

OCC College Leadership Council - Agenda
 March 8, 2024
 1:30 – 3:30 PM
 Whitney 210

Members Present:

Staff and Students Present:

Agenda

| Item | Presenter | Main Point of Discussion | Outcome | Follow-up Actions |
|---|---------------------------|--|---------|-------------------|
| Call to Order | Dr. Hilton | | | |
| Approval of minutes from 2-2-24 | Dr. Hilton | | | |
| Student Success Council Update | C. Heisler & J. Pritchard | | | |
| Student Success Policy | Dr. Hilton | To share with the members for a final endorsement at the April 5, 2024 CLC meeting. | | |
| Schools Update – Liberal Arts & Sciences | Guy Linton | | | |
| Unity Day | Dr. Eunice Williams | | | |
| DEIB Council | Dr. Eunice Williams | | | |
| College Hour – spring semester start date | Dr. Hilton | To determine what the best start date is for the spring semesters. | | |
| Institutional Effectiveness Committee | Drs. Choseed and Vormwald | Institutional Effectiveness Plan final endorsement. | | |
| Data Governance | Dr. Hilton | Endorsement of this Committee as a standing committee of the College Leadership Council. | | |
| Open Forum for Council Members | Dr. Hilton | | | |

Meeting adjourned at .

Members Present:

Staff and Students Present:

Agenda

| Item | Presenter | Main Point of Discussion | Outcome | Follow-up Actions |
|--|---------------------------|--|---|-------------------|
| Call to Order | Dr. Hilton | Call to order 1:33 PM. | | |
| Approval of minutes from 11-17-23 | Dr. Hilton | Approved by A. Urtz; seconded by J. Taylor. | | |
| Student Success Policy | Dr. Hilton | To share with the members for a final vote at the April 5, 2024 CLC meeting. | While recommendation from the body is not necessary, it will be of significance for the Trustees as they look to approve this policy. | |
| Schools Update – Health, Wellness & Human Services | S. Asbie-White | S. Asbie-White provided an update on what is going on in the School of Health, Wellness and Human Services. | | |
| College Hour Presentation | A. Mancini & A. Marin | A Marin and A. Mancini provided an overview of the survey they conducted during the fall semester on college hour and the potential for moving it to a different time. | We will add this back to the next CLC agenda, particularly as it relates to the start date of the Spring semester. Dr. Hilton asked that each of the groups take this back to their constituents for further discussion. OCCAC, SGA, Senate | |
| Athletics Update | M. Borsz | M. Borsz provided an update on athletics at OCC. | | |
| Institutional Effectiveness Committee | Drs. Choseed and Vormwald | Drs. Vormwald and Choseed provided an overview of the updates to the EI Plan. | Ask members to review and provide feedback on the revised plan with endorsement planned for the next CLC meeting on March 8. | |

OCC College Leadership Council – Minutes

February 2, 2024

1:30 – 3:30 PM

Whitney 210

| | | | | |
|---------------------------------------|-----------------------------------|---|--|--|
| <p>Middle States</p> | <p>Dr. Choseed and E. Vacarro</p> | <p>Motion to approve the 4 Institutional Priorities for Middle States. Approved by O. Stratton; seconded by C. Stevens. All in favor; none opposed.</p> <p>Motion to approve the Self-study intended outcome #4 (numbers 1-3 were provided by Middle States). Approved by L. Goff; seconded by O. Stratton. All in favor; none opposed.</p> | | |
| <p>Open Forum for Council Members</p> | <p>O. Stratton</p> | <p>Looking for updates on marketing: powerpoints, signatures, etc. Looking for updates on the work study conversation from an earlier meeting.</p> | <p>J. Hart will follow-up on those conversations and report back at the March meeting.</p> | |

Meeting adjourned at 3:23 PM.

B21: Student Success

Responsibility for Maintenance: Office of the President

Date of Most Recent Changes:

I. Policy Statement

The success of Onondaga Community College (OCC) depends on the success of students. OCC will continually align its student success efforts with its vision, mission, and core values. OCC has adopted a Guided Pathways framework, based on research informed by the American Association of Community College's Pathways Program and the Community College Research Center at Columbia University. Additionally, in consultation with Achieving the Dream, OCC implements data-informed strategies utilized by successful community colleges, including Early Momentum Metrics and other research-informed standards. OCC's vision of being "Central New York's partner in education for success" as well as its core values: Students First, Learning, Excellence, Diversity, Community, and Responsibility, will be at the center of the College's resource allocation. Recognizing transformational change affects the culture and operation of OCC, student success efforts will be designed to improve student outcomes and success through significant and continuous improvements to policies, structures, academic support services, and programs.

II. Reason for the Policy

This policy is designed to ensure that the College focuses on developing, implementing, monitoring and reporting on goals and improvements related to student success.

III. Applicability of the Policy

All members of the College community should be familiar with this policy. It is expected that all departments will take part in student success efforts.

IV. Related Documents

- [OCC's Vision, Mission and Core Values](#)

V. Contacts

| Subject | Office Name | Title or Position | Telephone Number | Email/URL |
|--------------------------------|--------------------|--------------------------|-------------------------|--|
| Questions regarding the Policy | President | Chief of Staff | (315) 498-2214 | hartj@sunyocc.edu |

VI. Definitions of Student Success

A. Excellence – as defined by the Aspen Institute, four areas compose the definition of excellence - to achieve extraordinary outcomes for students while maintaining a deep commitment to open access. These four measures of excellence are not stand-alone metrics of performance; rather, they are interdependent parts of a definition of community college excellence that is student-centered and that reflects the reality that community college is not a final destination for students but a springboard to a wide array of opportunities after they transfer or graduate. The Four Measures of Excellence follows:

- Completion and transfer with baccalaureate attainment: ensuring that students earn associate degrees and other meaningful credentials, as well as bachelor's degrees after they transfer;
- Learning: setting high expectations for what students should learn, measuring whether they are doing so, and using that information to engage faculty in improving teaching and curricula;
- Labor market outcomes: ensuring that graduates find and maintain employment that provides a family sustaining wage after completion of a degree or credential, and using labor market outcomes to improve programs;
- Equity: ensuring equity in access and in learning, completion, and labor market success for minority, low-income, and other historically underserved students.

B. Early Momentum Metrics/Indicators – as defined by the Community College Research Center, these are strong leading indicators of improved student completion rates over a longer term. These metrics/indicators include:

- Credit Momentum
 - Completed 6 or more college-level credits in the first semester
 - Completed 12 or more college-level credits in the first semester
 - Completed 15 or more college-level credits in the first year
 - Completed 24 or more college-level credits in the first year
 - Completed 30 or more college-level credits in the first year
- Gateway Course Momentum
 - Completed college-level English in the first year
 - Completed college-level math in the first year
 - Completed both college-level English and math in the first year
- Persistence Momentum
 - Fall to spring persistence in the first year

C. Student course success rate – percentage of students who receive a passing/satisfactory grade. The rate is calculated with a:

Numerator including the following grades: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Mastery, Mastery +, Mastery, Mastery, S, CR, SA, SA-, SB+, SB;

AND

Denominator including the following grades: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Mastery, Mastery +, Mastery, Mastery, S, CR, NC, SA, SA-, SB+, SB, U, UF, CR, AU, W, X, I, and IP

D. Retention - percentage of students who return to OCC. Various retention rates exist including:

- Fall to Spring
- Fall to Fall
- First year Full-time, First time student retention, which is a measure most often used in federal enrollment reporting and includes the retention of only full-time, first time students to their second year of college

E. Degree/certificate completion – percentage of students who complete their degree/certificate in a given period of time. Most often this rate includes full-time, first time students who graduate in two, three and/or four years.

F. Transfer Outcomes – the percentage of students in transfer degree pathways that successfully transfer to a bachelor's degree; and who complete a bachelor's degree

G. Employment Outcomes – the average median income for graduates: 1) one year and 10 years after graduation as compared to a living wage

H. Goals- the goals referred to in this policy must be SMART: Specific, Measurable, Achievable, Realistic, and Timely. SMART goals are defined as 1) Specific: well defined, clear, and unambiguous, 2) Measurable: with specific criteria that measure progress toward the goal, 3) Achievable: attainable and not impossible to achieve, 4) Realistic: within reach, realistic, and relevant, 5) Timely: with a clearly defined timeline, including a starting date and a target date.

VII. Procedures

To work toward improvement in student success, OCC, under the leadership of the President, is committed to:

- Developing, taking action, and monitoring progress towards student success goals. Goals must be SMART: Specific, Measurable, Achievable, Realistic, and Timely;

- Monitoring, assessing, and acting on information gathered through its Key Performance Indicators (KPIs). The KPIs may include (but may not be limited to):
 - Early Momentum Metrics
 - Student course success rate
 - Retention
 - Degree/certificate completion
 - Transfer Outcomes
 - Employment Outcomes
 - Comprehensive strategic planning that sets success goals and measurements, including implementation measures, for improving student outcomes;
 - Organizational structures, policies, and practices that support student success, student equity outcomes, and student personal well-being and mental health;
 - Instructional practices that incorporate sound principles of teaching/learning theory that enhance learning outcomes;
 - Program-level learning outcomes that are aligned with the requirements for success in employment and further education in a given field and that the results of learning outcomes assessment are applied to improve the effectiveness of instruction across programs.
-

Approve by the OCC Board of Trustees _____



INSTITUTIONAL EFFECTIVENESS PLAN

REVISION DATE: February 2024

Institutional Effectiveness Plan Contents

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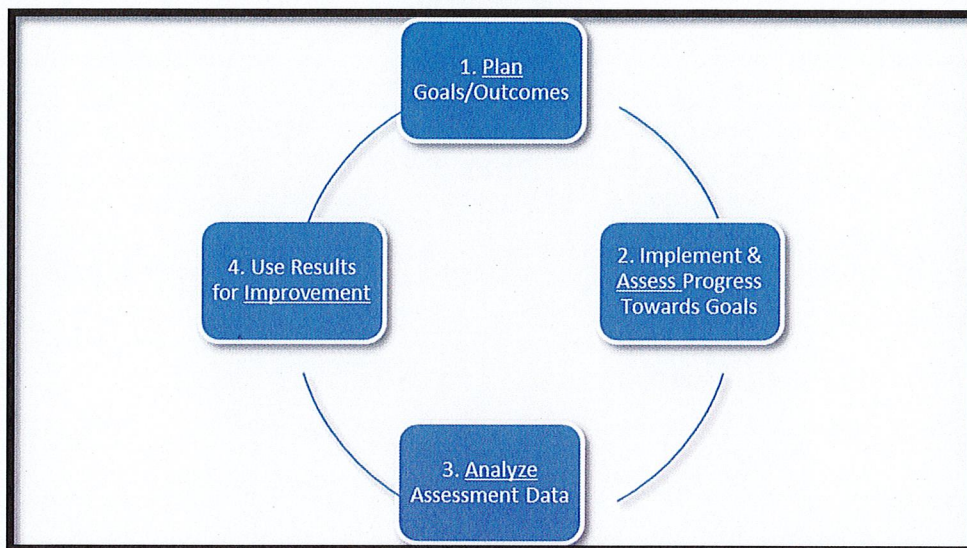
What Is Institutional Effectiveness?

Onondaga Community College's Institutional Effectiveness (IE) process provides a framework for a collaboratively planned, systematic, and college-wide approach toward continuous quality improvement (CQI) and the implementation of the Strategic Plan in all areas of the college. As a result, divisions and departments will design and adopt comprehensive strategies that monitor, assess, and improve the quality of student learning and support services at OCC.

Institutional Effectiveness Framework

Planning and Assessment Cycle

OCC's institutional effectiveness framework includes an ongoing planning and assessment process that is applied to functions and outcomes across all academic and administrative programs, departments, and services:



Planning

OCC's strategic plan guides operational planning within each division and department. These plans are clearly rooted in the college's mission and vision, with multi-year master plans and annual operational plans flowing directly from the strategic plan. Resource allocation is tied to OCC's planning and assessment process, and budget approval requires an explicit connection between divisional or departmental budget requests and the college's strategic plan. Through the planning process, SMARTIE (Specific, Measurable, Action-oriented, Relevant, Time bound, Inclusive, and Equitable) goals and key performance indicators are established, and operational activities that work toward the goals are planned at the division and department level.

Implementation

Activities that contribute toward annual operational plans, relevant master plans, and the strategic plan are implemented at the division and department level. Progress toward goals is tracked in order to provide assessment data.

Assessment

OCC's Institutional Effectiveness process uses data collection and analysis to assess the college's academic programs and administrative divisions. OCC uses statistically valid, aggregated data to assess performance. The assessment of process and outcomes data may include comparing performance with:

- Strategies and action steps for that outcome;
- Best practices or benchmarks;
- Expectations of students, faculty or staff over time; or
- Accreditation and regulatory standards.

The assessment process is used to celebrate success and identify opportunities for improvement at both institutional and departmental levels. Data collected is analyzed, presented, and acted upon at several multidisciplinary forums.

Improvement

The results of the assessment are used to determine opportunities for improvement. When assessment reveals opportunities for improvement, the decision to act will depend on:

- Impact on student learning and outcomes;
- Impact on student satisfaction;
- Scope and extent of the process in question;
- Relevance to the college’s mission and strategic plan;
- Extent to which the improvement is a requirement of a regulatory body; and
- Available resources.

The institutional effectiveness cycle is repeated in order to implement an ongoing process of continuous improvement.

IE Relationship to OCC’s Mission, Vision, Strategic Plan, and Operational Planning

Planning and Goal Alignment

At its core, the IE plan provides a way for each division/department/functional area to enact the goals laid out in the Strategic Plan. The Strategic Plan is the way that the college operationalizes its mission and overarching goals. By explicitly linking an individual area’s goals and outcomes to the Strategic Plan, that area is demonstrating how it supports the college. This is in addition to traditional continuous quality improvement metrics, like improving the experience or number of people served, finding areas of efficiency in operations, meeting or surpassing regulatory requirements, etc. The mission and vision statements guide the goals of the strategic plan, master plans, division/departmental operational plans, and, if applicable, individual performance plans. The goals identified in each level must be aligned with the goals at the other levels to ensure all areas of the college are working toward achieving the mission and vision.

Mission and Vision

The college’s mission is a statement of our primary purpose (why do we exist?). The college’s vision is a statement of what we want to be in the future (what do we seek to become?). The college’s mission and vision statements guide the development of the strategic plan, master plans, divisional/departmental operational plans, and, where applicable, individual performance plans. The mission and vision direct the work of each division and department and informs the planning, implementation, assessment, and improvement processes of the institutional effectiveness cycle. The mission and vision are reviewed, assessed, and revised (if necessary) during the strategic plan development process.

Planning and Goal Alignment



The mission and vision statements guide the goals of the strategic plan, master plans, division/departmental operational plans, and, if applicable, individual performance plans.

Strategic Plan

The strategic plan provides a roadmap for the college to achieve its mission and vision by specifying short-term and long-term goals and strategies. A new strategic plan is developed approximately every five years through an inclusive process with internal and external stakeholders. OCC's progress toward meeting specified targets is updated throughout the year. Further, the strategic plan serves to guide planning and budgeting processes throughout the campus. Master Plans and Operational Plans are developed based on the goals and strategies outlined in the Strategic Plan.

Master Plans

Master plans expand on the strategic plan and its corresponding initiatives, outlining specific goals, outcomes, and action strategies from divisions working in collaboration to move OCC toward achieving the goals of the strategic plan. Master plans are developed at the divisional level, shared with the entire campus, and routinely updated to ensure that divisional goals are aligned with approved institutional goals. When a new strategic plan is adopted, existing master plans should be reviewed, within a year of the strategic plan adoption, to confirm that its goals are aligned with the new strategic plan.

Division/Department Operational Plans

Each administrative division/department develops and implements annual operational plans that consist of strategies they will undertake during the year, and include specific, measurable objectives and actions linked to strategic plan goals, master plan goals, and operational activities. Each division/department will need to approach their operational plan with two related goals in mind: 1.) The explicit links to and support of the Strategic Plan and 2.) Continuous quality improvement metrics and related key performance indicators (KPIs). Assessment of operational plan progress is monitored throughout the year and relayed in periodic division updates to the college community and in reports that each Vice President submits semi-annually to the President.

Budget Process

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-term and long-term goals. Preparation of an annual budget serves many purposes. For example, the budget is the college's formal statement to the public on how it expects to convert long-range plans into services and programs. Further, it provides detailed cost information regarding those services and programs as well as outlines sources of revenue required to support them. The college can be an effective steward of public funds only by informing constituents of planned expenditures and inviting their review. OCC's budget development cycle structure is such that planning precedes budget submission; this ensures allocation of funds based on approved plans operating in line with the college's strategic goals and operational initiatives.

How We Measure Institutional Effectiveness

- a) Monitoring of Progress Toward Strategic Plan Goals (see Appendix A for Strategic Plan summary)
- b) Annual Division/Department Operational Plans (see Appendix B)
- c) Five Year Administrative Reviews (see Appendix B)
- d) Assessment of Student Learning Outcomes (see Appendix C and Appendix D)

Annual Institutional Effectiveness Process Evaluation

Institutional Effectiveness process assessment occurs on an annual basis with subsequent revisions implemented if needed. This analysis focuses on identifying key assessment and/or planning functions in need of improvement and facilitating actions to enhance or refine those targeted areas. Through improved information gathering and analysis, OCC has gained an institutional view of how each academic and administrative entity contributes—both individually and collaboratively—to the overall advancement of the college’s mission and goals along with a corresponding ability to identify opportunities for improvement. As a result, a culture of assessment has become truly embedded at OCC, providing the college with the drive to become more focused on students.

Appendix A: Strategic Plan Summary

The complete strategic plan can be viewed at <https://www.sunyocc.edu/strategic-planning-process>

Strategic Plan at a Glance

Primary Focus: Persistence

Academic Success

Goal 1: Help students achieve their educational and career goals through responsive academic experiences, innovative teaching strategies, and exemplary learning support services.

Strategic Priorities

1. Ensure that academic programs and course modalities meet student demand and foster student success.
2. Promote teaching innovation and excellence that utilizes inclusive, equity-minded pedagogy.
3. Enhance academic support services and intervention systems to foster successful course completion and sufficient credit momentum.

Key Performance Indicators

- Retention rate
- Graduation rate
- Early momentum metrics
- Underrepresented Minority and First-Generation Achievement Gaps

Student Experience

Goal 2: Foster a student-centered and equitable campus experience where all students feel welcomed, valued, connected, and empowered to succeed.

Strategic Priorities

1. Ensure systems and procedures are student-centered and equitable to make it easier for students to navigate college processes.
2. Integrate diversity, equity, and inclusion principles and practices throughout campus.
3. Foster student belonging, engagement, and wellbeing.
4. Enhance support systems to address non-cognitive barriers to success.

Key Performance Indicators

- Students' self-efficacy
- Students' sense of belonging
- Students' perception of positive experience
- Students' perception of college's responsiveness to student concerns

Communication

Goal 3: Ensure communication systems are consistent, transparent, and designed to promote student success.

Strategic Priorities

1. Ensure communication messages and tactics are consistent, well-coordinated, and focused on promoting academic success and a positive student experience.
2. Enhance and expand strategic communication interventions that support student success.
3. Improve employees' understanding of how their area contributes toward overall college goals.
4. Ensure all stakeholders have a mechanism to share their ideas and concerns.
5. Enhance recognition of OCC's brand and increase positive perceptions of the college in the community.

Key Performance Indicators

- Results of periodic communication audit
- Results of campus climate survey
- Employees' understanding of their responsibility in OCC's efforts to improve student experience and academic success
- Extent to which stakeholders would recommend OCC (Net Promoter Score)

Appendix B: Administrative Area Operational Plans and Five-Year Review Process

Introduction

The goal of the Institutional Effectiveness (IE) plan at Onondaga Community College is continuous quality improvement (CQI). To best serve students and the region, OCC needs to be able to shift and adjust in as close to real time as possible to changes in the educational, demographic, economic, and regional environment. IE uses assessment of non-academic areas to foster this culture of CQI. The IE plan is, in part, based on the rigorous assessment practices of OCC's academic areas, which have been recently updated to make them more efficient and actionable (See Appendix 1). The goal of this update to the IE plan is to make it more efficient, the results more usable, and the entire process more action oriented toward improvement.

To provide the tools that OCC needs for continuous quality improvement, this version of the IE plan attempts to capture the most useful aspects of both Annual Operational Plans and in-depth, 5-year Administrative Reviews, merging the two approaches. The Annual Operational Plans allow for a yearly review cycle that encourages areas to respond in real time to leading indicators of success. The 5-year cycle of Administrative Reviews should allow areas to both inform strategic planning as well as study lagging indicators of success in detail, reviewing all past Operational Plans. This structure will also provide support for recurring accreditation efforts as well, allowing for quick review of short and long-term data as well as leading and lagging indicators of success.

The Institutional Effectiveness committee is a standing college committee with members appointed by the President and endorsed by Faculty Senate. The committee has a faculty co-chair and a staff/administrator co-chair and is made up of roughly equal parts of staff/administrative members and full-time faculty. The role of the committee is to keep the IE plan updated and relevant, provide guidance to offices/areas going through the process, and to review results with the offices/areas and suggest revisions where necessary.

The IE committee does not have direct oversight of the Annual plans but does have oversight of the 5-year administrative reviews. This updated version of the IE plan documents how the Annual Operational and functional area yearly plans support and interact with the 5-Year Administrative Reviews.

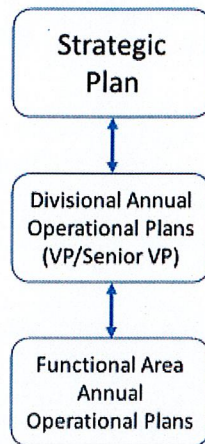
Annual Operational Plans

Introduction

The IE plan provides OCC with a cohesive, campus-wide system that aligns all efforts to the Strategic Plan goals and provides a structure for concrete action, assessment, and continuous quality improvement. It also needs to be nimble, responsive, and able to be incorporated into daily activity. An Annual Operational Plan system does this in a rigorous and substantive way.

Planning and Goal Alignment

- Establish Institutional Goals and Outcomes
- Updated approximately every 5 years
- Each VP/SVP develops and implements annual operational plan with measurable goals that directly map to Strategic Plan goals.
- Annual plan developed within two months of strategic plan adoption
- Report on progress twice a year
- Departments/functional areas under VP/SVP establish annual operational plans with measurable goals that contribute toward divisional plan



Please note, these plans are meant to help offices and functional areas prioritize their efforts. It is, of course, possible that an area might have goals that do not immediately connect to the Strategic Plan in an obvious way. The area, though, should have goals that do. Given limited resources, the goals that link the Strategic Plan ought to be prioritized over any others. It is also useful to think about the differences between Goals, Strategies, and Tactics. Goals are a final, end point or result. Strategies are the ways that the goals will be met. Tactics are actions taken to help strategies work and achieve goals.

Each division head (the VP or Senior VP) will come up with goals for the year as expressed in a Divisional Annual Operational Plan that are directly linked to the Strategic Plan. The goals should align with or map up to one or more of the Strategic Plan pillars but ought to be phrased in a way that makes sense with the work/practice of that area. The Divisional Annual Operational Plan will lay out where the division was, where it is now, where it wants to go, and how it plans to get there in terms of reaching its goals (short term and medium term goals). The plan will include initial SMARTIE goals (Specific, Measurable, Action oriented, Relevant, Time bound, Inclusive, and Equitable) for the year. Every year the Divisional plan will either change or re-affirm its goals.

Each functional area under a VP will then create its own Functional Area Annual Operational Plan that is linked directly to and supports the Divisional Plan goals. The Functional Area plan will lay out where the area was, where it is now, and where it wants to go. and how it plans to get there in terms of reaching its goals (short term and medium term goals). The plan will include initial SMARTIE goals for the year. Every year this Functional Area plan will either change or re-affirm the goals for the future.

Areas that need to create Master Plans (facilities, DEISJ, etc.) will continue to create these plans on a cycle linked to the Strategic Plan. Divisional or functional area annual plans will be linked to their Master Plans as well as the Strategic Plan.

At the start of the next yearly cycle, the person responsible for the Functional Area will submit a written report on outcomes to their Divisional head. The divisional head will then compile those reports as they prepare the next Annual Operational Plan and a brief presentation to leadership and the college president and relevant leadership bodies (Executive Committee and/or College Leadership Committee). The IE committee will review the 5-year administrative reviews and may access specific operational plan written reports as needed. All written reports (including operational plans, yearly outcomes, and 5-year administrative reviews) will be stored with IPAR and can be used as a resource for MSCHE reviews, external accreditation, and future strategic planning. This will also insulate against a loss of data, resources, etc. that come with changes to key areas of leadership around the college.

To summarize:

- The VP that oversees a Division works with their direct reports to develop goals that support the three pillars of the Strategic Plan.
- The Director (or equivalent) that oversees an area under the VP creates strategies specific to their area which support the VP's goals.
- The Assistant Director (or equivalent) will work with their Director to implement the strategies with their team, identifying relevant tactics.
- Front line workers implement the strategies and tactics as defined by Assistant Director and Director.

Data that documents the SMARTIE goals should be collected on a regular basis (to be determined by office, area, division). Annually collected data should be easy to store and find so that a new Director could start the job and still complete the review on time.

The Divisional or Functional Plan for the following year serves as the written report for that year's plan.

Outline Divisional Plan template

- What progress has the division made in meeting last year's goals? Why?
- What is the current status of the division? Has anything changed recently?
- Based on the above, list 3-5 SMARTIE (Specific, Measurable, Action oriented, Relevant, Time bound, Inclusive, and Equitable) goals, in order of priority, that directly link to the Strategic Plan.
 - List the leading and lagging indicators for each goal.
 - What concrete strategies will be used to make progress on each goal?
 - How often will the data be reviewed?
 - Who will be responsible for assembling data?

Outline Functional Area Plan template

- What progress has the functional area made in meeting last year's goals? Why?
- What is the current status of the functional area? Has anything changed recently?
- List Strategies that will be used to support goals identified in the Divisional Plan.
 - List the leading and lagging indicators for each goal.
 - What concrete strategies will be used to make progress on each goal?
 - How often will the data be reviewed?
 - Who will be responsible for assembling data?

Example

Student retention is a major component of the Strategic Plan. The Provost and Senior VP of Academic Affairs will, in consultation with their staff, develop 3-5 SMARTIE goals, at least one of which is linked to retention. The Dean of Instructional Services will then create strategies relevant to their area that support the goals chosen by the Provost and Senior VP of Academic Affairs. The Director of the Learning Center, as a director in an area under the Dean of Instructional Services, will create tactics that support the strategies of the Dean of Instructional Services. The Director of the Learning Center will be responsible for informing and supporting front-line workers, in this case tutors and Learning Center staff, in the execution of these tactics.

In this example, one of the goals that the Provost and Senior VP of Academic Affairs decided on is X, directly linked to a Strategic Plan goal.

In supporting X, the Dean of Instructional Services will choose Y as a strategy.

In supporting Y, The Director of the Learning Center will choose Z as tactic.

In this example, let's assume that the Provost and Senior VP of Academic Affairs, after sufficient review of the current state of affairs, consultation with their team, and review of relevant data, decides they ought to focus on Goal 1 (Academic Success), Strategic Priority 3 (Enhance academic support services). The VP of Academic Affairs meets with the Dean of Instructional Services (one of their direct reports), who, after review, comes to the conclusion that one way strategy to support this goal is to increase the knowledge and skill of tutors in the Teaching Center on how to best work with English language learners of varying skill levels. The Director of the Learning Center decides on a tactic, a specific professional development program for tutors and works with the Dean to implement it with tutors.

General Administrative Review Guidelines

Purpose of the Administrative Review

The administrative review seeks to improve the quality of services, programming, and internal processes at Onondaga Community College through an intentional, collaborative, and recurring process of objective and student learning outcome development and evaluation. The review process laid out herein is a modified version of The Council for the Advancement of Standards in Higher Education (See Appendix for details).

Goals of the process

The standardized assessment process is designed for systematic collection and analysis of information and data relevant to evaluating whether administrative services are meeting operational and institutional goals. The administrative review process provides:

- In-depth analysis and assessment of processes and procedures, particularly those relative to their service to students.
- Collect and review objective data upon which to base decisions with regards to direction and priorities, allocation of resources, and continuous improvement.
- Work within a common framework to communicate findings to the campus community, as well as external audiences.
- Create formal recommendations, which are reached by the joint participation and input from colleagues, and action plans for accomplishing those recommendations.
- Maintain compliance with Middle States, SUNY, and Board of Trustees expectations.
- Clear mapping of major initiatives to SP and ILOs.
- Link to past Annual Operational Plans

Process

- Regular, internal review of operational plan, goals, and outcomes
 - yearly overview of full operational plan with assessment of result and revision where necessary
 - presentation of findings in report to divisional lead (VP)
 - 5 year IE review (aggregation of yearly reports into the format of IE review report)
 - presentation of report to IE committee
 - IE committee reports findings to CLC.

Review and Self-Study Requirements

Required Sections

- Scope of Services Summary
- Review of Data and Methodology
- Review of Annual Operational Plans and outcomes
- Results/Findings
- Conclusions
- Additional Documentation (as needed)

Guide for Self-Study Report

At a minimum, please respond to the following in your self-study report:

Scope of Service Summary

- Mission, Vision, and Purpose of your area and links to College mission/goals/strategic plan
- Map Student Learning Outcomes (SLOs) and links to Institutional Learning Outcomes (ILOs) and First Year Learning Outcomes (FYLOs) if relevant and appropriate to the area is. See <https://www.sunyocc.edu/learning-outcomes>.
- Key Performance Indicators with an explanation of why these are your KPIs
- Who does your area serve? – Internal and, if applicable, External
- How does your area serve its constituents? List Current Services, Programs, and Business Processes/Procedures (Link to webpage if possible)
- Staffing – Are there specialized credentials required or recommended for your area? Do current staff members currently have appropriate credentials?

Review of Data and Methodology

- List the data sets/types of data used in the review. Describe your methods for collecting and analyzing data; why is this the best data to help you evaluate
- Budget analysis including operating costs
- Links to external accrediting or standards bodies (if applicable) and explanation of how your area meets these requirements

Results/Findings

- Student Learning Outcomes analysis
- Leading and Lagging indicators analysis
- Outcomes for Goals from last report
- List Major Strengths
- List Major Weaknesses
- Review past 5 annual operational plans, provide a summary of goals met/not met, and reflect back on yearly goals, providing any insights as they arise.

Conclusions

- How are the area's mission and purpose, objectives, and student learning outcomes appropriate to the area and congruent with Onondaga Community College's mission?
- Are the area's key business processes/procedures current, efficient, and relevant to student goals and interests?
- Is the area adhering to appropriate standards/guidelines of practice, or are there more relevant standards they should be observing?
- Are the current personnel qualified and appropriate in number?
- Is the area doing what it should be doing and how well? What is working and what needs improvement? What evidence is there to support findings?
- Is the area doing enough to contribute to student success indicators? If not, what else should it be doing?
- Based on data, interviews, and analysis what opportunities for area improvement do you recommend? Recommendations should focus on:
 - Change in services, programs, and business processes/procedures
 - Personnel development and staffing needs
 - Support service needs for administrative area
 - New, revised, or additional objectives and/or outcomes for the area

Additional Documentation

May include things like

- Organizational Chart
- Job Descriptions
- Applicable Planning Documents
- Data
- Budget
- Copies of last 5 Operational Plan reports

Guide for Review Team and Report

The purpose of the review team is to provide administrative areas with an “arm’s length” critique of the strengths and weaknesses of their services, programming, and internal processes/procedures to provide feedback for improvement. While issues related to resources may have some relevance, the focus of the review should be on the institutional effectiveness of the area and on opportunities for improvement within available funding levels.

A review team will consist of at least three members who are drawn from the Institutional Effectiveness Committee, at least one of which will be a faculty member. This a standing committee with members appointed annually by the President upon the recommendation of Executive Council; it is charged with overseeing and evaluating all Administrative Reviews and members are expected to serve until the completion of assigned review(s).

No review team member may have formal affiliation with programs or services under review or with areas under the supervision of the same vice president. External reviewers will be engaged as appropriate. The review team will evaluate the self-study report and will interview, at its discretion, members of the area, students served by the area, and other key constituents. The review team may also request additional data from IPAR that it believes relevant to its inquiry. After completing its analysis, the report from the review team should include:

- A list of the people whom the team interviewed, and any data gathered that was not included in the self-study report.
- The team’s assessment of the administrative area, including major strengths and weaknesses.
- The team’s recommendations to the vice president for area improvement.

The review team will prepare the written report addressing various questions about the area. IE group review team members are essentially checking the work of the area under review and determining if they are able to draw the same conclusions that the writers of the review drew from the data.

The reviews must be complete (including recommendations and action plans if needed) by April of each year, so the results can be shared with the College Leadership Council at its last meeting of the academic year, usually held in May.

Completing the Review

After the review team submits its report, the area under review and its supervising vice president are responsible for analyzing both the self-study report and the review team's report and developing an action plan to incorporate recommendations into its current operations and future Annual Operational Plans. After completing the action plan, the supervising vice president submits the following to the Institutional Effectiveness Committee:

- The self-study report
- The review team report
- An action plan to implement recommendations

After the President responds, all documentation will be sent to IPAR for storage.

Follow-up:

- The supervising vice president is responsible for the implementation of the action plan, if any.
- Documentation is stored with IPAR.
- A 5-year schedule of Administrative Reviews will be updated annually by IPAR in consultation with the President.

Administrative Review Schedule: 2025-2030

Because of the Covid-19 pandemic and other factors, several of the Administrative reviews were not completed on time. To test the new, more efficient format and provide feedback on the process, areas which have not yet completed their Administrative review will do so by the end of Summer 2024. This includes the following administrative areas:

- Campus Safety and Security
- Facilities, Maintenance, and Grounds
- Grants
- Registration and Records
- Human Resources
- Office of Accessibility Resources (including Testing Services)
- Student Orientation, Leadership & Engagement (SOLE)
- Veterans Affairs

2025

- Children's Learning Center
- Financial Aid
- IPAR
- Liberty Partnership Program
- Marketing & New Media
- President's Office (including Executive Communications, Special Projects)
- Student Coaching and Advising Network/Schools

2026

- Academic Affairs Administration
- Career and Transfer Services
- Financial Services/Finance
- Instructional Services (Academic Technology, Audio Visual, Helpdesk, Library, Technical Specialists, Employer Relations)
- Student Accounts
- Student Rights, Responsibilities & Residence Life

2027

- Athletics
- Concurrent Enrollment
- Counseling
- Diversity Services
- Early College Pathways
- Enrollment Management (Student recruitment, Student Onboarding, Enrollment Systems)
- Learning Center

2028

- Collegiate Science & Technology Entry Program (CSTEP)
- Educational Opportunity Program (EOP)
- TRIO
- Compliance and Auxiliary Services
- Facilities, Maintenance & Grounds
- Information Technology
- Student Central/ OCC Liverpool

2029

- Advancement Communications (SRC Arena & Events Center)
- OCC Foundation
- Management Services (Purchasing, Duplicating, Central Stores, Mail Services)
- Office of Accessibility Resources (including Testing Services)
- Civic Engagement, Honors, and Phi Theta Kappa
- Small Business Development Center
- Veterans Affairs

2030

- Campus Safety & Security
- College for Living
- Grants
- Human Resources
- Registration and Records
- Student Orientation, Leadership & Engagement (SOLE)/OCC Student Association

Appendix C: Institutional Learning Outcomes

Onondaga's Institutional Learning Outcomes can be viewed at <https://www.sunyocc.edu/learning-outcomes>

Institutional Learning Outcomes

An education at Onondaga inspires students to:

Learn

- Skills and acquire knowledge that will benefit them in their academic, professional, and personal lives
- Responsible ways to gather information and use technology
- Effective ways to exchange ideas with others

Think

- Critically about problems and creatively about solutions
- Carefully about their own ideas and the ideas of others
- Earnestly about how they relate to other people and the world around them

Act

- In ways that demonstrate and promote good citizenship
- Ethically in their academic, professional, and personal lives

First-Year Learning Outcomes

OCC's faculty and staff recognize that the first year of college is of critical importance in preparing our students to achieve their academic and career goals. The college's First-Year Learning Outcomes are intended to guide the campus in developing, implementing, and assessing programming that aims to support our students as they start on their path to success. The campus has identified four broad areas of focus that are essential to the Onondaga experience: Skills for College Success, Academic Inquiry, Community Connections, and Living Well. Each of these domains and their related outcomes align with Onondaga's Institutional Learning Outcomes as well as the college's mission to serve as Central New York's partner in education for success.

Skills for College and Career Success

- Onondaga provides a variety of opportunities and campus resources for first-year students to develop the habits, strategies, and skills necessary for college and career success.
- Outcome: Students will develop problem-solving and time-management skills and demonstrate information and technological literacy.

Academic Inquiry

- Onondaga supports the pursuit of knowledge gives inside and outside of the classroom. First-year educational programming introduces students to the intellectual life of the college and their place within it.
- Outcome: Students will develop the habits of mind necessary for lifelong learning and identify the purpose and significance of their academic community and its curriculum.

Community Connections

- Onondaga helps students cultivate a sense of place. Members of the campus community embrace diversity and inclusion and engage in civil discourse inside and outside of the classroom.
- Outcome: Students will develop a sense of belonging in the OCC community and participate in co-curricular programming within their academic community.

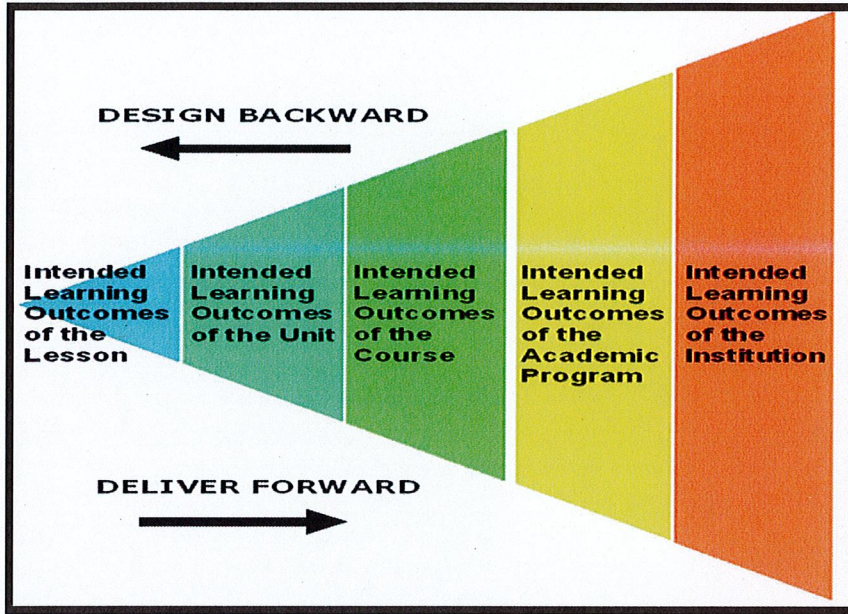
Living Well

- Onondaga's first-year programming provides opportunities and resources that facilitate personal responsibility, self-management, and healthy living.
- Outcome: Students will identify the habits that contribute to a balanced lifestyle and understand how personal responsibility, self-management, and healthy living impact student success.

Appendix D: Assessment of Student Learning Outcomes

INTRODUCTION

OCC's guidelines for assessment of student learning provide faculty with the framework upon which standards for curricular excellence may be established or enhanced. Directions, forms and resources provide support for planning and assessment of student learning outcomes at institutional, program and course levels:



Assessment of student learning is based on the following assumptions:

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

Student learning assessment is not an evaluation of individual students or individual faculty members. It is a systematic collection and analysis of data on the performance of a student cohort. Results are used to improve student learning and programs. It is implemented most easily as part of a program's ongoing activities. Therefore, programs should seek as much as possible to use experiences and activities already required for students. Where appropriate, programs should see how they compare with quality programs at comparable community colleges.

Student learning is assessed at *institutional levels* through OCC's [Institutional Learning Outcomes](#) (ILOs) and [First Year Learning Outcomes](#) (FYLOs). Students' perceptions of what they have learned is benchmarked through the national Community College Student Survey of Engagement (CCSSE) survey.

All academic programs are also responsible for identifying program learning outcomes and using a myriad of measures—including exams, presentations, evaluation guides and/or rubrics—to assess those learning outcomes. Assessment planning and curriculum mapping tools permit individual degree and certificate programs to align courses, program learning outcomes (PLOs), assessment measure(s) and levels of instruction (Introduced/Reinforced/Proficient) with the college's ILOs as well as with MSCHE General Education and SUNY General Education categories.

Individual courses define learning outcomes that should coincide and align with those of the degree or certificate program. Course learning outcomes are published in their corresponding course outlines and syllabi. Examples of assessment strategies include assignments, exams, performances and reports.

Academic and administrative assessments are also emphasized through an incentive-based fellowship opportunity. OCC's annual Assessment Fellows program offers tools, resources, internal and external training experiences to college employees in order to explore or learn more about effective assessment practices. Finally, Assessment Fellows' projects are highlighted on Assessment Day—a campus-wide exhibition of planning and assessment practices demonstrated through presentations, poster sessions and roundtable discussions.

Annual Academic Program and General Education Assessment

Student learning assessment begins with assessment plan development, followed by implementation and reporting. Data collection and analysis occurs throughout the academic year.

While department chairs are primarily responsible for assessment plans and reports, programs may identify additional faculty members as assessment contact person(s) who will be the program's contact with the Learning Outcomes Assessment Committee (LOAC) and IPAR. Assessment plans and results are reviewed with colleagues at department or discipline meetings. Each assessment report should include information about how results will be used.

Plans, results and recommendations - to be used in planning and budgeting - are also shared with the Chief Academic Officer and LOAC. The LOAC Coordinator (Committee Chair) is responsible for sharing results with the campus community.

OCC's General Education courses aspire to complement curriculum-specific initiatives across academic disciplines. Among the diverse curricula, General Education seeks to specify a common ground by enabling students to acquire knowledge and skills across 10 areas:

- Mathematics;
- Natural Sciences;
- Social Sciences;
- American History;
- Western Civilization;
- Other World Civilizations;
- Humanities;
- The Arts;
- Foreign Language;
- Basic Communication.

Students will also develop competencies in areas of Critical Thinking (Reasoning) and Information Management.

Faculty members at OCC have developed plans to assess student learning outcomes defined in the SUNY Board of Trustees resolution and *Guidelines for the Approval of State University General Education Requirement Courses*. A careful review by Faculty Senate (formerly known as Faculty Association) and LOAC confirms that the student learning outcomes established by SUNY's task force are addressed in OCC curricula and are indeed able to be assessed.

Annual Academic Program and General Education Assessment Activities and Timeline

Fall (September – October)

- Assessment plans for the academic program year are reviewed by the program and submitted to LOAC and IPAR on or around October 1. Programs should generate a schedule so that all program learning outcomes and objective(s) are assessed at least once prior to the next academic program review.
- Students are assessed continuously for General Education. 3-year comprehensive report cycles are summarized below:

| SUNY General Education Categories | Comprehensive Report Year |
|-----------------------------------|---------------------------|
| Social Sciences | 2019 – 2020 |
| Western Civilization | 2022 – 2023 |
| The Arts | 2025 – 2026 |
| Information Management | |
| Other World Civilizations | 2020 – 2021 |
| Humanities | 2023 – 2024 |
| Basic Communication | 2026 – 2027 |
| Critical Thinking (Reasoning) | |
| Mathematics | 2021– 2022 |
| Natural Sciences | 2024 – 2025 |
| American History | 2027 – 2028 |
| Foreign Language | |

Spring (May)

- Prior to submitting an annual report, review assessment plans and examine results with colleagues, reflect on what has been learned and identified and document problems or opportunities in the annual report.

Summer (June – August)

- All assessment reports are submitted to LOAC and IPAR. Recommendations and findings will be shared with the Chief Academic Officer, faculty and key stakeholders as appropriate.
- IPAR archives all documentation in [SharePoint](#).

ACADEMIC PROGRAM REVIEW GUIDELINES

Purpose

Academic program review provides faculty and academic leadership with an objective critique of programs and a basis for improvement. The review should focus on academic enterprise and on steps that could—and should be— taken to improve programs within available funding levels. It would also be appropriate for the review team to examine the effectiveness of program leadership and the level of functional collegiality.

Review and Self-Study Requirements

In accordance with SUNY standards, the standard interval for OCC academic program review is every 6 years. In carrying out their assessment plan, all programs will:

- Complete one cycle of assessment every 6 years or on a cycle of programmatic accreditation of 10 years;
- Include measures of student learning outcomes;
- Seek review of their final assessment report by an external review team including a campus visit and report to the Chief Academic Officer; and
- Include a strategy for measuring, specific to designated learning outcomes, change in students' knowledge and skills over time.

For all new programs, a mid-point (3rd year) academic program review will be conducted. All new programs will follow the guidelines outlined above and substitute an internal peer review for the external review process.

Program(s) with low or non-enrollment may be exempted by the Chief Academic Officer. Additional circumstances that may warrant an exemption include:

- New program(s) that recently had a review during program development (or whose evaluation will be included in the next cycle); and
- Program(s) with evaluation(s) scheduled for the next cycle due to programmatic accreditation or other scheduling reasons.

LOAC will coordinate each program review with the program's designated faculty member(s). Programs will provide the following documents to LOAC at least one month prior to the scheduled visit.

Self-Study Report Guide

1. Self-Study Summary (Strengths and Opportunities)

- Introduction/Historical Overview
- Summary of Curriculum Changes (last 6 years)
- Program Strengths
- Student Demographics
- Community Need/Advisory Board (if applicable)
- High Level Market Analysis (if applicable)
- Effectiveness of Student Advisement Process
- Explain how the program design is reflective of the needs and expectations in the discipline or profession and to students' goals and interests
- List of campus academic and support services and how they support faculty and students in the program
- Continuous Improvement Initiatives
- Opportunities and New Directions for the Program (i.e. Guided Pathways)

2. Degree Program Description

- Mission Statement and alignment with OCC's mission
- Program Learning Outcomes (PLOs)
- Program Objective(s)
- ILO Map and PLO/ILO alignment (do courses offered outside the program provide students knowledge and skills they need to be successful in their program and career?)
- FYLO Map and FYLO/ILO alignment
- Catalog Description and Admission Materials
- Program Outline(s) and Suggested Course Sequence(s)
- Course Descriptions
- Course Outline and Syllabus Alignment (how do you ensure that learning outcomes are consistent with multiple instructors and across modalities?)

3. Inclusive Assessment Measures, Data Collection and Reporting (6-years)

- Assessment Plan(s)
- Assessment Results (all PLOs and Program Objectives should be assessed at least once)
 - How are assessment results collected from all instructors and across all modalities?
 - How are assessment results shared with all stakeholders?
- Summary and Action Plan

4. Department Budgets

- Budget Narrative
- Summary of Resources Requested or Needed

5. Full-time and Adjunct Faculty Roster (include academic credentials)

6. Employer and/or Graduate Surveys (if appropriate)

Review Team Report Guide

Review teams should consist of no less than two individuals who have no academic, professional or other significant relationship to full-time faculty in the program and/or departments; no previous significant or formal affiliation with OCC; and who come from academic or professional institutions belonging to a peer or aspirational peer group. One

Advisory Board member may serve as part of each review team. In addition, the Chief Academic Officer may use professional judgment to determine whether one reviewer would be sufficient to achieve the goals of program review.

Reviewers may be recommended by the program, but must be approved by LOAC. LOAC will assign a third reviewer from an unrelated department on campus, ideally a program undergoing review in the next cycle.

Before the review is conducted, the review team will be sent a copy of the program's self-study report. Supporting documentation listed in the report will be available during the program review. Some questions to consider:

- What evidence is missing to support conclusions?
- Are there inconsistencies which require clarification?
- What additional documents need to be examined?
- What people need to be interviewed?

A program review visit agenda includes:

- Meetings with students and faculty including adjunct faculty;
- Campus tour; and
- Exit meeting with the Chief Academic Officer or designee.

Before program review is finished, the review team will use the following questions to draft a review report:

1. How are the program's mission statement and student learning outcomes appropriate to the program and congruent with OCC's mission?
2. Is the program design reflective of the needs and expectations in the discipline or profession? Do the courses relate to the program goals and outcomes?
3. How have assessment results been used to improve student learning?
4. What is the overall quality of instruction? Are the procedures for evaluating effectiveness in teaching adequate?
5. What are the students' perceptions? Are their goals being met? Do they have access to the faculty?
6. Is the student advisement process effective?
7. Is the curriculum current, relevant to student goals and interests, and coherent?
8. Do courses offered outside the program provide students' knowledge/skills that they need to be successful in their program and career?
9. Are student learning outcomes consistent when multiple instructors teach the same course?
10. Are faculty qualified; and do they continue to develop their discipline knowledge and pedagogical skills?
11. Do campus academic and support services provide adequate support to the faculty and students (i.e. admissions, library, technology, health & counseling)?
12. What new directions are suggested for this program?

The review team's report should include:

- Program review date and a list of people whom the team met during review;
- The team's assessment of the program including major strengths and weaknesses; and
- The team's recommendations to the Chief Academic Officer for program improvement.

Review Completion

The review team will send its report to the LOAC Coordinator and program faculty for review. Upon faculty review and acceptance, the LOAC Coordinator will submit the review team report to OCC's Chief Academic Officer. The Chief Academic Officer will prepare a response to LOAC Coordinator and program faculty as well as maintain records that will include:

- Chief Academic Officer's summary report and /or memorandum; and
- Review team report (and accreditation letter if applicable).

Finally, program reviews will be presented or shared with faculty on Assessment Day.

Academic Program Review Activities and Timeline

Spring/Fall (May – December)

- With support from LOAC and IPAR, self-study teams:
 - Review Self-Study Report Guide.
 - Review existing departmental program learning outcomes and objectives.
 - Identify relevant departmental and institutional data sources—including any additional data gathering needed to adequately complete the review.

Spring (January – April)

- Self-Study teams complete self-study reports and submit for department chair and program faculty review. After department chair review and approval, self-study reports are submitted to LOAC for review. LOAC will provide feedback and additional questions to be addressed during the review process.
- Review team members are selected per Review Team Report Guide criteria. In consultation with LOAC, a program review visit agenda is prepared. LOAC will send self-study reports and supporting to review teams 2 weeks prior to scheduled program review visits.
- Review teams conduct program reviews. Teams will finalize review team reports for submission to the LOAC Coordinator within 2 weeks of scheduled program review visits.

Spring/Summer (May – August)

- Faculty develop action plans based on self-study reports and review team feedback.
- Chief Academic Officer submits written responses to LOAC Coordinator and program faculty.
- All documents are submitted to IPAR for tracking, monitoring and archiving.