

Middle States Periodic Review Report

May 23, 2013



SYRACUSE, NY

PRESIDENT MESSAGE

To the Middle States Review Team:

On behalf of Onondaga Community College, I am pleased to submit the enclosed *Periodic Review Report*. This report represents the contributions of **our** entire campus community and documents the remarkable progress the college has made over the past five years.

Earning and retaining accreditation is a rigorous process that demands a thorough examination of institutional processes and outcomes. Such an undertaking involves the engagement and active participation of the whole campus. In 2008, Onondaga Community College used its decennial reaccreditation process to document compliance with Middle States standards and to critically examine the degree to which the College was fulfilling its core “promise of self-discovery” to students. Over the past five years, we approached implementation of the recommendations and suggestions outlined in our 2008 evaluation report with the same sense of commitment and drive that we brought to our self-study process. We not only worked to ensure our compliance with Middle States standards; we worked to build a stronger foundation for our College. Although only mid-point in our journey, the transformative work accomplished to date leaves us well-positioned to achieve our goals by the end of this ten-year period and beyond.

I extend sincere appreciation to the individuals who dedicated so much time, energy, and care in the production of this *Periodic Review Report*, and I commend every member of the campus community who worked so diligently over the past five years to continue to build Onondaga’s capacity to realize its educational mission for the benefit of our students. Our success in this endeavor is more important than ever, to the future of our students and the community we serve.

Margaret M. O’Connell
Interim President

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SECTION ONE: EXECUTIVE SUMMARY

Introduction to Onondaga Community College

History

Established in 1961, Onondaga Community College (Onondaga) is an accredited, two-year comprehensive, community college located in Onondaga County, New York. With an initial enrollment of approximately 500 students in September 1962, Onondaga Community College began instruction in the Midtown Plaza building in downtown Syracuse. The original graduating class of 1964 numbered 160. In 2012, 1,208 degrees and certificates were awarded to graduating students. Onondaga has graduated nearly 35,000 students to date.

Today, Onondaga Community College is the second-largest undergraduate institution in Central New York. The College serves the nearly half-million residents of Onondaga County with a wide variety of programs and services. Onondaga also draws students from many neighboring counties, particularly Oswego, Oneida and Madison.

Programs

Onondaga Community College is authorized by the SUNY Board of Regents to award the Associate of Arts (A.A.), Associate of Science (A.S.), Associate of Applied Science (A.A.S.) and certificates. The A.A.S. degree and certificate programs are designed to prepare students for immediate employment after earning a degree. The A.A. and A.S. degree programs are designed to prepare students for transfer for further study upon graduation.

Onondaga Community College offers nearly 50 degree and certificate programs, recently adding the Nuclear Technology A.A.S. degree program developed in partnership with the Constellation Energy Nuclear Group in response to workforce demand. SUNY guarantees transfer from two-year colleges to SUNY senior institutions with full junior status when graduates transfer to parallel programs.

In recent years, the College has expanded its delivery methods in order to meet the diverse needs of the community. The College now offers accelerated courses, along with online degree and certificate programs. Classes are accessible at the main campus and two extension sites. Nine degree and two certificate programs are offered entirely online. The College offers specialized support services such as a Content Tutoring Center, Study Skills Center, Writing Skills Center, Math Lab, and Math Diagnostic Center to support student success.

In addition, the College's Regional Higher Education Center houses cooperative programs with regional four-year colleges and universities, providing access to Bachelor's, Master's degrees, and a Doctoral degree through programs delivered by partner colleges on the Onondaga campus.

The College also offers a wide array of workforce training programs, including customized training for employers, as well as non-credit courses designed to meet a variety of needs for individuals and employers. Specialized programs offered by the Small Business Development

Center (SBDC) and the Center for Business Information Technologies (CBIT) support entrepreneurship and workforce development.

Governance

Sponsored jointly by SUNY and the Onondaga County Legislature, Onondaga is administered by a Board of Trustees. Five trustees are appointed by the County Legislature, four are appointed by the Governor, and one student trustee is elected by the student body. Ultimate decision making authority and responsibility rests with the Board of Trustees. To successfully fulfill its responsibilities, the Board employs a President to implement and administer policies and applicable laws and regulations. The President presents information and also makes recommendations in consultation with administrators, faculty, staff, students, alumni, SUNY staff, community leaders and/or other stakeholders, depending on the matter at hand. The Board assumes the inevitability and need for institutional change in the face of new circumstances, new opportunities, and new challenges.

Through her 12 years as President, Dr. Debbie L. Sydow enhanced the effectiveness and reputation of Onondaga Community College, leading to an unprecedented decade of institutional transformation. Dr. Sydow became the new President of Richard Bland College in Petersburg, Virginia on July 1, 2012. Onondaga Board Chairman Allen J. Naples said,

Dr. Sydow's leadership has made Onondaga the model for community colleges across the state and the nation. We are forever grateful to her for more than a decade of dedicated service, which resulted in unprecedented growth, investment, and most importantly, commitment to the Central New York community we serve¹.

Dr. Sydow left our college in excellent hands and poised for a seamless transition to new leadership. Onondaga is currently led by a seasoned and talented leadership team:

- Margaret O'Connell, Interim President
- Dr. Agatha Awuah, Vice-President, Institutional Planning, Assessment and Research
- Dr. Kristine Duffy, Vice-President, Enrollment Management and Student Development
- Amy Kremenek, Vice-President, Human Resources and External Relations
- Dr. Cathleen McColgin, Provost and Senior Vice-President, Educational Services
- David Murphy, Senior Vice-President, College-Affiliated Enterprises and Asset Management
- Andrea Venuti, Vice-President and Chief Information Officer

In addition, the College's highly credentialed faculty and staff remain focused on advancing Onondaga's mission and 2016 strategic goals. Following a year-long national search, in March 2013 the College Board of Trustees unanimously voted, and the SUNY Board of Trustees unanimously approved, the appointment of Dr. Casey Crabill as the 8th President of Onondaga Community College. Dr. Crabill is a highly accomplished higher education leader who began her

¹ Onondaga Community College. (2012). Board Grants Emerita Status to Outgoing President [Press Release]. Retrieved from <http://www.sunyocc.edu/news.aspx?keyword=Headlines&id=29317>

career in the SUNY system and has nearly 15 years of experience as a community college president in California and New Jersey. She will begin at Onondaga on July 1, 2013.

A Framework for Success: 2011-2016 Strategic Plan

The College invited students and their families, faculty, staff, board members, alumni, volunteers, and community and business leaders to help envision and plan the next five years. These stakeholders contributed hundreds of comments, ideas, and suggestions about the ways in which the College can best address the education and workforce training and educational needs of students and employers, both now and over the coming decade.

Onondaga's strategic planning process generated key insights and transformed those insights into clear goals, outcomes, and strategies for all areas of operations throughout the College with special attention to strategic initiatives.

A Framework for Success: 2011-16 serves as a 'roadmap' for the College, building upon the strategic plans implemented over the past decade. Advancements in the key areas of expanding access to Onondaga's programs, elevating academic quality by investing in faculty, staff and professional development, and building an outstanding learning environment through strategic capital improvements have been nothing short of extraordinary. The updated strategic plan will propel Onondaga Community College forward as a leading institution of higher education in Central New York and in the Northeast region.

Institutional Effectiveness and a Culture of Assessment

Over the next five years, Onondaga will continue to build infrastructure and systems supporting institutional effectiveness and planning in support of student success. These include fostering a culture of collaboration, transparency, and respect across the institution.

The College is developing and implementing a limited number of high-priority, institutional strategic initiatives. Strategic initiatives, defined as large-scale, transformative projects, will help drive the College's progress and significantly expand its capacity to achieve its mission.

Senior leadership remains committed to continuous improvement through strategy and action plan development and resource allocation in support of the College's goals. All academic and administrative departments and offices contribute to the annual operational planning and budgeting processes.

Results are tracked and monitored by the Office of Institutional Planning, Assessment and Research (IPAR) and reported to faculty, staff, administrators and stakeholders through several venues, including regular progress reports to the campus and community. Centralized planning and assessment documentation is published in a web-based platform ([WEAVEonline](#)), also available campus-wide. See Appendix for login instructions and user guide. All of these efforts have resulted in a high level of campus engagement in planning and assessment.

Student Success

One of Onondaga's priorities is to ensure that high quality programs and services will support student persistence and progress to their educational goals. As such, our enrollment process is managed strategically, designed to achieve and maintain optimum student enrollment, retention, and graduation. It is an institution-wide process that embraces every aspect of the College's function and culture. Future planning efforts include expanding Student Central (the College's nationally recognized centralized hub for enrollment services) to provide students with centralized, learner centered, seamless student development and support services – from pre-enrollment to degree completion, and through transition to four-year colleges or the workforce – with the assistance of customer-oriented, cross-trained staff.

Writing the *Periodic Review Report*

The *Periodic Review Report* was informed by documents supporting the strategic planning process and achievements of our stakeholders.

The *Self-Study* preparation team, members of the strategic planning steering committee, senior leadership and representatives from each of the College's divisions contributed to the preparation and development of this report. The report was vetted through all of the governance entities and published on the College's intranet site for comment and input. All participants are listed in an attachment at the end of the report.

Organization of the Report

Section Two – Response to Recommendations

Section Two describes the planning, development, and actions that have been taken to support implementation of institutional effectiveness, assessment of student learning, and advising systems to date. Along these lines, the College has established an infrastructure to promote transformational change, including an inclusive and transparent strategic planning process and extensive administrative support for faculty and staff development and training in assessment methodologies. The College has made significant strides in developing and implementing a comprehensive advising system that includes a model for advising first-year and continuing students. Updates on recommendations from the *Self-Study* are also included in this section.

Section Three – Major Challenges and Opportunities

Onondaga's strategic planning process included a focused review of the College's strengths, challenges, opportunities, and risks. A focus on key insights and data analysis revealed significant patterns and trends. Section Three describes this work in detail.

Section Four – Enrollment and Finance Trends and Projections

The College's enrollment and financial management teams collaborate annually to assess enrollment conditions and build budget projections based on expected enrollment for fall, winter, spring, and summer terms. Institutional research data is utilized to analyze trends in new and

continuing student enrollment rates as well as identify potential new programs or strategies that could impact the College's enrollment.

Section Five – Institutional Effectiveness and the Assessment of Student Learning

Section Five demonstrates the impact of developing an infrastructure, along with practical systems and processes, to support institutional effectiveness and the assessment of student learning throughout the campus. Highlights include descriptions of the College's shared governance and continuous improvement model, implementation and monitoring of the strategic plan, examples of improvements and challenges, and the evolving role of the Office of Institutional Planning, Assessment and Research.

Section Six – Institutional Planning and Budgeting Processes

Onondaga Community College's budget processes and annual financial planning cycles are described in Section Six. Budgetary and accounting systems are organized and operated on a fund accounting basis and are in general conformance with basic fiscal and accounting reporting utilized in higher education.

SECTION TWO: SUMMARY OF RESPONSES TO RECOMMENDATIONS

Background

Onondaga Community College completed its last self-study in March 2008 using the Middle States selected topics model. The campus engaged in a serious and purposeful effort to evaluate compliance with the *Characteristics of Excellence* through a *Document Roadmap* that directly addressed all fourteen standards.

By posing this key question, “Is the College fulfilling its promise of offering the opportunity of self-discovery to its students and the community?” Onondaga was able to elicit campus and community-wide feedback and develop action plans to improve student access, learning, and success.

The self-study document provided an overview of the progress the College had made and was a ‘must-read’ for every College stakeholder, including students, alumni, employees, board members, and community leaders.

The development and implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness in which assessment results are used for improvement in all areas (Standard 7); the development and implementation of a comprehensive student advising system (Standard 9); and the development of a comprehensive, organized, and sustained assessment process to evaluate and improve student learning (Standard 14) are central to Onondaga’s ability to fulfill its promise to students.

This section of the *Periodic Review Report* responds to both the recommendations of the visiting team as well as the recommendations made in the *Self-Study Report*.

Visiting Team Recommendations

The visiting team report and its recommendations correspond with the College’s *Self-Study Report*, addressing important issues associated with institutional effectiveness, the assessment of student learning, and advisement. This *Periodic Review Report* groups those recommendations together.

Visiting Team Recommendation One: *The development and implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness with evidence that assessment results are used for improvement in all areas (Standard 7).*

Onondaga Community College has implemented an organized, systematic, and sustainable institutional effectiveness program for continuous improvement in both academic and non-academic areas. The program includes the following components:

- Rigorous, yet practical, processes with documented evidence of implementation and use:
 - Standardized planning and assessment framework
 - Common glossary of assessment terms
 - Clearly articulated institutional, department, and program level goals
 - Learning outcomes at the course, program, and institutional levels
 - Implemented strategies to achieve those goals
 - Use of assessment results to:
 - Improve programs, services, teaching, and learning
 - Inform planning and resource allocation
- Web-based software application to track and monitor planning and assessment activities:
 - Centralized authority for documenting evidence of continuous improvement
 - Campus-wide responsibility for compiling and analyzing data
 - Campus-wide communication of plans and results

Institutional Effectiveness at the Time of the 2008 Visit

In support of Middle States recommendations, the President took immediate action towards an increased focus on assessment and continuous improvement.

The President:

- Elevated and expanded the scope of the Office of Institutional Planning, Assessment and Research
- Established a direct reporting relationship between the Chief Planning, Assessment and Research Officer and the President to promote and strengthen assessment efforts and the College's ability to maximize the use of data for institutional improvement and assessment
- Hired an experienced professional to serve as Director of Institutional Effectiveness and work with all campus constituents to develop a comprehensive, systematic institutional effectiveness and learning outcomes assessment plan
- Appointed an Assessment Task Force to assist the Director of Institutional Effectiveness build upon current processes, such as the Learning Outcomes Assessment Committee, Program Mix Review, Divisional Master Plans and Operational Plans, in order to develop a comprehensive assessment plan that will enable the College to engage in continuous improvement in all areas of operation

In a memorandum dated October 2, 2008, the President charged the Assessment Task Force to:

- Conduct a gap analysis in order to identify current assessment practices that are deemed to be effective, to identify current assessment practices in need of improvement, and to identify areas of operation that lack assessment practices
- Review best practices in institutional effectiveness

- Recommend a *comprehensive* assessment process that clearly shows how assessment results are used in all campus operations, academic and non-academic, for institutional effectiveness and continuous improvement

The final report from Middle States commended Onondaga Community College for the quality of its strategic plan, *A Framework for Success: 2006-2011*, the College's clear set of goals and measures (Key Performance Indicators and Critical Success Factors), and the clear links between the strategic, divisional, and operational plans and the budget process. The Middle States Team also noted that Onondaga has well established learning outcomes assessment practices, specifically at the program and general education levels. The Middle States Team, however, found that Onondaga's academic and nonacademic areas lacked a comprehensive assessment process that links individual assessments together for continual improvement and institutional effectiveness.

Fundamental Change: A Culture of Assessment

In the last five years, our concentrated and rigorous efforts have resulted in the following outcomes:

1. A culture of assessment, leading to improved campus-wide understanding and participation in continuous improvement activities

As this report demonstrates, the culture of assessment has become embedded at Onondaga. First and foremost, President Sydow fully supported administrative, staff, and faculty participation in the College's planning and assessment processes:

- **Institutional Effectiveness Plan:** a comprehensive, systematic and sustainable program is available on the campus intranet; the plan is reviewed and revised annually based on user statistics and campus feedback
- *A Framework for Success: 2011-2016*, the College's strategic plan, was the result of campus and community-wide dialogs eliciting more than 600 ideas (the process is more fully described in Section 3)
- Assessment is emphasized through an incentive-based Assessment Fellowship program offering tools, resources, internal and external training experiences, and regular support for both academic and non-academic employees to explore effective assessment practices
- Onondaga hosts an annual Assessment Day, showcasing planning and assessment practices and evidence of continuous improvement through presentations, poster sessions and open dialogue
- Replaced the President's Cabinet with the College Leadership Council, a cross-representative body that serves as an advisory council to the President, combining the planning and assessment functions that Cabinet facilitated in the past with a new role—to serve as the central vehicle through which recommendations from the Faculty Association, Staff Association, Administrators' Council, Student Association and College committees are discussed and deliberated for consideration by the President

2. Superior insights into academic and administrative programs

At the time of 2008 Middle States visit, the College did have regular planning and reporting methods in place, along with firm commitment from the Board and College leaders to build a culture of evidence. However, we lacked a systematic and sustainable framework to track and monitor outcomes, analyze the results, and inform subsequent actions. After building standard templates, and a common vocabulary, and evaluating pilot activities, the College moved to a web-based planning and assessment tracking solution (WEAVEonline) to facilitate effective problem-solving and results reporting.

As a result, all departments, programs and services now document their plans and results. Through improved information gathering and analysis, the College has an institutional view of how each entity contributes to advancing the mission and goals of the College, as well as identifying opportunities for improvement.

Achievements associated with the implementation of WEAVEonline are as follows:

- Centralized planning and assessment documentation all published in a web-based platform using a standardized framework and reporting cycle
- Improved transparency and communications with information viewable by all campus leadership, employees, and the Board of Trustees
- Integrated standardization of the planning and assessment processes resulting in regular documentation
- Strategic and institutional learning outcomes alignment built into the framework.
- A central electronic repository houses all mission-critical documentation aligned with the strategic plan

The comprehensive review of these activities was presented at *the New York State Association for Institutional Research and Planning Organization (AIRPO)* annual meeting in June 2012.²

3. Clear leadership and administrative support

The President committed institutional resources to staff, manage, implement and educate the campus community about institutional effectiveness. Since 2008, the following improvements have been completed (below in chronological order):

² Tarby, W. (2012). Proceedings from local chapter Association for Institutional Research and Planning Organization. Albany NY.

2008	<ul style="list-style-type: none"> ▪ Hired Director – recently promoted to Associate Vice-President, Institutional Effectiveness and Planning, to oversee assessment activities
2009	<ul style="list-style-type: none"> ▪ Implementation of incentive-based assessment fellowship program for faculty and administrators. Over the course of four years, 65 fellows have completed the program
2011	<ul style="list-style-type: none"> ▪ Implementation of WEAVEonline, web-based planning and assessment management software to replace paper-based templates and reporting system ▪ Implemented <i>A Framework for Success: 2011-2016 Strategic Plan</i> and measurement system (the “dashboard”) for that plan ▪ Implemented a project management framework along with the application of the knowledge, skills, and tools that are utilized in the practice of project management
2012	<ul style="list-style-type: none"> ▪ Developed and implemented the College Leadership Council, serving as oversight for campus planning and assessment activities ▪ Expanded staff to include program evaluation director, assessment coordinator, and project management consultant to focus the campus on institutional effectiveness and continuous improvement in a clear and concise manner

Evidence of Meaningful Success: Moving the Dial on Collaboration, Transparency and Communication

The College’s initial goal was to build upon *current* processes in place in order to develop a highly effective, comprehensive assessment plan that will enable the College to engage in continuous improvement in all areas of operation relative to its mission and strategic plan but with special attention to a limited number of high-priority, institutional strategic initiatives, each with a clearly defined program scope and plan.

A project management framework was designed to support these initiatives, projects and work groups. This framework is used to improve consistency, clarity, and transparency of all planning and assessment work performed throughout the College. It is the standard process by which any new initiative or proposal advances at the College.

Fifty-eight (58) faculty and professional staff across disciplines volunteered to form strategic work groups to create and advance the College’s project management framework. A sample plan alignment and progress report is displayed below (Figs. 1-3):

A Framework For Success: 2011 - 2016 Strategic Plan Progress Report

Goal 2: College Readiness						
In partnership with K-12 school districts, Onondaga will increase the percentage of students who enter "college-ready" and improve the success rates of Onondaga students who enter under prepared by re-engineering developmental education.		Progress				
Targeted Outcomes	Measured By	2009-10	2010-11	2011-12	2012-13	Direction
2.1 By 2013, a comprehensive assessment of the content and delivery of developmental programming and services, as well as the current admission, placement, credit for experience, and referrals process will yield information, recommendations, and an implementation plan for revising admissions/intake procedures and launching a new approach to developmental education grounded in best practices and proven outcomes.	2.1.1 Comprehensive developmental education assessment report	N/A	N/A	College participation in Quantway - a new approach to teaching developmental mathematics initiated by Carnegie Foundation for the Advancement of Learning	The Comprehensive Assessment of Policies/Procedures Related to Developmental Education final report includes the findings and recommendations obtained from the Reading, Writing, Math, Placement and Testing research teams during their assessment of Onondaga's existing developmental education practices	▲

Fig. 1 Project Alignment with Strategic Plan

Strategic Initiative	Project Name	Start	Finish	Status
Virtual OCC	Foundations for Establishing Virtual OCC	5/2012	1/2013	Closed
Developmental Education Redo	Comprehensive Assessment of Policies/Procedures Related to Developmental Education	3/2012	1/2013	Closed
Developmental Education Redo	Comprehensive Academic Support Environment	8/2012	3/2013	In planning
Seamless Pathways to Baccalaureate Programs	The Identification and Recommendation of Barriers to Seamless Transfer	4/2012	1/2013	Closed
Career Pathways	Career Program Alignment with Industry Standards	1/2012	2/2014	In planning

Fig. 2 Strategic Initiative Projects Status Report

Developmental Education Redo

1st update: The Developmental Education redesign project is on track. At present, the first project milestone, ‘form the necessary research groups’, has been completed. Currently, three of the four research groups have met, and research has begun. The second project milestone, ‘hold a kickoff meeting for each group, will be completed on Friday, May 4, 2012 when the fourth group meets for the first time.

At this point in the project, only one challenge has been identified: lack of participants in the Non-Curricular research group. The project leadership team is working to identify potential participants with a goal of introducing them into the group in the next week. The project is on track to have the first data request available before the summer break begins.

2nd update: The Developmental Education Redesign project remains on track – and the second and third major project milestones have been met.

3rd update: The Comprehensive Assessment of Policies/Procedures Related to Education final report includes the findings and recommendations obtained from the Reading, Writing, Math, Placement and Testing research teams during their assessment of Onondaga’s existing developmental education practices.

Fig. 3 Developmental Education Project Progress Report 2011-2012

The College has also made tremendous improvement in communicating planning and assessment results. Onondaga’s strategic plan website includes news about the strategic planning process, along with performance measures, and regular status reports about progress towards goal attainment (see Figs. 4 and 5 below).

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A Framework for Success: 2011-2016 Progress Report							
1-2013 Semi-annual Report							
Strategic Outcomes	Measured By	2009-10	2010-11	2011-12	2012-13 ³	2016 Target	Direction
Goal 1: Student Success							
1.1 Increase total student enrollment	1.1.1 Fall Credit-student headcount reported to SUNY	12,038 Fall 2009	11,783 Fall 2010	12,746 Fall 2011	13,018 Fall 2012	13,500	▲
1.1. Increase annual full-time enrollment	1.1.2 Annualized FTEs	8,742 2009-10	8,788 2010-11	8,903 2011-12	8,925 2012-13	9,500	▲
1.2 Increase total high school, Early College, concurrent etc. enrollment per semester	1.2.1 Total high school, concurrent and Early College headcount	1,337 Fall 2009	1,204 Fall 2010	2,105 Fall 2011	2,689 Fall 2012	2,950	▲
1.2 Increase annual high school, Early College, concurrent etc. FTEs per semester	1.2.2 Annualized FTE for high school, concurrent and Early College headcount	263 2009-10	254 2010-11	417 2011-12	420 2012-13	460	▲
1.3 Increase percentage of student enrollment at extension sites	1.3.1 Percentage of total college enrollment at extension sites (Fall semesters)	3.3% Fall 2009	2.6% Fall 2010	2.3% Fall 2011	1.9% Fall 2012	5.0%	▼
1.4 Increase annual degree and certificate completion rate	1.4.1 3rd-year degree and certificate completion rate: 1 st time full-time degree/certificate-seeking students	17.8% Fall 2006- Fall 2009	18.4% Fall 2007- Fall 2010	18.0% Fall 2008- Fall 2011	18.0% Fall 2009- Fall 2012	>30.0%	▲
1.5 Increase fall-to-fall retention of first-time, full-time degree-seeking students	1.5.1 Fall-to-fall retention rate: 1 st time full-time degree/certificate-seeking students	57.1% Fall 2009- Fall 2010	56.5% Fall 2010- Fall 2011	53.4% Fall 2011- Fall 2012	Not reported this cycle Fall 2012- Fall 2013	65.0%	▼
1.6 Increase graduation/transfer-out rates for first-time, full-time students	1.6.1 Combined graduation/transfer-out rate: 1st time full-time degree/certificate-seeking students	41.1% Fall 2006- Fall 2009	38.0% Fall 2007- Fall 2010	36.3% Fall 2008- Fall 2011	Not reported this cycle Fall 2009- Fall 2012	45.0%	▼
1.7 Increase overall student satisfaction	1.7.1 CCSSE student satisfaction measures: satisfaction with OCC educational experience	84.0% 2009 CCSSE	84.0% 2009 CCSSE	82.4% 2012 CCSSE	82.4% 2012 CCSSE	95.0%	▼
1.8 Increase total scholarship endowment	1.8.1 Total college scholarship endowment funds	\$5.6M 2009-10	\$5.9M 2010-11	\$6.3M 2011-12	\$8.1M 2012-13	\$11.0M	▲

Fig. 4 Strategic Plan Dashboard Goal 1: Student Success

³Annualized 2012-13 FTE data are estimates: measures 1.1.2, 1.2.2

Goal 1: Student Success

Outcome 1.1: By 2016, 13,500 students (9,500 annual FTE) will be enrolled in the fall term college-wide.

- *Strategic Enrollment Management Master Plan 2012-2016* was presented to the College Leadership Council on October 4, 2012; and to the Board of Trustees on November 6, 2012. Plan includes target student populations and key recruitment strategies set to focus on increasing applications from downstate NY (385% growth from 2007-2011) and expanding programs and services that serve adult learners such as One Course at a Time and Flex Start.
- 2011-12 CSTEP enrollment increased by 5.4% (N=116).
- Enrollment Management and Student Development (EMSD) successfully implemented course wait-listing in April 2012: over 80 fall 2012 course sections allow students to join waiting lists.

Outcome 1.2: By 2016, high school enrollment (Early College, concurrent, etc.) will increase to 2,950 students (460 annual FTE) per semester.

- As a measure of the strategic *High School Pre-College* initiative's success, the original 2016 enrollment targets of 1,800 total headcount/250 annual FTE students per semester within the high school, concurrent and Early College populations have both been achieved well ahead of schedule and new targets were established.

Outcome 1.3: By 2016, 5% of students will be enrolled in extension sites, including a downtown location.

The proposed Inner Harbor Campus development details disseminated to campus community and local press. The Inner Harbor project presents a greater opportunity for Onondaga to continue to meet the needs of non-traditional students. Designated as a 2012-13 institutional priority, Inner Harbor project planning activities to-date include conducting feasibility and market analyses in order to determine the project's capacity to be self-sustaining and beneficial to the mission of the College – and operating in alignment with *A Framework For Success: 2011-2016's* goals.

Findings from a preliminary market analysis of local workforce conditions include recommendations for developing an infrastructure to support both academic and non-credit/workforce program development – including implementation of a Corporate College— in order to provide measureable, sustainable benefits that will attract and retain future OCC students, and create opportunities for the College to create and expand relationships with key Central New York community and regional business organizations.

Outcome 1.4: Annual degree and certificate completion rate will exceed the national average of 30%.

- While examining interior barriers to certificate/degree completion, Faculty approved a revision to the College's residency requirement policy: required credits reduced from 30 to 24.
- The number of students visiting Student Central's Graduation Central has increased by 52%.

Outcome 1.5: Fall-to-Fall retention rates of first-time, full-time degree-seeking and certificate students will be 65%.

- Fall 2010-to-fall 2011 retention rates for CSTEP/ULSAMP students: 73%/87.2%.
- EMSD's early intervention strategies continue via increased use of Retention Alert!© tool: All developmental reading faculty had the opportunity to submit early intervention warnings; 38 Instructor Alert cases were opened and referred to appropriate student support services.

Outcome 1.6: 45% of first-time, full-time degree/certificate-seeking students will graduate/transfer within 3 years to 4-year schools.

A key priority for the Educational Services division during 2012-13: providing Onondaga's outstanding students with challenging academic opportunities that encourage students to *explore* their potential; *discover* their talents and *transform* their lives.

Overseeing all of the College's academic departments and degree/certificate programs, part of Educational Services' 2012-13 operational plans focus on Phi Theta Kappa (PTK) program development and expansion. The official honor society for 2-year colleges – and student-governed by its elected officers – Onondaga's PTK program recognizes 2-year college students for their academic achievements, and offers rewarding opportunities to participating students through corresponding PTK scholarship, leadership, fellowship and service activities.

During fall 2012, EMSD announced new articulation agreements between Onondaga and seven 4-year institutions, including St. John Fisher College, Paul Smith's College (new Regional Higher Education Center partnership), Columbia College of Missouri – Hancock Field (new for spring 2013) and a new relationship with SEIU-1199 (United Healthcare Workers East union).

Outcome 1.7: 95% of students will state their learning experience at Onondaga Community College highly contributed to their knowledge, skills and personal development as measured by the Community College Survey of Student Engagement.

Current plans include proposed models for improving and re-designing multiple student engagement + support services: admissions; orientation; advisement; transfer/articulation + career-planning in a centralized, convenient location.

Outcome 1.8: By 2016, the endowment for scholarships will increase to \$11 million.

The Onondaga Community Scholars Program provides qualified students with scholarships of up to \$1,000 - saving students and families approximately 25 percent of annual tuition costs. Part of the \$250,000 gift from Syracuse Orthopedic Specialists (SOS) announced early fall 2012 has established a new Community Scholars fund, and will permit the College to offer additional scholarship awards to targeted student populations identified in *Strategic Enrollment Management Master Plan 2012-2016*. An additional \$250,000 grant from nuclear physicist, entrepreneur, and philanthropist Dr. Nelson Ying was awarded to Onondaga for the College to promote awareness of, and engagement in, Science-Technology-Engineering-Mathematics (STEM) opportunities. Awarded during fall 2012, \$200,000 will be used to establish an endowment dedicated to STEM-related activities; \$50,000 will support Ying Tri Region Science and Engineering Fair (TRSEF) development and expansion.

Fig. 5 Strategic Plan Progress Report Goal 1: Student Success

The College has been tracking its progress through the following measures:

- All College plans and results entered in WEAVEonline and viewable by campus constituents
- More than 100 participants in the 3rd Annual, 2012 Assessment Day program, celebrating success, learning from experiences, sharing strategies and results
- Nearly 700 action plans aligned with the College's mission and strategic goals with measurable results
- 6 strategic work groups and detailed project plans at various stages of implementation

Visiting Team Recommendation Two: The development of a comprehensive, organized, and sustained assessment process to evaluate and improve student learning (Standard 14).

Academic departments and programs made substantial progress documenting assessment plans and results using a combination of the improved standardized planning and assessment framework, web-based software application, and a network of dedicated support staff. As a result, 100% of academic program plans are now documented, tracked, and monitored effectively.

The Assessment of Student Learning in 2008

At the time of the last Middle States visit, the evaluation team noted the College's commitment to assessing student learning but recommended making its assessment efforts systematic and comprehensive, linking them to institutional effectiveness indicators.

The College had been attending to assessment responsibilities through:

- The Learning Outcomes Assessment Committee's work, supported by a faculty member on a reduced work load
- A well-established, six-year program review process
- Ongoing SUNY-mandated assessment of general education

The 2008 Assessment Task Force's "best practice criteria comparison" however, pointed out that while almost 90% of the sampled assessment documents had stated learning outcomes, only 35% included assessment procedures, data results, and analysis. These findings were presented to faculty and administrators along with proposed enhancements to faculty-managed processes. There was a general faculty consensus to implement a systematic and sustainable assessment plan.

Fundamental Change: A Culture of Assessment

Through strong academic leadership and a detailed implementation plan, faculty were able to prioritize actions and make significant contributions to the effort. In the last five years, faculty have developed a basic understanding of expectations and achieved the following:

1. Assessment Task Force

In 2008, faculty representing the program review, General Education, and external accreditation review processes formed the Assessment Task Force and successfully completed its work. The resulting gap analysis, recommendations, and action steps were posted on the College website and presented at faculty governance and department meetings.

2. Assessment Fellowship Program – Pilot and Full Implementation

The spring 2009 Assessment Fellowship Pilot was established. The first group of participants worked on the learning outcomes assessment process, curriculum mapping, and academic, administrative program, and course level assessment planning. These participants were invited to “break the system” and identify opportunities for improvement. The activities associated with the pilot program informed the original version of the comprehensive institutional effectiveness plan. New, improved policies, procedures, templates and written guidance were created as a result.

Since 2009, 65 participants have completed the requirements of the Assessment Fellowship program. The program has positively influenced faculty understanding of why and how to assess. Below is a sample of faculty responses to the program:

The project I am working on is simple and selfish! I just want to learn about the assessment language, terminology, planning, data collection, etc. As my role as Coordinator of the Content Tutoring Center, I was asked to write mission statements, goals, learning objectives, outcomes, etc. for the office. I couldn't see the bigger picture and was confused as when people talked about assessment the language wasn't consistent.

Specifically, my project relates to the CTC as I will be simplifying/streamlining the information and data collection we presently have and writing an action plan that the Center can follow to support the mission, vision, goals and outcomes that the College has already identified in the Educational Services Master Plan. Wendy and I talked about how at this point it is just about connecting the dots!

I want to work with IPAR to create some surveys for faculty and students to identify what is needed, what is working and what isn't working. Additionally, I want to work with an academic department on campus whose students utilize the center often – my current thoughts are to work with BIO 171 instructors and the pool of students getting tutoring in this class to see if we can create an assignment to measure tutoring effectiveness.⁴

Karen Hale
Coordinator, Content Tutoring
Associate Professor, Mathematics

⁴ Gabriel, N. (Spring 2011). *It's Academic*. Creating a Culture of Assessment at Onondaga Community College: The Assessment Fellows Program.

Many philosophy courses at OCC currently have no specific student learning outcomes, even though they are listed as SUNY Gen Ed courses. Our aim is to clearly articulate learning outcomes, and propose a meaningful assessment plan, for these courses. We also think of this assessment fellowship as part of our overall project of developing the philosophy curriculum here at Onondaga.

Patrick Kenny, PhD
Assistant Professor, Philosophy
&
David Bzdak, PhD
Assistant Professor, Philosophy⁴

One of the key components of an Assessment Fellowship is access to training and resources to ensure successful completion of a project. Each participant receives a detailed orientation with the expectation that at the conclusion of the session, he/she will:

- Describe three key components of Onondaga's Institutional Effectiveness Plan
- Understand the context of the assessment of student learning within the institutional assessment cycle
- Distinguish between course, program, and institutional student learning outcomes
- Confidently develop course and program student learning outcomes

The Fellows are given clear expectations for deliverables and formal opportunities to discuss progress.

Finally, individual projects are presented at an annual Assessment Day and disseminated to all through the College's faculty listserv. Each year, the presentations have become more sophisticated and focused. Annual attendance has increased from 20 in 2010 to more than 100 attendees in 2012.

To complement the fellowship program the Learning Outcomes Assessment Committee (LOAC), Teaching Center, and Office of Institutional Planning, Assessment and Research (IPAR) provide additional workshops, external training opportunities, a library of print materials, and a well-maintained web page of resources to enhance faculty understanding of assessment and its importance to student learning.

3. Institutional Support for the Assessment of Student Learning

The assessment plan clearly describes the College's expectations for campus-wide participation in continuous improvement activities and efforts to improve teaching. These expectations are supported through effective leadership and a sophisticated network of support.

Presidents Sydow and O'Connell funded the Assessment Fellowship Program for five consecutive years and have repeatedly commended the work of the faculty-led Learning Outcomes Assessment Committee:

Dear Nancy,

Your article entitled “Creating a Culture of Assessment at Onondaga Community College: The Assessment Fellows Program,” in the spring 2011 edition of *It's Academic* was outstanding. Thank you so much for taking the time to write such an interesting, informative and encouraging article that clearly articulates progress toward creating the “culture of assessment” that we seek at the College. As you say, this is ultimately about improving “the quality of student learning and support services,” and the quotes from Assessment Fellows Class of 2011 illustrated this point beautifully.

Thank you for your outstanding leadership in advancing a culture of assessment at Onondaga Community College!⁵

Regards,
Debbie L. Sydow, Ph.D., President

In 2011, the President invited the LOAC chair to participate on the President’s Cabinet and provide insight into campus assessment activities. LOAC also expanded its membership to more fully engage faculty expertise in assessment processes. Additional responsibilities include joint administrative oversight of the Assessment Fellowship Program with IPAR and Assessment Day programming.

The Provost, Senior Vice-President and Chief Academic Officer, has given academic department chairs responsibility for program assessment planning and reporting. She has also supplied access to external training and resources to support those efforts. This was in addition to the following:

1. Conversion of paper-based to electronic repository of key documents supporting curriculum and program management processes
 - 1.1. Created standard course outline form requiring statements of student learning outcomes
 - 1.2. Uploaded key curriculum documentation in WEAVEonline
 - 1.2.1. Curriculum/course outlines
 - 1.2.2. Self-study documents
 - 1.2.3. External review summary documents
 - 1.2.4. Department and advisory board minutes
 - 1.2.5. Benchmarked performance data
 - 1.2.6. Faculty vitae
2. Documented the program assessment plan/results in WEAVEonline
 - 2.1. Student learning outcomes and measures at the program level
 - 2.2. Performance objectives based on 5-year trend analysis
 - 2.3. Annual assessment results

⁵ D. Sydow, personal communication, April 22, 2011.

As a result, 100% of academic programs have developed assessment plans and have reported on at least one outcome in the past year (in addition to scheduled self-studies and program reviews). The central repository of documentation created in WEAVE has helped facilitate meaningful discussions among faculty and departments. Faculty learn from each other in an open, transparent, and collegial environment.

Finally, a support structure was put in place to support connections between faculty and administrative work. The roles of Program Evaluation Director and Assessment Coordinator were established freeing the Associate Vice President, Institutional Effectiveness and Planning, to focus on strategic planning, accreditation, and compliance issues. The team works collaboratively with faculty and staff, ensuring data integrity in WEAVEonline and managing the logistics and resources required to maintain the processes.

Visiting Team Recommendation Three: The development and implementation of a comprehensive student advising system (Standard 9).

The College has made significant strides in developing and implementing a comprehensive advising system that includes a model for advising first-year and continuing students.

Immediately following the review of the Middle States report in March of 2008, the College President formed a team to develop a set of recommendations to implement a comprehensive advising system. The interdisciplinary team was comprised of faculty, staff, and administrators.

The recommendations included mandated advising for all entering students, improved communication with students about advising, multiple methods and delivery modes to accommodate the diverse student body, improved self-service tools, comprehensive advisor training, a dedicated location for advising, and methods of assessing advising services.

These recommendations became the basis for the work of the Advising Implementation Team formed in October of 2008 when the College received a \$1.9 million Title III-Strengthening Institutions Grant from the United States Department of Education.

Forty-five (45) faculty from across several disciplines have been involved in the development of the advising model. All academic departments have been invited to take part in the new advising process. Twenty-eight (28) staff from nearly every business area in the College have had input into the integration of the advising-model into existing enrollment processes.

The College has made significant strides toward creating an advising model for first-year students that includes a comprehensive training process for all first-year advisors, a common new student experience that combines orientation activities with advising and registration support, and electronic tools that provide 24/7 access for students and advisors to their educational plans. In addition, the Center for Advising and First-Year Students opened in fall 2012. It is staffed with five professional advisors who provide year-round advising services and support for first-year and continuing students. The Center staff also includes a first-year experiences coordinator, para-professional staff members who assist students with orientation and registration activities,

and information that helps students plan for transfer and/or direct career entry. After their initial advising, students are paired with a faculty advisor in their academic area.

The Advising Model

The new developmental advising model (see Fig. 6 next page) replaces the previous group-advising model. Historically, group advising focused on course selection and registration for students in the larger degree programs while smaller, technical programs advised their own students using a variety of methods. The new model focuses on an individualized and holistic approach where students define career and educational goals that serve as the basis for course-selection decisions.

Orientation has been re-defined to include the sequence of events and activities spanning a new-student transition period from admission through the first semester of study. Prior to the first semester, new students are invited to participate in an orientation event called *Taking Care of Business*. This four hour, on-campus session guides them through the enrollment and registration processes:

- Orientation Event – “Taking Care of Business”
 - An interactive session for students and family members to introduce them to multiple services provided at the College, as well as to assist the students in completing necessary paperwork and college requirements
 - Students move through a series of online tutorials in a guided environment staffed by para-professionals and student orientation leaders
 - Onondaga email, FOCUS (web-based career exploration resource), and the College Student Inventory (CSI) are used to assess students’ interests and college readiness
- Individual advising appointment with first-year advisor
 - Strengths-based, developmental advising model guides discussion about career goals and educational plans
 - Ed Plan© (described in detail on page 24) provides documentation of educational plan for first-semester coursework approved by an advisor
 - CSI frames discussion about student concerns and about available resources
- Class scheduling and registration assistance
 - Ed Plan© and schedule conflict sheets structure the learning process for building a schedule
 - Staff support helps students navigate WebAccess and the registration system

As of fall 2012, 59.2% of incoming students participated in the “Taking Care of Business” program. The goal for fall 2013 is for 100% of incoming students to participate in this mandatory, new student advising program.

**Onondaga
Community College
Advising Model**

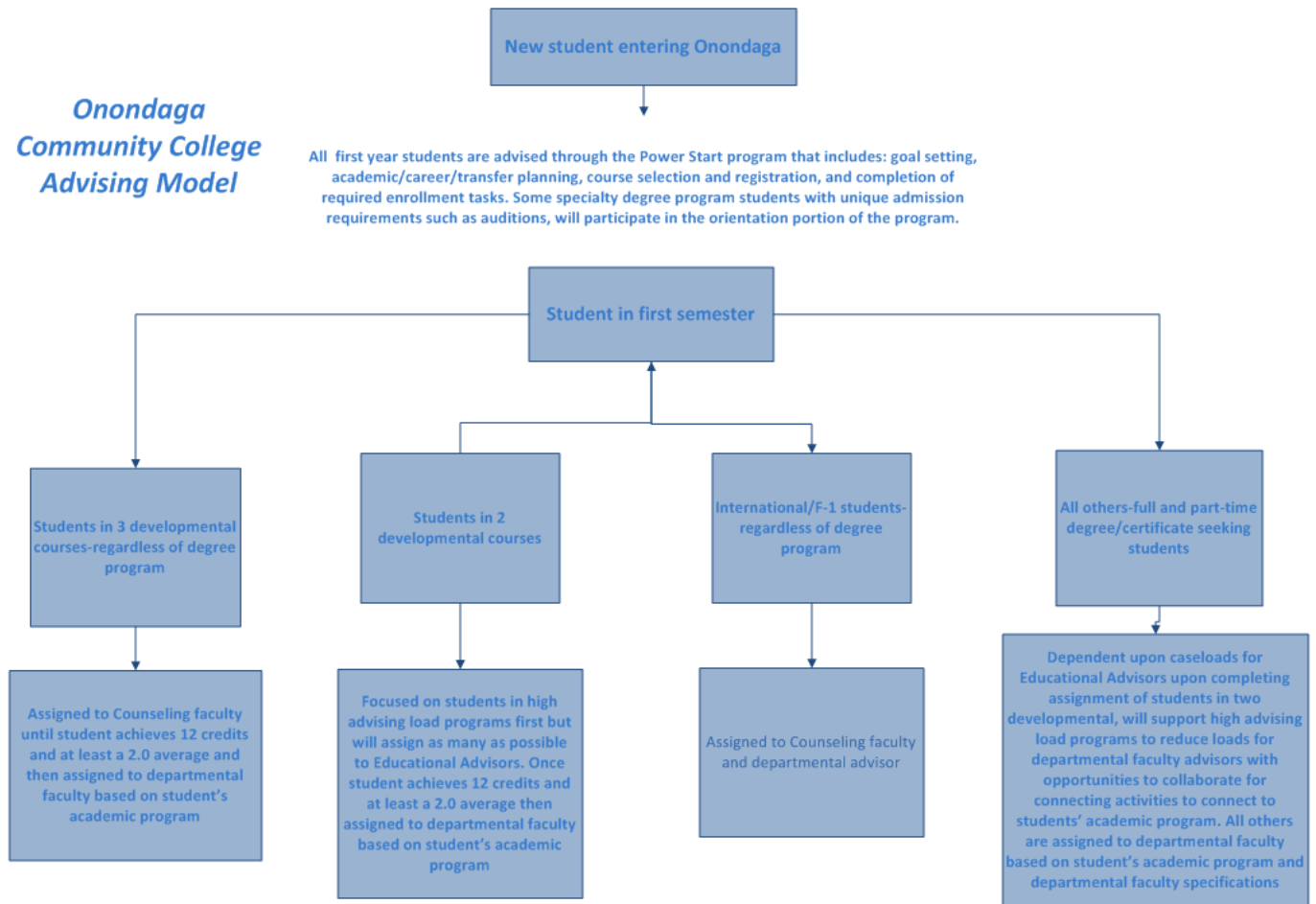


Fig. 6 Student Advising Model
(See appendices for larger version)

Assessment of Advising Services

Process Outcomes

A new developmental-advising model has been established. It is based on the recommendations in the 2009 report of the Advisement Implementation Team. Specifically, it includes the three-phase advising sequence that guides new students through articulating career and educational goals, developing an educational plan, employing web resources, building semester schedules, and registering for classes. The model provides connection points for new students to people and services that structure students' initial experiences with the College. Anecdotal data illustrate that new students come back to these connection points as they need additional information or support. The initial advising model was fully implemented with the fall 2011 cohort. It was revised to incorporate advising, scheduling, and registration into the orientation event, "Taking Care of Business," which was implemented with the fall 2012 cohort.

By January 2012, forty-five (45) faculty and seven (7) administrators had been prepared as first-year advisors. By July 2012, five (5) educational (professional) advisors had been hired to staff

the new Center for Advising and First-Year Students. They are assisted by three (3) para-professional staff cumulatively known as the Power Start Program. Below is a summary (Fig. 7) of PowerStart development, pilot, planning, and implementation activities 2009-2011.

Year	Program Component	Stage	Process/Product	Target or Sample Population	Process or Population Outcome(s)
2009	FYA	Development	Developmental, strengths-based advising model	Faculty FYAs <u>n</u> = 21	First-year advising model, strategies, resources, assessment plan
		Pilot (program)	First-Year advising focused on individual attention and career / educational planning	Fall 2009 cohort <u>n</u> = 137	Higher term-to-term retention rates, higher GPAs, higher course completion rates than the comparison group
	FYE	Development	First-year experiences programming set up on model of significant student issues	Staff <u>n</u> = 22	Programming aligned to projected timing of student concerns/needs
		Implementation	Expanded Orientation	Fall 2009 cohort <u>n</u> = 1,168 and support members <u>n</u> = 550	Increased satisfaction with orientation and with connection to College
	FYS	Development	Extended-orientation seminar model	FYS Instructors <u>n</u> = 14	First-year seminar model, learning outcomes, activities, resources, grading metric
		Pilot (program)	Increased number of fall & spring sections offered - 15 sections run each semester, up from 3 in the spring 2009 semester	Fall 2009 cohort <u>n</u> = 212	Higher term-to-term retention rates, higher GPAs, higher course completion rates than the comparison group
2010	FYA	Professional Development	Prepared FYA faculty	Faculty FYAs <u>n</u> = 11	Increased resource to meet cohort-level demand
		Development	Colleague Ed Plan©		24/7 student and advisor access to documentation of career & educational planning
		Planning	Advising business processes integrated with enrollment processes	Service Office representatives <u>n</u> = 25	Fully integrated business processes with service-offices' ownership and cooperation
	FYE	Implementation	Expanded Orientation	Fall 2010 cohort <u>n</u> = 1,293 and support members <u>n</u> = 583	Continued high satisfaction with orientation and with connection to College
		Development & Pilot	Web-based Scheduling Application for orientation	Students & support members <u>n</u> = 1,291	Improved reservation, confirmation, & reminder communication with new students and support members
		Pilot	Parent-Support member newsletter	Fall 2010 support members <u>n</u> = 64	Increased knowledge about College policies & practices; improved communication about College expectations
	FYS	Development	Expanded extended-orientation seminar model per faculty request	New syllabi <u>n</u> = 6	Department- or population-specific syllabi
		Professional Development	Prepared FYS Instructors	FYS Instructors <u>n</u> = 15	Increased resource to meet cohort-level demand

Fig. 7 Summary of PowerStart Program Development Activities 2009-2011 (continued on next page)

2011	FYA	Professional Development	Prepared FYA faculty	Faculty FYAs n = 11	Increased resource to meet cohort-level demand
		Development & Implementation (systems)	Intent to Register Web-based Scheduling Application	ITR Fall 2011 cohort n = 3,470 invitations Scheduler Fall 2011 cohort n = 3,632	
		Pilot (systems)	Colleague Ed Plan©	Spring 2011 cohort n = 7	24/7 student and advisor access to documentation of career & educational planning
		Implementation	First-Year advising focused on 3-phase advising process guiding new students through career & educational planning and systems use	Fall 2011 cohort n = 1,830	Increased student and parent satisfaction with advising experience Further analysis pending outcome data availability spring and fall 2012
	FYE	Implementation	Expanded Orientation	Fall 2011 cohort n = 1,211 and support members n = 612	Continued high satisfaction with orientation and with connection to College
		Implementation	Web-based Scheduling Application for orientation	Students & support members n = 1,356	Improved reservation, confirmation, reminder, & payment communication with new students and support members
		Implementation	Parent-Support member newsletter	Fall 2011 support members n = 390	Increased knowledge about College policies & practices; improved communication about College expectations
	FYS	Professional Development	Prepared FYS Instructors	FYS Instructors n = 23	Increased resource to meet cohort-level demand
		Implementation	Increased number of sections		Increased enrollment capacity to meet cohort-level demand
Note: FYA = First-Year Advising; FYE = First-Year Experiences; FYS = First-Year Seminar					

Fig. 7 Summary of PowerStart Program Development Activities 2009-2011

By April 2011, all faculty and staff had access to new student tracking capabilities such as Accuplacer reports, Ed Plan©, and degree audit. Beginning with the fall 2011 cohort, use of Ed Plan© for documenting advisor-approved courses was available as an advising tool for all advisors and students. First-Year Advisors were mandated to use Ed Plan© as the documentation tool of choice for recording advising-session information, including career and educational goals, advisor-approved courses for the upcoming semester, and recommended support services.

Student Learning Outcomes, Measures and Findings

1. *Learning Outcome:* Students will articulate their career and educational goals with their first-year advisors as the foundation for discussing program of study and course selection for the first semester.

Measure: Student responses to a post-advising survey question on their awareness that they shared career and educational goals with first-year advisors.

Criteria: A minimum of 90% of student responses will indicate that they are aware they shared career and educational goals with first-year advisors.

Actual Outcome: For fall 2011 and fall 2012 cohorts, student responses to a post-advising survey question indicate that 97.1% and 96.0%, respectively, of students were aware they shared career and educational goals with first-year advisors.

In addition, according to 2012 CCSSE survey results, a majority of Onondaga students (59.4%) indicated they use academic advising/planning services “sometimes” or “often.” This represents continuous improvement for three consecutive periods, about 8% higher than spring 2007 and about 6% higher than spring 2009.

2. *Learning Outcome:* Students will be aware that they have a list of advisor-approved courses for the upcoming semester.

Measure: Student responses to a post-advising survey question on their awareness of the Ed Plan of advisor-approved courses.

Criteria: A minimum of 75% of student responses will indicate that they are aware of their Ed Plans.

Actual Outcome: For fall 2011 and fall 2012 cohorts, student responses to a post-advising survey question indicate that 47.5% and 80.5%, respectively, of students were aware of their Ed Plan and advisor-approved courses.

3. *Learning Outcome:* Students will use the Ed Plan to register for semester courses appropriate to their levels of academic preparation and to their programs of study.

Measure: Comparison of course registrations to Ed Plan approved-course lists.

Criteria: A minimum of 70% of course registrations will be consistent with Ed Plan, advisor-approved courses.

Actual Outcome: 1,092 students were advised with Ed Plans during the period July 1, 2011 through June 30, 2012. There were a total of 6,418 approved courses on those Ed Plans; students registered for 4,748 of the 6,418 courses. The course-registration rate is 74%.

4. *Learning Outcome:* Students participating in the new advising/orientation program will have improved course-completion rates.

Measure: Course-completion rate is the percentage of credits attempted to credits earned in a given semester.

Criteria: Student course-completion rates will continue to improve each year as the advising/orientation model is improved and as more students participate.

Actual Outcome: In general, average course completion rates were higher for students who had participated in first-year advising and/or orientation sessions. For the fall 2009

students who participated in first-year advising/orientation, the average college credit course completion rate was approximately 68%; for fall 2011 students who had received first-year advising, the average college course completion rate was nearly 74%.

5. *Learning Outcome:* The number of students participating in advising will increase.
Measure: Support for Learners section of the CCSSE or in-house survey with a comparable question about student participation in advising activities.
Criteria: Student participation will increase by a minimum of 5% over 5 years.
Actual Outcome: In spring 2011, the Office of Institutional Planning and Research administered an in-house student survey comparable to the Support for Learners section of the CCSSE. Survey $n = 986$ students. Based on results of the in-house survey, students reporting “sometimes” or “often” participating in academic advising/planning increased to 60.2% in fall 2011 from 51.0% in 2007.
6. *Learning Outcome:* Student satisfaction with the advising/orientation experience will increase.
Measure: Student responses to a post-advising survey question on their satisfaction with their advising/orientation experience.
Criteria: A minimum of 80% of student responses will indicate that they are “satisfied” or “very satisfied” with their advising/orientation experience.
Actual Outcome: For fall 2011 and fall 2012 cohorts, student responses to a post-advising survey question indicate that 82.2% and 93.5%, respectively, of students were “satisfied” or “very satisfied” with their advising/orientation experience.

Future development

As of this writing, there will be further development of the advising model in the following ways:

1. Development of a tracking system to determine how many students see a departmental advisor. There is currently little data collected to inform the College about advising participation beyond the first semester.
2. Continue to develop degree planning tools. The College is considering a migration to Degree Works©, a robust electronic degree audit/planning tool that will greatly enhance the interactions between advisor and student, as well as provide a centralized location for students to access transfer information for SUNY system colleges and universities and potentially other four-year college partners.
3. Continue to provide enhanced training for departmental advisors to utilize new system tools.

The following two, new learning outcomes are also being established for further assessment of the advising experience at Onondaga:

Proposed Student Learning Outcome 1: Students will demonstrate an understanding of course scheduling and registration by building their class schedules and registering for their courses through their WebAccess accounts. This will be measured by the percentage of Colleague student records documenting that the student actually completed his/her registration.

Proposed Student Learning Outcome 2: Students will demonstrate an understanding of the importance of advising to their career and educational plans by seeing an advisor at least once each academic semester. We will measure this through campus-wide, advisor-tracking documentation in which advisors record the date on which each student is advised.

Self-Study Recommendations

In 2008, the self-study process afforded Onondaga an opportunity to reflect on the progress made in recent years. It also suggested 17 opportunities for improvement in support of Onondaga's mission.

For the most part, the visiting team concurred with the College and those recommendations related to Institutional Effectiveness, Assessment, and Advising have been addressed in the *Periodic Review Report*.

Progress made towards additional recommendations cited in the self-study are organized thematically and described below:

Access to Student Services

Section Two of this report describes the improvements in programs and services for students with a strong emphasis on new student advisement. Since the time of the self-study, additional areas related to the student experience were identified and have been addressed. Completed work includes implementation of online application and registration processes and enhanced student website functionality. Nearly 80% of students apply online and receive immediate follow-up communication outlining next steps. Skype was recently introduced for recruiting and advising international students. In addition, students may receive customized information via the 'request for information' prompt on the website.

The Financial Aid Office conducted an evaluation of services and implemented the following recommendations:

- Extended evening hours along with cross-trained staff from Student Central to assist with standard financial aid inquiries (nearly 95% of financial aid questions are now answered at Student Central)
- Launch of FinancialAid TV, an information video system housed on the College's website and accessible 24 hours a day
- 100% of financial aid forms available online

In February 2012, the College launched a Student Mobile Site and also offers the mobile "Blackboard Mobile Learn" App and Library Mobile site for current students.

Industry research, including a report from Noel-Levitz on *The Mobile Browsing Behaviors and Expectations of College-Bound High School Students*, indicates half of students have looked at a campus web site on a mobile device⁶.

As of 2011, the College has partnered with the Bookstore to self-manage a 20% discount on CENTRO bus passes for students. The program replaced an earlier program contracted with CENTRO. In 2012, Onondaga Enterprises, Inc. introduced a new campus transit program, the Blue Line, to support circulation of students, faculty, and staff, throughout campus properties.

Carpool OCC, an online carpool matching program, was launched in 2011 in order to facilitate carpooling among students and employees.

Additional student support services enhancements include expanded use of the Smartcard, a convenient, pre-paid debit account option for making purchases on campus and off campus at participating businesses, introduction of a resident meal plan and a partnership with the area YMCA (described in Section Three of the report).

Student Space

Progress has been made to improve learning and study spaces for students starting with the investment in “smart” technology and renovation of classrooms in Mawhinney Hall to meet modern design standards. More than 85% of all classrooms are “smart” classrooms. Mawhinney Hall renovations also included the relocation of the President’s Office to the Whitney Applied Technology Center to make way for additional classrooms and the renovation of the lobby to incorporate enhanced student food service and bookstore operations. In 2012, the Atrium in the Whitney Applied Technology Center was redesigned to co-locate the College Bookstore and a cafe adjacent to ample student seating in a wireless environment that supports individual and group study. The Whitney lobby was designed to create more counter space for students to gather, dine, and study. Four private group-study rooms were constructed in Coulter Library along with additional study space in Gordon Student Center.

Responding to community demand, the College opened its fourth residence hall, the H-3 Building, in August 2012. The building accommodates 170 resident students and is located at the corner of Velasko and Onondaga Roads. This facility joins the College’s three original residence halls that opened in 2006 and house 585 students. The residence life program has been at capacity since initiated.

Curriculum Management

As reported in the self-study, several changes improved the efficiency of the curriculum development process. An analysis of the curriculum handbook including principles, planning practices, and curricular outcomes are in progress for the 2012-13 academic year.

⁶ Noel-Levitz. (2012). *The mobile browsing behaviors and expectations of college-bound high school students*. Retrieved on April 9, 2013 from <http://omniupdate.com/assets/whitepapers/pdfs/MobileExpectations.pdf>

Educational Experience

To reduce barriers to completion and improve retention and graduation rates, the Provost, Senior Vice-President and Chief Academic Officer, in collaboration with the Program Credit Analysis Task Force, Curriculum Committee, and Academic Departments, successfully completed and implemented a comprehensive Program Credit Analysis. This analysis resulted in the College reducing the high number of credit hours required in degree programs. The Board of Trustees approved a resolution during the June 2010 meeting to cap A.A. and A.S. degree programs at 63 credits and A.A.S. programs at 64 credits. The Provost met one-on-one with the department chairs whose programs exceeded the credit cap to determine if an exemption was warranted. One hundred percent of the department chairs participated in the process, and, since that time, 43 out of 45 (96%) programs are compliant with the recommendations of the Program Credit Analysis Task Force. The remaining departments are in the process of revising their programs during the 2012-2013 academic year.

The 2008-2012 enrollment period saw significant enrollment increases for courses delivered at the North Site location in Liverpool (40.4% increase); weekend courses (12.2% increase); evening and late-day courses (27.6%), and online courses (45.0% increase).

In addition to extended hours and website enhancements, an evening coordinator for the Office of Adult and Evening Services was hired to facilitate service to new and continuing students, particularly working adults.

The Office of Career & Applied Learning Center (CAL) serves as a liaison between students, faculty advisors, and employers to foster productive work relationships and ensure the quality of the learning/work experience. A recommendation identified in the *Self-Study* was to “assess the services provided through the newly-centralized Internship Office in Career & Applied Learning Center in order to better serve students.” An external review was conducted in spring 2011 to provide feedback on the Perkins Grant initiatives implemented by CAL. The study resulted in several recommendations and, in summer 2012, the Vice-President for Academic and Global Initiatives was given oversight of career development, internship expansion, and assistance with job search processes.

SECTION THREE: MAJOR CHALLENGES AND OPPORTUNITIES

Background

In fall 2011, Onondaga Community College initiated its 50th anniversary celebration just as the College concluded a yearlong, strategic planning process with the campus and surrounding community. The planning process focused on the community's needs, brainstormed goals and ideas for the College, and identified current challenges and future opportunities. Onondaga's 50th Anniversary marked the beginning of Onondaga's 2011-2016 strategic planning cycle, as well as a series of major milestones in the College's history, including the successful completion of the \$7.7 million *Reach Beyond* campaign, the largest fundraising campaign in the College's history; the renovation/construction of Mulroy Hall, Allyn Hall, and the SRC Arena and Events Center, groundbreaking for construction of "Academic II," and the opening of an additional residence hall; as well as a dramatic expansion of partnerships with four-year institutions, employers, and non-profit agencies.

These accomplishments reflect the remarkable progress Onondaga and its supporters has made overcoming the misperceptions and community disconnect that were identified as major challenges in the College's 1998 *Self Study*. Excerpts from an article by the *Post-Standard* Editorial Board provide a glimpse of current community perspectives:

In 1961, high school students in Onondaga County had only a handful of options upon Graduation [...] The creation of Onondaga Community College 50 years ago changed all that — expanding horizons for generations of Central New Yorkers [.]

Today, OCC is still in great demand — by many orders of magnitude. Enrollment grew 65 percent from 2000 to 2010; making it one of the fastest-growing community colleges in the nation [...] the college has become a lifeline for workers whose jobs disappeared, either through corporate downsizing or permanent structural changes in the economy [...] Its sprawling campus atop Onondaga Hill also has grown, with new residence halls, a new arena nearing completion and a renovated Onondaga County poorhouse, which opened just last week.

The visionaries who pushed for the establishment Onondaga Community College in the late 1950s and early 1960s [...] would hardly recognize the institution they helped to create. We're quite sure they would be pleased with their handiwork — and the uncountable contributions of OCC's 40,000 alumni to our community and to our world.⁷

Onondaga's 50th anniversary also represented a turning point for the College, as the campus community reflected upon the accomplishments of the College's formative years and began to look to future challenges and opportunities. These are articulated in the five goals and targeted outcomes established in Onondaga's 2011-2016 strategic plan.

⁷ The Post-Standard Editorial Board. (2011), Onondaga Community College, at 50, lives its mission: Education for all. *The Post Standard Newspaper*. September, 21. Retrieved from http://blog.syracuse.com/opinion/2011/09/onondaga_community_college_at.html

Strategic Planning Process: In developing its 2011-2016 strategic plan, Onondaga employed a yearlong “strategic learning” process in which the College analyzed performance data, environmental shifts, and industry dynamics. The strategic planning process included forums and meetings that enabled the College to gather ideas from students, alumni, parents, faculty, staff, employers, community partners, and citizens. In addition, the Strategic Planning Council –a group of 28 leaders representing the K-12 sector, partners in higher education, business, industry, and community agencies–provided insight into the needs of our region. Hundreds of comments, ideas, and suggestions were synthesized and translated into goals, targeted outcomes, and strategic initiatives.

Through the first phase in the “strategic learning” process, the College reviewed internally generated student, employee, and financial data, as well as externally reported data through IPEDS, the National Community Colleges Benchmark Project, and the Community College Survey of Student Engagement. An extensive literature review was conducted on the future of community colleges. The analysis resulted in key insights in the following areas:

- *Students:* current students and future students, based on changing demographics of the Onondaga’s service area
- *Competition:* actual and potential collaborators and competitors, including organizations that may seek funds from the same funding sources, public or private
- *Onondaga’s realities:* an assessment of the strengths and weaknesses of the College’s performance in terms of financial and human resources and key performance indicators
- *Organizational dynamics:* trends and developments in higher education and related institutions of higher learning
- *Environmental shifts:* political, economic, demographic, social, regulatory, technological, and globalization forces and trends

Challenges

The insights generated during the “strategic learning” phase of the planning process outlined above represent both challenges and opportunities for Onondaga. Specifically, the insights reflected challenges related to (1) changing demographics and implications for enrollment and retention, program portfolio, and delivery methods, and (2) the “new normal” resulting from declining public funding streams, rising costs, and the implications for the fiscal viability of the College. These key insights and related challenges are outlined briefly below.

Shifting Demographics and the Completion Gap (Standard 8: Student Admissions and Retention)

Onondaga has improved its capacity to provide individuals of all ages and backgrounds with affordable access to academic and workforce development programs. A decade ago, Onondaga faced unstable enrollment, due in part to capacity constraints, limited accessibility of programs and services, and misperceptions in the community about the diversity and quality of the educational experience available to students at Onondaga. President Sydow and the Board of Trustees made strategic decisions to improve the College’s capacity to attract a greater percentage of traditional-age students as prioritized in its Strategic Enrollment Management

Plan. For example, the College renovated classrooms and labs across the main campus, installing “smart classrooms” and modern lab equipment, expanded space for student activities, athletics, arts, and cultural events, increased the number of athletics programs, and expanded the number of residence halls in response to growing demand.

Since 2000, Onondaga’s enrollment has increased to nearly 13,000 students, driven in large part by the College’s implementation of alternative delivery modes, as well as expanded outreach in the community to area high schools and families. For example,

- Overall enrollment grew by nearly 50% between fall 2005 and fall 2009 alone
- Enrollment of individuals age 22-49 grew by over 30% (over 4,500 of our students in 2009 were age 22-49)
- 249 veterans enrolled in fall 2012
- Online learning has grown by over 150% in the past 5 years

Declining Traditional-Age Students

Despite these accomplishments, the declining number of high school students in the region threatens Onondaga’s future enrollment stability and its ability to achieve “optimal enrollment.” Central New York has suffered significant population decline due in large part to shifts in the traditional manufacturing sector over the last three decades. Although the population has stabilized, growth is dominated by a growing refugee population, retirees, and former residents returning to the region. Overall high school enrollment, which peaked in 2008, is projected to continue to decline in the coming years. Furthermore, an alarmingly high percentage of the region’s high school students fail to graduate, further limiting the pool of prospective postsecondary students. Nearly 50 percent of students from the Syracuse City School District – one of the “big five” school districts in New York State – did not graduate in 2011.

Growing Importance of Adult Learners and Barriers to Their Enrollment and Success

Onondaga has made significant improvements in its ability to serve adult learners including the introduction of accelerated, evening, and online courses and degree programs. While traditional-age students still comprise more than 50% of the College’s enrollment, growth in adults age 22 and over is a key focus of the College’s efforts.

A number of national reports, including those from the Lumina Foundation and the Bill and Melinda Gates Foundation, focus on the need for colleges to support degree attainment among adult learners as part of a nationwide strategy to increase the percentage of the population with a postsecondary credential. These reports also emphasize that adult learners face a number of barriers to success that colleges must consider as they work to expand access and improve success. For example, a study sponsored by the Bill and Melinda Gates Foundation reported⁸:

- Among those attending community colleges, 60% work more than 20 hours a week

⁸ Orozco, V. & Cauthen, N. (2009). *Work less, study more, and succeed: How financial supports can improve postsecondary success*. Retrieved on April 9, 2013 from http://www.demos.org/sites/default/files/publications/WorkLessStudyMore_Demos.pdf

- 23% have dependent children
- Many choose private, for-profit institutions that offer online, short-term, non-credit classes

Ensuring that adult students persist requires the institution to be flexible and focused on students' needs. This is exemplified through Onondaga's commitment to helping veterans. The College's Office of Veterans' Affairs is the longest running, free-standing office of its kind in all of New York State. It provides services to approximately 250 veterans and reservists each semester and also helps 40 veteran dependents. These accomplishments are receiving attention beyond our campus:

- Named by *G.I. Jobs Magazine* as a "Military Friendly School" for the third year in a row, placing Onondaga in the top 15% of all colleges, universities and trade schools nationwide.
- *Military Times'* "Edge" magazine ranks Onondaga among the top 15 two-year schools in the country for "Schools that Serve/Best for Vets."
- Staff has been quoted in *U.S. News & World Report* and *Military Advanced Education*.

Onondaga's Office of Veterans' Affairs is a founding member of the Central New York Veterans Regional Consortium.

The Children's Learning Center (CLC) is also adapting to the needs of the community. As public subsidies for childcare operations decrease, the CLC is operating with expanded hours year-round and offering programs for young school-age children (ages 5 to 7) in the summer months. The CLC has also forged a new partnership with P.E.A.C.E., Inc. to bring in Head Start and Early Head Start programs. This new relationship will provide a wide array of new resources to CLC students and families, including a family services worker and a nutritionist, new equipment, and other program support.

A review of college recruitment and admissions strategies revealed a heavy slant toward traditional-aged students in informational materials, recruitment plans, and in the content and delivery of support services and scheduling of some of its academic programs. The College determined that increasing enrollment and improving completion rates among adult learners would require that the College strengthen the alignment of its programs with career opportunities and pathways in Central New York and continue adapting recruitment and delivery methods to meet the unique needs of adult learners.

Retention (Standard 8: Student Admissions and Retention, Standard 11: Educational Offerings)

Onondaga must continue to increase the retention and degree completion rates of students of all ages. Over the last five years, the College has made retention a central component of its strategic enrollment management plan. As such, Onondaga is working to complement the work of faculty inside the classroom by removing barriers inherent in institutional policies and procedures and

by strengthening support services (See Advisement and Program Credit Analysis in Section Two).

Along these lines, the College reviewed the success rates of students who enrolled under the Ability to Benefit Program and had not earned a high school diploma or GED. Based on the extremely low success rates of these students, Onondaga created a pathway for student access to a GED and subsequent college enrollment, partnering with BOCES to provide the GED program on campus. A number of other modifications to college policies and procedures are either under review or in the process of being implemented.

There are also several challenges which are not fully within the College's control but which the College must address to improve retention and graduation rates. For example, one of the most significant barriers to student success is the academic preparedness of entering students. As of fall 2012 (13,018 total enrolled students), 18.3% (2387) students placed into one developmental course, 9.8% (1,273) students placed into two or more developmental classes, and 5.8% (752) students placed into 3 or more developmental courses.

Early college programs improve the academic preparedness of students and their ultimate success. Onondaga's Liberty Partnerships Program (LPP) provides comprehensive support services to 200 at-risk students from four Syracuse City high schools. Students in Onondaga's LPP enroll with a commitment to maintaining enrollment in the program through graduation and the first year of post-secondary education or career. Graduating LPP students are also able to earn scholarships from selected LPP-sponsoring colleges and universities.

LPP academic support services include:

- Tutoring in basic skills as needed
- Homework assistance
- SAT examination preparation and review
- Study skills
- Academic support workshops
- Placement/Diagnostic testing
- Individual Learning Plans

Program Alignment (Standard 11: Educational Offerings)

Students who participated in forums and provided feedback consistently attested to the quality of programs and the dedication of faculty and staff to their success. Employers commented on the strengths of Onondaga graduates and about the essential role they see the College playing in regional workforce development.

Feedback from employers, however, also indicated they would also like to see the College build on its existing strengths. Regional employers asked for even stronger pathways between OCC's programs and occupations available in the region and even stronger relationships between the College and regional employers – through internships, co-ops, and credit- and non-credit program development. A 2012 survey and interviews with regional employers reflected

sentiments articulated in national surveys suggesting a persistent gap between colleges' and employers' needs. For example, the *Springboard Project: American Workforce Survey* reported that 61% of U.S. employers have difficulty finding qualified workers to fill vacancies at their companies, and over 50% see a sizeable gap between their needs and employees' skills. The report noted, "in the midst of a historically deep recession and soaring unemployment, jobs go unfilled because of a mismatch between the skills and experience of job applicants and those in demand by employers."⁹

Over the past several years, individual academic departments, particularly career and technical programs designed to meet regional workforce needs, have been working to systematically assess their programs and to modify courses and curricula to align with shifting industry needs. As part of its strategic planning process, Onondaga identified the need to systematically enhance its capacity – across its entire portfolio of programs – to “sense and respond” to these needs. For example, although individual career and technical programs have advisory boards that inform their program development process, these boards can benefit from relationships with other campus entities. The CAL Center regularly interacts with employers who are interested in hosting internships or recruiting for open positions, the workforce development and Small Business Development Center staff work with businesses on training for employees, and the Foundation staff interface with alumni and corporate donors. The College identified a need to systematically link these offices in order to more efficiently use information in support of program improvement and new program development.

The “New Normal” Paradigm (Standard 3: Institutional Resources)

The continued erosion of public funding streams for higher education has been, and remains, a primary challenge and a potential threat to the College's mission. New York State education law requires a local sponsor share of 26.7%, and the state to contribute 40%. In reality, local sponsorship has declined to less than 13% and support from the state has fluctuated from 35% to less than 28%, leaving students to make up this difference. Consequently, as of 2012, student tuition and fees comprised over 55% of the overall operating budget.

Onondaga Community College has continued to develop operational efficiencies in order to offset declines in funding over the last decade, and the College has consistently been ranked as one of the most efficient Colleges in the SUNY System based on cost per FTE. However, several years ago Onondaga realized that it had reached a point at which it could no longer rely entirely on savings from operational efficiencies to offset public funding cuts. As a result, Onondaga has taken measures to protect itself from volatile swings in public funding streams by implementing strategic enrollment management and by prioritizing both strategic cost-cutting (as opposed to across-the-board cuts) as well as revenue generation. Strategic enrollment management is an increasingly essential component of the College's fiscal health and financial viability. For example, a master plan for athletics was adopted and implemented. The plan included the addition of new sports and new investment to support high-quality athletics that would attract and retain new students. Funding was secured to build a new arena and events center and to

⁹ Business Round Table. (2009). Springboard project: *American workforce survey*. Retrieved from <http://businessroundtable.org/studies-and-reports/the-springboard-project-releases-final-recommendations-to-strengthen-a/>

provide a venue for on-campus events (athletics, arts, and cultural performances) as well as a venue that could be leased to private companies.

As Onondaga approached its new strategic planning cycle, it was clear that the entire higher education industry was facing serious financial challenges resulting from the economic downturn. Against a backdrop of stagnant local funding, and with state funding rolled back to 2000-2001 levels, enrollment skyrocketed as more and more students sought the affordable (and now socially acceptable) community college option. Fortunately, Onondaga had been successful in securing significant capital investment from local and state government to support core technology infrastructure, campus building expansion, and renovation. Its non-profit affiliate corporations had also evolved to a point that they were stable and poised for future growth.

In 2010, the College developed and implemented a new administrative model, College-Affiliated Enterprises (CAE). Charged with leveraging Onondaga's assets and non-profit entities—the Foundation, the Housing Development Corp., Onondaga Enterprises, Inc., and the Association—CAE advances Onondaga's core mission and strategic priorities. These types of units are new to the higher education industry. This division was designed to support the College's efforts to protect its core mission by enhancing existing programs and services, an important next step in establishing the organizational infrastructure needed for improving quality when reducing expenses.

In 2008 Onondaga publicly launched the largest fund-raising campaign in its history. Ultimately, the campaign generated \$7.7 million to support a new scholarship program, an employee development fund, and capital construction. The overwhelming success of the *Reach Beyond* campaign allowed the OCC Foundation to award approximately \$230,000 in scholarships during the 2011-12 academic year. More than 100 qualified students have received individual scholarships (maximum \$1,000: approximately one semester's tuition) to attend Onondaga. Targeted populations include incoming high school graduates, adult learners, and former OCC students who did not complete their degree but are within 15 credits of completion.

With the capital campaign underway, in 2009 Onondaga's Board of Trustees formed a strategic work group charged with identifying strategies and actions the College could take to maximize existing investments and promote revenue growth. The work group's research resulted in several recommendations, including:

- Expanding entrepreneurial initiatives
- Establishing a standard process for faculty and staff to communicate ideas for new entrepreneurial efforts
- Refining the College's financial forecasting model to include expense drivers and to link them to academic programs to inform enrollment planning, resource allocation, and targeted revenue goals
- Adjusting tuition and fees based on real costs, while preserving the mission of access and academic quality
- Continuing newly implemented, customized, advocacy efforts to support increased investment from State and local sponsors

- Identifying and amending all policies, procedures, and program requirements that act as disincentives to student graduation while preserving academic integrity

National and local trends indicate that public institutions like Onondaga cannot simply wait for a full economic recovery. Although Onondaga will continue to advocate for full public investment at the statutory levels stipulated in New York State education law, the College cannot rely on this as its sole strategy to maintain fiscal solvency. Efficiencies and revenue generation remain primary challenges for Onondaga and the higher education industry as a whole.

Opportunities - Realizing the Vision

A Framework for Success: 2011-2016 Strategic Plan: (Standard 1: Mission and Goals, Standard 2: Planning, Resource Allocation, and Institutional Renewal, Standard 3: Institutional Resources)

The creation of the College’s first strategic plan, *A Framework for Success*, created in 1999, served as the roadmap for fundamental organizational change and realignment. By 2010, Onondaga focused its strategic planning process on identifying the major challenges the College would face in the years ahead and on establishing goals that would improve its ability to “manage the present” as well as to “create the future.” The College’s focus shifted from building infrastructure to enhancing learner outcomes—improving graduation and transfer rates and strengthening the pipeline from two-year degrees and certificates to regional career pathways.

Onondaga adopted the following five strategic goals in its 2011-2016 Strategic Plan:

Goal 1, Student Success: As an active partner in the revitalization of Central New York, Onondaga will invest its limited resources only in those programs and services that help students achieve their academic and career goals.

Goal 2, College Readiness: In partnership with K-12 school districts, Onondaga will increase the percentage of students who enter “college-ready” and improve the success rates of Onondaga students who enter under prepared by re-engineering developmental education.

Goal 3, Seamless Transfer: Onondaga will provide clear and direct educational pathways by delivering flexible, relevant and high-quality transfer programs and related support services that result in seamless transfer to four-year colleges and universities.

Goal 4, Career Pathways: Onondaga will strengthen career pathways for students by expanding partnerships with local businesses and community organizations, supporting pathways to STEM careers, and by ensuring that career and technical degrees and certificates, and workforce programs and services result in marketable, industry-recognized competencies and credentials.

Goal 5, Long-Term Sustainability: Onondaga will maximize resources in order to achieve financial sustainability and continuously enhance core academic programs and services.

Achievement of these goals is supported by existing institutional initiatives, including projects implemented to address Middle States recommendations regarding the College’s systematic support of high quality Advisement, Institutional Assessment, and Assessment of Student Learning Outcomes referenced in Section Two. In addition, the strategic planning process identified nine “strategic initiatives” that represent new opportunities for Onondaga to support achievement of these goals through the following large scale, cross-institutional ideas:

1. **High School Pre-College:** Onondaga will strengthen the pipeline between secondary and postsecondary education by expanding opportunities for high school students to prepare for college and earn college credits through effective partnerships and bridges with area high schools and businesses, programs such as early college, concurrent enrollment, and intensive academic, career and financial counseling services.
2. **Virtual OCC:** A virtual campus will make it possible for students to have a complete learning experience without ever actually visiting the college. Virtual OCC will include a range of innovative online learning and collaborative tools and digital resources to create a sense of community among students and accelerate learning.
3. **Developmental Education Redo:** Onondaga Community College is committed to re-thinking developmental education by exploring alternative models, tapping internal and external expertise, and pursuing innovative approaches and strategies to improve college-readiness and support student success.
4. **Seamless Pathways to Baccalaureate Programs:** The College will provide a seamless educational pathway for students by analyzing its transfer programs; developing new tools such as cost calculators, road maps, task lists, and one-stop web resources; and by recommending new strategies that ensure maximum transferability.
5. **Career Pathways:** Onondaga will conduct a thorough analysis of regional workforce needs and existing degrees, certificates, workforce programs, and applied learning programs to identify gaps and recommend new strategies that result in strong pathways to high-demand, high-growth industries and occupations and ensure individuals are prepared with industry-recognized skills, competencies, and credentials. Onondaga will strengthen partnerships with employers to build seamless connections and expand the student/employer/alumni network.
6. **Philanthropy, Entrepreneurial Initiatives:** Onondaga will establish campus-wide habits of thinking and acting that identify critical assets –human, physical, and intellectual – within the College’s sphere of influence and leverage those assets to create opportunities that generate sustainable revenue streams and cost savings, as well as to generate increased philanthropic support to advance the College’s mission and diminish Onondaga’s vulnerability to unstable public funding streams.
7. **The Self-Discovery Center:** Onondaga will design a comprehensive center that provides individuals with opportunities to discover their inherent strengths and potential assess their life priorities and needs, and strategically navigate change through intensive, specialized aptitude and career exploration tools, planning assistance, and experiences.
8. **I-College:** I-College is an innovative, flexible learning model that will provide the infrastructure and expertise needed to ‘sense and respond’ to our economic challenges and community workforce training needs. I-College will serve as an alternative pathway to credential completion, enabling students, with faculty guidance, to take control of their own learning and customize their degrees. Key components of this initiative include programs offering portable, stackable industry-recognized credentials, workforce certification, experiential credit and a range of learning strategies designed to increase personal, learning and employment outcomes.
9. **Language Institute:** The Language Institute will serve a diverse population of students studying English as a second language. The Institute will offer custom and intensive English programs, expert tutoring, classes, activities and events to match personal, academic and professional needs. Full and part time study, short courses, and evening and online classes will be available in a dynamic and enjoyable learning environment.

Onondaga is also in the process of developing a number of high-priority project plans that will be developed over the course of the five-year strategic planning period. Strategic initiatives and projects will be added, deleted, or modified as necessary to ensure progress toward goals and outcomes. Each supports one strategic goal as its primary, intended purpose. In spring 2011, six strategic work groups were formed to begin brainstorming projects within the broad scope of six of the strategic initiatives.

Goal 1, Student Success (Standard 8: Student Admissions and Retention)

The High School Pre-College strategic work group identified two projects that could be integrated into the Enrollment Management and Student Development division's 2012-2013 operational plan. In addition, a grant awarded to Onondaga by the College Board provided an opportunity for the College to develop a new partnership with five local and regional high schools (Lafayette, Hannibal, East Syracuse Minoa, Syracuse City, and Westhill) to assist students with college readiness. The ACCUPLACER® Placement exam will be administered to each student to determine a baseline of academic achievement. ACCUPLACER Diagnostics, a new product developed by the College Board, will be used to analyze each student's academic strengths and weaknesses in detail. Additional projects and project plans will be developed in the months ahead.

The Virtual OCC strategic work group began with a needs analysis. The report serves as the ground work for additional projects that will help expand the College's capacity to attract and retain students, regardless of geographic barriers. A strategic work group for the Language Institute is in the process of being formed, and strategic work groups for I-College and the Discovery Center will be launched after the successful implementation of the College's new Advisement Model.

In addition to these projects, Onondaga has been researching locations for a new campus extension site to complement or replace its existing extension site in northwestern Onondaga County. Currently at capacity in the evening and under-utilized during the day, it is too far from downtown Syracuse for most working adults and is not accessible via bus or major highway. The Inner Harbor at Syracuse has emerged as the top prospective location. The location is convenient to downtown Syracuse and the northern suburbs, accessible by public transportation and two major highways, and includes adequate parking and classroom/administrative space. The College would have the opportunity to lease an entire building that is being constructed by a local developer as part of a large scale, mixed use development project. The proximity to other businesses located in the site (Destiny USA, area hospitals, and numerous employers in downtown Syracuse) would present a number of new opportunities to expand partnerships with employers, reach adult learners, and deliver credit and noncredit programs aligned with regional workforce development priorities.

Goal 2, College Readiness (Standard 8: Student Admissions and Retention, Standard 9: Student Support Services, Standard 11: Educational Offerings)

In support of Goal 2, Onondaga formed a strategic work group on Developmental Education in spring 2011. The goal of the workgroup is to increase the percentage of students who enter "college-ready" and improve overall completion and success rates for underprepared students.

The Developmental Education Re-design project team has conducted research to identify gaps or barriers in programming related to academic preparedness and diagnostic assessment/placement. Data analysis has been completed, and recommendations for improvement were developed. These action-items were compiled into a comprehensive report and submitted in February 2013.

A number of pilot projects and grant-funded projects have been implemented to support this goal and the overall Developmental Education Re-design effort. For example, in partnership with *Say Yes to Education*, Onondaga developed and piloted a "Summer Success Academy" for entering first-year students. In summer 2011, forty-one students from the Syracuse City School District spent five weeks living in the College's residence halls, completing developmental and credit-bearing coursework, and participating in tutoring and student development programs. The program ran for a second time in 2012 without the residential component due to cost constraints. Of the 29 students who completed the program in 2012:

- 100% of students passed all of their developmental courses
- 100% of 2012 participants felt the summer experience better prepared them to start college in the fall and would recommend the program to others

In fall 2010, Onondaga was selected to participate in the Carnegie Foundation's Quantway Initiative, a national initiative designed to improve the success rates of students who place into developmental Math. Onondaga Mathematics faculty worked with partner colleges to develop and pilot a new sequence of courses. This sequence reflects Onondaga's new approach to teaching developmental math which uses an integrated, conceptually-based model for "mathematical literacy." Three developmental math courses redesigned as part of this initiative launched in spring 2012. A total of seven Quantway math courses are planned for the 2012-2013 academic year.

Academic support is also a key component of Onondaga's overall strategy to increase the success rates of academically underprepared students. In spring 2012, the Academic Support Initiatives Team completed a gap analysis and developed a project summary statement proposing a new, comprehensive approach to academic support. The project is currently in the planning phase. In addition, existing academic support initiatives continue to build on best practices and identify new opportunities to help students succeed.

Goal 3, Seamless Transfer (Standard 8: Student Admissions and Retention, Standard 9: Student Support Services, Standard 11: Educational Offerings)

In support of Goal 3, Seamless Transfer, Onondaga Community College has initiated a number of policy changes, improvements to practice, and new projects. As outlined in the strategic plan,

Onondaga is working to provide “a seamless educational pathway for students” through strategies such as a “comprehensive analysis of existing transfer programs; development of new tools (e.g. cost-calculators and one-stop web resources); and recommendations for new strategies that ensure maximum transferability.”

Over the past two years, Onondaga has continued to expand the number of articulation agreements and 2+2 agreements available to students. For example, the College announced 33 new articulation agreements and a new scholarship program with Syracuse University in 2010. Onondaga and SUNY ESF established a new articulation agreement that enabled students to transfer to SUNY ESF at Onondaga’s tuition. New articulation agreements were announced with St. John Fisher, University at Buffalo, and Burlington College, among others. In addition, the College developed new partnerships with four-year colleges and universities housed within the Regional Higher Education Center, enabling students to pursue Bachelor’s, Master’s, or a Doctoral degree without leaving the campus.

In spring 2011, the first Seamless Pathways work group was formed and conducted research to identify obstacles to the articulation/transfer process. The final report, completed in December 2012, provides recommendations to address both actual and potential articulation barriers.

Onondaga’s annual Program Mix process also provides a mechanism through which the College can strengthen educational pathways between Onondaga and programs at four year colleges. Annual administrative program reviews are conducted by Enrollment Management and Student Development (in collaboration with Educational Services) to ensure all academic degree programs continue to support local demand and Onondaga’s overall program mix. For example, the Business Administration A.S. program conducted a self-study that identified curricular revisions designed to ensure greater academic success for current students. The Business department also proposed a process to promote "reverse transfer," in which Onondaga alumni enrolled at four-year colleges transfer credits from their new college or university back to Onondaga in order to complete their Business Administration degree.

The Virtual OCC initiative also supports seamless transfer by providing students with a range of innovative tools for online learning and collaboration. The Virtual OCC project team has developed a list of "core student services," along with a preliminary process for prioritization.

As described in Section Five of the report, Information Technology collaborated with Enrollment Management and Student Development and Human Resources and External Affairs to develop and launch the “Life of a Student,” a collection of digital resources to help Onondaga's students explore—and fully understand—all of the intricacies and nuances presented by the college experience.

Goal 4, Career Pathways (Standard 11: Educational Offerings)

Onondaga is working to increase and strengthen connections with area employers by expanding partnerships with local businesses and community organizations, supporting pathways to STEM careers, and by ensuring that career and technical programs and services—both academic and co-curricular/non-credit—result in marketable, industry-recognized competencies and credentials.

The College's Educational Services division works with industry leaders and alumni who are interested in volunteering their time and expertise with the College to contribute to student programs, curriculum development, or the establishment of internship and research opportunities. For example, in summer 2011 Onondaga partnered with a large local corporation, Syracuse Research Corporation (SRC) to offer a new, paid, internship program for students designed to expand students' experience and level of preparation for STEM fields.

The Career Pathways project team is currently conducting a thorough analysis of regional workforce needs and existing degree, certificate, applied learning and workforce development programs. The goal is to identify gaps and recommend new strategies for supporting direct pathways for students to high-demand, high-growth industries and occupations. As a first step, the project will ensure that Onondaga's twenty A.A.S. and eight certificate programs align with professional accreditation or other industrial standards.

A number of new programs have been developed in response to the needs of local business and industry in support of the career pathways goal. For example, in response to the needs of the local nuclear energy industry, Onondaga Community College partnered with industry sponsor Constellation Energy Nuclear Group (CENG) and received a two-year federal grant for \$161,377 from the Nuclear Regulatory Commission to develop a new associate's degree program in Nuclear Technology. OCC is one of 34 colleges nation-wide to offer this program, and one of only three colleges in New York – and the only community college in upstate New York – to offer a program of this kind. The degree will prepare students for high-demand careers in the nuclear energy industry, and a curriculum is being developed to meet the needs of many of the area's most prominent employers. Entergy Nuclear, Nuclear Energy Institute, and CENG supported the development of this program. The 2011 Nuclear Energy Institute workforce demographic survey indicates that 39% of the industry's current employees will be eligible to retire by 2016¹⁰. This includes engineers, reactor and plant operators, radiation protection personnel, and chemistry technicians. This degree program is scheduled to admit its first class for the fall 2013 semester.

In support of the health care industry (one of the region's largest), Onondaga and Broome Community Colleges have partnered to offer two programs: Clinical Laboratory Technician A.A.S. degree and Histological Technician certificate. Students will fulfill the General Education course requirements at OCC; BCC will assist students to complete all necessary clinical work in the Syracuse area. Onondaga has completed cost-benefit and market analyses for a proposed Paramedic-EMT A.A.S. degree program to be offered in collaboration with Upstate Medical Center. This program will fulfill a local need for greater access to cost-effective paramedic/emergency management-training programs at the associate level.

A \$1.2 million grant from the U.S. Department of Labor (DOL) was granted to OCC to help the College develop additional resources to prepare students for advanced manufacturing jobs. Awarded as part of an aggregate \$14.6 million granted to a SUNY-wide consortium of 23 community colleges, the *Training and Education in Advanced Manufacturing Educational Pathways* project objectives include providing more than 3,000 eligible workers with

¹⁰ International Atomic Energy Agency (2001). Status and trends in nuclear education. Retrieved on April 9, 2013 from http://www-pub.iaea.org/MTCD/publications/PDF/P1475_web.pdf

opportunities to receive the specialized training and education required to obtain high-quality, high-wage jobs within this industry sector.

All of Onondaga's career and technical programs work to prepare students for career pathways available in the region. Of the 162 graduates with AAS degrees that responded to the College's graduate survey, 123 stated they are employed; 73% (90) employed in a field related to their program of study. This represents a 3% increase from the 70% baseline and provides evidence that the College's strategies for expanding *Career Pathways* are achieving positive results.

Goal 5, Long-Term Sustainability

Onondaga's fifth strategic goal challenges the College to achieve financial sustainability through philanthropic and entrepreneurial efforts and by ensuring that resource planning and allocation practices yield funds necessary to implement new programs and services. The College-Affiliated Enterprises and Asset Management division is leading OCC's efforts to achieve this goal.

The following selected examples demonstrate the College's leadership and commitment to this significant change, as well as new opportunities upon which the College will continue to build:

1. Public Safety and Security and the Information Technology departments collaborated to develop an emergency notification system that enables the College to broadcast messages to select campus locations or campus-wide. Using the existing infrastructure and a system of paging amplifiers, power amplifiers, and speakers throughout the campus saved the College an estimated \$200,000. The College was recognized for this work and awarded the League for Innovation in the Community College "2011 Innovator of the Year" award.
2. College-Affiliated Enterprises and Asset Management division identified a combination of revenue increases and cost savings totaling \$4 million.
3. Onondaga Enterprises, Incorporated has entered into several long-term sponsorship arrangements (5-7) years generating approximately \$2.6 million of additional revenues to be applied towards scholarships and student programming.
4. A strategic partnership was formed with the Greater Syracuse YMCA to manage and operate a health and fitness facility on the Onondaga campus. The YMCA is part of the new SRC Arena and Events Center and provides programs and services to meet student, employee, and community demand.
5. *University Business* magazine recognized Onondaga Community College as a "2010 Model of Efficiency" in its November/December 2010 issue. The award is given in multiple categories, ranking Onondaga among the likes of prestigious institutions including Boston University, George Washington University, and the College of William and Mary. Onondaga received the award in recognition for the Department of Campus Safety and Security's highly innovative student patrol program. Students chosen to participate in this program receive more than a month of highly specialized training to ensure their preparation for the job as

well as application for their New York State security guard license, which can be used to obtain employment after graduation.

6. Onondaga Community College recently received STARS Silver rating from the Association for Advancement of Sustainability in Higher Education for progress in areas related to education, operations, administration, and engagement. Examples cited included the installation of a 21.16 kW solar array on the roof of the Whitney Applied Technology Center, providing learning opportunities for students and approximately 25,000 kWh of electricity annually to help power the building. Onondaga's three residence halls earned the Energy Star label from the Environmental Protection Agency and Department of Energy for two consecutive years by demonstrating that the buildings are more energy efficient than 90% of similar residence halls in the country. The College finished strong in RecycleMania 2012, a national recycling contest between colleges and universities, placing 2nd in New York State and 44th in the country in the Grand Champion category with a recycling rate of 43.47%. Finally, the College installed two electric vehicle-charging stations to encourage students, employees, and campus visitors to use electric vehicles and launched an online carpool-matching program, Carpool OCC, in order to facilitate carpooling among students and employees.

The 60,000 square-foot SRC Arena and Events Center opened on the campus in December 2011. The facility, which offers a six-lane track, three flexible courts, meeting rooms, and flexible seating for up to 6,500 people, hosts events for College athletics, students, Section III Athletics, and special events and functions for the campus and community. The arena allows the college to provide programs that enhance the overall student experience.

SECTION FOUR: ENROLLMENT AND FINANCE TRENDS AND PROJECTIONS

This section of the report provides an analysis of enrollment and finance projections for the current budget year and for the next three years. The College’s 2012-13 annual budgets was approved by the Board of Trustees in June, 2012.

Enrollment Trends

Onondaga Community College experienced considerable enrollment growth from 2006-2009. 2010 showed a decline as evidenced in the charts below with a flattening of growth beginning to occur in 2011 and 2012 (excluding the high school concurrent enrollment which has been increasing significantly).

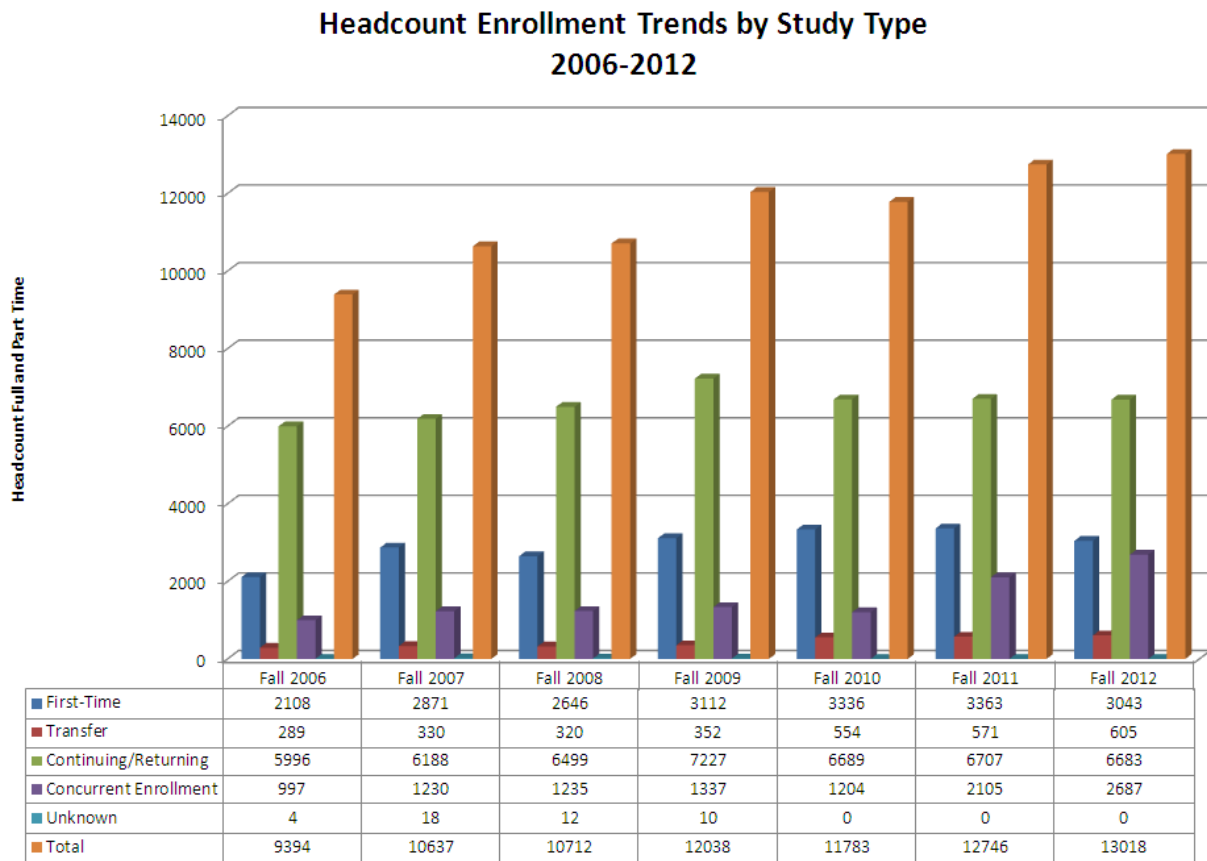


Fig. 8 Headcount Enrollment Trends by Student Type

The inverse relationship between a weak economic climate and community college enrollment growth accounted for the largest percentage increase in 2009. In addition, the College pursued additional enrollments through increasing on-campus housing, adding athletic programs, changing the concurrent enrollment model to attract more high school students to take Onondaga courses, and creating proactive recruitment and marketing strategies. These activities, coupled with an increase in funding for retraining laid-off workers resulted in continued enrollment growth, as well as provided the College with opportunities to sustain growth over the long term.

College enrollment growth has been primarily in degree-seekers and high school/concurrent enrollment. Persistence and retention continue to present a challenge to the College and are targeted outcomes of initiatives identified in the 2011-2016 Strategic Plan and 2012-2016 SEM Master Plan.

The College’s enrollment and financial management teams collaborate annually to assess enrollment conditions and build budget projections based on expected enrollment for fall, winter, spring and summer terms. Institutional research data is utilized to analyze trends in new and continuing student enrollment rates, as well as identify potential new programs or strategies that could impact enrollment. One example of identifying potential enrollment growth relates to the 2010-2011 decision to remove tuition costs for enrolling in Onondaga Community College credit courses taught in the high schools (concurrent enrollment). Through a lease-rental agreement with area high schools, the College was able to expand access and full-time equivalent (FTE) enrollment with limited infrastructure investments. This decision resulted in a 75% increase in concurrent enrollment for fall 2011 and required no new classrooms, instructor compensation, or additional staffing. This has helped the College to create a stronger source of enrollment revenue with little additional investment.

Historical and Projected Enrollment Trend

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Projected	2013-14 Estimated	2014-15 Estimated	2015-16 Estimated
AAFTE	8,034	8,743	8,788	8,904	8,950	8,976	9,039	9,130
Percent Change	5.68%	8.82%	0.52%	1.32%	0.52%	0.29%	0.70%	1.01%

Fig. 9 Historical and Projected Enrollment Trend

The headcount for full time students has been experiencing a decline over the last two years, but the average annual full-time equivalent (AAFTE) enrollment has experienced a slight increase. This can be attributed to an increase in part time credit hours and concurrent enrollment as the College is seeing more non-traditional students taking courses during these challenging economic times.

Current Enrollment

The College experienced a small percentage increase in overall headcount for fall 2012 when compared to fall 2011 (2%). This was primarily due to the continued increase of concurrent enrollment (+28%) and a small increase in transfer students. Declines in first time and continuing students were due primarily to two policy decisions. First, the college no longer admits non-high school graduates through the ability-to-benefit provision. Based on previous trends, this resulted in a loss of 68 first-time, full time students.

The College also instituted a new academic dismissal policy that resulted in a loss of nearly 100 continuing students who would have normally been allowed to return to the College, despite a very low rate of academic success. To provide re-entry in future semesters, the College’s

Counseling Department has implemented a re-instatement program designed to improve student success rates upon return.

Enrollment Projections

Headcount trends and projections 2006-2016											
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
First-Time	2108	2871	2646	3112	3336	3363	3043	3131	3146	3161	3176
Transfer	289	330	320	352	554	571	605	604	604	604	604
Continuing/Returning	5996	6188	6499	7227	6689	6707	6683	6745	6770	6820	6845
Concurrent Enrollment	997	1230	1235	1337	1204	2105	2687	2700	2750	2800	2950
Unknown	4	18	12	10	0	0	0	0	0	0	0
Total	9394	10637	10712	12038	11783	12746	13018	13180	13270	13385	13575

Fig. 10 Headcount Trends and Projections 2006-2016

Like many communities across New York State, Onondaga County and its surrounding areas is expected to experience a decline in high school graduates beginning in 2013. Therefore, the college is projecting enrollment to slow and incrementally rise by 2016 based on 3 primary goals identified in the College’s SEM Master Plan 2012-2016:

Goal 1: Recruitment and Enrollment

Strategically recruit and enroll students of all ages from the college’s service area, New York State, selected states, and other countries utilizing demographic and workforce data.

Goal 2: Student Success

Ensure high quality programs and services that will support student persistence and progression to goals.

Goal 3: Creating and Sustaining Programs and Partnerships

Develop and maintain programs and partnerships that provide innovative options for students

Several initiatives have begun. Some examples are listed below:

- Investigating the feasibility of adding an extension site to strategically attract the adult learner market in high demand programs
- Partnerships for international student recruitment
- Focused workforce development programs and certificates
- Resource allocation to improve success rates of entering students
- Increased scholarship support

Several new, high-demand, academic programs have been approved by SUNY and the New York State Education Department (NYSED) or are in development. The programs and status are listed below:

- Alcohol and Substance Abuse Counseling (CASAC), A.A.S.-pending SUNY approval
- Nuclear Technology, A.A.S.-approved by SUNY and NYSED
- Paramedic, A.A.S.-in curriculum development

- American Sign Language, A.S.-passed by the Faculty in December, 2012
- Early Childhood, A.S.-passed by the Faculty in December, 2012
- Inclusive Education, A.S.-passed by the Faculty in December, 2012

Pending state approval of all of the programs listed above, the College expects to gain 50-100 new students over the next two years.

Finance Trends and Projections

Operating Revenue and Expenditures Summary

Onondaga Community College’s operating budget for FY2013 exceeded \$75 million in annual revenue and expenditures. The operating budget increased 31% from FY2008 to FY2013, growing from \$57.4 million to \$75.5 million. Unrestricted fund balances grew from \$2.99 million in FY2008 to \$3.97 million in FY2012.

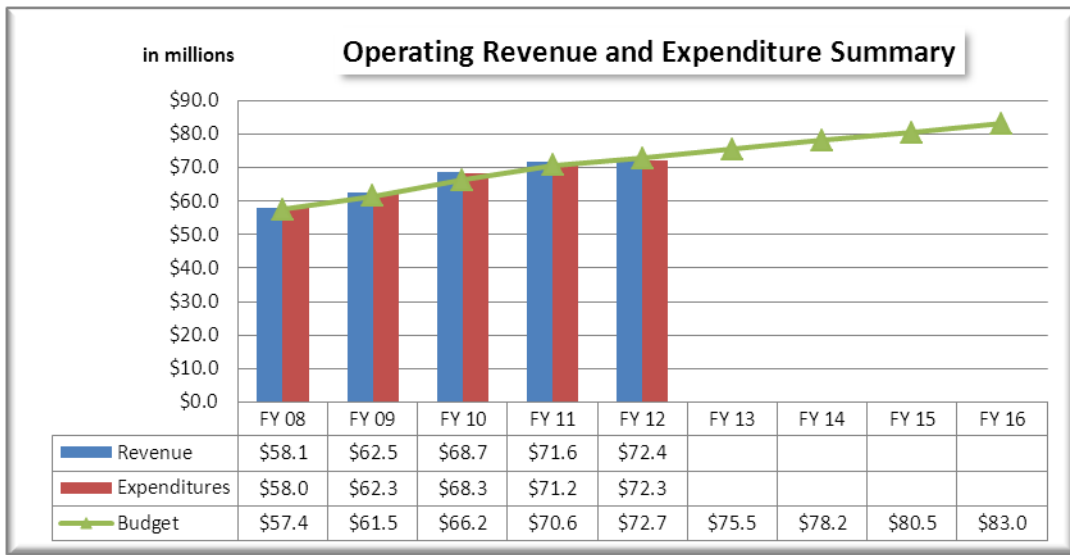


Fig. 11 Operating Revenue and Expenditure Summary

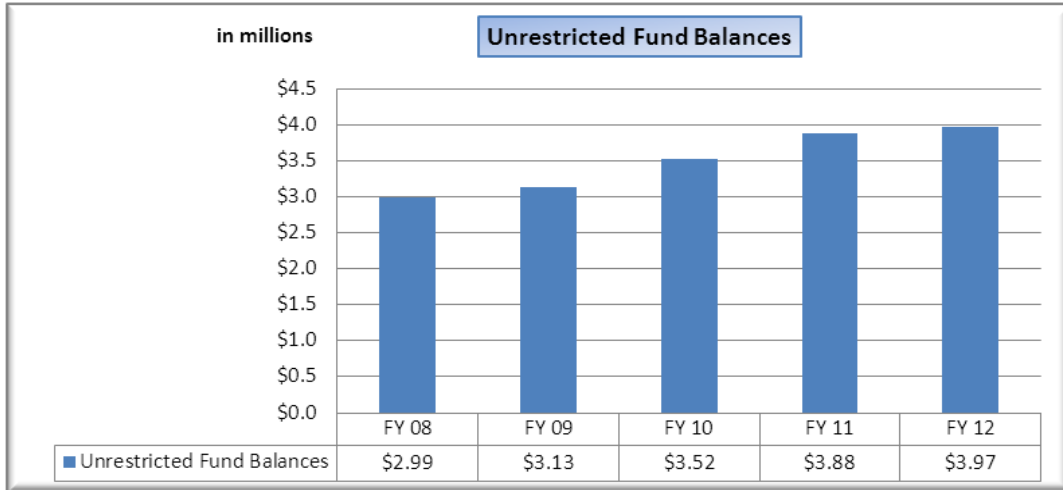


Fig. 12 Unrestricted Fund Balances

Annual Operating Budget

Onondaga Community College follows a budget development plan where all departments use a zero-based budgeting model. The budget for the fiscal year 2012-13 (FY2013) was approved by the Board of Trustees (BOT) in June, 2012.

Revenue Budget

The revenue for the FY2013 budget is composed of student tuition and fees, \$41.8M (55%); state aid \$20.8M (28%); sponsor’s share \$9.3M (12%), and grants and other sources, \$3.6M (5%).

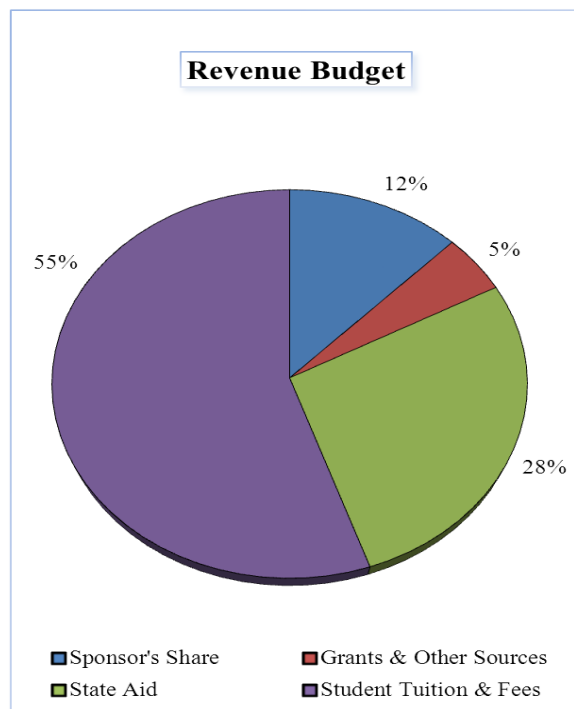


Fig. 13 Revenue Budget

Student Tuition and Fees: Onondaga Community College’s annual tuition rate increased 3.1% for FY2013. Over the past five years, State and Local funding has either diminished or remained stagnate. The tuition rate increase was necessary in order to continue funding the College’s commitment to provide a quality education for its students.

The chart below compares Onondaga’s tuition and fees for a full time student to other peer and competitor institutions in the Central New York (CNY) region.

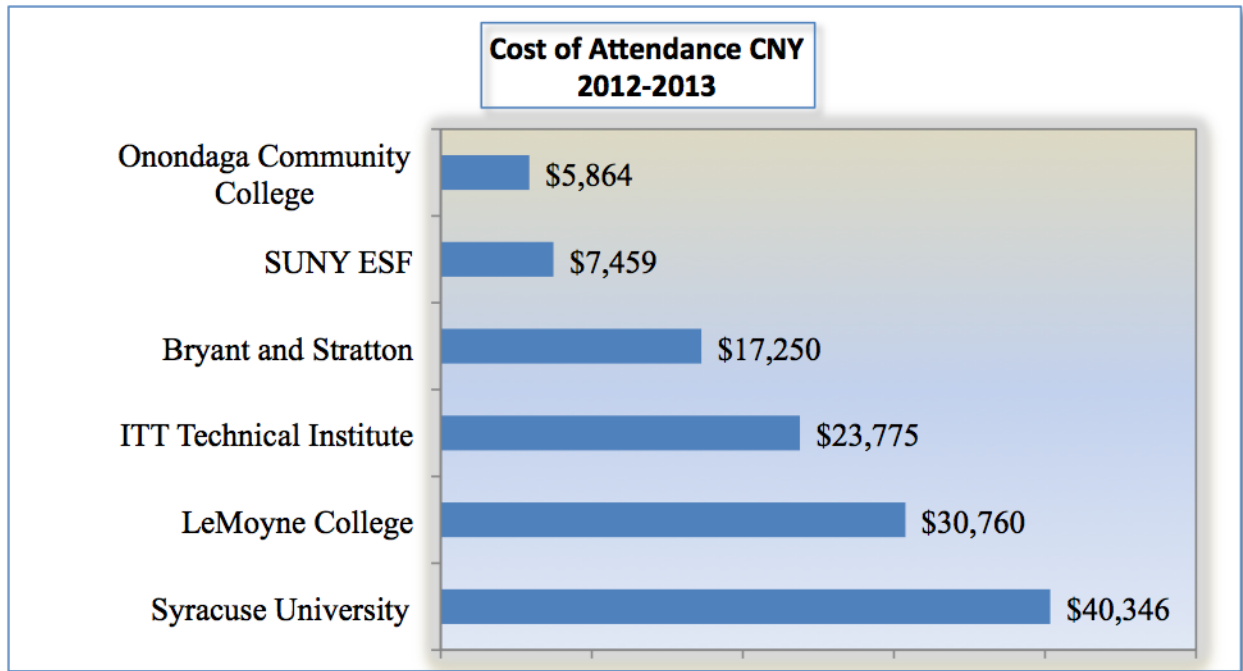


Fig. 14 Cost of Attendance CNY Source: Competitor Profiles

State Funding: During the period 2007-08 to 2012-13, the College experienced a 15% reduction in the State’s per FTE aid allocation. The State cut the base state aid rate per FTE by \$403, going from a rate of \$2,675 in 2007-08 to a rate of \$2,272 in 2012-13. As a result, state aid revenue, as percentage of total revenue, decreased 4.5%, going from 32% of total revenues in 2007-08 to 27.5% in 2012-13.

Local Sponsor Funding: Onondaga County’s local contribution has increased 9.6% during the period 2007-08 to 2012-13. In spite of this increase, local sponsor revenue, as a percentage of total revenue, has decreased 2.3% for the same period of time, going from 14.6% in 2007-08 to 12.3% in 2012-13. During that time, Onondaga experienced no increase in local Sponsor funding for three out of five years. Over the next three years, the College is forecasting an average annual increase of 2% in sponsor funding.

Onondaga Community College maintains a strong relationship with its sponsor. Over the years, the County has shown a willingness to support Onondaga as a key player in the economic development of the area. The College fully expects this positive relationship to continue.

Grants and Other Sources: Revenue from grants and other sources remained steady over the last five years at an average of 5% of total revenues. The College anticipates that revenues from this area will continue to support the College’s operating budget at the same level.

Expense Budget

The expense budget is composed of salary and wages, \$44.2M (59%); employee benefits, \$17.9M (24%); supplies and materials, \$4.1M (5%); and contractual & other expenses, \$9.3M (12%).

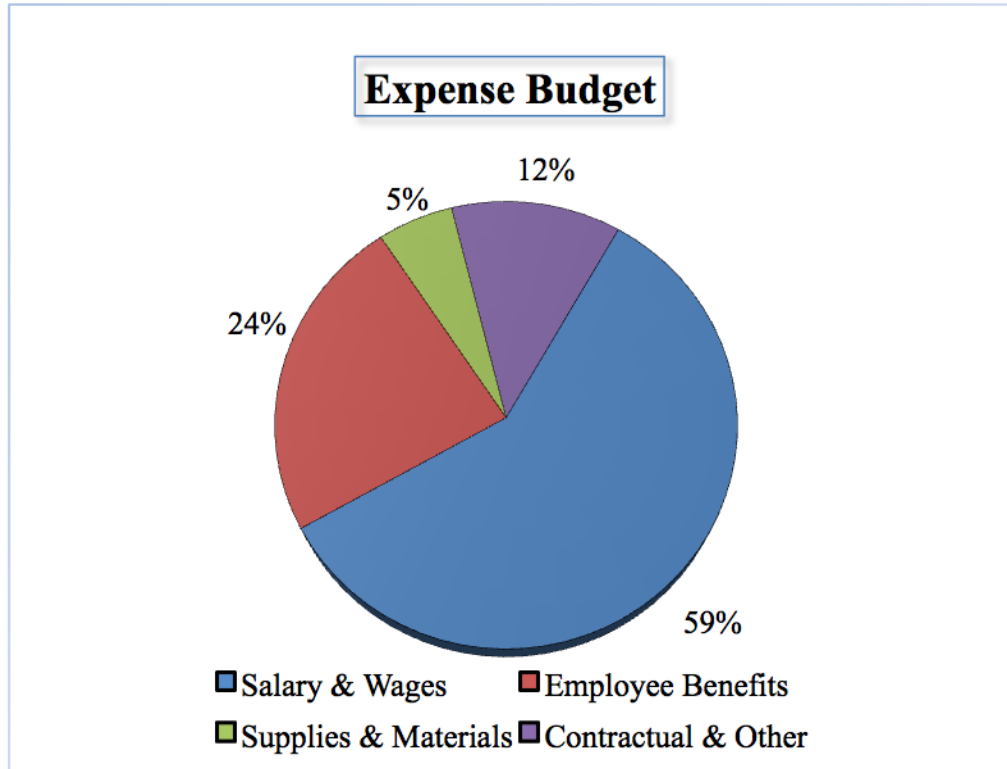


Fig. 15 Expense Budget

Salaries and Benefits: The expense budget for salaries and employee benefits accounts for 83% of the College’s total operating budget. This year’s (FY2013) budget includes a net increase of 7 new faculty positions. Contractual obligations for faculty and professional administrators will increase salaries by 3.5% and 2.0% for adjunct faculty. The CSEA contract expires December 31, 2012 and salary increases for those positions in 2013 have been budgeted at the current contractual amounts of 3.5%.

Employee benefits include health insurance, retirement contributions, statutory insurance (workers compensation, unemployment, disability), and social security/Medicare contributions.

Supplies and Other Expenses: These expenses account for the remaining 17% of the College’s total operating budget. Expenditures falling under this category include classroom and building supplies, postage, travel and training, repairs and maintenance, utilities, insurance, and

consulting agreements. The College has more control over managing these costs and accordingly was able to keep these expense lines for this category constant or flat from FY 2012 to FY 2013.

Budget Management

The College’s zero-based budgeting model has proven effective. This method requires departments to justify all expenses for the next budget year. Every function within the College is looked at in detail with focus on critical needs and costs.

The College has strong internal controls in place. The operating budget is reviewed against actuals on a monthly basis and, if necessary, adjustments are made to ensure that the College remains in a balanced position. Overall, the College is fiscally sound.

Four-Year Forecast of Revenues and Expenditures

Revenue	2012/13		2013/14		2014/15		2015/16	
	Projected	%	Estimated	%	Estimated	%	Estimated	%
Student Tuition and Fees	\$ 41,754,124	55.3%	\$ 42,879,600	54.9%	\$ 43,810,285	54.4%	\$ 44,653,268	53.8%
State Appropriations	20,770,807	27.5%	21,969,993	28.1%	23,186,727	28.8%	24,510,117	29.5%
Sponsor's Contributions	9,307,000	12.3%	9,586,210	12.3%	9,873,796	12.3%	10,170,010	12.2%
County Chargebacks	2,426,380	3.2%	2,539,566	3.2%	2,404,650	3.0%	2,452,743	3.0%
Federal Programs	200,000	0.3%	200,000	0.3%	200,000	0.2%	200,000	0.2%
Other Sources	1,010,483	1.3%	1,000,000	1.3%	1,030,000	1.3%	1,060,900	1.3%
Applied Fund Balance	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Total	\$ 75,468,794	100.0%	\$ 78,175,369	100.0%	\$ 80,505,458	100.0%	\$ 83,047,039	100.0%
Annual \$ Change	2,748,890	0	2,706,575		2,330,089		2,541,581	
Annual % Change	3.78%		3.59%		2.98%		3.16%	

Expenditures	2012/13		2013/14		2014/15		2015/16	
	Projected	%	Estimated	%	Estimated	%	Estimated	%
Instruction	\$ 35,180,426	46.6%	\$ 37,141,437	47.5%	\$ 38,248,472	47.5%	\$ 39,455,987	47.5%
Academic Support	3,305,468	4.4%	3,758,445	4.8%	3,870,469	4.8%	3,992,661	4.8%
Student Services	6,725,718	8.9%	6,807,845	8.7%	7,010,759	8.7%	7,232,091	8.7%
Public Services	-	0.0%	-	0.0%	-	0.0%	-	0.0%
General Administration	5,408,073	7.2%	5,156,051	6.6%	5,309,732	6.6%	5,477,362	6.6%
General Institutional	12,096,099	16.0%	12,334,919	15.8%	12,702,573	15.8%	13,103,597	15.8%
Operation and Maintenance	12,603,010	16.7%	12,826,672	16.4%	13,208,983	16.4%	13,625,994	16.4%
Mandatory Transfers	150,000	0.2%	150,000	0.2%	154,471	0.2%	159,348	0.2%
Total	\$ 75,468,794	100.0%	\$ 78,175,369	100.0%	\$ 80,505,458	100.0%	\$ 83,047,039	100.0%
Annual \$ Change	2,748,890	0	2,706,575		2,330,089		2,541,581	
Annual % Change	3.78%		3.59%		2.98%		3.16%	

Surplus (Deficit)	\$ -	\$ -	\$ -	\$ -
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Fig. 16 Four-Year Forecast of Revenues and Expenditures

Capital Projects

The College's facilities are a fundamental component of the educational programs offered at Onondaga. In order to consistently provide cost-effective, quality programs, it is imperative that existing facilities be properly maintained and that proposed facilities be well planned and executed. A Campus Facilities Master Plan has been developed to provide the linkage between existing and planned facilities and the academic programs that they support.

The College's strong relationship to the County is evident in the capital planning process. Proposed capital projects are submitted to the County Executive and subsequently to the County Legislature during the normal budget process. The resolution adopting the operating budget does not authorize funding of capital projects but rather certifies that the sponsor agrees in concept to the proposals. The proposed capital items are then sent to New York State for evaluation and approval.

Once the State approves a capital project, it is resubmitted to the County Legislature for bonding or funding authorization (Onondaga Community College does not have the authority to bond for funds). The County's local sponsor share is one-half of the total cost of the project; New York State provides the other 50% of the project costs.

The College retained the firm of JMZ Architects and Planners, P.C. to prepare the Board-approved 2013-2018 Facilities Master Plan (included as supporting documentation). The plan was shared with legislative leaders.

The College has invested over \$150 million in capital improvements over the last 10 years. This investment, along with new Residence Halls, has transformed our campus to attract and retain students.

Key projects include:

- SRC Arena and Event Center
- Murphy Field
- Mulroy Hall
- Renovations of the Whitney Applied Technical Center
- Renovation of Gordon Student Center
- Renovation of Mawhinney Hall
- Four Residence Halls
- Academic II
- Baseball/Softball Fields

SECTION FIVE: ORGANIZED AND SUSTAINED PROCESSES TO ASSESS INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING

Background

Onondaga Community College's *A Framework for Success: 2011-2016*, the College's strategic plan, includes goals and outcomes that focus the entire College on institutional effectiveness and continuous improvement in support of student learning. In conjunction with the strategic plan, the College has inserted more rigor and discipline in its planning and assessment processes. From the President to all campus constituents, goals, outcomes, and measures are tracked and monitored in support of the College's mission.

The entire program is described in the College's Institutional Effectiveness Plan.

Guidelines for the Assessment of Institutional Effectiveness

The purpose of Institutional Effectiveness is continuous program improvement. In addition, Onondaga Community College seeks to:

- Foster a college-wide view of continuous improvement and institutional assessment
- Develop a comprehensive systematic learning outcomes assessment process that can be linked to documentation of institutional effectiveness
- Assist college program faculty, staff, and administrators in developing, implementing, and using fully-functioning assessment plans
- Support the teaching and learning mission through work with faculty and all college divisions on data collection, organization, and presentation in support of outcomes
- Demonstrate the relationship between assessment of learning at the course and program levels
- Use outcome measures and quality indicators to statistically evaluate student learning and organizational performance, processes, and outcomes
- Facilitate the feedback of assessment results into college, program, course, and classroom planning
- Respond to regulatory and accreditation requirements
- Continuously improve the assessment process

Onondaga Community College - Planning & Assessment Cycle

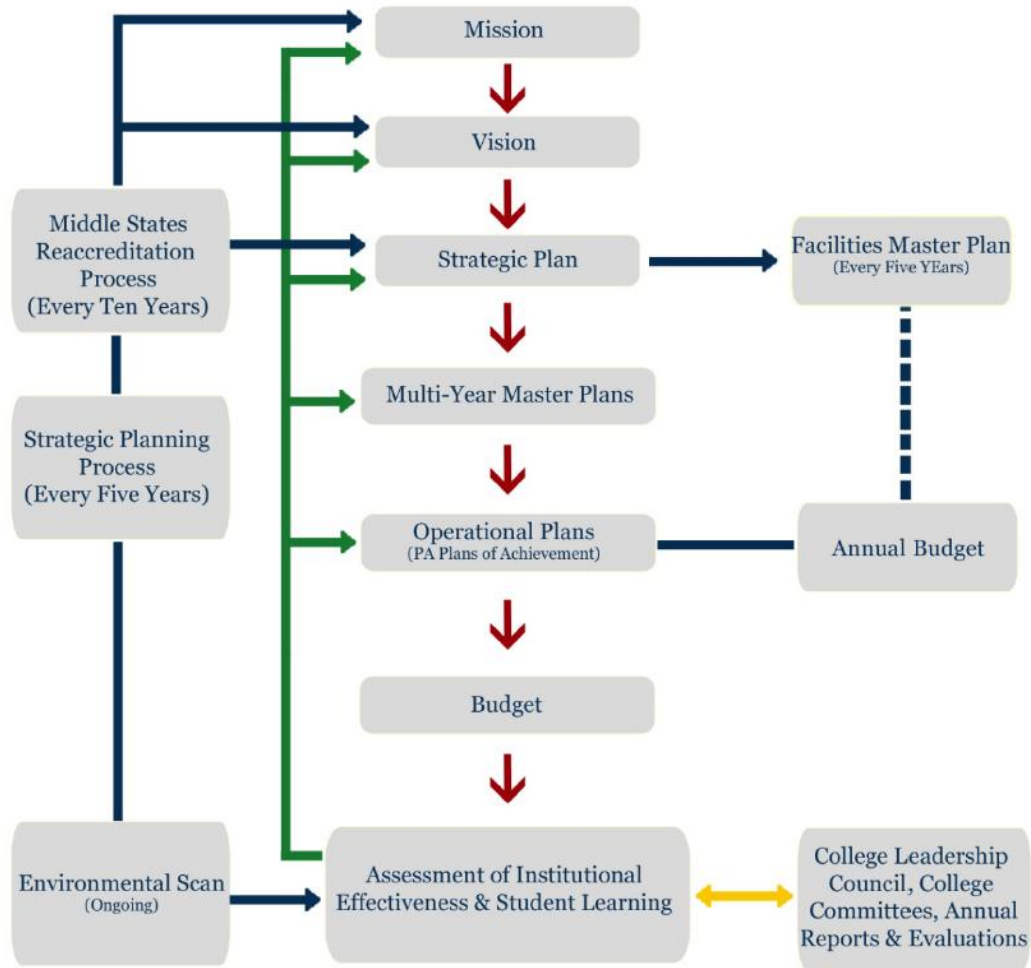


Fig. 17 Onondaga Community College – Planning and Assessment Cycle

Strategic Planning

In 2011, the College’s strategic plan was updated for its next five-year cycle. Numerous internal and external stakeholders contributed, including the 28-member Strategic Planning Council consisting of local community and industry leaders. The 2011-16 plan consists of five high-level strategic goals and a series of measureable, targeted outcomes for each goal. In addition, the plan includes nine new strategic initiatives. Plan implementation and progress is managed through the new internal governance structure, including a new project management framework, extensive and accessible online resources, and a revised structure for Cabinet and campus committees (See Fig. 17).

The College will convene annually to review the plan’s progress. Stakeholders review the goals and outcomes of the original Strategic Plan and measure progress against those goals.

The Strategic Planning core team will conduct interviews and surveys prior to the annual review to determine topics of interest. Based on these results, the annual review will target primary outcomes, address and discuss progress, changes and/or gaps associated with the goals, confirm executive sponsorship and ownership of the initiatives, and further develop overall collaboration among the College's stakeholders. The first annual review is scheduled for fall of 2013.

Implementing and Monitoring the Strategic Plan

Since 2008, the strategic planning process resulted in expansion of the College's planning and assessment infrastructure. These changes are described in Section Two.

Every division, academic program, department, and office contributes supporting documentation towards the implementation of the College's mission and goals. In order to facilitate this process, an assessment team in the Office of Institutional Planning, Assessment and Research:

- Develops clear protocols for campus-wide planning, assessment, and reporting
- Manages WEAVEonline, the College's planning, assessment, and reporting database, and maintains the central document repository
- Designs tools and techniques in a variety of formats to assist with the data collection and reporting processes
- Maintains a strategic plan website to communicate the status of the strategic planning process, outcome measures, projects, and progress towards achievement
- Communicates assessment results campus-wide
- Updates the President and Board of Trustees on progress to date

Examples of Changes Resulting From Ongoing Institutional Assessment

Board Self-Assessment

The March, 2008 report of the Middle States visiting reaccreditation team stated:

The Board of Trustees should consider crafting and adopting a system to assess its effectiveness as a body thus engaging in regular self-assessment.

In response, the Board of Trustees addressed *assessment of board effectiveness* at the Board of Trustees Planning Retreat held in August, 2008. In November 2008, the Board approved the formation of a Strategic Workgroup on the Assessment of Board Effectiveness made up of trustees and community representatives. The workgroup was charged with (1) researching best practices for assessment of board effectiveness, (2) determining appropriate assessment models, and (3) reporting recommendations to the Board of Trustees.

The workgroup reviewed the Association of Community College Trustees guidelines for Board self-assessment and model self-assessment survey tools. The workgroup discussion focused on two themes: 1) sustained *board development* and 2) having a systematic approach to assess and improve board effectiveness.

The workgroup developed a series of recommendations that it submitted to the Board in spring 2009. In September, 2009, the Board of Trustees formally accepted the strategic workgroup's report and recommendations. In accordance with its recommendations, the Board also approved a resolution establishing a Board Development Committee charged with recommending ongoing education and activities to reinforce trustees' effectiveness in their roles and responsibilities. The Committee was also charged with establishing a method to periodically measure Board performance, guide Board orientation, and facilitate Board education and training activities. Over the course of the 2009-2010 academic year, the Board Development Committee recruited members, began researching assessment tools, and developed a new, more comprehensive orientation process for new trustees.

In order to enhance and improve the effectiveness of the Board of Trustees within the College's shared governance system, members of the Board Education Committee and the Board Development Committee also served as members of a Shared Governance Task Force in 2009 and as members of the Ad Hoc Faculty-Trustee Committee. The Board's involvement in this process is included in the section on Shared Governance below.

Shared Governance

In its March 2008 report, Onondaga's Middle States visiting reaccreditation team challenged the Onondaga campus community to focus its energy on building the institution's capacity to collaborate effectively in support of student success, stating:

“Now, more than any other time, with [...]so many fundamentals in place, is the time for the entire collective community to unite around a single sense of purpose – student success – in an attempt to shed years of what we sense is an embedded ‘we’ and ‘they’ culture. What is really required, now, for Onondaga to fulfill its promise of self-discovery is [...] a collective willingness to work together [...] in an environment of shared governance, responsibility, collegiality, and respect”

Onondaga's President convened a Leadership Summit in January 2010 that was attended by approximately 80 individuals representing Faculty Executive Committee, Academic Department Chairs, Administrators Council Steering Committee, Staff Association Executive Committee, and Department Directors. Facilitated by Dr. Jason Berman of St. John Fisher College, the summit focused on building a campus culture based on an atmosphere of trust and *collaboration* rather than mere *cooperation*. As a follow up, the College hosted a campus forum on shared governance in March 2010 featuring a panel discussion among the President, Provost, Faculty Chair, and Faculty-Chair Elect, expanding the discussion of shared governance. As an outcome of the forum, the Board of Trustees, President, and faculty agreed to form a Shared Governance Task Force. The task force, which included two trustees, the President, the Provost, two members of the Faculty Executive Committee, and one adjunct faculty member, was appointed in fall 2011. They crafted the College's first written statement on shared governance, the *Report of the Shared Governance Task Force at Onondaga Community College*.

The report was posted to the employee website and integrated into new employee orientation and faculty orientation. The report helped to define what shared governance means at Onondaga and

included five broad recommendations to continue to strengthen shared governance at the College.

In accordance with the report’s recommendations, the following year a Faculty-Trustee Ad Hoc Committee was formed. The Committee was charged with researching diverse governance systems. The Committee spent the academic year researching different models, from an integrated Council, to a Senate Model, to various hybrid models. The Committee identified strengths and weaknesses of Onondaga’s existing system and recommended the College work to improve the effectiveness of the College’s existing governance structure and processes.

In order to do this, the Committee recommended establishing a central entity with cross-institutional representation through which formal recommendations could be presented and deliberated. Toward this end, the Committee recommended replacing the President’s Cabinet with a College Leadership Council, blending the planning and assessment functions that Cabinet facilitated in the past with a new role – to serve as the central vehicle through which recommendations from the Faculty Association, Staff Association, Administrators’ Council, Student Association, and College Committees are prepared for consideration by the President.

Implemented in 2012-2013, these changes will bridge a gap in existing processes and improve the clarity and consistency of deliberations surrounding recommendations as they make their way through the governance system. Establishing a higher level of consistency and transparency in our decision-making processes is necessary to ensure procedural justice and to enable us to more effectively “tap the collective intelligence” of our college community.

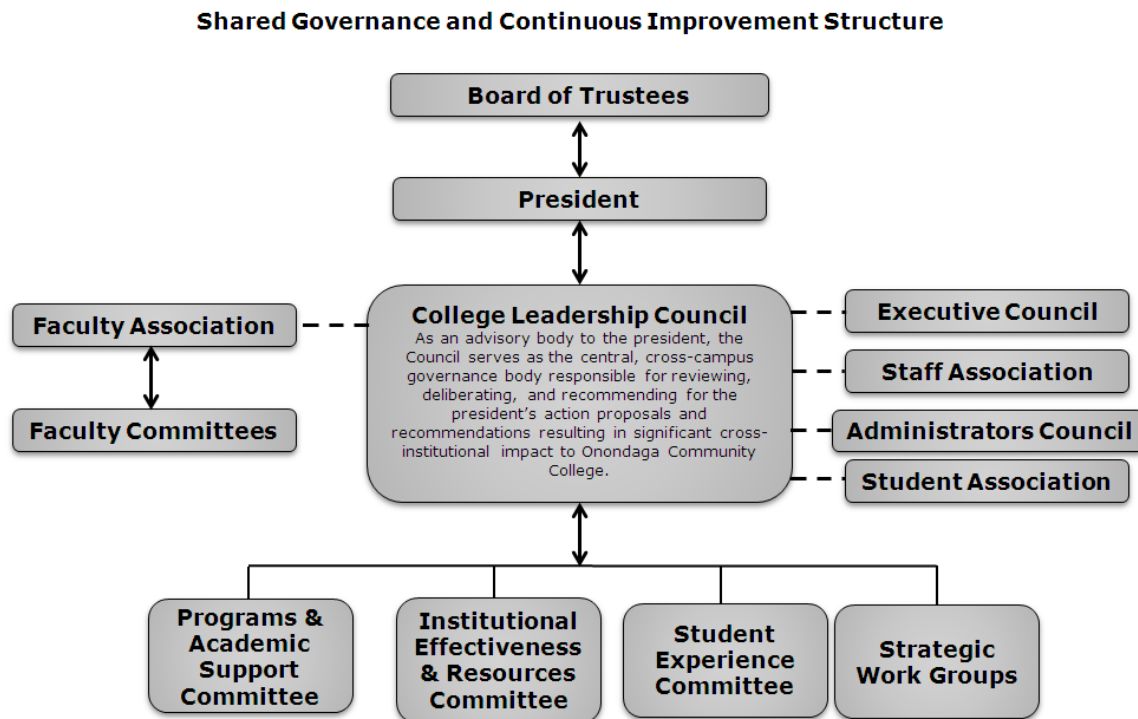


Fig. 18 Shared Governance and Continuous Improvement Structure

Office-Level Assessments

The College's framework for assessment affords each entity a standardized method to document goals, outcomes, measures of assessment, and findings. The assessment team in the Office of Institutional Planning, Assessment and Research manages additional tracking and reporting. Examples of regular office-level assessments include:

1. The Office of Veteran Affairs (OVA) surveys student-veterans and uses feedback to inform the development of activities designed to enhance transitions from service to college and to increase enrollment and success of student-veterans. In spring 2011, veteran enrollment increased 20% to 304 students. Feedback from students and alumni continues to affirm the significant role of OVA in supporting student-veteran persistence and success.
2. The Office of Sustainability participates in the Sustainability Tracking, Assessment & Rating System (STARS). Onondaga's STARS Silver rating demonstrates significant progress toward meeting the College's goals related to sustainability throughout campus operations, integrating sustainability into the curriculum, and promoting awareness of sustainability issues among the campus and the community.
3. Enrollment Management/Student Development offers the "Say Yes Summer Success Academy" to provide students with tools and guidance as they transition to become Onondaga college students. Faculty and student survey results inform program improvements regarding the degree of academic, social, and emotional preparation that the students receive during the program.
4. The Life of a Student website was launched through the collaborative efforts of Information Technology, Public Affairs, Enrollment Management/Student Development, and input from many areas to help students navigate the experiences of college. Focus groups were held with current students and employees to determine the design and content.
5. Student Central monitors wait times and shifts resources as needed. Phone reports identify peak times; abandoned call rates, and inform staffing patterns and needs.
6. The Information Technology Help Desk monitors performance levels through an automated reporting system, allowing staff to improve hardware and software performance.

Assessment of Student Learning

Guidelines for the Assessment of Student Learning offer faculty a framework for continuous improvement at Onondaga Community College. They provide directions, forms, and resources that support planning and assessment of student learning outcomes at the institutional, program, and course levels.

Onondaga Community College's Assessment of Student Learning Program(s) is based on the following assumptions:

- Faculty have a teacher-directed, learner-centered process for assuring continuous improvement in student learning
- Faculty will document expected and realized student learning outcomes more systematically
- Student Learning Assessment provides a common framework to communicate findings to the college community – faculty, students, administrators – as well as to external audiences
- Results will be used to modify, shape, and improve programs
- Faculty will set budget priorities
- Faculty will help the College meet reporting needs (Middle States, SUNY, and the Board of Trustees)

Examples of Changes Resulting From Ongoing Academic Assessment

As a direct result of the enhanced assessment process, programs have been cited for exemplary performance, student mastery of learning outcomes, and have developed plans for the future:

- Electrical Engineering Technology received accreditation in 2008 through the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology. Several years ago, ABET voted to include exposure to ethical issues as part of its accreditation criteria, and, as a result, the department is one of the rare technical departments in the country that committed to offering an entire course in Engineering Ethics to satisfy the ABET mandate.
- In 2010, the Human Services A.S. Early Childhood Specialization program achieved national accreditation through the National Association for the Education of Young Children (NAEYC), which ensures each student has obtained the competencies necessary to function in professional employment and transfer to a 4-year institution. Based on feedback from the NAEYC peer reviews, the Philosophy of Teaching Assignment is being revised and NAEYC key elements will be incorporated into the Student Teaching Evaluation. Also, there will be a differentiation between expectations for the first and second levels of field placement. Additionally, the results from the Child Study assignment were lower than in past semesters. Upon reflection, the department believes this was the result of having a new textbook in the course that did not accurately reflect the necessary content; therefore, the department decided to change the textbook and reassess next year. All of these curriculum modifications will ensure graduates of the program will have the competencies necessary in order to “function in professional employment and transfer to a four-year college.”
- In 2011, 15 students successfully graduated from the Respiratory Care program with 9 (9 out of 15 or 60%) passing their CRT exam and 6 (6 out of 15 or 40%) of those passing the advanced practitioner (RRT) exam. The program learning outcome indicates that

“80% of all graduates will pass the national exam.” This prompted the department to reassess their curriculum. The program instituted changes that were approved by the Committee on Accreditation for Respiratory Care (CoARC). Revisions included raising program prerequisite thresholds, an instructor-guided CRT exam, and additional offerings of recitation courses to support students who are struggling in RPD core classes. These changes were instituted in spring 2012 and in fall 2012. These changes to the curriculum will assist more students in their quest to successfully pass the CRT and RRT exams and become a licensed practitioner.

- Through ongoing assessment, the Hospitality Management program found a correlation between student success in the gateway course *FSA103: Basic Food Preparation* and graduation. Within the first 3 week of the class, faculty teaching the course will identify students who are performing below the 80% benchmark for acceptable performance and pair these students with a tutor.
- In 2011, 34 students graduated from Onondaga Community College with a Nursing A.A.S. degree and completed the National Council Licensure Examination with 97% (n=33) passing successfully. Despite these results, the program found students’ critical thinking skills did not improve from the standardized pre- and post-tests. This prompted the Nursing program to reassess students’ ability to “demonstrate critical thinking to analyze information resources for clinical decision making,” one of their program learning outcomes. They decided to eliminate the pre- and post-tests and in the 2011-12 academic year made critical thinking a required Nursing competency and now evaluate all students during clinical rotations. Finally, any student who does not score a 60% or better is required to complete a critical thinking course offered by the department.

Since the late 1990s, Onondaga’s 45 academic programs have been engaged in continuous improvement. Highlights for each individual program including assessments and program evaluations along with documented improvements to student learning can be found in the appendix. Academic programs have employed an array of assessment measures:

Academic Program Assessment Measures 2012		
<i>Assessment Measures</i>	<i>Entities</i>	<i>Outcome/Objective Measure</i>
CAPSTONE ASSIGNMENT - Capstone course assignments measuring mastery	7	9
COMPREHENSIVES - Comprehensive/end-of-program subject matter exam	23	33
INTERNSHIP EVALUATION - Field work, internship, or teaching evaluation	8	9
LICENSURE EXAM - Certification or licensure exam, national or state	4	4
PERFORMANCE - Performance (recital, exhibit, science project)	10	12
PORTFOLIO - Portfolio, showing skill development or best work	9	12
PRE/POST TEST - Faculty pre-test / post-test of knowledge mastery	7	7
PRESENTATION - Presentation, either individual or group	16	23
PROJECT - Project, either individual or group	23	51
WRITTEN ASSIGNMENT - Written assignment (usually scored by a rubric)	26	69
WRITTEN EXAM - Writing exam to assure certain proficiency level	43	52
QUIZ/EXAM - Exam or quiz given during semester to test student knowledge (multiple choice, true/false, short answer etc.)	4	22
LABORATORY WORK - Performance on laboratory work	3	3
OTHER	11	14
Fig. 19 Onondaga Community College Assessment Measures 2012		320

General Education

As a State University of New York (SUNY) institution, Onondaga Community College is committed to offering a comprehensive General Education (Gen Ed) Curriculum and to ensuring that the assessment of Gen Ed is used for institutional effectiveness and improvement. The Learning Outcomes Assessment Committee (LOAC), a standing committee with membership from all parts of the academic community at Onondaga, is responsible for coordinating the assessment of the SUNY Gen Ed curriculum. One member of the committee is the Gen Ed Coordinator, whose duties include overseeing the collecting and reporting of Gen Ed assessment data. The goal is to ensure that departments and administrators use assessment results to improve the quality of instruction at Onondaga.

Assessment of each SUNY Gen Ed category is performed at the course level, with assessment measures in place for each of the appropriately aligned course learning outcomes. The relevant assessment is continuously taking place, while the Gen Ed categories are reported on a 3-year cycle.

The report for the 2010-2011 academic year included assessment data from the following SUNY Gen Ed Categories: The Arts, Western Civilization, and Social Sciences. The competency of Information Management was also part of this reporting cycle. The report revealed gaps with the College's communications, data collection, analysis and reporting processes. As a result, the Gen Ed Coordinator, in collaboration with IPAR staff, developed standard tools and a faculty notification protocol to better manage the process.

The assessment report for the 2011-2012 academic year included assessment data from the following SUNY Gen Ed Categories: Basic Communication, Other World Civilizations, and Humanities. The competency of Critical Thinking was also part of the report findings. Some improvement with faculty cooperation and compliance was noted:

Knowledge and Skills Areas	Outcome	Measures	Outcomes Based on Course Work
Basic Communication	<p>(a) Produce coherent texts within common college-level written forms;</p> <p>(b) Demonstrate the ability to revise and improve such texts;</p> <p>(c) Research a topic, develop an argument, and organize supporting details;</p> <p>(d) Develop proficiency in oral discourse; and</p> <p>(e) Evaluate an oral presentation according to established criteria.</p>	Utilization of the SUNY SCBA rubric. IPAR randomly selects 20% course sections/papers from ENG103 for one assignment that meets the requirements of the assessment. Papers are made anonymous when peer-reviewed and scored.	<p>For Learning Outcome (a)</p> <p>67 students were assessed. This represented a sampling of 5% of students who completed the course. 30 students (44.8%) met the target. (The target was that 70% of students would meet the standard, so target was not met).</p> <p>For learning outcome (b)</p> <p>61 students were assessed. This represented a sampling of 4.6% of students who completed the course. 15 students (25%) met the target. (The target was that 70% of students would meet the target, so target was not met).</p> <p>For follow up action plan, see section titled, <i>English</i>, below.</p>
Other World Civilizations	<p>(a) Knowledge of either a broad outline of world history, or</p> <p>(b) The distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.</p>	A combination of exams, quizzes, homework and papers.	<p>For Learning Outcome (a)</p> <p>There were 127 students assessed. 114 students (89.7%) met the target.</p> <p>For Learning Outcome (b):</p> <p>There were 125 students assessed. 113 students (90.4%) met the target.</p>
Humanities	Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.	A combination of exams, quizzes, and assignments.	There were 710 students assessed. 528 students (74.4%) met the target.
Critical Thinking*	<p>(a) Identify, analyze, and evaluate arguments as they occur in their own or other's work</p> <p>(b) Develop well-reasoned arguments</p>	*Please see section below titled, "Critical Thinking and Information Management" for supporting documentation, data analysis and results from gap analysis.	*Please see section below titled, "Critical Thinking and Information Management" for supporting documentation, data analysis and results from gap analysis.

Fig. 20 SUNY Gen Ed 2011-2012 Assessment Results

As gaps were addressed during the 2011-2012 reporting cycle, a higher percentage of assessment opportunities were completed overall, and the assessment data provided by faculty were more

complete. In most cases, faculty provided data on the number of students being assessed, the number and percentage of students meeting the stated targets, and follow-up where applicable.

One issue that remains largely unaddressed, however, is the use of different measures and different targets within the same Gen Ed category. This makes it difficult to determine whether individual course level assessments are aligned with corresponding Gen Ed knowledge and skills areas. Steps will be taken to resolve this issue for the 2012-2013 reporting cycle.

The Gen Ed coordinator is striving for consistent assessment data collection with each of the Gen Ed knowledge/skills areas. A modified and extensive Gen Ed Assessment Template was created with specific guidelines and expectations outlined for future Gen Ed course assessments. This template was approved for immediate use by faculty in March 2013.

Additionally, under the Assessment Fellowship program, the College will fund a number of faculty fellowships dedicated to Gen Ed assessment during the 2013-2014 academic year. The assessment fellow will work with the Gen Ed Coordinator and is charged with:

- Assessing all of the courses in the Gen Ed knowledge and skills area to which they are assigned to ensure the learning outcomes for each course map back to the appropriate category
- Developing common measures, targets, and data reporting for each knowledge and skills area
- Creating a schedule to ensure data is collected and analyzed during the 3-year reporting cycle
- Ensuring participation by all courses within a knowledge and skills area

As more faculty become invested in the efforts to develop a culture of assessment at Onondaga, it is becoming increasingly clear that effective assessment practices provide all faculty with an opportunity for professional development. Moving forward, the Gen Ed Coordinator, in collaboration with the Learning Outcomes Assessment Committee, and IPAR, will continue to explore ways of refining the SUNY Gen Ed assessment process at Onondaga.

Critical Thinking and Information Management

With regards to the two SUNY Gen Ed Competencies, *Critical Thinking* and *Information Management*, it is the intent of the institution that these competencies are infused throughout the institution's curriculum.

The institution tested this assumption during the 2011-12 academic year. One faculty member and one administrator conducted an analysis of the two SUNY Gen Ed Competencies.

The competencies are written as follows:

11. *Critical Thinking (Reasoning): (a) Identify, analyze, and evaluate arguments as they occur in their own or other's work; and (b) Develop well-reasoned arguments*

12. *Information Management: (a) perform the basic operations of personal computer use; (b) understand and use basic research techniques; and (c) locate, evaluate and synthesize information from a variety of sources.*

Based on the analysis, none of the academic programs are measuring the SUNY General Education competency *Critical Thinking* (2 out of 45 or 4% reported no data with the remaining 43 out of 45 or 96% not measuring or reporting). This is also true at the SUNY Gen Ed course level:

	11.a	11.b
Do not assess	71% (85/120)	71% (85/120)
Assess	0% (0/120)	0% (0/120)
Partially Assess	4% (5/120)	4% (5/120)
No Data	25% (30/120)	25% (30/120)

Fig. 21 Critical Thinking Competency Course Level Assessment

At the course level, one course (1 out of 120 or 0.01%), ENG-103 is assessing the SUNY General Education competency, *Information Management*. Because ENG-103 is a required course for all programs, the competency is represented in each program’s curriculum. However, there are no additional documented opportunities for the student to demonstrate this competency.

	12a.	12.b	12.c
Do not assess	73% (88/120)	73% (88/120)	73% (88/120)
Assess	.01% (1/120)	.01% (1/120)	.01% (1/120)
Partially Assess	0% (0/120)	.01% (1/120)	.01% (1/120)
No Data	25% (30/120)	25% (30/120)	25% (30/120)

Fig. 22 Information Management Competency Course Level Assessment

In summary, there is little documentation of the extent to which these competencies, *Critical Thinking* and *Information Management*, are infused throughout the curriculum.

Taking a closer look, it was recognized that the SUNY competencies, *Critical Thinking* and *Information Management*, mapped closely to 3 of our institutional learning outcomes (listed below):

1.2 Analytical Reasoning & Critical Thinking: Think critically to identify, analyze and solve problems in a variety of situations and areas of study.

1.4 Effective Communication: Speak, read, write and listen well.

1.5 Technological Literacy: Use forms of technology critically and effectively to achieve informational, education, personal and professional goals.

As these two core SUNY Gen Ed competencies map to the College’s institutional learning outcomes, the institution is afforded the opportunity to explore these outcomes in the context of the College’s co-curricular offerings.

A greater degree of compliance was found in the review of the College’s institutional learning outcomes. Based on the data collected and reported, 42 out of 45 (93%) programs are measuring

the institutional learning outcome *Analytical Reasoning & Critical Thinking*. At the course level, we find 30% (36 out of 120) are assessing or partially assessing the outcome:

	1.2
Do not assess	45% (54/120)
Assess	16% (19/120)
Partially Assess	14% (17/120)
No Data	25% (30/120)

Fig. 23 Analytical Reasoning and Critical Thinking

Twenty-one (21) out of 45 (47%) programs are measuring the institutional learning outcome *Effective Communication*, and 22 out of 45 (48%) programs are measuring the institutional learning outcome *Technological Literacy*. At the course level, 42% (51 out of 120) and 7% (13 out of 120) are assessing or partially assessing *Effective Communication* and *Technology Literacy* respectively:

	1.4	1.5
Do not assess	33% (39/120)	65% (78/120)
Assess	3% (4/120)	1% (6/120)
Partially Assess	39% (47/120)	6% (7/120)
No Data	25% (30/120)	25% (30/120)

Fig. 24 Effective Communication and Technology Literacy

In conclusion, it seems there are a number of different interpretations of when it is appropriate for a course or program to be aligned with a “Critical Thinking” or the “Information Management” learning outcome. This affects our ability to accurately assess the extent to which critical thinking and information management are infused throughout the curriculum.

The Learning Outcomes Assessment Committee is leading the initiative to remedy this. An extensive discussion with relevant faculty members (i.e., department chairs, course owners, etc.) has been initiated with a view to develop a campus-wide, uniform understanding of what a “Critical Thinking” and “Information Management” learning outcome entails.

In 2011, two faculty, as part of an assessment fellowship, developed a faculty survey to help assess the need for an independent Critical Thinking course. The survey found broad support for the development of such a course among the faculty at Onondaga. Nearly 80% or 83 of 103 survey respondents thought that an independent Critical Thinking course was a good idea (as either an option for students or as a general requirement) and only 5% said that such a course is unnecessary. A Critical Thinking course (PHI-103) was subsequently developed and is being taught for the first time in fall 2012. This course could provide a much more direct and efficient method for assessing the development of critical thinking skills in Onondaga students. The institution will explore ways to systematically integrate this course offering into the campus-wide assessment of critical thinking.

Finally, ENG-103 is a required course for each program offered at Onondaga. This pre-requisite course does in fact align and assess “Information Management.” Faculty, however, must decide if this single assessment is sufficient.

Writing

In 2003, the Writing Program Coordinator position within English/Reading/Communication was established. One of the Coordinator's formal duties is to lead General Education and programmatic assessment within the English discipline.

In spring 2009, the Coordinator spearheaded the adoption of a departmental Mission Statement and Goals document which could be used to link the course outcomes and goals for every writing intensive class. This also allowed the department to formally link course, program, and SUNY Gen Ed learning outcomes. Data collection and assessment have been continually refined and strengthened throughout the years as the Coordinator and other department members incorporated new methods and updated research techniques into the process.

By the fall of 2011, the department and IPAR were satisfied that a reliable system for collection and assessment had been developed. At this point, the department was ready to move on to its biggest challenge. Now that they were confident in the validity of the results, they needed to begin 'closing the loop' and making concrete changes within the department to improve student outcomes. In reviewing the body of accumulated assessment data, the department decided in the spring of 2012 to develop a sustained professional development program and mentoring system as well as revise and update course descriptions and learning goals. Formal mentoring programs and professional development opportunities not only provide new pedagogical knowledge and techniques, they also provide participants with the chance to clarify assumptions about, and even the language of, the stated learning outcomes. The mentoring program was initiated in fall of 2012. Course redesign is in process.

Mathematics

Students struggle to meet or exceed general education assessment standards in Mathematics. Yet, by any professional standard, the discipline is staffed by an excellent and well-qualified faculty, and there is an array of support services to help students succeed. The department and College have spent considerable resources on providing three different sources where students can seek help with any math class:

- **Math Lab** - The Math Lab is open five days a week with evening hours most days. There are both professional and student tutors. Students report that they've never had to wait more than ten minutes to get help. The lab has increased the number of tutors over the past five years. According to a student survey, most students report that they benefited from the services received from the lab.
- **Math Diagnostic Center** - The Math Diagnostic Center provides students help in reviewing material so they can test out of non-credit courses. The fall 2011 survey indicated that most of the students who sought services from the Diagnostic Center felt that it improved their skills.
- **Content Tutoring Center** - The Content Tutoring Center provides subject specific tutoring by peer tutors. Most of the hours are used for help with math and science courses. The

2011 Content Tutoring Center satisfaction survey indicated that the majority of students felt the center was a valuable and appropriate resource.

The department is committed to exploring new methods of teaching and learning. Onondaga Community College is one of eight community colleges nationwide elected to participate in the Quantway Math Initiative sponsored by the Carnegie Foundation for the Advancement of Teaching. This approach fosters development of students' abstract thinking skills through the application of real-life problems. As a result, a new quantitative reasoning, credit-level, general education course has been proposed and will be piloted in the spring of 2013.

In addition to a focus on developmental mathematics, the department has instituted a culture where assessment is both encouraged and utilized. Before 2011, assessments were not used to influence curriculum changes for math courses. The primary reason for doing formal assessments was to report statistics for General Education (Gen Ed) courses for the State of New York. Individual teachers would gather data when it was required, but these assessments were seldom used for anything other than reporting to SUNY Gen Ed. Since 2011, the department has made assessment one of the main drivers of curricular change.

In 2011, two professors from the mathematics department started a course level assessment for MAT118 – Empirical Introduction to Statistics and for MAT151 – Statistics I. Neither of these courses needed to be assessed for SUNY Gen Ed credit, so these professors were assessing them strictly to improve student performance. In the first year of this assessment, they measured four outcomes for each course, gathering results from the final exam, projects, and class problem activities. The results were analyzed by the professors, and recommendations were made to adjust the curriculum to help students meet their expected outcomes. For example, the professors noticed that online students were not as successful at demonstrating statistical literacy as a traditional face-to-face student, so the recommendation was made to increase the amount of written work the online students would submit. In addition, the professors refined their methods for future assessments. The most significant aspect of this project is that it is ongoing. They will continue to assess these courses to determine what students are doing well and in what areas they could improve.

Starting in the fall of 2012, one person will be responsible for all assessments within the department. Initially, this Assessment Leader will be working directly with the Lead Teachers of seven different courses to develop a consistent and routine plan for measuring each student learning outcome. In addition, this Assessment Leader will be responsible for distributing assessments, collecting data, analyzing results, modifying curricula with the help of Lead Teachers, and generating reports for the Faculty, College, and SUNY Gen Ed. The Assessment Leader can handle much of the daily business of assessment, freeing the Lead Teachers to focus their attention on developing methods to improve student performance.

Student Satisfaction

Finally, the College's annual graduate survey provides students with an opportunity to report satisfaction with the learning experience at Onondaga Community College:

94% of graduates strongly agreed or agreed that their overall educational experience met their expectations of preparation for a specific career or job or pursuit of opportunities in higher education

Program assessment data along with survey results are published in the College catalog and on the College's website.

Office of Institutional Planning, Assessment and Research

As previously mentioned in this report, the President expanded the scope of the Office of Institutional, Planning, Assessment and Research, resulting in increased responsibilities for campus-wide data management, planning and assessment activities, grants and research. The change greatly improved the availability of information, resources, and expertise to assist the College with key strategic improvement and data-driven decision making. In addition to planning and assessment, additional examples of this work are described below:

Information for the Community

Accurate, usable information is available on the College's public website. This includes:

- [Quick Facts](#), including student demographic profiles
- [College Catalog](#), providing employment information (page 272)
- [Fact Book 2011-2012 and 2010-2011](#), providing comprehensive statistical information about the College including regional and historical facts, information about students and program level outcomes and pertinent financial data
- [Graduation and Retention Data](#)
- [2011 Post-Graduate Survey Report](#)

Information for College Employees

The Office generates institutional data supporting annual budgeting, enrollment management, and other core activities that advance the College's strategic priorities. Essential information is also provided to faculty and all college constituents to improve instructional and student learning outcomes; administrative programs and services; and teaching and learning methods and strategies on an annual and as-needed basis:

- Data Profile Report, an annual "desk-top audit" or set of assessment metrics including enrollment, retention, graduation, and transfer information
- Surveys about student experiences in special programs and services
- CCSSE survey results broken out for target user groups
- Customized research reports on request

SECTION SIX: LINKED INSTITUTIONAL PLANNING AND BUDGETING PROCESSES

Background

Onondaga Community College's strategies for future growth and development are clearly defined in *A Framework for Success: 2011-2016*, the College's current strategic plan. The focus of this plan centers around goals and outcomes built upon Onondaga's ongoing commitment to institutional effectiveness and continuous improvement in support of student learning and success. Planning within the College begins at the institutional level with input from all internal and external constituents, then flows to divisional and departmental levels, where financial resources are allocated in support of institutional goals and priorities. The structure of Onondaga's budget development cycle is such that planning precedes budget submission; this ensures the allocation of funds based on approved plans operating in alignment with the College's strategic goals and initiatives.

Basis of Budgeting

Onondaga Community College's budget is prepared in accordance with the Education Law, the Code of Standards and Procedures for the Administration and Operation of Community Colleges under the program of the State University of New York (SUNY), and the manual for Community College Business Offices. The College's budgetary and accounting systems are organized and operated on a fund basis and are in general conformance with basic fiscal and accounting reporting utilized in higher education. All financial statements and reports are prepared on the accrual basis in accordance with the principles of fund accounting and as prescribed by the Uniform System of Accounts for Community Colleges issued by the Office of the Chief Financial Officer of the State of New York. Accounts which relate to specific activities or objectives are segregated into fund groups. The cost of land and certain buildings and improvements used by the College are borne by Onondaga County (who also holds title to the asset), and SUNY. All fixed assets are included in the College's financial statements per the Chief Financial Officer's rules and regulations. Debt obligations were also included in the College's financial statements until SUNY requested that they be removed in cases where they are also recorded in the State's financial statements.

Budget Preparation Calendar

Beginning in the fall of each year, the College's Executive Council meets to agree on revenue and headcount assumptions needed to prepare the upcoming budget. Throughout the fall semester, each department prepares individual budgets based upon approved program priorities and submits the same to the Financial Services team for review. Final budget documents are prepared in May and submitted to the County Executive's Office for review and support during that time. After it has secured College BOT approval, Onondaga Community College formally submits its operating budget and capital plan to the County Legislature for review in June and approval in July. The adopted budget is reviewed and approved by the SUNY Board of Trustees during its September meeting. Once approved, the College's budget is then loaded into our

computerized accounting system where actual results are measured against the same throughout the new academic year.

A large portion of the College's revenue is determined by formulas and rates set by New York State through the state budget process. Should budget deliberations at the state level extend past the beginning of the State fiscal year (April 1), Onondaga's budget schedule may be impacted in an effort to compensate for such delays at the state level.

CONCLUSION

Onondaga Community College lives its motto every day. “Explore. Discover. Transform.” is more than just a clever marketing strategy. It is a guiding principle. The college has used the Middle States process as a launch point for true self-reflection and transformation for the betterment of students and the community. This is evident from the changes undertaken here at the college in recent years as documented in these pages. Onondaga is constantly exploring its past, present, and future. We are always discovering, reaching out to the wider world around us as well as our local community, looking for strengths but never afraid to confront our weaknesses. Finally, Onondaga Community College is constantly transforming. From its humble beginnings to its place as a beacon of hope in our community, Onondaga has embraced change on all levels. It is through these changes, through our desire to meet challenges head-on, that we will continue to survive and thrive.

APPENDIX: LIST OF SELECTED SUPPORTING DOCUMENTS

The following information is referred to in the report and available on Onondaga Community College's public website (<http://www.sunyocc.edu>) or as supporting documentation.

1. [Onondaga Community College](#)
2. [A Framework for Success: 2011-2016 Strategic Plan](#)
3. [Degrees, Certificates and Minors](#)
4. [Transfer Equivalencies by College](#)
5. [Business and Workforce Development](#)
6. [Board of Trustees](#)
7. [Interim President](#)
8. [Institutional Effectiveness Plan](#)
9. [Using a Web-based Software Application as a Catalyst for Transformational Assessment Practices: New York State Association for Institutional Research and Planning Organization](#)
10. [Guidelines for the Assessment of Student Learning](#)
11. [Student Advising Model](#)
12. [The Center for Advising and First-Year Students](#)
13. [Financial Aid](#)
14. [Carpool OCC](#)
15. [Taking Care of Business](#)
16. [Life of a Student](#)
17. [Reach Beyond Campaign](#)
18. [Completing the Vision: 2013-2018 Facilities Master Plan and Library Program Study](#)
19. [Mulroy Hall](#)
20. [Allyn Hall](#)
21. [SRC Arena and Events Center](#)
22. [Academic II](#)
23. [Residence Halls](#)
24. [Post-Standard Editorial Board Article](#)
25. [Career & Applied Learning Center](#)
26. [Small Business Development Center](#)
27. [Report of the Shared Governance Task Force at Onondaga Community College](#)
28. [Office of Veterans' Affairs](#)
29. [Assessment of Student Learning Update Fall 2012](#)
30. [SUNY General Education](#)
31. [College Catalog](#)
32. [Quick Facts](#)
33. [Fact Book 2011-2012 and 2010-2011](#)
34. [Graduation and Retention Data](#)
35. [2011 Post-Graduate Survey Report](#)
36. [WEAVEonline](#)

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