Onondaga Community College

Self-Study Design

Presented to

Middle States Commission on Higher Education

May 5, 2016

I.   Onondaga Community College Overview

Established in 1961, Onondaga Community College (OCC) 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 three and one half floors of the rehabilitated L.C. Smith factory (renamed Midtown Plaza) located in downtown Syracuse. The original graduating class of 1964 numbered 160. In 2014-15, 1292 degrees and certificates were awarded to graduating students.

We offer two-year degree programs that serve as transfer opportunities to baccalaureate degree programs at four-year campuses or for direct entry to the workforce. We also offer certificate programs that can generally be completed in one year. Through Onondaga's regional higher education center, students can earn a bachelor's, master's, and doctorate degree on the Onondaga campus through innovative partnerships with Bellevue University, SUNY Delhi, SUNY Empire State College, Keuka College, Paul Smith's College, and St. John Fisher College.

OCC attracts a diverse student body that includes recent high school graduates, working adults and displaced workers, traditionally underrepresented minorities, student-parents, student veterans, students with disabilities, low-income students, and students who are the first in their families to attend college, as well as students who have completed a postsecondary credential and are returning to college to prepare for new careers. While over 90% of the students at OCC are residents of New York State, the College also serves more than 500 international and ESL students representing nearly 60 countries.   This is most likely due to both OCC's well-established, on-campus residence program and our proximity to a large number of other institutions of higher education.

Under the current strategic plan, Onondaga established a foundation to improve student success. The College grew its endowment for scholarships; dramatically expanded its partnerships with local companies; expanded its student housing capacity; invested in new market-driven programs; and strengthened its approach to workforce development focused on employer needs. The successor strategic plan, under development for the past 16 months, builds on this platform, and will be brought to the Board of Trustees at the conclusion of spring semester 2016.

Programs

OCC offers 46 degree and certificate programs that prepare individuals for transfer to four-year colleges and for entry into careers in high-demand fields such as advanced manufacturing, health care, hospitality, information technology, and nuclear energy, among other industry and occupational sectors important to the region's economy. Day, evening, online, and extension courses are offered in fall and spring semesters and 9 academic programs are available online. Three summer sessions and an accelerated winter session are also offered.

OCC works with employer partners to develop new programs to meet emerging needs. For example, in response to a critical need identified by the nuclear energy industry, Onondaga developed a new Nuclear Technology A.A.S degree in full alignment with the NEI Nuclear Uniform Curriculum Program with funding support from a U.S. NRC Nuclear Education Grant, a contribution from CENG, and the involvement of employees from Nine Mile Nuclear Power Station. OCC also offers non-credit workforce development programs that provide individuals with skills needed for career entry or advancement. Hundreds of businesses have availed themselves of the College's affordable workforce programs and services, including those provided by the Small Business Development Center.

Transfer Agreements

Onondaga maintains articulation and 2+2 agreements with colleges and universities, including colleges in the central/upstate region such as SUNY Oswego, SUNY ESF, SUNY Morrisville, SUNY IT, Syracuse University, Cornell University, and Rochester Institute of Technology. Located in the former Onondaga County Poor Farm property adjacent to the main Onondaga campus, Onondaga's Regional Higher Education Center (Mulroy Hall) 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.

Student Support Services

Throughout 2014-15, the College retooled its front-door processes, focusing on the student experience from the moment a student inquires about enrollment. Onondaga's new Transition Team is comprised of 5 cross-trained student services professionals, proficient in all enrollment processes, who provide case management to new students, from their first point of contact through census, and in many cases, for repeated semesters, as students return to the individuals who first assisted them. All new students and their families are encouraged to participate in Connect sessions, where they have the opportunity to connect with peers, faculty, and advisors; learn about college resources; and explore career and transfer options. Additionally, all new students are encouraged to participate in Welcome Onondaga, held just before classes start, where they can participate in social activities, meet their faculty before classes start, and participate in academic skills workshops.

Given the College's diverse student body, Onondaga offers specialized support services, including an on-campus child care center that is accredited by NAEYC, an Office of Accessibility Resources to support the success of students with disabilities, and an Office of Veterans Affairs that serves student veterans and veterans' dependents. The International Student Services Office, dedicated to meeting the needs of international students at Onondaga, offers an international student club that organizes trips, events and more.

The Educational Opportunity Program has grown in recent years, now serving 300 students who have been disadvantaged educationally and/or economically. The Collegiate Science and Technology Support Program (CSTEP) serves over 100 students from underrepresented backgrounds who are pursuing STEM degrees. Both programs provide summer bridge programs, intrusive advising, academic coaching, and tutoring to support students' success. CSTEP also supports students in conducting research experiences and internships in their fields.

In fall 2014, OCC opened a comprehensive Learning Center in newly renovated space in Gordon Student Center. The Center includes open and quiet spaces for students and tutors to work individually or in groups, as well as space for workshops. The Center coordinates the delivery of comprehensive academic support services, including reading, writing, study skills, math, and discipline-specific tutoring. The Center operates until 9 p.m. weekdays and on Saturday and Sunday afternoons. It employs peer and professional tutors, including current OCC students, alumni, students and professors from nearby colleges, retired professors, retired public school teachers and working professionals. Although it has only been open for a little over a year, it has become one of the most popular services on campus for students. As one student, a member of OCC's student honor society, Phi Theta Kappa, remarked,

> *"It's always quiet here. I enjoy the atmosphere. If it turns out I do need help with something I can find someone who can answer questions for me. I feel like my grades wouldn't be as high as they are without the Learning Center."*

OCC's Career and Applied Learning Center (CAL Center) provides job search, resume writing and interview preparation, and helps students obtain internships and prepare for job opportunities. The Center organizes career fairs and other events to help students connect with employers. The Center also supports service learning and volunteer engagement. Approximately 1500 students complete internships and clinicals, and participate in service learning opportunities throughout the academic year. Most recently, the CAL Center sponsored an *Experience to Jobs Fair* featuring more than 75 employers and community organizations on campus to recruit students for full and part time positions, internships, and volunteer opportunities.

Student Life

Four state-of-the-art student residence halls house nearly 900 students. Approximately 30% of the residential population participates in a living and learning community. The "Lazer Line" shuttle service provides students with transportation across campus. More than 25 active student clubs and organizations include Student Association, Arts Across Campus, and an award-winning chapter of international honor society Phi Theta Kappa, which has received Five Star Status in recognition of its outstanding achievement and leadership.

Facilities

Onondaga's 280 acre campus includes six academic buildings, a student center, library, four residence halls, a 60,000 square foot multi-purpose arena with flexible seating for up to 6,500 people and six lane track, an on-campus childcare center, on-campus YMCA, an on-campus credit union, and a "smart home" that functions as a retreat center and a living lab for the College's smart grid courses and students enrolled in Electrical Technology and Architectural Technology.

Athletic facilities are state of the art. Murphy Field is a lighted field equipped with field turf, a press box, a ticket and concession booth, and seating for up to 2,000. The Onondaga Baseball Complex opened in the spring of 2014 and is the home venue for Lazers' baseball. The complex includes similar accommodations and seating for 571 spectators. A marked bicycle path encircles the entire campus roadway.

The Whitney Applied Technology Center, a 200,000 square-foot building featuring smart classrooms and extensive technology lab space supports Onondaga's specialized career and technical programs. The Electrical Technology and Mechanical Technology labs were recently overhauled and expanded in response to growing demand, and a new Nuclear Technology lab was created in the space. In summer 2015, OCC completed renovations in Whitney that established a spectacular new business center, WhiTn3y Commons, that simulates real-world working environments and features touch screens and monitors that surround an interactive collaboration area where students collaborate. The upper case "T" and numeral "3" in WhiTn3y Commons represent Teaching, Technology and Teamwork. Current renovations bring the same conceptualized instruction to the Hospitality programs.

Scholarships and Financial Aid

The OCC Foundation administers more than 150 individual funds to support the College. The majority of these funds are invested in the Foundation's $10 million endowment. In 2015-16 the Foundation has $403,100 designated for scholarship support. The Foundation will also provide the College with more than $300,000 to support emergency funding, student aid for books and

supplies, support of academic and co-curricular programs; service learning opportunities, and student services such as the campus food pantry.

II.   Model for Self-Study

Onondaga Community College has decided to use the comprehensive self-study review model. The overall goal of this Self-study is to document alignment with the Middle States Commission on Higher Education (MSCHE) Accreditation Standards, strategic planning, and our overall retention and completion strategies.

During the fall 2014 semester, the faculty and staff of Onondaga Community College considered a longitudinal review of success data. The College, as a participant in the Voluntary Framework of Accountability (VFA) project, had developed cohort information about students who began their studies at OCC in 2007 and 2008 – looking at two-year and six-year outcomes. This framework provides an excellent vehicle for community colleges, as it considers both full and part-time students, unlike the more traditional IPEDS. As a result, VFA uses a 2- and 6- year format, given the lack of a common "route to a degree" for many community college students. In addition, the model helps colleges disaggregate student success data to look for achievement gaps among students based on demographic or educational variables. President Crabill hosted four specific data review sessions, open to faculty and staff, to consider the college's success as viewed through the VFA model, looking at retention, progression, and completion. This, along with a campus-wide Community College Summit and Café Roundtable Conversations, shaped our campus-wide planning efforts for the following year.

Mission Review

A strategic plan rests on a broadly considered mission and set of values, and we completed that work in 2014-15. Following a yearlong effort on the part of two college wide committees, the College Leadership Council, OCC's inclusive governance group, received recommendations and developed a formal recommendation for the President for revisions to our college mission statement and for a set of institutional values that emerged from the discussions held. The recommendations were formally accepted and launched in fall 2015.

Our mission and values reflect the broad range of challenges faced by a community college and the high standards that this institution supports in meeting those challenges. As they should, they reflect our work across the institution. We believe they represent the heart of higher education and what we are called to do.

Onondaga's Mission and Core Values

Onondaga Community College is Central New York's partner in education for success.

Achieving our mission through:

- Student Access, Retention, Completion, Transfer
- Academic Excellence
- Student Engagement and Support
- Career and Workforce Advancement
- Responsible Stewardship of Resources
- Community Engagement

Onondaga Community College's core values are:

- Students First – Keep students at the center of all we do.
- Learning – Embrace the lifelong pursuit of knowledge and free expression of ideas in a safe environment to advance the individual and the community.
- Excellence – Strive for continual improvement and innovation to seek our highest potential.
- Diversity – Enrich learning through an inclusive campus environment that respects human dignity and difference.
- Community – Foster active and productive participation in building a mutually supportive environment for members of the campus and broader communities.
- Responsibility – Build a culture of integrity and accountability to develop both self and others.

Strategic Planning

In fall 2015, a Strategic Planning Task Force was developed as an ad hoc group of the College Leadership Council. This group was charged with:

1. Conducting research both internally and externally to establish those areas of work most strategic to OCC.
2. Presenting those areas of work for discussion and vetting to the campus community.
3. Recommending the four or five most critical areas of focus and related efforts to ensure OCC fulfills its mission and to ensure excellent stewardship of public resources toward that mission, and then developing appropriate metrics that can be used to assess the College's progress over a period of five years.

An environmental scan was completed to facilitate and support the processes noted above. Key insights through data analysis and a close examination of our demographics, including current and potential students and beneficiaries of the college's programs and services, regional economy, trends in higher education, and the broader environment were presented throughout the campus community. Thoughtful and engaging focus groups, interviews and informal discussions were conducted with students, faculty, employees and external constituents for suggestions and feedback. The final version of the plan reflects our best thinking of what will position Onondaga well to serve our students and our broader community over the next five years.

Achieving the Dream

After careful consideration through shared governance, the College decided in 2015 to apply for membership in the *Achieving the Dream National Reform Network (AtD)*. AtD leverages targeted large-scale interventions to accelerate success among community college populations, particularly low-income students and students of color. With 48.4% of Onondaga students receiving Pell grants and 21.2% identifying as members of under-represented minority groups, AtD's interventions are particularly apt and likely to improve the success of all groups of students. Selected institutional strategies advance individual success and system reform, ultimately providing measurable and lasting outcomes like greater levels of degree attainment, successful transfer, or higher rates of employment for students and the college. The AtD network is comprised of over 200 community colleges across 36 states, all committed to improving practice. Founded in 2004 by the Lumina Foundation and seven original partners, AtD pursues reform that is evidence-based, student-centered, and built on the values of equity and excellence. The Achieving the Dream Network supports institutional change, seeks to influence relevant public policy, and generates and disseminates knowledge of successful models of higher education practice that enhance student outcomes. AtD situates local concerns in broader conversations about potential solutions for problems facing community colleges, and it leverages the benefits of its extensive networks of participating institution and industry experts.

Onondaga, one of only 16 institutions selected nationwide to participate in the 2015 cohort, is now completing a planning year to build community input to the project, to generate and disseminate additional student performance data, and to research and select its initial projects. A campus-wide "kick off" event was held in October of 2015 to bring the entire community together to review data, hear about projects that have been successful at other institutions, and to discuss ideas for scalable projects that will work at Onondaga. After the inaugural event, leadership team members spent time with departments seeking ideas and input through transparent and frank discussions about local barriers to student success and ideas to address those barriers. In the spring of 2016, the teams identified several initiatives that offer the best opportunity for significant impact on student completion and performance. The local leadership team will implement the selected projects and assess their impact. Notably, AtD projects are scaled to improve completion rates on a large scale and implementation is anticipated to be an

ongoing process for multiple years. AtD also anticipates a change in institutional culture by promoting a strong singular commitment to student completion and evidence-based decision making. Successful AtD institutions run transparent systems with the broad involvement of stakeholders and with a culture of data-driven change.

In summary, the College has established a strong foundation for three major interconnected initiatives:

- Development of the 2016-2021 Strategic Plan,
- Participation in the Achieving the Dream National Reform Network, and development of a comprehensive implementation plan, and
- Achievement of a comprehensive MSCHE Self-Study and Reaccreditation.

Each initiative includes broad representation of students, faculty and employees, and deliberation and endorsement by our governance groups and the Board of Trustees.

The comprehensive self-study review model will overlap with the College's new strategic plan and our AtD implementation plan. It will provide opportunities to reflect on programs and services, evaluate their performance, and make recommendations for improvement. The Work Groups will review key sources of documentation and relevant institutional processes. Their results will inform subsequent implementation plans in support of the College's newly adopted mission and goals.

III.   Intended Outcomes of the Self-Study

The intended outcomes of the Self-Study are based on clear understanding of what the institution plans to achieve through self-analysis. Overall, the Self-Study will identify the effectiveness of strategies designed to improve student success.

More exactly, the intended outcomes of our Self-Study are as follows:

1. Demonstrate how Onondaga Community College meets Middle States Accreditation Standards and Requirements of Affiliation.
2. Capitalize on overlapping efforts of strategic planning, implementation of Achieving the Dream priorities, and the Middle States Self-Study to inform subsequent operational planning and decision-making.
3. Assess the quality and effectiveness of academic programs and administrative services in relation to the expectations of transfer institutions and the changing needs of students in the Central New York community.
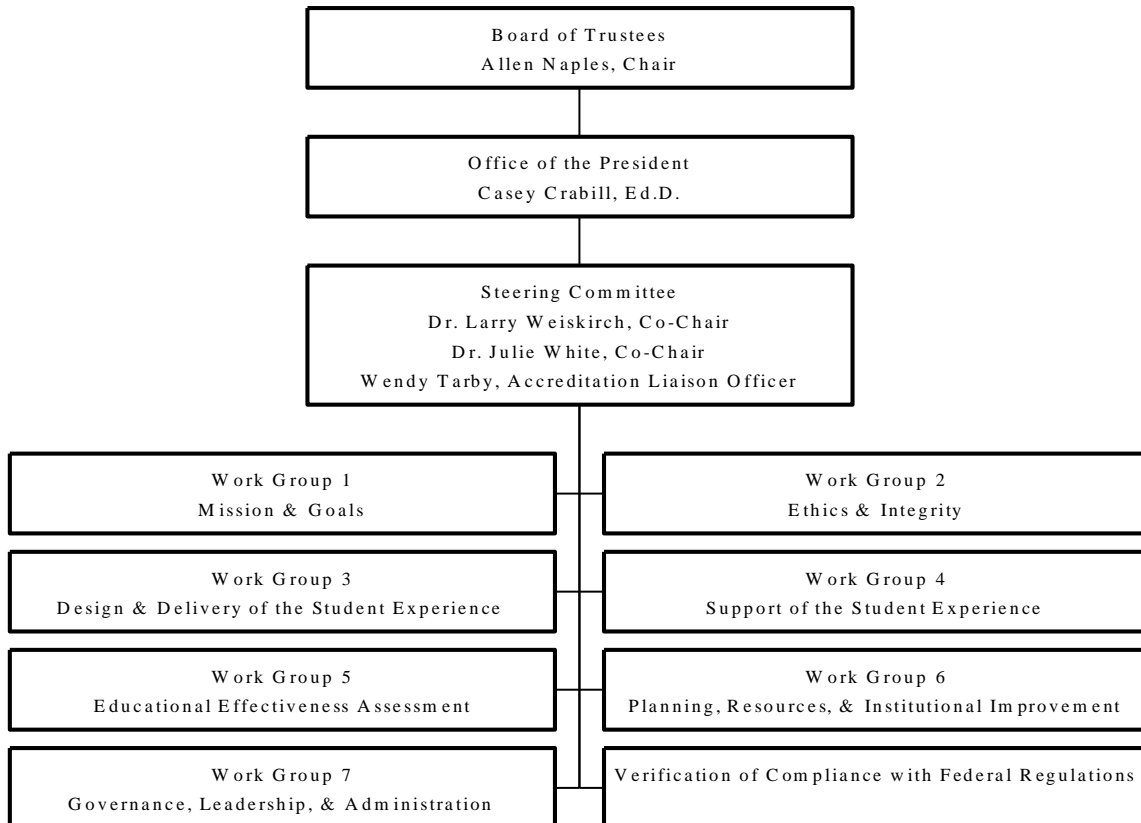
IV. Organizational Structure of the Self-Study Steering Committee and Work Groups

The MSCHE decennial evaluation team is organized into a Steering Committee of 20 faculty and professional administrators. Steering Committee Co-Chairs are Dr. Julie White, Vice-President, Student Engagement and Learning Support, and Interim Provost; and Dr. Larry Weiskirch, Chair, Biology Department. One faculty and one professional administrator serve as co-chairs of each of the assigned Standards and Work Groups. Wendy Tarby, Accreditation Liaison Officer (ALO), serves as Project Manager. Julie Hart, Assistant to the President, coordinates logistics.

The Steering Committee and Work Group members were nominated by their peers through College governance and invited to participate by President Casey Crabill. They were nominated for their diverse knowledge and expertise, and passion for student success. The entire campus community is represented including faculty, administrators, staff, and students.
In sum, there are 118 Work Group members. The following visual represents Onondaga's organization structure for the Self-Study.

Organizational Structure of the Self-Study Steering Committee and Work Groups*

Board of Trustees
Allen Naples, Chair

Office of the President
Casey Crabill, Ed.D.

Steering Committee
Dr. Larry Weiskirch, Co-Chair
Dr. Julie White, Co-Chair
Wendy Tarby, Accreditation Liaison Officer

Work Group 1 Mission & Goals	Work Group 2 Ethics & Integrity
Work Group 3 Design & Delivery of the Student Experience	Work Group 4 Support of the Student Experience
Work Group 5 Educational Effectiveness Assessment	Work Group 6 Planning, Resources, & Institutional Improvement
Work Group 7 Governance, Leadership, & Administration	Verification of Compliance with Federal Regulations

*Note: current lists subject to change with scheduled sabbaticals, promotions, and graduations

Self-Study Steering Committee Roles and Responsibilities

Steering Committee members are responsible for providing leadership to the entire Self-Study process. Responsibilities include:

- Determining the key issues for Self-Study;
- Developing a Self-Study Design, including a draft Documentation Roadmap;
- Ensuring the Work Groups' research assignments and reports are coordinated and implemented as planned;
- Serving as liaisons and resources to the Work Groups;
- Communicating within the institution about the Self-Study process;
- Arranging for the institution-wide review of and response to Self-Study drafts;
- Overseeing the completion of the final Self-Study Report and subsequent supporting documentation; and
- Making arrangements to host the Evaluation Team visit.

Self-Study Steering Committee Membership

Larry Weiskirch, Ph.D., Chair, Biology Department (Co-Chair)
Julie White, Ph.D., Vice President, Student Engagement & Learning Support and Interim Provost (Co-Chair)
Wendy Tarby, Associate Vice President, Institutional Effectiveness and Planning (Project Manager/ALO)
Julie Hart, Assistant to the President, Presidential Liaison to the Steering Committee
David Bzdak, Ph.D., Associate Professor, Social Sciences
Kathleen D'Aprix, Assistant Vice President, Academic Support Programs
Karen Fabrizio, Coordinator, Health Information Technology
Nancy Gabriel, Professor, Human Services & Teacher Education
Sarah Gaffney, Vice President, Finance
Teresa Godiers, Chair, Architecture & Interior Design Department
Rebecca Hann, Associate Vice President of Operations, College Affiliated Enterprises
Rebecca Hoda-Kearse, Associate Vice President, Student Engagement
Elyse McNamara, Coordinator, Institutional Planning, Assessment & Research
Katharine Rumrill-Teece, Ed.D. , Dean, Humanities & Social Sciences
Olin Stratton, Associate Professor, Mathematics
Nina Tamrowski, Professor, Social Sciences
Scott Titus, Assistant Director, Marketing and New Media
Seth Tucker, Associate Vice President, College Affiliated Enterprises
Anastasia Urtz, J.D., Vice President, College Affiliated Enterprises
Shawn Wiemann, Ph.D., Associate Professor, Social Sciences

Work Groups' Roles and Responsibilities

All Work Groups follow the same format and the criteria of the general charge below. Each individual Work Group description includes its member list, research questions, and information related to the assigned Standard.

Work Group Charge

Each Work Group will engage in a process of open and active inquiry, identify strengths, challenges and opportunities, and propose possible recommendations for ongoing improvement. The result of this work will be described in Onondaga Community College's Self-Study Report. Through explicit research questions, each Work Group will complete the following actions:

- Address the Standards for Accreditation and Requirements of Affiliation and determine if the Standard or Requirement has been met;
- Identify, gather, review, summarize and use key sources of documentation to support conclusions of the Self-Study Report;
- Identify, review, summarize and use relevant institutional processes and procedures to support conclusions of the Self-Study Report;
- Identify linkages, where appropriate, between the Standards for Accreditation and Requirements of Affiliation and relevant institutional priorities (Onondaga's new Strategic Plan and Achieving the Dream implementation plan);
- Discuss the connection between the Work Group's charge and tasks assigned to other groups; and,
- Write an analysis of this work, including:
    - o Discussion of the data reviewed and the inquiry undertaken.
    - o Work Group's conclusions, including strengths and challenges.
    - o Explanation of how the Work Group's conclusions relate to the assigned Standards for Accreditation and Requirements of Affiliation.
    - o Recommendations for ongoing institutional improvement.

The Self-Study Steering Committee provides the logistics for the Work Groups. Subsequently, the Co-Chairs of each Self-Study Standard coordinate the Work Group's timeline, guidelines, report template and tasks for completion. All members will reach out and connect with students, employees, committees and other campus constituents as needed.

Each Work Group will use the body of evidence available through the Documentation Road Map to inform the Self-Study Report. The Documentation Road Map will house an annotated inventory of planning and assessment documents, including strategic and master plans; enrollment, retention and completion data; policies and procedures; meeting minutes and key correspondence. The Documentation Road Map will evolve as this work progresses.

Work Group Standard 1: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Work Group Standard 1 will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures to determine if OCC meets Standard 1 and to support the conclusions of the Self-Study. The Work Group will make recommendations for continuous improvement and identify linkages, as appropriate, between the Standard and Requirements of Affiliation and relevant strategic priorities and institutional policies and practices.

Membership

Scott Titus, Assistant Director, Marketing and New Media (Co-Chair)
Shawn Wiemann, Ph.D., Associate Professor, Social Sciences (Co-Chair)
Jenna Alexander, Assistant Director, Residence Life
Cindy Arcuri, Assistant Professor, Nursing
Katie Boyle, Events Coordinator, SRC Arena & Events Center
Elaine Buza, Assistant Director, Human Resources
Russ Corbin, Assistant Director, Alumni Communications
Kerry Evans, Psy.D. , Assistant Professor, Social Sciences
John Gould, Student Representative
Joshua Martin, Early College/High School Coordinator
Jillann Neely, Professor, Hospitality Management
CJ Page, Student Representative
Arthur Peterson, Ph.D., Assistant Professor, Electrical Technology
Lindsey Reider, Chair, Health and Physical Education
Lisa Smolen, Technical Assistant, Enrollment Management
Marie Vasek, Associate Professor, Social Sciences
Executive Council Liaison to Work Group: Amy Kremenek, Vice President, Enrollment Development & Communications

Research Questions

1. To what extent does OCC meet the criteria established for Standard 1?
2. How effective is OCC's process to periodically assess and approve its mission and goals?
3. How effective is the process by which OCC reviews and/or modifies its mission and goals?
4. How effectively does OCC communicate and exemplify its mission and goals to its various constituencies?

5. How effective is Onondaga Community College at aligning its academic and operational goals with the College's mission?

Work Group Standard 2: Ethics & Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Work Group Standard 2 will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures to determine if OCC meets Standard 2 and to support the conclusions of the Self-Study. The Work Group will make recommendations for continuous improvement and identify linkages, as appropriate, between the Standard and Requirements of Affiliation and relevant strategic priorities and institutional policies and practices.

Membership

David Bzdak, Ph.D., Associate Professor, Social Sciences (Co-Chair)
Anastasia Urtz, J.D., Vice President, College Affiliated Enterprises (Co-Chair)
Doug Dinero, Ph.D., Assistant Professor, Social Sciences
Cathy Dotterer, Executive Director, Residence Life
Jeff Draper, Peace Officer, Campus Safety & Security
John Geer, Director, Human Resources & Labor Relations
Kelly Gilkey, Student Accounts, Financial Services
Shakayla Johnson, Student Representative
Patrick Kenny, Ph.D., Associate Professor, Social Sciences
Kathy Slade, Director, Enterprise Infrastructure, Information Technology
Chris Thuot, Ph.D., Assistant Professor, Social Sciences
Marcus Watts, Director, Educational Opportunity Program
Executive Council Liaison to Work Group: Agatha Awuah, Ph.D., Chief Information Officer, Institutional Planning, Assessment & Research

Research Questions

1. To what extent does OCC meet the criteria established for Standard 2?
2. How do the policies and procedures of the College foster accountability for, awareness of, and adherence to ethical expectations and legal requirements?
3. How well does the College culture encourage intellectual freedom, academic integrity, and respect for others?

4. How effectively does the College maintain fair and impartial procedures for equitably and efficiently resolving formal grievances and other disputes?
5. How well does the College transparently provide truthful, balanced and consistent information internally and externally related to its programs and processes?

Work Group Standard 3: Design & Delivery of the Student Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Work Group Standard 3 will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures to determine if OCC meets Standard 3 and to support the conclusions of the Self-Study. The Work Group will make recommendations for continuous improvement and identify linkages, as appropriate, between the Standard and Requirements of Affiliation and relevant strategic priorities and institutional policies and practices.

Membership

Kathleen D'Aprix, Assistant Vice President, Academic Support Programs (Co-Chair)
Teresa Godiers, Chair, Architecture & Interior Design (Co-Chair)
Tess Barrett, Residence Hall B Director, Housing Development Corporation
Melinda Blanchard, Technical Assistant, Human Resources
Fran Dulcich, Coordinator, Teaching Center
Steve Erwin, Internet Systems Specialist, Marketing & New Media
Karen Harrison, English/Reading/Communication
Heather Liggett, Assistant Professor, Mathematics
Heather Niver, Liberty Partnership Program
Rebecca Rose, Director, Financial Aid
Kimber Scarano, Enrollment Associate, Student Central
Devin Shannon, Survey & Research Coordinator, Institutional Planning, Assessment & Research
Executive Council Liaison to Work Group: Julie White, Ph.D., Vice President, Student Engagement & Learning Support and Interim Provost

Research Questions

1. To what extent does OCC meet the criteria established for Standard 3?
2. How does the College ensure that all academic programs align with student learning needs and are clearly and accurately described in official publications?

3. How does the mission of OCC influence the selection, professional development, and evaluation of faculty?
4. To what extent does OCC's general education program provide sufficient scope, intellectual and cultural breadth, and essential skills? Where do opportunities exist to strengthen the student learning experience?
5. How does the College establish and evaluate the effectiveness of all learning experiences, including courses and programs across modalities and locations?

Work Group Standard 4: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Work Group Standard 4 will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures to determine if OCC meets Standard 4 and to support the conclusions of the Self-Study. The Work Group will make recommendations for continuous improvement and identify linkages, as appropriate, between the Standard and Requirements of Affiliation and relevant strategic priorities and institutional policies and practices.

Membership

Rebecca Hoda-Kearse, Associate Vice President, Student Engagement (Co-Chair)
Katharine Rumrill-Teece, Ed.D. , Dean, Humanities & Social Sciences (Co-Chair)
La'kesa Allen, Administrative Assistant, Student Association
Mike Borsz, Director, Athletics
Matthew Burr, Technical Specialist, Enrollment Development and Communications
Albert Burt, Student Representative
Michele Ferguson, Director, Children's Learning Center
Kelly Larrivey, A/V Technology Coordinator, Information Technology
Lynda Liberatore, Program Clerk, Educational Opportunity Program
Julie March, Associate Professor, Mathematics
Sophia Marku, English/Reading/Communication
Richard McLain, Ph.D., Professor, Social Sciences
John Paddock, Vice President, Facilities & Support Services
Megan Peryea, Program Associate, Student Engagement
Darren Pikul, Student Representative

Andrea Root, Coordinator, Retention Programs, Center for Advising & First Year Students
Lorenzo Sanders, Residence Hall A Director, Housing Development Corporation
Kelly Venturini, Director, Annual Giving & Scholarships, OCC Foundation
Barb Wells, Ph.D., Associate Professor, Biology
Ednita Wright, Ph.D., Professor, Human Services & Teacher Education
Executive Council Liaison to Work Group: Julie White, Ph.D., Vice President, Student Engagement & Learning Support and Interim Provost

Research Questions

1. To what extent does OCC meet the criteria established for Standard 4?
2. How effective is OCC at recruiting and admitting student whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings?
3. How effective are processes and policies in supporting the student experience?
4. How effective are programs and college infrastructure (physical layout, accessibility, IRB, Website, electronic support, etc.) in supporting the student experience?

Work Group Standard 5: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Work Group Standard 5 will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures to determine if OCC meets Standard 5 and to support the conclusions of the Self-Study. The Work Group will make recommendations for continuous improvement and identify linkages, as appropriate, between the Standard and Requirements of Affiliation and relevant strategic priorities and institutional policies and practices.

Membership

Olin Stratton, Associate Professor, Mathematics (Co-Chair)
Seth Tucker, Associate Vice President, College Affiliated Enterprises (Co-Chair)
Lawerence Chappone, Student Representative
Malkiel Choseed, Ph.D., Professor, English/Reading/Communication
Jeanine Eckenrode, Director, Academic Advisement
David Furney, Instructor, Mathematics
Liz Goldschein, Assistant Director, Housing Development Corporation
Chris Granato, Dean, Health & Community Services
Oksana Korol, Ph.D., Assistant Professor, Biology

Joanna Reyes, Student Representative
Robin Weeks, Professor, Health & Physical Education
Melanie Woodward, Coordinator and Analyst, Human Resources
Executive Council Liaison to Work Group: Julie White, Ph.D., Vice President, Student
Engagement & Learning Support and Interim Provost

Research Questions

1. To what extent does OCC meet the criteria established for Standard 5?
2. How does the College develop institutional, service area, program, and course level goals/outcomes and ensure that they align with the College's mission?
3. What is the process whereby the College assesses student achievement of institutional, service area, program, and course level goals/outcomes, and what are the results?
4. To what extent does the College use assessment results to improve educational effectiveness across campus?
5. How does the College periodically assess the quality of the Institutional Effectiveness Plan?

Work Group Standard 6: Planning, Resources, & Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Work Group Standard 6 will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures to determine if OCC meets Standard 6 and to support the conclusions of the Self-Study. The Work Group will make recommendations for continuous improvement and identify linkages, as appropriate, between the Standard and Requirements of Affiliation and relevant strategic priorities and institutional policies and practices.

Membership

Nancy Gabriel, Professor, Human Services & Teacher Education (Co-Chair)
Rebecca Hann, Associate Vice President of Operations, College Affiliated Enterprises (Co-Chair)
Stephanie Aldrich, Assistant Director, Financial Services
Deb Barney, Assistant to the Vice President, Student Engagement & Learning Support
Mary Lee Berg, Assistant Professor, Nursing
Lenoi Carter, Student Representative
Emily Gardner, Assistant Professor, Biology
Darien Gregory, Educational Advisor, Center for Advising and First Year Students

Mike Kaminski, Co-Chair and Instructor, Electronic Media Communications
Amy Klein, Professor, Health & Physical Education
Mike McMullen, Assistant Vice President, Management Services
Mike McNeill, Director, IT Desktop, Information Technology
John Sheedy, Director of Development, OCC Foundation
Executive Council Liaison to Work Group: Anastasia Urtz, J.D., Vice President, College-Affiliated Enterprises

Research Questions

1. To what extent does OCC meet the criteria established for Standard 6?
2. How effective is Onondaga Community College at aligning its goals with the College's mission, is focused on outcomes and is periodically reviewed?
3. To what extent are the College's planning processes (Strategic Plan, Achieving the Dream, Master Plans, Program Development, etc.) aligned with the budget process and are resources being allocated in support of such plans?
4. How does Onondaga Community College ensure that all resources (financial, human, physical and technological) are adequate to meet the needs of the institution?

Work Group Standard 7: Governance, Leadership & Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Work Group Standard 7 will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures to determine if OCC meets Standard 7 and to support the conclusions of the Self-Study. The Work Group will make recommendations for continuous improvement and identify linkages, as appropriate, between the Standard and Requirements of Affiliation and relevant strategic priorities and institutional policies and practices.

Membership

Sarah Gaffney, Vice President, Finance (Co-Chair)
Nina Tamrowski, Professor, Social Sciences (Co-Chair)
Jevar Carter, Student Representative
Crystal Etzel, Ph.D., Professor, English/Reading/Communication

David Green, Assistant Professor, Architecture & Interior Design
Karen Hale, Professor, Mathematics
Chidera Joseph, Student Representative
Sara Marsh, Sales Manager, SRC Arena & Events Center
Carol Obernesser, Assistant Vice President, Financial Services
Andy Russell, Technical Specialist, Enrollment Management
Tim Scott, Chair, Modern Languages
Sean Vormwald, Director of Sustainability, Sustainability, Environmental Health & Safety
Steve Wiley, Assistant to the Vice President/Chief Information Officer, Information Technology
Executive Council Liaison to Work Group: Mark Manning, Chief Financial Officer

Research Questions

1. To what extent does OCC meet the criteria established for Standard 7?
2. What is the evidence that the institution's governing authorities create and regularly review policies that are based on the institutional mission and reflect academic quality, integrity, and sound fiscal management including its relationship with affiliated organizations?
3. Are processes in place to regularly review the effectiveness of the president, governing board and other stakeholders and to ensure the presence of mutual respect for each other's roles in decision-making?
4. How do defined qualifications and credentials of the president help generate effective leadership with regard to hiring and oversight of professional staff; resource development and allocation; and policy execution?
5. What is the evidence that professional staff is sufficient in number, sufficiently qualified and trained, and engaged with faculty and students in order to effectively operationalize policies and programs?
6. How do the president, administration and governing board collect and process input from community and student constituencies?

Verification of Compliance with Federal Regulations

Work Group Verification of Compliance will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures to provide evidence that OCC complies with accreditation-relevant federal regulations. Onondaga will submit the completed Verification of Compliance Report the semester before the evaluation visit.

Membership

Karen Fabrizio, Coordinator, Health Information Technology (Co-Chair)
Elyse McNamara, Coordinator, Institutional Planning, Assessment & Research (Co-Chair)
Deborah Barney, Assistant to the Vice President, Student Engagement & Learning Support

Nancy Carr, Director, Office of Accessibility Resources
Laurel Saiz, Professor, English/Reading/Communication

Research Question

1. Is OCC in compliance with the following accreditation relevant federal regulations?
   a. Student identity verification in distance and correspondence education
   b. Transfer of credit policies and articulation agreements
   c. Title IV program responsibilities
   d. Institutional records of student complaints
   e. Required information for students and the public
   f. Standing with state and other accrediting agencies
   g. Contractual relationships
   h. Assignments of credit hours

Requirements of Affiliation

Onondaga's Requirements of Affiliation will be compiled, reviewed and validated by the Co-Chairs of the institution's compliance program:

Anastasia Urtz, J.D., Vice President, College Affiliated Enterprises (Co-Chair)
Wendy Tarby, Associate Vice President, Institutional Effectiveness and Planning, Project Manager/ALO

V. Organization of the Final Self-Study Report

The Final Self-Study Report will demonstrate how Onondaga Community College meets Middle States Accreditation Standards and Requirements of Affiliation, and recommend actions that will inform subsequent planning and decision-making. The Self-Study Report will consist of the following sections:

Executive Summary

- A brief (1-5 pages) description of the major findings and recommendations of the Self-Study

Introduction

- A brief overview of the institution and description of the Self Study process

For each Standard:

- A heading with description of the Standard under consideration
- A description of the evidence of the Standard considered, with appropriate reference to the Standards for Accreditation and Requirements of Affiliation

- Analysis of the evidence considered
- Analysis of relevant strengths and challenges, with appropriate reference to Standards for Accreditation and Requirements of Affiliation
- Recommendations / suggestions for improvement
- Commendations
- List of evidence considered
- Cross-references to relevant materials in other parts of the report

Conclusion

A summary of the major conclusions and recommendations offered in the report.

VI.   Editorial Style and Format for the Work Group Reports

Each Work Group is responsible for writing a report for its assigned standard. The Steering Committee will incorporate this work into the final draft of the Self-Study Report. To help with consistency across all standards, detailed guidelines will be used for preparing the reports.

Guidelines

Report will be compiled and submitted in a single author's voice as ONE document (title, main text, figures, graphs, tables, references, etc.). In addition, the following specifications will be used:

- Microsoft Word
- Maximum length of the report is **5 pages** of narrative (not including all figures, graphs, tables, appendices, and references).
- Use Times New Roman 12-point font, 1.15 spacing, 1-inch (2.5 cm) margin all around, and 8.5" × 11" page setting.
- Write in the present tense and use an active voice.
- Number all pages on the bottom in the center of the page.
- Number and title all figures, graphs, and tables.
- Citations embedded within the text, with supporting documents listed in an appendix.
  - Use APA format for citations and Reference page.
- Main headings in bold and in upper and lower case, left justified.
- Sub-headings in italics and in upper and lower case, left justified.
- Use standard naming convention for all Work Group reports
  - Example: Standard One Report_May 5 2016
- Read the report carefully prior to submission; ask Work Group and others to check for errors. Double check hyperlinks. Avoid "typo-blindness"!

Report Format (for the Work Groups)

Each work group will receive a report template with the following components:

Description of the Standard
Each report will begin with the title and description of the standard under consideration.

Executive Summary
Provide a brief executive summary, summarizing or reviewing the main points of the report
Include a concise analysis, strengths and challenges, conclusions, and whether or not we have
met the elements of the Standard.

Evidence of the Standard
Describe the evidence used to demonstrate compliance with the Standard. Include data,
documents reviewed and research questions used to evaluate how the College is meeting the
Standard.

Analysis
Prepare the analysis in the context of the intended outcomes of the Self-Study, as well as the
specific elements in the Standard under consideration. Using the evidence, what are OCC's
strengths and challenges? Where have we made progress since the last Periodic Review?

Recommendations / Suggestions
Identify actionable items for improvement.

Commendations
Cite / describe documents, policies, and processes that demonstrate exceptional work on the part
of Onondaga Faculty, students, and employees.

Evidence Considered
List documents, policies and processes considered during the review.

VII.   Timetable for the Self-Study

Date	Action
Fall 2015 – Fall 2018	
Date	**Action**
Fall 2015	
September	Steering Committee Chairs and members chosen
September	Letter from President Crabill formally inviting Steering Committee members to serve
November 9-10	Two OCC representatives attend MSCHE Self-Study Institute
November 20	President meets with and plans first meeting of the Steering Committee
November 20	First meeting of Steering Committee - review of decennial self-study process
November	Letter from MSCHE to President Crabill launching decennial review
December 2-4	2015 MSCHE Annual Conference
December	Self-Study preparation visit scheduled with MSCHE staff liaison
December	Steering Committee identifies types of work groups and finalizes membership
December	Steering Committee drafts self-study design outline
Spring 2016	
January	First draft of self-study design outline reviewed by Executive Council
January	Work groups meet to prepare draft statement of goals and charge questions
February	Steering Committee oversees work groups' research, goals, and questions
February - March	Steering Committee Chairs meet with work groups to refine and focus research, goals, and questions
March	Presentation to the Board of Trustees
March	Work groups submit final material for self-study design
March	Completed draft of self-study design distributed to Steering Committee for review, comment, and approval
March	Presentation of draft self-study design to the Faculty Executive Committee (FEC)
March - April	President/Executive Council review design

Date	Action
Fall 2015 – Fall 2018	
April	Presentation of design to Academic Department Heads
April	Steering Committee prepares for MSCHE campus visit
April	Final draft of self-study design submitted to MSCHE liaison for approval
May 5	Self-study preparation visit with Dr. E. Fogarty, MSCHE staff liaison
Summer 2016	
May	Finalize self-study design based on input from MSCHE visit
May - June	Work groups refine requests for data and documents
June - July	IPAR responds to work groups request for data and documents
June	Presentation to Board of Trustees
Fall 2016	
September	Town Hall presentation to OCC faculty and staff
September - December	Work groups meet to develop first draft of respective reports
September - December	Steering Committee meets monthly to assist and monitor progress of work groups
December	First complete draft of work groups' reports due
Spring 2017	
January	Steering Committee prepares detailed commentary on each work group's report
January - February	Work groups finalize their reports
February	MSCHE selects/OCC approves evaluation team Chair
February - March	First draft of self-study report prepared by Steering Committee for distribution to work groups
March	Steering Committee and evaluation team Chair select dates for Team's visit and Chair's preliminary visit
March	Copy of self-study design sent to evaluation team Chair
April	First draft of self-study report distributed to campus constituents for review
April	Faculty and staff forums hosted for feedback on first draft of self-study report
April - May	Second draft of self-study report completed

Fall 2015 – Fall 2018	
Date	**Action**
June	Presentation to Board of Trustees
Summer 2017	
July - August	Third draft of self-study report completed
July - August	Check documentation, data sources and other reference material for accuracy, completeness, and ease of access for visiting team
July - August	Distribute third draft of self-study report to campus community for review and comment
July - August	MSCHE selects and OCC approves remaining members of evaluation team
Fall 2017	
September	Town Hall presentation of draft report to campus community
September	Fourth draft of self-study report completed
October	President and Executive Council review and comment on draft report
October	Board of Trustees reviews draft self-study report
October	Evaluation team Chair reviews draft self-study report
November	Visiting evaluation team Chair makes preliminary visit to the institution (at least four months prior to team visit)
November – December	Final version of the self-study report completed
Spring 2018	
TBA	Final self-study report sent to evaluation team and MSCHE (at least six weeks prior to team visit)
TBA	Evaluation team conducts on-site review
TBA	Evaluation team report
TBA	OCC responds to evaluation team report
Summer 2018	
TBA	MSCHE Committee on Evaluation Reports meets
TBA	MSCHE action

VIII.   Profile of the Evaluation Team

We respectfully request that the Commission and its staff consider the following characteristics when selecting the visiting evaluation team chair and members:

1. Experience with community college leadership and focus,
2. Strong backgrounds in student services and financial backgrounds, and
3. Clear understanding of assessment and assessment protocols.

IX.   Document Road Map

Attachment