



Middle States Commission on Higher Education

## Onondaga Community College Self-Study

FALL 2017





**Middle States Commission on Higher Education**  
**Onondaga Community College Self-Study**  
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**4Middle States Commission on Higher Education**

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**Certification Statement:**  
**Compliance with MSCHE Requirements of Affiliation and Related Entities Policy**  
*(For use by SUNY Community Colleges)*  
*Reviewed and Affirmed July 16, 2015*

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and the “Related Entities” policy.

*This signed statement should be attached to the executive summary of the institution's self-study report.*

Onondaga Community College  
(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission’s compliance requirements for this institution and will uphold State University’s policies pertaining to MSCHE Standards and Requirements of Affiliation.

(Campus President)

12/18/17  
(Date)

(Chair, Campus Board of Trustees)

12-18-17  
(Date)

H. Carl McCall  
(Chair, SUNY Board of Trustees)

12-15-17  
(Date)

## **Executive Summary**

### *Onondaga Community College Overview*

Established in 1961, Onondaga Community College (OCC) is an accredited, two-year, comprehensive, community college located in Onondaga County, New York. With an initial enrollment of approximately 500 students in September 1962, OCC began instruction in three and one-half floors of the rehabilitated L.C. Smith factory (renamed Midtown Plaza) located in downtown Syracuse. The original graduating class of 1964 numbered 160. In 2016-17, 1,249 degrees and certificates were awarded to graduating students.

OCC attracts a diverse student body that includes recent high school graduates, working adults and displaced workers, veterans, traditionally underrepresented minorities, English language learners, international students, student-parents, students with disabilities, low-income students, and first-generation college students, as well as students with a postsecondary credential preparing for new careers.

### *Programs*

OCC offers 45 degree and certificate programs that prepare individuals for transfer to four-year colleges and for entry into high-demand careers. The College maintains articulation and 2+2 agreements with many local and regional colleges and universities. OCC also offers certificate programs that can be completed in two to three semesters. Day, evening, online, and extension courses are offered in fall and spring semesters, and eight academic programs are available fully online. Three summer sessions and an accelerated winter session are also offered.

### *Student Support Services*

OCC offers a wide variety of student-support services designed for prospective students through graduation and beyond. Many of these services are discussed in detail in the Self-Study, but they include a licensed and accredited childcare center, the Children's Learning Center (CLC), an Office of Accessibility Resources (OAR) for students with documented disabilities, an Office of Veterans' Affairs that serves student veterans and their dependents, an International Student Services Office dedicated to meeting the needs of international students at OCC, the Educational Opportunity Program for students who have been disadvantaged educationally and/or economically, the Collegiate Science and Technology Support Program (CSTEP) for students of underrepresented backgrounds pursuing Science, Technology, Engineering and Math (STEM) degrees, and Career Services, which provides help with job searches, resume writing, interview preparation, and finding internships.

### *Student Life*

Four state-of-the-art student residence halls house nearly 900 students, with 100% of the residential population participating in Living Learning Communities. The “Lazer Line” shuttle service provides students with transportation across campus. More than 25 active student clubs and organizations exist on campus, including the Student Association and an award-winning chapter of international honor society Phi Theta Kappa, which received five-star status in recognition of its outstanding achievements and leadership.

### *Facilities*

OCC’s 280-acre campus includes six academic buildings, a student center, a library, four residence halls, a 60,000 square foot multi-purpose arena with flexible seating for up to 6,500 people and a six lane track, an early childhood education center, a YMCA, a credit union, and a “smart home” that functions as both a retreat center and living lab for students enrolled in Electrical Technology and Architectural Technology.

Athletic facilities are state-of-the art. Lazer Stadium is a lighted field equipped with a turf surface, a press box, ticket and concession booths, and seating for up to 2,000. The OCC Baseball and Softball Complex has similar accommodations and seating for 571 spectators.

The Whitney Applied Technology Center, a 200,000 square-foot building, houses OCC’s specialized career and technical programs. The Electrical Technology and Mechanical Technology labs were renovated and expanded in response to growing demand, and a new Nuclear Technology lab was created. In Summer 2015, OCC completed renovations in the Whitney building that established a new business center, Whitney Commons, which simulates real-world working environments.

### *Scholarships*

The OCC Foundation (Foundation) administers more than 150 individual funds to support the College. The majority of these funds are invested in the Foundation’s \$10 million endowment. In 2016-17, the Foundation provided the College with approximately \$800,000 in scholarships, emergency funding, and program and academic support.

Effective for Fall 2017, the State of New York established the Excelsior Scholarship Program, providing free tuition to New York State residents at designated income levels. OCC continues to keep students informed as the program develops.

## *Important Milestones*

Under the 2011-2016 strategic plan, OCC grew its endowment for scholarships; dramatically expanded partnerships with local companies; expanded student housing capacity; invested in new, market-driven programs; and strengthened workforce development focused on employer needs. To prepare for its successor plan, an environmental scan was completed in Fall 2015. The scan gave the campus community a sense of where the institution was and where it needed to be to respond to changing community needs. As a result, the 2016-2021 strategic plan focuses on better serving under-represented students; linking workforce programs directly to local and regional employer needs; building institutional capacity; and ensuring adequate resources to support student success.

Approved by the Board of Trustees in June 2016, *Lazer Focus: 2016-2021 Strategic Plan* reflects the College's ongoing commitment to ensuring equitable access and success for students through clear academic and career pathways, student-focused services, collaboration with educational and business partners in the community, and engaged employees. OCC's key strategies to meet those goals, informed by the work of the Achieving the Dream network, focus on supporting a healthy transition to college, persistence through essential coursework, and retention to the completion of a degree or certificate.

OCC was accepted as a member of the 2015 cohort of Achieving the Dream (ATD) National Reform Network and developed a three-year implementation plan to increase retention, persistence, and degree completion. As part of this work, the College administered the Institutional Capacity Assessment Tool (ICAT) designed to assess its strength in seven key areas that can determine its ability to improve student success. The capacities the tool measures are: Leadership & Vision; Data & Technology; Equity; Engagement & Communication; Teaching & Learning; Strategy & Planning; and, Policies & Practices. All faculty, administrators, and staff were invited to take this self-assessment survey.

Following the administration of the ICAT, a large meeting of faculty, staff, and administrators, facilitated by OCC's ATD coaches, was convened in December of 2016 to review the results. Data was presented and analyzed, and participants discussed ways to build strength across the seven capacity areas and also confirmed results of other assessments, such as the need to increase the College's capacity for generating and sharing meaningful data. As a result, resources were brought to bear on areas in need of improvement, resulting in projects like the Colleague Revitalization of the Student Information System and the launch of the Student Planning module.

The connections with ATD have helped give faculty, administrators, and staff at OCC a meaningful framework for talking about issues related to persistence and graduation. ATD has helped establish a sense of urgency to this work and a set of realistic goals.

## Findings, Commendations, and Suggestions

<b>Standard I: Mission and Goals</b>	
Findings	<ol style="list-style-type: none"> <li>OCC has a clearly defined mission, focus, and vision for the future of Central New York. They are the foundation of all strategic and subsequent planning to advance academic excellence and student success.</li> <li><i>Lazer Focus: 2016-2021</i>, the College's strategic plan, was developed through a thorough and collaborative review of its mission and values and an extensive environmental scan identifying critical areas of focus.</li> <li>Semi-annual and annual assessment reports of OCC's mission and strategic goals ensure they are relevant and achievable.</li> </ol>
Commendations	None
Suggestions	None
<b>Standard II: Ethics and Integrity</b>	
Findings	<ol style="list-style-type: none"> <li>OCC is committed to its mission and values and equitably and transparently puts them into practice on all levels of the institution.</li> <li>OCC's Board of Trustees, executive leadership, faculty, administrators, staff, and students are guided by a comprehensive array of policies and procedures and support diversity and inclusion.</li> <li>The Consumer Information website gives all users, particularly students, easy access to information that can be used in making sound decisions about their education.</li> </ol>
Commendations	Conversation Circles are broad-based employee and student dialogues about highly sensitive topics. This exceptional initiative serves as a strategy to build awareness, empathy, and the inclination to act to advance social justice on campus.
Suggestions	Having arrived at a shared understanding of academic integrity, the faculty should now examine how they can consistently communicate its importance and the nature and consequences of academic dishonesty to students.
<b>Standard III: Design and Delivery of the Student Learning Experience</b>	
Findings	<ol style="list-style-type: none"> <li>OCC has a broad portfolio of educational offerings that meet the diverse needs of the Central New York Community and are clearly and accurately described in official college publications.</li> <li>OCC's Institutional Learning Outcomes (ILOs) represent the broadest knowledge and skills students should be able to demonstrate as a result of their educational experience at OCC. Individual programs use ILOs as a guide to develop more specific program and course learning outcomes.</li> <li>OCC's ILOs align with MSCHE and State University of New York General Education standards and facilitate transfer to four-year institutions.</li> <li>All credit and non-credit courses have course outlines specifying student learning outcomes.</li> <li>OCC students are instructed by qualified faculty, who provide leadership and oversight for curriculum development.</li> <li>Faculty participate in a peer review evaluation process for reappointment, promotion, and tenure. The process includes self-assessment, student evaluations, classroom observations, and committee appraisals.</li> </ol>
Commendations	None

<b>Standard III: Design and Delivery of the Student Learning Experience</b>	
Suggestions	<ol style="list-style-type: none"> <li>1. While the majority of the College’s course syllabi are compliant, there are inconsistent or missing components of some syllabi that need to be addressed. The College should audit every semester and reconcile and align syllabi as necessary.</li> <li>2. To improve online course success rates, the Director of Instructional Design and Faculty Support should work with faculty to implement best practice instructional design and delivery strategies for developing online courses along with a comprehensive faculty training program.</li> <li>3. The College should allocate resources and identify strategies to recruit, hire, and retain a more diverse faculty.</li> <li>4. When data is available, OCC should assess and, if warranted, scale up the OCC Advantage program.</li> </ol>
<b>Standard IV: Support of the Student Experience</b>	
Findings	<ol style="list-style-type: none"> <li>1. OCC redesigned its “front door” services to better support student retention and completion. The transition team is charged with guiding students from the point of inquiry through census date of their first semester.</li> <li>2. Focused initiatives such as Welcome Onondaga, First Year Experience, and developmental education projects have all contributed to student retention efforts and a culture of student-centeredness.</li> <li>3. OCC opened the Community Care Hub to identify and meet non-academic needs of students, including food and housing resources, access to public benefits, and health and family care referrals.</li> <li>4. OCC has clearly stated policies and procedures that facilitate student success and also protect the privacy and integrity of student information.</li> </ol>
Commendations	None
Suggestions	<ol style="list-style-type: none"> <li>1. Further implement the recommendations and project plans of the Achieving the Dream (ATD) First Year Experience and Developmental Education teams.</li> <li>2. Implement advising improvements and explore new, innovative strategies, such as ATD’s Integrated Planning and Advising for Student Success (iPASS) initiative.</li> <li>3. Career Services should increase documentation of tracking and assessment of students, employers, faculty, and alumni to ensure ongoing improvement and collaborative efforts with other services, such as advising and transfer.</li> </ol>
<b>Standard V: Educational Effectiveness Assessment</b>	
Findings	<ol style="list-style-type: none"> <li>1. OCC has a systematic and sustained approach to the assessment of student learning, which includes annual outcomes assessment and comprehensive program review.</li> <li>2. Faculty have created assessment methods and activities that foster collaboration and sharing.</li> <li>3. Faculty use assessment results to make pedagogical improvements and curriculum revisions.</li> <li>4. OCC plans, budgets for, and conducts a full range of professional development activities in support of assessment.</li> </ol>
Commendations	<ol style="list-style-type: none"> <li>1. A robust campus culture of assessment, including Assessment Fellowships and the Assessment Day celebration.</li> <li>2. League of Innovation Award for the Living Learning Communities.</li> </ol>
Suggestions	<ol style="list-style-type: none"> <li>1. Under the leadership of the Learning Outcomes Assessment Committee, complete the review and make recommendations about OCC’s current ILOs and address inconsistencies among assessment practices.</li> <li>2. Utilize CCSSE and other benchmarking data to identify strengths and opportunities for improvement as administrative areas incorporate student learning outcomes at the unit level.</li> </ol>



**Standard VI: Planning, Resources, and Institutional Improvement**

Findings	<ol style="list-style-type: none"><li>1. OCC’s Planning, Assessment, and Resource Allocation Timeline provides a protocol to identify and fund initiatives that align with its mission and advance student success.</li><li>2. Operational plans from OCC’s divisions and departments foster a sense of shared responsibility in members of the campus community.</li><li>3. OCC is an effective steward of public funds. The College’s budget is the formal statement to the public of how it proposes to convert long-range plans into services and programs.</li><li>4. OCC implemented an administrative program review/assessment process that requires all functional areas to perform a comprehensive review of programs and services every six years. Subsequent actions are incorporated into the division’s annual operating plans for follow-up.</li></ol>
Commendations	None
Suggestions	None

**Standard VII: Governance, Leadership, and Administration**

Findings	<ol style="list-style-type: none"><li>1. OCC has expanded and strengthened its decision-making capacity through a clear and transparent governance structure.</li><li>2. Faculty dissolved the Faculty Association in spring of 2017 and implemented a new Faculty Senate model, demonstrating commitment and openness to adaptation.</li><li>3. The College’s Board of Trustees fulfills its roles and responsibilities as outlined in the Trustees’ bylaws, in accordance with Article 126, Section 6306 of the New York State Education Law.</li><li>4. In 2013, OCC hired a new president, Dr. Casey Crabill, who has provided expert and effective leadership for systemic, continuous improvement and student success.</li><li>5. OCC’s administrative team includes members with the appropriate credentials and professional experience to assist the president in carrying out the College’s mission.</li><li>6. In 2016, Academic Affairs was restructured with a new provost, academic divisions, and deans.</li></ol>
Commendations	None
Suggestions	<ol style="list-style-type: none"><li>1. While Board assessment has been ongoing, it has not been documented consistently. The Board should determine an appropriate practice to document and communicate outcomes of their assessment activities.</li><li>2. OCC should improve shared governance through assessment of each governance entity’s effectiveness in contributing to the College’s educational mission.</li></ol>

## Summary of the Self-Study Design

### *Model for Self-Study*

The comprehensive Middle States Self-Study (Self-Study) has enabled OCC to review and evaluate its performance and provide ways to improve as the College moves forward with a new strategic plan, an ATD implementation plan, and the College's newly adopted mission, goals, and vision. The outcomes for the Self-Study include:

1. Demonstrate how OCC meets Middle States Accreditation Standards and Requirements of Affiliation;
2. Capitalize on overlapping efforts of strategic planning, implementation of ATD priorities, and the Self-Study to inform subsequent operational planning and decision-making;
3. Assess the quality and effectiveness of academic programs and administrative services in relation to the expectations of transfer institutions and the changing needs of students in the Central New York Community.

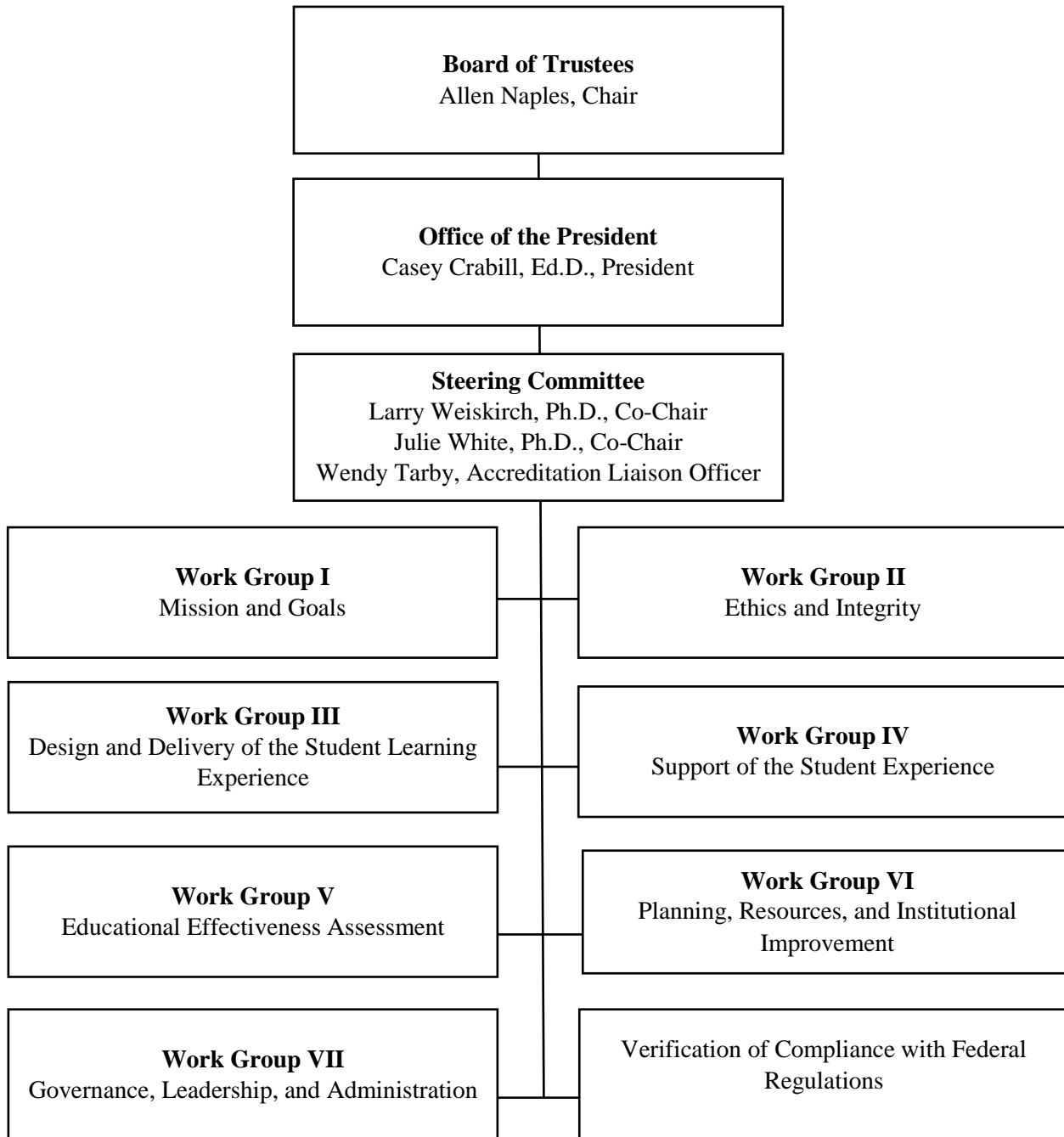
### *Organizational Structure of the Self-Study Steering Committee and Work Groups*

Organized in 2015, the MSCHE evaluation team is organized into a steering committee of 20 faculty and administrators. Steering committee co-chairs are Dr. Julie White, Senior Vice-President, Student Engagement and Learning Support, and Dr. Larry Weiskirch, Chair and Professor, Biology. One faculty and one administrator serve as co-chairs of each of the assigned Standards and work groups. Wendy Tarby, Accreditation Liaison Officer (ALO), serves as Project Manager. Julie Hart, Assistant to the President, coordinates logistics.

The steering committee and work group members were nominated by their peers through college governance and invited to participate by Dr. Casey Crabill, President. They were nominated for their diverse knowledge, expertise, and passion for student success. The entire campus community is represented, including faculty, administrators, staff, and students.

There are 118 work group members in total. The following figure represents the organizational structure for the Self-Study:

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



### *Self-Study Steering Committee Roles and Responsibilities*

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

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

### *Self-Study Steering Committee Membership*

Malkiel Choseed, Ph.D., Professor, English

Kathleen D'Aprix, Assistant Vice President, Academic Support Programs

Douglas Dinero, Ph.D., Associate Professor, Social Sciences

Karen Fabrizio, Chair and Associate Professor, Health Information Technology

Nancy Gabriel, Professor, Human Services & Teacher Education

Sarah Gaffney, Vice President, Financial Services

Teresa Godiers, Chair and Associate Professor, Architecture & Interior Design

Julie Hart, Assistant to the President, Presidential Liaison to the Steering Committee

Rebecca Hoda-Kearse, Associate Vice President, Student Engagement

Julie March, Associate Professor, Mathematics

Carol Obernesser, Assistant Vice President, Financial Services

Katharine Rumrill-Teece, Ed.D., Dean, Humanities & Social Sciences

Olin Stratton, Dean, Natural & Applied Sciences

Nina Tamrowski, Professor, Social Sciences

Wendy Tarby, Associate Vice President, Institutional Effectiveness & Planning (Project Manager/ALO)

Scott Titus, Director, Marketing & New Media

Anastasia Urtz, J.D., Vice President, Administration & Compliance

Larry Weiskirch, Ph.D., Chair and Professor, Biology (Co-Chair)

Julie White, Ph.D., Senior Vice President, Student Engagement & Learning Support (Co-Chair)

Shawn Wiemann, Ph.D., Associate Professor, Social Sciences



### *Work Groups' Roles and Responsibilities*

Each work group engaged in a process of open and active inquiry, identified strengths, challenges, and opportunities, and proposed recommendations for ongoing improvement. Through explicit research questions, each completed the following actions:

- Addressed the Standards for Accreditation and Requirements of Affiliation and determined if the standard or requirement has been met;
- Identified, gathered, reviewed, summarized, and used documentation to support conclusions of the Self-Study Report;
- Identified, reviewed, summarized, and used relevant institutional processes and procedures to support conclusions of the Self-Study Report;
- Identified linkages, where appropriate, between the Standards for Accreditation and Requirements of Affiliation and relevant institutional priorities (*Lazer Focus: 2016-2021 Strategic Plan* and *Achieving the Dream* implementation plan);
- Discussed the connection between the work group's charge and tasks assigned to other groups; and,
- Wrote an analysis of this work, including:
  - Discussion of the data reviewed and the inquiry undertaken;
  - Work group's conclusions, including strengths and challenges;
  - Explanation of how the work group's conclusions relate to the assigned Standards for Accreditation and Requirements of Affiliation;
  - Recommendations for ongoing institutional improvement

<p>Co-Chairs for the Self-Study Steering Committee: Julie White, Ph.D., Senior Vice President, Student Engagement &amp; Learning Support and Larry Weiskirch, Ph.D., Chair and Professor, Biology  Project Manager/Accreditation Liaison Officer (ALO): Wendy Tarby, Associate Vice President, Institutional Effectiveness &amp; Planning</p>	
<p style="text-align: center;"><b>Middle States Work Group I Mission and Goals</b></p> <p>Co-Chairs: Scott Titus, Director of Marketing &amp; New Media and Shawn Wiemann, Ph.D., Associate Professor, Social Sciences</p> <p>Jenna Alexander, Educational Advisor, Advising Center  Cindy Arcuri, Associate Professor, Nursing  Katie Boyle, Coordinator, Events  Elaine Buza, Assistant to the Vice President, Human Resources  Russ Corbin, Assistant Director, Advancement Communications  Kerry Evans, Ph.D., Associate Professor, Social Sciences  John Gould, Student (2015-16)  Joshua Martin, Ph.D., Coordinator of Early College High School  Jillann Neely, Professor, Hospitality Management (2015-17)  CJ Page, Student (2015-16)  Art Peterson, Ph.D., Chair and Associate Professor, Applied Engineering Technology  Lindsey Reider, Professor, Health, Physical Education &amp; Recreation  Lisa Smolen, Technical Specialist, Student Engagement &amp; Learning Support  Marie Vasek, Associate Professor, Social Sciences</p> <p><i>Executive Council (EC) Liaison to Work Group: Amy Kremenek, Vice President, Enrollment Development &amp; Communications</i></p>	<p style="text-align: center;"><b>Middle States Work Group II Ethics and Integrity</b></p> <p>Co-Chairs: Douglas Dinero, Ph.D., Associate Professor, Social Sciences and Anastasia Urtz, J.D., Vice President, Administration &amp; Compliance</p> <p>David Bzdak, Ph.D., Associate Professor, Social Sciences (2015-16)  Cathy Dotterer, Ed.D., Interim Associate Vice President, Compliance (2015-17)  Jeff Draper, Officer, Campus Safety &amp; Security  John Geer, Director, Human Resources  Kelly Gilkey, Account Clerk II, Student Accounts  Shakayla Johnson, Student (2015-16)  Patrick Kenny, Ph.D., Professor, Social Sciences (2015-17)  Kathy Slade, Director of Enterprise Applications, Information Technology  Christopher Thuot, Ph.D., Associate Professor, Social Sciences  Marcus Watts, Director, EOP</p> <p><i>EC Liaison to Work Group: Agatha Awuah, Ph.D., Vice President, Institutional Planning, Assessment &amp; Research</i></p>
<p style="text-align: center;"><b>Middle States Work Group III Design &amp; Delivery of the Student Learning Experience</b></p> <p>Co-Chairs: Kathleen D’Aprix, Assistant Vice President, Academic Support Programs and Teresa Godiers, Chair and Associate Professor, Architecture &amp; Interior Design</p> <p>Michele Amodio, Assistant to the Academic Deans, Academic Affairs  Melinda Blanchard, Technical Specialist, Human Resources (2015-16)  Fran Dulcich, Associate Professor, Human Services &amp; Teacher Education  Steve Erwin, Internet Systems Specialist, Information Technology  Erin Fassinger, Curriculum Coordinator, Academic Affairs  Karen Harrison, Professor, English/Reading/Communication  Heather Liggett, Associate Professor, Mathematics</p>	<p style="text-align: center;"><b>Middle States Work Group IV Support of the Student Experience</b></p> <p>Chairs: Rebecca Hoda-Kearse, Associate Vice President, Student Engagement, Katharine Rumrill-Teece, Ed.D., Dean, Humanities &amp; Social Sciences, and Julie March, Associate Professor, Mathematics  La’kesa Allen, Coordinator, Student Leadership  Michael Borsz, Director, Athletics  Matthew Burr, Technical Specialist, Enrollment Development &amp; Communications  Albert Burt, Student (2015-16)  Michele Ferguson, Director, Children’s Learning Center  Heather Flewelling, Student (2016-17)  Timothy Haskell, Assistant Professor, English/Reading/Communication (2017-)  Kelly Larrivey, Coordinator, Audio Visual  Lynda Liberatore, Clerk II, EOP</p>

<p>Heather Niver, Coordinator, Liberty Partnerships Program  Ryan Pulver, Student (2015-16)  Rebecca Rose, Director, Financial Aid  Kimber Scarano, Coordinator, Student Central  Devin Shannon, Survey &amp; Research Coordinator,  Institutional Planning, Assessment &amp; Research  Ryan Troup, Assistant Director, Housing Operations  (2016-17)</p> <p><i>EC Liaison to Work Group: Daria Willis, Ph.D., Provost  &amp; Senior Vice President, Academic Affairs</i></p>	<p>Sophia Marku, Associate Professor,  English/Reading/Communication  Richard McLain, Ph.D., Professor, Social Sciences  (2015-16)  John Paddock, Vice President, Facilities  Megan Peryea, Coordinator, Student Engagement  Darren Pikul, Student (2015-16)  Justin Pritchard, Ph.D., Assistant Professor,  English/Reading/Communication (2017-)  Michael Ramos, Coordinator, Transfer Services (2016-)  Andrea Root, Assistant Director, Student Conduct &amp;  Community Standards  Lorenzo Sanders, Residence Hall Director (2016-17)  Kelly Venturini, Director, Development  Barb Wells, Associate Professor, Biology  Ednita Wright, Ph.D., Professor, Human Services &amp;  Teacher Education (2015-16)</p> <p><i>EC Liaison to Work Group: Julie White, Ph.D., Senior  Vice President, Student Engagement &amp; Learning  Support</i></p>
<p style="text-align: center;"><b>Middle States Work Group V  Educational Effectiveness Assessment</b></p> <p>Co-Chairs: Olin Stratton, Dean, Natural &amp; Applied  Sciences and Malkiel Choseed, Ph.D., Professor,  English/Reading/Communication</p> <p>Lawrence Chiappone, Student (2015-16)  Jeanine Eckenrode, Associate Vice President, Enrollment  Management  David Furney, Associate Professor, Mathematics  Elizabeth Goldschein, Director of Programming,  Residence Life  Christina Granato, Dean, Health &amp; Community Services  Oksana Korol, Ph.D., Assistant Professor, Biology  Joanna Reyes, Student (2015-16)  Deyoni Stith, Student (2016-17)  Seth Tucker, Vice President, Campus Life &amp; Safety  (2015-17)  Robin Weeks, Professor, Health, Physical Education &amp;  Recreation  Melanie Woodward, Assistant Director, Human Resources</p> <p><i>EC Liaison to Work Group: Daria Willis, Ph.D., Provost  &amp; Senior Vice President, Academic Affairs</i></p>	<p style="text-align: center;"><b>Middle States Work Group VI  Planning, Resources, and Institutional Improvement</b></p> <p>Co-Chairs: Nancy Gabriel, Professor, Human Services  &amp; Teacher Education &amp; Carol Obernesser, Assistant  Vice President, Finance</p> <p>Stephanie Aldrich, Assistant to the Vice President,  Financial Services  Deborah Barney, Assistant to the Senior Vice President,  Student Engagement &amp; Learning Support  Mary Lee Berg, Associate Professor, Nursing  Lenoi Carter, Student (2015-16)  Emily Gardner, Associate Professor, Biology (2015-16)  Darien Gregory, Director, Concurrent Enrollment &amp;  Secondary School Programs  Rebecca Hann, Associate Vice President, Student  Retention (2015-16)  Michael Kaminski, Instructor, Electronic Media  Communications  Amy Klein, Professor, Health, Physical Education &amp;  Recreation  Michael McMullen, Assistant Vice President,  Management Services  Michael McNeill, Director, Technology Support  John Sheedy, Head Coach, Men's Baseball  Annie Tuttle, Ph.D., Associate Professor, Social  Sciences (2017-)</p> <p><i>EC Liaison to Work Group: Anastasia Urtz, J.D., Vice  President, Administration &amp; Compliance</i></p>

<p style="text-align: center;"><b>Middle States Work Group VII Governance, Leadership and Administration</b></p> <p>Co-Chairs: Sarah Gaffney, Vice President, Financial Services and Nina Tamrowski, Professor, Social Sciences</p> <p>Jevan Carter, Student (2015-16) Crystal Etzel, Ph.D., Professor, English/Reading/Communication David Green, Assistant Professor, Architecture &amp; Interior Design Karen Hale, Professor, Mathematics Chidera Joseph, Student (2015-16) Sara Conway, Assistant Director, Events Denny Nicholson, Associate Vice President, Enrollment Management (2015-16) Carol Obernesser, Assistant Vice President, Financial Services (2015-16) Andrew Russell, Technical Specialist, Enrollment Management Timothy Scott, Professor, Modern Languages Sean Vormwald, Director, Sustainability Steven Wiley, Assistant Vice President, Information Technology</p> <p><i>EC Liaison to Work Group: Mark Manning, Senior Vice President &amp; Chief Financial Officer, Financial Services</i></p>	<p style="text-align: center;"><b>Verification of Compliance with Federal Regulations</b></p> <p>Co-Chairs: Karen Fabrizio, Associate Professor, Health Information Technology and Elyse McNamara, Coordinator, Institutional Planning, Assessment &amp; Research (2015-17)</p> <p>Deborah Barney, Assistant to the Senior Vice President, Student Engagement &amp; Learning Support Nancy Carr, Director, Office of Accessibility Resources Patricia Martin, Ph.D., Professor, Human Services &amp; Teacher Education (2017-) Laurel Saiz, Professor, English/Reading/Communication</p>
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\*Note: current lists subject to change with scheduled sabbaticals, promotions, and graduations

The Self-Study steering committee provided the logistics for the work groups. Subsequently, the co-chairs of each Standard coordinated the work group’s timeline, guidelines, report template, and tasks for completion. Different campus constituents participated as needed.

OCC stakeholders were provided numerous opportunities to learn about the current MSCHE Standards and critique the Self-Study Report. Beginning with the Accreditation Academy, followed by information sharing sessions (called “trifecta meetings”), leadership and governance meetings, and the “Ultimate Assessment” on Planning and Assessment Day 2017, members of the OCC community gave thoughtful and productive feedback. Continuous college-wide participation through December 2017 was critical to the completion of the report.



## 1. Description of the Standard

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.*

## 2. Executive Summary

*A Framework for Success: 2011-2016* helped Onondaga Community College focus on high priority areas for student and institutional success, but a longitudinal review of success data in 2014 revealed that the new, explicit focus needed to be on retention and completion. As a result, the College created a new mission/vision statement and a new set of goals in the form of *Lazer Focus: 2016-2021*, the College's strategic plan.

## 3. Evidence of the Standard

Evidence was gathered through a comprehensive review and analysis of documentation from across the College, and it is clear that Onondaga Community College has met the criteria for this Standard.

Members of the Standard I work group explored answers to five primary-research questions found in the Self-Study Design. The answers to those questions inform the analysis section of this Standard. For ease of use, each section of the analysis is mapped to a criteria or requirement of affiliation below. Section 6 of this Standard presents a list of all the relevant documentation. Specific documents are mentioned in context:

**Laying the Groundwork** covers Criteria 4, Requirement 10;

**Strategic Planning** covers Criteria 1a-g, 2, 3, and 4, Requirements 7 and 10;

**Integration of the Mission and Goals of the Strategic Plan** covers Criteria 1d and f, Requirement 10.

## 4. Analysis

### Laying the Groundwork

*A Framework for Success: 2011-2016*, the College's prior strategic plan, called for the tracking and monitoring of retention and completion data. To support this, Onondaga Community College (OCC) adopted the Voluntary Framework of Accountability model (VFA) to complement the more traditional Integrated Postsecondary Education Data System (IPEDS). The VFA model allows for a more comprehensive method of data collection and analysis, accounting for the lack of a common "route to a degree" for many community college students and allows colleges to identify equity gaps among students

based on demographic or educational variables. As a participant in the VFA, the College was able to analyze a broad cohort of both full and part-time students using two-year and six-year graduation rates.

During the Fall 2014 semester, President Crabill hosted four employee information sessions to consider the College's rates of retention, progression, and completion as viewed through the VFA model. These sessions revealed that, despite institution-wide attention and increased resource allocation, OCC continued to experience stalled enrollment growth and a lack of significant improvement in retention and graduation rates. As a result, OCC's shared governance body, the College Leadership Council (CLC), recommended that the College apply for membership to the Achieving the Dream National Reform Network (ATD). The College was accepted in 2015.

The VFA data and work with ATD frameworks revealed two key truths: 1. OCC did not retain and graduate students at the rate the College wanted or needed to, and, 2. To make progress with retention and completion, the College needed to be more explicitly student-centered. These top priorities were then addressed in a round of strategic planning that began with an assessment of the College's mission and goals.

### **Strategic Planning**

In Fall 2014, President Crabill charged the Programs and Academic Support Committee with reviewing the mission and vision statements and the Student Experience Committee with reviewing the values statement, then known as the *Principles of Community*. The Committees, which are subcommittees of the CLC, spent a year researching, assessing, and getting input from hundreds of individuals (students, faculty, staff, administrators, and community members) via focus groups, surveys, and campus events. Each committee presented recommendations to the CLC for review and comment. The CLC then submitted a report including the final recommended mission, vision, and values to the President in April of 2015. This work formed the basis of the new strategic plan.

The final result, adopted in May of 2015, is presented here:

<p>Mission/Vision:</p> <p>Onondaga Community College is Central New York’s partner in education for success. Achieving our mission through:</p> <ul style="list-style-type: none"><li>➤ Student Access, Retention, Completion, Transfer</li><li>➤ Academic Excellence</li><li>➤ Student Engagement and Support</li><li>➤ Career and Workforce Advancement</li><li>➤ Responsible Stewardship of Resources</li><li>➤ Community Engagement</li></ul> <p>Our Core Values:</p> <ul style="list-style-type: none"><li>➤ Student First – Keep students at the center of all we do;</li><li>➤ Learning – Embrace the lifelong pursuit of knowledge and free expression of ideas in a safe environment to advance the individual and the community;</li><li>➤ Excellence – Strive for continual improvement and innovation to seek our highest potential;</li><li>➤ Diversity – Enrich learning through an inclusive campus environment that respects human dignity and difference;</li><li>➤ Community – Foster active and productive participation in building a mutually supportive environment for members of the campus and broader communities;</li><li>➤ Responsibility – Build a culture of integrity and accountability to develop both self and others.</li></ul>
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OCC’s mission statement reflects its commitment to equitable access and success for students through clear academic and career pathways, student-focused services, collaboration with community educational and business partners, and engaged faculty, administrators, and staff. The College’s mission statement informs every aspect of planning, decision-making, policy, and procedure.

The following programs are examples of the College’s commitment to its revised mission, vision, and values:

- Retention - OCC was accepted as a member of the 2015 cohort of ATD and completed a three-year ATD implementation plan to increase retention, persistence, and degree completion. Two college-wide initiatives are being implemented in 2017: an integrated, first year experience for students and the scale-up of developmental education innovations;
- Community Engagement - In terms of K-12 partnerships, OCC implemented three P-Tech Programs, as well as early college initiatives with several school districts. Additionally, OCC launched the “OCC Advantage” pilot program at East Syracuse Minoa, Solvay Union Free School District, and Onondaga Central. OCC Advantage is a college readiness program that begins in ninth grade. Students must meet benchmarks each year; at the conclusion of their senior year, all students who complete the program are eligible for a first semester, full tuition (last dollar) scholarship to OCC, with the opportunity to earn subsequent semesters by meeting college success benchmarks;

- Student Access - With the increasing need in the community for access to college, particularly among adult students, OCC revamped the North Site in Liverpool to become OCC@Liverpool. Improvements included additional investments in facilities and technology, as well as improved staff and scheduling options, with easy-to-navigate day and evening class blocks and course offerings, providing students with an entry point to a certificate or associate's degree. In August 2017, Middle States Executive Committee for Substantive Change provisionally approved reclassification of OCC@Liverpool as an "Additional Location."

The new mission and vision statements are prominently displayed on the OCC website and are present throughout the physical campus in the form of academic building murals and decals. The statements are also embedded in foundational documents across campus (e.g. the Employee Handbook), and serve as a guide when evaluating and organizing academic and administrative materials. All academic, master, administrative, and operational plans (housed in WEAVE, the College's online assessment management system) tie directly into the mission and strategic goals. Comprehensive semi-annual and annual assessments of the strategic plan (see *Lazer Focus 2016-17 Annual Report*) are shared across campus. OCC uses these formal assessments and the feedback they elicit as an ongoing and authentic assessment of the College's mission and goals and has found them to be relevant and achievable.

Dr. Crabill's annual self-evaluation also provides an assessment of priorities that are specifically connected to the student-success pillars of the College's mission. For example, through the assessment of various Achieving the Dream inspired efforts focused on students' success in and out of the classroom, Dr. Crabill is also able to directly or indirectly assess the success of related aspects of the mission.

Assessment also takes qualitative forms. For example, in spring of 2017, the mission statement was assessed through the creation of a 4x8 foot banner on which employees and students were invited to attach evidence of contributions to the mission statement. Artifacts in the form of pictures, quotes, and student narratives were placed on the banner for reflection and to stimulate further discussion.

Once the new mission and values statements were launched, work began on the new strategic plan, infusing the mission and vision into the plan organically. As part of OCC's early strategic planning efforts, the College hosted a summit on "The Future of Community Colleges". On May 20, 2015, over 300 faculty and staff heard from a range of speakers about public expectations for community colleges, new paths in American education, preparation for tomorrow's jobs, and the importance of commitment and engagement. Through open discussion forums, participants considered where the College was and examined both challenges and opportunities in moving forward.

A "Strategic Planning Task Force Charter" was signed on August 17, 2015 by the president, the chair of the CLC, and the task force co-chairs. The task force connected the objectives and scope of the strategic plan to the mission and vision. Multiple stakeholders, including students, faculty, administrators, and staff,



area employers and agencies, elected officials, and PreK-12 leaders and educators, provided input and feedback. The decision was then made to intertwine the planning and execution of all three initiatives – strategic planning, Achieving the Dream, and the Middle States Self-Study Report. These initiatives aligned with and informed one another (the charter, timeline, and related activities are described in *Lazer Focus: 2016-2021 with Supporting Documentation*).

The Strategic Planning Task Force became an ad hoc sub-committee of the CLC. This broadly representative group was charged with researching areas of focus and metrics with targets and rationales for campus reflection and feedback. The first major work of the strategic planning task force was to perform an environmental scan of the College and the community it serves to identify ways which the College could better meet the needs of internal and external constituencies.

The environmental scan revealed the following factors which were impacting or could impact OCC's enrollment, retention, and completion agendas:

- Shifting demographics:
  - “Silver Tsunami” aging Boomer population – those born between 1946 and 1964 make up 30% of Onondaga County’s population;
  - Syracuse currently receives between 1,100 and 1,200 refugees each year.
- High rates of urban and rural poverty:
  - At 5.6%, the region’s unemployment rate is higher, and its per capita income lower, than the National and Upstate New York averages. More than a quarter of the working-age population is in need of a job or a better paying job.
- Overall decline in the enrollment rates for students aged 21 and under in the region:
  - The Central New York region continues to face persistent declines in school enrollments and graduation rates. The northeast has struggled to retain its population overall with a downward trend in births starting in 1989, resulting in a decline in future, high school graduates.
- Challenges facing our students from connection to completion, including enrollment and completion of developmental and core courses, advising, workforce skills development, job placement, and student engagement and support:
  - An increasingly crowded field of public, private, and for-profit colleges necessitates a student-focused set of goals to keep OCC competitive;
  - As an open access institution, OCC needs to meet the students where they are and help them succeed;
  - Prospective and current students expect efficient, friendly, and helpful front-end services and processes;
  - For current students, OCC must offer a more structured educational experience.
- Shifts in labor markets calling for new and adjusted curricula that respond to employer needs using both credit and non-credit platforms; and,
- Technology advances that provide opportunities to improve the college learning experience for students.

As documented in *Lazer Focus: 2016-2021 Strategic Plan with Supporting Documentation*, the results of this environmental scan were shared across the College through a variety of meetings, forums, presentations, and other events. This outreach provided a mechanism for employees and students to comment on how the strategic plan could best meet the critical needs revealed by the scan. Strategies were identified to better serve under-represented students, including minority students and adult learners, and link workforce programs directly to local and regional employer needs. Additionally, the College committed to building institutional capacity and ensuring adequate resources were available to support student success.

As progress on the plan continued, campus-wide communication was a consistent focus. The College arranged a meeting, dubbed the “trifecta,” where the three major initiatives at the College: strategic plan development, Middle States accreditation, and ATD project planning, were discussed and aligned. To date, there have been two such meetings. President Crabill also briefed community and business leaders at events such as Dewitt Rotary Club meetings, as well as members of the Onondaga County Legislature, New York State Assembly, and New York State Senate leaders. The College has shared the new strategic plan with numerous community organizations, boards, alumni, and stakeholders.

*Lazer Focus: 2016-2021 Strategic Plan*, approved by the Board of Trustees on June 21, 2016, has an explicit emphasis on supporting student learning and outcomes. The plan has three strategic goals:

- Strategic Goal 1. Provide students with equitable access to a clear and well-aligned path to their goals for success;
- Strategic Goal 2. Position students for success by implementing research validated methods and other high impact practices for early and ongoing student engagement in the educational process; and,
- Strategic Goal 3. Improve student transitions to college by strengthening relationships with PreK-12 and community partners.

These goals reflect OCC’s core values and are inherent in the cultural fabric of the College. Therefore, the College is committed to operational priorities that reinforce and support the strategic goals. Outlined in the strategic plan, these supporting operational priorities align operational plans with strategic goals to ensure a student-centered environment.

OCC is now working as a coherent whole with inclusive and transparent processes to address the key issues of retention and completion. The 2016-2021 Strategic Plan, Achieving the Dream, and expanded PreK-12 partnerships will help the College make substantial progress in achieving its strategic goals.

## Integration of the Mission and Goals of the Strategic Plan

Following Board approval, *Lazer Focus: 2016–2021* was communicated to the campus community and its stakeholders through the development of a strategic plan website, including a strategic plan dashboard, and several outreach presentations to constituent and stakeholder groups. Subsequent planning follows a rigorous protocol detailed in the *Institutional Effectiveness Plan: Planning, Assessment and Resource Allocation Timeline*. The strategic plan is reassessed annually over its five-year cycle. The president updates each constituent group annually, receives feedback, and adjusts the plan accordingly.

Continued focus is on the campus community’s embodiment of the plan with specific tactics designed to instill “top down” and “bottom up” continuous communication. For example, the College will critically examine its Institutional Learning Outcomes (ILOs) as well as the General Education program to ensure that they are fully aligned with the College’s mission and meet the needs and expectations of a 21<sup>st</sup> century society. Collaboration is continued and supported beyond the initial development of the plan, as College Policy B2: Strategic Planning, Section VII states: “Stakeholders are encouraged to continually review the College’s strategic plan, considering whether specific revisions to the strategic plan may be warranted within their respective areas of responsibility or concern, and to submit suggested revisions for review.” The 2016-2021 strategic planning process was inclusive, transparent, and collaborative. In a time of diminishing resources on the county, state, and federal level, the College and its partners came together with a single purpose in mind – to help students succeed.

*Lazer Focus: 2016 – 2021 Strategic Plan* is the result of a truly collaborative process that put in place communication channels, mechanisms for collaboration between major initiatives, and structures to ensure transparency that will continue to serve the College as it accomplishes its mission and goals.

## 5. Findings, Commendations, and Suggestions

Findings	<ol style="list-style-type: none"><li>1. OCC has a clearly defined mission, focus, and vision for the future of Central New York. They are the foundation of all strategic and subsequent planning to advance academic excellence and student success.</li><li>2. <i>Lazer Focus: 2016-2021</i>, the College’s strategic plan, was developed through a thorough and collaborative review of its mission and values and an extensive environmental scan identifying critical areas of focus.</li><li>3. Semi-annual and annual assessment reports of OCC’s mission and strategic goals ensure they are relevant and achievable.</li></ol>
Commendations	None
Suggestions	None

## 6. Documentation

### Laying the Groundwork

- *A Framework for Success: 2011-2016 Strategic Plan*
- Assessment of *A Framework for Success: 2011-2016 Strategic Plan*
- President's August 2014 Retention Data Presentation
- Achieving the Dream 2015 Cohort Application

### Strategic Planning

- College Policy B2: Strategic Planning
- 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
- President's May 2015 Summit on the Future of Community Colleges Invitation
- *Lazer Focus: 2016-2021 with Supporting Documentation and Timeline*
- Board of Trustees bylaws
- Board of Trustees Resolution #16-82 approving the strategic plan on June 21, 2016
- County Facilities Committee Minutes from Nov. 9, 2016

### Integration of the Mission and Goals of the Strategic Plan

- Communication of mission, goals, institutional learning outcomes and publication examples:
  - About the College web pages
  - College Catalog General Education definition
  - Employee Handbook page I-2
  - 2017 Commencement Program page 27
- Strategic Plan and Achieving the Dream Dashboards
- *Institutional Effectiveness Plan: Planning, Assessment, and Resource Allocation Timeline*
- *Lazer Focus 2016-17 Annual Report*
- President's 2016-17 Self-Evaluation
- Academic and administrative assessment plan and report examples:
  - Electronic Media Communications A.A.S. Assessment Plan, Annual Reports, and 2017 Academic Program Review
  - Achieving the Dream 3-Year Implementation Plan and 2017 Report
  - Enrollment Development and Communications 2016-17 Operational/Assessment Plan and Report
  - Marketing and New Media 2017 Administrative Program Review

## 1. Description of the Standard

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.*

## 2. Executive Summary

Onondaga Community College has a commitment to its mission and values and equitably and transparently puts them into practice on all levels of the institution in a way that supports its mission by creating an impartial, transparent environment that allows for discovering and addressing ethical issues as they arise.

## 3. Evidence of the Standard

Evidence was gathered through a comprehensive review and analysis of documentation from across the College, and it is clear that Onondaga Community College has met the criteria for this Standard.

Members of the Standard II work group explored answers to five primary research questions found in the *Self-Study Design*. The answers to those questions inform the analysis section of this Standard. For ease of use, each section of the analysis is mapped to a criteria or requirement of affiliation below. Section 6 of this Standard presents a list of all the relevant documentation. Specific documents are mentioned in context:

### Students

*Financial aid and financial literacy efforts* covers Criteria 7, 8a, Requirements 1, 2, 5, 6;

*Student complaint management and resolution/student rights* covers Criteria 1, 2, 3, 9, Requirements 1, 2, 5;

*Academic integrity process and disciplinary processes/conflict resolution* covers Criteria 1, 2, 3, Requirements 1, 2, 5;

*Communication with students* covers Criteria 1, 2, 3, 6, 7, Requirements 1, 2, 5.

### Faculty, Administrators, and Staff

*Employment practices* covers Criteria 5;

*Shared governance* covers Criteria 2, 9, Requirements 1, 2, 5;

*Communication to faculty, administrators, and staff* covers Criteria 1, 2, 6, Requirements 1, 2, 5.

**Regulatory** covers Criteria 1-9, Requirements 1, 2, 5, 6, 14.

#### **4. Analysis**

Onondaga Community College (OCC) is a values-based institution and strives to embody and fulfill those values in meaningful and substantive ways. Ethics and integrity are about doing what is right for students, faculty, administrators, staff, and the community, even when it is not easy or convenient. The College has worked diligently to create a culture where ethics and integrity are inextricably and intentionally woven into the fabric of its day-to-day operations and undergird decisions on every level. Three areas where this is most apparent and important are in the College's work with students, faculty and staff, and regulatory compliance.

##### **Students**

As stated in the College's strategic plan, *Lazer Focus 2016-2021*, OCC aspires to place students at the center of everything it does. The College's commitment to ethics and integrity in its interactions with students has been sharpened by legislative developments, including the Higher Education Opportunity Act and federal Title IX guidance (and a corresponding NYS statute known as "Enough is Enough"). In 2016, the College participated in a NYS Education Department Civil Rights Compliance Review of its Career and Technical Education programs. The review included an interdisciplinary, institution-wide review of civil rights' issues affecting students as well as staff and faculty. External mandates like these reinforce OCC's goal of accessibility for students in its policies and programs, equipment and facilities, support services, and communication strategies.

Compliance with regulatory mandates have impacted the campus for students in concrete ways and made its commitment to social justice more visible. Some of these projects include: accelerating adjunct faculty assignments so that books and supplies are ordered earlier and students can better anticipate textbook pricing; remediating previously grandfathered site conditions that created physical access barriers; enhancing web-based information for students concerning civil rights issues and other required topics of disclosure; and improving coordination between the Office of Accessibility Resources (OAR), students and employees with mobility limitations, and the Department of Campus Safety & Security in the event of an emergency evacuation.

The College has also made great efforts to improve the visibility of, and shared accountability for, ethical practices in the pursuit of its mission as it relates to students. A prime example of institutional programming that reflects this commitment is the Student Conversation Circles About Race, Gender, Religion, Economic Status, and Sexual Orientation (SCC), a broad-based effort to structure student conversations about sensitive topics and to forge supportive relationships among the student body. As of Fall 2017, 50 faculty, staff, and administrators have been trained as facilitators, and 981 students have participated in facilitated dialogues to explore how stereotypes and biases affect everyday life on campus and in the broader community. Specifically, SCC has served as a vehicle to spread awareness about the struggles of minority groups like young, black men and LGBTQA+ community members. Once completed, students have the option to identify a community-based partner and propose a specific

service project. Over the 2016-17 academic year, OCC, with grant support from the State University of New York (SUNY), has been able to support six student applied-learning projects arising from the SCC dialogues. Examples of projects include addressing issues related to stereotypes and bias around Muslim women, youth in school (K-12), and adults facing homelessness and substance addiction.

This initiative, atypical for a community college, serves as a strategy to build awareness, empathy, and supportive relationships across differences on campus and beyond. Considerable work has been done to recruit and sustain facilitators, engage students, and support the dialogues themselves. The response to the initiative has been positive. 68% of student respondents to a pre (n=75)/post (N=71) survey wanted to continue to increase their understanding of other groups' perspectives following the program, and 10% stated a greater motivation to speak up in response to injustice. One student stated: "I hope that I can take what I've learned here and apply it to my everyday life. I hope to be a part of the solution and not the problem. I hope to speak up and be an advocate for those who don't."

President Crabill also led the "No Space for Hate" campaign which promotes and renews OCC's commitment to a campus free from harassment, discrimination, and fear. OCC also offers "Bystander Training" seminars to give faculty and staff strategies and techniques for acting ethically if witness to any type of bullying or harassment.

#### *Financial Aid and Financial Literacy Efforts*

In October 2016, the College's Vice President, Administration & Compliance, collected data maintained by the offices of Academic Affairs, Student Engagement & Learning Support, Human Resources, Diversity Services, and the Office of the President to analyze complaints received over the preceding four years. These materials were reviewed for opportunities for improvement, and financial aid was identified as an area in need. Students were often confused about their financial obligations and/or financial aid eligibility, and improved communication and/or more timely processing of financial aid was needed.

These areas received considerable attention over the 2016-17 academic year. Financial aid policies affecting current and prospective students were clarified, and a new, electronic "book list" process was developed, which helps facilitate access to books and other materials during the first three weeks of each semester. New software tools were made available to students, including a financial aid self-service module. In addition, many efforts have been made to increase the efficacy of students' interactions with Financial Aid staff. Staff have been "cross-trained," for example, so that that students are less likely to be given multiple referrals, and ten cross-departmental staff members have completed intensive training to provide added assistance to families facing the challenge of financing college. The College also had an external customer-support team help create a "knowledge-base" data repository, ensuring that all individuals serving in direct, student-facing roles have quick access to answers to frequently asked questions. Finally, a written policy manual for Financial Aid staff was developed with the support of a financial aid regulatory consultant. These changes have significantly reduced the frequency of student complaints about financial issues.

### *Student Complaint Management and Resolution/Student Rights*

Since 2012, a total of 427 complaints were lodged by students across the campus, 199 of which were resolved informally by academic department chairs. Of the total complaints, 154 reflected a conflict with a faculty member (other than grade disputes); 137 were grade disputes; 26 related to Title IX or other civil rights issues; and 21 related to student billing and financial aid issues. The remaining complaints reflected various administrative concerns, including student conduct issues that were resolved by the appropriate department or office.

The old complaint process was decentralized, with individual departments and offices maintaining their own records. Now, resolution of student complaints and grievances exists within a new umbrella Complaint and Grievance Policy providing for multiple points of entry and centralized coordination of student and employee dispute resolution processes.

### *Academic Integrity Process and Disciplinary Processes/Conflict Resolution*

The College's Academic Rules are easily accessible from its website. The document sets forth impartial, equitable, and prompt procedures for resolving concerns about student academic dishonesty with a well-defined, multi-level appeals process for students who wish to dispute an academic sanction. Since 2012, 41 academic integrity complaints made it to the level of Academic Affairs.

Academic integrity is crucial to supporting meaningful learning, and the Academic Rules clearly articulate the College's commitment to it. To be effective, both faculty and students need to be aware of the principles and policies around academic integrity. Full-time faculty turnover combined with the transient nature of OCC's adjunct population, however, has meant that implementation and documentation of these rules, while happening, has not been consistent. To address this issue, the Chair of the Scholastic Standards Committee presented to the faculty governance body in Spring 2017, ensuring faculty were aware of procedures in the Academic Rules for resolving grade disputes and general academic concerns. It was agreed at this same meeting that the Scholastic Standards Committee should review the College's statement of Academic Integrity. The review, begun in April 2017, is ongoing. As a result of this work, web-based forms for reporting academic concerns have been developed. This will help ensure that a centralized, itemized repository of academic concerns is maintained and enforced in a more standardized manner. Additionally, starting Fall 2017, faculty receive an annual reminder from the Provost's office on policies and procedures to address academic concerns. Students are informed of the policy through multiple avenues, including the course syllabus, discussions in class, and through the College's website. Further, in Fall 2017, the Faculty Senate charged the Scholastic Standards Committee with investigating ways to consistently communicate the importance of academic integrity and the nature and consequences of academic dishonesty to students (see the Faculty Senate charge to the Scholastic Standards Committee for details).



Other ways to increase faculty and student understanding of academic integrity are also being planned and implemented. A good first step was an interdisciplinary panel on academic integrity sponsored by the Honors Program in the spring of 2016. This event, open to all members of the campus community, educated those in attendance on the meaning and importance of academic integrity and helped them understand the range of behaviors that may violate expectations of academic integrity.

### *Communication with Students*

The College uses a three-pronged approach to communicate applicable policies. First, OCC frequently communicates with students via email and social media regarding critical information. Second, the College regularly updates its website and student landing page. Third, the President's Office issues notices to the campus following the annual policy review, highlighting changes.

The College's comprehensive website, including the Consumer Information page, provides up-to-date information for consumers (prospective students, current students, parents, etc.) related to academic, financial, institutional, health and safety, and student retention, graduation, and job placement outcomes. The College also has policies in place that ensure website accessibility. The College regularly communicates with students via "allstudents" email, social media, text messaging, information fairs, workshops, and official print and web-based publications. OCC has also implemented emergency communications to help the College stay connected in a crisis event. Web-based communications are reviewed annually for accuracy and continuously for compliance with assistive technologies.

On an annual basis, and as requested, the web team performs an accessibility audit using Sort Site software to scan every page on each of the College's websites to identify areas in need of cleanup and repair. Sort Site checks for accessibility compliance, broken links, browser compatibility, search engine optimization, privacy, web standards, and usability.

All new website projects are built in compliance with W3C Web Content Accessibility Guidelines. Before it goes live, each new website project undergoes extensive testing for cross-browser and cross-platform compatibility, as well as responsive design breakpoints to ensure the websites function adequately regardless of device, operating system, web browser preference, or screen size. All of this is done prior to the new website project going live. This ensures that the core structure of the College's website is in compliance.

### **Faculty, Administrators, and Staff**

Faculty, administrators, and staff are the public face of a college. For a college to embody and bring its mission to life in any meaningful way, the faculty, administrators, and staff have to be aware, engaged, and committed. OCC has implemented several policies and procedures to support this. Of these, employment practices, shared governance, and the communication of policies to faculty and staff are the most important.

### *Employment Practices*

OCC recognizes that respecting the dignity and diversity of all people is fundamental to the educational process. The College is an Equal Opportunity and Affirmative Action Employer. OCC complies with all applicable, equal-employment opportunity, non-discrimination, and federal contract compliance laws and regulations. Policies demonstrate compliance with federal and state regulations relative to fair and equitable employee recruiting, hiring, promotion, separation, layoff, transfer, leave of absence, compensation, benefits, and training.

### *Shared Governance*

The MSCHE 2008 *Statement of Accreditation* challenged OCC to build its capacity for effective collaboration in support of student success. A shared governance initiative, including the establishment of the College Leadership Council (CLC), formed a major part of the institution's response to this challenge, and some progress on this was reported in the *2013 Periodic Review Report*. Since then, the CLC has provided a clear structure for participatory, decision-making processes.

The CLC serves as the central, cross-campus, governance body responsible for advising the president on strategic issues, projects, and proposals with significant cross-institutional impact. Among other things, the CLC improves cross-institutional collaboration, embraces diversity and inclusion, and encourages collegiality. The CLC is comprised of three committees: Programs and Academic Support, Institutional Effectiveness, and Student Experience. These committees include representation from the following groups: Faculty Senate, Executive Council, Staff Association, Administrators Council, and Student Association. This broad representation of campus constituencies fosters a climate of mutual respect among students, faculty, administrators, and staff.

The development and evolving functionality of the CLC shows that the College has an acute awareness of the need for a coherent structure that incorporates the needs and views of constituents across campus.

### *Communication to Faculty, Administrators, and Staff*

The Employee Handbook and collective bargaining agreements provide policies and guidance to employees about conducting day-to-day business. A Centralized Policy Manual was established in 2006. These policies are reviewed annually with appropriate changes recommended to the College Board of Trustees each spring. Further, the collective bargaining processes for resolving disputes provides a well-understood and appropriately utilized pathway for resolution of employee concerns.

OCC's commitment to academic freedom and integrity is also evident in the Faculty Handbook. The Faculty Handbook is easily accessible from the College website. It states that the College maintains and encourages full freedom, within the law, of inquiry, teaching, and research. The handbook also provides faculty with guidelines that pertain to the "fair use" of copyrighted materials in a classroom setting. Faculty can also find information on federal regulations that fall under Title IX and the Family Educational

Rights and Privacy Act. In addition, the handbook contains detailed descriptions of student services, such as those that help the College support students with disabilities, veteran students, under-prepared, or under-represented students. Faculty are also provided information on the appropriate procedures for handling disruptive and/or distressed students in a respectful manner and for referring student concerns to the Department of Campus Safety & Security or the We Care student intervention and support system. All of these materials are housed on OCC's public and employees' websites, reviewed regularly for accuracy and accessibility to persons using assistive technologies.

## **Regulatory**

OCC operates in a complex regulatory environment. As a public institution, it is entrusted with public resources and has the duty to responsibly steward those resources and ensure accessibility to a meaningful educational experience for all. As such, the College maintains a master list of annual compliance activities verified through each division, updated annually.

OCC has clear leadership and accountability for maintaining lawful and ethical practices that foster a culture of equity and fairness. This leadership begins with the Board of Trustees' Finance, Audit, and Compliance Committee, which is updated on the College's compliance activities six times per year. Topics covered include, but are not limited to, monthly reporting obligations, new statutes and regulations, proposed policy changes, externally sponsored projects, annual financial audits, potential conflicts of interest, and major initiatives that may involve ethical or external compliance issues. These meetings are open to the campus community and the broader public and serve to inform the trustees and educate the community on a range of issues, including civil rights, research ethics, financial aid, accreditation, and many other topics. This Board committee is part of a broad system of oversight that extends through the President's Executive Council to each division of the College.

The Executive Council has primary responsibility for annual review of College policies and for maintaining compliance with external regulations that involve each division's principal areas of practice. Compliance discussions occur regularly at this level, and identified issues are addressed and documented. Recent efforts have included:

- Establishment of a monthly calendar of compliance activities to support ease of monitoring;
- Review of compliance with civil rights statutes to ensure an accessible campus community that fosters inclusion, equity, and the well-being of its members and prospective members;
- Financial Aid Office improvements: revised policies and procedures manual; expanded staff training, including cross-training with aligned departments; technology improvements to support efficient processing of student aid awards; and engagement of faculty through periodic communications called "Financial Aid Fast Facts;" and,
- Establishment of a federally registered Institutional Review Board to provide oversight to research involving human subjects.

The Office of Advancement Communications (OAC) provides leadership and coordinates all government relations for the College at the local, state, and federal levels. The OAC provides advocacy on behalf of the College, the president, students, and programs regarding pending legislation, grants, and other governmental communications. For example, at the beginning of each year, the OAC publishes the College’s “Legislative Priorities,” a list of budget items, policy, and programs for consideration by the New York State Legislature during the state budget process. The OAC also works closely with faculty and students to emphasize good citizenship, hosting voter education and registration drives as well as speakers from all levels of government and the community.

The policies and procedures that ensure the ethics and integrity of OCC as an institution are comprehensive and clear. The College works proactively to ensure understanding of these policies and procedures by all members of the campus community and its stakeholders. Just as importantly, if an issue comes to light that needs to be addressed, the College has methods to address it and make necessary changes. OCC embraces the intent and letter of the law and works to make that understandable to students, faculty, staff, and administration.

**5. Findings, Commendations, and Suggestions**

Findings	<ol style="list-style-type: none"> <li>1. OCC is committed to its mission and values and equitably and transparently puts them into practice on all levels of the institution.</li> <li>2. OCC’s Board of Trustees, executive leadership, faculty, administrators, staff, and students are guided by a comprehensive array of policies and procedures and support diversity and inclusion.</li> <li>3. The Consumer Information website gives all users, particularly students, easy access to information that can be used in making sound decisions about their education.</li> </ol>
Commendations	Conversation Circles are broad-based employee and student dialogues about highly sensitive topics. This exceptional initiative serves as a strategy to build awareness, empathy, and the inclination to act to advance social justice on campus.
Suggestions	Having arrived at a shared understanding of academic integrity, the faculty should now examine how they can consistently communicate its importance and the nature and consequences of academic dishonesty to students.

**6. Documentation**

**Students**

- *Lazer Focus: 2016-2021*
- *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
  - No Space for Hate poster

- Self-service Financial Aid module: <http://www.sunyocc.edu/index.aspx?menu=386&id=34223>
- OCC Financial Aid Office Policy Manual
- Student Complaints:
  - OCC Complaint Process and Trends report
  - OCC Complaint Reporting form: [https://cm.maxient.com/reportingform.php?OnondagaCC&layout\\_id=3](https://cm.maxient.com/reportingform.php?OnondagaCC&layout_id=3)
  - Reporting a General Academic Concern: <http://students.sunyocc.edu/index.aspx?id=31403>
- Academic Rules:
  - Academic Integrity: <http://catalog.sunyocc.edu/content.php?catoid=1&navoid=14#academic-integrity>
  - Grade Disputes: <http://catalog.sunyocc.edu/content.php?catoid=1&navoid=14#grade-disputes>
- Faculty Senate Charge to Scholastic Standards Committee: Academic Integrity statement review
- Student Communications:
  - Student web site info: <http://students.sunyocc.edu/>
  - “Allstudents” email examples
  - Centralized Policy Manual: <http://students.sunyocc.edu/index.aspx?id=7099>
    - Policy A3: Grading
    - Policy A4: Grade Dispute Procedures
    - Policy A10: Requests for Accommodation of Disabilities by Applicants, Students and the Public under the ADA and Section 504 and Grievance Procedure
    - Policy B18: Complaint and Grievance Policy
    - Policy M4: Financial Aid
  - College Catalog
  - Consumer Information web pages: <http://www.sunyocc.edu/index.aspx?menu=994&id=38131>
  - OCC 2017-18 Viewbook (academic program example)
  - OCC Emergency Procedures: <http://students.sunyocc.edu/index.aspx?menu=388&id=7974>
  - OCC Alert emergency notification system: <http://students.sunyocc.edu/index.aspx?menu=388&id=18740>

### **Faculty, Administrators, and Staff**

- *April 2011 Report of the Shared Governance Task Force at Onondaga Community College*
- Employee Communications:
  - “Allusers” policy email examples: 2017 College Policy Review and Student Records Request
  - Centralized Policy Manual: <http://employees.sunyocc.edu/work.aspx?menu=722&id=22298>
    - Policy B12: Onondaga Community College Board of Trustees Conflict of Interest Policy (detail in Standard 7)
    - Policy B13: College Committees
    - Policy B14: Research Involving Human Subjects/Institutional Review Board
    - Policy B16: Whistleblower Policy
    - Policy B17: Institutional Compliance
    - Policy I1: Equal Employment Opportunity (EEO) Policy

- Policy I2: Affirmative Action Policy
- Policy I3: Americans with Disabilities Act (ADA) and Americans with Disabilities Act Amendments Act (ADAAA)
- Policy I4: Family and Medical Leave Act (FMLA)
- Policy I11: Background Checks
- Policy I12: HIPPA Privacy Policy
- Policy I15: Classification and Compensation Policy
- Faculty Handbook: <http://employees.sunyocc.edu/faculty.aspx?menu=767&id=24473>
  - Section 2: Safety and Security/Student Conduct and Discipline
  - Section 3: Instructional Policies and Procedures; Instructional Support (Academic Freedom, Academic Integrity, Confidentiality of Student Records – FERPA, Copyright Law)
  - Section 4: Student Support Referrals (Student Service descriptions, Title IX information)
- Employee Handbook Collective Bargaining Agreements:
  - *Agreement (Faculty) Between Onondaga Community College and the Onondaga Community College Federation of Teachers and Administrators AFT, Local 1845* (Sept. 1, 2014 – Aug. 31, 2019);
  - *Agreement Between Onondaga Community College and the Professional Administrators of Onondaga Community College Federation of Teachers and Administrators* (2014-2019);
  - *Agreement Between the County of Onondaga and the Onondaga Local 834 of Civil Service Employees Association, Inc.* (Jan. 1, 2016 – Dec. 31, 2019).

## **Regulatory**

- College Catalog Important Information:
  - Family Educational Rights and Privacy Act: <http://www.sunyocc.edu/index.aspx?id=21894>
  - Notice of Non-Discrimination: <http://www.sunyocc.edu/index.aspx?id=37011>
- Title IX Procedures web page: <http://www.sunyocc.edu/index.aspx?id=34776>
- 2017-2018 Compliance Activities and Due Dates
- New York State Education Department 2016 Civil Rights Compliance Review
- OCC 2016-17 Institutional Review Board Annual Report
- February 2017 OCC Legislative Priorities Presentation

## 1. Description of the Standard

Standard III: Design and Delivery of the Student Learning Experience

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

## 2. Executive Summary

Onondaga Community College's faculty have responsibility for the design and delivery of the curriculum to ensure the highest caliber student learning experience supported by assessment and other quality assurance measures, and academic processes have been strengthened to ensure full implementation of faculty decisions.

## 3. Evidence of the Standard

Evidence was gathered through a comprehensive review and analysis of documentation from across the College, and it is clear that Onondaga Community College has met the criteria for this Standard.

Members of the Standard III work group explored answers to five primary research questions found in the *Self-Study Design*. The answers to those questions inform the analysis section of this Standard. For ease of use, each section of the analysis is mapped to a criteria or requirement of affiliation below. Section 6 of this Standard presents a list of all the relevant documentation. Specific documents are mentioned in context:

**Design of the Student Learning Experience** covers Criteria 1, 4, 5a-b, 8, Requirements 8, 9, 10;

**Communication of the Student Learning Experience** covers Criteria 3; Requirement 8;

**Delivery of the Student Learning Experience** covers Criteria 2a-e, 4, 8, Requirement 15.

**Criteria 5c, 6 and 7** are not applicable.

## 4. Analysis

Academic degree and certificate programs at Onondaga Community College (OCC) are designed, communicated, and delivered in such a way that all students, regardless of their educational goals, are exposed to a coherent and rigorous learning experience. Students at OCC can choose from among 38 degree and seven certificate programs. The College offers more than 1,200 courses within 24 academic departments, organized into four divisions, each overseen by a dean. Class sizes are small, averaging 23 students per one instructor (in 2015-16).

## Design of the Student Learning Experience

It is the responsibility of faculty to design coherent, rigorous learning experiences that meet the needs of students, industry, and transfer institutions; include an appropriate number of credits; map to institutional learning outcomes; and satisfy Middle States General Education requirements. *Lazer Focus: 2016-2021 Strategic Plan* (Goal 2.3) seeks to support faculty in creating and sustaining “excellent learning opportunities in both academic programs and individual courses to ensure curricular integrity” in all modalities. Program and course design or revision begins in an academic department. Faculty use discipline, professional, or industry-specific standards and OCC’s Institutional Learning Outcomes (ILOs) to inform curriculum design. For example, the Nursing A.A.S. degree program was designed so that it fulfills both New York State and Accreditation Commission for Education in Nursing training and licensing requirements, as well as SUNY General Education, MSCHE, and the College’s ILO requirements.

ILOs represent the broadest knowledge and skills students should be able to demonstrate as a result of their educational experience at OCC and are central to the design and planning of curricula, courses, and other learning experiences. ILOs were formally adopted in Fall 2009, with individual academic programs using ILOs as a guide to develop more specific program and course learning outcomes. Administrative divisions and services use ILOs to focus on what they want students to achieve. See Standard V and the *Assessment of Student Learning* report for details.

The table below shows how OCC’s ILOs map to MSCHE General Education requirements:

OCC Institutional Learning Outcome	MSCHE General Education
Aesthetic & Ethical Growth: <ul style="list-style-type: none"> <li>Develop an expanded awareness and appreciation of the arts and nature;</li> <li>Act ethically and responsibly in personal and professional settings.</li> </ul>	Values Ethics & Diverse Perspectives
Analytical Reasoning & Critical Thinking: <ul style="list-style-type: none"> <li>Think critically to identify, analyze and solve problems in a variety of situations and areas of study.</li> </ul>	Scientific & Quantitative Reasoning Critical Analysis & Reasoning
Global Awareness & Inclusion: <ul style="list-style-type: none"> <li>Recognize and respect similarities and differences among global, generational &amp; historical perspectives.</li> </ul>	Values Ethics & Diverse Perspectives
Effective Communication: Speak, Read, Write & Listen Well: <ul style="list-style-type: none"> <li>Develop proficiency in oral discourse;</li> <li>Evaluate an oral presentation according to established criteria;</li> <li>Produce coherent texts within common college-level written forms;</li> <li>Demonstrate the ability to revise and improve such texts;</li> <li>Research a topic, develop an argument and organize supporting details;</li> <li>Exhibit good listening skills when others are speaking.</li> </ul>	Oral & Written Communication
Technological Literacy: <ul style="list-style-type: none"> <li>Use forms of technology critically and effectively to achieve informational, educational, personal and professional goals;</li> </ul>	Technological Competency



OCC Institutional Learning Outcome	MSCHE General Education
<ul style="list-style-type: none"> <li>• Demonstrate familiarity with information resources and technologies;</li> <li>• Understand and use basic research techniques;</li> <li>• Locate, evaluate and synthesize information from a variety of sources.</li> </ul>	Information Literacy
Personal Growth & Wellness: <ul style="list-style-type: none"> <li>• Maintain and improve physical, mental and emotional well-being.</li> </ul>	None

In 2014, a review of student feedback suggested that breakdowns in the curriculum process were causing problems for students (see Student Experience Committee *Report on Students' Perceptions of Their Entry to the College*). President Crabill established a task force to critically evaluate all aspects of the curriculum process, from planning to implementation (see 2015 Course/Program Development/Revision Protocols). The evaluation informed revision of the institutional curriculum governance policy, as well as development of a comprehensive procedures manual (the Curriculum Handbook), ensuring that all curricula adhere to quality assurance and academic standards as defined by institutional policy and accrediting bodies. Improvements included establishing a defined, sequential workflow and centralized, coordinated management of documents in Academic Affairs. In addition, the Curriculum Coordinator, an administrative position housed in the Provost's office, was created and staffed in 2014 to assist faculty with development of courses and programs as well as manage curricular revisions, ensuring consistency of process.

The Curriculum Coordinator works with the Curriculum Committee (a standing committee of the Faculty Senate) and individual faculty to shepherd all curriculum changes through the governance process. A technical review process identifies and resolves issues like potential impacts to financial aid or transfer, as well as issues like formatting, prior to Curriculum Committee review. This allows the Committee to focus on substantive issues like course, program, and ILO alignment. The Curriculum Coordinator then makes approved changes to the Colleague information system, College Catalog, and on the website, the College's primary means of communicating to students and the public. Program and course outlines are stored in WEAVE, the College's online planning and assessment system.

After technical review by the Curriculum Coordinator, the Curriculum Committee reviews course proposals. The Curriculum Committee provides oversight of curriculum development and implementation and ensures that all programs and courses comply with guidelines established by the College and also meet the standards defined by the State University of New York (SUNY) and the New York State Education Department (NYSED) for A.A., A.A.S., A.S., A.O.S degree programs and certificates. This includes SUNY General Education degree requirements. All A.A. or A.S. degrees require students to complete at least seven of the 10 SUNY General Education areas, two competency areas, and 30 credits of SUNY General Education courses within the first two years of full-time study. All of these requirements are taken into account as OCC creates "stackable" degrees so that students can easily transition from a certificate to an A.A. or A.S. and then to a B.A. or B.S., and beyond. This supports students' ability to successfully transfer in a timely manner. According to OCC's 2015 and 2016 graduate surveys,

respectively, 63.1% (n=229) and 57.9% (n=270) of graduates indicated that they planned on transferring to a four-year institution.

The formal structure of the curriculum development and revision process guarantees that all programs work towards and integrate into the ILOs. Assessment then tells the College how well it is achieving its curricular goals. See Standard V for a fuller explanation of the ILOs and their ongoing development and assessment.

The work of the Curriculum Committee is supported by the Learning Outcomes Assessment Committee (LOAC). LOAC provides leadership and guidance for the assessment of student learning and academic program reviews, general education and infused competencies in the curriculum, and verification of curriculum maps, a key curriculum planning tool at OCC. A curriculum map is a visual display of courses and experiences that link to student learning outcomes and assessments. Mapping allows programs to see where and how students achieve learning outcomes and also identify potential gaps. Linkages between program learning outcomes and the ILOs are documented and reviewed annually, along with assessment plans and supporting documentation. All of these materials are housed in WEAVE (the College's online planning and assessment repository).

LOAC has performed a comprehensive syllabus audit to ensure course outlines, learning outcomes, syllabi, and catalog descriptions are aligned for every course and in every modality. The audits, completed every semester since Fall 2016, revealed that, while the majority of syllabi were compliant, there were inconsistent or missing components of some syllabi that needed to be addressed. Syllabi with problems were corrected. LOAC is looking for ways to make syllabus review systematic and sustainable to ensure syllabi are reconciled and aligned as necessary. The audit has also been incorporated into annual assessments and academic program review.

### *Targeted Initiatives*

Education is not nor can it be a one-size-fits-all endeavor. In order to help OCC's diverse population of students have the best chance for success, faculty have designed curricula that meet the needs of the broader community but also can be customized to accommodate many different students, from the academically under-served to non-native speakers to Honors students.

Some specific examples include:

- **Developmental Education.** The English, Reading, and Math disciplines, working in collaboration with Achieving the Dream (ATD) efforts, re-designed their developmental education programs with innovative, research-based approaches, which are constantly assessed and improved upon. The traditional way of approaching developmental education at OCC, for all practical purposes, resulted in a barrier to student success. Analysis showed that for each non-credit course a student enrolled in, his or her chances of graduating fell. For example, using Voluntary Framework of Accountability

(VFA) measures among first-time-in-college students, a student who placed in a developmental math course had an approximately 13% chance of completing a college-level math course. Information like this motivated faculty to critically examine all developmental education offerings and re-design courses and the basic assumptions behind them. Initial results indicate a positive impact on student success. Specific changes to OCC's developmental education program and their impacts are discussed in detail in Standards 4 and 5;

- **English as a Second Language (ESL).** Based on a review of student performance, Reading faculty became concerned that the needs of ESL students were not being met in Reading classes designed for native speakers. As a result, Reading faculty developed ESL 087, Basic Reading and Vocabulary Skills for ESL, in Fall 2015. The course is designed specifically for ESL students with the purpose of improving reading comprehension and vocabulary in preparation for college-level reading;
- **Honors.** The Honors Program offers courses and co-curricular programming designed to challenge OCC's high-achieving students. For example, the Honors Program offers a team-taught seminar for Honors students, with an explicit emphasis on interdisciplinary, discussion-based pedagogy, utilizing primary source texts. Recent examples of seminars include a 2015 course on Women's and Gender Studies that resulted in a 13-minute student-produced video on Title IX and a seminar on the American presidency in Fall 2016. The Honors Committee submitted curriculum proposals in Fall 2017 (for Fall 2018 implementation) to develop an "honors college" model to increase the program's curricular coherence and emphasize its core values;
- **Workforce.** An alternative to a credit-bearing educational experience is offered through the Economic and Workforce Development Department. Using the United States Department of Labor Career Pathways Framework (CPF) dual-client model for guiding the development of programs, the department offers students the opportunity for full-time employment in high-demand occupations making at least a living wage within six months of being hired and offers employers graduates who will be successful employees. The department maintains strong relationships with employers to determine workforce training needs for in-demand jobs; program elements that maximize success for working learners, like competency-based program design and flexible, year-round scheduling; active, long-term job placement; and, relationships with workforce agencies and community-based organizations capable of supporting the whole student. Programs are co-developed with input from no fewer than 12 local employers as well as expert workers. The duties, tasks, knowledge, skills, traits, and behaviors of competent employees in these areas are translated into a competency profile and performance standard to which students are held. Graduates must demonstrate 100% proficiency in all competencies to graduate. For example, between Nov. 2016-Nov. 2017, nine students completed the Workforce Machinist program training and maintained employment in manufacturing production jobs such as manual machinist or machine operator. When possible, these programs are designed to mirror the workplace. For example, the Line Cook and Restaurant Management programs are taught in the newly opened *With Love...* restaurant on the north side of Syracuse. Economic and Workforce Development programs are internally evaluated and assessed with each cohort utilizing CPF and

Systematic Curriculum Instructional Design (SCID) process standards. Programs are also reviewed by the faculty Curriculum Committee to ensure rigor, consistency, and alignment with OCC's strategic plan.

### *Assessing the Curriculum*

The College regularly assesses the success of the curriculum through several processes. For example, the College regularly administers the Community College Survey of Student Engagement (CCSSE). Several survey items directly relate to the development of general education skills and are closely aligned with Middle States' expectations and the College's ILOs. Overall, 84% of randomly selected students (n = 459) who completed the 2015 CCSSE believed their OCC experience contributed to their knowledge, skills, and personal development. Another assessment method is monitoring graduate licensure and job placement rates. In 2015, for example, nursing program graduates had a 98% NCLEX licensure pass rate and 85.3% job placement rate; 100% of the physical therapy assistant program graduates passed the licensure exam, and all obtained employment in the field. Another measure occurs through the Academic Program Review process. Since 2008, eight new programs or certificates have been added to OCC's educational offerings and 15 programs removed in response to the changing needs of students, the community, transfer institutions, and employers. In addition, 15 transfer programs have aligned graduation and transfer credits in an effort to improve student mobility within the SUNY system. Program review occurs on a regular five to six-year cycle, using similar assessment methods across location, modality, and discipline. Each academic program has completed at least two cycles of comprehensive review since 2003.

### **Communication of the Student Learning Experience**

The Curriculum Coordinator plays a vital role in communicating curricular changes to faculty, staff, and students. Notifications of curriculum revisions are sent via the Curriculum Newsletter, which serves as the official documentation to update the College Catalog, degree audit, and website, aligning student planning and information systems. The Curriculum Newsletter, established in Spring 2015, is released once per year.

The Curriculum Coordinator is also responsible for the master schedule of classes, ensuring that the schedule reflects any updates made to courses through the curriculum process. Beginning with the Fall 2017 semester, the College began to re-build the master schedule, ensuring that the course sections carried the most current information for students. This process, in conjunction with the notifications to other important areas, serves as effective quality assurance, guaranteeing the accuracy of the approval and implementation processes, and ensures public descriptions of curricula are current, clear, and accurate.

The Colleague Student Planning module, implemented in Spring 2017, helps put curriculum design into practice for students. The module provides students a way to plan their degree program to completion, request a review of their plan from their assigned advisor, and see a full list of courses that fit into their degree program, making it easy for students to stay on track. Additionally, the system allows the College

to monitor course demand and offer the right classes at the right time to help students successfully complete their credential.

## **Delivery of the Student Learning Experience**

OCC depends on its highly qualified and dedicated faculty to deliver the student learning experience. Traditional, faculty-led forms of classroom and online instruction are complemented by internships, research experiences and field practicums, service learning, the Honors Program, residential living learning communities, academic support programs, and co-curricular programs like the Common Read project.

### *Faculty*

OCC currently employs approximately 180 full-time faculty, 425 adjunct faculty, and 2 part-time faculty. About 20% of faculty have doctoral degrees. Dedicated to teaching and learning, faculty include Fulbright Scholars, published authors and presenters, and winners of statewide honors. Since 2012, 17 faculty have been awarded the SUNY Chancellor's Award to recognize exceptional teachers. OCC faculty hold leadership positions in local and national organizations and are also invited speakers. For example, Nina Tamrowski, Professor, Political Science, is the President of the Faculty Council of Community Colleges (FCCC), the official agency through which SUNY community college faculty engage in the governance of the SUNY system. Jane Tanner, Professor, Mathematics, serves as President of the American Mathematical Association of Two-Year Colleges. Mary Crawford-Mohat, Professor, Mathematics, works with the Carnegie Foundation for the Advancement of Teaching to mentor new faculty teaching in the Quantway pathway. Kathleen O'Donnell, Assistant Professor, Business Administration, has contributed digital content and online homework design for publication in 14 McGraw-Hill accounting textbooks. In 2015, English faculty Dr. Malkiel Choseed, Professor, Michael O'Connor, Associate Professor, and Christian Sisack, Associate Professors, presented "Reflection, Renewal, Remaking: Diversification of Developmental English at Onondaga Community College" at the Two Year College Association North East (TYCA NE) in Lancaster, Pennsylvania.

While a college-wide effort is required to support students during their time at OCC, hiring qualified, effective faculty is the principal means of delivering quality student-learning experiences. For new full-time faculty, the process begins when academic departments identify a need and submit a request to the appropriate dean. The deans and provost then set priorities and make recommendations to the president. Human Resources develops and houses recruiting, screening, interviewing, and hiring guidelines and procedures. Postings for faculty positions reflect the College's requirement to employ student-centered individuals who will embody the College's mission and help it reach the goals in its strategic plan. Searches are conducted by faculty-led committees who follow a formal process. Recommendations to hire are submitted to the provost and the president for final selection and approval.

Hiring a diverse full-time faculty is a College priority. The College recognizes a diverse faculty is required to best meet the needs of its students. The demographic characteristics of OCC’s full-time faculty as of Fall 2016 are:

**Full-Time Faculty Demographics as of November 1, 2016**

<b>Gender</b>	
Female	58% (104/180)
Male	42% (76/180)
<b>Race/Ethnicity</b>	
White	93% (167/180)
Black or African American	3% (6/180)
Hispanic/Latino	2% (4/180)
Asian	2% (3/180)
<b>Total FT Faculty</b>	<b>180</b>

Source: IPEDS

Very low turnover of this employee group, which is largely white and in some programs largely male, is the primary challenge to hiring new, diverse faculty members. The College, however, is committed to improving its recruitment of a diverse faculty and is taking steps to increase the diversity of its applicant pool. These steps include targeted advertising as well as active outreach with discipline-specific, professional organizations; graduate degree granting colleges/universities; and student or professional organizations for traditionally underserved groups. Human Resources also created ongoing professional development for faculty search committees, focusing on recruitment, interviewing, and hiring procedures. All the steps are outlined in the “Timeline of Changes in Full-Time Faculty Hiring.” In 2017, five of 13 newly hired faculty came from historically underrepresented minority/identity groups.

Once hired, the collective bargaining agreement with the faculty outlines the evaluation process. For tenure track faculty, this process includes completion of a self-assessment, student evaluations, three classroom observations by tenured faculty members, and committee appraisals. The self-assessment requires faculty to assess completion of prior goals, state new goals, and evaluate their quality of teaching and the quality of their contributions outside the classroom to students and the campus community. As part of the review process, at least three tenured faculty members provide a written response to the self-assessment.

Student evaluations give students the opportunity to evaluate the effectiveness of their instructors’ materials, organization, knowledge of content area, presentation, and engagement with students. The process invites comments from students about areas of strength and needed improvement. Student evaluations (n=51,590) from 2012-17 indicate 84.8% of students surveyed would rate their instructor as “very good” or “excellent.” Additionally, 95% of respondents (n=52,555) stated that they agreed or strongly agreed that “The instructor treats students fairly.” Finally, 93% of students (n=52,528) agreed or strongly agreed with the statement, “The instructor tries to create a good classroom environment that is helpful for learning.”

Classroom observations by tenured faculty, evaluate overall performance and instructor effectiveness as well as the quality of presentation, organization, student-teacher interaction, and mastery of subject matter. The process invites comments and discussion that focus on areas of strength and areas for development during pre- and post-observation conferences, as well as recommendations for professional development. The history of the classroom observation process demonstrates that OCC as an institution is committed to improving teaching and learning and makes changes to support it when necessary. In 2011, a Joint Labor Management Committee (JLMC) was formed by the Onondaga Community College Federation of Teachers and Administrators (OCCFTA) and the College to revise the classroom observation form used to evaluate faculty. Faculty and administration complained that the old form was hard to use and did not provide necessary feedback. The JLMC consisted of faculty and administrators who developed a form designed to be more user-friendly and that asked more specific questions around four categories of teaching: presentation, organization, teacher-student interaction, and mastery of subject matter. Each category is accompanied by the opportunity to offer professional development recommendations to the instructor. Both the OCCFTA and the faculty governance body at the time approved the form for piloting in the fall of 2012 and adoption in the spring of 2013.

The completed evaluation packet is reviewed by the faculty member's academic department and the faculty Reappointment and Tenure Committee or the Promotion Committee. The packet is then reviewed by the provost and the president. This process provides faculty with rich feedback to guide their professional growth, and, between 2012-17, all 54 faculty who reached the fifth year in the evaluation process have received tenure.

For adjunct faculty, the evaluation process consists of six consecutive semesters of student evaluations and classroom observations, using the same forms discussed above. Results are reviewed by the academic department chair and the dean or provost, and recommendations for professional development are provided as appropriate. Successful adjuncts are awarded post-probationary status.

The College is committed to small class sizes and maintains an appropriate number of credit hours taught by faculty. Per the contract, faculty may teach a maximum of 18 contact hours; adjunct instructors may teach a maximum of 11.9 contact hours.

All faculty, regardless of status, are encouraged to pursue professional growth. The Teaching Center works to provide full-time and adjunct faculty with numerous opportunities for professional development, including faculty-led workshops, roundtable discussions, and financial support to attend conferences or continue their education toward advanced degrees and special certifications. The Teaching Center's professional development plan, which details the mission and vision of the center, aligns with the College's mission of serving students. The Teaching Center Coordinator is available for individual consultations and makes a library of resources available to faculty, offering new and innovative approaches to teaching. This includes a desktop professional development series called "Monday Morning Mentor" and monthly and weekly "Teaching Tips" sent by email and presented at faculty meetings. A comprehensive list of opportunities for continued faculty development is found on

the Teaching Center's website. In 2015-16, 22 professional development seminars and workshops were offered. The Teaching Center also offers training and travel grants to support faculty attending and presenting at conferences. 80 of these grants were awarded in the 2015-16 year. In addition, the Coordinator reviews and recommends faculty project proposals for the President's Incentive Grant awards. These competitively-awarded grants advance the College's mission and support innovation in instructional methods and program and course design. Recent grants include *Investigating the Impact of Embedding Learning Strategies in Developmental Math*; *Design Template for OnMedia: OCC's Digital Newsroom*; and the *Early Childhood Career Ladder*.

There are other venues for faculty professional development as well. Some are voluntary, like department specific programming and Assessment Day or ATD presentations, some are competitive, like sabbatical leave and fellowships, and some, like new faculty orientation, are built into the employment process.

### *Curricular Applied Learning Opportunities*

Faculty at OCC are responsible for the curriculum in all its forms and find diverse opportunities for students to apply that knowledge outside of the classroom. Curricular applied learning opportunities for students include internships, study abroad, service learning, research, practicum, and clinical experiences. All of these experiences meet the SUNY criteria for approved applied-learning activities. All degree programs at OCC either require or offer these learning opportunities. Credit and non-credit bearing applied-learning experiences are available through a variety of area agencies, employers, and institutions. Students learn about these opportunities through their program of study, faculty, staff, and the Career Services office. For example, in Fall 2017, the College committed to offering 3 to 6 paid, credit-bearing, student internships funded through a New York State Energy Research and Development Authority grant.

Students can also search for internship and volunteer opportunities through Purple Briefcase, OCC's online student career portal and job board. Since 2014, Career Services has helped connect approximately 500 students to these opportunities. In addition, more than 300 students participate in service learning annually, which combines academic study with service in the community. For example, as part of a required course in the Physical Therapy Assistant program, students run a 12-week exercise program for senior citizens as part of the "Step Up to Stop Falls" initiative in Onondaga County.

### *Online learning*

OCC currently offers 8 academic programs fully online. There were over 3,000 students taking 158 online courses in Fall 2017 (with approximately 200 online courses on the books). The Department of Instructional Design and Delivery provides workshops, scheduled one-on-one support, and on demand walk-in assistance through the Faculty Resource Center for faculty seeking help in managing Blackboard and developing online courses.



Persistence rates in Fall/Spring online courses from Fall 2012 through Spring 2017 averaged 80%, with the average enrollee success rate (grades of A-D), averaging 62%. The average enrollee success rate for online students is 12 percentage points behind face-to-face classroom success rates. (See Course Success Rates by Modality). The College is very concerned about this difference. The department will review current course development processes and faculty training, and, as a result, will identify best practice instructional design models to improve the development of new, online courses. This new development process will help faculty implement best instructional design and delivery practices related to course layout, instructor engagement, and accessibility of content. The department will offer training through individual and group sessions in face-to-face and online formats with the goal of bringing online success rates up to the same level as face-to-face success rates.

### *On-campus Partners in the Delivery of the Student Learning Experience*

While there are several areas on campus which can be said to support the student learning experience (described in Standard IV and V), the areas with the most direct impact on the most students are Coulter Library and the Learning Center (LC).

Coulter Library provides support for both students and faculty at OCC. Librarians are faculty members and teach credit-bearing courses such as LIB 100, The Art of Inquiry, and LIB 210, Real-life Research. Much of their work in support of student learning, however, comes through the more than 100 library research sessions they teach each year. These sessions provide students with an introduction to library research skills and information on library resources, helping students successfully complete research for various assignments. Additionally, librarians teach hundreds of students each month through in-person, phone, email, and chat reference services (a world-wide consortium service of academic librarians available 24 hours a day, 7 days a week). Teaching materials are also created by and available in the Library as well as on the Library website and in Blackboard through a “Library” tab built into all courses.

Launched in Fall 2014, the LC provides students with centralized academic support services – content tutoring, reading or study skills, and writing support - in a single Gordon Student Center location. It supports students’ academic progress, regardless of course of study, with the aim of increasing in-class retention and success rates. To that end, the LC offers study skills workshops, content tutoring for most courses, and writing support for any course. Assistance takes the form of individual and group tutoring, as well as presentations and workshops, delivered both online and in-person in the LC, at OCC@Liverpool, in various labs on campus, and in classrooms. This support has been expanded to assist students in Workforce Development courses as well. Professional and peer tutors are provided with support and training in tutoring techniques, with professional development opportunities before and during each semester. Of the 122 tutors employed in academic year 2016-17, 89% (n=109) were professional tutors with degrees ranging from an associate’s to a doctorate in their field. Ninety-two percent of student respondents (n=413) rated tutoring services as “very good” or “excellent” on end-of-service surveys. In addition, 97% of respondents indicated that they would return to the LC for tutoring, and 95% indicated they would recommend the LC’s services to others.

### *Offsite Delivery and Community Partners*

The College has created programs to strengthen partnerships with area high schools. These programs enhance the relationship between the College and public and parochial schools within local and neighboring communities, introducing students to the rigors of college curricula and creating a clearer path to college degree programs.

Through the College's partnerships with the Syracuse City School District and Oswego CiTi BOCES Pathways in Technology Early College High School (P-Tech) programs, students have the opportunity to begin their associate's degree in Mechanical Technology, Electrical Technology, Clinical Laboratory Technician (in partnership with SUNY Broome), or Health Information Technology/Medical Records while dually enrolled in high school. Beginning in their sophomore year of high school, students in the P-Tech programs take one college-level course at their high school. OCC faculty collaborate closely with high school faculty to ensure fidelity of programming and academic rigor. As high school juniors and seniors, P-Tech students take college courses on campus with OCC faculty as instructors.

In addition, the College currently maintains relationships with over 40 high schools through the College Credit Now (CCN) program. This program is a concurrent enrollment program, allowing high school students to take OCC courses at their high schools. Each approved high school teacher is partnered with an OCC faculty mentor. Faculty mentors provide guidance and oversight, collect and review syllabi, and conduct site visits.

Approximately 14% of students in concurrent enrollment programs enroll at OCC after graduation, significantly less than the 24% penetration rate of the graduating senior class in Onondaga County high schools. As a result, OCC has taken steps to develop the concurrent enrollment program into a pathways model, and reorganized the K-12 Partnership department in early 2017. Using internal high school enrollment data, the College identified specific SUNY General Education courses that provide the most academically relevant learning experience for high school students and also provide a clearer pathway to degree completion. In August 2017, Middle States Executive Committee for Substantive Change provisionally approved reclassification of Charles W. Baker High School, East Syracuse Minoa Central High School, Solvay High School, and West Genesee High School as "Additional Locations."

Early College High School programs bring high school students to OCC's campus to take courses during their senior year. Students begin their path in 11<sup>th</sup> grade through concurrent enrollment. During their senior year, they spend half or full day on OCC's campus taking courses from the College faculty. Students have the ability to complete a significant portion of a degree program while enrolled in this program.

Smart Scholars is another program designed to help students make progress on their academic goals while still in high school. Funded by a grant through the New York State Education Department in conjunction with the Syracuse City School District and OCC, participating students at the Institute of Technology high school have the opportunity to fulfill elective and general education requirements. This decreases the

number of semesters needed to complete an associate’s degree at OCC and transfer to a four-year institution or enter the workforce.

Another program, OCC Advantage, launched in 2016, helps students develop college readiness behaviors and is embedded into all four years of a student’s experience at participating high schools. Students in the program are required to maintain benchmarks for attendance, academic progress, and community service as well as complete summer programming. During the 11<sup>th</sup> grade summer program, students come to OCC’s campus for their program activities and summer courses.

The curriculum at OCC is designed, communicated, and delivered to be responsive to the needs of the diverse community it serves. As an open access institution, OCC serves a broad array of students, from concurrently enrolled high school students, to recent graduates, to working adults, to those seeking job (re)training, to seniors looking for enrichment, and everyone in between.

## 5. Findings, Commendations, and Suggestions

Findings	<ol style="list-style-type: none"> <li>1. OCC has a broad portfolio of educational offerings that meet the diverse needs of the Central New York Community and are clearly and accurately described in official college publications.</li> <li>2. OCC’s Institutional Learning Outcomes (ILOs) represent the broadest knowledge and skills students should be able to demonstrate as a result of their educational experience at OCC. Individual programs use ILOs as a guide to develop more specific program and course learning outcomes.</li> <li>3. OCC’s ILOs align with MSCHE and State University of New York General Education standards and facilitate transfer to four-year institutions.</li> <li>4. All credit and non-credit courses have course outlines specifying student learning outcomes.</li> <li>5. OCC students are instructed by qualified faculty, who provide leadership and oversight for curriculum development.</li> <li>6. Faculty participate in a peer review evaluation process for reappointment, promotion, and tenure. The process includes self-assessment, student evaluations, classroom observations, and committee appraisals.</li> </ol>
Commendations	None
Suggestions	<ol style="list-style-type: none"> <li>1. While the majority of the College’s course syllabi are compliant, there are inconsistent or missing components of some syllabi that need to be addressed. The College should audit every semester and reconcile and align syllabi as necessary.</li> <li>2. To improve online course success rates, the Director of Instructional Design and Faculty Support should work with faculty to implement best practice instructional design and delivery strategies for developing online courses along with a comprehensive faculty training program.</li> <li>3. The College should allocate resources and identify strategies to recruit, hire, and retain a more diverse faculty.</li> <li>4. When data is available, OCC should assess and, if warranted, scale up the OCC Advantage Program.</li> </ol>

## 6. Documentation

### Design of the Student Learning Experience

- Transfer programs/opportunities/agreements:  
<http://students.sunyocc.edu/index.aspx?menu=795&collside=571&id=37171>
- *Institutional Effectiveness Plan*
- 2014 Student Experience Committee *Report on Students' Perceptions of their Entry to the College*
- 2015 Course/Program Development/Revision Protocols
- Curriculum Coordinator job description
  - Curriculum Committee structure and charges, and excerpts of meeting minutes
  - Oct. 2017 Curriculum Handbook
- Curriculum approvals
  - Program-specific examples:
    - Electronic Media Communications A.A.S. Fall 2015 Revised Program
    - Liberal Arts & Sciences: Mathematics & Science A.S. Fall 2015 Revised Program
    - Liberal Arts & Sciences: Humanities & Social Sciences A.A. Fall 2017 Revised Program
  - Course-specific examples:
    - ENG 103 Fall 2016 Revised Course
    - ESL 087 Fall 2016 New Course
    - EMC 101 Fall 2017 Revised Course
    - MAT 161 Fall 2017 Revised Course
    - MAT 088 Fall 2018 Revised Course
- Honors Seminar: The American Presidency Fall 2016 Course Outline
- Learning Outcomes Assessment Committee structure and charges
- Academic program curriculum map and assessment documentation examples:
  - Electronic Media Communications A.A.S. Assessment Plan, Curriculum Map, Annual Reports, and 2017 Academic Program Review
  - Honors 2015 Assessment Fellowship Report
  - Liberal Arts & Sciences: Humanities & Social Sciences A.A. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review
  - Liberal Arts & Sciences: Mathematics & Science A.S. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review
- 2015 Community College Student Survey of Engagement Report Card
- 2016 Post-Graduate Survey Report
- 2016 Nursing Licensure Exam Pass Rates
- 2016 Physical Therapist Assistant Board Exam Pass Rates
- 2017 Workforce Machinist Program

## **Communication of the Student Learning Experience**

- 2017-18 Curriculum Newsletter
- 2017-18 College Catalog
- Fall 2017 Master Schedule
- WebAdvisor and Student Planning Guide
- WebAdvisor Search for Courses and Course Sections:  
<https://selfservice.sunyocc.edu/Student/Courses>
- Degree Audit/Academic Program Evaluation examples:
  - Electronic Media Communications A.A.S.
  - Liberal Arts & Sciences: Humanities & Social Sciences A.A.
  - Liberal Arts & Sciences: Mathematics & Science A.S.

## **Delivery of the Student Learning Experience**

- Faculty Request Form
- HR Hiring Process and Faculty Job Posting example
- Timeline of Changes in Full-Time Faculty Hiring Faculty
- 2016-17 IPEDS Human Resources Data
- Faculty Search Committee Training materials
- New Faculty Orientation Experience Program materials
- Faculty Handbook: <http://employees.sunyocc.edu/faculty.aspx?menu=767&id=24473>
- *Agreement (Faculty) Between Onondaga Community College and the Onondaga Community College Federation of Teachers and Administrators AFT, Local 1845 (Sept. 1, 2014 – Aug. 31, 2019):*
  - Article XIII: Appointments/Reappointments/Tenure Full-Time and Part-Time Faculty
  - Article XV: Adjunct Faculty Assignment Procedure
  - Article XVI: Adjunct Faculty Evaluation
  - Article XVIII Schedule B: Terms, Amendment and Modification – Evaluation Procedure
- Faculty Evaluation forms:
  - Reappointment and Tenure Packets
  - Promotions (Change in Rank)
  - Face-to-Face and Online Classroom Observations
  - Non-Classroom Faculty Evaluation
  - Committee Appraisal
  - Student Course Evaluation
  - Adjunct Faculty Evaluation Report
- Reappointment and Tenure Committee structure and charges
- Promotions Committee structure and charges
- Reappointment and Tenure evaluation binders (available for onsite review in President's suite)
- Fall 2013-16 Student Course Evaluation Summaries (6 consecutive fall and spring semesters)

- Teaching Center web site: <http://employees.sunyocc.edu/faculty.aspx?menu=690&id=18760>
  - 2014 Faculty Professional Development Plan
  - President's Incentive Grant application
  - 2016-17 Annual Report
- Sabbatical Leave policies/Committee structure and charges/application
- Course Success by Modality
- LIB 100 and 210 Course Outlines
- Learning Center Faculty Engagement flyer
- Student Engagement and Learning Support 2016-17 Operational/Assessment Plan and Report
- P-Tech @ITC Fall 2016/Spring 2017 Success Rates

## 1. Description of Standard

### 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 experiences, and fosters student success.*

## 2. Executive Summary

As a result of assessments and strategic planning, Onondaga Community College has adopted specialized tools, programs, and practices to enhance the student experience and better support student success.

## 3. Evidence of Standard

Evidence was gathered through a comprehensive review and analysis of documentation from across the College, and it is clear that Onondaga Community College has met the criteria for this Standard.

Members of the Standard IV work group explored answers to five primary research questions found in the *Self-Study Design*. The answers to those questions inform the analysis section of this Standard. For ease of use, each section of the analysis is mapped to a criteria or requirement of affiliation below. Section 6 of this Standard presents a list of all the relevant documentation. Specific documents are mentioned in context:

**Prospective Students** covers Criteria 1a-b, Requirements 8, 10;

**Students Transitioning to OCC** covers Criteria 1b-c, 2, Requirements 8, 10;

**Student Success at OCC** covers Criteria 1c-d, 3, 4, 5, 6, Requirements 8, 10;

**Student Success Beyond OCC** covers Criteria 1d, 2.

## 4. Analysis

Onondaga Community College (OCC) prides itself on being student-centered and views the student experience broadly. It seeks to “meet students where they are” and support them as they make progress at the institution. As such, OCC has revised its understanding of the “student experience” to include students’ experiences before enrollment, during registration, while attending classes, and success beyond graduation.

From 2000 to 2010, the College experienced unprecedented growth in enrollment and was then almost double the size it was in 2000. Enrollment, scheduling, registration, advising and related operations

evolved to accommodate this growth. Procedures and policies that were functional with a student body of 6,000 were proving ineffectual with a student body of 12,000. The rapid expansion of existing services in response to climbing enrollment (double digit increases in some years) put pressure on these systems and revealed weaknesses in OCC's business and onboarding processes.

A number of studies, including OCC's Post-Graduate Survey, the Community College Survey of Student Engagement (CCSSE) report, and the 2014 Committee *Report on Students' Perceptions of their Entry to the College*, indicated that students were dissatisfied with the student onboarding experience as well as other aspects of the transition to college. Additionally, analyses like the *OCC Phase II report* (2011) and the Advising Interview Summary (2014) revealed that OCC's advising system was not functioning as well as it needed to.

These reports were the impetus for the February 2014 "Front Door Redesign" (FDR) and the May 2014 "Toward a Learning Centered Approach to Advisement" (TALCAA) papers, which had a major impact on the College. FDR and TALCAA, along with *Lazer Focus: 2016-2021 Strategic Plan*, and Achieving the Dream (ATD) initiatives, are driving revisions and improvements to the student experience at OCC and put students at the center of every undertaking. As indicated in the 2015 ATD Implementation Plan, the goal of the College is to "improve and refine Welcome (orientation), onboarding, advising, and sustained support for students in their critical first year."

## **Prospective Students**

In 2014, OCC increased efforts to recruit in Onondaga County. In 2016, the College participated in more than 400 visits and touch points, 62% of which occurred in the County. These visits serve to recruit potential students and elevate OCC's visibility in the community.

Each of the high schools in the Syracuse City School District has been assigned two recruitment specialists. OCC also participates in several K-12 and community partnerships and collaborations. These include P-Tech, Right Turn, Concurrent Enrollment, Liberty Partnership Program, Early College High School Programs, OCC Advantage, SAY Yes, and relationships with Syracuse City public schools such as the OCC/McKinley-Brighton partnership. In addition, the College offers summer bridge programs including the SAY YES Summer Success Academy. New summer bridge programs, like one with OCM BOCES, are also being developed. OCC is in the process of identifying funding to scale up summer bridge programs that could serve a broader population of students, including high school and incoming first year students.

On campus, the College offers an open house each fall and spring where prospective students can learn about academic offerings and support services. In Spring 2016, the College switched to a two-day Friday and Saturday format for Open House and drew in 812 prospective students – an increase of 328 students (68% overall) compared to the Spring 2015 event. This two-day format was continued in the fall of 2016 and spring of 2017, drawing a combined 1,351 prospective students to campus.



An essential part of the Open House is a resource fair that includes staff from many student services such as Financial Aid, the Office of Accessibility Resources (OAR), the Collegiate Science and Technology Entry Program (CSTEP), the Louis Stokes Alliances for Minority Participation (LSAMP), the Educational Opportunities Program (EOP), Athletics, Phi Theta Kappa, Honors, and Veterans' Affairs. Faculty representing most departments and all degree programs talk to prospective students and family members about what makes OCC unique and how it can help students reach their goals. In total, more than 120 faculty and staff participated in each semester's Open House event.

OCC Athletics also supports College recruitment by meeting with and hosting prospective students, offering pre-enrollment tryouts, and being highly visible in the community. OCC Athletics hosts approximately 750 youth from the surrounding communities, ages six to 18, at camps and special events throughout the year that introduce them to campus and the coaching staff. OCC's athletic facilities also serve as an important community engagement tool as many high school and community groups rent space on campus to host games, tournaments, and special events. For example, during 2015-16, there were 75 community meetings, 53 high school events, 17 trade shows, and two entertainment events hosted on campus, bringing an estimated 10,000 to 15,000 high school-aged students to OCC. For many, these community events are their first introduction to OCC.

In addition to active recruitment efforts, the College provides prospective students with access to information on its website, which includes information about tuition and fees, financial aid, and scholarships. The "My Aid @ OCC" webpage has information on bookstore credit, Lazer Card transfer, financial aid refunds, satisfactory academic progress, and the potential impact to financial aid from dropping classes or taking classes outside of a degree program. Additionally, the financial aid self-service module allows students access to up-to-date financial aid information. OCC also offers students SUNY Smart Track, a financial literacy tool, that makes the cost of attending college clear and understandable to students and their families. Additionally, Career Coach, one of the College's web-based career search tools, is available to the public to help perspective students identify in-demand careers in the region as well as related credentials.

### **Students Transitioning to OCC**

The Front Door Redesign (FDR) white paper was the impetus for massive structural changes to improve student onboarding. For example, a transition team was implemented to provide more structured support to new students through a case management model. The Transition Team, led by an Assistant Director for Student Onboarding, guides students through the onboarding process, from application through the first semester. Each of the five team members has a caseload of students, reaching out to new students regularly to remind them of important deadlines and processes and to assist them with things like admission applications, financial aid, certificates of residency, testing, advising, and OCC New Student Orientation/Welcome. In Fall 2016, the transition team began reaching out to students during the first week of classes to provide proactive support and direct them to relevant resources like bookstore credit, tutoring, Community Care Hub, and so on.

To smooth the transition into college, OCC created registration and orientation events called Express Enroll and Connect @ OCC. In 2015, these events were combined into one program called New Student Orientation and Registration, which is offered on weekdays and weekends throughout the year. Students can also attend Welcome Onondaga, a nine-day series of events and programs, beginning the week before classes start, designed to help students become familiar with campus, connect with other students, faculty, and staff members, and get a head start on being successful in their first semester. Welcome Onondaga includes an information fair for students and families as well as a Community Care Fair to inform students about helpful resources and services.

As students transition onto campus, transfer credits are evaluated by the Office of the Registrar. As described on the OCC website, students can transfer in credit from several different sources, including other colleges and universities, Advanced Placement (AP), International Baccalaureate (IB), College-level Examination Program (CLEP) exams, and military credit. Transcripts and/or exam reports are reviewed by the transfer credit evaluation coordinator and can be viewed by students in Student Planning. Students also have access to guides on the website that outline transfer equivalencies by college and AP/IB/CLEP equivalencies.

Academic credit may be awarded for prior learning by any academic department of the College (College Policy A6 Degree/Certificate Requirements). Credit may be awarded for demonstrated competencies in a specific course offered by the College at the time the credit is awarded, and the student must be matriculated in a degree or certificate program to receive credit. Each academic department determines the manner in which prior learning is evaluated (e.g., by standardized or departmental examination, portfolio evaluation, clinical observation, laboratory evaluation, or by combinations of these or other methods).

Another aspect of transitioning to OCC involves ensuring students are placed appropriately in English, Reading, and Mathematics. This has been a priority for faculty and administration and an area where collaboration across the institution has resulted in improvements to placement practices. The changes in these processes promote access and equity for all OCC students. English and Reading moved to a form of multiple measures for more accurate placement in 2013. The Mathematics Department significantly restructured their placement model in 2015 by tying placement directly to a student's recent performance in New York State Regents' mathematics courses. If a student is not a recent graduate, does not have the relevant coursework, or would like to appeal their placement, he or she can then take a mathematics placement exam.

Students who place into non-credit developmental courses in English, Reading, or Mathematics have the option to take part in a Prep for Success workshop. This program, developed in 2013 by OCC faculty researching ways to further refine placement testing, allows students who do not place into college-level classes or wish to change their placement level the opportunity to retest after a brief workshop. The workshops are part test-taking strategies and part review, running three to four hours. Data shows that between 2015 and 2017, approximately 37% of participants in the English workshop, 59% of participants

in the Reading workshop, and 40% of participants in the Math workshop changed to college-level placement after re-testing. 177 students changed their placement to college-level English, Reading, or Mathematics as a direct result of this program.

In 2015, OCC began participation in a Center for the Analysis of Postsecondary Readiness (CAPR) study, led by the Community College Research Center, on a new algorithm for placement in college-level or non-college-level classes in English and Reading. Use of the algorithm for placement started in January 2017. The study has the potential to significantly reduce placement into non-credit reading and writing courses and make sure that only those students who absolutely need it to be successful are placed into them. CAPR will begin to analyze data after students who tested from January 2017 through the start of classes in August 2017 have completed Fall 2017 classes. At this point, it is clear that the algorithm is placing more students into credit bearing English and Reading than the traditional method (see English Placement data). It is not yet clear if success rates have changed significantly. At the earliest, this data will be available in January 2018. Since placement into college-level classes directly impacts student success and graduation, this project has the potential to significantly impact OCC's ability to meet Strategic Goal #2.

Once placed appropriately, OCC has programs in Mathematics, English, and Reading that increase access and equity for students, consistent with Lazer Focus and ATD priorities. In terms of non-credit, developmental education, there are several programs in place:

- In 2012, the OCC Mathematics department implemented the quantitative literacy course developed by the Carnegie Foundation for the Advancement of Teaching. OCC is part of the Carnegie Math Pathways Networked Improvement Community and, as part of this initiative, offered several Quantway sections. As a result of this work, the College now also offers Mathematical Reasoning, a college-level quantitative reasoning course, offering non-STEM students a mathematical literacy pathway. OCC Mathematics faculty are also piloting developmental courses using features of the Emporium model (flipped classroom, self-paced, modularized delivery) for students taking arithmetic and beginning algebra courses.

OCC also offers students the services of the Mathematics Diagnostic Center. The Center provides students with the opportunity to refresh their math skills and develops individualized review programs for students. Participating students may be eligible to enroll in a higher-level math course.

- The English discipline offers students who do not place into credit bearing writing courses two options, the Accelerated Learning Program (ALP) and Writing and Reading in the Disciplines (WRD). ALP, adopted from the program developed by the Community College of Baltimore County and gaining nationwide prominence, is the most promising of these initiatives and pairs developmental English with the required credit-bearing English course in a co-requisite model. OCC's ALP program, begun in 2014, is extremely promising. Students enrolled in ALP are more than twice as likely to fulfill their developmental writing requirement and pass their first-term (credit-bearing) composition

class than students enrolled in a stand-alone developmental writing course. Similarly, students enrolled in ALP are more than twice as likely to go on to pass the second, required English course (see ALP data table for details). ALP's impact on graduation rates will also be assessed once the program has existed long enough to provide the necessary data. OCC is now leading a SUNY-wide faculty learning community to pilot or scale up ALP at interested two and four-year campuses. Dr. Matthew DelConte, Assistant Professor, English/Reading/Communication, directs this initiative.

WRD was developed by OCC faculty in English and Reading for a U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant awarded in 2012. The grant required that participating colleges develop an accelerated, innovative approach to developmental education. Faculty combined aspects of ALP and Washington State's Integrated Basic Education and Skills Training (IBEST) Program for an accelerated, contextualized learning experience that gave students credit for developmental English as well as Reading courses. A version of this was tried with developmental Mathematics as well. While promising, this approach is not as scalable as OCC's version of ALP or Math's other initiatives; therefore, resources and attention are being devoted to those other programs.

## **Student Success at OCC**

### *Advising*

Effective academic advising is necessary for student success while at OCC and beyond, as well as for meeting the College's #1 strategic goal, "Equitable access to a clear and well-aligned path to success for students." The white paper "Toward a Learning Centered Approach to Advisement" (TALCAA) is the basis for many of the ongoing improvements in OCC's advising system.

As a result of the white paper, the following changes were made:

- The "Taking Care of Business" sessions, formerly online tutorials, became interactive, personalized assistance sessions;
- The Advising Center was restructured in 2016 with the creation of an assistant director of advising position and a reclassification of professional advisor, retention, and service positions;
- Data gathering systems were improved and a new process for recording interaction with students was implemented through the Colleague system. Users in multiple offices (e.g. Student Central or the Onboarding Team) can now record information about specific students in one place. In addition, the advising team can now easily view a student's cohort groups (e.g. EOP, CSTEP, and team sports);
- The Peer Connector program, begun in 2014, pays student workers to assist students with registration, degree planning, and other college processes as well as New Student Orientation & Registration. They also give tours and help students navigate and acclimatize to the College;

- The Faculty Advising Fellows program was started to bring faculty and professional advisors together to identify and propose solutions for specific issues. For example, Fellows spearheaded the implementation of the Student Planning module and are helping to clarify and revise the role of faculty advisors;
- In Spring 2017, the Student Planning module came online (see Standard III for details).

While there have been many improvements to OCC's advising system in recent years, the College must continue to refine and build on these successes. Currently, students are assigned to first-year advisors (professional advisors in the Advising Center) in their first semester and faculty advisors for the remainder of their enrollment. Examination of 2015-16 data revealed that over 2/3 of the students seen in the Advising Center were actually continuing students with assigned faculty advisors. Consequently, the Faculty Advising Fellows worked with the professional advising team to send the message to both students and faculty advisors that students should meet with their assigned advisors whenever possible. This allows the Advising Center to advise new students and address other advising needs not related to course selection. This new messaging is being implemented in Fall 2017 for Spring 2018 registration and will be assessed at its conclusion.

OCC's advising system needs to be infused with the appropriate tools and resources to provide customized, targeted outreach, and maximize advisors' time in order to provide clear, consistent guidance for students. Through the Administrative Review process completed in 2017, Advising Center and Review Team members recommended the following actions:

- Strengthen operations scheduling to ensure adequate staff coverage during all hours of Advising Center operation. This recommendation has already been addressed by assigning the Assistant Director to monitor staff coverage daily. In addition, a member of the advising team is always assigned to the enrollment lab to work with Peer Connectors, providing additional support for the registration process.
- Improve the student advising experience through effective use of the Student Planning module. This is being addressed by integrating Student Planning into the advising and registration process, regardless of when or where students register.
- Better utilize students in all aspects of the enrollment process (i.e. orientation, workshops). This recommendation has been addressed in a number of ways. Since 2014, Peer Connectors have worked at all New Student Orientation & Registration events, the Transfer Fair, and tabling initiatives related to advising. Starting Fall 2017, two Peer Connectors assist students with Career Coach and Career Services. The Advising Center is assessing Peer Connector roles and plans to expand the use of Peer Connectors at events like Open House and group advising in academic departments.
- Create more opportunities for peer mentors, such as providing them with college credit and internships. The Advising Center will collaborate with Career Services to explore these options.

- Work with the First Year Director to establish best practices and remove any redundancies in programming and other campus initiatives around first year students. The Assistant Director and Coordinator of Advising are working with the First Year Director and the Achieving the Dream First Year Experience team to determine current programming and how it will evolve with new campus initiatives for first year students.
- Establish advising liaisons to promote Advising Center and faculty collaborations, such as Advising Fellow and Advising Center staff initiatives. Additionally, several members of the Advising Center staff are working on Achieving the Dream and Student Experience committees with faculty.

Finally, the College will explore new innovative strategies, such as ATD's Integrated Planning and Advising for Student success (iPASS) initiative. This approach provides the opportunity to maximize technology and integrate advising with other student support solutions, such as emergency aid and the developmental education redesign, and connect advising and other student supports with curriculum.

Processes to secure maintenance and appropriate release of records are followed consistently by advisors, faculty, staff, and administrators. These processes are supported by policies found in the Centralized Policy Manual, specifically College policies B9: Records Retention Requirements; C1: Compliance with the Family Educational Rights and Privacy Act (FERPA) (the "Buckley Amendment"); C11: Authorization to Release Students' Education Records; J1: Acceptable and Responsible Use of Computing Technology; and, J2: Internet Privacy. Additionally, the Colleague Revitalization of the Student Information System Project ensures data integrity and effective management of student records. Computer systems are now set up so that users can only see the information appropriate for their function, avoiding unnecessary disclosure of sensitive information (such as gender identity, age, FERPA waivers, disclosures of disability, etc.). FERPA guidelines are displayed prominently in the College Catalog and on the consumer website as well as the faculty website. A national expert in risk management and student privacy, Brett Sokolow of the National Center on Higher Education Risk Management, led trainings on FERPA for all student services staff in February 2014 and March 2017.

In addition to fulfilling its legal obligations, OCC also recognizes that these forms and bureaucratic processes can have an impact on student lives. For example, as a result of a student concern, the College developed a new form that allows students to alter their name on course rosters and other non-legally binding documents to reflect a student's gender preference without legal documentation.

### *Supporting Students at OCC*

Along with advising, OCC recognizes that, in order to be successful, most students need help along the way and that help should come in many forms. For example, Retention Alert identifies students requiring both academic and non-academic support. An advisor may discover that a student flagged in Retention Alert by a faculty member for non-attendance is having a family crisis impacting his or her ability to attend class. That student can then be referred to the Counseling Department or other appropriate support service.

The student website lists all of the support and supplementary programs available to students housed within the Student Engagement and Learning Support division under the headings of “Specialized Support,” “Health + Safety,” and “Campus Life.” Two programs of special note here are the Behavioral Intervention Team (BIT), known as We Care and the Community Care Hub.

We Care provides a route of communication, assessment, and intervention for members of the College community to proactively intervene and support students when concerning behaviors are reported. This cross-functional team utilizes a threat-assessment tool provided by the National Behavioral Intervention Team Association (NaBITA). Any individual, including employees, students, parents and community members, can report a concern about a student, and the We Care team follows up with the goal of supporting the student. In the 2015-16 academic year, 257 student concern cases were submitted by members of the College community. Ninety-five percent of the cases required interventions and 88% of these cases were either deescalated or closed at the end of the year, requiring no further follow-up. The majority of support and interventions are provided on campus and in-house. In certain cases, referrals are made to local partners such as Syracuse Behavioral Healthcare, Hutchings Psychiatric Center, and the local, psychiatric emergency room.

While OCC has always maintained a fully functional Counseling Department, the College wanted to leverage and amplify these essential services. To assess student need for access to community supports and other non-academic resources, OCC participated in the Healthy Mind Survey (Spring 2015), which revealed that students have significant non-academic barriers to student success. As a result, the Community Care Hub (CCH) opened in the fall of 2016. It provides a link to community and campus resources, addressing those life circumstances and specific psycho-social/non-cognitive issues that may interfere with a student's ability to be successful. The services within the CCH include resources for housing and food insecurity, streamlined access to public benefits, assistance with securing health insurance and/or Medicaid, access to free legal services, tax preparation assistance, transportation assistance, and health and family care referrals. In addition, an AmeriCorps/Vista volunteer works in the CCH assessing student need and promoting the services. Counseling faculty and staff collaborate with and support the We Care system and the CCH. A SUNY Community Schools Grant, received in Fall 2016, also provides additional resources for students in financial need, including a dedicated case manager. As a further support, the College maintains a food pantry open to students throughout the school year. Finally, OCC was awarded the five-year OASAS College Environmental Prevention Grant, which will focus on reducing alcohol and drug misuse and related consequences among students.

In addition to addressing student needs, OCC also has a commitment to supporting the continuum of the student learning experience. Of the programs that do this, OCC Athletics and the Arts Across Campus program directly and indirectly impact the most students.

OCC Athletics is an exceptional program supporting 17 intercollegiate NJCAA teams that are populated with nearly 300 student athletes. OCC Athletics has won fourteen NJCAA team national championships and eight NJCAA Division 3 individual national championships. The Athletics staff have a personal

connection with athletes and provide administrative, academic, health, and fitness support with an emphasis on academic success. For example, student athletes were retained at a higher rate (88% compared to 60% in 2014) and with a higher cumulative GPA (2.7 compared to a 2.0 in Fall 2015) than to the general population. OCC Athletics also provides intramural programming for fun, safe competition amongst students, faculty, and staff. In 2016, for example, 114 students participated in a five-week basketball league. Through programs like these, OCC Athletics hopes to create better and stronger connections between participants as well as strengthen identification with the institution.

Launched in 2001 to assess and improve the existing arts environment on campus, Arts Across Campus (AAC) plans and presents an annual arts program. AAC may include a combination of concerts, theater, lecture, film, rotating art exhibitions, and permanent public art installations in a given year. This initiative is also characterized by partnerships with successful arts organizations such as Jazz Fest, Symphoria, Syracuse Stage, The Society for New Music, and CNY Regional Scholastic Art, as well as by collaborations with local, regional, and national artists, including OCC students, faculty, and alumni.

OCC's Common Read program, initiated in 2016, housed within AAC and coordinated by members of the Reading discipline, seeks to promote reading and also encourages people to identify, reflect upon, and share their own stories. In 2016-17, the Common Read was *Wild: From Lost to Found on the Pacific Crest Trail* by Cheryl Strayed. In 2017-18, the Common Read is *God Grew Tired of Us: A Memoir* by John Bul Dau, an OCC alum and Alumni Faces honoree. Selections are voluntarily incorporated into courses across the curriculum by faculty with support from the Reading discipline and are the subject of extra-curricular events throughout the academic year. Students can receive the book for free. The highlight of the program is a campus visit and public presentation from the author. One student in attendance at the Cheryl Strayed presentation said, "I ran up to her and told her, 'I almost quit. I almost gave up on college without looking back.' She whispered in my ear, 'Don't.' It was amazing."

While OCC has an array of programs and offices devoted to supporting the student experience, it is constantly seeking to improve these offerings and their effectiveness. One example of this improvement is the First Year Student Experience program being developed at the College. Based on recommendations made by the Student Experience Committee, a subcommittee of the College Leadership Council, and an Achieving the Dream First-Year Experience work group, OCC recognized that it must offer a coordinated series of programs and events beyond orientation and Welcome Onondaga. The goal is to implement a comprehensive, first year student support model coordinated by the director of the First Year Student Experience.

OCC delivers a number of services to students via third-party providers that support the student experience. These include: dining, vending, and meal plan services from American Dining Creations, a wholly owned subsidiary of American Food & Vending Corporation; bookstore services from Barnes & Noble College, Inc.; credit union services from AmeriCU Credit Union; health and wellness services from the Southwest Area YMCA, a member organization of the YMCA of Greater Syracuse; financial aid verification support from Global Financial Aid Services, Inc.; and, financial aid and student accounts call



support from CMD Outsourcing Solutions, Inc. Third-party providers have an executive-level liaison to monitor and support these services.

## **Student Success Beyond OCC**

Career Services, situated in the heart of Coulter Hall, assists students and alumni with career exploration, gaining hands-on experience, and employment services. Students with tentative career plans can explore career pathways, participate in applied learning opportunities, reflect on their experiences, and make informed decisions. These activities provide students exposure to a variety of career options and help clarify career choices. Career Services offers individual appointments, workshops, campus-wide events, and also collaborates with Transfer Services on programming.

In 2017, Career Services conducted a comprehensive review of its services, programs, and business processes and identified opportunities to strengthen connections with OCC students, faculty, alumni, business, and community partners by better promoting awareness of services and resources. The review team recommended ensuring adequate staffing to achieve departmental goals; collaborating with faculty, the Learning Center, and Advising to increase student referrals to Career Services; developing more relationships with employers; and exploring options for additional career assessment tools to better serve students.

These recommendations were re-affirmed in the Student Experience Committee's *2016-17 Report: Career Services and Transfer Services at OCC*. Based on its review of best practices, information from Career Services' self-study report, and survey results from the campus community, the committee recommended the following:

- Further integrating career development and applied learning into academic programs;
- Developing a recognizable brand;
- Updating the website and growing a social media presence;
- Providing incentives for student participation in programming; and
- Using additional career assessment tools such as Strong Interest Inventory and Myers-Briggs Type Indicator to help Career Services connect with prospective students and alumni who might not have taken advantage of the office and its resources while on campus.

Additionally, reliance on a Perkins grant as its major source of funding limits long-term sustainability. The Student Experience Committee recommended funding Career Services through the College budget or finding funding sources that are more sustainable and less restrictive.

OCC recently hired a new Career Services director to support these efforts. The office has also begun tracking all student interactions in Purple Briefcase, and the new director has reached out to all faculty, offering ways to connect with the office (see Student Engagement & Learning Support's 2017-18

operational/assessment plan for details). Additionally, Career Services is collaborating with Economic and Workforce Development to strengthen and sustain relationships with employers in the region.

Transfer Services at OCC helps students plan for transfer through activities such as workshops on the transfer process, providing information on different types of transfer agreements, arranging transfer fairs and “Advisor in Residence” visits, and hosting tours to regional colleges and universities. Currently, the College maintains dual admissions and transfer/articulation agreements with over 40 higher education partners. In addition, the College participates in programs such as Bridges to Baccalaureate with SUNY Binghamton, providing support to under-represented students interested in biomedical sciences, and a transfer initiative with SUNY Oswego funded by a US Department of Education First in the World grant for at-risk students.

While some students come to OCC with the intention of transferring before completing a credential or are unclear about their goals, the College has a commitment to getting students to graduation. Registration and Records coordinates a comprehensive degree audit in the “Academic Profile” section of the Student Planning module for each student. Students always have access to the necessary steps to complete degrees and to take full advantage of advising.

The Office of Alumni Communications works closely with graduates to provide career learning opportunities to current students through a variety of means. The OCC website features alumni profiles to inspire current or future students. Alumni serve as guest lecturers for classes, keynote speakers for College ceremonies, and on alumni career panels. Students are also connected with alumni for possible internship, job shadow, and mentorship opportunities. Finally, corporate and community organization visits provide an opportunity for OCC students to learn firsthand about the career experiences of OCC alumni. The Alumni Office, in conjunction with the president and the OCC Foundation, coordinates the annual Alumni Faces recognition program. The program, started in 2006, has honored more than 54 alumni to date with special receptions, student programming, and recognition on the Alumni Wall.

It is clear OCC has committed to student retention, persistence, completion and success through an increasingly effective student support system. This is evidenced by the College’s first year retention rate increase from 54.6% (SUNY Data Warehouse, Fall 2012) to 57.9% (SUNY Data Warehouse, Fall 2015).

## 5. Findings, Commendations, and Suggestions

Findings	<ol style="list-style-type: none"> <li>1. The OCC redesigned its “front door” services to better support student retention and completion. The transition team is charged with guiding students from the point of inquiry through census date of their first semester.</li> <li>2. Focused initiatives such as Welcome Onondaga, First Year Experience, and developmental education projects have all contributed to student retention efforts and a culture of student-centeredness.</li> <li>3. OCC opened the Community Care Hub to identify and meet the non-academic needs of students, including food and housing resources, access to public benefits, and health and family care referrals.</li> <li>4. OCC has clearly stated policies and procedures that facilitate student success and also protect the privacy and integrity of student information.</li> </ol>
Commendations	None
Suggestions	<ol style="list-style-type: none"> <li>1. Further implement the recommendations and project plans of the Achieving the Dream (ATD) First Year Experience and Developmental Education teams.</li> <li>2. Implement advising improvements and explore new, innovative strategies, such as ATD’s Integrated Planning and Advising for Student Success (iPASS) initiative.</li> <li>3. Career Services should increase documentation of tracking and assessment of students, employers, faculty, and alumni to ensure ongoing improvement and collaborative efforts with other services, such as advising and transfer.</li> </ol>

## 6. Documentation

### Prospective Students

- OCC 2017-18 Viewbook
- Prospective Students web page: <http://www.sunyocc.edu/index.aspx?menu=972&collgrid=548>
- Lazars Athletics web page: <http://www.onondagalazars.com/>
- Career Coach web page: <https://sunyocc.emsicc.com/>
- Financial Aid web page: <http://www.sunyocc.edu/index.aspx?menu=386&id=34223>

### Students Transitioning to OCC

- *Retention and Completion: Building Success from the Front Door* redesign plan
- Team Room Outreach Plan
- Community College Research Center Project Description/Deliverables
- Placement Data
- ALP Data Table and Presentation

### Student Success at OCC

- Advising:
  - Advisement Assessment and Analysis (IPAR 2012)
  - *OCC Phase II Report 2011* (NACADA 2011)

- Advising Interview Summary (Spring 2014)
- Towards a Learning-Centered System of Academic Advisement (May 2014)
- Advising Fellowship Program Presentation (Spring / Fall 2015)
- Advising Administrative Review Self-Study and Team Report (2017)
- Centralized Policy Manual: <http://students.sunyocc.edu/index.aspx?id=7099>
  - Policy C11: Authorization to Release Students' Education Records
  - Policy C1: Compliance with the Family Educational Rights and Privacy Act (the "Buckley Amendment")
  - Policy J1: Acceptable and Responsible Use of Computing Technology
  - Policy A6: Degree/Certificate Requirements
  - Policy N1: Intercollegiate Athletics Participation
  - Policy J2: Internet Privacy
  - Policy B9: Records Retention Requirements
  - Policy N5: Student Conduct and Disciplinary Procedures "The Code"
  - Policy D6: Sexual Assault, Domestic Violence and Stalking Prevention
  - Policy N2: Recognition of Student Organizations
- Transfer programs/opportunities/agreements:
  - <http://students.sunyocc.edu/index.aspx?menu=795&collside=571&id=37171>
- College Catalog Academic Rules: <http://catalog.sunyocc.edu/content.php?catoid=1&navoid=14>
- WebAdvisor and Student Planning Guide
- Student Surveys:
  - 2015 CCSSE Report Card
  - 2016 Post-Graduate Survey Report
  - Spring 2015 Healthy Mind Survey Analysis and Report
- Student Services:
  - Directory of Student Support Services
  - Athletics: Outcomes Report
  - Arts Across Campus: Annual Report
  - Common Read
  - Residence Life Handbook
- Achieving the Dream Implementation Plan
  - ATD First Year Team Charges
  - ATD Developmental Education Team Charges
- College Catalog

## **Student Success Beyond OCC**

- Career Services 2017 Administrative Program Review
- Student Experience Committee's *2016-17 Report: Career Services and Transfer Services at OCC*
- OCC Alumni Faces Class of 2017 web page: <https://news.sunyocc.edu/2017/09/27/alumni-faces-class-of-2017/>
- Strategic Enrollment Management Plan 2017-2021

## 1. Description of the Standard

Standard V: Educational Effectiveness Assessment

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

## 2. Executive Summary

Assessment has gone from being a poorly understood, external mandate to being an integral part of the College culture used for continuous quality improvement.

## 3. Evidence of the Standard

Evidence was gathered through a comprehensive review and analysis of documentation from across the College, and it is clear that Onondaga Community College has met the criteria for this Standard.

Members of the Standard V work group explored answers to five primary research questions found in the *Self-Study Design*. The answers to those questions inform the analysis section of this Standard. For ease of use, each section of the analysis is mapped to a criteria or requirement of affiliation below. Section 6 of this Standard presents a list of all the relevant documentation. Specific documents are mentioned in context:

**Assessment of Academic Programs and Institutional Learning Outcomes** covers 1, 2a-c, 3a-h, Requirements 8, 9, 10;

**Assessment of Academic Supports** covers Criteria 1, 2a-c, 3a-h, Requirements 8, 10;

**Assessing Assessment** covers Criteria 5;

Criteria 4 is not applicable.

## 4. Analysis

Assessment of student learning and achievement at Onondaga Community College (OCC) has evolved over the years and can be best understood in four distinct phases. In phase one, assessments were externally mandated by an accreditor or similar body and were performed successfully but not consistently, and the results were not always utilized to drive substantive changes. As the collective understanding of assessment grew more sophisticated, OCC entered its second phase, in which assessment of student learning outcomes became a more integral part of the College culture. In the third phase, the College as a whole learned how to use assessment to drive productive and substantive change, from individual classrooms to entire programs to administrative offices and everything in between. OCC is now entering the fourth phase, in which the College is working toward a culture of continuous quality improvement.

## **Assessment of Academic Programs and Institutional Learning Outcomes**

For many years, the bulk of student learning assessment on the OCC campus was done to satisfy external accreditors, SUNY General Education (Gen Ed) requirements, and OCC's own General Education requirements for all degree programs (established in 1998). Outside of mandated reporting, the assessments were neither consistent nor were results widely shared or regularly used to make changes. In 2004, SUNY issued an update to, and guidelines for, its Gen Ed requirements that increased OCC's reporting responsibilities. Around this same time, discussions of accountability and assessment of student learning were gaining traction in American higher education generally, becoming a permanent part of the landscape over the next few years. OCC responded with an increased and strengthened set of assessments for its SUNY Gen Ed requirements, but the overall problems with assessment at OCC remained. This is well documented in the MSCHE 2008 Statement of Accreditation Status.

As a result of the Accreditation report, OCC as a whole committed to doing assessment in smarter, more efficient forms that resulted in more actionable outcomes. The creation of the Office of Institutional Planning, Assessment, and Research (IPAR) and the hiring of an associate vice president of Institutional Effectiveness and Planning in 2008 marked the beginning of this new era.

There was recognition in many areas across the campus that assessment, when done correctly, could be a tool for curriculum design and resource allocation. On-campus leaders of assessment began educating their peers to this approach and leading by example. The College moved from a focus on individual classrooms to a student's overall learning experience. OCC adopted Institutional Learning Outcomes (ILOs) in 2009. The ILOs evolved from OCC's Gen Ed requirements and represent a consensus of what the institution identified as important for every student to know and do, regardless of program of study or career goal.

The creation of the Assessment Fellowship program in 2009-10 supported a vanguard of assessment leaders among OCC employees. The competitive Assessment Fellowship program awards small grants to faculty, staff, and administrators to undertake vital assessment projects. Participants must also attend a professional development session that serves as an orientation to the program and helps solidify knowledge of assessment practices. As of Spring 2017, there have been 90 Assessment Fellows. Assessment Day, held every Spring since 2010, is a way to celebrate and disseminate the work done around Assessment Fellowships over the academic year. Since 2010, more than 1,000 College faculty, administrators, and staff have voluntarily attended Assessment Day activities, interacting with and hearing from that year's Fellows and learning about new projects and approaches to assessment. These sessions are a popular and effective form of professional development.

In 2010, the SUNY system issued yet another update and set of guidelines to their Gen Ed requirements. In response to the SUNY General Education Assessment Review (GEAR) and Strengthened Campus Based Assessments (SCBA) initiatives, OCC faculty and administration strengthened and improved their assessment plans and rubrics for SUNY Gen Ed requirements (stored in WEAVE, the College's online

planning and assessment repository). Faculty were getting better at the practice of assessment, but faculty and administration were focused on course-level outcomes and not on how those outcomes connected with or informed curricular or institutional learning outcomes. Because of the work that had been done to make all levels of assessment link to and inform one another, OCC was still fulfilling its obligations to its students and affiliates, but there was an unintended consequence. The College began to focus on SUNY Gen Ed assessment at the expense of its own Institutional Learning Outcomes (ILOs). SUNY Gen Ed requirements became the driving force behind assessment at OCC for faculty and staff during this time.

In Spring 2011, the Learning Outcomes Assessment Committee (LOAC), a standing committee of the faculty, absorbed the old General Education Committee to create a new body to guide and direct all aspects of student learning outcomes assessment. There was a conscious effort on the part of faculty and administration, with support from LOAC and IPAR, to make assessment and reporting less onerous, more practical, and more applicable. Faculty sought out ways to link the various levels of assessment, so they could connect horizontally or vertically one to the other (course ↔ program ↔ external accreditor ↔ SUNY Gen Ed ↔ MSCHE Gen Ed ↔ OCC Gen Ed or ILO), reducing duplication of efforts and making results more meaningful.

In academic year 2013-14, OCC started a curriculum mapping initiative to assess how students were meeting the required outcomes. The results showed that while the SUNY Gen Ed program was strong, there were gaps in terms of OCC's ILOs. LOAC focused faculty attention on ILOs by encouraging program coordinators to assess a program learning outcomes directly linked to an ILO. While necessary and important, the implicit focus on SUNY Gen Ed requirements was giving short shrift to those things the College identified as vital, and, more significantly, that students needed to be productive, successful, and fully educated citizens. This recognition led to the first targeted Assessment Fellowship program in Fall 2014 and the first themed Assessment Day event in Spring 2015, "Maps and Gaps." The goal of that Assessment Day event was to identify and fill in the gaps in the curriculum around ILOs. Over the next few years, a growing frustration with trying to "fit" SUNY Gen Eds into what could otherwise be a more organic and holistic set of program curricula pushed OCC toward a focus on ILOs. ILOs will drive curriculum design and assessment efforts moving forward. In Spring 2017, President Crabill and Faculty Senate President J.T. Ryan tasked LOAC to initiate a review of the ILOs as a first step towards revitalization of the College's Gen Ed program. The review is ongoing.

OCC is at an exciting juncture. Faculty have always "owned" the curriculum by determining what gets taught, but now they have the opportunity and responsibility to determine "those key components that are uniquely OCC; tying our degree programs together, achieving the goals we have outlined for our students" (President Crabill and Faculty Senate President J.T. Ryan's Spring 2017 memo). Assessment will play a critical role in this.

Faculty, through the leadership of LOAC, are now in the process of revising the ILOs and strengthening a culture that understands and recognizes them as essential to the curriculum. Faculty are rebuilding the curriculum to highlight those skills and knowledge that transcend programmatic outcomes and are



important for a meaningful life and full participation in civil society. A key component of this will be ensuring that faculty have a shared understanding of what the language of the ILOs actually mean and how they can be implemented and measured in individual disciplines and courses. Even subtle differences in interpretation or the choice to directly or indirectly measure an ILO could have an impact on students' learning. An example of this, and a potential model for moving forward, can be seen in the way in which faculty approached the "critical thinking" and "information management" outcomes.

The story of the assessment of the critical thinking and information management infused SUNY Gen Ed competencies illustrates the ways in which issues of inconsistent interpretation of a student learning outcome can be resolved. SUNY Gen Ed documents name these outcomes as "critical thinking (reasoning)" and "information management," referring to them as "competencies" that should be 'infused' throughout the Gen Ed program. OCC includes analogous learning outcomes in its ILOs, referring to them as "analytical reasoning and critical thinking" and "technological literacy." OCC has been responsible for measuring this infused competency since 2006 for SUNY and 2009 for its own ILOs. There was an assumption on the part of the College that students were being instructed in these areas across all curricula and all classes, that they were simply there and being communicated to students in meaningful ways, but assessment was often indirect. For example, assessment data for the critical thinking competency might be generated by taking results from a sub-category of the written communication assessment rubric focusing on argumentation, or it might be generated based on a particular assignment like a lab report earning an overall grade of C or higher.

The assessment of these general education competencies was recognized as a persistent gap, and, in academic year 2013-14, two separate teams of faculty used Assessment Fellowships to begin working on measuring students critical thinking/analytical reasoning (CT) and information management/technological literacy (IM) skills.

In 2013-14, the teams created rubrics for each competency and a workable assessment plan to document and measure the extent to which CT (David Bzdak, Associate Professor, Social Sciences, and Patrick Kenny, Associate Professor, Social Sciences) and IM (Malkiel Choseed, Professor, English/Reading/Communication and Jamie Sindell, Associate Professor, English/Reading/Communication) were actually infused across the curriculum. Rubrics were designed, tested, and improved, and assessment plans were vetted by colleagues and IPAR. In 2014-15, as part of another Assessment Fellowship, the plans were implemented and data was collected. A feedback loop was created; input from participating faculty was used to revise the plan and rubrics. The cycle was repeated in 2016-17 with Fantasia Thorne-Ortiz, Assistant Professor, Coulter Library, joining the IM team. Detailed assessment reports, methodology, data, and conclusions for each academic year are available in WEAVE.

The findings from these assessments were both provocative and instructive. The teams succeeded in creating assessments that were authentic and organic. Rather than layer another task onto faculty and students, the CT and IM assessments asked participating faculty to use already-existing assignments of their choosing. The standardized rubrics could account for consistency and validity. The assessment

revealed that while students tended to be proficient in some aspects of the competencies, vital skills the College assumed were simply ‘infused’ or present in the curriculum need to be attended to in an intentional and significant manner. Additionally, there is no universal agreement on what the terms “critical thinking” and “information management” mean. Consequently, more time and resources are needed to ensure that faculty members are fully aware of the ILO and have the time and resources necessary to design and use appropriate assignments in the classroom.

While it was necessary to begin to measure and fill in the gaps around CT and IM, it is also important to note that these assessment projects also served as proof of concept that specific learning outcomes do not need to be tied to specific courses within the curriculum. A substantive and meaningful conversation across disciplines that focuses on student learning outcomes is possible. With the revision of the current ILOs, faculty at OCC have a chance to create a set of student learning outcomes that are truly cross-disciplinary. For example, effective communication is vital to success in and out of school. If its measure is tied to only one particular class’ learning outcomes, the College misses an opportunity and obligation to explore how it is done in other classes and across the curriculum generally. Recognizing and measuring this is the first step in establishing a substantive program for fostering this important skill throughout and across the College. Furthermore, as the landscape of higher education changes, OCC now has an assessment tool that it can deploy to address issues like prior learning assessment and micro-credentialing that SUNY is only now considering.

### *The Assessment of Student Learning Report*

As faculty increasingly understood and appreciated assessment, the College developed policies and procedures to ensure assessment is timely and accurate. Under the *Guidelines for Assessment of Student Learning*, all programs and departments are involved in assessment on the macro- and micro-level. The *Guidelines* created a six-year cycle of program assessment that keeps the College on schedule. Although programs are mandated to complete a full report every six years, many programs report more frequently, either breaking up their program learning outcomes into cycles which add up to a complete review or simply reporting in full. One-hundred percent of academic programs have assessment plans in place, and 100% have reported for the 2014-15, 2015-16, and 2016-17 academic years. LOAC and the Curriculum Committee, both standing committees of the faculty, provide professional development and guidance around assessment and ensure learning outcomes at all levels are clear, measurable, and aligned. The *Assessment of Student Learning (ASL)* report, housed in WEAVE, documents this activity for the years 2014-17.

As demonstrated in the *ASL* report, assessment is done in academic programs at all levels. Every academic year, there are at least 42 program assessment projects under way, along with SUNY Gen Ed and Assessment Fellowship projects. There is some intentional overlap (for example, an Assessment Fellowship focused on a program learning outcome that also informs an ILO and/or SUNY Gen Ed project). The College has a comprehensive General Education program that maps to the MSCHE General

Education outcomes and is present and integrated across all academic disciplines. As the College revises and updates its ILOs, the assessment of them will also improve.

In addition to communicating assessment results through documents like the *ASL* report and events like Assessment Day, OCC also makes assessment results and relevant information accessible to stakeholders on the College's website, specifically the Consumer Information pages, Strategic Plan, and Achieving the Dream (ATD) dashboards.

The following table, taken from the *ASL* report, shows how OCC organizes its ILOs and how they map to the MSCHE General Education requirements:

OCC Institutional Learning Outcome	MSCHE General Education	Aggregate Results
<b>Aesthetic &amp; Ethical Growth:</b> <ul style="list-style-type: none"> <li>Develop an expanded awareness and appreciation of the arts and nature;</li> <li>Act ethically and responsibly in personal and professional settings.</li> </ul>	Values Ethics & Diverse Perspectives	86% (5,530/6,417) students assessed for 20 academic programs and 78% (1,511/1,925) assessed for Gen. Ed. Arts met expectations
<b>Analytical Reasoning &amp; Critical Thinking:</b> <ul style="list-style-type: none"> <li>Think critically to identify, analyze, and solve problems in a variety of situations and areas of study.</li> </ul>	Scientific & Quantitative Reasoning	86% (15,863/18,511) students assessed for 30 academic programs and 76% (15,306/20,243) assessed for Gen. Ed. Mathematics, Natural Sciences, Social Sciences, and Critical Thinking/Reasoning met expectations
	Critical Analysis & Reasoning	
<b>Global Awareness &amp; Inclusion:</b> <ul style="list-style-type: none"> <li>Recognize and respect similarities and differences among global, generational and historical perspectives.</li> </ul>	Values Ethics & Diverse Perspectives	82% (8,405/10,247) students assessed for 15 academic programs and 76% (4,491/5,931) assessed for Gen. Ed. American History, Western Civilization, Other World Civilizations, and Foreign Language met expectations
<b>Effective Communication: Speak, Read, Write &amp; Listen Well:</b> <ul style="list-style-type: none"> <li>Develop proficiency in oral discourse;</li> <li>Evaluate an oral presentation according to established criteria;</li> <li>Produce coherent texts within common college-level written forms;</li> <li>Demonstrate the ability to revise and improve such texts;</li> <li>Research a topic, develop an argument and organize supporting details;</li> <li>Exhibit good listening skills when others are speaking.</li> </ul>	Oral & Written Communication	84% (8,067/9,635) students assessed for 24 academic programs and 80% (2,358/2,952) assessed for Gen. Ed. Humanities, Foreign Language, and Basic Communication met expectations
<b>Technological Literacy:</b> <ul style="list-style-type: none"> <li>Use forms of technology critically and effectively to achieve informational, educational, personal and professional goals;</li> </ul>	Technological Competency	86% (11,563/13,453) students assessed for 33 academic programs and 73% (1,853/2,550) assessed for Gen. Ed. Information Management met expectations

OCC Institutional Learning Outcome	MSCHE General Education	Aggregate Results
<ul style="list-style-type: none"> <li>• Demonstrate familiarity with information resources and technologies;</li> <li>• Understand and use basic research techniques;</li> <li>• Locate, evaluate and synthesize information from a variety of sources.</li> </ul>	Information Literacy	
Personal Growth & Wellness: <ul style="list-style-type: none"> <li>• Maintain and improve physical, mental, and emotional well-being.</li> </ul>	None	Overall avg. 78% of students assessed for 4 academic programs met expectations

The ASL report shows that meaningful assessments resulting in substantive curricular and pedagogical changes for student learning are occurring. Some examples of the impact of assessment include:

- Through the curriculum mapping process, faculty in the Electronic Media Communications A.A.S. program identified gaps in the approach to the technological literacy ILO and, as a result, revised an assignment, the final video project in EMC 259, Video Field Production II, to better help students meet it.
- Members of the Biology department performed micro-level assessments using innovative statistical methods and computer programs. This has impacted the way faculty in the introductory Biology courses, most notably BIO 121, Introduction to Biology, approach the teaching of each of the primary topics and course learning outcomes.
- The English discipline, responsible for the written aspects of the SUNY Communication Gen Ed, revised the College’s foundational writing course, ENG 103, Freshman Composition and Literature, as a direct result of learning outcomes assessment in 2014. Revision, a key concept of the writing process, was always present in the course, but the content outline was revised to make its centrality explicit. The data from academic year 2015-16 (stored in WEAVE) shows that, as a result, students improved their revision skills.
- Faculty in the Early Childhood A.A.S. program revised the child study portfolio assignment and evaluation rubric for EDU 183, Observation and Assessment of Young Children, as a direct result of assessment that showed students were having trouble connecting the concept of developmental milestones taught in class to their child study observations.

The College’s commitment to developing faculty assessment expertise and authentic, local assessment is paying off. Faculty and administrators’ expertise in this area has been recognized through invitations to present at local and national conferences as well as through publication. For example, Dr. Malkiel Chosed, Professor, English/Reading/Communication, published “A Tool for Program Building: Programmatic Assessment and the English Department at OCC” in *Reclaiming Accountability: Improving Writing Programs through Accreditation and Large-Scale Assessments* (University Press of Colorado, 2016). Dr. Patricia Martin, Professor, and Nancy Gabriel, Professor, presented “Closing the Loop: Collecting and Using Data to Improve Your Early Childhood Associate Degree Program” at the National Association for the Education of Young Children (NAEYC) 2015 National Institute for Early Childhood

Professional Development Conference in New Orleans. Wendy Tarby, Associate Vice President, Institutional Effectiveness and Planning, presented “Using a Web-based Software Application as a Catalyst for Transformational Assessment Practices” at the 2012 NYS Association for Institutional Research and Planning Organization Conference. Olin Stratton, Dean, Natural & Applied Sciences, presented “Don’t Hate the Assessment Guy: Create Assessments That People Like” at the 2014 American Mathematical Association of Two-Year Colleges Conference.

### *Achieving the Dream and Developmental Education at OCC*

Because it directly impacts on student success, developmental education in Reading, English, and Mathematics is a vital area of assessment for faculty. The connections with Achieving the Dream (ATD) have helped drive this and have given faculty and staff at OCC a meaningful way of understanding the results. ATD provides a useful framework for faculty, administrators, and staff work regarding persistence and graduation, establishing a sense of urgency and a set of goals to work toward. As such, OCC, with the help of ATD methodology and concepts, implemented cycles of planning, assessment (supported by Assessment Fellowships), and resource allocation, resulting in an expansion of embedded tutoring and creation of the new First Year Experience director position.

The pattern of planning, assessment, and resource allocation is evident in the work of the English, Reading, and Mathematics disciplines. This approach led to quickly scaling up the Accelerated Learning Program (ALP) for developmental English, a complete re-imagination and re-conceptualization of the developmental Reading program and curriculum, and the scaling up of the Quantway model in Mathematics. In all these projects, faculty are using assessment data to further refine curriculum, pedagogy, and implementation. All faculty teaching ALP or Quantway are required to complete specific, professional development activities designed to help them understand and put into practice these innovative models and their accompanying pedagogies. As of Spring 2017, 83% of students required to take a developmental English course are taking it through an ALP pairing and 39% of students required to take developmental Mathematics are taking it through Quantway or an Emporium style class. One-hundred percent of developmental English classes will be offered through the ALP model starting in Spring of 2018.

While faculty have embraced and built on proven models for developmental education, they are also experimenting. English and Reading faculty collaborated to develop an integrated reading and writing course that combined aspects of the ALP model and Washington State’s Integrated Basic Education Skills Training (IBEST) model, called Writing and Reading in the Discipline (WRD) in Spring 2014. The English and Reading disciplines are discussing how to better integrate explicit reading strategies into traditional composition classes at OCC and identifying other areas for collaboration. Mathematics is piloting a modified version of the Emporium model for students that need help with arithmetic and beginning algebra skills and also provides students strategies to deal with both academic and non-cognitive barriers to success

## **Assessment of Academic Supports**

### *Administrative Units*

Administrative units are vital partners in helping students achieve their educational goals. OCC has programs and services designed to help students learn and achieve, including but not limited to the Collegiate Science and Technology Entry Program (CSTEP), the Louis Stokes Alliances for Minority Participation (LSAMP), the Educational Opportunities Program (EOP), and those offered by the Office of Accessibility Resources (OAR). All of these programs produce documentation and reports used for improvement.

Additionally, each administrative division at OCC has an operational plan and reports results twice a year. This is in addition to the academic and administrative program review 6-year cycles, as well as any external accreditation or reporting requirements. The Administrative Service Area Review Guidelines, modeled on the Guidelines for the Assessment of Student Learning used by faculty and the Council for the Advancement of Standards in Higher Education (CAS), create a framework for both the assessment and review of student outcomes as they relate to administrative units. The guidelines require self-reflection, goal setting, and an external review to assess both operational and student learning outcomes.

Of the administrative areas incorporating assessment of student learning outcomes into their operational plans, Student Engagement and Learning Support (SELS) stands out. SELS houses the Learning Center, a comprehensive tutoring center opened in fall of 2014, and Residence Life. Both of these areas measure their impact on student success and learning.

The Learning Center (LC) opened in 2014-15. The LC centralized tutoring services in one location and administrative structure for the first time in OCC's history. Of the 1,503 students who received tutoring in Fall 2014 and/or Spring 2015, 71% returned Fall 2015 or had graduated. As a result of a comprehensive promotional outreach campaign in 2014-15 academic year, usage increased sharply in 2015-16, with services provided to 2,983 students, approximately 12% of the overall student population. Since Fall 2014, an average of 81% of students who come for five or more appointments focusing on a particular course earned a C or higher in that course. The LC has also used student success and persistence data to expand successful programs. For example, in 2014, the LC piloted an embedded tutoring program in MET 151, Machine Tools I. Based on its success, the program was expanded to 10 courses as of Spring 2017, with the potential for further growth. Analysis of the program shows that it increases participants' overall persistence at the College as well as a students' willingness to use tutoring services outside of the program itself. Student satisfaction surveys indicate more than 90% student satisfaction with the overall embedded tutoring program, and over 83% of students indicate that the program increased their learning and improved their grades in all classes. As of this writing, the LC relies on student surveys and quantitative measures to track its effectiveness. Qualitative assessments for this area are being developed.

Assessment is a key component to Residence Life's Living Learning Community (LLC) program. Both classroom and out-of-class experiences are assessed for their impact on learning as well as the overall program's impact on retention in housing and the quality of life on campus. As reported in the Residence Life Administrative Self-Study Review Report 2016-2017, the program has four outcomes that link to the College's ILOs. Assessments that link to classroom work will be developed to complement the current quantitative and student survey assessments. Data continue to show that the LLC students are more likely to return for the next semester and report high levels of satisfaction on their housing and college transition when compared to the general residential population. During the 2015-16 academic year, 84% of LLC participants returned to housing in the spring semester, whereas 75% of non-participants returned. LLC students also had lower rates of roommate conflicts and disciplinary issues. Because of these assessments, the Office of Residence Life decided to scale up the program so that 100% of residential students are part of an LLC. This change will impact the 873 students living on campus. Residence Life received the League for Innovation in Community College's 2016 Innovation of the Year award, recognizing living learning communities for their efficiency, cost effectiveness, creativity, and timeliness – all of which support retention and completion.

### *Co-curricular Areas*

Co-curricular, non-instructional areas of learning also have learning outcomes linked to the ILOs. Coulter Library, for example, meets or exceeds benchmarks for programmatic and institutional learning outcomes. For example, to meet the Aesthetic and Ethical growth ILO, Coulter Library committed to hosting at least three “collections, programs, exhibits, etc. to create opportunities for students and employees of the College to have stimulating and culturally diverse experiences.” Coulter Library put on 15 programs during the 2015-16 academic year. (See the Coulter Library Self-Study for details.)

### **Assessing Assessment**

As a whole, the College has improved its assessment efforts and is justifiably proud of the improvements. While somewhat more ephemeral, it is important to note OCC's developing culture of assessment. OCC has been successful in changing its culture and embracing assessment as an authentic tool for producing positive outcomes for students and for getting faculty to take more ownership of the curriculum. There are direct and indirect assessments of OCC's assessment efforts as well as quality control mechanisms in place. College-wide processes and policies also support assessment. These include, but are not limited to, the Annual Review of Institutional Effectiveness plan, the Assessment of Student Learning report, curriculum maps, operational plans, Assessment Day, LOAC's ongoing and evolving role in assessment, the assessment of the strategic plan, the syllabus audit, and periodic environmental scans.

The *Assessment of a Framework for Success: 2011-2016 Strategic Plan* document, released in November of 2016, combines existing assessments with processes created for the report, allowing the campus community to see at a glance what is working and what can be improved. While the assessment has been used by all parts of the College to stimulate improvements, one example of action taken as a direct result

of it is that members of the Honors Program revised their mission statement, learning outcomes, and assessment plan to better align with core values identified through the assessment process. This work can directly impact the learning experience of the 78 Honors students enrolled in the 2017-18 year, as well as future participants. (See Honors Assessment for details.)

The *OCC Institutional Effectiveness Plan*, revised in March 2017, guarantees rigorous planning and assessment that is properly funded and supported. The annual assessment of the Institutional Effectiveness program focuses on identifying and improving critical assessment and planning functions. As stated in the plan itself, “Through improved information gathering and analysis, OCC has gained an institutional view of how each academic and administrative entity contributed—both individually and collaboratively—to the overall advancement of the College’s mission and goals, along with the coinciding ability to identify opportunities for improvement.” For OCC, this document serves as both a blueprint for internal scans and audits as well as a continuous quality improvement plan.

Along with periodic audits, OCC does an environmental scan every five years in preparation for its strategic planning. This process takes a broad look at any and all issues that could impact the College from an educational, political, and social perspective, paying special attention to local issues. For example, the environmental scan completed in preparation for the 2016-2021 strategic planning process made it clear to faculty and staff that the City of Syracuse has the highest concentration of African-American and Latino poverty in the nation. Recognition of this statistic as it impacts real students on a day-to-day basis, especially developmental education students, is a vital part of developing student success strategies and improving the ways in which the College serves those students who have been traditionally under-served. The College-wide conversations by faculty and staff about the effects of poverty on student success and its links to race in Central New York, along with participation in poverty simulations, set the stage for the implementation of the Community Care Hub and work of OCC’s ATD teams in terms of recognizing and responding to the fact that students’ non-cognitive or psycho-social barriers to academic success are just as important as their academic preparation. As of Fall 2017, attempts to address these issues by the ATD groups are underway. For example, a series of professional development workshops on how faculty and staff can recognize and address students’ non-cognitive barriers to success will now be offered every semester. OCC will continue to monitor and track student success to see if the attempts at non-cognitive support are working and revise and improve as necessary.

Additionally, the College is continuously collecting feedback in both formal and informal ways. For example, in the preparation of the *ASL* document, faculty, administrators, and staff realized that Curriculum Committee forms did not ask submitting faculty to indicate how the proposed course or change was informed by assessment. The forms were changed in Spring 2017 and now include a separate section for recording how assessment data/results inform the proposed change, allowing the College to better track these changes. A similar review on the administrative side revealed that there was a problem linking operational plans to the strategic plan. The College has instituted a new operational planning and reporting template with dropdown menus that administrators can use to directly link operational plans to strategic plan goals. Based on participant feedback, Assessment Day itself has become less dependent on formal



presentations and more discussion focused and interactive, now taking the form of a mini-conference, with keynotes, poster sessions, and roundtable discussions. In general, the College has shifted to using more focus groups instead of surveys, emphasizing small group interaction to generate meaningful data. Events such as “Donuts with Daria” and “Coffee with Casey” allow senior administrators to meet with faculty, administrators, and staff and get timely feedback.

Over the last few years, OCC’s culture has shifted to make student learning assessment one of its defining features and build a culture of continuous quality improvement. The work, while difficult and sometimes slow, is paying off with documented improvements. The 2017 general education assessment results documented in the *ASL* report (pages 36-49) demonstrates this. For example, the Sociology discipline is modeling its efforts to promote authentic assessment methods after the process proposed by History faculty in a Spring 2014 Assessment Fellowship. As reports like this demonstrate, faculty are learning from each other and are understanding how authentic assessment helps students achieve their learning goals and be successful. In an attempt to create a baseline to measure and better understand this shift in the culture of assessment, LOAC surveyed the faculty in May of 2017. Of 101 responses, approximately 57% report a “good understanding” of the “purposes and processes” of course and program level assessment of student learning outcomes and approximately 37% reported a “so-so understanding.” Roughly 46% of respondents said they have a “positive” attitude toward outcomes assessment as it is practiced on this campus, and approximately 40% of respondents said they had a “neutral” attitude toward it. As part of the written feedback on the survey, one faculty member responded, “The shift toward organic assessment that is faculty-driven has completely changed my mind about assessment” and another wrote, “After 5 years, I think I am starting to get it.” The results of the survey, which will be replicated in the future, indicate that OCC can move forward with confidence that assessment is better understood and better utilized.

## 5. Findings, Commendations, and Suggestions

Findings	<ol style="list-style-type: none"> <li>1. OCC has a systematic and sustained approach to the assessment of student learning, which includes annual outcomes assessment and comprehensive program review.</li> <li>2. Faculty have created assessment methods and activities that foster collaboration and sharing.</li> <li>3. Faculty use assessment results to make pedagogical improvements and curriculum revisions.</li> <li>4. OCC plans, budgets for, and conducts a full range of professional development activities in support of assessment.</li> </ol>
Commendations	<ol style="list-style-type: none"> <li>1. A robust campus culture of assessment, including Assessment Fellowships and the Assessment Day celebration.</li> <li>2. League of Innovation Award for the Living Learning Communities.</li> </ol>
Suggestions	<ol style="list-style-type: none"> <li>1. Under the leadership of the Learning Outcomes Assessment Committee, complete the review and make recommendations about OCC’s current ILOs and address inconsistencies among assessment practices.</li> </ol>

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|  | 2. Utilize CCSSE and other benchmarking data to identify strengths and opportunities for improvement as administrative areas incorporate student learning outcomes at the unit level. |
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## 6. Documentation

### Assessment of Academic Programs and Institutional Learning Outcomes

- MSCHE 2008 Statement of Accreditation Status
- OCC Institutional Learning Outcomes:  
<http://www.sunyocc.edu/index.aspx?menu=91&collside=489&id=36676>
- Assessment Fellowship Program and Assessment Day Materials:
  - Assessment Fellowship Application
  - Assessment Fellowship Roster and Project examples:
    - BIO 121 Gen. Ed. Assessment & Predictive Analytics Pilot
    - Economics Assessment Plan Review & Re-alignment
    - History Gen. Ed. Assessment Pilot
    - Gen. Ed. Critical Thinking Competency Assessment
    - Gen. Ed. Information Management Competency Assessment
  - “Maps and Gaps” Spring 2015 Orientation Presentation
  - “The Ultimate Assessment: Draft Self-Study Review” Spring 2017 Assessment Day Agenda
- SUNY Assessment Policy and Affirmation of Trustees Resolution #2010-039
- 2011 General Education Report
- Learning Outcomes Assessment Committee Structure and Charges
- President Crabill’s & Faculty Chair’s Spring 2017 charge to LOAC and LOAC response:
  - ILO Task Force establishment/ILO review/timeline and deliverables
- *Institutional Effectiveness Plan: Assessment of Student Learning Guidelines*
- *Assessment of Student Learning Report: 2014-2017*
- Academic program curriculum map and assessment documentation examples:
  - Electronic Media Communications A.A.S. Assessment Plan, Curriculum Map, Annual Reports, and 2017 Academic Program Review
  - Liberal Arts & Sciences: Humanities & Social Sciences A.A. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review
  - Liberal Arts & Sciences: Mathematics & Science A.S. Assessment Plan, Curriculum Map, Annual Reports, and 2012 Academic Program Review
- Communication of assessment results and publication examples:
  - Strategic Plan and Achieving the Dream Dashboards:  
<http://www.sunyocc.edu/index.aspx?menu=984&collgrid=565&id=37576>
  - Consumer Information/Student Outcomes Information:
    - 2015 Community College Student Survey of Engagement Report Card and 2016 Post-Graduate Survey Report: <http://www.sunyocc.edu/index.aspx?menu=672&id=30267>

- Nursing A.A.S. program web pages:  
<http://www.sunyocc.edu/index.aspx?menu=185&collside=184&id=6554>
- Physical Therapist Assistant A.A.S. program web pages:  
<http://www.sunyocc.edu/index.aspx?menu=187&collside=190&id=6577>
- ATD 3-Year Implementation Plan and 2017 Report
- Dev. Ed. assessments and curricular redesign examples:
  - *Assessment of Policies and Procedures in Developmental Education* Spring 2013 Report
  - Emporium/Quantway Spring 2017 Assessment data
  - WRD 098 Design/Spring 2014 Selected Topics/Fall 2016 New Course Approvals
  - MAT 083 Fall 2016 New Quantway Course Approval

### **Assessment of Academic Supports**

- *Institutional Effectiveness Plan: Administrative Review Guidelines*
- Student Engagement and Learning Support 2017-18 Operational/Assessment Plan
- Residence Life 2015 Living Learning Communities Assessment Fellowship Report and League for Innovation in the Community College 2016 Innovation of the Year Award
- Residence Life 2017 Administrative Review Report
- Coulter Library 2017 Administrative Review Report

### **Assessing Assessment**

- *Assessment of A Framework for Success: 2011-2016 Strategic Plan*
- *Lazer Focus: 2016-2021 with Supporting Documentation and Timeline*
- Honors Program 2015 and 2017 Assessment Fellowship Reports
- Updated Curriculum Proposal Forms
- LOAC's May 2017 Faculty Assessment Survey Summary

## 1. Description of the Standard

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.*

## 2. Executive Summary

Onondaga Community College ensures alignment of operational priorities with institutional priorities and the most efficient allocation of physical, financial, and human resources through a culture of planning and assessment. The driving principle behind all these processes is the intellectual and social engagement of the student.

## 3. Evidence

Evidence was gathered through a comprehensive review and analysis of documentation from across the College, and it is clear that Onondaga Community College has met the criteria for this Standard.

Members of the Standard VI work group explored answers to five primary research questions found in the *Self-Study Design*. The answers to those questions inform the analysis section of this Standard. For ease of use, each section of the analysis is mapped to a criteria or requirement of affiliation below. Section 6 of this Standard presents a list of all the relevant documentation. Specific documents are mentioned in context:

**Master Plans** covers Criteria 1, 2, 4, 6, Requirement 10;

**Operational Plans** covers Criteria 1, 2, Requirement 10;

**Budget Processes** covers Criteria 1, 3, 5, 8, Requirement 11;

**Assessment of Financial Management** covers Criteria 7;

**Institutional Assessment** covers Criteria 9, Requirement 8.

## 4. Analysis

The intellectual and social engagement of the student is paramount to all decision making at Onondaga Community College (OCC) and is reflected in the College's strategic plan, *Lazer Focus 2016-2021*. Student engagement and success is built into master plans, operational plans, budget processes, and assessment efforts.

## Master Plans

In addition to *Lazer Focus: 2016-2021 Strategic Plan*, the College also develops strategic initiatives to ensure alignment with institutional priorities and goals. Master plans for Human Resources, Diversity and Inclusion, Facilities, Sustainability, and Information Technology are currently in place. OCC's operational planning process allows individual departments and divisions to set goals in support of the College's mission and goals and assess progress toward those goals.

### *Human Resources*

OCC's faculty, administration, and staff are vital to advancing the College's mission. Since the 2013 Periodic Review Report, the College has made tremendous progress in mobilizing Human Resources to support staffing needs and employee development generally. As a result, several improvements have been made to staffing areas across the College needed to fulfill the strategic plan, particularly in the areas of recruitment and enrollment, student success, and creating and sustaining programs and partnerships. For example:

- 67 new full-time faculty were hired between Fall 2012 and Fall 2017;
- Staff were re-aligned and additions were made to support new student recruitment, retention, and service positions in Student Engagement and Learning Support;
- New staff positions in Enrollment Development and Communication were created and staffed;
- A Chief Diversity Officer position was created and staffed; and,
- Key staff in marketing and new media were added.

### *Diversity and Inclusion*

OCC has had a college-wide Diversity Master Plan in place since January 2009. The current plan, *Lazer Focus: 2017-2022 Diversity & Inclusion Master Plan*, guides the institution in achieving clearly stated goals as they relate to access and equity, teaching and learning, and community outreach. This plan was presented to and accepted by the College Leadership Council in May of 2017 and the College's Board of Trustees in June of 2017.

In August 2014, President Crabill appointed OCC's first Chief Diversity Officer (CDO), a position that reports directly to the president and provides leadership across the College focusing on diversity initiatives. Specifically, this position is responsible for providing visible, engaged leadership in support of the College's strategic plan, ensuring the College continues to recognize and value the importance of diversity and inclusion at all levels. The CDO also co-chairs the College's Diversity Council, a multi-constituent body responsible for assisting the CDO in monitoring the College's diversity and inclusion efforts.

Recent efforts informed by the Diversity Council's work include a recruiting strategy involving community-based organizations (Hillside Work Community Scholarship and On Point for College) and the Syracuse City School District in an effort to reach and retain a diverse student population. Additionally, the College implemented a diversity-training program, the Inclusive Community Professional Development Series, designed to provide OCC employees with the knowledge, skills, and experiences needed to foster a more inclusive and equitable campus community. Programs like this will help the campus as it seeks to eliminate achievement gaps among different student demographics, a key component of authentic, educational inclusion, and a major goal of the Diversity Council.

### *Facilities*

OCC is proud of its state-of-the-art facilities, with over \$150 million in capital improvements and investment over the last 10 years. The *Facilities Master Plan* prioritizes projects that assure health and safety upgrades or improve accessibility. Newer projects, such as Whitney Commons, the performing arts center, the recital hall, and the Coulter Hall renovation, support pedagogical innovation and create flexible instructional/learning spaces. The majority of all capital investments in the campus are the direct result of joint support by Onondaga County and the State of New York.

One example of a capital investment supporting teaching and learning is the complete renovation of Coulter Hall. The collaboratively planned renovation transformed a dark, outdated building into a bright, inviting space for learning. The Library facilities are complemented by the presence of several student support services, such as Veterans' Affairs, Honors, Career Services, and the Office of Accessibility Resources, along with student-gathering spaces.

OCC's broad array of campus facilities is used extensively throughout the year by community groups and organizations. National College Fair, Syracuse Jazz Fest, American Heart Association's Heart Walk, New York State Courts' naturalization ceremonies, US Congressional town hall meetings, CNY Preschool Coalition workshops, and the National Junior College Athletic Association (NJCAA) Men's Lacrosse Championships are just a few examples of events held on campus that impact the region around OCC.

In January 2017, the College invited Dr. Bill Daggett of the International Center for Leadership in Education to kick off a new facilities master planning process. Dr. Daggett addressed emerging trends and challenges in higher education. More than 100 faculty and staff participated in the session. This event was instrumental in getting conversation started regarding what teaching and learning will look like in the future. The notes and comments from this session will be used, along with future conversations, to build a baseline for the next facilities master plan, with a focus on improving classrooms to support pedagogical innovation, technology, and energy management.

## *Sustainability*

OCC promotes clean energy, climate action, and human health through active energy management, recycling, sustainable printing, and composting; Leadership in Energy and Environmental Design (LEED) gold-certified facilities; academic programs that teach sustainability concepts and practices; campus gardens and an orchard that demonstrate the origins of food; campus meadows and grounds management practices that limit pesticide use, showcase native species, and provide animal habitat; storm water management to maintain the health of local watersheds; and continuous community education. OCC's Sustainability Master Plan develops annual, operational plan goals related to sustainability and assesses progress toward those goals quarterly. The College also participates in the Sustainability Tracking Assessment and Rating System (STARS), a comprehensive evaluation of campus sustainability in areas of academics, engagement, operations, planning, administration, and innovation. OCC earned STARS Silver rating in 2012 and 2016. OCC has also been recognized through national organizations such as the Princeton Review's *Guide to Green Colleges* and *Sierra Magazine's* "Cool Schools" rankings.

## *Information Technology*

The Information Technology Master Plan seeks to develop and support a core technology infrastructure that is available, reliable, and secure; implement innovative technology to support core academic and student support services; and demonstrate technology management and leadership in support of the campus community. The Information Technology (IT) department has developed three-year master and annual operational plans prioritizing projects that align with institutional goals and objectives. Projects have focused on efficient and effective business processes; extending technology to support campus growth; maintaining industry standards for enterprise technology systems; and managing risk, security, and integrity of enterprise technology systems. For example, in the fall of 2014, the College renovated the Nursing Department facilities. In collaboration with the Nursing Renovations committee, the Skills Lab and the Simulation Lab were entirely re-configured and updated with new state-of-the-art technology. IT and Nursing worked together to design the labs and train Nursing faculty and staff on the new equipment. In the culmination of another major project, a three-year, \$1.5 million, campus-wide, core infrastructure and wireless upgrade was completed in 2015. Smart classroom technology upgrades were integrated into strategic, lifecycle replacement programs. All classrooms are now equipped with smart technology. Technological investments in areas like the Learning Center and Whitney Commons support OCC's efforts to provide students with a quality educational experience.

An IT department member co-leads and manages OCC's Administrative Systems Oversight Team (ASOT), charged with promoting effective analysis and collaborative decision-making regarding inter-departmental data, systems, and business processes. As directed by the president and Executive Council, ASOT has focused on planning and analysis to support the comprehensive, multi-year Colleague Revitalization of the Student Information System project. The Colleague Enterprise System moved to a cloud-hosted environment with 24/7 monitoring and disaster recovery for business continuity. Business

processes have been assessed and reviewed in all areas. As a result, OCC's technical capacities were improved and the movement of data throughout the system was streamlined.

Other technology initiatives include the implementation of Student Planning and Self-Service Financial Aid modules, an institutional Cyber Security Awareness program, and implementation of, and updates to, Microsoft Office 2016 and Office 365.

### **Operational Plans**

Planning within the College begins with input from all internal and external constituents and then flows to divisional and departmental levels, where financial resources are allocated in support of institutional goals and priorities. This ground level planning fosters a sense of shared responsibility in each participating member of the campus community.

Each division and department prepares and submits an operational plan at the start of the academic year. This plan articulates the year's goals along with measurable objectives, timelines, and the individuals responsible for each goal. These regularly updated plans are stored in WEAVE (the College's online planning and assessment repository) and are available to the campus community. For example, objectives listed in the Student Engagement and Learning Support's operational plan clearly contribute to students' access, progression, and completion; student and community engagement; support of students' academic and career goals; and access to resources needed to be successful.

### **Budget Processes**

OCC relies on careful and accurate planning and budgeting processes to fulfill its mission and goals. Efficient resource allocation is vital to the College's success in achieving short and long-term goals. The budget is the College's formal statement to the public of how it proposes to convert long-range plans into services and programs. It provides detailed cost information regarding those services and programs and outlines the sources of revenue required to support them. OCC can be an effective steward of public funds only by informing constituents of planned expenditures and inviting their review. In support of this, the College has adopted a zero-based budgeting model to critically examine all expenses and decide how to budget for items that support the strategic goals, mission, and vision. The budget for the fiscal year 2017-18 (FY2018) was approved by the Board of Trustees in May 2017.

The College has strong internal controls in place. The operating budget is reviewed against actuals on critical needs and costs on a monthly basis and, if necessary, adjustments are made to ensure OCC remains in a balanced position. Overall, the College is fiscally sound and provides an adequate level and range of services to students. New York State aid revenue, however, is not projected to keep pace with the services required per student. Based on this trend and other economic factors, OCC will be challenged in the future to provide educational and student services while remaining fiscally healthy. In response to these projections, the College's strategic plan places a strong emphasis on research-driven initiatives to improve



recruitment, transition to college, and retention. College priorities are aligned with the strategic plan and are projected to increase student enrollment and student success over the long-term. Another example of the College's commitment to fiscal responsibility is the five-year technology investment plan developed in 2017 that includes a long-term, fiscally responsible approach to technology acquisition and updates.

### *Basis of Budgeting*

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

The structure of OCC's budget development cycle is such that planning precedes budget submission; this ensures allocation of funds based on approved plans operating in alignment with the College's strategic goals and initiatives. The Annual Budget Book goes into exhaustive detail on each step with a firm timeline to support the process (see Annual Budget Book for details).

### *Budget Monitoring*

The OCC budget is prepared in such a way that its performance can be monitored, evaluated, and adjusted on a regular basis. This process is facilitated by the use of "My Budget," an online tool accessed via WebAdvisor which gives department chairs, grant project managers, and their designees access to current budget information. The information is updated every evening and stays constant throughout the day, showing the most current budget data.

At each semester's midpoint, the College's Office of Institutional Planning, Assessment & Research reports enrollment statistics to the president and Executive Council. Using this information, the College recalculates tuition projections. In addition to tracking tuition, the College keeps in close contact with local and state offices to monitor support.

Any change in anticipated revenues is reported to upper level management and the president. Based upon the amount of the shortfall, discussions with budget groups begin, and a plan is developed to meet the revised targets for the year.

### *Budget Amendment Process*

After the budget is passed, procedures to increase or decrease the appropriations of the operating budget and/or any of the revenue levels must be initiated by the College. A proposed amendment must be adopted by the Board of Trustees and then approved by the College's sponsor, Onondaga County, before it is forwarded for final approval to the SUNY Board of Trustees.

Responsibility for the authorization of expenditures rests with OCC's president. Modifications to the operating budget which involve the transfer of appropriations between administrative units and/or accounts only requires approval from the applicable level of authority within the College.

### *Capital Plan Process*

Alongside the operating budget, OCC develops a capital plan to support its educational mission. Proposed capital projects are submitted to the Onondaga County Executive and then to the Onondaga County Legislature during the normal budget process. The resolution adopting the operating budget does not authorize funding of capital projects but rather certifies that the sponsor agrees in concept to the proposals. The proposed capital items are then sent to New York State for evaluation and approval. Once New York State approves a capital project, it is resubmitted to the Onondaga County Legislature for funding authorization and bonding. OCC does not have the authority to bond for capital funds. Onondaga County's local sponsor share is one-half of the total cost of the project; New York State provides the other half of the project costs.

### *Adjusting to Student Enrollment Trends*

OCC serves over 12,000 students. Shifts in student enrollment can significantly affect estimated revenues. If, at the start of the academic year, enrollments are significantly different than projected budget levels, the College may adjust expenditures to match student revenues. Close to half of the College's revenue budget is determined with the adoption of the current year budget by the County and the approved reimbursement set by New York State.

### *Budget fiscal scenario: Three-year projection*

As part of the annual budget process, OCC prepares a three-year projection with assumptions based on enrollment trends, demographics of high school graduates, anticipated state aid changes, utility costs, contractual obligations, health care expenses, etc.

**Three-Year Forecast of Revenues and Expenditures**

Revenue	2017/18		2018/19		2019/20	
	Budget	%	Estimated	%	Estimated	%
Student Tuition and Fees	\$ 42,707,464	52.9%	\$ 41,678,569	52.4%	\$ 42,419,549	52.7%
State Appropriations	21,311,629	26.4%	21,223,615	26.7%	21,246,861	26.4%
Sponsor's Contributions	9,872,000	12.2%	9,997,000	12.6%	10,122,000	12.6%
County Chargebacks	2,977,415	3.7%	2,746,260	3.5%	2,746,260	3.4%
Federal Programs	300,000	0.4%	300,000	0.4%	300,000	0.4%
Other Sources	3,633,927	4.5%	3,633,927	4.6%	3,633,927	4.5%
Applied Fund Balance	-	0.0%	-	0.0%	-	0.0%
<b>Total</b>	<b>\$ 80,802,434</b>	<b>100.0%</b>	<b>\$ 79,579,371</b>	<b>100.0%</b>	<b>\$ 80,468,597</b>	<b>100.0%</b>
Annual \$ Change	1,946,197		(1,223,063)		889,226	
Annual % Change	2.47%		-1.51%		1.12%	

Expenditures	2017/18		2018/19		2019/20	
	Budget	%	Estimated	%	Estimated	%
Instruction	\$ 27,973,863	34.6%	\$ 27,550,438	34.6%	\$ 27,858,288	34.6%
Academic Support	3,654,367	4.5%	\$ 3,599,053	4.5%	\$ 3,639,269	4.5%
Student Services	8,568,158	10.6%	\$ 8,438,466	10.6%	\$ 8,532,758	10.6%
General Administration	14,813,524	18.3%	\$ 14,589,300	18.3%	\$ 14,752,322	18.3%
General Institutional	12,429,201	15.4%	\$ 12,241,067	15.4%	\$ 12,377,849	15.4%
Operation and Maintenance	13,363,321	16.5%	\$ 13,161,048	16.5%	\$ 13,308,110	16.5%
Mandatory Transfers	-	0.0%	\$ -	0.0%	\$ -	0.0%
<b>Total</b>	<b>\$ 80,802,434</b>	<b>100.0%</b>	<b>\$ 79,579,371</b>	<b>100.0%</b>	<b>\$ 80,468,597</b>	<b>100.0%</b>
Annual \$ Change	1,946,197		(1,223,063)		889,226	
Annual % Change	2.47%		-1.51%		1.12%	

<b>Surplus (Deficit)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
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***Affiliate Budgets***

In addition to the operating and capital budgets, OCC receives significant support from its three affiliated corporations. Onondaga Community College Association, the Onondaga Community College Foundation, and the Onondaga Community College Housing Development Corporation. These are non-profit corporations created to support the College's mission. They all follow similar budget development processes. Affiliated corporations use incremental budgeting with adjustments for projected revenues and anticipated expenses. Once a balanced budget has been reached, it is presented for approval to the affiliate's board at its annual meeting.

***Grants***

Given limited discretionary funding in the operating budget, OCC pursues external funding opportunities to achieve two major purposes: 1. to develop or improve opportunities and programs for its students; and, 2. to support economic and community development initiatives that benefit both the College and

Onondaga County as a whole. The identification of grant projects is driven by OCC's strategic planning process and is informed by its strategic goals and operational priorities. Grants are used to both provide direct services to students as well build institutional capacity and innovation for the future.

For example, in Fall 2014, OCC received a \$2.5 million grant from the U.S. Department of Labor to support the development of new workforce programs aligned with emerging career opportunities in Central New York. Also in fall of 2014, the College received a new, two-year grant award of \$150,000 from the U.S. Nuclear Regulatory Commission to support scholarships for students in the Nuclear Technology A.A.S. degree program and encourage employment in the industry. Local business Constellation Energy Nuclear Group, LLC (CENG) and its subsidiary, Nine Mile Point Nuclear Station, LLC (NMPNS), partnered with OCC in its application for the grant. CENG and NMPNS contributed an additional \$76,000 to extend the impact of the scholarships.

OCC also pursues grant funding to support educational access and student success. In Fall 2014, OCC was one of two colleges in the nation selected by the U.S. Department of Labor Office of Disability Employment Policy to support its "Pathways to Careers" demonstration project. This cooperative agreement of approximately \$1 million, renewable for up to five years, is designed to create an integrated pathway connecting students, high schools, CNY Works, vocational rehabilitation, Syracuse University, and employers in high-growth industries. This integrated pathway will improve the transition of young adults with disabilities from high school into postsecondary education or employment in technology fields.

### *Foundation*

The Onondaga Community College Foundation (Foundation) was established in 1980 and serves as the primary fundraising arm of the College. Its mission is "to raise, administer, and invest funds for the benefit of OCC and its students." The Foundation manages over 150 scholarship and program funds that have been established by donors, of which \$10 million is in endowment (as of 8/31/16 audited financial statements). During the 2016-17 academic year, the Foundation provided the College with approximately \$800,000 in scholarships, emergency funding, program, and academic support. The Foundation also sponsors the annual OCC Alumni Faces recognition program to honor alumni for their personal and career achievements and contributions to the community.

Given the College's need to improve retention and completion rates, the Foundation is focusing its support on funding OCC K-12 partnership initiatives, wrap around programming for students in need of social/emotional supports, and improved academic and student engagement programs that lead to careers and transfer. Scholarships remain a very high giving priority and are of particular benefit to students who are not be eligible for New York State's Excelsior Scholarship Program.

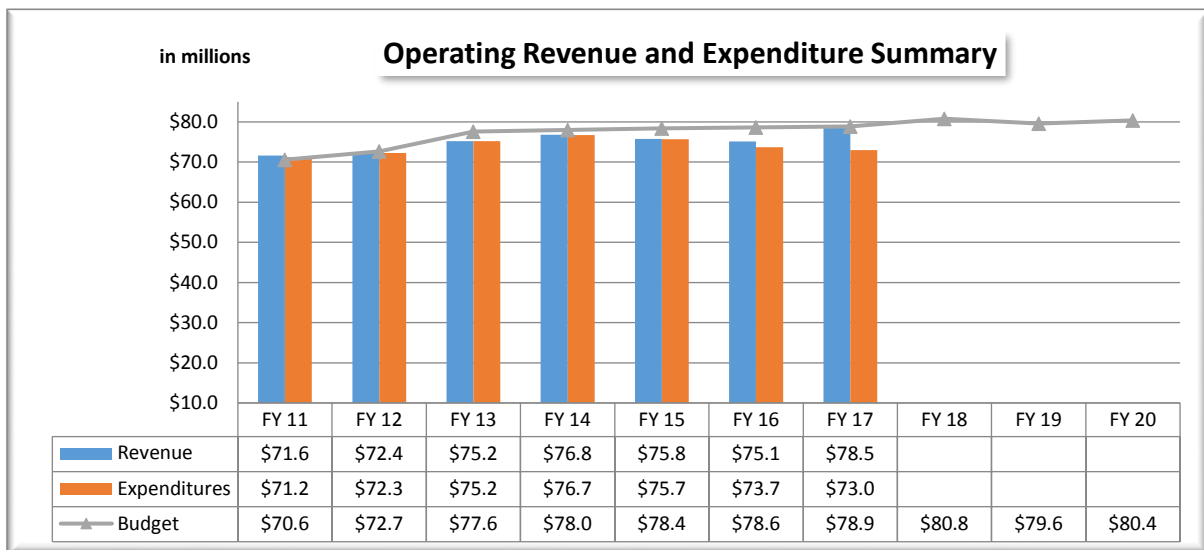
The Foundation's annual fundraising goals are informed by the College's institutional priorities. In May 2017, the Foundation worked with the Winkler Group, an independent campaign consultant. The Winkler Group conducted a planning study to evaluate campaign priorities and associated financial goals aligned

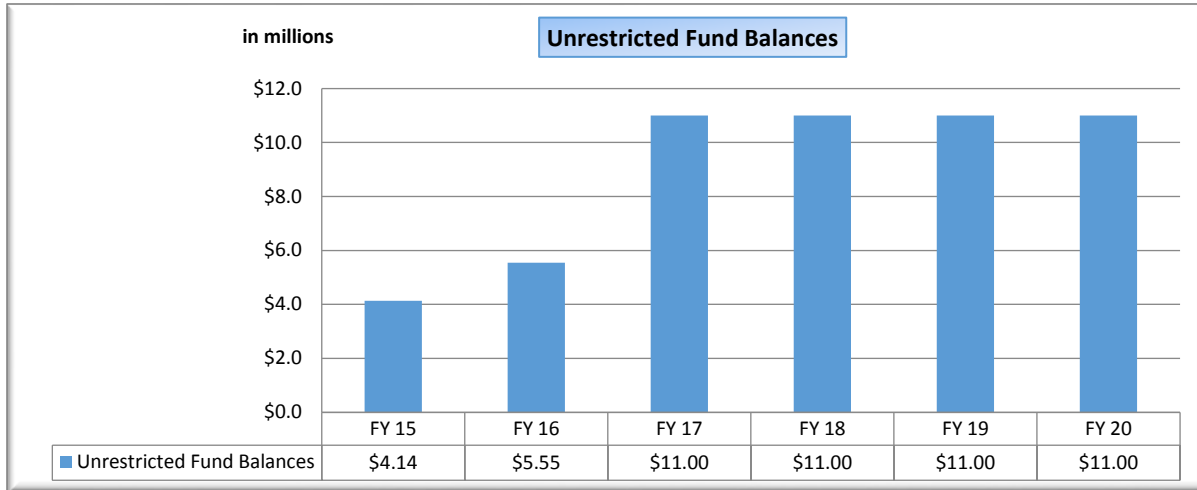
with the strategic plan and the College’s Achieving the Dream initiatives. For example, the Foundation will use campaign funds to support college readiness programs in collaboration with K-12 partners participating in OCC Advantage, dual enrollment programs, and enrichment activities with elementary and middle schools in the Syracuse City School District. Early gifts and commitments from local foundations, businesses, and individual donors total nearly \$200,000. Fundraising initiatives will continue internally, in partnership with the College’s current advertising agency to support campaign case statement development and collateral materials.

In addition to scholarship support, the Foundation actively participates in programs and projects that enrich the student experience. Examples of these programs include 2017’s Student Engagement & Philanthropy Month activities, in which 972 OCC students participated, and the ‘Show Me the Money’ event on March 1, 2017. In the ‘Show Me the Money’ event, students earned ‘Lazer Tokens’ by attending the spring Transfer Fair, completing tutoring sessions at the Learning Center, or participating in workshops at Career Services. The Student Association and Phi Theta Kappa Honor Society (PTK) each chose a project and students used their tokens to vote for projects to support. Each ‘Lazer Token’ represented one employee dollar contributed on National Philanthropy Day. PTK’s ‘Completion and Transfer Fund’ earned \$6,234.00, and the Student Association’s ‘Semester Start-up Fund’ earned \$3,276.00. Both funds directly support students in need. The Foundation also supports internships, mentoring, campus lectures, summer bridge programs, study abroad, service learning, financial literacy, and participation in the Phi Theta Kappa Honor Society.

*Finance Trends and Projections*

OCC’s operating budget for FY2018 exceeded \$80 million in annual revenue and expenditures. The operating budget increased 29.5% from FY2009 to FY2018, growing from \$62.4 million to \$80.8 million. Unrestricted fund balances grew from \$3.88 million in FY2011 to \$11.00 million in FY2017.





OCC’s budget process includes financial safeguards to protect it in a period of crisis due to enrollment swings and/or utility cost fluctuations. OCC complies with Article 126 of the New York Education Law, the corresponding Education Department regulations, and the Department’s Code of Standards and Procedures for the Administration and Operation of Community Colleges. Consistent with sound fiscal management procedures, the College reviews and maintains its operating fund balance, a pool of money that is used for emergency cash flow purposes. OCC’s fund balance of approximately 10-15% is considered prudent.

**Assessment of Financial Management**

The College continues to assess and improve business processes. For example, as a result of the Colleague Revitalization Project, the Financial Services department reviewed its use of the Colleague Finance Module in March 2016. As a result, all procedures are now documented, and efficiencies have been gained through the elimination of manual processes.

In April 2016, the College retained The Bonadio Group to perform the independent financial audit for the College beginning with fiscal year ending 8/31/2016. The Management Letter noted several recommendations which were subsequently addressed (refer to Management Letter for details).

**Institutional Assessment**

OCC has established a clear set of priorities and goals with its *Lazer Focus: 2016-2021 Strategic Plan* and uses a robust set of assessment processes to determine how to allocate resources to best achieve these goals. The assessment tools discussed below are used to generate information to revise and improve planning and resource allocation. All goals, outcomes, and measures are tracked and monitored in support of the College’s mission. The Office of Institutional Planning, Assessment and Research (IPAR) offers support through campus-wide data management, planning, and assessment activities. Assessment policies

and procedures are documented in the Institutional Effectiveness Plan. It includes information on how OCC assesses the strategic plan, master and division plans, and the assessment of student learning.

Key assessment initiatives are outlined below:

### *Student Satisfaction Surveys*

IPAR indirectly assesses the student experience at OCC through the Community College Survey of Student Engagement (CCSSE) and Student Opinion Survey (SOS). IPAR also administers post-graduate satisfaction surveys. Results have been used to make changes in the overall college experience for students. For example, the College's recent front door redesign was informed by analysis of data collected from the CCSSE, the SOS, and focus groups. The Student Experience Committee continued this data-gathering effort in Fall 2013, reaching out to faculty and staff to garner additional information, and also solicited information from students and their families who applied to OCC but did not attend.

Analysis of data resulted in a plan to redesign front door services. The ability of OCC to fulfill its mission depends on a strong service platform that supports retention and completion from the student's first point of contact. The transformation of Student Central resulted in the addition of a Welcome Desk and the creation of the transition team to guide students through the registration and enrollment process, and as needed throughout the first term. Hours of operation have been expanded from 8:30 am to 6:00 pm every day, for an additional seven and one-half hours per week. Also, the Gordon Great Room was furnished with new seating areas to accommodate student need.

### *Academic Program Reviews*

Academic Program Review provides program and academic leadership with an objective critique of programs and a basis for improvement. The focus of the review is on academics and on realistic and practical steps that should be taken to improve the program and student learning. Results have been used to make changes in resource allocation that directly impact student learning. For example, the external review team for the 2007 Music A.A.S. program review made strong recommendations for providing adequate and professional rehearsal and performance spaces: "As it stands now, the program is being held back in ways too numerous to elaborate here because of the substandard facilities for instruction, practice, rehearsal and performance." The Music Department is now housed in state-of-the-art facilities in Academic II, opened in Fall 2013.

Another example of the impact of Academic Program Review and Student Learning Assessment is that of the Hospitality Management A.A.S. program. Over the last five years, the faculty researched ways to grow the program, update, and expand their facilities to better prepare students for changing industry and regional trends.

As a result, the Hospitality Management program has new or improved:

- Restaurant/catering dining room and kitchen;
- Receiving room and storage;
- Redesigned bakery/pastry kitchen;
- A retail space for the sale of bakery products and other items;
- Four new faculty offices;
- Larger culinary demonstration classroom; and,
- Updated student work spaces.

### *Administrative Reviews*

A sub-committee of the College Leadership Council (CLC), the Institutional Effectiveness Committee, links college assessment efforts to College-wide, strategic planning. The committee's approach to planning and assessment is collaborative, integrated, and maximizes communication and transparency among all campus constituents. For the 2014-15 academic year, the committee was charged with researching and developing appropriate assessment protocols for non-instructional areas of the College to ensure that all entities are working to set goals, assess their progress toward goals, and to readjust/realign resources to enhance effectiveness. The Administrative Review Guidelines were developed in the 2015-16 academic year along with an implementation schedule and timetable for the pilot group.

Like academic program reviews, administrative reviews improve the quality of services, programming, and internal processes at OCC through an intentional, collaborative, and recurring process of goal development and evaluation. The standardized assessment process is designed for systematic collection and analysis of information and data relevant to evaluating how well administrative services are meeting operational and institutional goals. IPAR tracks and monitors recommendations and their implementation on an annual basis.

For example, as a result of its administrative review, Marketing & New Media identified opportunities to better:

- Support recruitment efforts;
- Protect, elevate, and increase awareness of the College's brand; and
- Support student retention and success in line with OCC's mission and *Lazer Focus* strategic plan.

The department's increased focus on recruitment yielded positive results, with Fall 2016 market penetration reports showing increases in the College's core, five-county market share. This will help the College to weather current marketplace threats while building the foundation for future growth through market positioning.



Marketing & New Media also refined its internal communication strategies to better align them with supporting student success at OCC – developing marketing and communication plans for key support services such as the Learning Center – and hiring a full-time digital marketing specialist.

A budget and the budgeting process are the way that an institution makes real its goals and mission. OCC has comprehensive planning, assessment, and resource allocation processes. The alignment of these processes helps the College fulfill its mission and goals.

## 5. Findings, Commendations, and Suggestions

Findings	<ol style="list-style-type: none"> <li>1. OCC’s Planning, Assessment, and Resource Allocation Timeline provides a protocol to identify and fund initiatives that align with its mission and advance student success.</li> <li>2. Operational plans from OCC’s divisions and departments foster a sense of shared responsibility in members of the campus community.</li> <li>3. OCC is an effective steward of public funds. The College’s budget is the formal statement to the public of how it proposes to convert long-range plans into services and programs.</li> <li>4. OCC implemented an administrative program review/assessment process that requires all functional areas to perform a comprehensive review of programs and services every six years. Subsequent actions are incorporated into the division’s annual operating plans for follow-up.</li> </ol>
Commendations	None
Suggestions	None

## 6. Documentation

### Master Plans

- MSCHE 2013 Periodic Review Report
- Organizational Charts: <http://employees.sunyocc.edu/work.aspx?id=20620>
- IPEDS 2016-17 Human Resources Data
- Diversity Master Plan 2013-17 Assessment Report
- *Lazer Focus 2017-2022 Diversity and Inclusion Master Plan*
- Diversity Initiative example:
  - Inclusive Community Professional Development Series Evaluation summary
- Chief Diversity Officer Job Description
- Diversity Council Bylaws and 2017-18 Members
- *Completing the Vision: 2013-2018 Facilities Master Plan and Library Program Review*
- Facilities planning process/campus and community engagement:
  - Onondaga County Facilities Committee Nov. 2016 Meeting Minutes
  - Dr. Bill Daggett “Addressing Today’s Challenges” Jan. 2017 Event Invitation
- Capital Projects Update May 2017 BOT Retreat Presentation

- Sustainability 2009 Action Plan, Assessment Reports and Project examples:
  - SRC Arena LEED Gold Certification 2013 Scorecard
  - STARS 2016 Sustainability Assessment Report
- Information Technology 2013-16 Master Plan Assessment Report
- Technology Initiative and Project examples:
  - President’s 2016-17 ASOT Colleague Revitalization Project Charges
  - WebAdvisor and Student Planning Guide
  - WebAdvisor Search for Courses and Course Sections:
    - <https://selfservice.sunyocc.edu/Student/Courses>
  - Cyber Security Dec. 2017 “Allusers” email
- Technology Investment Plan May 2017 BOT Retreat Presentation
- Strategic Enrollment Management Plan 2017-21

### **Operational Plans**

- Administrative Operational/Assessment Plan and Report examples:
  - Administration and Compliance 2016-17 Operational Assessment Plan and Report
  - Enrollment Development and Communications 2016-17 Operational/Assessment Plan and Report
  - Information Technology 2016-17 Operational/Assessment Plan and Report
  - Student Engagement and Learning Support 2016-17 Operational/Assessment Plan and Report

### **Budget Processes**

- Annual Budget Book 2017-18
- February 2017 OCC Legislative Priorities Presentation
- Onondaga County Resolution #86: County Adoption of annual OCC budget for 2017-18
- OCC Foundation program funding example: Spring 2017 Student Philanthropy Month activities

### **Assessment of Financial Management**

- BOT Resolution #16-11
- Policy G1: Appointment of Independent Auditors and Conduct of Independent Audit
  - Bonadio Annual Financial Audit Report: 2015-2016 and 2017 Management Letter
  - Ellucian Audit Report (Usage of Colleague Finance Module)

### **Institutional Assessment**

- *Lazer Focus: 2016-2021 Strategic Plan*
- *Lazer Focus 2016-17 Annual Report*
- *Institutional Effectiveness Plan*

- Student Satisfaction surveys:
  - 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
  - 2015 Community College Student Survey of Engagement Report Card
  - 2016 SUNY Student Opinion Survey Summary Report
  - 2016 Post-Graduate Survey Report
- Academic and administrative program review examples:
  - Music A.S. 2013 Academic Program Review (see Revised Program Approval documentation)
  - Hospitality Management A.A.S. 2015 Academic Program Review
  - Financial Services 2017 Administrative Program Review
  - Marketing and New Media 2017 Administrative Program Review

## 1. Description of the Standard

### 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 systems, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.*

## 2. Executive Summary

Decision making at Onondaga Community College has intentionally become more inclusive, transparent, and responsive to all constituent/stakeholder groups. Through this transformation, there has been a renewed focus on student success and commitment to strengthen shared governance.

## 3. Evidence

Evidence was gathered through a comprehensive review and analysis of documentation from across the College, and it is clear that Onondaga Community College has met the criteria for this Standard.

Members of the Standard VII work group explored answers to six primary research questions found in the *Self-Study Design*. The answers to those questions inform the analysis section of this Standard. For ease of use, each section of the analysis is mapped to a criteria or requirement of affiliation below. Section 6 of this Standard presents a list of all the relevant documentation. Specific documents are mentioned in context:

**College Leadership Council and Shared Governance** covers Criteria 1, 5, Requirement 12;

**Board of Trustees** covers Criteria 1, 2a-i, 5, Requirements 13, 14;

**Office of the President** covers Criteria 1, 3a-d, 5;

**Administrative Structure** covers Criteria 4a-f, 5.

## 4. Analysis

Sponsored by the State University of New York (SUNY) and funded by New York State and Onondaga County, Onondaga Community College (OCC) is administered by the College's Board of Trustees. Ultimate decision making authority and responsibility rests with the Board of Trustees. To successfully fulfill its responsibilities, the Board employs a president to implement and administer policies and applicable laws and regulations. The president presents information and also makes recommendations to the Board in consultation with the College Leadership Council, Faculty Senate (formerly Faculty Association), Executive Council, Staff Association, Administrators Council, Student Association, faculty,

staff, administrators, students, alumni, SUNY staff, community leaders, and/or other stakeholders, depending on the matter at hand.

### **College Leadership Council and Shared Governance**

In its March 2008 report, OCC's Middle States reaccreditation team challenged the College to build its capacity to collaborate effectively in support of student success, stating:

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

The clarity and transparency that characterize a sound governance structure are necessary preconditions for collaboration and collegiality. Recognizing this, then President Sydow engaged the campus in a formal process to focus campus attention on shared governance. She convened a Leadership Summit in January 2010 that was attended by approximately 80 individuals representing the Faculty Executive Committee, academic department chairs, Administrators Council Steering Committee, Staff Association Executive Committee, department directors, and interested faculty, administrators, and staff. Facilitated by Dr. Jason Berman of St. John Fisher College, the summit focused on building a campus culture based on an atmosphere of trust and collaboration. Building on the summit, a panel discussion on governance including the president, provost, faculty chair, and faculty-chair elect was held in March 2010. Later that year, the Board of Trustees, president, and faculty formed a Shared Governance Task Force. The task force, which included two trustees, the president, the provost, two members of the Faculty Executive Committee, and one adjunct faculty member, crafted the College's first written statement on shared governance, the *Report of the Shared Governance Task Force at Onondaga Community College, 2011*.

Following up on the report's recommendations, a Faculty-Trustee Ad Hoc Committee was charged with researching diverse governance systems. The Committee recommended replacing the President's Cabinet with a College Leadership Council (CLC), an entity with broad representation able to review and deliberate cross-institutional issues and make recommendations to the president or forward to appropriate governance channels.

Implemented in 2012-13, the CLC included representatives from the Executive Council, Staff Association, Administrators Council, Student Association, and Faculty Association (the faculty governance body at the time). Representatives are responsible for bringing issues forward from their respective constituencies. Under the leadership of President Crabill, the College continues to utilize, develop, and strengthen this shared governance model. Depending on the nature of the issue under discussion, the CLC may conduct deliberations itself or refer the matter to the appropriate governing body or to one of the College

committees. For example, a purely curricular matter would be referred back to the appropriate faculty committee, while a campus-wide initiative would be considered by the CLC itself. Ultimately, the CLC provides recommendations to the president.

To improve the functioning of the CLC, President Crabill made major revisions to membership, committee member selection, and overall effectiveness. The first major revision was balancing the makeup of the CLC membership. Originally, the CLC was made up of nine Executive Council members, two students, two professional administrators, two full-time faculty members, and one adjunct faculty member. In 2016, President Crabill reduced the number of representatives drawn from Executive Council to the three Senior Vice-Presidents, keeping the staff, student, and faculty numbers the same.

The second major revision dealt with the selection of members for the College committees (Student Experience, Programs and Academic Support, and Institutional Effectiveness). Starting in 2015, President Crabill worked with the Chair of the Faculty to select faculty committee members, approved by the Faculty Executive Committee, following governance best practices. Starting in 2017-18, the CLC's faculty committee members are chosen through the standard nominations process used to fill all faculty committees.

The third revision deals with assessment and continuous improvement. The CLC surveys its members annually about their perceptions of the body's effectiveness and its role in governance. While a majority of members believed the Council was effective and did important work, the survey consistently indicated concerns about members' understanding of their representative function and how the work of the CLC fits into the overall governance of the College. A related area of concern was the process by which issues came before CLC. The intent of the body was that issues would arise from stakeholder groups across campus. In practice, however, the President tasked the CLC with areas for research and discussion. Council members needed more orientation and/or training on gathering input from their constituents, generating issues at the grass roots level, and enhancing the transparency and credibility of the body.

In response to these concerns, a new, formal orientation process was implemented in 2015 along with ongoing review of shared governance principles and practices for all members. Additionally, beginning in November 2017, each CLC meeting has a standing agenda item soliciting reports and issues from CLC members.

### *Faculty, Administrators, and Staff*

Faculty governance recently underwent a major structural change and looks very different in 2018 than it did in 2008. This change demonstrates OCC's commitment to sound governance, assessment, and improvement in all areas.

Prior to the spring of 2017, the faculty exercised its control over academics at OCC through the Faculty Association, a governance body of the whole. The Faculty Chair and Faculty Executive Committee (FEC) controlled the agendas for Faculty Association meetings and oversaw the work of faculty committees. All

full-time faculty members were voting members of the Faculty Association. Formal votes on issues and solicitation of faculty opinions and input were conducted at monthly, hour-long Faculty Association meetings. While the system was inclusive and democratic, it became more and more unwieldy as the number of faculty grew. For example, it became extremely difficult for the Faculty Chair to bring such a large group to consensus. Additionally, the relative infrequency and short duration of faculty meetings made thoughtful discussions difficult, and it was challenging to effectively address academic matters in a meaningful way. As a result, the credibility of the body suffered as did the level of engagement among faculty.

The faculty survey conducted by the Faculty Executive Committee in Spring 2009 demonstrated this disaffection. Faculty members were asked about their support for moving from the ‘body of the whole’ to a senate model. While the majority of respondents wanted to keep the then current model, serious concerns about the effectiveness of the Faculty Association were raised.

In the 2016-17 academic year, Faculty Chair J.T. Ryan assembled prior faculty association chairs from the previous ten years to discuss their experiences under the body of the whole and their thoughts on changing to a senate model. Three meetings were held with this group over the spring, summer, and fall of 2016, and those in attendance were unanimously supportive of changing to a senate model. Early in the fall of 2016, general discussions with the faculty at large began. The entire November 2016 Faculty Association meeting was devoted to the advantages and disadvantages of a representative body.

Draft bylaws were written and reviewed by the Faculty Executive Committee and sent to the entire faculty in the winter of 2017 for review. Faculty feedback and specific concerns were then addressed in a revised set of bylaws circulated preparatory to a vote of the full faculty.

At the April 2017 meeting, approval of the new bylaws was moved to a vote. The final vote count was 106 in favor and 17 opposed. The count represented nearly 70% voter turnout, with over 85% of those voting in favor of the change. Senators and the senate president were elected at the final Faculty Association meeting in May 2017.

Under the faculty senate model, the existing faculty governance committees remained intact, and chairs of academic policy-making committees are ex officio senators. This approach leaves OCC’s best features of academic policy-making in place.

Curricula will continue to be developed at the department level and move on to the Curriculum Committee for review with penultimate approval resting with the Faculty Senate. New academic programs are approved by the Board of Trustees, while major program changes must be reviewed and approved by SUNY. Academic rules must be approved by the Scholastic Standards Committee and then the Senate. All faculty committees report to the Faculty Senate.

The pursuit of the Faculty Senate model over the course of several years demonstrates the faculty's support for a streamlined faculty governance body that is more engaged in rigorous discourse. This representational structure is a dramatic departure from the previous structure, used for decades. As the landscape of higher education changes, the ways in which faculty make their voices heard must also change.

### *Students*

The Student Association (SA) serves as the governing body representing students and has a role in campus governance. Representatives of the Student Association are elected by the student body through an annual election process. The responsibilities of each officer as well as the representative roles they play within the governance structure are outlined in the bylaws (established by the SA). For example, the President of the Student Association is elected through a vote of the student body and, along with the Vice President, Clubs and Organizations, serves as a delegate to the CLC. The officers of the Student Association hold a monthly General Assembly meeting, open to the student body, to discuss items of interest, facilitate conversation regarding College initiatives, and discuss CLC business as necessary. Club leaders and elected Student Association leaders also meet regularly to discuss additional programming provided for by the Student Activity Fee, club activities, and issues brought forward by student leaders and the Student Engagement staff. Issues are brought back to the student body through the General Assembly meetings and, if appropriate, to the CLC. A Campus Activity Board with representation from the officer team, student clubs, and club advisors was established in 2015 to review and determine what activities/programming to support with funding provided through the Student Activity Fee.

### *Administrator and Staff Forums*

The OCC Administrators Council (OCCAC) and Staff Association (OCCSA) provide forums through which employees meet regularly to share information and ideas regarding campus and community issues, and, in turn, communicate information to the president and other decision makers as appropriate. This structure allows for communication between employees and the senior administration regarding programs, initiatives, and policies related to the College and the larger community.

### **Board of Trustees**

The College is governed by a ten-member Board of Trustees (BOT). Five are appointed by the County Executive for seven-year terms, four are appointed by the Governor for seven-year terms, and one is a student representative elected by the OCC Student Association for a one-year term.

The responsibilities of the BOT are defined in New York State Education Law, Community College Regulations, Part 604: Administration of the College, Section 604.2: Responsibilities and duties of the College Trustees. The Board of Trustees appoints a president and annually reviews the president's progress toward her goals.



In addition to the responsibilities outlined above, the BOT bylaws outline the powers and duties of the Board. Chief among these are the oversight of policies, curricula, and budget. These areas of oversight are reflected in the BOT meeting minutes and resolutions. To ensure the impartiality of the BOT, Annual Conflict of Interest Disclosure Statements are completed by BOT members.

Regularly scheduled meetings of the Board include a number of reports regarding strategic efforts, a report from the president, a report from the Faculty Senate president, and an annual report from the president of the Faculty Council of Community Colleges. In addition to the regularly scheduled meetings held throughout the year, the BOT holds an annual retreat during which they are updated by the College president and review the bylaws, the strategic plan, and governance. This full-day meeting allows members to familiarize themselves with the College's priorities and plans for the upcoming academic year, strengthen relationships with one another, and assess the Board's effectiveness. One outcome of this assessment was the creation of an official BOT orientation process and a Board Development Committee. The orientation process has been helpful in developing new Board members' understanding of their role and responsibilities. As this is a retreat, there are no minutes taken. In the future, however, the BOT will record their discussions of board effectiveness so as to better document their self-assessment.

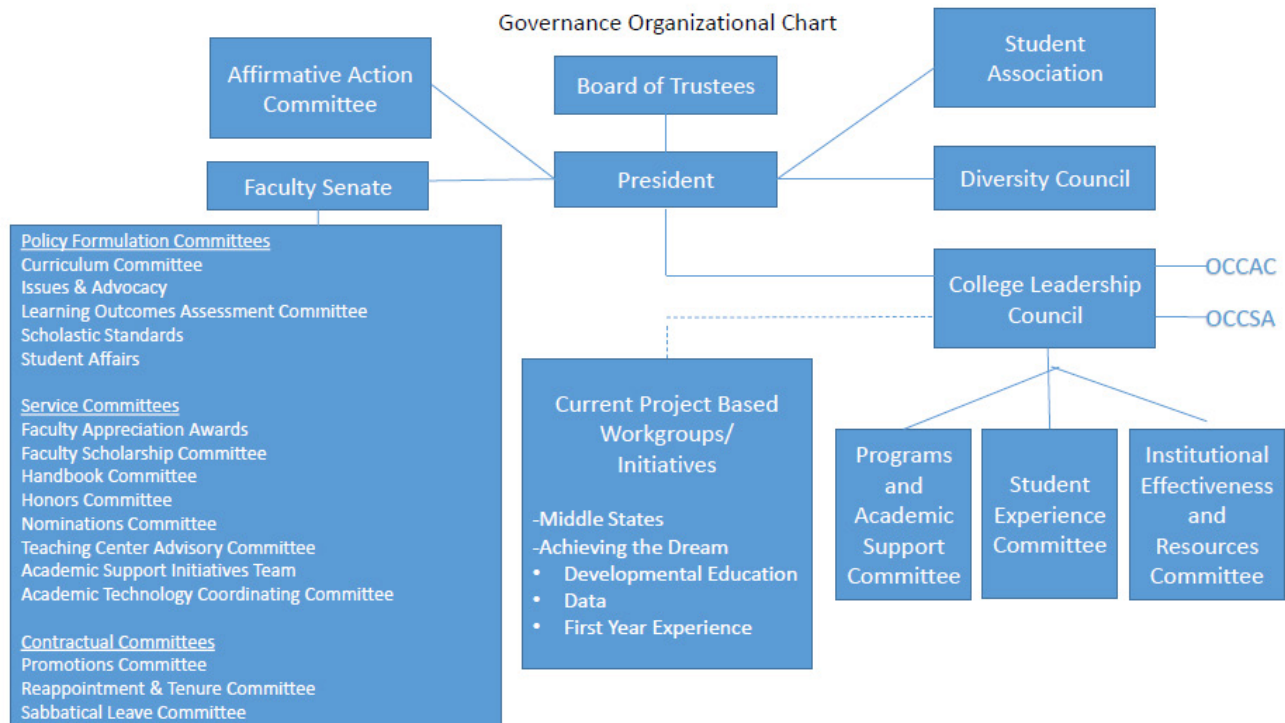
As nine of the ten Board members are appointed, it is challenging to establish expertise in all areas of Board responsibilities. Therefore, the Finance, Audit and Compliance Committee invites financial experts to sit on the committee that are not Board members. The Education Committee regularly hears reports from faculty leadership, as well as other faculty members and students, in order to familiarize themselves with academic matters and highlights of the College community.

### **Office of the President**

According to NYS Education Law, the Board of Trustees has the responsibility to "... formulate and record the policies and procedures of appointment and conditions of employment of the president and other professional administrative personnel." In the winter and spring of 2012-13, a presidential search committee was formed by the Board of Trustees after the departure of President Debbie Sydow and during the one-year interim presidency of Margaret O'Connell. The search firm, Lochlin Partners, was selected by the BOT and the Search Committee was co-chaired by OCC Board members Melanie Littlejohn and Steve Aiello. The search committee set the minimum credentials for presidential candidates as an earned doctorate. The search committee consisted of 15 members, including Trustees, faculty, an administrator, community leaders, county legislators, a county executive designee, and students. The search committee interviewed three finalists and made a recommendation to the BOT. The Board interviewed and selected their candidate of choice as required by NYS Education law (Title 8. Chapter V. Subchapter D. Section 604.2). The Board's recommendation was then sent to the SUNY Chancellor, and ultimately, to the SUNY Board of Trustees as required by law. Dr. Casey Crabill was hired in June 2013.

President Crabill’s credentials, vast higher education experience, and experience as President of Raritan Valley Community College in New Jersey demonstrate her qualifications for the presidency as outlined in the position profile used in the search.

The following organizational chart illustrates the current relationship between the president, the BOT, and other governance structures at OCC:



As stated in NYS Education Law (section 604.3), “The president of the College, as the chief executive officer responsible to the College Trustees, is responsible for providing general educational leadership and for promoting the educational effectiveness of the Institution in all its aspects.” The president’s authority extends to her role in developing and implementing the strategic plan, hiring personnel (section 604.3 of NYS Education law), identifying and allocating resources (section 604.3), and directing the institution and its employees toward the goals of the strategic plan. Annual reports from President Crabill to the BOT demonstrate the ways in which the elements of the strategic plan are being implemented and resources are being allocated according to the priorities set in the strategic plan. Each of the goals in *Lazer Focus: 2016-2021 Strategic Plan* reflects an awareness of and commitment to the community college mission of open access and affordability.

### Administrative Structure

OCC’s administrative structure supports the College’s mission. The president and members of the Executive Council (EC) meet weekly to discuss initiatives outlined in the strategic plan, as well as operational challenges and issues. Administrative oversight is further enhanced by a monthly meeting of

Extended Executive Council (EEC), which consists of additional department managers and deans. EEC serves as a valuable information-sharing vehicle, including updates on the Middle States Self-Study, compliance reports, and student success initiatives.

The administrative structure has changed over the last three years as a result of the re-energized focus on students. One of the changes to the administrative structure was to break the academic areas in to four academic disciplines, each one headed by a new dean, providing an additional level of supervision between the approximately 30 academic department chairs and the provost. The deans have broad responsibilities for the planning and development, assessment and support of academic departments, including resource allocation and staffing. They oversee the systematic and routine assessment of all academic programs and services to ensure continuous improvement. In addition, the deans collaborate with each other and the provost to advance academic priorities. This includes working with their respective departments to ensure the master schedule meets students' needs, including the ability to complete programs in a timely manner.

The process for recruiting and hiring for OCC's open administrative positions is a collaborative one. It starts with Human Resources working with the hiring manager to ensure an accurate job description. The job description then becomes part of the online recruitment advertisement. Once an advertisement is approved and posted on the College's website, Human Resources works closely with the hiring manager to determine additional, industry-specific advertising locations. When relevant, Human Resources also identifies degree-granting institutions with high numbers of traditionally underrepresented minority graduates and requests that the job openings be disseminated to the alumni and soon-to-be graduates. There is constant communication between Human Resources and the search committee, including training for all search committee members in which the hiring process is laid out, member responsibilities and obligations are made clear, and questions can be answered. The hiring manager also consults with the search committee on specific, measurable qualifications in order to screen applicants. These measurable qualifications then become the screening matrix tool utilized by the search committee members to make quantifiable distinctions amongst candidates. Once first round interviews are completed, the search committee chair, in consultation with the search committee, makes a recommendation to the hiring manager for the next round of interviews, typically performed by the hiring manager and area vice president. When a finalist has been selected, an online, recommendation-to-hire form is routed through the chain of command. The final decision to offer or not to offer the position ultimately resides with the president of the college. This collaborative approach contributes to a diverse applicant pool and fair and consistent hiring practices.

### *Evaluation Processes*

At Onondaga Community College the evaluation process for represented employees is governed by the respective collective bargaining agreement. Under the *Agreement between Onondaga Community College and Professional Administrators of Onondaga Community College Federation of Teachers and Administrators, 2014-2019*, "The parties agree to initiate and maintain an annual performance evaluation

system to foster the professional development of each professional administrator and to aid both the professional administrator and the College to achieve these mutual objectives.” The performance evaluation focuses on job performance as it relates to the individual’s plan of achievement as well as the job description. Human Resources conducted a series of training classes to introduce the new form and to educate supervisors on effective performance evaluation strategies. Supervisors were also trained on creating plans of achievement that are goal-oriented and designed to measure performance by quantifying outcomes using benchmark data and identifying targeted levels of achievement. Since January 2015, 19 represented professional administrators have successfully completed probation and received continuing appointment.

The performance evaluation process for classified Civil Service support staff follows the procedures outlined in Onondaga County Department of Personnel Rules. Since 2015, 94% of employees in classified service successfully completed probation.

Employees designated as “Management/Confidential” participate in an annual performance review process. A self-evaluation narrative is submitted by the employee to his or her supervisor, and the supervisor responds in writing. All Management/Confidential performance evaluation materials are submitted to the President for review and reappointment.

#### *Ongoing Professional Development and Training*

Human Resources designed and implemented a “Supervisor Academy” in 2015 that consists of seven sessions for mid-level managers to improve supervisory skills and understanding of relevant College policies and procedures. The plan is to offer this approximately every 18 months so that new supervisors can receive the training.

Similarly, a seven-session training plan was developed and implemented by Human Resources in 2017 to educate Department Chairs about their administrative responsibilities and relevant College procedures. As new chairs cycle into the position, the series will be repeated.

All of the changes in governance, leadership, and administration at OCC were undertaken to help the College realize its mission and goals effectively. Shared governance operates most effectively when those at the top honor and listen to the voices of students, faculty, and administrators in campus decision-making. In her time at OCC, President Crabill has put this idea into practice, restructuring the College’s decision-making bodies and their processes to advance common goals. Many of the improvements discussed above in the Executive Council and CLC reflect the efforts of President Crabill to democratize decision-making and governance. The Executive Council has become more balanced in its structure, and the membership of the CLC and its committees have been altered to enhance the voices of constituent groups, in particular of students, faculty, and staff. Similarly, the change in the selection process of CLC committee members operationalizes a best practice in shared governance.

## 5. Findings, Commendations, and Suggestions

Findings	<ol style="list-style-type: none"> <li>1. OCC has expanded and strengthened its decision-making capacity through a clear and transparent governance structure.</li> <li>2. Faculty dissolved the Faculty Association in spring of 2017 and implemented a new Faculty Senate model, demonstrating commitment and openness to adaptation.</li> <li>3. The College’s Board of Trustees fulfills its roles and responsibilities as outlined in the Trustees’ bylaws, in accordance with Article 126, Section 6306, of the New York State Education Law.</li> <li>4. In 2013, OCC hired a new president, Dr. Casey Crabill, who has provided expert and effective leadership for systemic, continuous improvement and student success.</li> <li>5. OCC’s administrative team includes members with the appropriate credentials and professional experience to assist the president in carrying out the College’s mission.</li> <li>6. In 2016, Academic Affairs was restructured with a new provost, academic divisions, and deans.</li> </ol>
Commendations	None
Suggestions	<ol style="list-style-type: none"> <li>1. While Board assessment has been ongoing, it has not been documented consistently. The Board should determine an appropriate practice to document and communicate outcomes of their assessment activities.</li> <li>2. OCC should improve shared governance through assessment of each governance entity’s effectiveness in contributing to the College’s educational mission.</li> </ol>

## 6. Documentation

### College Leadership Council and Shared Governance

- *April 2011 Report of the Shared Governance Task Force at Onondaga Community College*
- Governance Organizational Chart and Web Site: <http://employees.sunyocc.edu/index.aspx?id=38657>
- College Leadership Council Bylaws
- Policy B13: College Committees
- College Leadership Council and College Committees Charges and Membership
- College Leadership Council Survey Results and Evaluation Tool
- 2017 CLC and College Committees Orientation Program
- Faculty Senate Bylaws, Committee Descriptions and Charges
- Student Association Bylaws

### **Board of Trustees**

- New York Education Law, Community College Regulations, Part 604: Administration of the College, Section 604.2: Responsibilities and duties of the College Trustees.
- List of Board of Trustees: <http://www.sunyocc.edu/index.aspx?menu=91&collside=489&id=967>
- Board of Trustees meeting minutes and resolutions; retreat agendas (President's Office)
- Board of Trustees annual conflict of interest disclosure statements (President's Office)

### **Office of the President**

- New York Education Law, Community College Regulations, Part 604: Administration of the College, Section 604.3: Responsibilities and duties of the president
- SUNY Guidelines for Presidential Searches for Community Colleges
- President Crabill's Vitae and 2013 Appointment Letter
- President Crabill's 2016-17 Self-Evaluation

### **Administrative Structure**

- Organizational charts: <http://employees.sunyocc.edu/work.aspx?id=20620>
- Hiring Process and Administrative Job Posting example
- Search Committee Training Materials and Screening Tools
- Collective Bargaining Agreement Between OCC and PA of OCCFTA Article IX: Evaluation Procedure, Performance Evaluation Processes and Forms
- Onondaga County Department of Personnel Rules for Classified Service
- Supervisor Training Series and Department Chair Professional Development Manuals

## Conclusion

The process of completing the Self-Study has helped Onondaga Community College (OCC) assess and improve the ways it fulfills its primary mission of helping students succeed. As the landscape of higher education continues to evolve, OCC strives to meet the needs of Central New York and be its “partner in education for success.” This includes meeting the wide-ranging and changing educational needs of Central New York residents, businesses, organizations, and governments. The *Lazer Focus: 2016-2021 Strategic Plan* provides a map of where OCC needs to go. OCC is committed to meeting students where they are by implementing best practices for early and ongoing student engagement in the educational process.

As the College recruits more students from diverse backgrounds, programs and services such as academic advising, career services, and developmental education, as well as the curriculum and pedagogy, must continue to improve. Formal assessments, along with the systematic use of qualitative and quantitative data, will be used to drive improvements in these and other areas so that the OCC can achieve its strategic goals.

OCC already has several programs and initiatives underway which will help it support student success. The College is launching initiatives inspired by the Achieving the Dream network, including a redesign of its developmental education program. It has revitalized student services and enhanced K-12 partnerships. Additionally, there has been new construction and state-of-the-art renovations to existing facilities. Finally, new faculty and student service administrator positions have been created and staffed.

Through the Self-Study process and analysis of the evidence cited, the College has demonstrated compliance with Middle States Standards and Requirements of Affiliation, highlighting institutional strengths, areas for improvement and progress made towards achievement of the College’s strategic goals. In the spirit of continuous improvement, OCC will act on all suggestions and incorporate additional feedback from the evaluation team as the College strives to meet its “Primary Long Term Goal” and establish “clear academic and career pathways, student-focused services, collaboration with our educational and business partners in the community and engaged employees” to “ensure equitable access and success for our students.”