

# Documentation Roadmap



## **Documents, Processes, and Procedures**

**Evidence of Institutional Ability to Meet the Expectations of the  
Requirements of Affiliation and Standards for Accreditation of the Middle  
States Commission on Higher Education**

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
<p>1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<ul style="list-style-type: none"> <li>• <a href="#">State University of New York (SUNY) Resolution #213</a> authorized Onondaga County to sponsor and establish a community college</li> <li>• <a href="#">Middle States 1972 Authorization Letter</a></li> <li>• <a href="#">Middle States 2017 Statement of Accreditation Status</a></li> </ul>
<p>2. The institution is operational, with students actively pursuing its degree programs.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<ul style="list-style-type: none"> <li>• <a href="#">IPEDS 2017-18 Data Submissions</a></li> <li>• <a href="#">Middle States 2016-17 Institutional Profile</a></li> <li>• <a href="#">2014-15 Audited Financial Statements</a></li> <li>• <a href="#">2015-16 Audited Financial Statements</a> and <a href="#">2017 Management Letter</a></li> <li>• <a href="#">Onondaga County Resolution #86</a> Onondaga County's adoption of annual OCC budget for 2017-18</li> <li>• <a href="#">U.S. Dept. of Education Eligibility and Certification Approval Report and Program Participation Agreement</a></li> </ul>
<p>3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p>4. The institution's representatives communicate with the Commission in English, both orally and in writing.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<ul style="list-style-type: none"> <li>• All documentation, communications, and presentations are in English (both oral and written)</li> </ul>

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
<p>5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>Compliance includes:</p> <ul style="list-style-type: none"> <li>• <a href="#">Consumer Information</a> web pages</li> <li>• <a href="#">IPEDS 2014-15 Finance Data</a></li> <li>• <a href="#">IPEDS 2015-16 Finance Data</a></li> <li>• <a href="#">IPEDS 2016-17 Finance Data</a></li> <li>• <a href="#">IPEDS 2016-17 Graduation Rates</a></li> <li>• <a href="#">IPEDS 2016-17 Human Resources Data</a></li> <li>• <a href="#">IPEDS 2017-18 Data Submissions</a></li> <li>• <a href="#">2014-15 Audited Financial Statements</a></li> <li>• <a href="#">2015-16 Audited Financial Statements</a> and <a href="#">2017 Management Letter</a></li> <li>• <a href="#">OCC Financial Aid Office Policy Manual</a></li> <li>• <a href="#">Self-service Financial Aid module</a></li> <li>• <a href="#">Title IV Program Documentation</a></li> <li>• <a href="#">Title IX Procedures</a> web page</li> <li>• <a href="#">Centralized Policy Manual: Employees</a></li> <li>• <a href="#">Centralized Policy Manual: Students</a></li> <li>• <a href="#">2017-2018 Compliance Activities and Due Dates</a></li> <li>• <a href="#">New York State Education Department 2016 Civil Rights Compliance Review</a></li> <li>• <a href="#">OCC 2016-17 Institutional Review Board Annual Report</a></li> <li>• <a href="#">February 2017 OCC Legislative Priorities Presentation</a></li> </ul>
<p>6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, <a href="http://www.msche.org">www.msche.org</a>.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>Compliance includes:</p> <ul style="list-style-type: none"> <li>• <a href="#">About Middle States Accreditation: Statement of Accreditation Status</a> web site disclosure</li> <li>• <a href="#">OCC@Liverpool</a> and <a href="#">College Credit Now</a> web site disclosures of Middle States' decision to provisionally approve reclassification of accredited instructional sites as accredited additional locations</li> <li>• <a href="#">OCC Self-Study Fall 2017</a></li> <li>• <a href="#">OCC Verification of Compliance Report Fall 2017</a></li> <li>• <a href="#">2014-15 Audited Financial Statements</a></li> <li>• <a href="#">2015-16 Audited Financial Statements</a> and <a href="#">2017 Management Letter</a></li> <li>• <a href="#">Financial Plan</a> 3-Year Enrollment and Financial Projections</li> <li>• <a href="#">IPEDS 2014-15 Finance Data</a></li> <li>• <a href="#">IPEDS 2015-16 Finance Data</a></li> <li>• <a href="#">IPEDS 2016-17 Finance Data</a></li> <li>• <a href="#">IPEDS 2016-17 Graduation Rates</a></li> <li>• <a href="#">IPEDS 2017-18 Data Submissions</a></li> <li>• <a href="#">Middle States 2016-17 Institutional Profile</a></li> </ul>

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	<b>Standard I</b>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B2: Strategic Planning</a></li> <li>• <a href="#">Lazer Focus: 2016-2021 with Supporting Documentation and Timeline</a></li> <li>• <a href="#">Board of Trustees Bylaws</a></li> <li>• <a href="#">Board of Trustees Resolution #16-82 approving the strategic plan on June 21, 2016</a></li> <li>• <a href="#">Communication of mission, goals, institutional learning outcomes and publication examples</a> About the College web pages; College Catalog General Education definition; Employee Handbook page I-2; 2017 Commencement Program page 27</li> </ul>
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	<b>Standards III, IV, V, VI</b>	<ul style="list-style-type: none"> <li>• <a href="#">Policy A8: Curriculum Governance</a></li> <li>• <a href="#">Policy A11: Reporting and Use of Assessment Results</a></li> <li>• <a href="#">Policy B2: Strategic Planning</a></li> <li>• <a href="#">Assessment of A Framework for Success: 2011-2016 Strategic Plan</a></li> <li>• <a href="#">Lazer Focus: 2016-2021 with Supporting Documentation and Timeline</a></li> <li>• <a href="#">Lazer Focus 2016-17 Annual Report</a></li> <li>• <a href="#">Institutional Effectiveness Plan</a></li> <li>• <a href="#">2016 Report to the Community</a></li> <li>• <a href="#">2017-18 College Catalog</a></li> <li>• <a href="#">OCC 2017-18 Viewbook</a></li> <li>• <a href="#">Liberal Arts &amp; Sciences: Humanities &amp; Social Sciences A.A. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review</a></li> <li>• <a href="#">Student Engagement and Learning Support 2016-17 Operational/Assessment Plan and Report</a></li> <li>• <a href="#">Career Services 2017 Administrative Program Review</a></li> <li>• <a href="#">Enrollment Development and Communications 2016-17 Operational Assessment Plan and Report</a></li> <li>• <a href="#">Marketing and New Media 2017 Administrative Program Review</a></li> <li>• <a href="#">2014 Student Experience Committee Report on Students' Perceptions of their Entry to the College and Retention and Completion: Building Success from the Front Door Redesign Plan</a></li> <li>• <a href="#">2015 Community College Student Survey of Engagement Report Card</a></li> <li>• <a href="#">Spring 2015 Healthy Mind Survey Analysis and Report</a></li> <li>• <a href="#">2016 Post-Graduate Survey Report</a></li> <li>• <a href="#">2016 Nursing Licensure Exam Pass Rates</a></li> <li>• <a href="#">2016 Physical Therapist Assistant Board Exam Pass Rates</a></li> <li>• <a href="#">IPEDS 2016-17 Graduation Rates</a></li> <li>• <a href="#">Middle States 2016-17 Institutional Profile</a></li> <li>• <a href="#">Annual Budget Book 2017-18</a></li> </ul>

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
<p>9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.</p>	<p><b>Standards III, V</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy A8: Curriculum Governance</a></li> <li>• <a href="#">Policy A11: Reporting and Use of Assessment Results</a></li> <li>• <a href="#">Institutional Effectiveness Plan</a></li> <li>• <a href="#">2017-18 College Catalog</a></li> <li>• <a href="#">2017-18 Curriculum Newsletter</a></li> <li>• <a href="#">Curriculum Committee structure and charges</a></li> <li>• <a href="#">Oct. 2017 Curriculum Handbook</a></li> <li>• <a href="#">Liberal Arts &amp; Sciences: Mathematics &amp; Science A.S. Fall 2015 Revised Program approval</a></li> <li>• <a href="#">MAT 161 Fall 2017 Revised Course approval</a></li> <li>• <a href="#">Learning Outcomes Assessment Committee structure and charges</a></li> <li>• <a href="#">Institutional Effectiveness Plan: Assessment of Student Learning Guidelines</a></li> <li>• <a href="#">Assessment of Student Learning Report: 2014-2017</a></li> <li>• <a href="#">Liberal Arts &amp; Sciences: Mathematics &amp; Science A.S. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review</a></li> <li>• <a href="#">2016 Post-Graduate Survey Report</a></li> <li>• <a href="#">2016 Nursing Licensure Exam Pass Rates</a></li> <li>• <a href="#">2016 Physical Therapist Assistant Board Exam Pass Rates</a></li> <li>• <a href="#">2015 Community College Student Survey of Engagement Report Card</a></li> <li>• <a href="#">IPEDS 2016-17 Graduation Rates</a></li> <li>• <a href="#">Middle States 2016-17 Institutional Profile</a></li> <li>• <a href="#">Course Success by Modality</a></li> <li>• <a href="#">Student Engagement and Learning Support 2016-17 Operational/Assessment Plan and Report</a></li> <li>• <a href="#">P-Tech @ITC Fall 2016/Spring 2017 Success Rates</a></li> <li>• <a href="#">2017 Workforce Machinist Program</a></li> </ul>
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.</p>	<p><b>Standards I, III, IV, V, VI</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B2: Strategic Planning</a></li> <li>• <a href="#">A Framework for Success: 2011-2016 Strategic Plan</a></li> <li>• <a href="#">Assessment of A Framework for Success: 2011-2016 Strategic Plan</a></li> <li>• <a href="#">2014 Student Experience Committee Report on Students' Perceptions of their Entry to the College and Retention and Completion: Building Success from the Front Door Redesign Plan</a></li> <li>• <a href="#">College Leadership Council and College Committee 2015 Mission/Vision and Values Reports: Programs and Academic Support Committee Report, Focus Group, and Survey Responses; Student Experience Committee Report, Focus Group, and Survey Responses; College Leadership Council and College Committee Members</a></li> <li>• <a href="#">Lazer Focus: 2016-2021 with Supporting Documentation and Timeline</a></li> <li>• <a href="#">Lazer Focus 2016-17 Annual Report</a></li> </ul>

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.</p>	<p><b>Standards I, III, IV, V, VI</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Strategic Plan</a> and <a href="#">Achieving the Dream</a> Dashboards</li> <li>• <a href="#">Lazer Focus: 2017-2022 Diversity and Inclusion Master Plan</a></li> <li>• <a href="#">Achieving the Dream 3-Year Implementation Plan and 2017 Report</a></li> <li>• <a href="#">Institutional Effectiveness Plan</a></li> <li>• <a href="#">Communication of mission, goals, institutional learning outcomes and publication examples</a> About the College web pages; College Catalog General Education definition; Employee Handbook page I-2; 2017 Commencement Program page 27</li> <li>• <a href="#">2017-18 College Catalog</a></li> <li>• <a href="#">OCC 2017-18 Viewbook</a></li> <li>• <a href="#">2015 Community College Student Survey of Engagement Report Card</a></li> <li>• <a href="#">2016 Post-Graduate Survey Report</a></li> <li>• <a href="#">Curriculum Committee structure and charges</a></li> <li>• <a href="#">Oct. 2017 Curriculum Handbook</a></li> <li>• <a href="#">Learning Outcomes Assessment Committee structure and charges</a></li> <li>• <a href="#">Electronic Media Communications A.A.S. Assessment Plan, Curriculum Map, Annual Reports, and 2017 Academic Program Review</a></li> <li>• <a href="#">Music A.S. 2013 Academic Program Review and Revised Program Approval documentation</a></li> <li>• <a href="#">Hospitality Management A.A.S. 2015 Academic Program Review</a></li> <li>• <a href="#">Student Engagement and Learning Support 2017-18 Operational/Assessment Plan</a></li> <li>• <a href="#">Residence Life 2017 Administrative Review Report</a></li> <li>• <a href="#">Annual Budget Book 2017-18</a></li> </ul>
<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>	<p><b>Standard VI</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy G1: Appointment of Independent Auditors and Conduct of Independent Audit</a></li> <li>• <a href="#">BOT Resolution #16-11</a></li> <li>• <a href="#">2014-15 Audited Financial Statements</a></li> <li>• <a href="#">2015-16 Audited Financial Statements</a> and <a href="#">2017 Management Letter</a></li> <li>• <a href="#">Annual Budget Book 2017-18</a></li> <li>• <a href="#">Onondaga County Resolution #86</a> Onondaga County's adoption of annual OCC budget for 2017-18</li> <li>• <a href="#">Financial Plan</a> 3-Year Enrollment and Financial Projections</li> <li>• <a href="#">Completing the Vision: 2013-2018 Facilities Master Plan and Library Program Review</a></li> <li>• <a href="#">Capital Projects Update May 2017 BOT Retreat Presentation</a></li> <li>• <a href="#">Information Technology 2013-16 Master Plan Assessment Report</a></li> <li>• <a href="#">Technology Investment Plan May 2017 BOT Retreat Presentation</a></li> <li>• <a href="#">IPEDS 2016-17 Human Resources Data</a></li> </ul>

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.	<b>Standard VII</b>	<ul style="list-style-type: none"> <li>• <a href="#">State University of New York (SUNY) Resolution #213</a> authorized Onondaga County to sponsor and establish a community college</li> <li>• <a href="#">Board of Trustees Bylaws</a></li> <li>• <a href="#">New York Education Law, Community College Regulations, Part 604: Administration of the College, Section 604.2: Responsibilities and duties of the college trustees</a></li> <li>• <a href="#">List of Board of Trustees</a></li> <li>• <a href="#">Organizational Charts</a></li> </ul>
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.	<b>Standard VII</b>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B12: Onondaga Community College Board of Trustees Conflict of Interest Policy</a></li> <li>• Board of Trustees meeting minutes and resolutions; retreat agendas (President's Office)</li> <li>• Board of Trustees annual conflict of interest disclosure statements (President's Office)</li> </ul>
14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	<p>Compliance includes:</p> <ul style="list-style-type: none"> <li>• <a href="#">Middle States 2016-17 Institutional Profile</a></li> <li>• <a href="#">OCC Self-Study Fall 2017</a></li> <li>• <a href="#">OCC Verification of Compliance Report Fall 2017</a></li> <li>• <a href="#">2015-16 Audited Financial Statements</a> and <a href="#">2017 Management Letter</a></li> <li>• <a href="#">Annual Budget Book 2017-18</a></li> <li>• <a href="#">Onondaga County Resolution #86</a> Onondaga County's adoption of annual OCC budget for 2017-18</li> </ul>

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
<p>15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.</p>	<p><b>Standard III</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy I11: Background Checks</a></li> <li>• <a href="#">Policy I13: Credentials</a></li> <li>• <a href="#">Policy I16: Training and Development Policy</a></li> <li>• <a href="#">Faculty Request Form</a></li> <li>• <a href="#">HR Hiring Process and Faculty Job Posting example</a></li> <li>• <a href="#">Timeline of Changes in Full-Time Faculty Hiring Faculty</a></li> <li>• <a href="#">2016-17 IPEDS Human Resources Data</a></li> <li>• <a href="#">Faculty Search Committee Training materials</a></li> <li>• <a href="#">New Faculty Orientation Experience Program materials</a></li> <li>• <a href="#">Faculty Handbook</a></li> <li>• <a href="#">OCCFTA Faculty Collective Bargaining Agreement</a></li> <li>• <a href="#">Faculty Evaluation Form: Reappointment and Tenure Packets</a></li> <li>• <a href="#">Faculty Evaluation Form: Promotions (Change in Rank)</a></li> <li>• <a href="#">Faculty Evaluation Form: Face-to-Face and Online Classroom Observations</a></li> <li>• <a href="#">Faculty Evaluation Form: Non-Classroom Faculty Evaluation</a></li> <li>• <a href="#">Faculty Evaluation Form: Committee Appraisal</a></li> <li>• <a href="#">Faculty Evaluation Form: Student Course Evaluation</a></li> <li>• <a href="#">Faculty Evaluation Form: Adjunct Faculty Evaluation Report</a></li> <li>• <a href="#">Reappointment and Tenure Committee structure and charges</a></li> <li>• <a href="#">Promotions Committee structure and charges</a></li> <li>• Reappointment and Tenure evaluation binders (available for onsite review in President's suite)</li> <li>• <a href="#">Fall 2013-16 Student Course Evaluation Summaries (6 consecutive fall and spring semesters)</a></li> <li>• <a href="#">Teaching Center web site: 2014 Faculty Professional Development Plan</a> and <a href="#">President's Incentive Grant application</a></li> <li>• <a href="#">Teaching Center 2016-17 Annual Report</a></li> <li>• <a href="#">Sabbatical Leave policies/Committee structure and charges/application</a></li> </ul>



## STANDARD I: 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.*

Assemble the following, as appropriate:

- Statements regarding institutional mission and goals**
- Processes and procedures relevant to mission and goals**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Not applicable
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This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard I Criteria	Documents, Processes, and Procedures
<p>1. Clearly defined mission and goals that:</p> <ol style="list-style-type: none"> <li>are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;</li> <li>address external as well as internal contexts and constituencies;</li> <li>are approved and supported by the governing body;</li> <li>guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;</li> <li>include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;</li> <li>are publicized and widely known by the institution's internal stakeholders;</li> <li>are periodically evaluated.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B2: Strategic Planning</a></li> <li>• <a href="#">College Leadership Council and College Committee 2015 Mission/Vision and Values Reports</a>; Programs and Academic Support Committee Report, Focus Group, and Survey Responses; Student Experience Committee Report, Focus Group, and Survey Responses; College Leadership Council and College Committee Members</li> <li>• <a href="#">President's May 2015 Summit on the Future of Community Colleges Invitation</a></li> <li>• <a href="#">Lazer Focus: 2016-2021 with Supporting Documentation and Timeline</a></li> <li>• <a href="#">Board of Trustees Bylaws</a></li> <li>• <a href="#">Board of Trustees Resolution #16-82 approving the strategic plan on June 21, 2016</a></li> <li>• <a href="#">County Facilities Committee Minutes from Nov. 9, 2016</a></li> <li>• <a href="#">Communication of mission, goals, institutional learning outcomes and publication examples</a> About the College web pages; College Catalog General Education definition; Employee Handbook page I-2; 2017 Commencement Program page 27</li> <li>• <a href="#">Strategic Plan</a> and <a href="#">Achieving the Dream</a> Dashboards</li> <li>• <a href="#">Institutional Effectiveness Plan</a> Planning, Assessment, and Resource Allocation Timeline</li> <li>• <a href="#">Lazer Focus 2016-17 Annual Report</a></li> <li>• <a href="#">President's 2016-17 Self-Evaluation</a></li> </ul>
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<ul style="list-style-type: none"> <li>• <a href="#">A Framework for Success: 2011-2016 Strategic Plan</a></li> <li>• <a href="#">Lazer Focus: 2016-2021 with Supporting Documentation and Timeline</a></li> </ul>
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Communication of mission, goals, institutional learning outcomes and publication examples</a> About the College web pages; College Catalog General Education definition; Employee Handbook page I-2; 2017 Commencement Program page 27</li> <li>• <a href="#">Electronic Media Communications A.A.S. Assessment Plan, Annual Reports, and 2017 Academic Program Review</a></li> <li>• <a href="#">Achieving the Dream 3-Year Implementation Plan and 2017 Report</a></li> <li>• <a href="#">Enrollment Development and Communications 2016-17 Operational/Assessment Plan and Report</a></li> <li>• <a href="#">Marketing and New Media 2017 Administrative Program Review</a></li> </ul>

<b>Standard I Criteria</b>	<b>Documents, Processes, and Procedures</b>
4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.	<ul style="list-style-type: none"> <li>• <a href="#"><u>Assessment of A Framework for Success: 2011-2016 Strategic Plan</u></a></li> <li>• <a href="#"><u>President's August 2014 Retention Data Presentation</u></a></li> <li>• <a href="#"><u>Achieving the Dream 2015 Cohort Application</u></a></li> <li>• <a href="#"><u>College Leadership Council and College Committee 2015 Mission/Vision and Values Reports</u></a>: Programs and Academic Support Committee Report, Focus Group, and Survey Responses; Student Experience Committee Report, Focus Group, and Survey Responses; College Leadership Council and College Committee Members</li> </ul>

## STANDARD II: Ethics and 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.*

Assemble the following, as appropriate:

- Recruitment and marketing materials (printed and electronic)**
- Public disclosure information required by the Commission and government entities (printed and electronic)**
- Institutional by-laws, guidelines, and policies.**
- Handbooks (student, faculty, employee, etc.)**
- Processes and procedures relevant to ethics and integrity**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Not applicable
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This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard II Criteria	Documents, Processes, and Procedures
<p>1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy A4: Grade Dispute Procedures</a></li> <li>• <a href="#">Policy D10: Free Speech and Public Assembly</a></li> <li>• <a href="#">Policy F7: Proper Placement of Postings</a></li> <li>• <a href="#">Policy J3: Copyright Infringement Notice and Takedown Pursuant to the Digital Millennium Copyright Act</a></li> <li>• <a href="#">Policy L1: Copyright Ownership in Creative Works</a></li> <li>• <a href="#">Policy L2: Copying Materials Protected by Copyright</a></li> <li>• <a href="#">Policy L3: Trademark and Service Mark Use</a></li> <li>• <a href="#">Policy L4: Export Control Compliance</a></li> <li>• <a href="#">Academic Rules: Academic Integrity</a></li> <li>• <a href="#">Academic Rules: Grade Disputes</a></li> <li>• <a href="#">Faculty Senate Charge to Scholastic Standards Committee: Academic Integrity statement review</a></li> <li>• <a href="#">Faculty Handbook</a> Section 3: Instructional Policies and Procedures; Instructional Support (Academic Freedom, Academic Integrity, Confidentiality of Student Records – FERPA, Copyright Law)</li> <li>• <a href="#">OCCFTA Faculty Collective Bargaining Agreement</a></li> </ul>
<p>2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B13: College Committees</a></li> <li>• <a href="#">Policy D8: Bias Related Crime Prevention</a></li> <li>• <a href="#">Policy I1: Equal Employment Opportunity (EEO) Policy</a></li> <li>• <a href="#">Policy I2: Affirmative Action Policy</a></li> <li>• <a href="#">Policy I3: Americans with Disabilities Act (ADA) and Americans with Disabilities Act Amendments Act (ADAAA)</a></li> <li>• <a href="#">Policy I5: Non-Discrimination/Non-Harassment and Obligation to Report</a></li> <li>• <a href="#">Policy N5: Student Conduct and Disciplinary Procedures "The Code"</a></li> <li>• <a href="#">Lazer Focus: 2016-2021</a></li> <li>• <a href="#">Lazer Focus: 2017-2022 Diversity and Inclusion Master Plan; Student Conversation Circles About Race, Gender, Religion, Economic Status, and Sexual Orientation Aug. 2017 final report; Bystander Training Evaluation Summary; and No Space for Hate poster</a></li> <li>• <a href="#">Student Communications - "Allstudents" email examples</a></li> <li>• <a href="#">OCC Emergency Procedures</a></li> <li>• <a href="#">OCC Alert emergency notification system</a></li> <li>• <a href="#">April 2011 Report of the Shared Governance Task Force at Onondaga Community College</a></li> <li>• <a href="#">Faculty Handbook</a> Section 2: Safety and Security/Student Conduct and Discipline;</li> <li>• Section 4: Student Support Referrals (Student Service descriptions, Title IX information)</li> <li>• <a href="#">College Catalog Important Information: Notice of Non-Discrimination</a></li> <li>• <a href="#">Title IX Procedures</a> web page</li> <li>• <a href="#">New York State Education Department 2016 Civil Rights Compliance Review</a></li> </ul>

Standard II Criteria	Documents, Processes, and Procedures
<p>3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy A4: Grade Dispute Procedures</a></li> <li>• <a href="#">Policy A10: Requests for Accommodation of Disabilities by Applicants, Students and the Public under the ADA and Section 504 and Grievance Procedure</a></li> <li>• <a href="#">Policy B16: Whistleblower Policy</a></li> <li>• <a href="#">Policy B18: Complaint and Grievance Policy</a></li> <li>• <a href="#">Policy D6: Sexual Assault, Domestic Violence and Stalking Prevention</a></li> <li>• <a href="#">Policy I3: Americans with Disabilities Act (ADA) and Americans with Disabilities Act Amendments Act (ADAAA)</a></li> <li>• <a href="#">Policy I5: Non-Discrimination/Non-Harassment and Obligation to Report</a></li> <li>• <a href="#">Student Complaints: OCC Complaint Process and Trends Report</a></li> <li>• <a href="#">Student Complaints: OCC Complaint Reporting Form</a></li> <li>• <a href="#">Student Complaints: Reporting a General Academic Concern</a></li> <li>• <a href="#">Academic Rules: Academic Integrity</a></li> <li>• <a href="#">Academic Rules: Grade Disputes</a></li> <li>• <a href="#">OCCFTA Faculty Collective Bargaining Agreement</a></li> <li>• <a href="#">OCCFTA Professional Administrators Collective Bargaining Agreement</a></li> <li>• <a href="#">Onondaga County Civil Service Employees Association Collective Bargaining Agreement</a></li> </ul>
<p>4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B12: Onondaga Community College Board of Trustees Conflict of Interest Policy</a></li> <li>• <a href="#">Policy B16: Whistleblower Policy</a></li> <li>• <a href="#">Policy B17: Institutional Compliance</a></li> </ul>
<p>5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy I1: Equal Employment Opportunity (EEO) Policy</a></li> <li>• <a href="#">Policy I2: Affirmative Action Policy</a></li> <li>• <a href="#">Policy I3: Americans with Disabilities Act (ADA) and Americans with Disabilities Act Amendments Act (ADAAA)</a></li> <li>• <a href="#">Policy I4: Family and Medical Leave Act (FMLA)</a></li> <li>• <a href="#">Policy I5: Non-Discrimination/Non-Harassment and Obligation to Report</a></li> <li>• <a href="#">Policy I7: Smoking and Tobacco Use Policy</a></li> <li>• <a href="#">Policy I8: Drug and Alcohol Policy</a></li> <li>• <a href="#">Policy I9: Consensual Relationships</a></li> <li>• <a href="#">Policy I10: Employment of Relatives</a></li> <li>• <a href="#">Policy I11: Background Checks</a></li> <li>• <a href="#">Policy I12: HIPPA Privacy Policy</a></li> <li>• <a href="#">Policy I13: Credentials</a></li> <li>• <a href="#">Policy I15: Classification and Compensation Policy</a></li> <li>• <a href="#">Policy I16: Training and Development Policy</a></li> <li>• <a href="#">Policy I17: Employment of Managerial Confidential Employees Policy</a></li> </ul>

Standard II Criteria	Documents, Processes, and Procedures
<p>6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B4: Communications and Public Relations</a></li> <li>• <a href="#">Policy B10: Availability of Policies and Procedures for Inspection</a></li> <li>• <a href="#">Policy B15: Institutional Reporting</a></li> <li>• <a href="#">Student web site</a></li> <li>• <a href="#">College Catalog</a></li> <li>• <a href="#">Consumer Information</a> web pages</li> <li>• <a href="#">OCC 2017-18 Viewbook</a></li> <li>• <a href="#">Employee Communications: "Allusers" policy email examples</a> 2017 College Policy Review and Students Records Request</li> <li>• <a href="#">Employee Handbook</a></li> <li>• <a href="#">Faculty Handbook</a></li> </ul>
<p>7. As appropriate to mission, services or programs in place:</p> <ol style="list-style-type: none"> <li>a. to promote affordability and accessibility, and;</li> <li>b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Policy M4: Financial Aid</a></li> <li>• <a href="#">Policy N6: Marketing of Credit Cards to Students</a></li> <li>• <a href="#">Self-service Financial Aid module</a></li> <li>• <a href="#">OCC Financial Aid Office Policy Manual</a></li> <li>• <a href="#">Consumer Information: Financial Information</a> web pages</li> </ul>
<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <ol style="list-style-type: none"> <li>a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;</li> <li>b. The institution's compliance with the Commission's Requirements of Affiliation;</li> <li>c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;</li> <li>d. The institution's compliance with the Commission's policies.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">College Catalog Important Information: Family Educational Rights and Privacy Act</a></li> <li>• <a href="#">College Catalog Important Information: Notice of Non-Discrimination</a></li> <li>• <a href="#">Consumer Information</a> web pages</li> <li>• <a href="#">Strategic Plan</a> and <a href="#">Achieving the Dream</a> Dashboards</li> <li>• <a href="#">Internal and External Campus-wide Surveys</a> Community College Survey of Student Engagement; Graduate Survey; SUNY Student Opinion Survey</li> <li>• <a href="#">IPEDS 2016-17 Graduation Rates</a></li> <li>• <a href="#">Middle States 2016-17 Institutional Profile</a></li> <li>• <a href="#">About Middle States Accreditation - Statement of Accreditation Status</a> web site disclosure</li> <li>• <a href="#">OCC@Liverpool</a> and <a href="#">College Credit Now</a> web site disclosures of Middle States' decision to provisionally approve reclassification of accredited instructional sites as accredited additional locations</li> <li>• <a href="#">OCC Verification of Compliance Report Fall 2017</a></li> </ul>

Standard II Criteria	Documents, Processes, and Procedures
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Board of Trustees Bylaws</a></li> <li>• <a href="#">Employee Communications: “Allusers” policy email examples</a> 2017 College Policy Review and Students Records Request</li> <li>• <a href="#">Centralized Policy Manual: Employees</a></li> <li>• <a href="#">Centralized Policy Manual: Students</a></li> <li>• <a href="#">Policy B5: FOIL and Open Meetings Law Compliance</a></li> <li>• <a href="#">Policy B6: Accepting Services of Legal Papers and Responding to Legal Papers on College Business</a></li> <li>• <a href="#">Policy B10: Availability of Policies and Procedures for Inspection</a></li> <li>• <a href="#">Policy B11: Formulation, Issuance, Amendment and Repeal of Policies</a></li> <li>• <a href="#">Policy B14: Research Involving Human Subjects/Institutional Review Board</a></li> <li>• <a href="#">Policy B15: Institutional Reporting</a></li> <li>• <a href="#">Policy B17: Institutional Compliance</a></li> <li>• <a href="#">Policy B18: Complaint and Grievance Policy</a></li> <li>• <a href="#">Student Complaints: OCC Complaint Process and Trends Report</a></li> <li>• <a href="#">2017-2018 Compliance Activities and Due Dates</a></li> <li>• <a href="#">New York State Education Department 2016 Civil Rights Compliance Review</a></li> <li>• <a href="#">OCC 2016-17 Institutional Review Board Annual Report</a></li> <li>• <a href="#">February 2017 OCC Legislative Priorities Presentation</a></li> </ul>



### STANDARD III: Design and Delivery of the Student Learning Experience

*An institution provides students with learning experiences that are characterized by rigor and coherence of 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.*

Assemble the following, as appropriate:

- Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.
- Program development and approval procedures.
- Faculty review procedures
- Processes and procedures relevant to the design and delivery of the student learning experience

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Not applicable
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This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard III Criteria	Documents, Processes, and Procedures
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy A8: Curriculum Governance</a></li> <li>• <a href="#">2017-18 College Catalog</a> Programs of Study and Minors (pages 7-77)</li> <li>• <a href="#">Degrees, Certificates and Minors</a> web pages</li> <li>• <a href="#">Transfer programs/opportunities/agreements</a></li> <li>• <a href="#">2015 Course/Program Development/Revision Protocols</a></li> <li>• <a href="#">Curriculum Coordinator job description</a></li> <li>• <a href="#">Curriculum Committee structure and charges, and excerpts of meeting minutes</a></li> <li>• <a href="#">Oct. 2017 Curriculum Handbook</a></li> <li>• <a href="#">Electronic Media Communications A.A.S. Fall 2015 Revised Program approval</a></li> <li>• <a href="#">Liberal Arts &amp; Sciences: Mathematics &amp; Science A.S. Fall 2015 Revised Program approval</a></li> <li>• <a href="#">Liberal Arts &amp; Sciences: Humanities &amp; Social Sciences A.A. Fall 2017 Revised Program approval</a></li> <li>• <a href="#">ENG 103 Fall 2016 Revised Course approval</a></li> <li>• <a href="#">EMC 101 Fall 2017 Revised Course approval</a></li> <li>• <a href="#">MAT 161 Fall 2017 Revised Course approval</a></li> <li>• <a href="#">2016 Nursing Licensure Exam Pass Rates</a></li> <li>• <a href="#">2016 Physical Therapist Assistant Board Exam Pass Rates</a></li> </ul>
<p>2. Student learning experiences that are:</p> <ol style="list-style-type: none"> <li>a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</li> <li>b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do;</li> <li>c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;</li> <li>d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</li> <li>e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Policy I11: Background Checks</a></li> <li>• <a href="#">Policy I13: Credentials</a></li> <li>• <a href="#">Policy I16: Training and Development Policy</a></li> <li>• <a href="#">Faculty Request Form</a></li> <li>• <a href="#">HR Hiring Process and Faculty Job Posting example</a></li> <li>• <a href="#">Timeline of Changes in Full-Time Faculty Hiring Faculty</a></li> <li>• <a href="#">2016-17 IPEDS Human Resources Data</a></li> <li>• <a href="#">Faculty Search Committee Training materials</a></li> <li>• <a href="#">New Faculty Orientation Experience Program materials</a></li> <li>• <a href="#">Faculty Handbook</a></li> <li>• <a href="#">OCCFTA (Faculty) Collective Bargaining Agreement</a></li> <li>• <a href="#">Faculty Evaluation Form: Reappointment and Tenure Packets</a></li> <li>• <a href="#">Faculty Evaluation Form: Promotions (Change in Rank)</a></li> <li>• <a href="#">Faculty Evaluation Form: Face-to-Face and Online Classroom Observations</a></li> <li>• <a href="#">Faculty Evaluation form: Non-Classroom Faculty Evaluation</a></li> <li>• <a href="#">Faculty Evaluation Form: Committee Appraisal</a></li> <li>• <a href="#">Faculty Evaluation Form: Student Course Evaluation</a></li> <li>• <a href="#">Faculty Evaluation Form: Adjunct Faculty Evaluation Report</a></li> <li>• <a href="#">Reappointment and Tenure Committee structure and charges</a></li> </ul>

Standard III Criteria	Documents, Processes, and Procedures
<p>2. Student learning experiences that are:</p> <ol style="list-style-type: none"> <li>designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</li> <li>designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do;</li> <li>designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;</li> <li>designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</li> <li>designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.</li> </ol>	<ul style="list-style-type: none"> <li><a href="#">Promotions Committee structure and charges</a></li> <li>Reappointment and Tenure evaluation binders (available for onsite review in President's suite)</li> <li><a href="#">Fall 2013-16 Student Course Evaluation Summaries (6 consecutive fall and spring semesters)</a></li> <li><a href="#">Teaching Center</a> web site: <a href="#">2014 Faculty Professional Development Plan</a> and <a href="#">President's Incentive Grant application</a></li> <li><a href="#">Teaching Center 2016-17 Annual Report</a></li> <li><a href="#">Sabbatical Leave policies/Committee structure and charges/application</a></li> </ul>
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<ul style="list-style-type: none"> <li><a href="#">Policy A6: Degree/Certificate Requirements</a></li> <li><a href="#">2017-18 College Catalog</a></li> <li><a href="#">2017-18 Curriculum Newsletter</a></li> <li><a href="#">Fall 2017 Master Schedule</a></li> <li><a href="#">WebAdvisor and Student Planning Guide</a></li> <li><a href="#">WebAdvisor Search for Courses and Course Sections</a></li> <li><a href="#">Electronic Media Communications A.A.S. Degree Audit/Academic Program Evaluation</a></li> <li><a href="#">Liberal Arts &amp; Sciences Humanities &amp; Social Sciences A.A. Degree Audit/Academic Program Evaluation</a></li> <li><a href="#">Liberal Arts &amp; Sciences: Mathematics &amp; Science A.S. Degree Audit/Academic Program Evaluation</a></li> </ul>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<ul style="list-style-type: none"> <li><a href="#">2017-18 College Catalog</a> Programs of Study and Minors (pages 7-77)</li> <li><a href="#">Degrees, Certificates and Minors</a> web pages</li> <li><a href="#">Honors Seminar: The American Presidency Fall 2016 Course Outline</a></li> <li><a href="#">LIB 100</a> and <a href="#">210</a> Course Outlines</li> <li><a href="#">Learning Center Faculty Engagement flyer</a></li> <li><a href="#">Student Engagement and Learning Support 2016-17 Operational/Assessment Plan and Report</a></li> <li><a href="#">P-Tech @ITC Fall 2016/Spring 2017 Success Rates</a></li> <li><a href="#">2017 Workforce Machinist Program</a></li> </ul>

Standard III Criteria	Documents, Processes, and Procedures
<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ol style="list-style-type: none"> <li>offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</li> <li>offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;</li> <li>In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">OCC Institutional Learning Outcomes</a></li> <li>• <a href="#">General Education definition</a></li> <li>• <a href="#">SUNY General Education Requirements</a></li> <li>• <a href="#">Curriculum Committee structure and charges</a></li> <li>• <a href="#">Oct. 2017 Curriculum Handbook</a></li> <li>• <a href="#">Learning Outcomes Assessment Committee structure and charges</a></li> <li>• <a href="#">Institutional Effectiveness Plan</a></li> <li>• <a href="#">Liberal Arts &amp; Sciences: Humanities &amp; Social Sciences A.A. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review</a></li> <li>• <a href="#">Liberal Arts &amp; Sciences: Mathematics &amp; Science A.S. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review</a></li> <li>• <a href="#">Scholastic Standards Committee structure and charges</a></li> </ul>
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p>	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p>8. Periodic assessment of the programs providing student learning opportunities.</p>	<ul style="list-style-type: none"> <li>• <a href="#">2014 Student Experience Committee Report on Students' Perceptions of their Entry to the College</a></li> <li>• <a href="#">Electronic Media Communications A.A.S. Assessment Plan, Curriculum Map, Annual Reports, and 2017 Academic Program Review</a></li> <li>• <a href="#">Honors 2015 Assessment Fellowship Report</a></li> <li>• <a href="#">Liberal Arts &amp; Sciences: Humanities &amp; Social Sciences A.A. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review</a></li> <li>• <a href="#">Liberal Arts &amp; Sciences: Mathematics &amp; Science A.S. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review</a></li> <li>• <a href="#">2015 Community College Student Survey of Engagement Report Card</a></li> <li>• <a href="#">2016 Post-Graduate Survey Report</a></li> <li>• <a href="#">Course Success by Modality</a></li> <li>• <a href="#">Student Engagement and Learning Support 2016-17 Operational/Assessment Plan and Report</a></li> <li>• <a href="#">P-Tech @ITC Fall 2016/Spring 2017 Success Rates</a></li> <li>• <a href="#">2017 Workforce Machinist Program</a></li> </ul>

## STANDARD IV: 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.*

Assemble the following, as appropriate:

- Reports from student support offices
- Student handbooks
- Analysis of enrollment management plan (admission, retention, and completion).
- Processes and procedures relevant to support of the student experience.

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Not applicable
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This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard IV Criteria	Documents, Processes, and Procedures
<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ol style="list-style-type: none"> <li>accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</li> <li>a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;</li> <li>orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</li> <li>processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Policy A1: Matriculation/ Curriculum Change</a></li> <li>• <a href="#">Policy A2: Registration</a></li> <li>• <a href="#">Policy A3: Grading</a></li> <li>• <a href="#">Policy A4: Grade Dispute Procedures</a></li> <li>• <a href="#">Policy A5: Academic Standing</a></li> <li>• <a href="#">Policy A6: Degree/Certificate Requirements</a></li> <li>• <a href="#">Policy A7: Graduation and Commencement</a></li> <li>• <a href="#">Policy A10: Requests for Accommodation of Disabilities by Applicants, Students and the Public under the ADA and Section 504 and Grievance Procedure</a></li> <li>• <a href="#">Policy M1: Refund of Tuition and Fees</a></li> <li>• <a href="#">Policy M2: Student Fees</a></li> <li>• <a href="#">Policy M4: Financial Aid</a></li> <li>• <a href="#">OCC 2017-18 Viewbook</a></li> <li>• <a href="#">Prospective Students</a> web page</li> <li>• <a href="#">Lazers Athletics</a> web page</li> <li>• <a href="#">Career Coach</a> web page</li> <li>• <a href="#">Financial Aid</a> web page</li> <li>• <a href="#">College Catalog</a></li> <li>• <a href="#">College Catalog: Academic Rules</a></li> <li>• <a href="#">Consumer Information</a> web pages</li> <li>• <a href="#">Retention and Completion: Building Success from the Front Door</a> redesign plan</li> <li>• <a href="#">Team Room Outreach Plan</a></li> <li>• <a href="#">Community College Research Center Project Description/Deliverables</a></li> <li>• <a href="#">Placement Data</a></li> <li>• <a href="#">Achieving the Dream Implementation Plan; ATD First Year Team Charges; ATD Developmental Education Team Charges</a></li> <li>• <a href="#">Directory of Student Support Services</a></li> <li>• <a href="#">Residence Life Handbook</a></li> <li>• <a href="#">Transfer programs/opportunities/agreements</a></li> <li>• <a href="#">WebAdvisor and Student Planning Guide</a></li> <li>• <a href="#">OCC Alumni Faces Class of 2017</a> web page</li> <li>• <a href="#">Strategic Enrollment Management Plan 2017-2021</a></li> </ul>
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy A6: Degree/Certificate Requirements</a></li> <li>• <a href="#">College Catalog: Academic Rules</a></li> <li>• <a href="#">Consumer Information: Academic Information Transfer of Credit Policies</a> web page</li> <li>• <a href="#">WebAdvisor and Student Planning Guide</a></li> </ul>
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B9: Records Retention Requirements</a></li> <li>• <a href="#">Policy B14: Research Involving Human Subjects/Institutional Review Board</a></li> <li>• <a href="#">Policy C1: Compliance with the Family Educational Rights and Privacy Act (the "Buckley Amendment")</a></li> <li>• <a href="#">Policy C6: Disclosure and Use of Student Social Security Numbers</a></li> <li>• <a href="#">Policy C8: Transcripts</a></li> <li>• <a href="#">Policy C11: Authorization to Release Students' Educational Records</a></li> <li>• <a href="#">Policy J1: Acceptable and Responsible Use of Computing Technology</a></li> <li>• <a href="#">Policy J2: Internet Privacy</a></li> </ul>

Standard IV Criteria	Documents, Processes, and Procedures
<p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy D6: Sexual Assault, Domestic Violence and Stalking Prevention</a></li> <li>• <a href="#">Policy N1: Intercollegiate Athletics Participation</a></li> <li>• <a href="#">Policy N2: Recognition of Student Organizations</a></li> <li>• <a href="#">Policy N3: Student Travel Activities</a></li> <li>• <a href="#">Policy N5: Student Conduct and Disciplinary Procedures "The Code"</a></li> <li>• <a href="#">Consumer Information: General Institutional Information Student Activities</a> web pages</li> <li>• <a href="#">Intercollegiate Athletic Program Participation Rates and Financial Support Data (Equity in Athletics Disclosure Act)</a></li> <li>• <a href="#">Lazers Athletics</a> web page</li> <li>• <a href="#">Campus Life: Arts Across Campus</a> web page</li> <li>• <a href="#">Campus Life: Clubs &amp; Organizations</a> web page</li> <li>• <a href="#">Campus Life: Residence Life</a> web page</li> </ul>
<p>5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> party providers and services referenced in OCC Self Study Fall 2017 pages 44-45 have an executive-level liaison to monitor and support those services</li> </ul>
<p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Achieving the Dream Implementation Plan</a></li> <li>• <a href="#">Retention and Completion: Building Success from the Front Door redesign plan</a></li> <li>• <a href="#">Advisement Assessment and Analysis (IPAR 2012)</a></li> <li>• <a href="#">OCC Phase II Report 2011 (NACADA 2011)</a></li> <li>• <a href="#">Advising Interview Summary (Spring 2014)</a></li> <li>• <a href="#">Towards a Learning-Centered System of Academic Advisement (May 2014)</a></li> <li>• <a href="#">Advising Fellowship Program Presentation (Spring/Fall 2015)</a></li> <li>• <a href="#">Advising Administrative Review Self-Study and Team Report (2017)</a></li> <li>• <a href="#">ALP Data Table and Presentation</a></li> <li>• <a href="#">Arts Across Campus: Annual Report</a></li> <li>• <a href="#">Athletics: Outcomes Report</a></li> <li>• <a href="#">Common Read</a></li> <li>• <a href="#">2015 CCSSE Report Card</a></li> <li>• <a href="#">2016 Post-Graduate Survey Report</a></li> <li>• <a href="#">Spring 2015 Healthy Mind Survey Analysis and Report</a></li> <li>• <a href="#">Career Services 2017 Administrative Program Review</a></li> <li>• <a href="#">Student Experience Committee's 2016-17 Report: Career Services and Transfer Services at OCC</a></li> <li>• <a href="#">Strategic Enrollment Management Plan 2017-2021</a></li> </ul>

## STANDARD V: Educational Effectiveness Assessment

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

Assemble the following, as appropriate:

**Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results**

**Processes and procedures relevant to educational effectiveness assessment**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Not applicable
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This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:



Standard V Criteria	Documents, Processes, and Procedures
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.</p>	<ul style="list-style-type: none"> <li>• <a href="#">OCC Institutional Learning Outcomes</a></li> <li>• <a href="#">2017-18 College Catalog</a> Programs of Study and Minors (pages 7-77)</li> <li>• <a href="#">Degrees, Certificates and Minors</a> web pages</li> <li>• <a href="#">General Education definition</a></li> <li>• <a href="#">SUNY General Education Requirements</a></li> <li>• <a href="#">Assessment of Student Learning Report: 2014-2017</a></li> <li>• <a href="#">Student Engagement and Learning Support 2017-18 Operational/Assessment Plan</a></li> </ul>
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ol style="list-style-type: none"> <li>a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;</li> <li>b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and,</li> <li>c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Policy A11: Reporting and Use of Assessment Results</a></li> <li>• <a href="#">SUNY Assessment Policy and Affirmation of Trustees Resolution #2010-039</a></li> <li>• <a href="#">Curriculum Committee structure and charges</a></li> <li>• <a href="#">Learning Outcomes Assessment Committee structure and charges</a></li> <li>• <a href="#">Institutional Effectiveness Plan: Assessment of Student Learning Guidelines</a> and <a href="#">Institutional Effectiveness Plan: Administrative Review Guidelines</a></li> <li>• <a href="#">2011 General Education Report</a></li> <li>• <a href="#">Assessment of Student Learning Report: 2014-2017</a></li> <li>• <a href="#">Internal and External Campus-wide Surveys</a> Community College Survey of Student Engagement; Graduate Survey; SUNY Student Opinion Survey</li> <li>• <a href="#">IPEDS 2016-17 Graduation Rates</a></li> <li>• <a href="#">Middle States 2016-17 Institutional Profile</a></li> <li>• <a href="#">Strategic Plan</a> and Achieving the Dream web dashboards</li> <li>• <a href="#">Nursing A.A.S. program</a> web pages</li> <li>• <a href="#">Physical Therapist Assistant A.A.S. program</a> web pages</li> <li>• <a href="#">Residence Life 2015 Living Learning Communities Assessment Fellowship Report and League for Innovation in the Community College 2016 Innovation of the Year Award</a></li> <li>• <a href="#">Residence Life 2017 Administrative Review Report</a></li> <li>• <a href="#">Coulter Library 2017 Administrative Review Report</a></li> </ul>
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:</p> <ol style="list-style-type: none"> <li>a. assisting students in improving their learning;</li> <li>b. improving pedagogy and curriculum;</li> <li>c. reviewing and revising academic programs and support services;</li> <li>d. planning, conducting, and supporting a range of professional development activities;</li> <li>e. planning and budgeting for the provision of academic programs and services;</li> <li>f. informing appropriate constituents about the institution and its programs;</li> <li>g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and,</li> <li>h. implementing other processes and procedures designed to improve educational programs and services.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Middle States 2008 Statement of Accreditation Status</a></li> <li>• <a href="#">Assessment of Student Learning Report: 2014-2017</a></li> <li>• <a href="#">Assessment Fellowship Application</a></li> <li>• <a href="#">Assessment Fellowship Roster</a></li> <li>• <a href="#">BIO 121 Gen. Ed. Assessment &amp; Predictive Analytics Pilot</a></li> <li>• <a href="#">Economics Assessment Plan Review &amp; Re-alignment</a></li> <li>• <a href="#">History Gen. Ed. Assessment Pilot</a></li> <li>• <a href="#">Gen. Ed. Critical Thinking Competency Assessment</a></li> <li>• <a href="#">Gen. Ed. Information Management Competency Assessment</a></li> <li>• <a href="#">"Maps and Gaps" Spring 2015 Orientation Presentation</a></li> <li>• <a href="#">"The Ultimate Assessment: Draft Self-Study Review" Spring 2017 Assessment Day Agenda</a></li> </ul>

Standard V Criteria	Documents, Processes, and Procedures
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:</p> <ol style="list-style-type: none"> <li>assisting students in improving their learning;</li> <li>improving pedagogy and curriculum;</li> <li>reviewing and revising academic programs and support services;</li> <li>planning, conducting, and supporting a range of professional development activities;</li> <li>planning and budgeting for the provision of academic programs and services;</li> <li>informing appropriate constituents about the institution and its programs;</li> <li>improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and,</li> <li>implementing other processes and procedures designed to improve educational programs and services.</li> </ol>	<ul style="list-style-type: none"> <li><a href="#">Electronic Media Communications A.A.S. Assessment Plan, Curriculum Map, Annual Reports, and 2017 Academic Program Review</a></li> <li><a href="#">Liberal Arts &amp; Sciences: Humanities &amp; Social Sciences A.A. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review</a></li> <li><a href="#">Liberal Arts &amp; Sciences: Mathematics &amp; Science A.S. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review</a></li> <li><a href="#">Honors Program 2015 and 2017 Assessment Fellowship Reports</a></li> <li><a href="#">ATD 3-Year Implementation Plan and 2017 Report</a></li> <li><a href="#">Assessment of Policies and Procedures in Developmental Education Spring 2013 Report</a></li> <li><a href="#">Emporium/Quantway Spring 2017 Assessment Data</a></li> <li><a href="#">WRD 098 Design/Spring 2014 Selected Topics/Fall 2016 New Course approvals</a></li> <li><a href="#">MAT 083 Fall 2016 New Quantway Course approval</a></li> <li><a href="#">Teaching Center Advisory Committee structure and charges</a> and <a href="#">Teaching Center</a> web site</li> <li><a href="#">Updated Curriculum Proposal Forms</a></li> </ul>
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<ul style="list-style-type: none"> <li><a href="#">President Crabill's &amp; Faculty Chair's Spring 2017 charge to LOAC and LOAC response: ILO Task Force establishment/ILO review/timeline and deliverables</a></li> <li><a href="#">LOAC's May 2017 Faculty Assessment Survey Summary</a></li> </ul>

## STANDARD VI: Planning, Resources, and 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.*

Assemble the following, as appropriate:

- The institution's two most recent externally-audited financial statements, including management letters**
- Financial projections for the next two years.**
- Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.**
- Institutional strategic planning documents.**
- Processes and procures relevant to planning, resources and institutional improvement**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Not applicable
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This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<b>Standard VI Criteria</b>	<b>Documents, Processes, and Procedures</b>
<p>1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B2: Strategic Planning</a></li> <li>• <a href="#">Lazer Focus: 2016-2021 Strategic Plan</a></li> <li>• <a href="#">Lazer Focus 2016-17 Annual Report</a></li> <li>• <a href="#">Institutional Effectiveness Plan</a></li> <li>• <a href="#">Completing the Vision: 2013-2018 Facilities Master Plan and Library Program Review</a></li> <li>• <a href="#">Capital Projects Update May 2017 BOT Retreat Presentation</a></li> <li>• <a href="#">Information Technology 2013-16 Master Plan Assessment Report</a></li> <li>• <a href="#">Technology Investment Plan May 2017 BOT Retreat Presentation</a></li> <li>• <a href="#">Diversity Master Plan 2013-17 Assessment Report</a></li> <li>• <a href="#">Chief Diversity Officer Job Description</a></li> <li>• <a href="#">Lazer Focus 2017-2022 Diversity and Inclusion Master Plan</a> and <a href="#">Inclusive Community Professional Development Series Evaluation summary</a></li> <li>• <a href="#">Diversity Council Bylaws and 2017-18 Members</a></li> <li>• <a href="#">Strategic Enrollment Management Plan 2017-21</a></li> <li>• <a href="#">Administration and Compliance 2016-17 Operational/Assessment Plan and Report</a></li> <li>• <a href="#">Enrollment Development and Communications 2016-17 Operational/Assessment Plan and Report</a></li> <li>• <a href="#">Information Technology 2016-17 Operational/Assessment Plan and Report</a></li> <li>• <a href="#">Student Engagement and Learning Support 2016-17 Operational/Assessment Plan and Report</a></li> <li>• <a href="#">Music A.S. 2013 Academic Program Review</a> and <a href="#">Revised Program Approval documentation</a></li> <li>• <a href="#">Hospitality Management A.A.S. 2015 Academic Program Review</a></li> <li>• <a href="#">Financial Services 2017 Administrative Program Review</a></li> <li>• <a href="#">Marketing and New Media 2017 Administrative Program Review</a></li> </ul>
<p>2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Lazer Focus: 2016-2021 with Supporting Documentation and Timeline</a></li> <li>• <a href="#">Institutional Effectiveness Plan</a></li> <li>• <a href="#">Achieving the Dream 3-Year Implementation Plan and 2017 Report</a></li> <li>• <a href="#">Annual Budget Book 2017-18</a></li> </ul>
<p>3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy G2: Development, Adoption and Acceptance of the Operating Budget</a></li> <li>• <a href="#">Policy G3: Amendment of the Operating Budget</a></li> <li>• <a href="#">Policy G4: Operating Budget Transfers</a></li> <li>• <a href="#">Policy G5: Development, Adoption, Acceptance and Amendment of the Capital Budget</a></li> <li>• <a href="#">Annual Budget Book 2017-18</a></li> <li>• <a href="#">February 2017 OCC Legislative Priorities Presentation</a></li> <li>• <a href="#">Onondaga County Resolution #86</a> Onondaga County's adoption of annual OCC budget for 2017-18</li> <li>• <a href="#">Financial Plan</a> 3-Year Enrollment and Financial Projections</li> </ul>

<u>Standard VI Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy F1: Community Use of Campus Facilities</a></li> <li>• <a href="#">Policy F2: Leasing Off-Campus Facilities</a></li> <li>• <a href="#">Policy I1: Equal Employment Opportunity</a></li> <li>• <a href="#">Policy I2: Affirmative Action</a></li> <li>• <a href="#">Policy I3: Americans with Disabilities Act (ADA) and Americans with Disabilities Act Amendments Act (ADAAA)</a></li> <li>• <a href="#">Policy I11: Background Checks</a></li> <li>• <a href="#">Policy I13: Credentials</a></li> <li>• <a href="#">Policy I15: Classification and Compensation Policy</a></li> <li>• <a href="#">Policy I16: Training and Development Policy</a></li> <li>• <a href="#">Policy I17: Employment of Managerial Confidential Employees Policy</a></li> <li>• <a href="#">Policy J1: Acceptable and Responsible Use of Computing Technology</a></li> <li>• <a href="#">Policy J8: Devices Connected to the College Network</a></li> <li>• <a href="#">2014-15 Audited Financial Statements</a></li> <li>• <a href="#">2015-16 Audited Financial Statements</a> and <a href="#">2017 Management Letter</a></li> <li>• <a href="#">Annual Budget Book 2017-18</a></li> <li>• <a href="#">Onondaga County Resolution #86</a> Onondaga County's adoption of annual OCC budget for 2017-18</li> <li>• <a href="#">Organizational Charts</a> and <a href="#">IPEDS 2016-17 Human Resources Data</a></li> <li>• <a href="#">Completing the Vision: 2013-2018 Facilities Master Plan and Library Program Review</a></li> </ul>
<p>5. Clear assignment of responsibility and accountability.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B1: Signature Authority for Contracts</a></li> <li>• <a href="#">Policy B16: Whistleblower Policy</a></li> <li>• <a href="#">Policy F5: Declaration of College Property as Surplus</a></li> <li>• <a href="#">Policy G6: Goods and Services Procurement</a></li> <li>• <a href="#">Policy G7: Travel Authorization and Reimbursement</a></li> <li>• <a href="#">Policy G8: Petty Cash</a></li> <li>• <a href="#">Policy G9: Disposition of Abandoned Property</a></li> <li>• <a href="#">Policy G10: Signature Authority for Bank Accounts</a></li> <li>• <a href="#">Policy G13: Investment</a></li> <li>• <a href="#">Business Processes: Purchasing</a> and <a href="#">Purchase Requisition Instructions</a></li> <li>• <a href="#">Hiring Process and Administrative Job Posting example</a></li> </ul>
<p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy F1: Community Use of Campus Facilities</a></li> <li>• <a href="#">Policy F2: Leasing Off-Campus Facilities</a></li> <li>• <a href="#">Policy J9: Desktop Computer Deployment, Funding, and Replacement</a></li> <li>• <a href="#">Completing the Vision: 2013-2018 Facilities Master Plan and Library Program Review</a></li> <li>• <a href="#">Onondaga County Facilities Committee Nov. 2016 Meeting Minutes</a> and <a href="#">Dr. Bill Daggett "Addressing Today's Challenges" Jan. 2017 Event Invitation</a></li> <li>• <a href="#">Sustainability 2009 Action Plan</a></li> <li>• <a href="#">SRC Arena LEED Gold Certification 2013 Scorecard</a> and <a href="#">STARS 2016 Sustainability Assessment Report</a></li> <li>• <a href="#">Information Technology 2013-16 Master Plan Assessment Report</a></li> <li>• <a href="#">Technology Investment Plan May 2017 BOT Retreat Presentation</a></li> </ul>

<b>Standard VI Criteria</b>	<b>Documents, Processes, and Procedures</b>
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	<ul style="list-style-type: none"> <li>• <a href="#">Policy G1: Appointment of Independent Auditors and Conduct of Independent Audit</a></li> <li>• <a href="#">Policy G12: Certification of Financial Statements</a></li> <li>• <a href="#">BOT Resolution #16-11</a></li> <li>• <a href="#">Bonadio Annual Financial Audit Report: 2015-2016</a> and</li> <li>• <a href="#">2017 Management Letter</a></li> <li>• <a href="#">Ellucian Audit Report (Use of Colleague Finance Module)</a></li> </ul>
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	<ul style="list-style-type: none"> <li>• <a href="#">Annual Budget Book 2017-18</a></li> <li>• <a href="#">OCC Foundation program funding example: Spring 2017 Student Philanthropy Month activities</a></li> <li>• <a href="#">Onondaga County Resolution #86</a> Onondaga County's adoption of annual OCC budget for 2017-18</li> <li>• <a href="#">Financial Plan</a> 3-Year Enrollment and Financial Projections</li> <li>• <a href="#">Completing the Vision: 2013-2018 Facilities Master Plan and Library Program Review</a></li> <li>• <a href="#">Capital Projects Update May 2017 BOT Retreat Presentation</a></li> <li>• <a href="#">Sustainability 2009 Action Plan</a></li> <li>• <a href="#">SRC Arena LEED Gold Certification 2013 Scorecard</a> and <a href="#">STARS 2016 Sustainability Assessment Report</a></li> <li>• <a href="#">Information Technology 2013-16 Master Plan Assessment Report</a></li> <li>• <a href="#">President's 2016-17 ASOT Colleague Revitalization Project Charges</a></li> <li>• <a href="#">WebAdvisor and Student Planning Guide</a> and <a href="#">WebAdvisor Search for Courses and Course Sections</a></li> <li>• <a href="#">Cyber Security Dec. 2017 "Allusers" email</a></li> <li>• <a href="#">Technology Investment Plan May 2017 BOT Retreat Presentation</a></li> <li>• <a href="#">Financial Services 2017 Administrative Program Review</a></li> <li>• <a href="#">Strategic Enrollment Management Plan 2017-21</a></li> </ul>
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	<ul style="list-style-type: none"> <li>• <a href="#">Middle States 2013 Periodic Review Report</a></li> <li>• <a href="#">Institutional Effectiveness Plan: Planning, Assessment, and Resource Allocation Timeline</a></li> <li>• <a href="#">2014 Student Experience Committee Report on Students' Perceptions of their Entry to the College</a> and <a href="#">Retention and Completion: Building Success from the Front Door Redesign Plan</a></li> <li>• <a href="#">2015 Community College Survey of Student Engagement Report Card</a></li> <li>• <a href="#">2016 Post-Graduate Survey Report</a></li> <li>• <a href="#">2016 SUNY Student Opinion Survey Summary Report</a></li> </ul>

## STANDARD VII: Governance, Leadership, and 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 purposed, and it operates as an academic institution with appropriate autonomy.*

Assemble the following, as appropriate:

- By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.**
- Conflict of interest policies and other ethics policies of the Board.**
- A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).**
- Organizational chart for the institution (names and titles of the individuals in each position)**
- Succession planning for board members and senior leadership**
- Processes and procedures relevant to governance, leadership, and administration**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Not applicable
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This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard VII Criteria	Documents, Processes, and Procedures
<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B11: Formulation, Issuance, Amendment and Repeal of Policies</a></li> <li>• <a href="#">Policy B13: College Committees</a></li> <li>• <a href="#">State University of New York (SUNY) Resolution #213</a> authorized Onondaga County to sponsor and establish a community college</li> <li>• <a href="#">April 2011 Report of the Shared Governance Task Force at Onondaga Community College</a></li> <li>• <a href="#">College Leadership Council and College Committee 2015 Mission/Vision and Values Reports</a> Programs and Academic Support Committee Report, Focus Group, and Survey Responses; Student Experience Committee Report, Focus Group, and Survey Responses; College Leadership Council and College Committee Members</li> <li>• <a href="#">Governance Organizational Chart</a> and <a href="#">Web Site</a></li> <li>• <a href="#">College Leadership Council Bylaws</a></li> <li>• <a href="#">College Leadership Council and College Committees Charges and Membership</a></li> <li>• <a href="#">2017 CLC and College Committees Orientation Program</a></li> <li>• <a href="#">Faculty Senate Bylaws, Committee Descriptions and Charges</a></li> <li>• <a href="#">Student Association Bylaws</a></li> </ul>
<p>2. A legally constituted governing body that:</p> <ol style="list-style-type: none"> <li>a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;</li> <li>b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;</li> <li>c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;</li> <li>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;</li> <li>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</li> <li>f. appoints and regularly evaluates the performance of the Chief Executive Officer;</li> <li>g. is informed in all its operations by principles of good practice in board governance;</li> <li>h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,</li> <li>i. supports the Chief Executive Officer in maintaining the autonomy of the institution.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Policy B1: Signature Authority for Contracts</a></li> <li>• <a href="#">Policy B2: Strategic Planning</a></li> <li>• <a href="#">Policy B3: Approval of New Divisions, Departments, and Administrative and Academic Positions; Definition of Duties</a></li> <li>• <a href="#">Policy B12: Onondaga Community College Board of Trustees Conflict of Interest Policy</a></li> <li>• <a href="#">Policy G1: Appointment of Independent Auditors and Conduct of Independent Audit</a></li> <li>• <a href="#">Policy G2: Development, Adoption and Acceptance of the Operating Budget</a></li> <li>• <a href="#">Policy G3: Amendment of the Operating Budget</a></li> <li>• <a href="#">Policy G12: Certification of Financial Statements</a></li> <li>• <a href="#">Policy I17: Employment of Managerial Confidential Employees Policy</a></li> <li>• <a href="#">New York Education Law, Community College Regulations, Part 604: Administration of the College, Section 604.2: Responsibilities and duties of the college trustees</a></li> <li>• <a href="#">Board of Trustees Bylaws</a></li> <li>• <a href="#">List of Board of Trustees</a></li> </ul>



Standard VII Criteria	Documents, Processes, and Procedures
<p>2. A legally constituted governing body that:</p> <ol style="list-style-type: none"> <li>serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;</li> <li>has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;</li> <li>ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;</li> <li>oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;</li> <li>plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</li> <li>appoints and regularly evaluates the performance of the Chief Executive Officer;</li> <li>is informed in all its operations by principles of good practice in board governance;</li> <li>establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,</li> <li>supports the Chief Executive Officer in maintaining the autonomy of the institution.</li> </ol>	<ul style="list-style-type: none"> <li><a href="#">Board of Trustees Resolution #16-11</a></li> <li><a href="#">2015-16 Audited Financial Statements</a> and <a href="#">2017 Management Letter</a></li> <li><a href="#">Lazer Focus: 2016-2021 with Supporting Documentation and Timeline</a></li> <li><a href="#">Board of Trustees Resolution #16-82</a> approving the strategic plan on June 21, 2016</li> <li><a href="#">Annual Budget Book 2017-18</a></li> <li><a href="#">Onondaga County Resolution #86</a> Onondaga County's adoption of annual OCC budget for 2017-18</li> <li>Board of Trustees meeting minutes and resolutions; retreat agendas (President's Office)</li> <li>Board of Trustees annual conflict of interest disclosure statements (President's Office)</li> </ul>
<p>3. A Chief Executive Officer who:</p> <ol style="list-style-type: none"> <li>is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</li> <li>has appropriate credentials and professional experience consistent with the mission of the organization;</li> <li>has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</li> <li>has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.</li> </ol>	<ul style="list-style-type: none"> <li><a href="#">Policy B2: Strategic Planning</a></li> <li><a href="#">Policy G2: Development, Adoption and Acceptance of the Operating Budget</a></li> <li><a href="#">Policy I17: Employment of Managerial Confidential Employees Policy</a></li> <li><a href="#">New York Education Law, Community College Regulations, Part 604: Administration of the College, Section 604.3: Responsibilities and duties of the president</a></li> <li><a href="#">SUNY Guidelines for Presidential Searches for Community Colleges</a></li> <li><a href="#">President Crabill's Vitae and 2013 Appointment Letter</a></li> <li><a href="#">President's May 2015 Summit on the Future of Community Colleges Invitation</a></li> <li><a href="#">Lazer Focus: 2016-2021 with Supporting Documentation and Timeline</a></li> <li><a href="#">President Crabill's 2016-17 Self-Evaluation</a></li> </ul>

Standard VII Criteria	Documents, Processes, and Procedures
<p>4. An administration possessing or demonstrating:</p> <ol style="list-style-type: none"> <li>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</li> <li>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</li> <li>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</li> <li>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</li> <li>e. regular engagement with faculty and student in advancing the institution's goals and objectives;</li> <li>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Policy I1: Equal Employment Opportunity</a></li> <li>• <a href="#">Policy I2: Affirmative Action</a></li> <li>• <a href="#">Policy I3: Americans with Disabilities Act (ADA) and Americans with Disabilities Act Amendments Act (ADAAA)</a></li> <li>• <a href="#">Policy I11: Background Checks</a></li> <li>• <a href="#">Policy I13: Credentials</a></li> <li>• <a href="#">Policy I15: Classification and Compensation Policy</a></li> <li>• <a href="#">Policy I16: Training and Development Policy</a></li> <li>• <a href="#">Policy I17: Employment of Managerial Confidential Employees Policy</a></li> <li>• <a href="#">Organizational Charts</a></li> <li>• <a href="#">2017-18 College Catalog</a> College Administration Degrees (page 156)</li> <li>• <a href="#">Hiring Process and Administrative Job Posting example</a></li> <li>• <a href="#">Search Committee Training Materials and Screening Tools</a></li> <li>• <a href="#">OCCFTA Professional Administrators Collective Bargaining Agreement Article IX: Evaluation Procedure, Performance Evaluation Processes, and Forms</a></li> <li>• <a href="#">Onondaga County Department of Personnel Rules for Classified Service</a></li> <li>• <a href="#">Supervisor Training Series</a> and <a href="#">Department Chair Professional Development Manuals</a></li> <li>• <a href="#">Institutional Effectiveness Plan: Administrative Review Guidelines</a></li> </ul>
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Centralized Policy Manual: Updated, Repealed and New Policies</a></li> <li>• <a href="#">College Leadership Council Survey Results and Evaluation Tool</a></li> <li>• <a href="#">President Crabill's 2016-17 Self-Evaluation</a></li> </ul>