

Memorandum of Understanding

Onondaga Community College

and the

State University of New York

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1.0 Campus Role and Distinctiveness

Onondaga Community College (OCC) aspires to be recognized for the effective use of a wide range of technology to improve student learning, to increase access to College programs and services, and to streamline the College's internal processes. While the ultimate goal is the development of a comprehensive WebCollege, OCC currently is expanding online course and program offerings, building new Smart classrooms each year, implementing a course management system to electronically enhance classroom-based courses, participating in SUNYConnect, offering faculty technology training, and expanding the use of WebAccess for online student services functions. In addition, the College aspires to offer students a welcoming, convenient, and efficient student services environment. OCC has implemented a one-stop student services model and has transformed the outdated Gordon Student Center into a hospitable, functional space for students. The College also offers an extensive Arts Across Campus program and has well-established fine arts academic programs that are of exceptionally high quality and attract students from beyond the region. Finally, since OCC is located in the geographic center of the State, the faculty and administration welcome the opportunity to take a leadership role in hosting collaborative campus meetings and multi-campus staff development workshops.

OCC shares mission elements with all SUNY community colleges, including the following objectives:

- **Access** – providing universal access to higher education – perhaps the definitive mission element for community colleges – by removing economic, social, geographic, and more recently, temporal barriers;
- **Transfer** – preparing students for transfer to four-year institutions;
- **Career preparation** – preparing students for a first career, a career change, or career advancement;
- **Basic skills and developmental education** – assisting under-prepared students in acquiring the basic skills and knowledge that will allow them to advance to college-level work; and,
- **Workforce/economic development and community service** – meeting the educational aspirations of educated adults, employees of local business and industry, and professionals seeking continuing certification, as well as local workforce development needs, including the provision of programs, events, and services for community organizations and the general public.

While OCC embraces these mission elements, it also achieves significant distinctiveness through the College's unique implementation of its mission as well as its particular contextual conditions. OCC's individuality is defined in part by the following factors:

- its use of technology to improve student learning;

- its program niche in areas such as Music, Art/Photography, Electronic Media Communication, and Architecture/Interior Design;
- its active engagement in creating national standards in Criminal Justice associate degree programs; and
- its development of formal international partnerships.

2.0 National Context: Peer Institutions

Comparisons to other, similar institutions provide useful benchmarks for campuses, reinforce an institution's confidence in existing practices, and can lead to new ideas for improvement. OCC regards Broome Community College, Hudson Valley Community College, Rockland Community College, and Niagara County Community College as peers within the SUNY system, based on size, location, and program mix. Further, OCC identified Monroe Community College as an aspirational peer because of the strong financial support it enjoys from its community as well as its ability to respond quickly to community demand for programs.

In terms of non-SUNY institutions, the following colleges are being included as OCC's peers for Mission Review II based largely on institutional profile: Victor Valley College in California, Parkland Community College in Illinois, Holyoke Community College in Massachusetts, Ozarks Technical Community College in Missouri, County College of Morris in New Jersey, and Spokane Community College in Washington. In addition, OCC regards Howard Community College in Maryland as an aspirational peer because of its use of technology, its one-stop student services center, its programs in continuing education and distance and alternative learning, its business training center, and its innovative student leadership program.

Table 1 below summarizes comparative data for OCC and its SUNY and non-SUNY peers.

Table 1
Onondaga Community College Peer Analysis Table

	SUNY Peer Institutions						Non-SUNY Peer Institutions						
	Onondaga Community College	Broome Community College	Hudson Valley Community College	Monroe Community College	Niagara County Community College	Rockland Community College	Victor Valley College (CA)	Parkland Community College (IL)	Howard Community College (MD)	Holyoke Community College (MA)	Ozarks Technical Community College (MO)	County College of Morris (NJ)	Spokane Community College (WA)
Total Headcount Enrollment (IPEDS)	8,468	6,540	11,358	16,596	5,236	6,466	9,980	9,245	6,435	6,335	8,488	8,496	7,252
Full-Time Headcount Enrollment (IPEDS)	4,590	4,131	6,510	9,398	3,351	3,677	3,651	4,679	2,273	3,207	4,232	4,305	4,883
Percent of Enrollment which is Full-Time (IPEDS)	54.2%	63.2%	57.3%	56.6%	64.0%	56.9%	36.6%	50.6%	35.3%	50.6%	49.9%	50.7%	67.3%
Student FTE Enrollment (IPEDS)	5,883	4,934	8,126	11,797	3,979	4,607	5,761	6,201	3,660	4,250	5,651	5,702	5,673
Total Degrees Awarded (IPEDS)	809	837	1,274	2,201	714	817	884	822	343	723	672	980	1,003
Total Certificates Awarded (IPEDS)	34	36	57	231	81	31	765	254	30	140	109	7	326
Total Faculty Headcount (IPEDS) ¹	498	398	606	1,375	432	407	451	547	608	538	394	498	420
% Full-Time Faculty (IPEDS) ¹	33.3%	36.2%	41.6%	35.3%	30.8%	30.5%	30.2%	32.2%	18.4%	42.9%	32.2%	34.9%	48.1%
% FT Faculty with PhD/ Terminal Degrees (College Board) ²	NA	8.6%	NA	16.2%	23.7%	NA	NA	17.0%	27.7%	40.8%	NA	47.7%	NA
% Instruction Taught by Full-Time Faculty (SUNY Data Fall 2003)	56.0%	48.0%	58.0%	60.4%	69.3%	49.4%							
% FT Faculty with Tenure (IPEDS)	65.1%	76.4%	75.8%	44.2%	75.3%	90.9%	66.9%	63.1%	NA	37.2%	NA	82.8%	77.7%
Faculty Rank Distribution													
% Full Professor	32.9%	42.4%	22.2%	25.1%	45.9%	45.7%	0.0%	26.1%	39.3%	56.8%	0.0%	46.6%	0.0%
% Associate Professor	29.0%	27.1%	18.3%	23.1%	21.1%	26.0%	0.0%	39.8%	19.6%	16.1%	0.0%	31.0%	0.0%
% Assistant Professor	34.8%	29.2%	35.3%	19.8%	16.5%	21.3%	0.0%	3.4%	26.8%	20.3%	0.0%	13.8%	0.0%
% Instructor	3.2%	1.4%	24.2%	31.0%	16.5%	3.1%	100.0%	30.7%	11.6%	6.8%	100.0%	8.6%	0.0%
% Lecturer/Other	0.0%	0.0%	0.0%	1.0%	0.0%	2.4%	0.0%	0.0%	2.7%	0.0%	0.0%	0.0%	0.0%
% No Rank (IPEDS)	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
First-Year Retention (2003 Cohort, IPEDS)	63%	65%	51%	67%	62%	59%	62%	67%	62%	61%	56%	61%	57%
% First-Time, Full-Time Students Graduating Within Three Years (IPEDS)	19.7%	31.4%	27.5%	29.8%	27.4%	19.3%	22.4%	22.4%	7.4%	22.9%	21.1%	23.1%	25.0%
% Successful Educational Outcomes in Three Years (Graduation Rate + Transfers without Degrees) (IPEDS)	39.3%	48.0%	47.3%	42.9%	42.0%	38.7%	37.9%	56.3%	25.8%	41.1%	34.9%	48.2%	44.0%
% Students Transferring to a Senior Institution (College Board) ^{3,4,5}	60%	56%	NA	58%	63%	65%	NA	51%	28%	NA	85%	76%	NA
Locale (IPEDS) ⁶	2	2	2	2	3	3	3	2	3	2	2	3	2
Size and Setting (Carnegie Foundation, 2005)	L2: Large two-year	M2: Medium two-year	L2: Large two-year	VL2: Very large two-year	M2: Medium two-year	M2: Medium two-year	L2: Large two-year	L2: Large two-year	M2: Medium two-year	M2: Medium two-year	L2: Large two-year	L2: Large two-year	L2: Large two-year
Basic Carnegie Classification (Carnegie Foundation, 2005)	Associate's--Public Urban-serving Multicampus	Associate's--Public Rural-serving Large	Associate's--Public Urban-serving Single Campus	Associate's--Public Urban-serving Multicampus	Associate's--Public Suburban-serving Single Campus	Associate's--Public Suburban-serving Single Campus	Associate's--Public Suburban-serving Single Campus	Associate's--Public Rural-serving Large	Associate's--Public Suburban-serving Single Campus	Associate's--Public Suburban-serving Single Campus	Associate's--Public Rural-serving Large	Associate's--Public Suburban-serving Single Campus	Associate's--Public Rural-serving Large
Revenues (IPEDS) ⁷													
Tuition & fees per student FTE	\$2,524	\$2,110	\$2,564	\$1,867	\$2,156	\$3,646	\$418	\$2,044	\$3,821	\$2,395	\$2,318	\$3,543	\$1,347
State & local approp./student FTE	\$4,399	\$4,164	\$4,344	\$4,058	\$4,394	\$5,834	\$5,660	\$2,666	\$6,473	\$4,186	\$2,519	\$3,741	\$4,279
Total Revenue per student FTE	\$10,929	\$9,153	\$9,704	\$10,660	\$10,182	\$11,795	\$10,709	\$12,161	\$13,385	\$9,496	\$7,321	\$9,692	\$10,354
Expenditures (IPEDS) ⁷													
Total E & G Student FTE	\$10,846	\$8,915	\$8,668	\$8,942	\$10,063	\$10,967	\$7,964	\$8,635	\$11,932	\$8,742	\$6,232	\$8,451	\$9,034
Instruction Student FTE	\$5,537	\$4,099	\$3,891	\$3,223	\$4,734	\$4,695	\$3,855	\$3,279	\$6,053	\$3,610	\$3,025	\$3,883	\$4,058
Instruction (w-support) Student FTE	\$10,037	\$7,972	\$8,165	\$8,047	\$8,893	\$8,836	\$6,218	\$6,874	\$11,618	\$8,006	\$5,691	\$7,955	\$7,157
% Total E & G spent on Instruction	92.5%	89.4%	94.2%	90.0%	88.4%	80.6%	78.1%	79.6%	97.4%	91.6%	91.3%	94.1%	79.2%

Note: This table reflects the most recent data available from the Integrated Postsecondary Education Data System (IPEDS-2003), the College Board Annual Survey of Colleges (2004-05) except where indicated, Carnegie Foundation (2005), and data files maintained by the State University of New York Office of Institutional Research and Analysis.

¹ Total Faculty Headcount and Percent of Faculty who are Full-Time at Niagara County and Rockland Community Colleges is the count of employees who are primarily instruction (IPEDS EAP, 2003).

² Percent of Full-Time Faculty with PhD Terminal Degree for Broome Community College, Monroe Community College and County College of Morris (NJ) taken from the 2003-04 College Board Annual Survey of Colleges.

³ Students Transferring to a Senior Institution for County College of Morris (NJ) taken from the 2001-02 College Board Annual Survey of Colleges.

⁴ Students Transferring to a Senior Institution for Onondaga Community College taken from the 2002-03 College Board Annual Survey of Colleges.

⁵ Students Transferring to a Senior Institution for Monroe and Rockland Community Colleges taken from the 2003-04 College Board Annual Survey of Colleges.

⁶ Locale Codes, as reported in IPEDS Institutional Characteristics Survey: 1 = Large city; 2 = Mid-size city; 3 = Urban fringe of large city; 4 = Urban fringe of mid-size city; 5 = Large town; 6 = Small town; 7 = Rural; 9 = Not assigned.

⁷ IPEDS Financial Statistics 2003-04, with additional analysis by SUNY Office of Institutional Research and Analysis.

3.0 Economic Impact

One of the goals of Mission Review II is to compile an accurate account of SUNY's impact on the New York State economy. To this end, System Administration has standardized employment and fiscal data across the 64-campus system and will use U.S. Bureau of Economic Analysis multipliers to calculate the total regional and state-wide impacts.

OCC has been very active in demonstrating its impact on the State and its sponsoring county of Onondaga. Recently CCbenefits, Inc. completed a socioeconomic impact study for the College, finding that OCC pays \$40.1 million annually in direct faculty and staff salaries and benefits and accounts for an additional \$348 million in earnings off campus, and that taxpayers realize a return of 25.6% on their annual investment in the College. In addition, results indicated that for every \$1 students invest in OCC, they receive \$5.86 in higher earnings over the next 30 years. The State also benefits from OCC's activity in terms of improved health status and reduced welfare, unemployment, and crime, saving the public some \$4.9 million per year.

The most recent economic impact study shows that the College employs 993 people and that its activities lead to another 662 people being employed. Direct expenditures amount to \$68.2 million, with additional indirect expenditures amounting to \$133.6 million, accounting for a total economic impact of \$201.8 million (based on U.S. Bureau of Economic Analysis methodology).

4.0 Enrollment and Admissions

4.1 Enrollment growth

From 1994-95 through 2003-04, AAFTE enrollment at OCC grew 24% or an average of 4% per year. The institution's objective is to increase enrollment from Fall 2005 through Fall 2010 by 26%, or an average of 4.3% per year. Since projections indicate that the number of Onondaga County high school graduates will remain relatively stable during that time, the College will seek to attract a larger percentage of students graduating from Onondaga County high schools and from surrounding counties, and will also work to recruit new populations. In addition, OCC will renew efforts to retain current students during this period.

OCC's overall enrollment projections through 2010 are shown below in Table 2. These enrollment goals may be affected by external factors such as changing economic conditions, demographic shifts, and fiscal constraints. Official enrollment targets that are the basis for the University's budget model are set annually through dialogue between campuses and System Administration, and may differ somewhat from the projections shown in Table 2.

Table 2

OCC Planned Enrollment – Fall Headcounts and Annual Average FTE

Student Group	Fall 2005 (Actual) ¹	Fall 2006 (Approved)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
Undergraduate						
First-time FT	1,011	1,275	1,297	1,320	1,343	1,367
Transfer FT	188	229	237	246	255	265
Continuing/Returning	3,463	3,710	3,858	4,011	4,171	4,337
Total FT Undergraduate	4,662	5,214	5,392	5,577	5,769	5,969
Total PT Undergraduate	3,601	4,180	4,245	4,310	4,377	4,445
Total Undergraduate	8,263	9,394	9,637	9,887	10,146	10,414
Total Headcount	8,263	9,394	9,637	9,887	10,146	10,414
AAFTE	6,377	7,225	7,424	7,629	7,842	8,063

Data maintained by the State University of New York Office of Institutional Research and Analysis.
¹2005-06 AAFTE is estimated

4.2 Enrollment mix

SUNY’s 2004-08 Master Plan reaffirms the State University’s commitment as a public university to ensuring access to the full range of populations served, and therefore emphasizes student diversity as a priority goal for Mission Review II. OCC continues to reflect the diversity and ethnic composition of the community it serves, and it expects to build on that trend with a comprehensive recruiting effort that began with the 2004-05 academic year.

The percentage of incoming full-time students who transfer to OCC from other institutions is 4.5%, and this number should stay stable for the near future. However, the College has seen a recent increase in full-time students, and its goal is to continue to increase full-time enrollment, especially in light of recent studies showing that students who make a full-time commitment to college are more likely to persist compared to part-time students. The opening of the College’s first residence halls in Fall 2006 provides on-campus housing for 500 students, and should have a positive impact on full-time enrollment.

As specific commitments related to enrollment mix over the next five years, OCC will:

- enhance its efforts to recruit and retain students from underserved populations; and
- enhance its efforts to recruit and retain non-resident and international students.

4.3 Enrollment management plans

After careful research and analysis, the College has implemented a realignment plan of academic and student services that will allow for a more comprehensive and efficient way in which to

serve students. A major component of the plan involves a shift from passive to proactive recruitment methods, to be overseen by the Office of Enrollment Management, headed by an associate vice president. Three recruiting staff positions will also be dedicated to this effort, which will include market analysis and consistent outreach to increase the enrollment of both traditional and non-traditional student populations. This outreach will be conducted consistent with an analysis of program mix and job demand to ensure that OCC is recruiting and preparing students for viable career opportunities or transfer.

As specific commitments related to enrollment management planning, OCC will:

- develop and implement a recruitment and retention plan,
- maintain a range of student and academic supportive services, and
- emphasize target population issues such as Honors, acceleration, remediation, and topics of concern to adult students.

4.4 Collaboration with K-12

OCC has an Office of K-12 Partnerships which develops collaborative relationships with area school districts, agencies, and organizations to help secondary students find success at the college level. Specific initiatives include OCC Advantage, a collaborative project between the College and the Syracuse City School District which guarantees admission to OCC to those who successfully complete the program; Gear Up, a three-year grant initiative that partners OCC, Syracuse University, and the Syracuse City School District; and Liberty Partnership, a grant-funded initiative that targets at-risk students from four area high schools.

A specific commitment in the area of K12 collaborations is to:

- continue to assess the effectiveness of current K-12 initiatives and explore additional ways to support these collaborations.

5.0 Faculty

5.1 Faculty profile

All faculty appointments at OCC are tenure-track. Currently 43% of the faculty are over 55 years old and their pending retirements will pose a challenge as well as an opportunity for the College. The loss of veteran faculty will place a strain on the College to maintain high quality teaching as well as mentoring of new faculty. However, new faculty members bring renewed vigor and creativity to the College, and are typically eager to implement new technologies in the classroom and to deliver courses via distance learning. This changing profile of the faculty will therefore enable the College to achieve its strategic goal of better access to education for all members of the community.