



# SELF-STUDY DESIGN

**Submitted to the Middle States  
Commission on Higher Education**

April 2024



 **NONDAGA**  
COMMUNITY COLLEGE



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## I. INSTITUTIONAL OVERVIEW

### 1. A BRIEF HISTORY

#### INTRODUCTION

Established in 1961, Onondaga Community College (OCC) is an accredited, two-year, comprehensive, community college located in Onondaga County, New York. With an initial enrollment of approximately 500 students in September 1962, Onondaga Community College began instruction in three- and one-half floors of a recently renovated manufacturing site for Smith-Corona typewriters in downtown Syracuse. The original graduating class of 1964 numbered 160. In 2022–2023, OCC had a total enrollment of 7,320 and awarded 832 degrees and certificates to graduating students.

OCC offers two-year degree programs that serve as transfer opportunities to baccalaureate degree programs at four-year campuses or for direct entry to the workforce. We also offer certificate programs that can generally be completed in one year or less, newly developed micro credentials, and a growing list of short-term, non-credit programs leading to employment.

#### RECENT HISTORY

Like most institutions of higher education, the COVID-19 pandemic forced OCC to undertake immediate structural changes in a short period of time to maintain continuity of instruction for students. The pandemic also accelerated the pace of some, already planned, innovations and prompted us to re-imagine aspects of the institution, embarking on new curricular and student services projects to adapt to the “new normal” of higher education.

OCC has always been committed to better meeting the needs of its students, even before the pandemic. As such, we applied for and received a Title III, Strengthening Institutions grant from the U.S. Department of Education. The almost \$3 million, 5-year grant began in academic year 2018-2019 and concluded in fall of 2023. Through the work of the grant, OCC successfully implemented or created:

- a Guided Pathways model for all existing and new curricula,
- an evidence-based coaching methodology for student support,
- the Box of Books student equity project to reduce the cost of instructional materials and ensure that all students have access to materials on the first day of classes,
- developmental education reforms in math, English, and reading,

## RECENT HISTORY (CONT.)

- four meta-majors called “Schools” to house both degree programs and cross-functional, student support personnel, completely revamping its advising systems, and
- a set of First Year Learning Outcomes geared toward holistic student success which cut across all programs and certificates.

To operationalize its long-term retention and completion goals and better serve students as they begin and stay on their Guided Pathways, OCC has shifted to meta-majors, called Schools. Schools serve as the hub for related degree programs and house a dedicated team of cross-functional specialists and support staff who provide advising, transfer and career services, and connections to campus resources. OCC’s four Schools are:

- School of Art, Communication, Business, and Entrepreneurship,
- School of Health, Wellness, and Human Services,
- School of Liberal Arts and Sciences,
- and School of Technology, Engineering and Computing.

In fall 2021, SUNY announced a new General Education Framework, effective fall 2023, for new, first-time students entering AA-, AS-, and baccalaureate-degree programs and effective fall 2024 for new first-time students entering AAS- and AOS degree programs. Over a two-year period, OCC faculty and administration worked to update and change our programs, course descriptions, learning outcomes, etc. to meet the new requirements. In addition to minor wording updates, there were major changes like the addition of a Diversity, Equity, Inclusion, and Social Justice learning outcome. In fall 2022, OCC also completed full implementation of the new, SUNY-wide learning management system, moving from Blackboard to D2L Brightspace.

Dr. Warren M. Hilton became the ninth President of Onondaga Community College on July 1, 2022. Prior to coming to OCC Dr. Hilton served as the Vice President for Enrollment Management and Student Affairs at Kutztown University, the Dean of Enrollment Management at the Community College of Philadelphia (CCP), the Associate Dean for Student and External Affairs, and Assistant Professor at the Drexel University School of Public Health.

In November 2022, Micron Technology, Inc. announced plans to build the largest semiconductor fabrication facility in the history of the United States in Onondaga County, an anticipated \$100B investment over 20 years. This project is expected to create nearly 50,000 jobs in the state, including approximately 9,000 high-paying Micron jobs when the facility opens in 2026. Micron further named OCC as its community college partner in the training of technicians for this industry expansion. OCC is creating new programs and certificates to prepare students for these jobs, working with Micron to tailor curricula to their needs in the semiconductor industry. With approximately 85% of OCC graduates remaining in the Central New York region after graduation, OCC expects this new partnership to create a source of economic uplift for a region impacted by racially stratified, generational poverty that has experienced considerable loss of industrial base over the last 40 years, losses that were heightened by the Great Recession in 2008-2010. To support this new opportunity, OCC has secured County, State, and private support to build the Micron Cleanroom Simulation Laboratory and other teaching spaces to prepare individuals for careers in microchip manufacturing and related disciplines.

With support from Onondaga County, NYS, and the federal government, OCC is in the design phase of

## RECENT HISTORY (CONT.)

a \$32 million expansion of its School of Health, Wellness, and Human Services. This facility will allow the School to almost double the number of students enrolled in critical healthcare programs, thereby helping to resolve the region's severe health care worker shortage, as well as prepare more students for careers that pay a thrive-able wage and provide opportunities for upward mobility.

OCC's new strategic plan was adopted by the Board of Trustees in November 2023 and highlights improving academic success, the student experience, and communication with stakeholders. The plan also emphasizes decreasing equity gaps throughout, and OCC is supporting this effort by creating an internal, Student Success Challenge grant program to help with project implementation. The college also has engaged FranklinCovey's *The 4 Disciplines of Execution* to help actualize goals. The college adopted revised Institutional Effectiveness and Learning Outcomes Assessment plans in spring of 2024 to further support implementation of the strategic plan. These plans will allow us to engage in improved assessment of learning outcomes, college services, and institutional processes.

In terms of assessment, OCC now has "data dashboards" available to faculty and staff. These create visual representations of assessment measures, data, and Community College Research Center recommended Early Momentum Metrics. In addition to presenting complex data in easy to digest ways, the dashboards are extremely customizable, allowing users to 'slice and dice' existing data to see comparisons between different demographic groups. Knowing how different programs and interventions impact specific groups rather than a homogeneous "aggregate" will be a vital resource as OCC continues to strive to reduce equity gaps. The figures in the Self Study Design document come directly from these dashboards.

OCC has continued to develop its transfer partnerships with a special emphasis on transfer with guaranteed junior status and, where possible, with scholarships. OCC has developed three partnerships with Historically Black Colleges and Universities (HBCUs), expanding transfer options for our students on their higher education journey. Transfer partnerships are also designed to serve community need. For example, OCC's recent degrees in lab science and health science are designed for seamless transfer into majors at Upstate Medical University with full junior status in programs that prepare students for careers in high need fields that provide a thrive-able wage. A new transfer agreement with Syracuse University emphasizes STEM pathways associated with the Micron project.

The OCC Federation of Teachers and Administrators (OCCFTA), NYSUT Local 39-035 and AFT Local 1845 is the union representing all full-time, part-time, and adjunct faculty, professional administrators, and professional tutors for the purpose of bargaining salaries, fringe benefits, and working conditions. The Federation is affiliated with the New York State United Teachers (NYSUT), an organization of over 600,000 members including locals from higher education, K-12, service-related personnel, health care workers, and retirees. The NYSUT field office in Syracuse provides the Federation support for contract negotiations, grievances, and other organizational resources. The current contract ends August 31, 2024. Negotiation teams representing faculty, adjunct faculty, professional staff, and the college are meeting weekly with the goal of completing negotiations soon.





## 2. the institution's mission statement & institutional goals:

### MISSION + VISION

Onondaga Community College is Central New York's partner in education for success. Achieving our mission through:

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

### OUR CORE VALUES

#### STUDENT FIRST

Keep students at the center of all we do.

#### LEARNING

Embrace the lifelong pursuit of knowledge and free expression of ideas in a safe environment to advance the individual and the community.

#### EXCELLENCE

Strive for continual improvement and innovation to seek our highest potential.

#### DIVERSITY

Enrich learning through an inclusive campus environment that respects human dignity and difference.

#### COMMUNITY

Foster active and productive participation in building a mutually supportive environment for members of the campus and broader communities.

#### RESPONSIBILITY

Build a culture of integrity and accountability to develop both self and others.



### 3. KEY EXTERNAL AND INTERNAL ENVIRONMENTAL FACTORS

The most important environmental factor that OCC is dealing with is the change in the local population and the economy post-Pandemic. Our service area has lost population overall, and there has been a dramatic, downward shift in those aged 18-25. All area colleges and institutions of higher education are struggling with declining enrollment and its fiscal impacts. In 2023, after a decade of declining enrollments, OCC attempted to ensure its future, fiscal stability by offering a voluntary early retirement incentive to full-time faculty over the age of 50, as well as the chance for junior faculty to take on staff roles. Twenty-eight faculty retired through this incentive, and several others also resigned to follow new opportunities. The college is, however, seeking to hire up to 16 full-time faculty, primarily in STEM and healthcare disciplines, reflecting both attrition of former faculty members and expansion of enrollment demand in these areas.

While there has always been a commitment to student persistence and graduation, there is now campus-wide recognition that student retention is a vital part of our fiscal stability. OCC experienced extraordinary growth during the Great Recession, topping over 13,000 students in 2010. Since that time, enrollment has declined consistently until 2023, when enrollment began to recover. As of fall 2023, enrollment stands at 8,112 with 4,867 students on campus and 3,245 enrolled through concurrent enrollment programs in local high schools. The college is adapting to a smaller enrollment reality by testing former assumptions (such as what a “traditional” student is), restructuring departments, and improving assessment metrics.

The Title III grant, referenced earlier in the document, provided the resources and impetus for many changes, such as the implementation of Guided Pathways in our entire curriculum process and a guided self-placement system for Math as well as other, ongoing experiments in mathematics education. OCC also completely overhauled its developmental system in English/Writing and Reading, completely eliminating placement metrics and developmental education in these two areas (see Choseed, Malkiel, et al. “Developmental Writing Reform at Onondaga Community College: From Co-Requisite to IRW, Eliminating Dev Ed While Supporting All Students.” *Teaching English in the Two Year College*, vol. 50, no. 3, Mar. 2023, pp. 199–222). When we updated our assessment metrics and disaggregated the data by student demographics, we saw that traditional models of developmental education in these two areas were not working for everyone in the same way and could serve as a barrier to success rather than an aid. OCC has been recently recognized for its work in Reading and Writing curricular innovation by a 2024 Diana Hacker TYCA Outstanding Programs in English Award, sponsored by the Two-Year College English Association (TYCA) of the National Council of Teachers of English.

Another aspect of the Title III grant that is changing OCC is the implementation of LazerSuccess, an early alert system powered by EAB’s Starfish. The system was implemented at the start of the grant, and its impact has grown steadily over the last 5 years. Currently, 63% of faculty participated in the first of three semester progress reports to signal to School navigators that additional outreach is needed. Starfish, combined with the evidence backed coaching methodology of our School support teams, is making a difference in student retention. OCC started the spring 2024 semester with 11.5% more full time students than it started the spring 2023 semester and an overall increase in credit



hours (which includes full and part time students) of 11.3% over the previous year. Fall to spring retention of first-time, full-time students has increased to 78%. And, while the enrollment downturn has been steady (12,640 in fall 2016 to 8,112 in fall 2023), the college experienced enrollment gains of 10.8% in fall 2023 as compared to fall 2022. We attribute these gains to a combination of enhanced recruiting methods, new academic programs focused on the regional job market, reengagement of stop outs, 'front door' process improvements, and our Schools model.

In fall 2023, the number of part time students was 4,951, and the number of full-time students was 3,161. Part time students made up 61% of all students last fall but only took roughly a quarter of the total number of credits. The college's "typical" student at OCC is changing, and the college is adjusting. OCC has always prided itself on being a resource and community partner, and now there is a sustained look at non-traditional students and their needs, such as flexible schedules. OCC is creating more online programs aimed at high demand careers. For example, the recently launched, fully online, Health Information Technology/Medical Records AAS program which, upon successful completion, allows students to sit for a nationally recognized, credentialing exam. This exam can serve as an onramp to employment in jobs that pay a thrive-able wage and are experiencing growth.

In terms of its online offerings, OCC has learned many valuable lessons from the COVID pandemic. The pandemic required the college to offer almost all services to students virtually and to look carefully at our online delivery of courses. OCC is now NC-SARA certified and offers Quality Matters (QM) training to faculty as the necessary credential for faculty to teach online courses. We also offer Association of College and University Educators (ACUE) training and certifications, which have proven incredibly popular with faculty. NC-SARA, the National Council for State Authorization Reciprocity Agreements, is "a private nonprofit organization [501(c)(3)] that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs." Full participation in this council guarantees that OCC meets the requirements of the consumer protection laws for online learning, can offer its courses to students out of state, and is maintaining and enhancing delivery of services to fully online students.

In addition to non-traditional students, OCC has been expanding its concurrent enrollment program, College Credit Now (CCN). This program allows high school students to earn college credits, strengthen their college applications, and explore potential career paths prior to graduation. Courses are offered in the high school setting at no cost to the student. CCN has been accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) since 2005, successfully completing a reaccreditation cycle most recently in 2020. NACEP ensures that college courses offered by high school teachers are as rigorous as those offered on the sponsoring college campus. Accreditation requires programs like OCC's to adhere to the highest standards, so students experience a seamless transition to college, and teachers benefit from meaningful, ongoing professional development.

During the Pandemic's height, OCC launched the first fully online National Writing Project (NWP) site. NWP certifies sites at which English educators at any level (primary through university) can come together in a learning community, developing and sharing evidence-based approaches to teaching. This has been an ongoing source of outreach to, and professional development for, the local high school community.

OCC also revamped its approach to English for Speakers of Other Languages (ESOL), eliminating several ESOL courses that were acting as barriers to student success and creating an English

Language Institute (ELI), providing multiple levels of language instruction and support to help English language learners achieve their career and academic goals. Syracuse, NY is a significant refugee resettlement site, and our programs partner with many community organizations, are recognized throughout the region, and improve access to employment opportunities.

#### **4. MAIN PROGRAMS OF STUDY**

As of this writing, OCC offers 41 credit bearing degrees, 9 credit bearing certificate programs, 2 active workforce programs, and 8 micro credentials that prepare individuals for transfer to four-year colleges, entry into careers in high-demand fields, or the ability to upskill. In an effort to be responsive to regional need, OCC has launched 22 new or substantially revised programs in the last 3 years (with 4 more in progress) and discontinued or revamped many others. Day, evening, online, and extension courses are offered in fall and spring semesters and Health Information Technology, Creative Writing, and Humanities degrees all will be offered fully online in fall 2024. The Phlebotomy workforce certificate will be offered in a hybrid manner starting this summer, with the didactic portion online and clinicals arranged for in the student's home community. A similar model is in development for the Surgical Technology AAS.

OCC offers both regular term courses and 7-week accelerated courses, three summer sessions, and an accelerated winter session. Non-credit workforce programs are offered on a separate schedule throughout the calendar year.

OCC works with employer partners to develop new programs to meet emerging and critical needs. Our curricular process requires the undertaking of a feasibility study which uses Lightcast market analytics to evaluate job demand in the region. OCC's direct to career programs have industry panels and advisory boards. Every new or redesigned program is tied to business need in the region and/or to successful transfer. For example, OCC's Laboratory Science and Health Sciences degrees were designed to meet the regional demand created by COVID and to deliver students to Upstate Medical University with true junior status in sufficient numbers to fill seats in critical degree programs, including such programs as: Radiation Therapy, Respiratory Therapy, Medical Imaging. Computer Forensics was redesigned into Cyber Security because of the considerable shifts in information security prompted by new work norms arising from the pandemic. OCC developed its Electromechanical Technology AAS to support Micron as well as other, existing high-tech industries (e.g., Lockheed Martin, Saab/Sensis, Inficon). This degree allows students to focus on the technical knowledge and professional skills sought by employers both locally and nationally. Students learn fundamental electrical, mechanical, and programming skills that provide a strong foundation to be an electromechanical technician as well as offer a well-rounded, general education.

OCC also has embraced micro credentials as fast, focused, flexible courses that help students develop in-demand skills and experience to meet emerging employer needs. Micro credentials generally can be completed within a matter of months. Being "stackable," students can earn more than one along the pathway to additional micro credentials, certificates, or degrees that help students level-up in their careers or round out their degrees. One example of how micro credentials are linked to the community is the micro credential in Digital Writing. OCC launched a digital writing micro credential at the request of Terakeet, a national marketing firm headquartered in Syracuse. Faculty created a digital writing course and a content strategies course that stacks to the AA in Creative Writing.



Another example of this is the Direct Support Professional (DSP) I micro credential that aligns with the DSP I certification through the National Alliance for Direct Support Professionals (NADSP). This micro credential responds to an urgent workforce need in our area and is linked to a DSP II micro credential that supports career advancement.

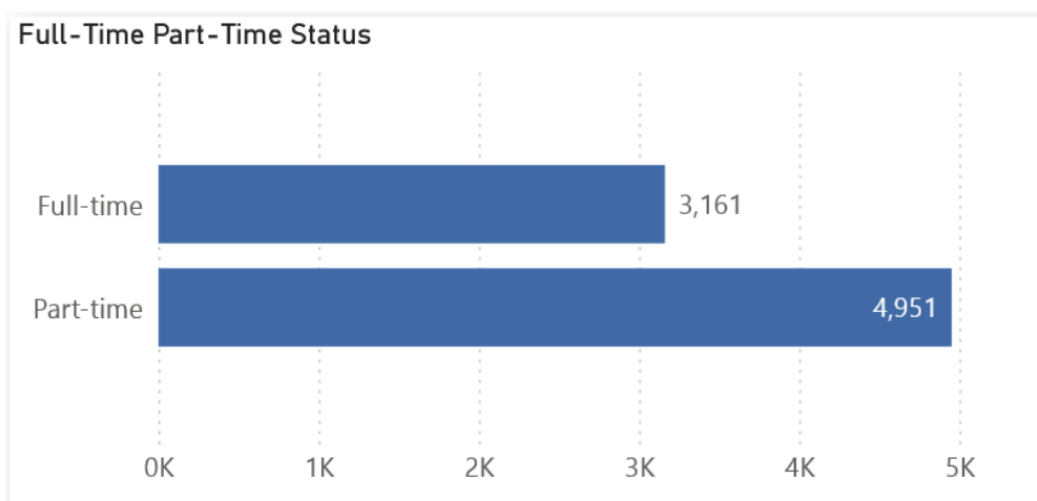
OCC houses a Small Business Development Center and offers non-credit workforce development programs that provide individuals with skills needed for career entry or advancement. For local companies that are looking to upskill their workforce, OCC offers courses through its Lazer Training Cart system. Each course can be completed in 20 hours and serves as an introduction to core concepts, techniques, terminology, safety, and troubleshooting. Classes are taught at OCC throughout the year based on employer needs. For example, the Introduction to Soldering & Electronic Assembly course teaches students to prototype, test, and calibrate circuits by training them in schematic reading, direct current measurements, oscilloscope usage, soldering, and circuit testing. Healthcare organizations are another major employer audience for OCC's non-credit workforce programs, such as Medical Assisting and Phlebotomy. Certified Nurse's Aide and Licensed Practical Nurse programs are anticipated in the coming year.

## 5. DESCRIPTION OF THE STUDENT POPULATIONS SERVED BY THE INSTITUTION

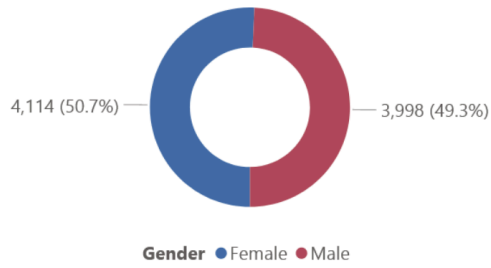
OCC attracts a diverse student body that includes recent high school graduates, working adults and displaced workers, traditionally underrepresented minorities, student-parents, student veterans, students with disabilities, low-income students, and students who are the first in their families to attend college, as well as students who have completed a post-secondary credential and are returning to college to prepare for new careers. In fall of 2023, OCC enrolled 8,112 students; 98% of students were residents of New York State and 81% of students were residents of Onondaga County.

### FALL 2023 STUDENT DATA

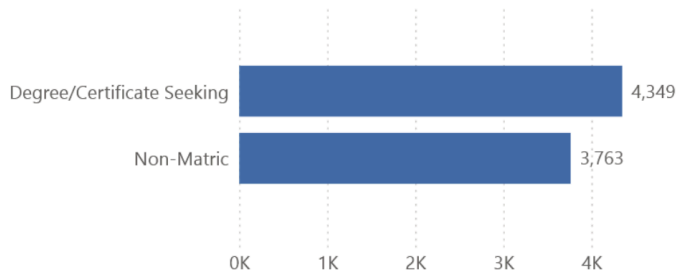
Please note: This data includes students who are in OCC classes while in high school along with all other matriculated and non-matriculated students.



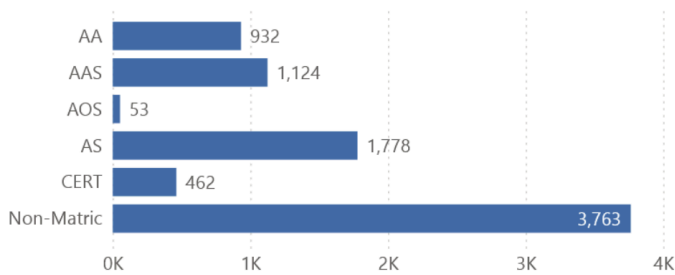
## Gender



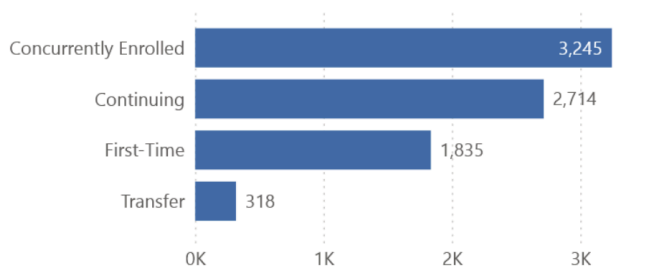
## Matriculation Status



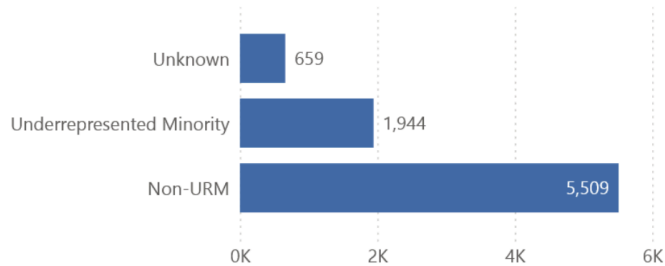
## Degree Sought



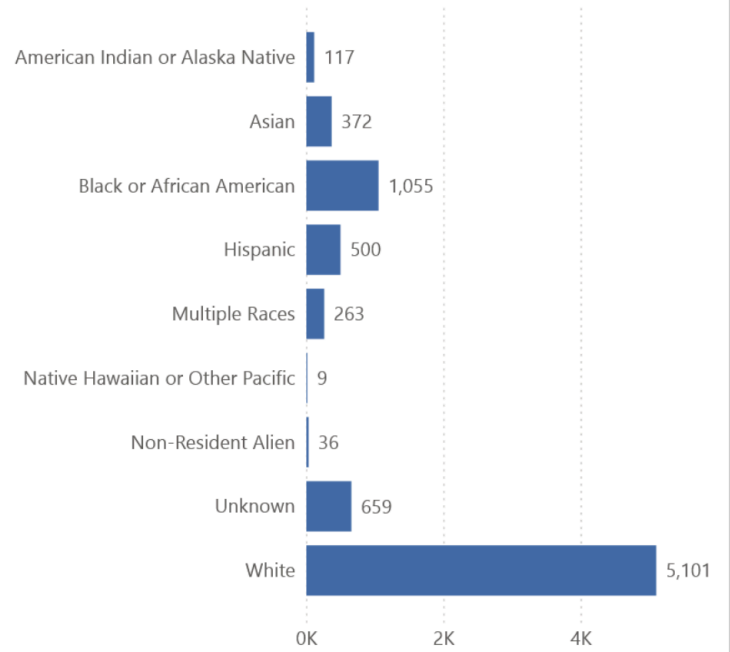
## Higher Education History



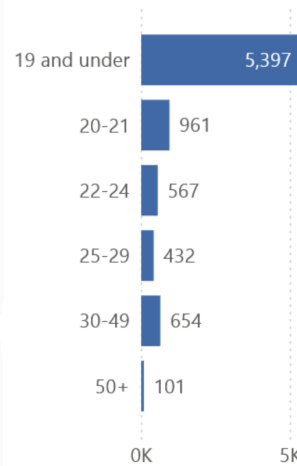
## Underrepresented Minority



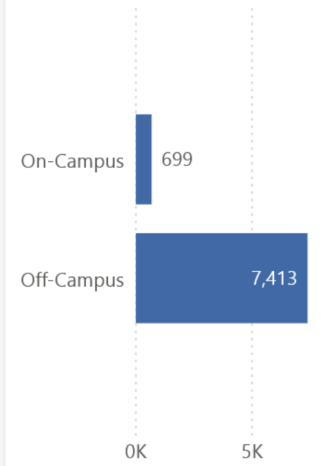
## Race Ethnicity



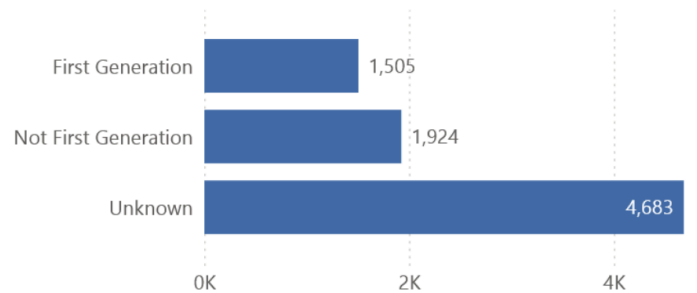
## Age Group



## Housing Status

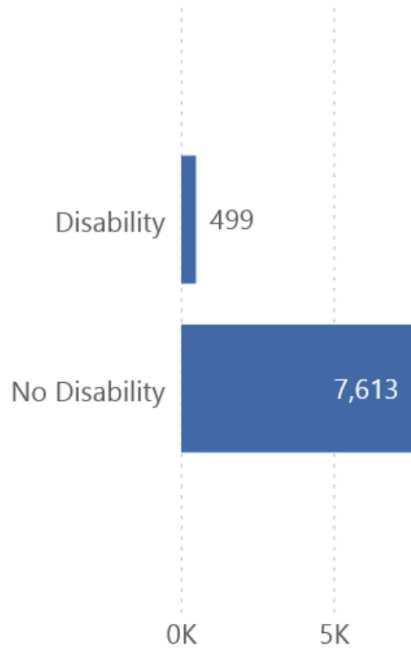


## First Generation

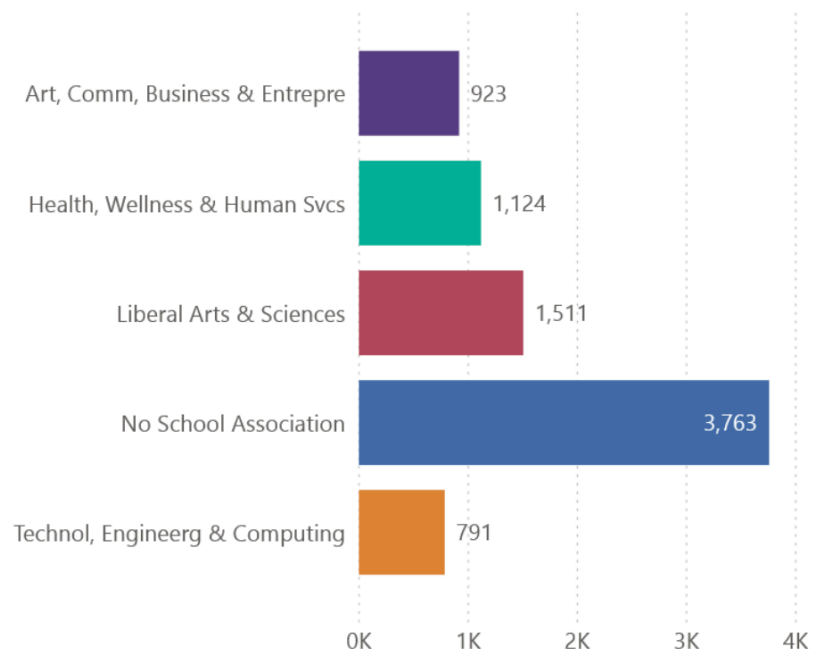




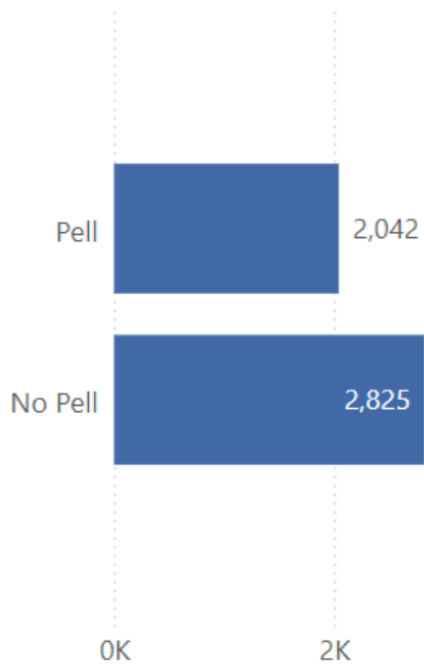
Disability Status



School



Pell Award



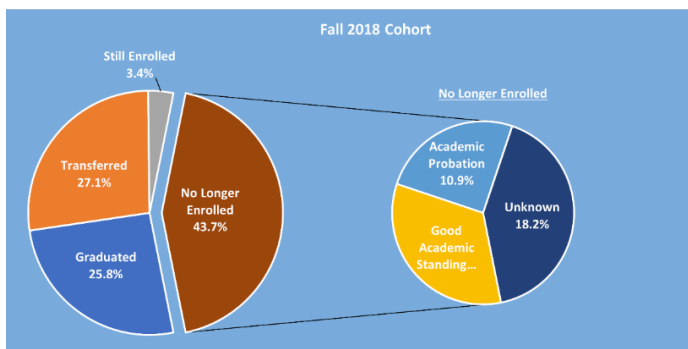
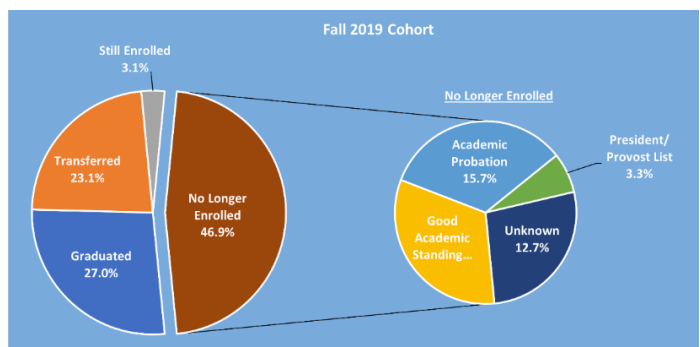
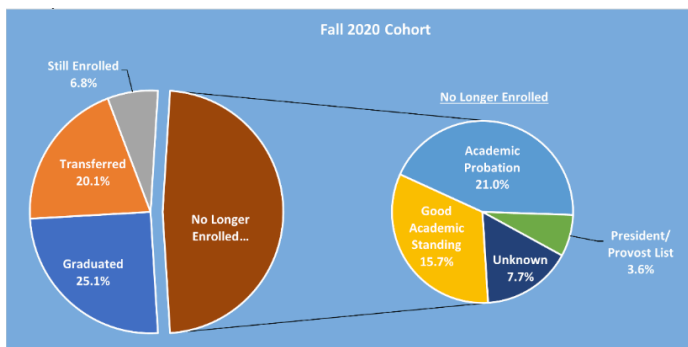
**Please note:** This particular chart does not include dual enrollment students in OCC's College Credit Now (CCN) program because those students are not eligible for financial aid. Including them creates a misrepresentation of our on-campus, student body.

## 6. ENROLLMENT DATA

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>TOTAL FALL ENROLLMENT</b>	10,659	9,834	9,449	8,545	7,687	7,320
<b>FALL-TO-FALL RETENTION %</b>	54	55	52	53	48	51
<b>2-YEAR GRADUATION RATE (2-YEAR)</b>	17	15	18	19	21	21
<b>4-YEAR GRADUATION RATE (2- &amp; 4-YEAR)</b>	26	25	25	23	25	25

Enrollment in the 2024-2025 academic year is expected to grow by 2% to a total of approximately 8,274 students. Enrollment in the 2025-2026 academic year is expected to grow by another 2% to a total of 8,439 students.

The following charts represent a historical view of OCC's student outcomes for first-time, full-time students as of Fall 2023.

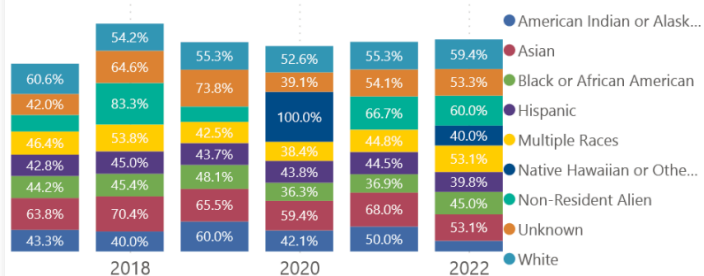




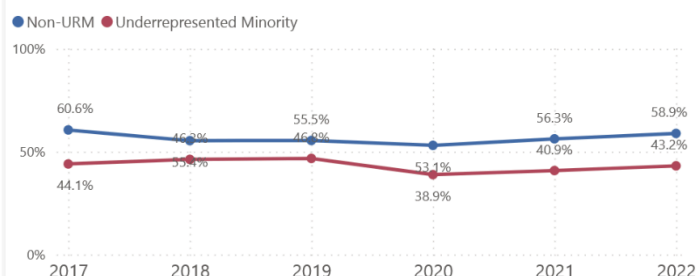
## RETENTION

**Please note:** This data contains only students who were part- or full-time and matriculated.

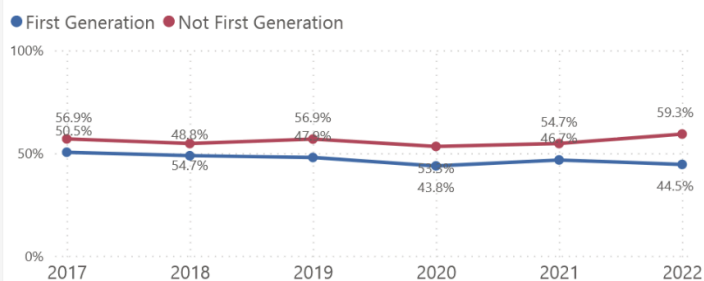
Fall to Fall Retention Rate by Race Ethnicity



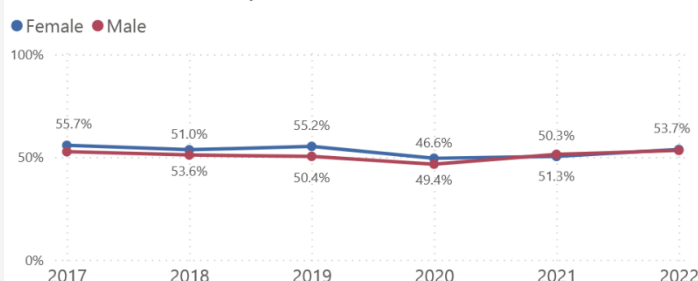
Fall to Fall Retention Rate by Underrepresented Minority



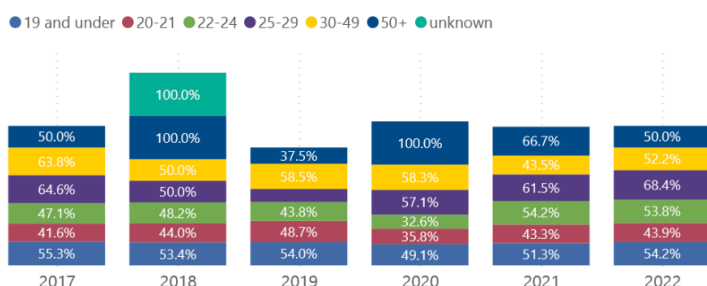
Fall to Fall Retention Rate by First Generation Student



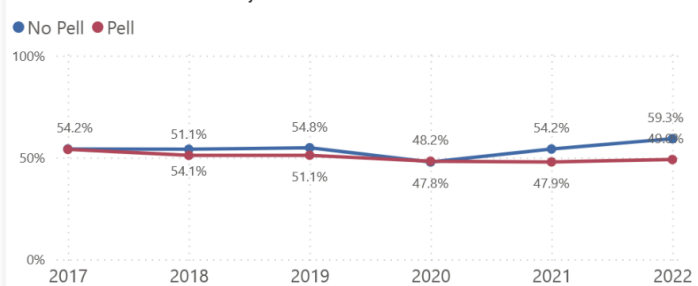
Fall to Fall Retention Rate by Gender



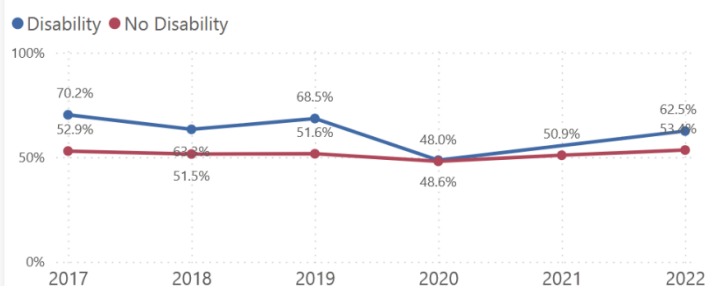
Fall to Fall Retention Rate by Age Group



Fall to Fall Retention Rate by Pell Award

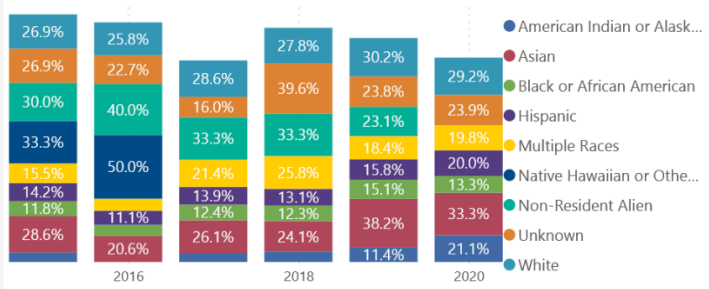


Fall to Fall Retention Rate by Disability Status

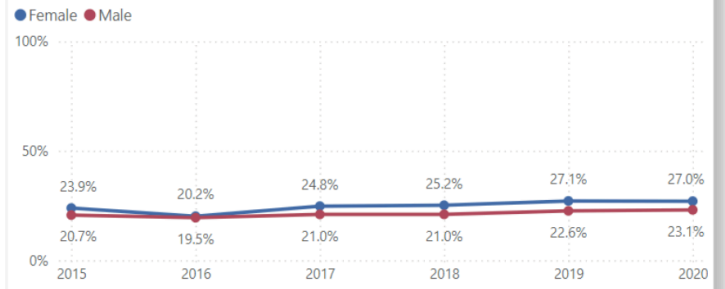


## GRADUATION

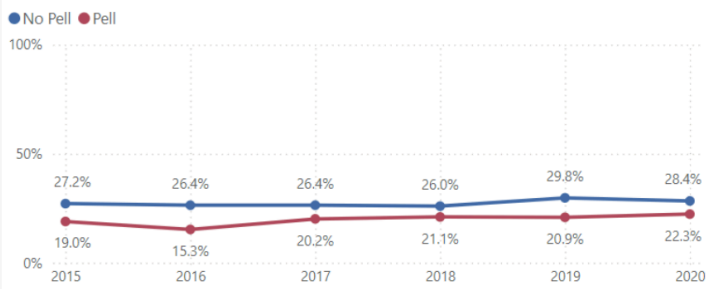
Graduation Rate (Three Year) by Race Ethnicity



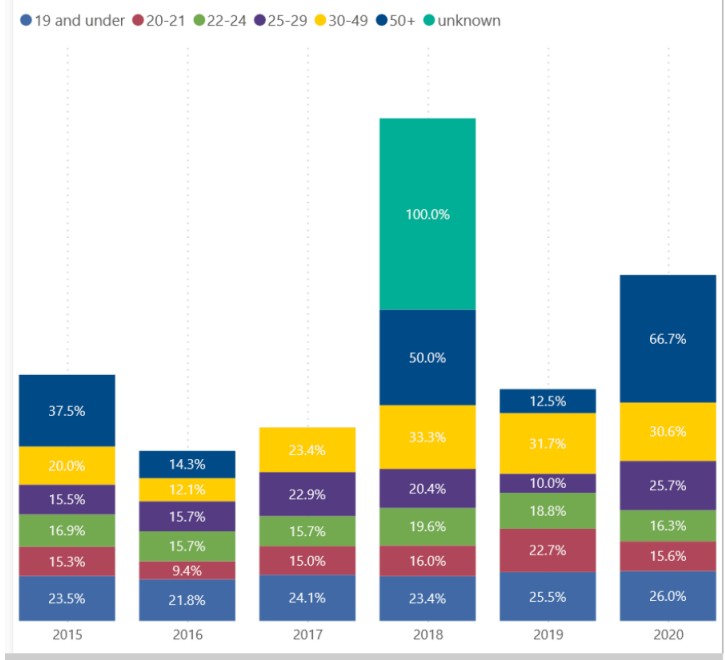
Graduation Rate (Three Year) by Gender



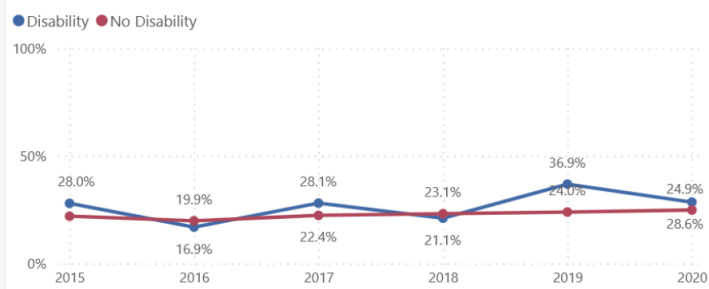
Graduation Rate (Three Year) by Pell Award



Graduation Rate (Three Year) by Age Group



Graduation Rate (Three Year) Disability Status



### FACULTY, ADMINISTRATIVE, AND STAFF HEADCOUNT AS REPORTED IN 2022-2023 IPEDS

150	Full-time instructional staff
348	Part-time instructional staff
356	Full-time, non-instructional staff
143	Part-time, non-instructional staff

STUDENT/FACULTY RATIO, TAKEN FROM 2022-2023 IPEDS	
2017-18	21.0
2018-19	19.0
2019-20	17.0
2020-21	19.0
2021-22	16.0
2022-23	16.0
2023-24	19.0

STUDENT/OTHER STAFF RATIO, TAKEN FROM SUNY COMMUNITY COLLEGES ANNUAL REPORT SUMMARY	
2017-18	14.8
2018-19	14.6
2019-20	14.9
2020-21	14.1
2021-22	12.0
2022-23	forthcoming
2023-24	not yet available

#### Other data:

The final piece of data that a visitor to OCC should know is that, as of this writing, applications for fall 2024 admission are up by 490 or 14.1% as compared to this time last year, for a total of 3,977 applications. Post-Covid, members of the community appear to be seriously considering OCC as a viable option, and we are seeing a growing interest in what OCC has to offer.

## II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

The Steering Committee used several methods to determine Institutional Priorities:

We began by looking to the College's newly approved Strategic Plan and using that as a foundational document. The Strategic Plan, approved in November 2023, was the result of a yearlong effort that solicited feedback and ideas from all campus constituencies, various community members, and perspective students and their families. It also included reviewing historical data on key metrics such as enrollment and admissions trends, persistence and retention rates, and graduation rates, using disaggregated student data through interactive data dashboards developed by the Office of Institutional Planning, Assessment and Research. Past survey results, previous OCC strategic plans, and relevant master plans, such as the Strategic Enrollment Management Plan, the Diversity, Equity, and Inclusion Master Plan, and the Facilities Master Plan, were also reviewed.

The Steering Committee also created and distributed two surveys. One was called "Choosing Institutional Priorities for the MSCHE Self Study" and was open to all faculty, staff, and administrators (distributed through email, ran from 10/31/23-12/18/23 and garnered 93 responses) and the other was open only to students. It was entitled "What Should OCC Focus on as We Look to the Future" (distributed through email and tabling in the student center, ran from 11/03/23 to 12/11/23 and garnered 205 responses). Qualitative and quantitative data from the surveys was considered in the formation of Institutional Priorities.

Finally, one of our Business/Marketing faculty has a capstone project in her Market Research class. Student groups solicit projects from OCC staff and faculty that are meant to have a real-world impact. We proposed a project in which the student market researchers would investigate student priorities to help us draft the Institutional Priorities. The student researchers decided on a qualitative, focus group methodology and held in-depth conversations with approximately 15 randomly selected students, presenting results to steering committee members on 12/11/23.

### INSTITUTIONAL PRIORITIES

- Help students achieve their educational and career goals through responsive academic experiences, innovative teaching strategies, and exemplary learning support services.
- Foster a student-centered and equitable campus experience where all students feel welcomed, valued, connected, and empowered to succeed.
- Ensure communication systems are consistent, transparent, and designed to promote student success.
- Foster engagement and partnerships with school districts, governmental and community organizations, and businesses.

Institutional Priorities were approved at the College Leadership Council on Feb. 2, 2024.



## ALIGNMENT OF MIDDLE STATES STANDARDS & INSTITUTIONAL PRIORITIES

STANDARDS FOR ACCREDITATION	PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4
I. MISSION AND GOALS		✓		✓
II. ETHICS & INTEGRITY	✓	✓	✓	
III. DESIGN & DELIVERY OF THE STUDENT LEARNING EXPERIENCE		✓	✓	✓
IV. SUPPORT OF THE STUDENT EXPERIENCE	✓	✓	✓	
V. EDUCATIONAL EFFECTIVENESS ASSESSMENT	✓	✓		
VI. PLANNING, RESOURCES, & INSTITUTIONAL IMPROVEMENT	✓			✓
VII. GOVERNANCE, LEADERSHIP, & ADMINISTRATION			✓	

## ALIGNMENT OF INSTITUTIONS MISSION & GOALS WITH INSTITUTIONAL PRIORITIES

INSTITUTIONAL MISSION	PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4
STUDENT ACCESS, RETENTION, COMPLETION, TRANSFER	✓	✓		✓
ACADEMIC EXCELLENCE	✓		✓	
STUDENT ENGAGEMENT & SUPPORT	✓	✓	✓	✓
CAREER & WORKPLACE ADVANCEMENT	✓			✓
RESPONSIBLE STEWARDSHIP OF RESOURCES			✓	✓
COMMUNITY ENGAGEMENT	✓	✓	✓	✓

## III. INTENDED OUTCOMES OF THE SELF-STUDY

### SELF-STUDY INTENDED OUTCOMES

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition) and provides evidence by Standard in alignment with the Evidence Expectations by Standard.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals.
3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.
4. Create, operationalize, and assess tactics to achieve the outcomes of the newly adopted strategic plan.

Approved at College Leadership Committee on Feb. 2, 2024.

## IV. SELF-STUDY APPROACH

Identify one of the following self-study approaches to be used to organize the Self-Study Report:

- ☒ Standards-Based Approach (preferred approach)
- ☐ Priorities-Based Approach (alternate approach by request)

Onondaga Community College has decided to use the Standards-Based Approach because it best aligns with our strategic planning and implementation process. This approach will allow us to best document and connect our efforts at continuous improvement to the Middle States Commission on Higher Education Accreditation Standards.

## V. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

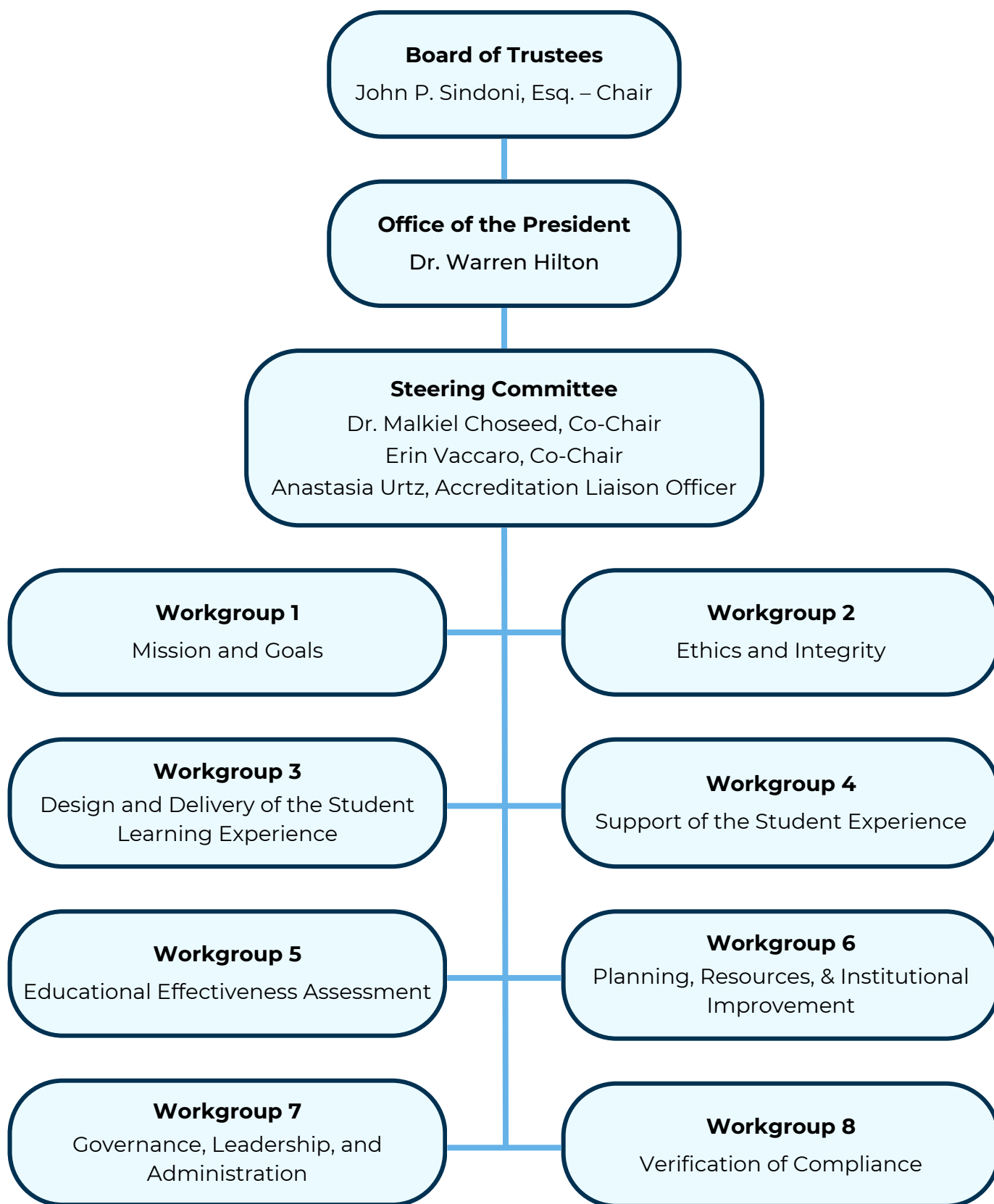
### STEERING COMMITTEE

OCC's MSCHE Steering Committee is comprised of 16 faculty and professional administrators. The Steering Committee Co-Leads are Dr. Malkiel Choseed, Professor of English, and Erin Vaccaro, Associate Vice President of Enrollment Development. One faculty and one professional administrator serve as co-chairs of each of the assigned Standards and Work Groups. Anastasia Urtz, Provost and Senior Vice President of Academic Affairs, serves as Accreditation Liaison Officer (ALO). Julie Hart, Chief of Staff, and Becky Buff, Assistant to the Provost, coordinate logistics.

The Steering Committee and Work Group members were nominated by their peers through college governance and invited to participate by President Warren Hilton. They were nominated for their diverse knowledge, expertise, and passion for student success. The entire campus community is represented, including faculty, administrators, and staff. Students have been, and will be invited, to participate in key moments where their input can have the most impact.

In sum, there are 89 Work Group members. The following visual represents Onondaga's organizational structure for the Self-Study.





## **SELF-STUDY STEERING COMMITTEE ROLES AND RESPONSIBILITIES**

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

- Determining the key issues for Self-Study by consulting with institutional stakeholders to identify areas of strength and opportunity
- Working with the Self-Study Co-Leads to identify 3-5 Institutional Priorities to be addressed in the Self-Study
- Conducting a detailed review of the 2018 Self-Study Report to ensure they are addressed as part of the 2026 self-study.
- Supporting the development of the Self-Study Design
- Ensuring fidelity to Self-Study timeline
- Identifying Lines of Inquiry and facilitate communication within Work Groups to answer Lines of Inquiry
- Ensuring that the evidence collected supports the specific standard being assessed, identify gaps in evidence, and work with campus constituencies to fulfill any evidence needs
- Serving as liaisons and resources to the Work Groups, holding regular meetings to facilitate work that needs to be accomplished by the Standard Work Group
- 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
- Preparing, along with the Co-Leads, for the MSCHE Team Visit in Spring 2026

## **WORKING GROUPS**

### **Co-Leads for Self-Study Steering Committee**

- Malkiel Choseed, Professor of English
- Erin Vaccaro, Associate Vice President of Enrollment Development

### **Work Group I Members**

- Co-Chairs: Scott Schuhert, Dean of Students & Lisa Hoff, Associate Professor, Library Department Chair, Associate Professor
- Amy Proulx, Assistant Controller
- Nicole Schlater, Associate Vice President, Grants
- Derrick Carr, Project Partner Director
- Ryan Nellenback, Director, Student Onboarding
- Dana Marzynski, Typist II, Residence Life
- Maryann Page, Professor, Biology
- Lindsey Reider, Professor, Physical Education
- Dianna Lewis-Brewster, Professor, Nursing
- Matt Ruddy, Associate Professor, Biology
- Executive Council (EC) liaison to Work Group: Anastasia Urtz, Provost & Senior Vice President, Academic Affairs

## **Standard I Mission and Goals**

### **Lines of Inquiry**

1. How are Onondaga Community College's Mission and Goals developed in an inclusive, collaborative, and transparent process that addresses all key stakeholders?
2. How are the Colleges' Goals and Objectives clearly defined, aligned with the Mission, and speak to both internal and external stakeholders?
3. How are the Mission and Goals reviewed, assessed, and updated periodically to ensure the College's Strategic Priorities are relevant and achievable?
4. How are the College's Mission and Goals communicated broadly both internally and externally?
5. How well is the College demonstrating its commitment to its Core Values? How do we measure our Core Values?

### **Work Group II Members:**

- Co-Chairs: Dan Nemeth-Neumann, Assistant Dean, Student Affairs & Michelle Malinovsky, Associate Professor, Library
- Enid Reiley, Assistant Vice President, Human Resources
- Kevin Sapio, Associate Vice President, Enrollment Services
- Roger Mirabito, Executive Director of Communications
- Brian Wetherby, Director, Marketing & New Media
- Caleb White, Technical Specialist, Educational Opportunity Program
- Mike Podolny, Associate Professor, English, ILS, & Communications
- Stephanie Putman, Associate Professor, English, ILS, & Communications
- Timur Saka, Associate Professor, Library
- Doug Dinero, Professor, Social Sciences
- Rick Boysen, Technical Specialist, Photography
- EC liaison to Work Group: Monifa Wilcox, Vice President, Human Resources

## **Standard II Ethics and Integrity**

### **Lines of Inquiry**

1. How do all levels of Onondaga Community College honor and monitor its contracts (including third parties and unions) with a demonstrated avoidance of conflict of interest, and institute and follow timely formal grievance policies for fairness and impartiality? How does the College demonstrate a commitment to fairness and impartiality in these procedures across all employee classifications?
2. How and in what ways does the College demonstrate truth and honesty across all audiences and groups?
3. To what extent does the College demonstrate a commitment to diversity and inclusion, meeting the wide-ranging needs of its varied constituents, to ensure an authentic sense of belonging for students, faculty, employees, and other campus groups?
4. What mechanisms exist to ensure Onondaga's commitment to, and the responsible practice of, academic integrity, academic freedom, and the freedom of expression and speech?
5. How does the College demonstrate a commitment to financial responsibility and transparency in its marketing and communication with students, prospective students, and their families?



### **Work Group III Members:**

- Co-Chairs: David Furney, Dean of Instructional Services & Helaine Lubar, Associate Professor, English, ILS, & Communications
- Annie Tuttle, Assistant Dean of Civic Engagement
- Amber Ingalls, Director, Concurrent Enrollment
- Abby Klein, Assistant Director, Registration & Curriculum
- Laura Abbatiello, Academic Technology Specialist
- Justin Pritchard, Director, Learning Center
- Lisa Smolen, Technical Specialist, Office of Dean of Students
- Kerry Evans, Professor, Social Sciences
- Tammy Lytle, Assistant Professor, Physical Therapy Assistant Program
- Benjamin Miller, Associate Professor, English, ILS, & Communications, Chair of the Learning Outcomes Assessment Committee (LOAC)
- Pete Patnode, Professor, Criminal Justice & Public Safety
- Jessica Wieczorek, Associate Professor, Criminal Justice & Public Safety
- EC liaison to Work Group: Anastasia Urtz, Provost & Senior Vice President, Academic Affairs

### **Standard III Design and Delivery of the Student Learning Experience**

#### **Lines of Inquiry**

1. How does Onondaga Community College determine the rigor and coherence of its educational offerings? What evaluation methods are utilized to ensure educational excellence?
2. In what ways does Onondaga support the design and execution of challenging and engaging coursework to foster both personal growth and career readiness among students?
  - a. How is the value of coursework made legible to students?
  - b. How has Onondaga responded to the community's needs in both career and transfer program development, such as new programs, credentials, and micro-credentials?
3. How are the academic offerings and student services at Onondaga designed to support the institution's commitment to cultivating a diverse and inclusive learning environment that supports student retention and success?
4. How is Onondaga Community College identifying and creating accessible and equitable educational opportunities and resources that cater to the varied needs of its student body? In what manner does the college provide both sufficient targeted and general support systems and structures to guarantee that all students have equal chances to thrive academically?

### **Work Group IV Members:**

- Co-Chairs: Jenna Alexander, Assistant Dean of Student Services & Katharine Rumrill-Teece, Professor, Communications
- Flagan Prince, Director, Early College Pathways
- Kara Hook, Director, Student Central
- Erin Kelly, Director, Registration & Records
- Nancy Carr, Director, Accessibility Resources
- Mandi Salsbury, Administrative Assistant, Learning Center
- Denise Valdes, Director, EOP
- Gino Duca, Assistant Professor, Applied Engineering Technology
- Kristen Costello, Associate Professor, Business & Hospitality
- Carolyn Bice, Associate Professor, Communications
- EC liaison to Work Group: Sarah Gaffney, Vice President, Enrollment Management

## **Standard IV Support of the Student Experience**

### **Lines of Inquiry**

1. How does Onondaga demonstrate a commitment to improve student success for all learners?
  - a. What programs and strategies enhance students' educational experiences?
2. What practices does the college use to admit, retain and support a diverse population of students?
3. How does the college provide programming and resources to support the personal wellness of students?
4. What communication systems and processes exist at the college and how effective are they at supporting students and fostering their success?

### **Work Group V Members:**

- Co-Chairs: Mike O'Connor, Dean, Humanities, Social Sciences & Arts & Olin Stratton, Professor, Mathematics, Faculty Senate President
- Sean Vormwald, Director, Data Insights & Visualization
- Ted Mathews, Student Success Specialist
- Dana Acee, Director, Career & Transfer Services
- Naomi Stewart, Assistant Director, Student Learning & Engagement Services
- Mike Borsz, Athletic Director
- Andrea Scheibel, Technical Specialist, Music
- Robin Weeks, Professor, Physical Education
- Pat Kenny, Professor, Social Sciences
- Barbara Wells, Professor, Biology
- Matt DelConte, Associate Professor, English, ILS, & Communications
- EC liaison to Work Group: Agatha Awuah, Vice President, Institutional Planning, Assessment, & Research

## **Standard V Educational Effectiveness Assessment**

### **Lines of Inquiry**

1. How and in what ways are we assessing student success after Onondaga Community College (jobs, pay, graduation from transfer institution)? In what ways would qualitative assessment supplement the college's quantitative assessment of students post-Onondaga?
2. How does the current Institutional effectiveness and administrative review meet the college's needs?
3. How does Onondaga assess Institutional Learning Outcomes and First Year Learning Outcomes?
4. What is our process for analyzing general education assessment data and do we use it to improve student learning?
5. How are course-level success rates and related assessment issues communicated to stakeholders and how do they respond to them?

### **Work Group VI Members:**

- Co-Chairs: Carol Obernesser, Assistant Vice President, Financial Services & Tim Stedman, Professor, Computer Studies
- Hyesook Shim, Assistant Director, Institutional Planning & Research
- Kathy D'Aprix, Executive Director, OCC Foundation
- Denise Reid-Strachan, Director, Financial Aid
- Steve Suarez, Assistant Director, Campus Facilities
- Marianne Niese, Assistant Dean, Health and Community Services

- Melissa Cook, Payroll Coordinator, Human Resources
- Emily Gardner, Associate Professor, Biology
- Oksana Korol, Associate Professor, Biology
- Kathleen Oemcke, Assistant Professor, Nursing
- Cindy Arcuri, Professor, Nursing
- EC liaison to Work Group: Mark Manning

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

### **Lines of Inquiry**

1. How well-defined and inclusive are decision-making processes? How are responsibility and accountability clearly assigned to achieve institutional and unit effectiveness?
  - a. How are new initiatives determined and launched, and how are initiatives assessed for their effectiveness?
2. How do we assess the effectiveness of planning and resource allocation, and subsequently, how are we utilizing assessment results in planning and resource allocation?
3. How does the College effectively and sustainably steward its resources (financial, capital, and human)?
  - a. How does the institution utilize its resources to promote and foster diversity, equity, and inclusion?

### **Work Group VII Members:**

- Co-Chairs: Sarah Gaffney, Vice President, Enrollment Management & Larry Weiskirch, Professor, Biology
- Shawn Edie, Director, Student Orientation, Leadership & Engagement
- Sue Tormey, Associate Vice President, Advancement Communications
- Julie Hart, Chief of Staff
- Yanina Colberg, Technical Specialist, Biology
- Bob Collins, Assistant Professor, Chemistry & Physical Sciences
- Shawn Wiemann, Professor, Social Sciences
- Lisa Miller, Associate Professor, Music; Chair of Curriculum Committee
- James Taylor, Professor, Hospitality Management
- Rob Bridge, Professor, Music
- EC liaison to Work Group: Eunice Williams

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

### **Lines of Inquiry**

1. How does Onondaga Community College define shared governance and how does the college effectively communicate the role and work of our governance bodies to the college community?
2. How does Onondaga determine what public interests should be served by the governing bodies?
3. How does the college determine what constitutes integrity and accountability in relation to the governing body, CEO, and administration?
4. How does the college effectively and proactively prepare for future challenges and opportunities?
5. How does Onondaga Community College effectively assess Governance, Leadership, and Administration and apply results for continuous improvement?

### **Work Group VIII: Verification of Compliance**

- Anne Deland, Director, Compliance and Auxiliary Services



- Naomi Stewart, Assistant Director, Student Engagement & Learning Services
- Linda Kelley, Assistant to the Chief Financial Officer/Senior Vice President
- Dori LaRue, Associate Professor, Health Information Technology
- Christian Sisack, Professor, English, ILS, & Communications
- Patrick Snow, Associate Professor, English, ILS, & Communications

## **WORK GROUP ROLES & RESPONSIBILITIES**

### **Each Work Group will:**

- Engage in a process of open and active inquiry
- Attend and actively participate in regularly scheduled meetings
- Identify institutional strengths, challenges, and opportunities, and propose recommendations for ongoing improvement
- Create Lines of Inquiry for each standard and address the Lines of Inquiry to determine if the Standard has been met
- Complete an in-depth review of evidence expectations by standard and identify and communicate gaps to the Steering Committee and recommend appropriate pieces of evidence that directly support the standard narrative
- Provide recommendations to the Steering Committee based on assessment of compliance with the Standard and evidence expectations
- Draft a self-study report and incorporate feedback from Steering Committee into final report according to established timelines
- Connect with students, employees, committees, and other campus constituents through multiple approaches (ie, focus groups, meetings, interviews, etc.) as needed
- Participate in hands-on activities during monthly steering committee meetings with time dedicated to resources sharing and data updates to minimize duplication of effort

## GUIDELINES FOR REPORTING

PRODUCT TO BE COMPLETED	DESCRIPTION	DUE DATE
<b>LINES OF INQUIRY</b>	Research questions created by the workgroups that will be used to inform their standard narrative	December 2023
<b>OUTLINE</b>	Workgroups will submit their narrative outline for review	October 2024
<b>FIRST DRAFT OF STANDARDS</b>	Workgroups will submit their first narrative draft for review	December 2024
<b>SECOND DRAFT OF STANDARDS</b>	Workgroups will submit their second narrative draft for review	April 2025
<b>FIRST COMPLETE SELF-STUDY DRAFT</b>	First draft of the full self-study with all standards written in a common voice	July 2025
<b>SHARE WITH CAMPUS FOR FEEDBACK</b>	Self-study draft shared with campus and community to solicit feedback	August-September 2025
<b>FINAL SELF-STUDY DRAFT</b>	Final self-study draft will include campus and community feedback	September 2025
<b>SHARE WITH CAMPUS</b>	The final self-study report will be shared with campus prior to the MSCHE Review Team visit	October 2025

## INQUIRY PLAN TEMPLATE

Instead of providing a formal template, we provided examples from other colleges and engaged in a discussion with co-chairs about the format and content of the inquiry plan in October of 2023. Standard co-chairs worked with their groups to present completed drafts in December of 2023. The entire steering committee met to review and provide feedback on the lines of inquiry for all standards. Standard co-chairs used this feedback and discussion to complete the lines of inquiry, which were presented to and approved by the College Leadership Council in February of 2024.

After the research and documentation review is complete, and each working group moves into the drafting stage for their standard, the working group will begin to identify self-recommendations. The self-recommendations will be shared with the steering committee and discussed and, if needed, revised, based on that feedback. The co-leads will compile a master list of these for all standards and present these to College Leadership Council (CLC) for comment and feedback. Once endorsed by CLC, these will be our self-recommendations for the report.

## VI. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

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

- Use Montserrat, 10-point font, 1.5 spacing, .5 inch left & right margins, and 8.5" x 11" page setting. Write in the present tense and use active voice.
- Number all pages on the bottom in the center of the page.
- Number and title all figures, graphs, and tables.
- Citations embedded within the text, with supporting documents listed in an appendix.
- Use APA format for citations and Reference page.
- Main headings in bold and in upper and lower case, left justified.
- Sub-headings in italics and in upper and lower case, left justified.
- Use standard naming convention for all Work Group reports.

The final product will be presented to the Evaluation Team in both print and .pdf forms.

### **Proposed structure of completed Self-Study:**

Eligibility Certification Statement  
Executive Summary  
Findings, Commendations, and Suggestions  
Summary of the Self-Study Design  
Standard I:  
Standard II:  
Standard III:  
Standard IV:  
Standard V:  
Standard VI:  
Standard VII:  
Conclusion

Each standard will include, at a minimum:

#### **1. Description of the Standard**

Begins with the title and description of the standard under consideration.

#### **2. Executive Summary**

Provides a brief executive summary, summarizing or reviewing the main points of the report. Include a concise analysis, strengths and challenges, conclusions, and whether OCC met the elements of the Standard.

#### **3. Evidence of the Standard**

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

#### **4. Analysis**

Presents an analysis of the data in the context of the intended outcomes of the Self-Study, as well as

the specific elements in the Standard under consideration. This section will use available evidence to highlight OCC's strengths and challenges and where it has made progress since the last review.

## 5. Findings, Commendations, and Suggestions

Identifies, cites, or describes documents, policies, and processes that demonstrate exceptional work on the part of Onondaga faculty, students, and employees as well as actionable items for improvement.

## 6. Documentation

Lists documents, policies and processes considered during the review.

# VII. SELF-STUDY TIMELINE

2023	
MAY	<ul style="list-style-type: none"> <li>Steering Committee Chairs and members chosen</li> <li>Letter from President Hilton formally inviting Steering Committee members to serve</li> </ul>
SEPTEMBER	<ul style="list-style-type: none"> <li>Finalize workgroups</li> <li>Letter from President Hilton formally inviting workgroup members to serve</li> <li>First meeting of the Steering Committee – review of self-study process and workgroup structure</li> <li>Steering Committee meets monthly to assist and monitor progress of work groups</li> <li>Creation of Middle States Self-Study website that will serve as the main form of communication with both the OCC campus and community members</li> </ul>
OCTOBER	<ul style="list-style-type: none"> <li>Workgroups begin meeting</li> <li>Dashboard training for steering committee members</li> <li>Survey kick off for Lines of Inquiry and Self-Study outcomes data</li> </ul>
NOVEMBER	<ul style="list-style-type: none"> <li>Campus participates in self-study kick-off event led by President Hilton</li> <li>Workgroups begin drafting Lines of Inquiry</li> <li>MSCHE Self-Study Co-Chairs, ALO, and seven additional members of the Steering Committee, including President Hilton, attend the virtual Self-Study Institute</li> <li>Evidence collection begins with the Executive Council team, collecting the baseline items in the Evidence Expectations by Standard document</li> </ul>
DECEMBER	<ul style="list-style-type: none"> <li>Survey data collected for Lines of Inquiry and Self-Study outcomes</li> <li>Steering Committee work on a recommendation for Institutional Priorities and Self-Study outcomes</li> <li>Lines of Inquiry submitted to Co-leads for review and approval</li> <li>Formal recommendation for self-study design made to the President's office</li> <li>Co-chairs and ALO attend the 2023 MSCHE Annual Conference</li> <li>Self-Study preparation visit scheduled with MSCHE VP liaison</li> </ul>



2024	
<b>JANUARY</b>	<ul style="list-style-type: none"> <li>• Institutional Priorities and Self-Study Outcomes solidified by Steering Committee</li> <li>• Self-study design draft begins</li> <li>• Steering Committee meets monthly to assist and monitor progress of work groups</li> </ul>
<b>FEBRUARY</b>	<ul style="list-style-type: none"> <li>• Institutional Priorities and Self-Study Outcomes, reviewed by College Leadership Council (CLC) for final approval</li> <li>• Workgroups review submitted evidence documents and begin answering Lines of Inquiry</li> </ul>
<b>MARCH</b>	<ul style="list-style-type: none"> <li>• Co-Leads present self-study design to Board of Trustees</li> <li>• Complete draft of self-study design distributed to Steering Committee for review, comment, and approval</li> <li>• Completed draft of SSD added to Middle States Self-Study website and shared with campus with feedback link</li> </ul>
<b>APRIL</b>	<ul style="list-style-type: none"> <li>• Self-study design submitted to MSCHE VP liaison</li> <li>• Steering committee prepares for MSCHE campus visit</li> </ul>
<b>MAY</b>	<ul style="list-style-type: none"> <li>• Self-Study Prep Visit with MSCHE VP liaison</li> <li>• Workgroups come up with a tentative 'thesis' for their standard narrative</li> <li>• Finalize self-study design based on input from MSCHE visit</li> </ul>
<b>JUNE - AUGUST</b>	<ul style="list-style-type: none"> <li>• Continued work on collecting and evaluating evidence that is not in the Evidence Expectations by Standard document</li> </ul>
<b>SEPTEMBER</b>	<ul style="list-style-type: none"> <li>• Workgroups begin writing the narrative outline for their standard</li> </ul>
<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>• Co-leads present self-study progress to College Leadership Council (CLC)</li> <li>• Initial outline (beat sheet) due from workgroups</li> </ul>
<b>DECEMBER</b>	<ul style="list-style-type: none"> <li>• First draft of standard narratives due from work groups</li> </ul>
2025	
<b>JANUARY</b>	<ul style="list-style-type: none"> <li>• Revision and editing of standard narratives</li> <li>• Steering Committee meets monthly to assist and monitor progress of work groups</li> </ul>
<b>FEBRUARY</b>	<ul style="list-style-type: none"> <li>• Steering committee preps detailed commentary on each work groups' report</li> <li>• Co-Leads present progress to College Leadership Council (CLC)</li> </ul>

2025	
MARCH	<ul style="list-style-type: none"> <li>• Workgroup forums hosted by Co-Chairs for feedback on first draft of standard narratives</li> </ul>
APRIL	<ul style="list-style-type: none"> <li>• Second drafts of standard narratives due from work groups</li> </ul>
MAY	<ul style="list-style-type: none"> <li>• Standard narrative drafts shared with campus community to solicit feedback</li> <li>• Begin editing of the full self-study</li> </ul>
JUNE	<ul style="list-style-type: none"> <li>• Feedback reviewed from sharing of second standard drafts</li> <li>• Continued editing of the full self-study</li> <li>• First draft of full self-study completed, with all standards written in a common voice</li> </ul>
JULY - AUGUST	<ul style="list-style-type: none"> <li>• Begin final review of evidence for accurate, up-to-date information</li> <li>• First draft of full self-study shared with campus and community to solicit feedback</li> </ul>
SEPTEMBER	<ul style="list-style-type: none"> <li>• Final self-study draft completed</li> <li>• Kick off Self-Study Prep Academies</li> </ul>
OCTOBER	<ul style="list-style-type: none"> <li>• Check documentation, data sources, and other reference material for accuracy, completeness, and ease of access for visiting team</li> <li>• Final draft of full self-study report shared with campus and the community on the OCC Middle States Self-Study website</li> </ul>
NOVEMBER	<ul style="list-style-type: none"> <li>• PR department or someone on campus creates cover and formats, prints as needed</li> </ul>
DECEMBER	<ul style="list-style-type: none"> <li>• President's Office announces self-study complete</li> </ul>
2026	
TBA	<ul style="list-style-type: none"> <li>• Final self-study report and evidence uploaded in MSCHE portal</li> </ul>
TBA	<ul style="list-style-type: none"> <li>• Evaluation team conducts on-site review</li> </ul>
TBA	<ul style="list-style-type: none"> <li>• Evaluation team report</li> </ul>
TBA	<ul style="list-style-type: none"> <li>• OCC responds to evaluation team report</li> </ul>

## VIII. COMMUNICATION PLAN

The Steering Committee will partner with the Marketing and New Media Department to keep the campus community up to date on our ongoing progress with the MSCHE accreditation self-study process. The communication efforts will include:

- Campus-wide email updates on self-study progress
- Campus Kick Off
- Accreditation Academies
- Self-Study Prep Academies
- Regular updates to the 2026 MSCHE Reaccreditation website and “nudges” to check the website delivered via email
- Feedback opportunities on self-study drafts for OCC employees, students, and community members
- Presentations at stakeholder meetings including College Leadership Council (CLC), Faculty Senate, Onondaga Community College Administrators' Council (OCCAC), & the College's Board of Trustees.

## IX. EVALUATION TEAM PROFILE

### PROFILE OF THE EVALUATION TEAM

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

- 1.Experience with community college leadership and focus;
- 2.Strong backgrounds in student services;
- 3.Experience with finance and budgeting; and
- 4.Clear understanding of assessment and assessment protocols.

Peer colleges – Hudson Valley Community College, Mohawk Valley Community College, Monroe Community College

Aspirant colleges – Achieving the Dream Leader Colleges like Cuyahoga Community College, Sinclair Community College, and Bay College

Competitor colleges – Cayuga CC in general; SUNY Cortland and SUNY Oswego for transfer degrees.

### SIGNATURE PROGRAMS

While Health and Technology programs will almost certainly experience the greatest future growth given the need and expanding industry in our region, OCC's signature programs are best thought of as its areas of distinction, namely our 4 Schools.

Based on numbers made available to an internal audience on 2/23/24, here are the top 5 programs by headcount for each of OCC's 4 schools:

PROGRAM	FULL AND PART TIME MATRICULATED STUDENTS
<b>SCHOOL OF ARTS, COMMUNICATION, BUSINESS &amp; ENTREPRENEURSHIP (ACBE)</b>	
BUSINESS ADMINISTRATION (BUS.AS)	322
BUSINESS TECHNOLOGY (BUS.AAS)	78
BROADCAST MEDIA COMMUNICATIONS (BMC.AAS)	72
ART: STUDIO ARTS (ART.STU.AAS)	71
MUSIC (MUS.AAS)	50
<b>SCHOOL OF HEALTH, WELLNESS &amp; HUMAN SERVICES (HWHS)</b>	
HEALTH STUDIES (HST.CERT)	292
NURSING (NUR.AAS)	199
HUMAN SERVICES (HUM.AS)	132
HEALTH SCIENCES (HSC.AAS)	125
HEALTH INFORMATION TECHNOLOGY (HIT.AAS)	61
<b>SCHOOL OF LIBERAL ARTS &amp; SCIENCES (LAS)</b>	
HUMANITIES/LIBERAL ARTS (HMT.AA)	521
GENERAL STUDIES/LIBERAL ARTS (GEN.AA)	250
MATH AND SCIENCES (MTS.AS)	215
EARLY CHILDHOOD (ECH.AAS)	74
MATH AND SCIENCE: BIOLOGY (MTS.BIO.AS)	55



SCHOOL OF TECHNOLOGY, ENGINEERING & COMPUTING (TEC)	
COMPUTER SCIENCES (CSC.AS)	176
CYBERSECURITY (CYB.AS)	91
ENGINEERING SCIENCE (ENS.AS)	85
COMPUTER INFORMATION SCIENCE (CIS.AAS)	77
AUTOMOTIVE TECHNOLOGY (AUT.AAS)	49

## X. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE INDICATORS AND METRICS

All relevant AIU data will be shared with Standard Workgroup committee members as part of the review of data and evidence. This will primarily happen through the interactive dashboards and other aspects of the IPAR website. OCC staff, faculty, and administration can access this data as well as EMMs and equity focused data through the IPAR website.

## XI. EVIDENCE INVENTORY STRATEGY

The internal team here at OCC has been cognizant of the major role that the Evidence Expectations will play in this round of reaccreditation and in the crafting of the self-study. As such, OCC created a Logistics Coordinator role. This person has been working with the staff and faculty co-leads and the ALO from the very beginning and regularly attends Steering Committee meetings.

The Logistics Coordinator began by placing all the named evidence and expectations into a document arranged by Standard. This was given to each member of the President's Executive Council who then returned to their individual teams and began the gathering process. As each piece of evidence from the list is found, it is given to the Logistics Coordinator and placed into an MS SharePoint repository with a standard naming convention. She also ensures that each pair of workgroup chairs and their workgroup members have access to all the evidence but can quickly and easily find the evidence most directly related to their standard.

We also created MS Forms for workgroup chairs to document missing or incomplete evidence, both from the Evidence Expectations documents as well as other documentation not listed in the Expectations that they need but cannot easily find.

The individual workgroups are responsible for reviewing and connecting evidence to Lines of Inquiry and for making sure that each piece of evidence is clearly connected to the narrative of their Standard in the final Self Study. To support this, the Logistics Coordinator will ensure that any one piece of

evidence that applies to multiple standards maintains its consistent naming convention. At the end of each monthly Steering Committee meeting, time is set aside for the co-chairs of each standard to discuss the evidence gathering process in order to efficiently share resources and forestall duplicative efforts in terms of evidence or data gathering.

In summer and fall of 2025, the co-leads will work with the Standard workgroups to ensure all evidence is up to date in both the Self Study and the internal/public facing websites.



# SELF-STUDY DESIGN

**Submitted to the Middle States  
Commission on Higher Education**

April 2024