undertakings are among the many services provided by the foundation.
This is a new program initiated in the Spring 1996 semester. Three of the five 1996 grants were awarded to faculty on the Western Campus. One of these ongoing projects, "Building a Nature Trail at the Western Campus," is near completion and is currently being used in Biology and Art courses. Response by faculty, staff and students to the Nature Trail has been enthusiastic. Students have also gained insight from practical learning experiences in the "Beyond the Classroom" project in which students visited the Stony Brook Discovery Lab, assisted fifth graders and wrote about their experiences. A third project, "Computer Based Laboratory Review," transfers results from experiments to Photo-CDs and will be utilized in Biology courses this Fall 1996.

Conclusions

The Striving for Excellence program is new and is supported by the Suffolk Community College Foundation. The program has made an excellent contribution to the development of instructional activities at the Western Campus. Faculty from the Western Campus who have participated in these activities should report those activities to their colleagues in order to encourage further participation.

Recommendations

1. Encourage more faculty participation.
2. Consider awarding projects in both Fall and Spring semesters.

Task Statement 6

Describe and assess activities on the campus designed to promote faculty life that relate to Teaching Excellence and student success.

Faculty Life

Many new and long standing activities support the promotion of faculty life. The Western Campus Academic Assembly has a Campus Life standing committee, the Faculty Association promotes and supports various activities, and ad hoc activities develop when a need exists. The Dean of Instruction has stated: "Faculty spirit and initiatives for particular projects and proposals make the difference in our institution."
Faculty Profile

Eighty-seven of the 101 full-time faculty have classroom teaching as their primary responsibility. As listed in the catalog, 19 full-time faculty hold doctoral degrees while 71 have master's degrees. Also, many possess varied levels of professional specialization in addition to their degrees. There are 10 professional assistants who hold either a bachelor's or an associate's degree. Faculty have clearly defined roles as described in the faculty handbook. Roles include teaching, course revision and development, committee work, service to the college and community as well as professional development through conferences, workshops and coursework.

Although Western Campus student enrollment over the past five years has increased (Fall 1995 showed a 10.94% increase over Fall 1991), a corresponding growth in the number of full-time faculty has not taken place. Interviews with department heads found that 7 out of 10 shared one resounding recommendation: New full-time faculty must be hired in order to more effectively accomplish the goals of the Campus and the College.

Western Campus full-time faculty view teaching as their principal responsibility. However, they also participate in governance and on committees. In addition, they participate in activities related to promoting a spirit of collegiality, personal growth and learning. Faculty participation in professional development activities, as measured by the Teaching Excellence Faculty Survey, is present in Table 16.

Appointment, supervision, and evaluation of adjunct faculty are handled by department heads according to hiring procedures described in the Faculty Handbook. The Western Campus employs approximately 350 adjunct faculty in any one semester. These part-time faculty members often bring a specialized and sometimes practical expertise to the educational program of the Western Campus.

While adjunct faculty often add a real-world dimension to the courses they teach, the Teaching Excellence Faculty and Student Survey responses indicated that adjunct faculty are at an extreme disadvantage on many levels. Particular areas of concern that surfaced included the following:
- Lack of office hours make it very difficult for students to have access to faculty between class meetings. While many adjuncts make themselves available before or after class, lack of office space for meeting students further complicates the problem.
- Adjunct faculty are rarely invited to engage in campus governance and may be uninformed of goals and objectives. In addition, a lack of continuity in courses and personnel is experienced by students, full-time faculty and the adjuncts themselves.
- Adjuncts, because of their peripheral involvement, may be unaware of specific curricular or student needs that have been identified by departments or other faculty within the discipline.
- Overall, adjunct faculty members are less involved in course development and program planning which limits their impact on discipline, departmental and campus directions.

Faculty Professional Activities

The Western Campus Teaching Excellence Survey found that while such participation is not common to all faculty, many Western Campus faculty are engaged in various forms of
professional development. Table 16 represents faculty responses in three of the four response categories. Responses for the "always" are "often" categories have been combine in this table.

Table 16: Teaching Excellence Survey Faculty Responses Related to Professional Development Activities

<table>
<thead>
<tr>
<th>PROFESSIONAL DEVELOPMENT ACTIVITIES</th>
<th>FREQUENCY OF PARTICIPATION BY %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITY</td>
<td>ALWAYS OR OFTEN</td>
</tr>
<tr>
<td>COMMUNITY INVOLVEMENT</td>
<td>46.5</td>
</tr>
<tr>
<td>CONFERENCES</td>
<td>53.3</td>
</tr>
<tr>
<td>COURSE PROPOSALS/REVISIONS</td>
<td>41.7</td>
</tr>
<tr>
<td>COURSE WORK</td>
<td>54.2</td>
</tr>
<tr>
<td>FIELD WORK</td>
<td>40.6</td>
</tr>
<tr>
<td>PRESENTATIONS</td>
<td>37.3</td>
</tr>
<tr>
<td>PROFESSIONAL JOURNALS/PUBLICATION SUBSCRIPTIONS</td>
<td>62.7</td>
</tr>
<tr>
<td>PROFESSIONAL ORGANIZATIONS</td>
<td>59.3</td>
</tr>
<tr>
<td>PUBLISHING</td>
<td>13.6</td>
</tr>
<tr>
<td>RESEARCH</td>
<td>24.1</td>
</tr>
</tbody>
</table>

Responses for frequent participation (the "ALWAYS OR OFTEN" column) in activities of professional organizations (59.3%) and subscriptions to professional journals or publications (62.7%) were predictable. These venues offer current innovations and developments within fields of specialization and allow faculty to extend to students these up-to-date views. More surprising is the 11.9% response of those who "never" participate in those same activities.

Five percent of the Western Campus Faculty do not participate in conferences. Follow-up inquiries might be pursued to determine how participation in these activities has affected classroom teaching or why individual faculty members may have chosen not to participate.

While many faculty "always" or "often" participate in community involvement and field work (46.5% and 40.6%, respectively) others "never" do. The high number of faculty, 40.7%, who never engage in fieldwork is an area for further study. Those engaging in presentations reported a lower "always" or "often" frequency (37.3%) but a strong "occasional" involvement (40.7%), and fewer (22.0%) who "never" participate in presentations.

In that publishing and research are not traditionally associated with expectations of community college faculty, the levels of participation in the always or often category and the occasionally category are actually quite high.
Table 17: Scholarly Activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ALWAYS OR OFTEN</th>
<th>OCCASIONALLY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBLISHING</td>
<td>13.6</td>
<td>37.3</td>
<td>49.2</td>
</tr>
<tr>
<td>RESEARCH</td>
<td>24.1</td>
<td>44.8</td>
<td>31.0</td>
</tr>
</tbody>
</table>

Grant writing is one professional activity that relates to professional activities but was not explored in the Teaching Excellence Faculty Survey. According to the Grants Office 11/9/95 report, in the fiscal year August 1994-95 Western Campus secured grants in the amount of $23,500. The Nursing Department Head reported in the Spring of 1994 that over the past five years they had been awarded $50,000 for video and computer equipment to enhance critical thinking and technical performance skills and in the fall of 1996, English faculty were awarded a NYNEX grant for $25,000 to explore the use of computers and the teaching of writing. While these results are remarkable, more grant-writing endeavors would only service the faculty and students of the Western Campus.

Faculty Association

The collective bargaining agreement between the College and the Faculty Association ensures an atmosphere of professional growth and development. Examples of provisions that promote faculty life include:
- a $400 annual conference reimbursement
- up to four days of authorized absence for professional development
- tuition reimbursement for advanced studies
- sabbatical leave
- retraining leave/release time to pursue credentials in high demand disciplines.
- the Association also co-sponsors the annual College-wide Professional Development Day and provides peer advocates for faculty seeking promotion.

In addition to the Association supported activities described above, the Campus and College continue to support the growth of excellent teaching through new and adjunct faculty orientation and through faculty initiatives to promote faculty life.

New Faculty Orientation

When several new faculty members were hired in 1993, the Deans of Instruction on each campus planned and implemented a series of orientation sessions throughout the year. This cohesive introduction of personnel and procedural and professional topics (the developmental student, advisement and pre-registration, student affairs, pedagogy, promotion) was extremely helpful in producing a coherent message to new faculty and has resulted in their more complete knowledge of the institution. Orientation is handled less formally when only one new faculty member is hired.

Adjunct Faculty Orientation

During the semester's first week of instruction, an orientation for adjunct is conducted providing service awards for senior adjuncts, presentations on unique teaching methodologies and departmental sessions. A presentation related to an instructional resource such as the Sagtikos Computer is provided and faculty handbooks are distributed.
In addition to these large interdisciplinary meetings, some department heads invite adjunct faculty to attend departmental meetings and gatherings and hold informal conferences regarding content specific or pedagogical concerns. These efforts are valuable, though limited, and it would serve the entire faculty as well as the student body to identify ways to more fully incorporate adjunct faculty members into the whole functioning of the campus. Designated space for adjunct faculty to meet with students would be a good beginning step.

**Faculty Initiatives**

Informal faculty meetings planned and implemented by one communications faculty member are exemplary of a faculty-initiated professional support activity. Over a two-year time period, between two and four meetings were held each semester for the purpose of engaging faculty in-based discussions.

Topics addressed at these meetings ranged from test preparation and testing techniques, use of computers in the classroom to classroom management techniques. Attendance at these meetings varied, but participants consistently reported benefits from engaging in professional dialogues with colleagues. Due to the extensive time and energy required to coordinate such meetings, these meetings have been suspended. Another effort to promote faculty life included occasions for social gatherings at a local restaurant. These were initiated by the same faculty member who organized the discussion groups.

**Recommendations**

1. In light of recent campus growth, there is a critical need to hire new full-time faculty to ensure high quality educational offerings.
2. Identify ways to define, encourage and support attitudes and activities related to the kind of scholarship relevant to the community college.
3. Promote collegial environment through faculty discussions meetings. Provide institutional support in order to facilitate further development of collegial environment.
4. Establish institutional support for faculty communication and collaboration within and across disciplines.
5. A formal mentoring program should be established for new full-time and adjunct faculty. Adjunct faculty should be more completely integrated into the overall functioning of the Campus and College.

**Task Statement 7**

Provide an analysis of participatory governance, and how these processes have had a positive effect on Teaching Excellence.

**Academic Assembly**

In accordance with the Characteristics of Excellence teaching excellence should be promoted by the campus governance. The Academic Assembly has a major role in the implementation of programs for teaching excellence via its open forum of operation and the involvement in key issues by its executive board.

The Academic Assembly (the Assembly) is representative of the Campus community. It is the agent of the faculty in the exercise of that group's academic voice and responsibilities. The
Assembly makes recommendations regarding academic policies and campus welfare to the College Administration, Board of Trustees, the County Legislature, and the State University of New York.

The membership consists of all full-time professional employees of the Western Campus. Non-voting ex officio members are: President of the College, the Vice Presidents for Academic Affairs, Management and Planning, and Student Affairs.

The officers of the Assembly consist of the President (ex officio), Presiding Officer, and Secretary. The Executive Committee consists of the Presiding Officer, Secretary and four members of the Assembly elected at large. Standing and ad hoc committees provide input on a variety of topics. Standing committees are: Academic Standards, Campus Life, Committee for Serving the Needs of Persons with Disabilities, Community Relations, Computing, Curriculum, Physical Development and Scholarship. The Academic Assembly Constitution describes the details of the Assembly operations.

The Assembly provides a forum for the campus faculty to act in its advisory and consultative capacity to the Provost and President. It allows for consideration of matters of mutual interest and concern to members of the Campus community. It fosters communication and morale by keeping faculty involved in the "plans and operations of the institution for advancing its mission and attaining its goals" (Characteristics of Excellence). Consideration of campus items including curriculum and other standing committee reports, old and new business, announcements, etc. keep the faculty and students informed. Parliamentary procedure ensures that issues are dealt with formally and given due process.

During the school year 1995-96, students lobbied to be included in this judicial process. Students are always welcome but are not part of the voting process. Recently, students have asked for verbal representation in the Assembly by formulating and submitting a resolution requesting regular recognition. Agenda and minutes are distributed to all campus professional staff and will be available to the site visitors.

Conclusions
The Assembly appears to be serving the role and purpose of shared governance on the campus. The Assembly provides a regular forum for issues directly associated with Teaching Excellence. The curriculum committee, the academic standards committee, as well as other committees related to topics of teaching and learning provide regular reports to the Assembly and to the campus community through the distribution of minutes.

Recommendation
The campus should continue to support and promote the Assembly as the campus agent for participatory governance.
TECHNOLOGY DEVELOPMENT AND UTILIZATION

The committee studying Technology Development & Utilization (TD&U) on the Western Campus conducted a comprehensive study. That study included questionnaires distributed to Western Campus professional staff and students and interviews with various campus individuals involved in the utilization and delivery of technology-based services.

In addition, while reviewing the findings of the interviews and questionnaires, and establishing a status level for the campus "development and utilization of technology," the committee members reviewed current literature dealing with this same topic and the status of its utilization at other community colleges at a national level. Information appropriate to those comparisons between the Western Campus and the national picture are included within the committee's final report.

The committee's report in its entirety is a part of the resources available to the on-site visitors. The content of the report has been used to complete this chapter of the self-study report and to address the specific task statements associated with Technology Development and Utilization. The committee's report provides significant detail associated with technology-based facilities that are also described in other sections of the self-study report. Accordingly, those descriptions will not be repeated in this chapter.

Task Statement 1
Provide a broad based analysis of the impact of technology implemented in recent years on the role and scope of the campus, the teaching delivery processes, the ability of students to learn and the overall campus environment.

As campus facilities have expanded over recent years, primary emphasis has been given to the acquisition of square footage for instructional programs and campus-wide activities. The integration of technology into instructional programs is in a developmental stage. Therefore, as students and faculty have responded to questionnaires regarding the use of technology and its availability, 82% of the faculty indicated that the use of technology at the Western Campus was at a bare minimum or below, and 59% of the students responding to a survey indicated their skills in the use of educational technology, and so forth, has remained the same while attending SCCC (Appendix 16).

This report details advances in technology associated with the instructional program and the delivery of services to students; however, this technology has not been given specific emphasis in the Campus Role and Scope Statement. The campus planning committee also establishes strategic goals associated with the Role and Scope Statement and within those goals technology has been addressed (Appendix 10). In addition the Technology Development and Utilization sub-committee's activities have uncovered that there is an emphasis being placed on the acquisition of technology both in the areas of instruction and student services.

The library has placed an emphasis on electronic search and retrieval services, and the Academic Computing Center has been expanding the number of computing work stations. Courses in liberal arts have scheduled all or some of their class meetings in a 20-computer station section of the Academic Computing Center.
The Academic Skills Center has expanded its computer workstations and has progressively added software for student skill enhancement. The Student Activities Office has improved the technology available for student groups and organizations. In spite of all the improvements, the campus is in need of more workstations for students and open access to technology based instructional delivery.

The classroom/labs for the Office Technologies, including Computer Information Systems, have added workstations and have recently converted a typing classroom to an additional 24-station networked computer laboratory.

From a sample of 164 students across disciplines at the Western Campus, the following responses relate to technology. Sixty-five percent of the respondents report using computer-assisted laboratories "occasionally" to "often." Forty-three percent use campus based word processing for completion of assignments related to their instructional program. Thirty-six percent use computer based information retrieval facilities and 36% use computer based technologies for completion of assignments in their major, sciences or liberal arts courses. Fifty-five percent of the respondents never used computers with tutorial programs and 61% do use video or multi-media facilities in order to complete assignments.

Only 10% of the respondents rated the computer-assisted labs as poor, 4% rated the word processing facilities as poor, 8% rated computer based information retrieval as poor and 7% rated computer based technology as poor (Appendix 16). With low percentages evaluating campus technology as poor and with relatively high percentages providing satisfactory or higher evaluations of technology, there appears to be relative satisfaction among students for the technical facilities on campus.

The faculty evaluate the availability of technical equipment and facilities as relatively low (45% indicating not adequate or less than adequate). However, 49% of faculty respondents indicate that they never use technologies as a part of their classroom presentation. Sixty percent never require technical resources of their students for class assignments, but 50% indicate they are willing to increase the use of technical resources. Fifty-five percent of faculty indicate they are willing to receive training and 64 and 67% of faculty respondents indicate that they provide their own personal resources for acquisition of hardware and software respectively (Appendix 17).

On an overall scale of one to five, with one being extremely sophisticated and five being at a caveman level, 52% of the faculty rated the campus' use of technology at level four and 30% rated the use of technology at level five.

In the fall of 1995, there were in excess of 14,000 student visits to the Academic Skills Center. Faculty using the Skills Center and the Academic Computing Center report a high level of support from these facilities for teaching delivery and for enhancing a student's ability to absorb instructional material. There have also been indications of severe understaffing as well as a need to enhance the level of technology in both of these computer-based facilities.
Conclusions

The staff members working directly in the Academic Skills Center and the Academic Computing Center would like to enhance the capability of equipment provided for the learning activities in both locations. However, there is no single office or individual responsible for planning and coordinating technology enhancement.

These assessments are supported by the Western Campus Planning Committee's strategic goal "to promote and support the integration of appropriate technologies within the teaching and learning processes" and the action priority for 1996 "to purchase and install updated computer equipment that will interface with the planned college-wide network."

At the time of this writing, 40 new Pentium processor computers are being installed in the Academic Computing Center and an additional computer laboratory is being added to the Computer Information Systems/Office Technologies program area. Older computers that have been excessed are being distributed to campus staff members as stations for access to the College-wide network. Accordingly, some of the faculty concerns in the TD&U survey are being addressed at the beginning of the 1996-97 school year.

Recommendations

1. The campus should budget for the services of a full-time computer technician, who could address the specific hardware and training needs of the campus and who could develop an ongoing planning process for the implementation of computer-based technologies.
2. The campus should implement an aggressive training program for the use of modern computer technology for all faculty and staff.
3. The campus should maintain an ongoing inventory of available hardware and software for both student and faculty use. This inventory should be updated regularly and disseminated to all campus staff members to ensure awareness of the available technology.

Task Statement 2

Describe recent trends in technology related to the teaching process and review planning associated with innovations targeted at instructional delivery.

There are three major units that provide general purpose technology-based instructional delivery at the Western Campus. They are the Academic Skills Center, the Computer Center and the library. In addition, there are some departmental based activities that provide technology based instruction, but the trend at the Western Campus has been to place as much support, both departmental and campus wide, with the three major units listed above.

The primary focus at the Academic Skills Center is supplemental instruction in the form of tutoring, structured lab work and computer-assisted learning. Students use the Center on a regular basis to fulfill lab requirements in reading, ESL and chemistry. Tutoring is provided in basic skills and content areas. MacIntosh-based software is available for students to complete assignments.

The Sagtikos Computer Center is used for class-size instruction using computers for delivery of information and learning activities. Classes in Art, Music, English and other disciplines are scheduled in the Computer Center for a major portion of their scheduled class
time. The hardware is IBM compatible and some workstations are available for individual student use. Additional coverage will be given to these areas in the next task statement and some duplication may take place; however, the emphasis from each task statement, instructional delivery and student outcomes will be addressed.

Technology Facilities

Academic Skills Center

The Academic Skills Center (ASC) is an integrated learning center that provides support services across the curriculum. The ASC has played a major role in making computer-assisted instruction accessible to Western Campus students. Word-processing, multi-tasking programs and those of a content specific nature (such as: anatomy review and nutrient analysis software) have effectively complemented classroom instruction. The technology and the descriptions of equipment and learning stations can be found in the next task statement.

Interviews with technical personnel working at or associated with the Academic Skills Center revealed a bustling learning environment. Highlighted as accomplishments are the Academic Skills Center support for the ESL program, and the Center's record of support for English, mathematics, reading and content areas.

The Center has two areas that require some attention. To support ongoing instructional delivery and supplemental tutoring, the area of staffing and equipment must be addressed. As mentioned in Campus Environment Supporting Learning and Teaching, there is need for a computer proficient full-time professional assistant.

With respect to equipment, also cited is the need for upgrading hardware and software. The Center requires equipment with greater memory and faster processing speeds in order to accommodate the newer software and to cut down on machine time required by a single student. Also, Internet access would enhance limited on-campus resources.

Conclusions

The Academic Skills Center has the necessary work-stations and the number of computer stations to serve the current student population. However, there are no strategies for regular upgrading of hardware and the acquisition of software. Software generally is provided through purchases made by the individual departments in order to support the needs of the ASC. Moreover, there are no Skills Center funds budgeted for hardware. The ASC relies instead on equipment grants. Clearly, a learning environment, such as the ASC, that is dependent on computers needs a budget that will ensure timely transitions to more sophisticated technology.

The ASC also needs to plan physical expansion to coincide with projected student growth. Having recorded over 14,000 student visits during a single semester, the Center is acutely aware of the fact that its physical space is at maximum for the size of the student body served.

Recommendations

1. A user group and/or an on-campus advisory committee should be developed to assist the ASC in formulating an ongoing plan that addresses space, personnel and equipment needs.
2. The campus must give priority to staffing for the Academic Skills Center. In addition to full-time staff, the Center must focus recruitment efforts on tutors who have a background in computer technology.

3. Incentives should be offered to encourage faculty participation in the Academic Skills Center, particularly to those with a background in computer-assisted instruction.

4. A plan for on-going upgrading of hardware and software should be implemented. Currently grant monies are used for hardware purchases and software is purchased through the academic departments. The Center should be provided with a budget that has regular hardware and software upgrades included.

5. An Internet accessible workstation with graphical capabilities should be part of the Academic Skills Center offerings.

**Sagtikos Computer Center**

The Computer Center is located within the Western Campus Library and is administered by the campus head librarian. The facility is divided into an open lab for general student use and two computer classrooms for instruction purposes. This design allows for maximum flexibility in accommodating the needs of classes and the needs of individual students. The Center has network capability providing support for both instruction and administration.

All computers in the Center are IBM-compatible systems. There are approximately 75 workstations and 40 of those stations have recently been upgraded to Pentium-processor capability. There are computers connected to synthesizers for instructional use in music classes. There is one computer with a 17-inch monitor and software that enlarges text for visually impaired students. The Center has a color scanner and two color network printers and standard printers as well. The Center also has a liquid crystal display panel that projects computer information onto a screen. Software includes reading and writing guides, software for patient care, (i.e., clinical simulations, pharmacology, among other topics for nursing students), Corel Draw for fine arts courses, Harvard Graphics for presentations, a bibliography generator, Comptons' Interactive Encyclopedia, fitness and wellness software and software to support astronomy and planetary sciences, mathematics, word processing, and others.

The Sagtikos Computer Center is a well organized and efficiently run facility supporting full class sessions and computer-assisted instruction for individuals. Efforts to enhance existing computerware is ongoing and laudable. Computers in the Center for art and music classes have recently been upgraded to support animation programs in the Fine Arts curriculum. Staffing shortages have been a problem with the Center since its inception and subsequently open access time is limited to approximately 39 hours per week.

**Conclusions**

The Academic Computing Center has made a major contribution to the advancement of technology utilization in the instructional program. The availability of this Center has stimulated the use of technology in a number of disciplines. In addition, the Center has focused departments on grant funding to implement additional technological innovations in a number of disciplines.

**Recommendations**

1. The campus should support additional staffing for the Academic Computing Center. The facility is grossly under utilized because of limited staffing. At least one other full-time
P.A. is needed for the current program and the hiring of a full-time clerk typist would greatly improve services.

2. A planning process for the acquisition of technology appropriate to the Center's needs should be implemented. An on-campus user and advisory group could establish priorities and assist the administration in the appropriate decision making for acquisition of hardware.

3. Special technology acquisitions should be addressed to support expansion of certain disciplines such as art and music into state-of-the-art areas.

The Library
Technology facilities for the library are described in the Library Self-Study Report. This description provides background on the equipment available in the library including: CD-ROM, multimedia and audiovisual workstations. In addition a comprehensive description of the library is included in Campus Environment Supporting Learning and Teaching where the relationship between non-classroom faculty and students is discussed.

The library moved from extremely limited space to an expanded location when the Sagtikos building opened. However, given the enrollment and development of the campus since 1990, (or since that time) the library has reached physical capacity. The campus library has seen declining support for its more traditional types of acquisitions. Accordingly, the library has shifted its emphasis from print to non-print materials and has placed a greater emphasis on technologically based resources for students. The library plans the addition of a local area network server to permit greater access to indexes and bibliographic retrieval facilities. In addition, an on-line public access catalog enables students to search the resources of five participating colleges and universities. Books not available in the Western Campus library collection can be located and requisitioned through an inter-library loan system.

Workstations and computer-assisted instruction modalities in the library's media center are heavily used. As a result of the campus's 1995-96 strategic planning efforts, it is expected that an additional $35,000 will be made available for acquisitions for the Western Campus Library during the 1996-97 school year. Approximately $25,000 of that amount will be dedicated to specific occupational programs on the Western Campus. The remainder will be used for enhancement of both print and non-print portions of the general holdings.

Conclusions
The library is to be commended on its use of limited resources to expand access for students through technological means. While $35,000 in additional acquisitions is likely to become available for the Western Campus Library in the 1996-97 school year, it is imperative that we progressively expand the acquisitions budget to support the growth and continued development of the Western Campus Library's instructional offerings.

Recommendations
1. The campus should consider dedicating further resources to the library for the audiovisual budget as well as toward the delivery of instructional resources.
2. As the Western Campus continues to expand, an additional building for the Western Campus that would house the Academic Computing Center and the Library should be considered and supported.
Departmental Use of Technology

While the Academic Skills Center, the Sagtikos Computer Center and the library provide resources on a campus-wide basis, certain departments have established resources available to students within their own department. The Office Technologies department which houses the Computer Information Systems program and courses and Computer Science courses has four computer laboratories. The fourth laboratory was established during the summer semester of 1996 and is on-line as of 1996. That additional laboratory has 24 Pentium-based computers and a local area network server. Of these four laboratories, three of them are currently networked and plans call for the fourth laboratory to be networked during the fall semester 1996.

In addition, some computer workstations housed in other departments are available for faculty for the development of instructional programs and materials, and for student access on an individual basis. These programs/departments include the Veterinary Science program, accounting, sciences, and some allied health programs.

These program-based computer resources are generally made available to only those students within their specific programs. However, on a time available-equipment available basis, other students are able to use the computers during open lab hours in the Office Technologies computer labs. These resources provide opportunities for students when the Sagtikos Computer Center is not available, although technical expertise is not available.

Conclusions

Resources are available to students that are not within the dedicated resource facilities. These resources are minimal because of the desire to provide the appropriate support to the Academic Skills Center, Sagtikos Computer Center and the Library. As a result, resources outside of the three major facilities are not well known.

The Western Campus has a strong impetus to support technology-based instruction. Both faculty and administration support the three facilities available to all students and dedicate a portion of limited resources to hardware and software acquisition in these units. The Campus is an active participant in college-wide initiatives and attempts to bring greater resources for instructional delivery to the campus by applications for grants and connectivity to college-wide technology.

In addition enrollment expansion is pushing the physical limitations of the three facilities and budget constraints are limiting hours of operation. These outcomes must be considered in ongoing planning for facilities, technology and instructional delivery.

Recommendation

An ongoing inventory of technological resources should be maintained by the campus and distributed to the campus community.
Technology Trends

Electronic Classrooms
The Western Campus has recently been connected to the College's Ammerman Campus by an electronic "backbone". The connection has been made to the Sagtikos Building, the designated Western Campus hub. One prospect is an electronic classroom with internal networking and Internet access.

Electronic classrooms provide not only networking capability, but also allow the faculty greater latitude in addressing different student learning styles. The use of videos, computer simulations, laser disks, and CD-ROMs better serve today's more visually oriented student body. An adjunct to the electronic classroom is the ability to videotape lectures. These videotapes can then be made available to students as review or for make-up assignments. They can also be used by the faculty to improve their teaching skills.

Computer and CD-ROM laboratory simulations are becoming more commonplace and more sophisticated in design and capabilities. These simulations allow the student to manipulate variables, collect data, and analyze results by critical thinking. Faculty can present and explain concepts without the cost of expensive monitoring devices. In the biological sciences, these simulations also respond to a growing interest in the humane treatment of laboratory animals. (In clinical courses where the students learn to operate and maintain modern laboratory equipment, hands-on experience is mandatory.)

The Western Campus offers dedicated electronic classrooms in the Sagtikos Computer Center and in the Office Technologies and Computer Information Systems Programs housed in Caumsett Hall. The Sagtikos Computer Center laboratory can be reserved and used for lectures, laboratories or tutorials by classes in all disciplines. The Sagtikos Computer Center also features an electronic music classroom. The Office Technology Program maintains four laboratories equipped with IBM-compatible personal computers (PC's). These classroom average about 24 computers per room. These machines are used for keyboarding, transcription, and software applications courses, among others. The Computer Information Systems Program operates one electronic classroom and shares another with Office Technologies students. (The Computer Science major is not offered at the Western Campus.)

Many other departments and areas have their own computer equipment. For example: the Nursing Department has two IBM machines located in the Sagtikos Computer Center; the Math Department maintains three networked IBM's in the Academic Skills Center; and the Veterinary Science Technology Program has three IBM clones in the Paumanok Building which are used in laboratory simulations and are also available to students.

The surveys indicated that the greatest number of respondents used audiovisual (52%) and word processing (45%) in classroom presentations. In class assignments, audiovisuals (36%), computer tutorials (27%), and word processing (21%) were the most common modalities required of students. (Appendices W-3-A and W-3-B.) These assignments can be completed in the Sagtikos Computer Center, Academic Skills Center, or the Library's Media Center.

The Multi-Use/Health Technology Building, scheduled for completion in 1999 will include an additional electronic classroom for general campus use.
Teleconferencing

Teleconferencing is expanding greatly as more colleges and universities are networked with government, industry and to each other. Teleconferencing allows access to the exchange of ideas and information to the smallest and most distant end-users. The initial cost may be high, but the end cost savings are significantly higher. The time and expense of conference attendance are eliminated, allowing more faculty and students to participate. The Western Campus has a room in the Sagtikos Library with teleconferencing (downlink) ability. Of the Faculty Survey respondents, 39% would use teleconferencing in a classroom setting and 39% would receive training if it were available.

Distance Learning

Distance learning is rapidly developing into a significant method of delivering educational opportunities to non-traditional students and into remote areas. The use of television and computer networking will allow colleges to teach many students who cannot attend conventional classes. This is opening up the college experience to a whole new audience.

Another outgrowth of distance learning is the sharing of faculty and course work by many networked colleges and universities. In a time of tightening budgets, this permits more efficient use of faculty and facilities. There are, in fact, consortiums of colleges already sharing assets. This may eventually lead to large numbers of networked colleges each providing courses, some of an esoteric nature, which do not have to be duplicated by other colleges in the consortium. It would also allow more frequent scheduling of rarely offered courses and the ability to run courses with under enrolled sections. Distance learning is also allowing student and faculty to network. Faculty and students are communicating via E-mail and bulletin boards using on-line services, which many colleges are now providing. A faculty member can leave notes, assignments, and reserve material in special files which can be accessed by the student.

The College Administration has recently presented an initiative to institute distant learning. In the Faculty Survey, 42% of the respondents were interested in increasing the use of distance learning and 52% were willing to receive training in this area. Many departments and areas are either beginning distance learning or are planning to do so. As an example, the Nursing Department would like to acquire the Nightingale System, an advances telecommunications package. This system is comprised of three-dimensional monitors, cellular phones, and fax connections. It would allow students to go into the field and maintain contact with a central information source. Data, test results, and instructions could be exchanged instantaneously.

The Veterinary Science Technology Program hopes to develop a primate management course to be offered by SUNY at Delhi. Lectures would be presented to Delhi and televised to Suffolk County Community College. The English Department would like to establish a distance learning link to area high schools.

Information Retrieval

The creation and dissemination of information is increasing at an overwhelming rate. An integral part of a college education is a student's ability to locate and retrieve information. On-line databases are routinely added to library collections and information retrieval skills are taught by freshman seminar mentors and library personnel. Through the Internet, students and faculty have access to a growing number of information services which cater to specific
programs and majors. These services not only provide literature searches, but also feature online conferences, expert referrals, and "chat-rooms."

In an era where budgetary constraints are the rule rather than the exception, most college libraries cannot afford to subscribe to every journal available or necessary to an academic department. The on-line services, however, do provide citations, summaries, and in many cases, full-text articles. This provides students and faculty with information access in a cost-effective way. The Sagtikos library has placed increasing emphasis on on-line bibliographic retrieval services and is in the process of networking all workstations in this area.

The campus library's computers currently offer Bibliography Generator Software, InfoTrac, Government Reporter, Newsday, and other information retrieval services (see Section 2.3). Individual departments and areas also belong to on-line services. For example, the Veterinary Science Technology Program belongs to the Network of Animal Health (NOAH) and Veterinary Information Network (VIN) databases. These on-line services allow student and faculty to perform literature searches, take part in on-line conferences, enter chat-rooms, use electronic bulletin boards and network with other veterinary, technician programs, veterinary colleges, and the animal industry. Of the Faculty Survey respondents, 67% would increase the use the Internet/E-mail and 73% would be willing to receive training in this area. Current access to the Internet is restricted to the faculty.

Conclusions

Although the Western Campus has been linked by an electronic backbone to the Ammerman Campus, it still requires a significant influx of new equipment to become fully operational and technically competitive. The plan to expand campus technological capabilities is admirable, but has not yet reached fruition.

The campus has made a sincere and (to a moderate degree) successful effort to create electronic learning environments to promote computer literacy and apply computer technology to many of the College's programs of study. The Sagtikos Computer Center has provided computer-assisted instruction to thousands of students through its electronic classrooms. Unfortunately, it has outgrown its physical space and its hours of operation are severely constrained by staffing limitations. Caumsett Hall has provided a venue for the Office Technologies and Computer Information Systems curricula. Its electronic classrooms have been the instructional backbone for students in these programs, but suffer by comparison to other technologically superior facilities. Competition for these student constituencies is keen, and computerware must be upgraded and made more competitive. Most professors currently do not have computers in their offices. Interested faculty must receive computer equipment and training for the new technologies.

Classroom presentations are simply not what they could be with a more computer literate faculty. Outcome assessment at other institutions of higher learning have provided proof of the value of the technology-equipped classroom. Students must have greater access to educational technologies to optimize their educational experience at the Western Campus. By incorporating these technologies and making them more visible instructional modalities, the campus will clearly enhance its recruiting efforts and increase retention.
Recommendations

The solution to campus technological shortcomings must be approached globally. This
is currently under consideration by the Suffolk County Community College Title III Technology
Design Team. This task force was appointed by the President to plan for the acquisition of
educational technology college-wide.

1. Create at least two new fully equipped electronic classrooms as follows: one with a full
screen projection system which will display computer, VCR, and laserdisk technologies
(48 student capacity) and a second with a minimum of 24 networked PC’s.
2. Provide adequate support staff for the networked electronic classroom.
3. Upgrade Office Technology hardware to provide students with training on computers on
a par with those they will encounter in the workplace.
4. Commit to software development for instructional use. This should include a computer-
proficient technical assistant or faculty release time to preview, author, and assemble
multi-media and other software for classroom and laboratory use.

Task Statement 3
Review technological innovations for student learning (skill/learning centers, academic
computing centers) and how these have affected and enhanced student outcomes.

The Technology Development and Utilization Subcommittee report encompasses
traditional technologies, but places greatest emphasis on emerging computer-assisted modalities.
No college today could realize its full potential or maintain a competitive position without
computer assistance. The computer is extending the usefulness of other technologies, as
exemplified by presentation graphics and multimedia platforms.

The results of the subcommittee's Impact of Technology Survey reflects the increasingly
important role of computers in higher education. The data, analysis, and recommendations
contained herein convey a comprehensive view of technology development and utilization at the
Western Campus as it impacts student learning. Three Western Campus locations are focal
points in student learning: Academic Skills Center, Sagtikos Computer Center and the Library.

The Academic Skills Center

The Academic Skills Center (ASC) is an integrated learning center which provides
support services across the curriculum, with primary emphasis on English, reading, mathematics,
and English as a Second Language (ESL).

The Center, located in the Sagtikos Building, has its main computer lab in a large central
room. Adjoining the central work area are four satellite rooms including a Reading Laboratory.
These five rooms house 56 Macintosh, eight Apple II and three IBM computers for individual
and small group tutorial work. In addition to its computers, the Center provides 25 printers. For
the Fall 1995 semester, 14,243 students visits resulted in 25,306 hours at the Center. Additional
description of this center is located in Campus Environment Supporting Learning and Teaching.

The ASC has played a major role in making computer-assisted instruction (CAI)
accessible to Western Campus students. The ESL program makes extensive use of the Center.
Students can also take advantage of the Center as a word processing facility for preparing writing
assignments and laboratory reports.

Western/69
The Academic Skills Center is an active learning environment that focuses primarily on remedial and tutoring assistance. Notably successful has been the Academic Skills Center's support of ESL. This was rated as the Center's most cost-effective program, accounting for 40% of all ASC students. Also praised was the Center's record of providing support in English, mathematics, reading, and content areas such as accounting, biology and chemistry. The Center houses a Reading Laboratory attended by all developmental reading students. A scheduled reading lab has been implemented with 27 lab sessions per week.

There are, however, several major deficiencies. Most often cited in the critical-needs category is staffing. Having another computer-proficient full-time professional assistant (PA) and more faculty involvement in course-specific tutoring were emphatically recommended. Currently, there is only one full-time PA; only two faculty members are compensated for ASC hours (four weekly hours in English and four in Reading.)

On a par with the increased staffing priority is the need for hardware and software upgrading. Although new computers have been purchased on a fairly regular basis, the Center requires machines with greater memory and faster processing speeds to accommodate the demands of the current generation of software. The pace of new software acquisition and program upgrades is also sluggish and is hampered by the lack of budget allocations for software. Also underscored were the need for more work space and first-time connectivity to the Internet.

Conclusions
The Academic Skills Center is a highly active student learning area which requires qualified personnel to assist students. The computers in the area are in high demand and there are often technical problems that arise. Any initiatives to update this facility should include Internet-accessible workstations and more advance interactive instructional programs.

Recommendation
The recommendations outlined in the previous task also address student outcome needs for the ASC.

The Sagtikos Computer Center
The Sagtikos Computer Center is a multipurpose facility which provides computer services to students, faculty and staff of the Western Campus. It is the academic computing center of the Western Campus. Administered by the Library, the Center is committed to providing an innovative network environment to the academic community.

The facility is divided into an open lab for general student use and two computer classrooms for instruction. This design allows for considerable flexibility in accommodating the needs of classes scheduled en masse and of individual students. The Center provides both instructional and administrative networks.

The Center offers orientations and basic instruction on the use of the available applications software to visiting classes for a variety of disciplines. In addition, handouts are given to students covering instruction on how to use the basic functions of most of the available
software. Currently the Center is used by many classes of all disciplines except the Office Technology/Computer Science classes which use their own dedicated labs.

Students from all disciplines may use the Center's networked or stand-alone computers; computer knowledge is not required. Students use the open lab on a first-come first-serve basis. Faculty are encouraged to use the Center for all college-related work. Orientation to instructors (individually or in a group) is available by appointment.

The Sagtikos Computer Center has provided a well-organized and efficiently run venue at the Western Campus for whole-class computer-assisted instruction (CAI) and for individuals reviewing course materials and completing homework assignments.

The Center has scheduled class visitations with very positive results. The staff is well-prepared and creates initialized work diskettes for each class ahead of time. Students are given an introductory presentation on the Center's computer resources and protocol and have the opportunity to seek additional technical support as needed. Networking capabilities have added significantly to the faculty's CAI capability.

There is, however, a problem with individual follow-up visits for review or completion of homework assignments. The Center simply cannot accommodate the current population of students with its present staffing schedule. Although the Center has generally supported art and music students well, there is insufficient physical space to support a dedicated animation studio course. Staffing shortages have caused the Center to limit open access time to approximately 39 hours per week.

On the plus side, the Sagtikos Computer Center has installed 40 new Pentium-processor computers that have significantly upgraded its hardware inventory. The Center also plans to become the hub of the Western Campus' link to the Internet. This will enable student use of Internet resources within the Center and faculty Internet access within their offices and the dedicated teaching/learning laboratories on campus.

Conclusions

The full class facilities are in use continuously during school hours. Faculty often cannot find an open slot to bring classes into the class workstation area. This keeps the number of computer-assisted classes at a minimum. In the same vein the Center has limited funding for open lab time and is therefore not utilized during some time periods. The addition of full-time and adjunct professional assistants would extend time and learning opportunities for students.

Recommendations

1. The number of computer stations in the Sagtikos Computer Center should be increased to the extent possible. Among other benefits, this would enable expansion of Fine Arts and Music workstations.

2. To expand the Center's hours, additional staffing of qualified and experienced personnel should be its highest priority. The facility is grossly under utilized given the limited schedule of operation.

The Sagtikos Library
The Sagtikos Library

The Sagtikos Library serves the campus community with essential technology-based services that include CD-ROM workstations, online public access catalogs, an online circulation system, and both general media and multimedia services.

Hardware
- CD-ROM workstations which use compact disks to retrieve bibliographic information from various indexes to which the library subscribes;
- multimedia workstations which combine computer and laserdisk technology;
- audiovisual workstations which provide playback equipment for audio cassettes and videotapes.

Software
- Non-print media includes 35mm slides, videocassettes, laserdisks, films, film loops, film strips, audio cassettes and compact disks.

The library subscribes to the following CD-ROM sources: Academic Index, Newspaper Abstracts, Health Reference Center, College Catalog Collection, Discovering Career and Jobs, and Government Reporter.

The campus library has done a commendable job in providing technology-related services with a historically meager annual budget. Funds for print and nonprint materials have dropped for the past seven years, necessitating a shift in emphasis to online bibliographic retrieval over new book acquisition.

One aspect of this transition—or perhaps more to the point, evolution—is a plan to add a local-area network server within the next several months to permit greater access to the indexes previously cited. This system would provide all databases on all terminals and promises to greatly reduce waiting time. At least two of these subscriptions provide full-text capability for articles within the database. This is a cost-effective response to the library's perennial problem of funding for periodicals. Computer-based access obviates the need to increase the size and scope of the periodical collection.

The on-line public access catalog (OPAC) enables students to search a database which includes book acquisitions of at least five participating SUNY colleges and universities. Books not in the Sagtikos Library's collection can be located through OPAC and requisitioned via the interlibrary loan system.

The library has cooperated admirably with the academic departments to provide multimedia hardware installations and course-specific software. Although faculty have transferred departmental programs, cassettes, and videodisks to the library, the audiovisual budget has provided a substantial number of software titles that are permanently housed in the library's collection.

Conclusions
Limited budgetary considerations has maintained the Sagtikos Library status quo. More funds would enable the Media Services department to increase in size and capability and
implement an automated distribution system. The ultimate goal of the campus is to have a separate library building so that the computer center and collection could increase in physical size. This expanded facility would provide considerable enhancement to student outcomes as the current facility provides extremely limited individual and group study space.

**Recommendations**

1. A budget more appropriate to the size and constituency of the Sagtikos Library is imperative. The audiovisual budget is less than half of what is required to maintain equipment and the type of media collection appropriate to the student body.

2. Since the Sagtikos Computer Center is housed in the library and both are space deficient, the College should seriously consider a larger, perhaps freestanding, library facility.

**Impact on Student Outcomes**

The "Impact of Technology Survey" gathered student outcome data as it relates to technology. Have students been affected by technology at SCCC and has the current technology enhanced their skills? Sixty-five percent of the SCCC Western Campus students polled indicated usage of computer-assisted labs and 43% used at least word processing for required assignments. Some students (29%) used unassigned computer tutorial programs to enhance their program of study and 61% reported video or multimedia usage, for required course assignments.

When students were asked to rate their experience with computer-assisted labs, assignments requiring word processing, computer tutorial programs and video-multimedia usage, the overall responses were "excellent", "good" and "satisfactory" at a rate of 64% for computer-assisted labs, 49% for word processing, 31% for tutorials, and 59% for video or multimedia. (Appendix 16). This indicates a high amount of student satisfaction with the available technology and represents a population of students learning via technology. In each group however, a high percentage of students ranging from 30 to 58%, indicated either "never" or "not applicable" when addressing questions of technology usage. These students may be in classes where the faculty member has not incorporated technology into common usage.

Students say they are more successful because of technology use at SCCC. When asked, if computer, word processing, data retrieval and calculator skills changed as a result of "your Suffolk studies," 33% of students said they "improved." This correlates with the 26% who indicated that at the onset of their studies they did not have the necessary skills to be successful. Thirty-nine percent of the students indicated that the value they placed on a college education and on the use and contribution of technology "increased" as a result of attending Suffolk, while 55% said their values "remained the same". This total of 94% is eight percentage points higher than the 86% of students who indicated either a "medium" or "high value" placed on technology before attending SCCC. (Appendix 16).

Fifty-eight percent of students overall consider the technical facilities, Sagtikos Computer Center, the Library Media Center and the Academic Skills Center as "satisfactory" (21%), "good" (19%) or "excellent" (18%). This indicates that, when students are exposed to and feel comfortable with their technological skills, the skills will have a positive impact on the student's learning capabilities (Appendix 16).

It is apparent that SCCC students achieve success through the available technology in the Academic Skills Center, Sagtikos Computer Center and the library. Assessment of outcomes data demonstrate the need to improve existing technology to enhance further student success.
Planned improvements of SCCC technology will make an impact on the areas mentioned above. These improvements seek to upgrade computer systems at the faculty, staff and student levels.

Results of both student and faculty technology surveys clearly show the link between faculty who require technology usage and student success. These faculty foster skill development and confidence levels. Faculty must be encouraged to create materials which enable students to learn course information while developing skills and confidence in computer technology.

Task Statement 4
Describe professional development activities that relate to the implementing of technology to enhance teaching and learning.

The Western Campus has been moving toward incorporation of multimedia in the classroom, but budgetary constraints have delayed progress. The administrative support for educational technology, development and utilization is evidenced by the increases in the equipment budget over the last several years and the continued support of technology programs.

Professional development in the use of technology to advance learning and teaching is a primary concern as well. Although there are faculty willing to incorporate technology, some show a reluctance to redesign their courses using a technology component. Specific areas have been targeted to assist the faculty in their personal and professional technology quest. These are the Teaching and Learning Center (TLC), Professional Conference Day, coursework and committee work.

Teaching and Learning Centers
The Western Campus TLC was put into operation October 1995 after nearly five years of planning. The Center has a campus coordinator who meets with both campus and college-wide advisory committees. The center consists of a room (#152) in the library in the Sagtikos Building and houses a

Gateway 2000 100 MHZ pentium desktop computer w/
16mb memory
1gb hard drive
28.8 fax/modem
triple media Ethernet adapter
internal tape backup
4 X CD ROM
16 bit sound card and speakers
Lexmark 1200 dpi laser printer
The hardware is connected to the Internet through the college network and the developing technology backbone.

One of the goals of the TLC is to expose faculty to state-of-the-art technology, to share expertise on computer software, hardware, as well as uses of multimedia technologies, and to foster the application of computers and technology in teaching and curriculum development in various disciplines. Until the TLC was opened, most faculty did not have access to state-of-the-art educational technology. Faculty are encouraged to utilize the TLC on both a formal and
informal basis, and they have responded by suggesting professional development activities in computer technologies. As a result, a regular schedule of workshops have been featured.

Kermit is the communication software used to access the library e-mail system and the Library's on-line catalog (SCORE). It was made available to faculty so that they could use the Netscape program and the Internet through an on-line system.

Knowledgeable faculty have conducted workshops for their colleagues covering software such as drawing, presentation graphics, spreadsheets, and e-mail. The coordinator of academic computing works in all three campus TLC's to provide information, expertise and professional advice to faculty.

Conferences
To continue their professional development, a number of faculty have attended conferences enabling them to implement educational technology in the classrooms and laboratories. They came back from these conferences excited about the possibilities of enhancing their teaching with multimedia presentations and have pushed for innovation.

SCCC Conference Day fosters professional development for West Campus faculty by offering an opportunity to attend seminars and workshops focused on educational technology. Faculty members experienced in using multimedia technology are frequently facilitators, sharing their knowledge and experiences with their colleagues.

Self-Study and Formal Coursework
Many faculty who use multimedia and technology have been self-taught. Others have attended courses for credit at educational institutions (including SCCC) and/or non-credit courses at computer stores and adult education courses at their own expense (Appendix 17). Some have received grants from publishers and VATEA Program which allowed them to purchase equipment and/or commercial software.

Computer Committee
The Campus Computer Committee is a committee of the Academic Assembly. This body has representation from various disciplines and department across the campus. The committee promotes the use of computer-based technology on campus, interfaces with the College Computing Council, and serves as an advisory body for campus decision makers regarding to equipment, software, and training for computer based technology implementation.

An analysis of frequency of use of technical resources in class assignments revealed that 60% of all assignments "never" require a technological component, and 4% "seldom." Only 15% of class assignments use a technical component "frequently".

The faculty survey indicates a sizable group willing to increase their knowledge and use of educational technology given the opportunity and tools (Appendix 16). Fifty percent of faculty surveyed indicated a willingness to increase use of technical equipment if it were readily available and 55% indicated a willingness to receive technical training in all technology and multimedia areas. These areas include: audiovisuals, multimedia, Internet/e-mail, computer simulations, computer tutorials, teleconferences, CD ROM/laserdisks, LCD projection, word processing, spreadsheets, database, presentation graphics and distance learning.
Some faculty (22%) said their course materials were not applicable to increased use of technical resources and therefore 23% responded saying technical training in this area was not applicable. The remainder of faculty surveyed (28%) indicated a lack of willingness to increase use of technical resources. Assessment of adequacy of technical equipment and facilities shows that 45% of faculty regard this item as either "not adequate" or "less than adequate" (Appendix 17).

Possibly the 45% of faculty who are not willing to receive technical training would do so if computer access and technical facilities were within easy reach of student and teacher. The 65% of the faculty who are technology literate indicate they have obtained hardware and software through personal acquisition. About 80% of faculty with technical expertise claim to be self-taught. This demonstrates a high motivation among faculty.

Conclusions
The "Impact of Technology Survey" shows faculty and students to be highly supportive of increasing computer access and capability. Most faculty want to engage in technology training and development of communication skills. The TLC has provided a much needed springboard for technology incorporation into courses. However, more technology-based curricula need to be developed. The Academic Assembly Computer Committee functions to keep faculty informed about campus technology and its role will be enhanced as the campus updates its system of educational technology. Faculty find computer courses, conferences and workshops informative and helpful.

Recommendations
1. The Western Campus should allocate major funding for a campus-wide data communications infrastructure, computers, software and technical support.
2. All faculty should be offered an Internet-capable computer for office use and the required training.
3. The TLC workshops on various computer topics (drawing, presentation graphics, e-mail) should continue and new offerings should be scheduled.
4. Release time or a stipend for faculty developing technology based curricula should be strongly considered.
5. Department representatives to the Academic Assembly Computer Committee should hold periodic departmental computer workshops to update faculty and staff on the latest acquisitions and developments in the field.
6. Computer courses, conferences and workshops at other Colleges should be well advertised and faculty encouraged to attend.

Discipline Model
The Department of Natural Sciences maintains a professional development/courseware authoring facility in Sagtikos 250, a small (100-square foot) laboratory in the science wing. Two Macintosh computers run programs in general biology, human anatomy and physiology, ecology, chemistry, and astronomy (a "desktop planetarium"). Linked to one computer is a multimedia platform. In this configuration, a Macintosh computer interfaced with laserdisk technology creates an interactive learning environment that combines text, line art, sounds, and high-quality photographic images. The system components function as follows:
1. The **computer** (a) presents information to the student in pictures; (b) poses questions and responds to answers; (c) provides a communications link with the video laserdisk player.

2. The **video laserdisk player** provides (a) full-color still and moving images of photographic quality to augment tutorial programs on the computer; (b) prerecorded sounds. One example is a digitized recording of heart sounds which simulate those heard during a physical examination.

3. The **scanner** digitizes artwork and photographs for transfer to a document-processing program.

4. The **software** integrates basic science course material with a tutorial format. In the core health science courses such as human anatomy and physiology, fundamentals are linked to clinical applications. The software includes hypertext, which enables the user to search for linked supplementary information through an electronic library while the program is in progress. The interactive nature of this multimedia platform allows the student to become actively engaged in the learning process.

5. The **printer** provides high-resolution output to paper or transparency media.

The science professional development facility is supported by the Department of Natural Sciences. The departmental budget has provided the laserdisk player, one of the computers (1985 vintage), a 300-dpi printer, and the services of a part-time technical assistant. The computer and the principal laserdisk were acquired in 1990 through a VATEA grant. The scanner, a 600-dpi printer, and most software are the property of a science professor. A new hard drive and modem were recently acquired through an educational grant from an anatomy/physiology textbook publisher.

Several years ago, the multimedia software was relocated to an auto-tutorial workstation in the library's Media Center. Here it is used by health science students. Chemistry software has been relocated to the Academic Skills Center. The multimedia software can be appropriated for classroom presentations in the biological sciences.

Science faculty can access the development lab at any time. Aside from the two professors promoting the biology and chemistry programs, the science department head has developed a tutorial program in cytology.

A computer-trained technical assistant is assigned to the lab. The assistant provides services such as hardware and software installation, troubleshooting, co-authoring documentation for student tutorials, and preparation of the multimedia platform for classroom and conference use. The technical assistant has been assigned two hours per week for the Fall, 1996 semester, a reduction of 33% from the past several years.

The professional development laboratory in the Department of Natural Sciences has shown promise as a facility for creating technology-based approaches to the teaching of biology and chemistry. However, only a third of the science faculty have availed themselves of this technological resource since its inception in 1990. Department support for the lab has
diminished to the point where all software and hardware purchases over the last four years have been made with outside funding. The hardware is seriously outmoded and not sufficient to support more than one classroom presentation at a time. Technical support is the only remaining department-funded aspect in this facility and is limited to just thirty hours a semester.

**Recommendations**

1. The Department of Natural Sciences should back the efforts of those faculty who have successfully used the professional development laboratory for classroom applications with additional funding for computerware, if only for occasional purchases to augment or upgrade the lab’s current holdings. Other faculty should be given incentives to participate.

2. Technical assistant funding should be increased to a level sufficient to allow greater collaboration with science faculty to produce and present computer-based courseware.
CAMPUS PERSPECTIVE ON COMPREHENSIVE ISSUES

The Western Campus Self-Study Committee analyzed institutional data and developed a questionnaire entitled, Questionnaire On Issues Related To Services and Governance, which was designed to gather responses from full-time and part-time faculty and campus administrators.

Information on population statistics of the Western Campus service area was compiled from the 1990 Census (Table 1). Using institutional data, similar information was compiled on Western Campus full-time professional staff for the periods Fall 1991 through Fall 1995. Additional data profiling the student population at the Western Campus is shown in Tables 2 through 6.

The compiled responses from the questionnaire have been analyzed by the Committee and further input was received from the campus at large through open forums.

Task Statement 2
Review the trends in enrollment and staffing to ensure the college is meeting the needs of the community and reflecting the demographics of the service area.

Table 1: SUFFOLK COUNTY POPULATION - ETHNICITY

<table>
<thead>
<tr>
<th>ETHNIC ID</th>
<th>1980</th>
<th>% OF TOTAL</th>
<th>1990</th>
<th>% OF TOTAL</th>
<th>% CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE</td>
<td>1,141,600</td>
<td>88.9</td>
<td>1,133,930</td>
<td>85.8</td>
<td>-3.1</td>
</tr>
<tr>
<td>BLACK</td>
<td>71,741</td>
<td>5.6</td>
<td>82,910</td>
<td>6.3</td>
<td>+0.7</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>58,689</td>
<td>4.6</td>
<td>87,852</td>
<td>6.6</td>
<td>+2.0</td>
</tr>
<tr>
<td>ASIAN-PACIFIC ISLANDERS</td>
<td>12,201</td>
<td>1.0</td>
<td>17,173</td>
<td>1.3</td>
<td>+0.3</td>
</tr>
<tr>
<td>TOTALS</td>
<td>1,284,231</td>
<td>100%</td>
<td>1,321,864</td>
<td>100%</td>
<td>+2.9</td>
</tr>
</tbody>
</table>

The primary service area of the Western Campus consists of the four townships of Huntington, Smithtown, Babylon and Islip. While a small portion of Smithtown and Islip fall within the Ammerman Campus service area, the demographics from these four townships combined provides a composite profile of the Western Campus service area. The total population of these four townships is approximately 800,000 or roughly 57% of the entire county.

Data describing the Western Campus full-time professional staff includes gender, age and ethnic distribution, as well as years of employment at the College. Similar types of data are available for Western Campus students.

There is, however, a slight disparity between college data for the professional staff and students as opposed to the general census data for the service area population. In the general census data, a person of Hispanic origin is counted twice: Once as Hispanic and once as white or black of Hispanic origin. Within the Suffolk County Community College data, an individual of
Hispanic origin is counted in that ethnic classification and not recounted in the "white" and "black" data. Consequently, there is a slight variation between the data reporting percentages of people of Hispanic origin in the general population and that which is reporting Hispanic student population at Suffolk County Community College.

While the data on county demographics compares 1980 to 1990 based on the U.S. Census, data on the student population covers each of the Fall semesters from 1991 through 1995. The comparison of 1990 population data to 1995 college demographics is not believed to be statistically misleading. Student data includes the distribution of students by gender, age, ethnicity, and the distribution of financial aid to recipients.

Since 1991, there has been a small increase in the male population (+1.4%) of the total student body (see Table 2). Most significantly, the Hispanic student population increased to 10.6% of the total student body, an increase of 3.2 percentage points. The black student population increased only 0.8 to a total of 8.2%. In Table 4, the data shows a continuing decline in the "under 25" age cohort and a steady increase in the "25 through 44" cohort to a 1995 total of 45.8% of the student body. This is consistent with college-wide data that indicates the average (mean) age of the student population at SCCC is now 27+. Finally, there is a noticeable shift in part-time to full-time students at the Western Campus. In the Fall of 1991, 31.4% of the student body was full-time, whereas, in the Fall of 1995, that had increased to 36.8%. This can be attributed to the increase in new career-oriented degree programs at the Western Campus which clearly attract more full-time students.

Table 2: Western Campus Student Demographics

<table>
<thead>
<tr>
<th></th>
<th>FALL 1991</th>
<th>FALL 1995</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE</td>
<td>84.1%</td>
<td>79.6%</td>
<td>-4.50</td>
</tr>
<tr>
<td>BLACK</td>
<td>7.4%</td>
<td>8.2%</td>
<td>+0.80</td>
</tr>
<tr>
<td>HISPANICe</td>
<td>7.4%</td>
<td>10.6%</td>
<td>+3.20</td>
</tr>
<tr>
<td>ASIAN/PACIFIC ISLANDERS</td>
<td>1.1%</td>
<td>1.6%</td>
<td>+0.50</td>
</tr>
<tr>
<td>MALE</td>
<td>34.3%</td>
<td>35.7%</td>
<td>+1.40</td>
</tr>
<tr>
<td>FEMALE</td>
<td>65.7%</td>
<td>64.3%</td>
<td>-1.40</td>
</tr>
</tbody>
</table>
Table 3: Western Campus Financial Aid Data

<table>
<thead>
<tr>
<th>STUDENTS RECEIVING</th>
<th>FALL 1991</th>
<th>FALL 1995</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCENTAGE RECEIVING</td>
<td>1,396</td>
<td>1,931</td>
<td>+535</td>
</tr>
<tr>
<td></td>
<td>24.7%</td>
<td>30.8%</td>
<td>+6.1%</td>
</tr>
</tbody>
</table>

Table 4: Student Age Distribution - Western Campus

<table>
<thead>
<tr>
<th></th>
<th>FALL 91</th>
<th>FALL 92</th>
<th>FALL 93</th>
<th>FALL 94</th>
<th>FALL 95</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELOW 25</td>
<td>50.2%</td>
<td>47.9%</td>
<td>47.7%</td>
<td>47.7%</td>
<td>44.1%</td>
</tr>
<tr>
<td>25 THROUGH 44</td>
<td>40.4%</td>
<td>41.8%</td>
<td>42.1%</td>
<td>42.9%</td>
<td>45.8%</td>
</tr>
<tr>
<td>45 AND OVER</td>
<td>9.4%</td>
<td>10.3%</td>
<td>10.2%</td>
<td>9.4%</td>
<td>10.1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 5: Full-time/Part-time Student Data - Western Campus

<table>
<thead>
<tr>
<th></th>
<th>FALL 91</th>
<th>FALL 95</th>
<th>5 YR CHANGES</th>
<th>% INCR. 91-95</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL-TIME</td>
<td>1,778 (31.4%)</td>
<td>2,312 (36.8%)</td>
<td>+534</td>
<td>30.0%</td>
</tr>
<tr>
<td>PART-TIME</td>
<td>3,879 (68.6%)</td>
<td>3,964 (63.2%)</td>
<td>+85</td>
<td>2.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,657 (100%)</td>
<td>6,276 (100%)</td>
<td>+619</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

Table 6: Ethnic Distribution: Community, Staff & Students

<table>
<thead>
<tr>
<th></th>
<th>WESTERN SUFFOLK COUNTY</th>
<th>PROF. STAFF WESTERN CAMPUS</th>
<th>STUDENTS WESTERN CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE/OTHERS</td>
<td>84.9%</td>
<td>86.5%</td>
<td>81.2%</td>
</tr>
<tr>
<td>BLACKS</td>
<td>7.4%</td>
<td>6.0%</td>
<td>8.2%</td>
</tr>
<tr>
<td>HISPANICS</td>
<td>7.7%</td>
<td>7.5%</td>
<td>10.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>MALE</td>
<td>48.9%</td>
<td>53.4%</td>
<td>35.7%</td>
</tr>
<tr>
<td>FEMALES</td>
<td>51.1%</td>
<td>46.6%</td>
<td>64.3%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Task Statement 3
Review resource allocations to ensure community needs are being addressed through the development and curtailment of programs and that support is provided for instruction and learning resources as population and enrollment shifts.

The Western Campus service area has the highest concentration of community groups needing English as a Second Language (ESL) instruction. Accordingly the highest concentration of courses and activities associated with the College's ESL program is at the Western Campus. The college-wide administrative offices for the ESL program are located at the West. Consequently, a considerable amount of indirect support (i.e.: business office, registrar, maintenance, copy machines, etc.) is provided at a cost to the campus operating budget, yet the ESL program is a function of the Open Campus.

Over the past 10 years or so, the campus has identified specific needs for degree programs in the Allied Health Field and development of those programs has been supported with funds for capital improvement, equipment and appropriate personnel. These programs include: Medical Assisting, Chemical Dependency Counseling, Ophthalmic Dispensing, Veterinary Science Technology, Occupational Therapy Assisting, and Health Information Technology/Medical Records.

As a result of concerns regarding the equity in the distribution of college funds and support personnel, the college appointed a task force to review the distribution of these resources among the three campuses. The Task Force has been gathering and analyzing data for this purpose and, to date, early indications point to a need for an increase in the proportionate share of resources allocated to the Western Campus. The work of this Task Force is not yet completed.

While the campus has not discontinued any specific programs in the past five years, a reallocation of budgetary support has taken place from programs that have experienced lower enrollments to others which have experienced increased enrollments. This is reflected primarily in the business programs area (decrease) and the health technologies (increase). A campus questionnaire addressing the issue of resource resulted in 27 responses: three from adjunct faculty, six from administrators and 18 from full-time faculty.

With respect to the questions focusing on funding and resources, 55% of the respondent's indicated insufficient college support. The most commonly cited examples of college-wide inequalities included a shortage of full-time clerical support, a disproportionate ratio of adjunct faculty to full time faculty, and inadequate equipment funds. Full-time faculty indicated good start-up support for new programs but they cited insufficient continuing support that results in technological obsolescence and inadequate supplies. Some of this seems to be attributed to a total college-wide budget that has been inadequate but also to inequitable allocations to the campus.

In regard to "Learning and Teaching," 12 of 19 respondents (63.2%) indicated that the central administration did not place adequate emphasis on these items and being too removed from students. However, of the responses related to Campus Administration, 12 of 23 (52.2%) indicated an adequate emphasis on learning and teaching with very supportive academic
administrators; the recent hiring of several new faculty who demonstrate excellent teaching skills and qualities is one example of this.

The English as a Second Language Program, a function of the "Open Campus," uses the facilities and some resources of the Western Campus; in exchange, during the past two years, it has supplied 25 new PC's and nine printers (or about 60% of the equipment in the Academic Skills Lab).

Recommendations
1. The campus should conduct a cost analysis for the "English As A Second Language" program to ensure that all costs to support that program are equitably shared.
2. The central administration should seeks ways to ensure equitable distribution of resources among the campuses.
3. While the campus administration is perceived as having an appropriate focus upon learning and teaching, there should be greater emphasis on the value placed on learning and teaching. While this emphasis is evident, in many ways it is not adequately perceived nor understood by all campus staff members.

Task Statement 4
Analyze the effectiveness of the administrative structure, focusing on college governance and organization as it relates to college needs and current trends in higher education.

This task statement has been interpreted to focus primarily on campus administration. For that purpose, the questionnaire included four questions that are directly related to campus administration. Responses to Questions 14, 15, 16 and 17 have been reviewed for their relation to this task statement.

In circulating the questionnaire to full-time and adjunct faculty, as well as campus administrators, the following questions were asked:

Q.14. "Does the present Campus Administrative Structure meet the needs of the campus and community?"
Q.15. "What do you think we do BEST at the Western Campus?"
Q.16. "What do you think is THE MAJOR SHORTCOMING of the Western Campus?"
Q.17. "What are your top three recommendations for IMPROVING the Western Campus?"

Responses to those questions did not give any indication that there was a general dissatisfaction with the campus administration, but rather placed a more direct emphasis on teaching, learning, campus environment and financial support of those items, with a special emphasis on technology.

In response to Question 14, asking directly about the present campus administrative structure, 13 of 27 responses indicated that the current administrative structure does meet the needs of the campus and the community. Five responses indicated that they did not know.

In response to the questions about what the campus does best and where the campus has major shortcomings, there was no indication of an ineffective administrative structure. As to
what the campus does best, 14 respondents indicated that it provides a supportive atmosphere for students and 4 respondents indicated a strong instructional program. With respect to shortcomings, no overriding items showed up. The two top items mentioned were: a lack of adequate technology, and a lack of adequate financial support for campus operations (each identified by four separate responses).

Recommendations for improvement (with each respondent given the opportunity to indicate their top three recommendations,) were: improving financial support (identified 16 times); improvements to technology (identified 11 times); and improvements to communication (identified by all categories of respondents).

Conclusions
Respondents to the questionnaire generally see the campus administration as being supportive of the needs of the campus and community. A strong interest and support for students is identified as the campus' major strength and shortcomings are identified in the area of financial support and technology. In listing those items which respondents would recommend for improving the campus, financial support and technology are those items identified the most frequently; improving academics and a marketing effort were also identified, but most of these seem to be a college-wide concern not within the control of the campus.

Recommendations
1. While the campus administration is generally seen as supportive, there is an identified need for a greater level of communication and more autonomy at the departmental level.
2. The perceived needs for enhancements of financial support and technological development applied to instruction and campus operations needs to be addressed at a college-wide level.

Task Statement 5
Review the planning process to insure adequate participation by all constituents.

Campus Planning
The Western Campus has had its own "Planning Committee" since 1988 and, over these years has developed a process of identifying annual goals and issuing a subsequent "goals achievements" report to the campus community. This committee consists of the Provost (Chair), the Dean of Instruction, the Dean of Students, one instructional area assistant dean (rotated every two years), the campus head librarian, one academic department head (rotated every two years), and one counselor area representative.

In its early years, the committee developed the campus's first "Role and Scope) statement and has subsequently issued updated revisions twice (the most recent in 1996). In more recent years, this committee has become the campus agency to articulate goals in conjunction with the college-wide Strategic Planning Council.

College-Wide Strategic Planning
The Strategic Planning Council is a college-wide committee that was initiated in the Fall of 1994. The charge of the Council is for the College to develop "a strategic planning process to assess the position of the College within its current environment and chart a course for the next five years. The Strategic Planning process examined the nature of the organization, the

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possibilities and constraints of the future, as well as, the economic, demographic, technological, social, educational and political landscape surrounding the College."

The Strategic Planning Council identified eight institutional priorities:
- academic excellence
- student growth
- leading edge technology
- expanded partnerships
- organizational change
- resource development and allocation
- image enhancement
- revitalize community spirit

Associated with these priorities are twenty-eight goal statements, each of which provides further direction for development of the college over the next five years.

The Strategic Planning council, therefore, has assumed responsibility for establishing College and Campus Strategic for the next five years. Each campus is expected to implement annual action plans and to evaluate results of these plans at the end of each academic year. The Strategic Planning Council identified six groups that will be involved in the planning process. These are: department heads and directors; assistant deans; deans of instruction and deans of students; provosts and vice presidents; the President's Cabinet; and, the Strategic Planning Council.

The Strategic Planning Council also initiated a special project identifying twenty five "Target Teams." These teams, each comprised of four to five faculty and administrators, were to examine specific College problems and make recommendations. The process started in the Fall of 1995 and the final recommendations were accepted by the Strategic Planning Council in December of 1996.

The third element of campus planning relates to the advisory committees which guide the development and maintenance of curricula in occupational areas. The Western Campus has been successfully developing and implementing a growing array of such programs and, through the Strategic Planning Process, was identified programs for design and development over the next five years. Currently, advisory committees exist for: Medical Assisting, Chemical Dependency Counseling, Ophthalmic Dispensing, Occupational Therapy Assisting, Veterinary Science Technology, Medical Records Technology, Nursing, Cooperative Education, Child Care Center, Community Relations, and Institutional Animal Care and Use. These committees meet once or twice a year to help assess the current appropriateness of program goals, course and curriculum design, marketing strategies, and to identify employment trends and opportunities for program graduates.

The Western Campus goals for 1994-95 and 1995-96, as well as respective campus achievement for those years can be found in Appendices 11 and 12. The campus budget request for 1997-98 also reflects the highest priorities taken from the 5-year Strategic Plan and the identified campus goals for that year.
The only part of the planning process that seems to have generated some concern occurred with the Target Team efforts coinciding with the Strategic Planning and Title III processes. Faculty were able to attend campus forums in this process raising a number of questions contributing significant comments which resulted in appropriate modifications in content and time-tables.

Recommendations

1. Adopt a mid-year campus progress report regarding actions taken to meet the current year’s goals. Departments and faculty should be involved wherever possible and at the earliest time practicable.

2. Any year end assessment of goals achievements that indicates incomplete status should be placed on a high priority action list with explanation of comment for the incomplete status.

3. Investigate the possibility for having departments submit unit goals and objectives to the Campus Planning Committee that might assist the campus in meeting the broader college-wide and campus planning initiatives.

4. Broaden the Community Advisory Committee to allow for representation from business, industry, local government, and educational institutions as well for the continuing representation from community groups.

Task Statement 6

Analyze the financial resources of the college to address the adequate apportionment of income from all sources, and the appropriate internal allocation of funds to reflect the programming activities and needs of the college's units.

The campus is not in a position to change the apportionment of income from its three major sources: tuition, state aid and sponsor contribution. Certainly, all community colleges buy into the concept of equal 1/3 apportionments among state, students and sponsor as appropriate for college funding. It has been a continuing issue at Suffolk County Community College that the sponsor (county government) has not provided a one third share over an extensive period of time. While efforts have been made by the Board of Trustees to increase the funding allocated by the county government, those efforts have been for the most part, not too successful. For the purposes of this self-study, focus will be on the second portion of Task Statement 6 dealing with the appropriate internal allocation of funds.

To address internal the allocation of funds, two specific items were included in the questionnaire: Question 4: "Is the necessary support, financial and non-financial, being provided for new programs and activities" and: Question 6: "Do you think the Western Campus is getting a fair share in the distribution of college resources?"

In reviewing the responses to these two questions, a number of specific items were identified. Those items fall into the general categories covering equipment, staff, operational hours for learning centers and laboratories, and state of the art technologies. Subsequently various college reports and data sources were reviewed.

A follow-up to Question 3, which focused on developing new programs targeted at the population of this area, asks about both, financial and non-financial support; 22 individuals responded with 17 negative and five positive. One administrator indicated that facilities and
equipment are improving, but that there is insufficient full-time staff while another indicated, that while support is provided, it is not always timely. Support for the ESL program, additional full-time faculty lines and professional assistants, as well as state of the art technologies, were items noted by respondents as inadequate.

In response to Question 6 regarding the campus receiving a fair share of college resources, there were no affirmative responses. Twelve respondents indicated that they "did not know" whether the campus share was equitable while 14 respondents indicated it was inequitable ("no").

Table 7 demonstrates a significant disparity in full-time faculty between the Ammerman Campus (where 63% of the total campus sections are taught by full-time faculty), and the Eastern and Western Campuses (where full-time faculty teach 52% or less of the class sections). In reviewing Fall 1994 and Spring and Fall 1995 data, it is also clear that the percentages of sections taught by full-time and adjunct faculty at each of the three campuses indicates a significantly higher ratio of adjuncts at both the Western and Eastern Campuses than at the Ammerman Campus.

The Western Campus figures indicate that 835 sections (48%) taught during the 1994-95 academic year were assigned to adjunct faculty. Breaking this down into day and evening data shows that (34%) of all day classes and 74% of evening and weekend classes were taught by adjuncts at the Western Campus. Regardless of how this data compares to state or national averages, within the three-campus picture there seems to be a definite relative overweighing of adjunct staffing at the Western Campus.

Another way to examine the adequacy of full-time faculty staffing is to compare the campus ratios of full-time (FTE) faculty against the respective campus number of full-time equated (FTE) students. Table 8 illustrates the apparent inequity among the three campuses with respect to full-time faculty, the West having 35.8 FTE students per full-time faculty to a 27.9 ratio at the Ammerman Campus.

Table 7: Full-time vs. Adjunct Taught Sections

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th>NO. OF TOTAL SECTIONS</th>
<th>% OF TOTAL SECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F'94</td>
<td>S'95</td>
</tr>
<tr>
<td>AMMERMAN</td>
<td>FT</td>
<td>ADJ</td>
</tr>
<tr>
<td></td>
<td>1260</td>
<td>1198</td>
</tr>
<tr>
<td></td>
<td>785</td>
<td>635</td>
</tr>
<tr>
<td>EASTERN</td>
<td>FT</td>
<td>ADJ</td>
</tr>
<tr>
<td></td>
<td>207</td>
<td>196</td>
</tr>
<tr>
<td></td>
<td>220</td>
<td>165</td>
</tr>
<tr>
<td>WESTERN</td>
<td>FT</td>
<td>ADJ</td>
</tr>
<tr>
<td></td>
<td>446</td>
<td>458</td>
</tr>
<tr>
<td></td>
<td>448</td>
<td>387</td>
</tr>
</tbody>
</table>
Table 8: Faculty/FTE Student Comparison by Campus
Fall Semester 1995

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th># OF DAY SECTIONS</th>
<th>% OF DAY SECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F'94</td>
<td>S'95</td>
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<tr>
<td>AMMERMAN</td>
<td>FT</td>
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<td>WESTERN</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th># OF EVE/WKND'S SEC</th>
<th>% OF EVE/WKND'S SEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F'94</td>
<td>S'95</td>
</tr>
<tr>
<td>AMMERMAN</td>
<td>FT</td>
<td>ADJ</td>
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<tr>
<td>EASTERN</td>
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<tr>
<td>WESTERN</td>
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<td>ADJ</td>
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</tbody>
</table>

Budget and expenditure figures for the academic years 1993-94 through 1995-96 show the budgeted and expended amounts for the major line items in the budget (Appendix 18). These budgeted amounts do not include fringe benefit costs for salaries as these amounts are centrally budgeted and later distributed to the operational unit. In each of the last three budget years, the Western Campus has over-extended its budget. However, it wasn't until 1995-96 that full budgetary authority was extended to the campus. In many cases, adjunct salary items were centrally budgeted and were distributed based upon actual costs. However, in 1995-96 the budget was decentralized to the campus and a contingency was added with each campus directly responsible for its own budgetary activity.

It is important to note that the college budget for equipment has been severely limited for a number of years. In 1993-94, the campus equipment expenditures were $49,894, or 0.36% of
its total budget. The percentage improved in subsequent years, 1.8% in 1994-95 and 2.2% in 1995-96. As the campus attempts to move forward in technological support of instruction, these figures, as a portion of the total campus budget, appear to be inadequate. However, in absolute dollars, there have been significant increases in the dollar allocations for equipment on a college-wide basis. The 1994-95 expenditure allocation was a six-fold increase above the prior year, and in the 1995-96 year, there was an additional increase of more than $80,000 to a total of $392,000 received.

Conclusions

While an analysis was not done on each of the items identified by staff members in response to the questionnaire, the perception that the Western Campus is not receiving an equitable share of resources, including full-time faculty; clerical and maintenance/custodial personnel; and supplies moneys. While having some adjunct faculty with recent non-academic experience is enriching, having 835 sections or 48% of the total scheduled offerings covered by adjunct faculty does not contribute to the extensive amount of "outside the classroom" workload that other faculty and administrations must pick up. A part-time student taking evening classes has only one chance in four of enrolling in a course taught by a full-time faculty member. Many part-time students, particularly those taking evening classes, are not afforded the degree of support from adjunct faculty for advising, course content problems and vocational assistance, that they normally receive from full-time faculty.

Recommendations

1. A thorough analysis of budgetary allocations for each campus, based upon the number of students and full-time equated students, should be brought to an expeditious conclusion, and full-time faculty assigned on a proportionate basis.

2. Opportunities for full-time faculty to transfer to other campuses should be made available in order to provide a more even distribution of full-time and adjunct faculty to each of the campuses.

3. An on-going review of other budgetary allocations should be conducted to insure that adequate provision is made for equipment, supplies, and service personnel to allow the campus to acquire and effectively utilize the latest technology in the teaching-learning process.

4. The college should review the provision of clerical support to insure that an adequate number of full-time clerical staff positions are available to properly support the current enrollment levels as well as the continuing physical expansion of the campus.

Task Statement 7

Perform a similar analysis as in 6 above, related to facilities, equipment, staffing and other resources.

In addressing Task Statement 6 and reviewing the responses to the questionnaire, a focus was placed on equipment and staffing. Accordingly, the review of those items will not be repeated within Task Statement 7.

There has been a significant improvement of facilities at the Western Campus over the last 10 years. In fact, facilities were a focal point when the Western Campus was last reviewed for reaffirmation of its accreditation. At that time, the first major expansion was about to commence. In the Fall of 1989, the 105,000 S.F. Sagtikos Arts & Sciences Center opened. This
was followed with a $9 million major renovation project of three buildings, then named "Alpha, Beta and Gamma" and subsequently renamed: "Nesconset Hall, Caumsett Hall and Captree Commons." The latter brought the first student center to the campus and with it, a modern, spacious cafeteria. A 50 child day care center was completed during that time frame and, shortly afterwards, a ten classroom modular building ("Westside") was leased to handle an enrollment surge a few years later. A second modular ten classroom building was leased for similar reasons.

As reported earlier in this document $32 million have been spent since 1987 on the improvement of campus facilities. In addition, $46.5 million has been approved by the State and County sponsor for a project that will provide an additional 250,000 square feet of space for physical education, health sciences and criminal justice. At this time, the project has been delayed due to estimated cost of construction well in excess of the budget. There have been improvements to parking lots and roadways as well as new construction and renovation of existing structures resulting in improved instructional space, counseling facilities, service areas and student activities areas.

In 1991-92, the college employed the services of an educational consultant, MGT Management Group, to assist in the development of a 10 year Master Plan for the college. That plan, which was adopted by the Board of Trustees and has been circulated to the State University of New York and to County officials, identified the Western Campus as the fastest growing unit of SCCC with the greatest growth potential and also outlined the need for additional facilities at the Western Campus. The proposed $46.5 million multi-use facility was identified as part of that plan and was influential in the approval process for that funding.

The campus community has identified operating funds as an area of concern. For example, the campus annualized FTE is several percentage points higher than its share of budget funds relative to the other two campuses. Departments, and individual faculty members within those departments, have addressed some of the more serious consequences of this inequity by successfully winning supportive grants. The Grants Office, a part of the College central administration, provides information and special assistance to each campus regarding grant opportunities for appropriate projects.

While the campus was cited for shortcomings with respect to facilities at the time of its last accreditation, those shortcomings have been addressed. There has been an expansion of instructional spaces, although some of those spaces are housed within temporary or relocatable structures. Existing permanent facilities have also been renovated and updated. The Sagtkos Building was opened in September 1989, with the exception of the theater, which opened in the Spring of 1990. This facility provided much needed permanent science laboratories, music and art spaces and computer learning centers. The planned multi-use facility (for which the $46.5 million funding has already been approved) will round out the campus by providing additional permanent instructional space to replace the temporary structures, and will also add physical education facilities, including a field house, track and pool that can also support inter-collegiate athletics. While there has been some concern expressed about the temporary facilities, these have provided the necessary temporary space to serve the current student population.
Conclusions

The Campus has been reasonably successful in securing grant funds for various academic programs which have mitigated the problems associated with inadequate funding of the operating budget.

Facilities expansion and improvement at the Western Campus, delayed for many years, has been quite dramatic since 1989 and appropriate to the needs of the Campus' growth and development. Assuming the completion of the proposed multi-use facility within the next few years, facilities at the Western Campus should be adequate for an enrollment not to exceed 7,000 headcount students. The only major space deficiency in the years immediately ahead appear to be in the Campus library which has been expressed in the Master Plan where a proposed "Learning Resource Building" of about 80,000 square feet is recommended as the next project.

Recommendations

1. Continually review the assignment and use of existing and projected facilities to ensure appropriate spaces are available for instructional programs and activities.
2. Encourage faculty and staff members to seek and secure funding for projects that support the Campus' Role and Scope Statement objectives.
3. Seek capital funding for a new Campus Learning Resource Building as described in the College Master Plan.
SUFFOLK COUNTY
COMMUNITY COLLEGE

CORPORATE AND EXTENDED LEARNING:
THE OPEN CAMPUS

MIDDLE STATES SELF-STUDY

MAY, 1997
CORPORATE AND EXTENDED LEARNING: THE OPEN CAMPUS

Introduction

The Office of Corporate and Extended Learning was formed in the fall of 1992 and consists of the TechniCenter, the Continuing Education Program, and the English As a Second Language Program (ESL). Corporate and Extended Learning, also known as the Open Campus, is supervised by a Provost who oversees the full range of non-credit courses, from vocational and avocation-oriented continuing education courses to a five-level ESL curriculum, customized contract training for business, government and industry, as well as grant-funded training courses. In addition, the Open Campus is responsible for certain extended academic credit offerings, including all telecourses and off-site credit offerings for such companies and departments as LILCO and the Internal Revenue Service.

Before bringing together the programs that comprising Corporate and Extended Learning in 1992, the programs functioned as components of the Offices of the Vice President for Academic Affairs and the Provost of the Western Campus. Continuing Education, the TechniCenter and ESL are programs that date from the 1970’s and 1980’s and have shown growth since they began. For example, the ESL Program, which now numbers more than 1400 students per semester, began with a handful of students in 1979. Similarly, Continuing Education, begun in 1982, enrolled over 10,570 student in 1995-96. Since it opening in the Hauppauge Industrial Park in 1985, the TechniCenter has diversified to offer contract, grant-funded and certificate courses for local Suffolk County business and industry.

The Open Campus is self-sustaining in its operations, as well as a source of revenue for the College. In 1995-96, its programs contributed $540,000 in income for the College.

Among the commitments adopted by the Open Campus are those outlined in the College Mission statement on p. 8 in the College Catalog pertaining to community service and continuing education. The first is a commitment to "provide lifelong educational experiences for county residents related to their job development, leisure activities, civic responsibilities and physical well-being," and the other is "to offer programs and services that respond to the ever-changing needs of business and government . . ."

The following report will describe these components of the Open Campus according to the self-study design; a comprehensive overview, learning and teaching effectiveness, and technology development and utilization. A summary and review of a college-wide survey regarding the Open Campus will follow.

CONTINUING EDUCATION

Comprehensive Overview

Begun in 1982, the Continuing Education program provides an array of 100 courses on job-related skills from sophisticated, computer courses to seminars on investment. Continuing Education provides the community-at-large venue through which to obtain personal enrichment and/or update skills necessary to remain marketable in today’s ever-changing world, without the longer term commitment associated with credit bearing programs. Personal enrichment
courses include photography, video production techniques, stained glass craft, city art tours, exploring dreams and how to cater a dinner party. Although relatively little enrollment data has been collected over the years, it is known that in computing courses, which comprise well over 50% of the courses offered, enrollment between 1991 and 1995 almost doubled from 2,455 to 4,442.

Although Continuing Education students do not necessarily think of pursuing college-credit courses towards a degree, taking non-credit courses serves as an opportunity to market the degree programs by introducing registrants. In support of this concept, college transition courses (proposed for Fall 1997) are designed to ease non-credit students into credit bearing courses and/or degree programs. The opportunity to assist students make this transition is an important part of the mission of Continuing Education.

Presently, there is one full-time Continuing Education professional assistant who administers the program, and one full-time faculty member who teaches in the program. The remainder of courses are taught by adjunct faculty, including full-time SCCC faculty and local professionals. A recently employed part-time professional assistant has been assisting in the area of staffing and scheduling.

The Continuing Education Department offers educational opportunities to a varied clientele. Fifty-five percent of Continuing Education students have been identified as adult learners seeking increased job skills or personal enrichment; 8% as professionals completing government agency or corporate-mandated job-related courses for promotion or certification; and 20% as Suffolk County employees and trainees who are upgrading job skills and/or maintaining certification. Driver Education students, most of whom are high school students, comprise an additional 8% of the student body, and those enrolled in courses to improve their test-taking skills comprise another 5%. Government, non-profit and corporate employees working toward college degrees at their workplace and literacy volunteer tutors seeking training each represent an additional 2%.

Programs
The programs under the auspices of Continuing Education include an innovative computer training program for employees of Suffolk County that has been in place for over ten years. In an agreement established between the College and Suffolk County, whereby tuition for courses taken at the College is paid by the County, Continuing Education has established itself as an essential resource for the training of County employees. The majority of training is conducted either on the Ammerman Campus in Selden or at the TechniCenter in Hauppauge. When necessary, classes are also scheduled off-site for those County departments requiring specialized training.

Since Fall 1993, Continuing Education has offered an innovative program with two major Long Island employers, Long Island Lighting Company (LILCO) and the Internal Revenue Service (IRS) for employees wishing to continue their education and further their career possibilities. Organized in conjunction with the accredited campuses' Offices of Instruction, credit bearing courses are taught off-site, enabling individuals to attain a college degree. This is similar to offering credit courses at extension sites, except that, in this instance,
only employees of these organizations are eligible to enroll. In 1995-96, 150 LILCO and IRS employees enrolled.

Continuing Education also works in conjunction with Literacy Volunteers of America to provide training for literacy tutors and, in concert with the Department of Labor, provides job market re-entry training for Displaced Homemakers in Suffolk County. There is an average of 200 students enrolled each semester.

Continuing Education has also been an official provider of courses mandated by New York State law for certification and licensure in specialized fields. Seminars in the identification and treatment of child abuse, infection control and the OSHA 40-hour courses have been offered, as have Ophthalmic Dispensing Prep courses, Nursing Board Review courses, and the Police Prep course. In addition, Suffolk County Community College is the only institution in Suffolk County to offer certified courses through Continuing Education for enrolled agents of the IRS and for dietary managers who work in the food service field.

Continuing Education also offers a variety of other certificate courses under the aegis of its Health and Finance Institutes: Assertiveness Training, First Aid, CPR, Stress Management, Tai Chi Chuan, Estate and Retirement Planning, and Women and Investing. Slated for insurance agents, brokers and consultants, it is intended for individuals and is not part of any contract with a specified company or industry.

The Driver and Traffic Safety Education Course is another offering where students who successfully complete the course receive the New York State Department of Motor Vehicle MV285 Course Completion Certificate. These students are eligible for a rate reduction in automobile insurance and are allowed to receive a senior license at age 17 rather than at 18. As most school districts no longer offer this course, Suffolk County Community College typically enrolls 750 -1000 students each year.

In addition to the 60-hour GED Preparation Course and the SAT Prep Course, Continuing Education offers a Citizen Preparation course which assists immigrants prepare for the naturalization process of the U.S. Department of Immigration. In Suffolk County, there has been an increase of almost 60% in the Asian, Hispanic and other populations between the 1980 and 1990 census. While data on the percentage of these individuals who are immigrants is unavailable, it is expected that a sizable percentage of them are. It is for this population that such programs are designed.

In order to assess community needs and to increase enrollment, a variety of targeted mailings targeting specific groups are conducted every semester. New courses are regularly added to existing offerings in response to community need, and a new Continuing Education brochure has been proposed for Fall 1997 which will better publicize existing offerings. To date, the non-credit and evening offerings have been published as a newsprint catalog mailed to all Suffolk residents every semester. Beginning in Summer 1996, it was published as an insert to a local county newspaper as a cost savings measure. Some concerns have been raised regarding the reputation of the newspaper as a "throw away," and the impact of a separate mailing as a means to announce program offerings is still under evaluation. Initially,
enrollments in both the Continuing Education program and in the College’s part-time evening program experienced some decline, as per below for continuing Education:

**Continuing Education Enrollment**

<table>
<thead>
<tr>
<th></th>
<th>Before Newspaper Insert</th>
<th>After Newspaper Insert</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 1994</strong></td>
<td>3,382</td>
<td>1,670</td>
</tr>
<tr>
<td><strong>Spring 1995</strong></td>
<td>4,494</td>
<td>3,000 (projected)</td>
</tr>
</tbody>
</table>

Other college-wide, cost cutting efforts such as increasing utilization (and thereby reducing the number of sections) and dramatically reducing credit and non-credit weekend offerings at the Ammerman Campus have also contributed to that decline. The buildings which house the Continuing Education computer labs at Ammerman have been designated for closure on weekends for budgetary purposes, thereby leaving them unavailable for the scheduling of sections.

Continuing Education is not only self-sustaining, but is a valuable revenue source for the Suffolk County Community College, contributing $128,000 net to the overall revenue earned by the Open Campus.

**Learning and Teaching Effectiveness**

In order to maintain the consistency and quality of Continuing Education program offerings, instructors in computer-related courses are provided with manuals and/or course outlines. In the area of outcomes assessment, course/instructor evaluations are distributed to all students and their results are analyzed by the Continuing Education staff every semester. The course evaluation includes space for students to request new courses, and, on average, 4-5 courses are added each semester based on this input. Instructors who consistently receive poor evaluations are not re-hired.

A recent proposal, designed to enhance consistency and program quality, adds an annual meeting/orientation of all non-credit faculty and a requirement to develop course outlines for all courses. Along with the college transition courses proposed for Fall 1997 referred to earlier, is a parallel proposal requiring tracking of students participating in the transition courses.

**Technology Development and Utilization**

In order to accomplish its goals to provide up-to-date skills to the Suffolk County community, Continuing Education’s imperative is to insure that courses and equipment reflect “real world” environments. As technology is driving the workplace, it drives ongoing new course development. Courses such as “Orientation to DOS” have become “Orientation to Windows” and a proposed new course on Internet usage by the general community is planned for Fall 1997.

While on-going upgrading and/or replacement of equipment is necessary, it is not always easy to accomplish, given available funds. There are three computer labs designated...
exclusively for the use of Continuing Education at the Ammerman Campus, three at the TechniCenter near the Western Campus and none at the Eastern Campus. Twelve computer stations were purchased for use at the Eastern Campus by Continuing Education, but space for their use not been made available. Of existing labs, only 50% can be considered state-of-the-art, i.e., pentiums.

Conclusions

Continuing Education has been meeting the non-credit educational needs of the community-at-large, government agencies, local industry, as well as Suffolk County employees. Enrollment has been consistent and stable since its inception in 1982. Unfortunately, enrollments declined in the last year. This is probably due to a change in the distribution of its course schedule and the reduction in weekend program offerings at the Ammerman Campus. It is hoped that as residents become accustomed to finding the course schedule as a newspaper insert, enrollments will resume their previous level.

With its small, but efficient staff, Continuing Education is self-sustaining and revenue generating. However, due to its small staff and relatively small budget, marketing and recruitment efforts are minimal. Publications, including the local newspaper insert, have not been as attractive or sophisticated as they might be. Space for conducting classes, particularly at the Eastern Campus, is an ongoing problem, although the program does have its own designated labs at the Ammerman Campus and at the TechniCenter. Even at those campuses, space for Continuing Education courses is allocated only after the schedule for credit-bearing courses is completed. It is expected that use of the new scheduling software, Schedule 25, will ameliorate some of these difficulties.

Continuing Education does not have a long history of ongoing outcomes assessment and data collection. Although evaluation of courses and instructors is conducted regularly, the data generated from these assessments have not been recorded systematically. Data on enrollment, student demographics and budget have not been collected systematically either, so that documentation of trends have not been available to inform decision-making. Recent efforts to organize data for better assessment are now being made in areas such as enrollment, profit and loss, and student demographics.

There are areas where the activities of Continuing Education and the TechniCenter overlap. Similar courses are sometimes offered under both umbrellas, perhaps causing confusion for potential students and/or clients.

Recommendations

1. Increase efforts at data collection for reporting, outcomes assessment and forecasting purposes.
2. Improve marketing and recruitment efforts through the development of more attractive and better targeted publications, as well as adding staff.
3. Continue to monitor the effectiveness of the distribution of the non-credit course offerings as an insert in the local newspaper.
4. Conduct a space analysis based on use and demand to support the need for Continuing Education to have its own priority in lab assignments and class scheduling.
5. Review the roles of Continuing Education and the TechniCenter in order to clarify recruitment and marketing efforts to reach their respective students and/or customers.

THE TECHNICENTER

Comprehensive Overview

The TechniCenter, opened in 1985, was established in the heart of the Hauppauge Industrial Park to offer industry-specific training programs for non-profit organizations, government and the private business sector. It offers many options for both management and labor in almost any size business, as well as non-profit public service organizations. It seeks to promote excellence and growth in the area of human resource development and training in Suffolk County, including a commitment to long-term participation in the revitalization of Long Island. For example, the TechniCenter has assisted companies on policy-driven training, Spanish for managers, ethics, multiculturalism and a complete array of computing courses. In addition, the TechniCenter is a venue for government and corporate grant-funded programs and government sponsored economic development programs. Faculty and consultants teach courses both on-site and off-site at corporate locations.

The following goals support the mission above:
- to design and implement an aggressive marketing plan and sales policy which would establish the TechniCenter as the preeminent corporate, industrial and government training facility in Suffolk County;
- to achieve its financial goal of moving towards self-sufficiency; and
- to have a major part in attracting and keeping industry in Suffolk County and on Long Island by initiating educational partnerships.

An Advisory Board was established in 1995 consisting of government and business leaders in the community. Its overall purpose is to recommend strategies that support the goals of the TechniCenter.

The TechniCenter has to face a number of issues in order to realize its mission. In order to achieve its financial goals, it must secure large, long-range training contracts with companies that would generate sufficient, ongoing revenue for the College. The recent hiring of two part-time marketing specialists has helped to increase visibility and sales. In 1985, Suffolk County Community College was the only college in the County offering customized training services to specific companies. Today, almost every college in Suffolk County offers some form of company-specific training. Additionally, proprietary training companies are also competing with the service offered by the TechniCenter. Other external forces such as the improving Long Island economy and the financial profitability of local companies may affect how well the TechniCenter will fare. Furthermore additional revenue sources will need to be identified in order to make necessary ongoing technological investments in equipment and facilities used for training.

Seeking grant funds is another means of creating additional revenue. In order to do so, the staff of the TechniCenter is working to establish more educational partnerships with businesses and industry, which is usually required for grant applications in this area. However,
developing relationships of this kind take time and adequate staff to do well. Since the TechniCenter relies heavily on its part-time personnel, it has not been able to make as much progress as it would like.

**Programs**

The distribution of course offerings at the TechniCenter is primarily courses offered as part of contract training and those offered through grant-funded training as per the following two-year breakdown by type of course and number of individuals enrolled.

<table>
<thead>
<tr>
<th>Year</th>
<th>Contract Courses</th>
<th>Grant funded Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent of all courses</td>
<td>No. and (%) of Students</td>
</tr>
<tr>
<td>1994-95</td>
<td>58%</td>
<td>917 (46%)</td>
</tr>
<tr>
<td>1995-96</td>
<td>49%</td>
<td>1,023 (68%)</td>
</tr>
</tbody>
</table>

Although the actual number of contract courses declined over the two-year period, enrollments have sharply increased, indicating perhaps that those, for whom the TechniCenter has done contract courses, have had positive experiences, and they have sent more employees. It is clear that if there were more on-site space and/or faculty/staff to respond to the demand, the program could continue to grow and prosper. However, 1995-96 revenue from both contract and grant programs were relatively comparable, $233,898 and $201,498 respectively.

The **contract training program** offers courses lasting from 12-40 clock hours over a specified period of time to satisfy the short-term training goals for area companies. Approximately 25% of the TechniCenter's contract courses, both computer and soft (or behavioral) skill, are offered off-site at the company. Courses are often customized to meet a company's particular needs, with course content expanded, contracted or otherwise modified in some way. Furthermore, as part of the process of designing a program for a company, the TechniCenter conducts a step-by-step analysis to identify and analyze company training needs.

Most of the TechniCenter’s courses are aggregated into three-hour modules, allowing four courses to be taught in any one room per 12-hour day, Monday through Thursday. The TechniCenter is opened from 8:00 am to 5:00 p.m. on Friday, and 8:30 a.m. to 4:30 p.m. on Saturday. Three modules are taught on Friday and two modules on Saturday, for an overall capacity of 405 soft skills clients. There are three computer labs, six classrooms and comfortable rest areas for breaks. Most computer classes are limited to 12 students per section and soft-skills training, such as management, supervisory and personal development skills, are limited to 15 clients per section. Small classes are preferred so that clients do not share computers and adequate space is provided for group discussion and participation required in soft skills training sessions. Opportunities often arise to increase the number of training sessions, thereby increase enrollment, however, space is limited.
The TechniCenter relies on its ability to identify and hire the right subject-matter experts. Consistency of training programs is maintained by having the same instructor teach from beginning to end. Because there are some courses that can only be taught by a particular instructor, this limits the number of courses that can be offered.

One of the most successful contract training programs has been the NYNEX Developmental Studies program. The program was designed in 1991-92 for NYNEX employees who wanted to further their education by taking non-credit, non-degree courses in a non-threatening atmosphere. The courses in this program were designed to enhance employees' workplace skills or for personal enrichment. Anecdotally, it is known that many of the NYNEX students who enrolled in the program completed five or more courses and progressed to credit-bearing courses at Suffolk and other institutions, but reliable data tracking these students is not available. Revenue and enrollment for this program has almost doubled over the past five years (Appendix 24).

Two of the major grant-funded programs are the Entrepreneurial Assistance Program and the Defense Diversification program, both funded by the New York State Department of Economic Development. The former was established in 1995 to offer entrepreneurial training courses, as well as technical and management seminars and services, to those who are interested in starting or expanding their own businesses. Special efforts are made to recruit and minorities, women, and the physically challenged. The program includes 36 hours of required Entrepreneurial Assistance Training courses, such as Principles of Entrepreneurship and Managing a Small Business, and 24 hours of Management and Technical Support seminars, such as Law for the Small Business Owner and Business Writing that Works. Individual counseling, assistance with packaging business loans, and peer and advisor support are provided. In 1995-96, over 90 clients participated in the program, two-thirds of whom were minority men and women. From this group, over 50 new businesses started up, 25 existing businesses were saved and over $100,000 in business loans were secured.

There is also a special eight-week entrepreneurship track for college students identified as economically disadvantaged and who would like to develop skills needed to start their own businesses. Students are selected by recommendation from faculty or counselors, and receive a stipend for their participation. Twenty students were enrolled in Spring 1996.

The Defense Diversification grant was secured to help manufacturing businesses on Long Island remain competitive by diversifying their products from defense markets to commercial markets. In all, fourteen Long Island companies were chosen to participate, with training to be provided by one or more of the five SUNY institutions on Long Island. These were Suffolk County Community College Nassau Community College, SUNY Farmingdale, SUNY Old Westbury and SUNY Stony Brook. Suffolk was selected to provide training for six of the fourteen companies.

Specialized certificate programs were developed in 1996-97 as a means of attracting individuals who are interested in pursuing a career change or enhancing their current skills. Continuing Education Credit (CEU's) are awarded with certificates. The new programs are
Faculty and Staff

Ninety percent of the faculty who teach TechniCenter courses are individuals from business and industry with previous training experience who teach on an adjunct basis. When training is requested in one of the major disciplines offered in credit areas, full-time faculty are invited to teach. First consideration is given to the client’s schedule, and clients occasionally participate in the selection of instructors. Most business clients instructors that have business and training experience, since training is aimed at practicality and skill development.

The TechniCenter staff consists of an Assistant Dean, with responsibilities for administering the overall program, an administrative assistant/secretary, a grants administrator and several part-time professional assistants, who in varying degrees, are involved in marketing and sales, enrollment management, registration, invoicing and billing. In the absence of part-timers the Assistant Dean assumes many of these tasks and responsibilities as well.

Learning and Teaching Effectiveness

In 1995-96, a training needs assessment was conducted to determine the training needs of 1,047 selected businesses on Long Island. From this group of past and prospective client organizations (although the return rate was less than 10%), a number of conclusions about training topics of interest could be made. In general, courses in computer skills, communications, critical thinking, business writing and developing goals and strategies were most preferred. Interestingly, least preferred were courses in Spanish, internationalism and cultural diversity. In terms of training format and time, the majority of companies responding preferred early morning, a breakfast seminar approach.

Each student evaluates each course and seminar/workshop using a specifically designed form. The form asks the student to rate the quality of the instruction, the content of the course and the level and type of knowledge and skills they feel they have gained. The results of these evaluations, while reviewed, are not analyzed systematically. However, based on the information provided, courses are revised, improved and/or eliminated.

Since the "students" are employees at different levels within each company, adult learning theory is applied in teaching methodology. Built into every course is the direct delivery of information, accompanied with opportunities for practicing skills and discussing outcomes. Each course requires behavioral objectives and outcomes measures for the assessment of student learning. Some courses are graded using pass or fail, but most courses are not graded. The Assistant Dean approves all courses and curricula.

New instructors are observed by TechniCenter staff, however, only on an ad hoc basis. Retraining is considered for those individuals who require it, when inadequacies have been identified.

The evaluation of student success after training, however, rests with the employer. Immediate course evaluations indicate whether individuals perceive that skills were learned. While it is difficult to assess soft skills, employers are asked to observe behaviors and note
changes and/or improvement in learned skills. Some employers are more willing or able to conduct such evaluations than others. Follow-up with companies has been conducted, but only informally. In general the feedback is positive, with employers satisfied with the results of the training.

Technology Development and Utilization

In order to remain competitive, the TechniCenter will have to continue to make major investments in technology. Changing technologies will, and do, have a tremendous impact on the programs offered at the TechniCenter. One such area having a major impact on training services is videoconferencing. Videoconferencing among U.S. companies will likely increase greatly within the next five years. Boardroom systems cost between $20,000 and $60,000 and desktop systems cost approximately $3000. This technology will create distance learning opportunities for companies and the TechniCenter will need to have capabilities in this arena.

Technology is also creating the need for increased training for the TechniCenter's own staff. There are international standards, new computer platforms and software programs that require specialized expertise and knowledge. The development of a training program for its staff is on the TechniCenter's agenda; however there are limitations with existing equipment and facilities.

Conclusions

The TechniCenter provides a wide range of training options for business and industry in Suffolk County. Its location in the Hauppauge Industrial Park is an asset, and its ability to train both on and off-site and to design courses/programs to suit the unique needs of its clients are strengths of the program. Given the small size of its staff, the TechniCenter manages to conduct a diversified program, which includes contract training, government funded training and individually developed certificate programs. The TechniCenter recognizes its need to develop marketing, financial and technology development plans, as well as a staff development training program. A small staff and a history of insufficient resource development makes this even more imperative. While some assessment is conducted on an ongoing basis, it is somewhat uneven; data has not been systematically collected and analyzed to drive program development and improve quality.

Recommendations

1. Develop an outcomes assessment plan that will include systematic data collection including analysis of course and faculty evaluations, and conduct needs assessment on a regular basis.
2. Offer assistance to clients in their post-training evaluation phase. The results would be beneficial to both the companies and to the TechniCenter, because the results could be used to improve its marketing effort.
3. Consider adding 1) a full-time marketing professional assistant to assist with the development of a marketing plan and the research and evaluation of programs, and 2) a network administrator to oversee the development and maintenance of computer labs.
4. Participate in college-wide efforts to develop distance learning as a program option.
5. Provide TechniCenter staff with professional development programs to enhance and update skills and to improve the quality and content of training programs offered.
6. Review the roles of TechniCenter and Continuing Education in order to clarify recruitment and marketing efforts to reach their respective students and/or customers.

**ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)**

**Comprehensive Overview**

English as a Second Language programs, or ESL, are the programs of the Open Campus with close ties to the accredited campuses. They have seen substantial growth in enrollment in the last eight years, in both the non-credit and developmental studies “credit” programs initiated in 1993-94 (Appendix 25 and 26). The Western Campus maintains the largest ESL student population with an average of 60 credit students and 1000 non-credit students enrolled each semester. The Ammerman Campus enrolls 65 credit and 225 non-credit students, while the Eastern Campus enrolls 40 credit students and 100 non-credit students. The student population, while still predominantly Hispanic, now contains a large number of students from non-Spanish speaking countries as well, namely Poland, Haiti, Turkey, India, China, Taiwan, Japan, Korea, and other Asian countries.

The aim of the ESL programs is to provide a functional knowledge of the English language along with academic and vocational opportunities to secure gainful employment, perform more effectively in daily life, and ultimately obtain the linguistic skills necessary to enroll in college-level courses.

The ESL program offers courses on each of the three accredited campuses. At its inception in 1978, as a fully funded grant vocational program, it was housed on the Western Campus and was called New Horizons. Its primary objective for many years was to provide communication and vocational proficiency skills to students, the majority of whom were Hispanic. Brentwood has the largest Hispanic population in Suffolk and Nassau Counties.

In order to serve limited English proficient students enrolling at the College, the programs attempts to fulfill four major objectives:

- to maintain and/or increase the enrollment of limited English proficient students at the College by increasing outreach to local area schools;
- to increase the level of language competency of students exiting the non-credit ESL program to enable them to pursue college-level course work or vocational tasks;
- to increase enrollment of eligible non-credit students into credit bearing courses at the College; and
- to fully implement a developmental credit ESL program at the College.

The ESL programs are self-sustaining and revenue generating with an annual income in 1995-96 of $858,780 from state aid and tuition. After total annual operating expenditures are accounted for, the programs contribute over $300,000 to college income (Appendix 27).

The Director of the ESL Program, the only full-time person assigned to the program, is responsible for all curricular and administrative aspects of both the credit and non-credit...
programs on all three campuses. The ESL Program employs over 50 adjunct instructors and six part-time professional assistants who teach and assist with coordination of the program at the three campuses. They are active in all matters relating to curriculum. However, new course initiatives, outcomes assessment and other faculty-driven initiatives are difficult to implement due to the exclusive reliance on part-time staff.

**Programs**

The **non-credit ESL program** consists of Levels Pre 1-5, pre-beginner to advanced. The only entrance requirement for students is that they attend an orientation and take a placement test to determine in which level they should be placed. Upon successful completion of Level 5, students write for the College Placement Essay, which is scored holistically by English faculty. Based on those essay scores, students are advised as to which composition course they are suited for and/or which other course options might be appropriate. Students who successfully complete the program receive a Certificate of Program Completion at a formal ceremony. A scholarship is awarded to a deserving graduate from each campus to encourage continued study at Suffolk County Community College.

The **“credit” ESL program** was initiated when the college recognized the growing population of limited English proficient graduating high school seniors and other adult students who demonstrated a wish to continue their education. If such students have the language proficiency of the non-credit Level 4, they are able to pursue a more intensive, “credit” bearing ESL curriculum as part of the Developmental Studies program. They are then eligible for financial aid, matriculated status, and take a more intensive sequence of ESL classes, called EF classes. After completing this sequence, students are encouraged to continue at the College to pursue an associate degree or transfer to another institution.

**Learning and Teaching Effectiveness**

Several surveys and studies have been done in order to determine both learning and teaching effectiveness, and identify perceptions of faculty and students at the College with regard to the ESL programs.

A non-credit student questionnaire is distributed, only to Western Campus students, in Levels Pre 1-5 each semester to determine how they learned of the ESL programs, overall satisfaction with the course, strengths and weaknesses of courses, and perceived areas of need for improvement.

The results show that, in general, students learned of the ESL program by word of mouth. There was a consistently high level of satisfaction with the courses and 90% state that they would recommend them to a friend. Students also expressed satisfaction with their instructors and their course work. The following areas of need and/or of dissatisfaction were identified:

- the cost of texts which were not fully utilized;
- the long waits, the huge numbers of students, the lack of staff, and inadequate materials in the Academic Skills Centers; and
- the short semester versus the amount of subject matter required to pass each level, with suggestion for increasing the hours per level.
The program has responded by reevaluating the required texts for each level and has recently purchased up-to-date computers, software, tape recorders and instructional materials for the Western Campus Academic Skills Center to specifically support the needs of the many ESL students. Finally, the number of course offerings will increase during summer sessions so that students may continue to focus on specific skills and/or repeat course work.

The first EF student questionnaire was distributed to students who successfully completed the EF sequence and were taking mainstream courses. The intent was to gather information regarding EF student performance in mainstream courses, as well as perceptions regarding the effectiveness of the courses taken. All respondents stated that they felt their English had improved as a result of their having taken EF courses. Most felt they were best prepared in their ability to handle college level reading and least prepared in being able to do oral presentations. In general, they indicated a high comfort level in writing, note taking, test taking and participation. Seventy eight percent felt their EF courses adequately prepared them for EG11 (Freshman Composition). Most of the students acknowledged that success really depended on the amount of effort they themselves devoted to their studies. Interestingly, they asked for more work, especially in the lab and in oral skills development.

More research work needs to be done in order to truly gauge the success of post-EF students. Preliminary results, however, are encouraging, but only for those students who actually complete the EF courses; many do not. Reasons for this may have to do with low levels of academic preparation in high school. There is a strong sense that students who complete the non-credit program and take EF courses are much better able to successfully complete course work than those who do not. This will have to be demonstrated in an outcomes study, which has recently been proposed to the College-wide Developmental Studies Committee.

An EF08 follow up survey to analyze post-EF08 (ESL College Composition II) student success rate in EG11 (Standard Freshman Composition), is also conducted on an ongoing basis. Over the last four semesters 100 non-native students at the College have successfully completed EF08. Of these students, 79% took EG11, and, of those, 87% completed the course. The total average EG11 grade was 2.96, and 82.5% passed with a C or better. It appears that EF08 is a good preparation for non-native speakers who go on to the mainstream basic college-level composition course.

An analysis of post Level 5 enrollment trends, called the XH15 Follow-up Project, was also conducted at the Western Campus. The study, conducted over four semesters, was designed to determine the percentage of students who continue to study at the College after finishing non-credit Level 5. The results were the following:

- Fall 1994: 20% of students who completed Level 5 continued taking courses in Spring 1995;
- Spring 1995: 21% of students who completed Level 5 continued taking courses in Fall 1995;
- Fall 1995: 14% of students who completed Level 5 continued taking courses in Spring, 1996; and

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Spring 1996: 17% of students who completed Level 5 continued taking courses in Fall, 1997.

A total of 32 students who completed Level 5 over the last three semesters are still taking courses on the Western Campus. Retention of post-Level 5 students has decreased and fallen short of the goals set over the last three semesters. Studies done in 1992-93 and 1993-94 show that post Level 5 enrollment was at 25%--30%. A factor influencing the decrease may be a shift in recruitment efforts to focus on incoming EF students rather than on retaining Level 5 students. The decrease coincides with the start of the new credit bearing EF program. It has also been difficult for post-Level 5 students to access services. During heavy registration periods, the counseling office focuses its resources on first semester students who have taken a placement test and who need to build schedules. The ESL staff will work more closely with Admissions to identify better the ESL students who complete the program, so that they automatically receive information regarding matriculation and continuing opportunities available at the College. In short, there needs to be more coordination and integration of enrollment services in order to facilitate the process of enrolling at the College after non-credit ESL.

An analysis of Level 5 essay placement scores is also an ongoing assessment project to determine average placement essay scores of exiting Level 5 students and annual variations or trends (Appendix 28). Over the last six and a half years Level 5 placement essay scores have risen from an average of 5.5 in 1990-1993 to 6.5 in 1993-1995. Over the last three years, essay scores have risen and stabilized to a point where the average Level 5 student places into EG10/EF08. There are probably two major factors which have influenced this improvement in writing performance. First, ongoing revision of the ESL Placement Test has probably resulted in more accurate placements of incoming students to the program, and second, the efforts of faculty in each level to establish more specific and measurable student learning outcomes. ESL faculty meet each semester to discuss instructional issues, and review and revise curriculum where needed. Over the last five years, faculty have agreed on learning/teaching objectives, uniform exit criteria for each level, texts, and in some cases, tests to be used in each level. They have shared methodologies, lesson plans and philosophical perspectives, in an atmosphere of collegiality and mutual respect. This has been a key to improving the quality of instruction and student learning.

A college-wide faculty survey on the ESL Programs was conducted to determine if faculty need more information regarding the ESL Programs and to learn of faculty experiences with ESL students. The survey received a 25% response rate and revealed that most of the faculty responding were aware of the ESL Programs. However, some questioned the distinction between ESL and EF (non-credit and credit respectively). Faculty did feel they could identify ESL students in their classes by accent, classroom performance and even exam results. When asked to comment on whether ESL students performed as well as other students in class, the faculty had mixed responses: one third responded in the negative; one third in the affirmative; and one third were unsure. The faculty surveyed believed that the problems hindering ESL students' progress were varied, ranging from poor reading comprehension and problems with vocabulary and pronunciation, to a lack of class participation. Some faculty also noted that ESL students had other problems such as low self-esteem and difficulty in
communicating with other students.

However, those faculty responding also believed that the ESL Programs did a good job of preparing its students. Some found that ESL students worked hard to overcome their linguistic challenges, and were better motivated, and more disciplined and industrious. On the other hand, the best and worst students, were ESL students. A few faculty suggested that a set of criteria be established to better screen ESL students and that a CS15 course (freshman seminar) be designed for their special needs. Some faculty would like to have more information about the programs and be informed about the effectiveness of the program in relation to its objectives.

In response to the request for more information, a faculty development workshop was conducted in June 1995 which dealt with the nature of ESL and how faculty can work effectively with ESL students. A document on the program has been developed for internal distribution.

**Technology Development and Utilization**

The ESL laboratories play an important part in the ESL programs. A laboratory experience is a requirement in both the ESL and EF programs on the campuses, and consists primarily of computer-assisted instruction and audio language programs specifically designed for ESL students. Because of the limited staffing, self-directed programs which enable students to work independently are preferred. The Academic Skills Center on the Western Campus houses a separate Macintosh lab for ESL students; the Ammerman Campus has an ESL Resource Center; and the Eastern Campus’s Academic Skills Center has IBM compatible computers and audio programs that students can access. As more self-directed learning programs are developed for ESL students, faculty are becoming more involved in integrating them into the curriculum. One of the strategic goals set for the ESL Program is to have a completely integrated lab curriculum set up for each level/class within the next four years on each campus.

It is too early to tell in which ways computer-assisted instruction will impact ESL learning, since work needs to be done in curricular integration. Finally, assessment will need to conducted to determine whether language learning has been improved by this use of the new technologies.

**Conclusion**

The ESL programs have made significant strides over the last several years as evidenced by the outcomes assessment initiatives which demonstrate the following:

- each semester non-credit program enrollment at the College over the last five years has been sustained from 1100 to 1400 students;
- essay test scores of exiting Level 5 (advanced) students have increased;
- approximately 20% of exiting Level 5 (advanced) students continue at the College to pursue further course work (usually to continue to improve their English); and
- the credit bearing EF Developmental ESL program, implemented on all three campuses in Fall 1993, had increased its initial enrollment of 125
by 54% by Fall 1996.

The ESL/EF Program has evolved into an academically sound program despite heavy reliance on part-time faculty and relatively few operating resources, compared to the income generated. ESL/EF students say that they feel very welcome at the College and comment on its effectiveness and low cost (particularly the non-credit program). Because students attending ESL classes were potential enrollees in the Colleges degree programs, a degree track was developed. That has resulted in the credit enrollments cited above. Despite the demonstrated success of the program, the staff feel that the limited resources dedicated to the programs could potentially compromise the program.

Recommendations
1. The ESL programs should be assessed in terms of their need for full-time faculty to maximize the potential for program growth and development.
2. Conducting the proposed outcomes assessment study to track those students who have completed both the ESL and EF sequences.

OPEN CAMPUS SELF-STUDY SURVEY AND FOCUS GROUP RESULTS

In both the college-wide survey and in the focus groups conducted at each accredited campus regarding the Open Campus, similar themes arose. While there was general agreement that the functions of the Open Campus are needed, poor visibility and communication between the Open Campus and the three campuses were cited as weaknesses.

Respondents consistently reported little knowledge of the Open Campus programs. Fifty-five percent described their knowledge of the TechniCenter as minimal or none. Similar figures were indicated for each of the Open Campus programs. Continuing Education had fewest (38%) who indicated that they had little or no knowledge of its activities.

In an effort to elicit additional information and to offer further opportunities for faculty and staff to discuss the Open Campus, focus groups were held at each campus. Those who participated in the focus group sessions at the three campuses, echoed similar concerns as the survey respondents about the visibility of the Open Campus, and raised particular concerns regarding the articulation and communication between their own respective campuses and the Open Campus. At each of the campus focus groups, similar examples of miscommunications, or sometimes no communication, were shared. Conspicuous in its exclusion from these criticisms was the ESL program, which has strong programmatic ties with each campus and a part-time ESL coordinator located at each campus.

There is also concern among the three accredited campuses regarding the credit-bearing courses offered by the various divisions of the Open Campus that may impact on, or compete with, those offered by the campuses. Other concerns where lack of communication or policy create problems were identified. These included room assignments, assignment of faculty and class cancellations. There appeared to be a need for clarification of roles and development of policies that would define parameters in these areas.

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The Target Team initiative undertaken in Fall 1995 (see Comprehensive Chapter 7, Planning and Resource Allocation) also studied the Open Campus and reported similar findings to the above. The Target Team made a series of recommendations that support the subsequently conducted college-wide survey for the self-study.

Conclusion

It is clear that while the enrollment of the Open Campus continues to grow in general, its reputation, while apparently strong and sought after within the community, is weakened by its low visibility within the College itself. An effort to publicize, define and integrate the programs both within and out of the College appears necessary. The recommendations of the Target Team initiative cited above should be used as a springboard for discussion of ways to better articulate the role of the Open Campus within the total College community. The recommendations below are supported by evidence elicited from the college-wide Open Campus survey and focus group sessions.

Recommendations

1. Educate the college community regarding the mission, goals and services provided by the Open Campus.
2. Include the Open Campus in the college-wide procedures for the approval of new courses/programs utilized at the three accredited campuses.
3. Improve communications among the four campuses in regard to issues such as room assignments, cancellation of classes, last minute faculty changes and technical support required.
4. Review potential overlaps between Campus credit and Open Campus non-credit offerings, particularly in the areas of business, interior design and travel and tourism.