

**Memorandum of Understanding**

**Onondaga Community College**

*and the*

**State University of New York**

*March 2007*

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## 1.0 Campus Role and Distinctiveness

Onondaga Community College (OCC) aspires to be recognized for the effective use of a wide range of technology to improve student learning, to increase access to College programs and services, and to streamline the College's internal processes. While the ultimate goal is the development of a comprehensive WebCollege, OCC currently is expanding online course and program offerings, building new Smart classrooms each year, implementing a course management system to electronically enhance classroom-based courses, participating in SUNYConnect, offering faculty technology training, and expanding the use of WebAccess for online student services functions. In addition, the College aspires to offer students a welcoming, convenient, and efficient student services environment. OCC has implemented a one-stop student services model and has transformed the outdated Gordon Student Center into a hospitable, functional space for students. The College also offers an extensive Arts Across Campus program and has well-established fine arts academic programs that are of exceptionally high quality and attract students from beyond the region. Finally, since OCC is located in the geographic center of the State, the faculty and administration welcome the opportunity to take a leadership role in hosting collaborative campus meetings and multi-campus staff development workshops.

OCC shares mission elements with all SUNY community colleges, including the following objectives:

- **Access** – providing universal access to higher education – perhaps the definitive mission element for community colleges – by removing economic, social, geographic, and more recently, temporal barriers;
- **Transfer** – preparing students for transfer to four-year institutions;
- **Career preparation** – preparing students for a first career, a career change, or career advancement;
- **Basic skills and developmental education** – assisting under-prepared students in acquiring the basic skills and knowledge that will allow them to advance to college-level work; and,
- **Workforce/economic development and community service** – meeting the educational aspirations of educated adults, employees of local business and industry, and professionals seeking continuing certification, as well as local workforce development needs, including the provision of programs, events, and services for community organizations and the general public.

While OCC embraces these mission elements, it also achieves significant distinctiveness through the College's unique implementation of its mission as well as its particular contextual conditions. OCC's individuality is defined in part by the following factors:

- its use of technology to improve student learning;

- its program niche in areas such as Music, Art/Photography, Electronic Media Communication, and Architecture/Interior Design;
- its active engagement in creating national standards in Criminal Justice associate degree programs; and
- its development of formal international partnerships.

### **2.0 National Context: Peer Institutions**

Comparisons to other, similar institutions provide useful benchmarks for campuses, reinforce an institution's confidence in existing practices, and can lead to new ideas for improvement. OCC regards Broome Community College, Hudson Valley Community College, Rockland Community College, and Niagara County Community College as peers within the SUNY system, based on size, location, and program mix. Further, OCC identified Monroe Community College as an aspirational peer because of the strong financial support it enjoys from its community as well as its ability to respond quickly to community demand for programs.

In terms of non-SUNY institutions, the following colleges are being included as OCC's peers for Mission Review II based largely on institutional profile: Victor Valley College in California, Parkland Community College in Illinois, Holyoke Community College in Massachusetts, Ozarks Technical Community College in Missouri, County College of Morris in New Jersey, and Spokane Community College in Washington. In addition, OCC regards Howard Community College in Maryland as an aspirational peer because of its use of technology, its one-stop student services center, its programs in continuing education and distance and alternative learning, its business training center, and its innovative student leadership program.

Table 1 below summarizes comparative data for OCC and its SUNY and non-SUNY peers.

Table 1  
Onondaga Community College Peer Analysis Table

	SUNY Peer Institutions						Non-SUNY Peer Institutions						
	Onondaga Community College	Broome Community College	Hudson Valley Community College	Monroe Community College	Niagara County Community College	Rockland Community College	Victor Valley College (CA)	Parkland Community College (IL)	Howard Community College (MD)	Holyoke Community College (MA)	Ozarks Technical Community College (MO)	County College of Morris (NJ)	Spokane Community College (WA)
Total Headcount Enrollment (IPEDS)	8,468	6,540	11,358	16,596	5,236	6,466	9,980	9,245	6,435	6,335	8,488	8,496	7,252
Full-Time Headcount Enrollment (IPEDS)	4,590	4,131	6,510	9,398	3,351	3,677	3,651	4,679	2,273	3,207	4,232	4,305	4,883
Percent of Enrollment which is Full-Time (IPEDS)	54.2%	63.2%	57.3%	56.6%	64.0%	56.9%	36.6%	50.6%	35.3%	50.6%	49.9%	50.7%	67.3%
Student FTE Enrollment (IPEDS)	5,883	4,934	8,126	11,797	3,979	4,607	5,761	6,201	3,660	4,250	5,651	5,702	5,673
Total Degrees Awarded (IPEDS)	809	837	1,274	2,201	714	817	884	822	343	723	672	980	1,003
Total Certificates Awarded (IPEDS)	34	36	57	231	81	31	765	254	30	140	109	7	326
Total Faculty Headcount (IPEDS) <sup>1</sup>	498	398	606	1,375	432	407	451	547	608	538	394	498	420
% Full-Time Faculty (IPEDS) <sup>1</sup>	33.3%	36.2%	41.6%	35.3%	30.8%	30.5%	30.2%	32.2%	18.4%	42.9%	32.2%	34.9%	48.1%
% FT Faculty with PhD/ Terminal Degrees (College Board) <sup>2</sup>	NA	8.6%	NA	16.2%	23.7%	NA	NA	17.0%	27.7%	40.8%	NA	47.7%	NA
% Instruction Taught by Full-Time Faculty (SUNY Data Fall 2003)	56.0%	48.0%	58.0%	60.4%	69.3%	49.4%							
% FT Faculty with Tenure (IPEDS)	65.1%	76.4%	75.8%	44.2%	75.3%	90.9%	66.9%	63.1%	NA	37.2%	NA	82.8%	77.7%
Faculty Rank Distribution													
% Full Professor	32.9%	42.4%	22.2%	25.1%	45.9%	45.7%	0.0%	26.1%	39.3%	56.8%	0.0%	46.6%	0.0%
% Associate Professor	29.0%	27.1%	18.3%	23.1%	21.1%	26.0%	0.0%	39.8%	19.6%	16.1%	0.0%	31.0%	0.0%
% Assistant Professor	34.8%	29.2%	35.3%	19.8%	16.5%	21.3%	0.0%	3.4%	26.8%	20.3%	0.0%	13.8%	0.0%
% Instructor	3.2%	1.4%	24.2%	31.0%	16.5%	3.1%	100.0%	30.7%	11.6%	6.8%	100.0%	8.6%	0.0%
% Lecturer/Other	0.0%	0.0%	0.0%	1.0%	0.0%	2.4%	0.0%	0.0%	2.7%	0.0%	0.0%	0.0%	0.0%
% No Rank (IPEDS)	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
First-Year Retention (2003 Cohort, IPEDS)	63%	65%	51%	67%	62%	59%	62%	67%	62%	61%	56%	61%	57%
% First-Time, Full-Time Students Graduating Within Three Years (IPEDS)	19.7%	31.4%	27.5%	29.8%	27.4%	19.3%	22.4%	22.4%	7.4%	22.9%	21.1%	23.1%	25.0%
% Successful Educational Outcomes in Three Years (Graduation Rate + Transfers without Degrees) (IPEDS)	39.3%	48.0%	47.3%	42.9%	42.0%	38.7%	37.9%	56.3%	25.8%	41.1%	34.9%	48.2%	44.0%
% Students Transferring to a Senior Institution (College Board) <sup>3,4,5</sup>	60%	56%	NA	58%	63%	65%	NA	51%	28%	NA	85%	76%	NA
Locale (IPEDS) <sup>6</sup>	2	2	2	2	3	3	3	2	3	2	2	3	2
Size and Setting (Carnegie Foundation, 2005)	L2: Large two-year	M2: Medium two-year	L2: Large two-year	VL2: Very large two-year	M2: Medium two-year	M2: Medium two-year	L2: Large two-year	L2: Large two-year	M2: Medium two-year	M2: Medium two-year	L2: Large two-year	L2: Large two-year	L2: Large two-year
Basic Carnegie Classification (Carnegie Foundation, 2005)	Associate's--Public Urban-serving Multicampus	Associate's--Public Rural-serving Large	Associate's--Public Urban-serving Single Campus	Associate's--Public Urban-serving Multicampus	Associate's--Public Suburban-serving Single Campus	Associate's--Public Suburban-serving Single Campus	Associate's--Public Suburban-serving Single Campus	Associate's--Public Rural-serving Large	Associate's--Public Suburban-serving Single Campus	Associate's--Public Suburban-serving Single Campus	Associate's--Public Rural-serving Large	Associate's--Public Suburban-serving Single Campus	Associate's--Public Rural-serving Large
Revenues (IPEDS) <sup>7</sup>													
Tuition & fees per student FTE	\$2,524	\$2,110	\$2,564	\$1,867	\$2,156	\$3,646	\$418	\$2,044	\$3,821	\$2,395	\$2,318	\$3,543	\$1,347
State & local approp./student FTE	\$4,399	\$4,164	\$4,344	\$4,058	\$4,394	\$5,834	\$5,660	\$2,666	\$6,473	\$4,186	\$2,519	\$3,741	\$4,279
Total Revenue per student FTE	\$10,929	\$9,153	\$9,704	\$10,660	\$10,182	\$11,795	\$10,709	\$12,161	\$13,385	\$9,496	\$7,321	\$9,692	\$10,354
Expenditures (IPEDS) <sup>7</sup>													
Total E & G Student FTE	\$10,846	\$8,915	\$8,668	\$8,942	\$10,063	\$10,967	\$7,964	\$8,635	\$11,932	\$8,742	\$6,232	\$8,451	\$9,034
Instruction Student FTE	\$5,537	\$4,099	\$3,891	\$3,223	\$4,734	\$4,695	\$3,855	\$3,279	\$6,053	\$3,610	\$3,025	\$3,883	\$4,058
Instruction (w-support) Student FTE	\$10,037	\$7,972	\$8,165	\$8,047	\$8,893	\$8,836	\$6,218	\$6,874	\$11,618	\$8,006	\$5,691	\$7,955	\$7,157
% Total E & G spent on Instruction	92.5%	89.4%	94.2%	90.0%	88.4%	80.6%	78.1%	79.6%	97.4%	91.6%	91.3%	94.1%	79.2%

Note: This table reflects the most recent data available from the Integrated Postsecondary Education Data System (IPEDS-2003), the College Board Annual Survey of Colleges (2004-05) except where indicated, Carnegie Foundation (2005), and data files maintained by the State University of New York Office of Institutional Research and Analysis.

<sup>1</sup> Total Faculty Headcount and Percent of Faculty who are Full-Time at Niagara County and Rockland Community Colleges is the count of employees who are primarily instruction (IPEDS EAP, 2003).

<sup>2</sup> Percent of Full-Time Faculty with PhD Terminal Degree for Broome Community College, Monroe Community College and County College of Morris (NJ) taken from the 2003-04 College Board Annual Survey of Colleges.

<sup>3</sup> Students Transferring to a Senior Institution for County College of Morris (NJ) taken from the 2001-02 College Board Annual Survey of Colleges.

<sup>4</sup> Students Transferring to a Senior Institution for Onondaga Community College taken from the 2002-03 College Board Annual Survey of Colleges.

<sup>5</sup> Students Transferring to a Senior Institution for Monroe and Rockland Community Colleges taken from the 2003-04 College Board Annual Survey of Colleges.

<sup>6</sup> Locale Codes, as reported in IPEDS Institutional Characteristics Survey: 1 = Large city; 2 = Mid-size city; 3 = Urban fringe of large city; 4 = Urban fringe of mid-size city; 5 = Large town; 6 = Small town; 7 = Rural; 9 = Not assigned.

<sup>7</sup> IPEDS Financial Statistics 2003-04, with additional analysis by SUNY Office of Institutional Research and Analysis.

### **3.0 Economic Impact**

One of the goals of Mission Review II is to compile an accurate account of SUNY's impact on the New York State economy. To this end, System Administration has standardized employment and fiscal data across the 64-campus system and will use U.S. Bureau of Economic Analysis multipliers to calculate the total regional and state-wide impacts.

OCC has been very active in demonstrating its impact on the State and its sponsoring county of Onondaga. Recently CCbenefits, Inc. completed a socioeconomic impact study for the College, finding that OCC pays \$40.1 million annually in direct faculty and staff salaries and benefits and accounts for an additional \$348 million in earnings off campus, and that taxpayers realize a return of 25.6% on their annual investment in the College. In addition, results indicated that for every \$1 students invest in OCC, they receive \$5.86 in higher earnings over the next 30 years. The State also benefits from OCC's activity in terms of improved health status and reduced welfare, unemployment, and crime, saving the public some \$4.9 million per year.

The most recent economic impact study shows that the College employs 993 people and that its activities lead to another 662 people being employed. Direct expenditures amount to \$68.2 million, with additional indirect expenditures amounting to \$133.6 million, accounting for a total economic impact of \$201.8 million (based on U.S. Bureau of Economic Analysis methodology).

### **4.0 Enrollment and Admissions**

#### *4.1 Enrollment growth*

From 1994-95 through 2003-04, AAFTE enrollment at OCC grew 24% or an average of 4% per year. The institution's objective is to increase enrollment from Fall 2005 through Fall 2010 by 26%, or an average of 4.3% per year. Since projections indicate that the number of Onondaga County high school graduates will remain relatively stable during that time, the College will seek to attract a larger percentage of students graduating from Onondaga County high schools and from surrounding counties, and will also work to recruit new populations. In addition, OCC will renew efforts to retain current students during this period.

OCC's overall enrollment projections through 2010 are shown below in Table 2. These enrollment goals may be affected by external factors such as changing economic conditions, demographic shifts, and fiscal constraints. Official enrollment targets that are the basis for the University's budget model are set annually through dialogue between campuses and System Administration, and may differ somewhat from the projections shown in Table 2.

Table 2

OCC Planned Enrollment – Fall Headcounts and Annual Average FTE

Student Group	Fall 2005 (Actual) <sup>1</sup>	Fall 2006 (Approved)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
<b>Undergraduate</b>						
First-time FT	1,011	1,275	1,297	1,320	1,343	1,367
Transfer FT	188	229	237	246	255	265
Continuing/Returning	3,463	3,710	3,858	4,011	4,171	4,337
<b>Total FT Undergraduate</b>	<b>4,662</b>	<b>5,214</b>	<b>5,392</b>	<b>5,577</b>	<b>5,769</b>	<b>5,969</b>
<b>Total PT Undergraduate</b>	<b>3,601</b>	<b>4,180</b>	<b>4,245</b>	<b>4,310</b>	<b>4,377</b>	<b>4,445</b>
<b>Total Undergraduate</b>	<b>8,263</b>	<b>9,394</b>	<b>9,637</b>	<b>9,887</b>	<b>10,146</b>	<b>10,414</b>
<b>Total Headcount</b>	<b>8,263</b>	<b>9,394</b>	<b>9,637</b>	<b>9,887</b>	<b>10,146</b>	<b>10,414</b>
<b>AAFTE</b>	<b>6,377</b>	<b>7,225</b>	<b>7,424</b>	<b>7,629</b>	<b>7,842</b>	<b>8,063</b>

Data maintained by the State University of New York Office of Institutional Research and Analysis.  
<sup>1</sup>2005-06 AAFTE is estimated

4.2 Enrollment mix

SUNY’s 2004-08 Master Plan reaffirms the State University’s commitment as a public university to ensuring access to the full range of populations served, and therefore emphasizes student diversity as a priority goal for Mission Review II. OCC continues to reflect the diversity and ethnic composition of the community it serves, and it expects to build on that trend with a comprehensive recruiting effort that began with the 2004-05 academic year.

The percentage of incoming full-time students who transfer to OCC from other institutions is 4.5%, and this number should stay stable for the near future. However, the College has seen a recent increase in full-time students, and its goal is to continue to increase full-time enrollment, especially in light of recent studies showing that students who make a full-time commitment to college are more likely to persist compared to part-time students. The opening of the College’s first residence halls in Fall 2006 provides on-campus housing for 500 students, and should have a positive impact on full-time enrollment.

As specific commitments related to enrollment mix over the next five years, OCC will:

- enhance its efforts to recruit and retain students from underserved populations; and
- enhance its efforts to recruit and retain non-resident and international students.

4.3 Enrollment management plans

After careful research and analysis, the College has implemented a realignment plan of academic and student services that will allow for a more comprehensive and efficient way in which to

serve students. A major component of the plan involves a shift from passive to proactive recruitment methods, to be overseen by the Office of Enrollment Management, headed by an associate vice president. Three recruiting staff positions will also be dedicated to this effort, which will include market analysis and consistent outreach to increase the enrollment of both traditional and non-traditional student populations. This outreach will be conducted consistent with an analysis of program mix and job demand to ensure that OCC is recruiting and preparing students for viable career opportunities or transfer.

As specific commitments related to enrollment management planning, OCC will:

- develop and implement a recruitment and retention plan,
- maintain a range of student and academic supportive services, and
- emphasize target population issues such as Honors, acceleration, remediation, and topics of concern to adult students.

#### *4.4 Collaboration with K-12*

OCC has an Office of K-12 Partnerships which develops collaborative relationships with area school districts, agencies, and organizations to help secondary students find success at the college level. Specific initiatives include OCC Advantage, a collaborative project between the College and the Syracuse City School District which guarantees admission to OCC to those who successfully complete the program; Gear Up, a three-year grant initiative that partners OCC, Syracuse University, and the Syracuse City School District; and Liberty Partnership, a grant-funded initiative that targets at-risk students from four area high schools.

A specific commitment in the area of K12 collaborations is to:

- continue to assess the effectiveness of current K-12 initiatives and explore additional ways to support these collaborations.

## **5.0 Faculty**

### *5.1 Faculty profile*

All faculty appointments at OCC are tenure-track. Currently 43% of the faculty are over 55 years old and their pending retirements will pose a challenge as well as an opportunity for the College. The loss of veteran faculty will place a strain on the College to maintain high quality teaching as well as mentoring of new faculty. However, new faculty members bring renewed vigor and creativity to the College, and are typically eager to implement new technologies in the classroom and to deliver courses via distance learning. This changing profile of the faculty will therefore enable the College to achieve its strategic goal of better access to education for all members of the community.



OCC has implemented a number of new strategies in its hiring efforts. For example, the Office of Human Resources has initiated a program of purposeful advertising to achieve greater diversity in the prospective faculty applicant pools, and the College has increased travel stipends to applicants to help bring about greater diversity in these pools. The College also places a strong emphasis on teaching and technology, and requires a teaching demonstration from all finalists for faculty positions.

Each college has to decide on the appropriate balance between full-time and adjunct faculty. Because a community college has various programs that focus on the needs of the community, it benefits the College to retain persons working in the various fields who bring their expertise to the classroom as adjunct teachers. OCC is committed to a 60% to 40% full-time to adjunct faculty ratio in terms of credit hours taught, and is within 2% of that goal. Additionally, the campus will continue to seek to hire new faculty members who have demonstrated an outstanding commitment to classroom teaching.

As a specific commitment in the area of faculty hiring, OCC will:

- actively recruit faculty with demonstrated teaching effectiveness and with terminal degrees in disciplines where such recruitment is appropriate.

### *5.2 Faculty development and scholarship*

OCC's Teaching Center provides opportunities and mini-grants for faculty members to attend conferences and seminars and to obtain curriculum-specific training. Faculty members who are officers of professional organizations or are invited to present at conferences may also apply to the Office of Academic Services for additional travel support. Other activities sponsored by the Teaching Center include lectures and programs of interest to faculty, provision of literature on pedagogy, and administration of President's Incentive Grants totaling \$30,000. These competitive grants are awarded in support of faculty innovation in areas that address strategic objectives of the College, providing faculty the opportunity for mini-sabbaticals and involvement in research and program development. The Teaching Center Advisory Committee, a standing committee of the Faculty Association, has responsibility for seeking suggestions from the faculty-at-large on new professional development programs of interest. In addition, the faculty union contract provides for sabbatical leaves for up to 5% of the full-time faculty annually. These leaves are competitive and require a final written report of sabbatical activities.

As specific commitments in the area of faculty development, OCC will:

- seek to enhance funding to increase faculty development opportunities, and
- use faculty development as an opportunity for faculty members to engage in their disciplines and develop their classroom teaching skills.

### *5.3 Grants*

One of the primary goals of the College's Grants Office has been to integrate grant funding and the grant development process into strategic planning and operational and resource planning activities. To that end, a formal Grants Policy was developed and implemented, establishing procedures all college faculty and staff use when applying for external grant funding.

The Grants Office also provides periodic presentations to the President's Cabinet and other campus groups on grantors who fund institution-wide objectives, and maintains a calendar of recurring grant competitions that relate to these objectives. A next step in solidifying the connection between grant-seeking and college planning will be to hold quarterly meetings with select Cabinet members and department chairpersons to review operational and resource plans and to discuss specific departmental needs.

In the area of grants over the next five years, OCC commits to:

- enhancing grant activity,
- sponsoring periodic grant-writing workshops, and
- developing and maintaining a Grants Office Web page.

### *5.4 Faculty review: tenure and promotion*

The current reappointment process at OCC includes self-assessment of progress toward annual professional goals, peer classroom evaluations, student evaluations, and departmental review. The department's recommendation is reviewed by the Reappointment and Tenure Committee, a standing committee of the faculty governance body. That committee makes recommendations regarding reappointment and tenure to the administration. A similar process is in place regarding faculty promotion, with the recommendation coming to the administration from the governance body's Promotions Committee. There is no external review in the tenure and promotion processes, which are included in the faculty union contract with the College. Student evaluation forms were recently reviewed and updated, and a Labor Management Committee will work to update the classroom evaluation form during 2007.

### *5.5 Faculty opinion and satisfaction/governance*

A number of methods are used to gauge faculty opinion and satisfaction at OCC. Electronic discussion folders are created for special topics to allow for open exchange and dialogue, and open forums are also held to solicit faculty input on topics of interest. In addition, OCC participates in the Higher Education Research Institute (HERI) faculty survey, and has also conducted local campus surveys to assess faculty opinion and satisfaction.

Faculty governance plays a key role in campus planning at OCC. The Faculty Association, comprised of all full-time faculty members, department representatives of adjunct faculty, and key administrators, meets monthly during the academic year. Faculty input on major initiatives

related to curriculum, assessment, faculty development, calendar, academic standards, and other important matters is coordinated through the Faculty Association. In addition, recommendations from standing faculty committees on reappointment and tenure, sabbatical leaves, and promotions are a critical part of the decision-making process. The Chair of the Faculty Association meets regularly with the College President to discuss issues of concern to the faculty, and faculty members are also included on the College Council, which serves in an advisory capacity to the President.

## **6.0 Academic Program Directions**

The OCC Strategic Plan, *A Framework for Success*, provides clear direction on establishing program directions. A major priority is to routinely review the program mix to ensure that programs are of high quality and directly support the needs of the community. When a new program or certificate is proposed, a community-needs assessment is conducted to assess long-term employment prospects, demand, and competition. Through this proactive approach the College fulfills its responsibility to ensure that the program mix remains appropriate, current, and responsive to community needs. OCC's academic programs and activities with national and regional prominence include Music, Art/Photography, Electronic Media Communication, and Arts Across Campus.

### *6.1 Plans and priorities*

Based on information provided by the Research Marketing Strategies (RMS) demand analysis study and a review of local employment trends by the Department of Labor, the College projects growth in its new Emergency Management program because this program will serve the needs of first responders beyond the region. In addition, the three Liberal Arts and Sciences: Teacher Preparation degree programs that are currently in the approval process offer considerable growth potential. Further, new programs in Exercise Science, Medical Assisting, Hospitality, and Culinary Arts are currently under consideration, with an assessment of community needs to be conducted before the programs are developed.

In the area of academic planning and priorities, the campus will:

- maintain the established Program Mix process, an annual administrative review of programs offered by the College that identifies programs that may no longer be viable and triggers a comprehensive analysis and the development of an action plan;
- continue to assess regional needs and develop new program proposals as appropriate; and,
- develop program proposals in the areas of Hospitality, Exercise Science, Medical Assisting, and Culinary Arts

### *6.2 Teacher education*

In March 2004, the OCC Board of Trustees approved three new teacher preparation programs: Liberal Arts and Sciences: Early Childhood Education; Liberal Arts and Sciences: Childhood Education; and Liberal Arts and Sciences: Adolescence Education. The College also participated fully in the Teacher Education Transfer Template, and nearly all courses submitted have been accepted for the template, with several additional courses submitted for consideration.

Commitments in the area of teacher education over the next five years include:

- working with SUNY Oswego and SUNY Cortland to facilitate transfer opportunities, and
- working with SUNY Oswego and SUNY Cortland to develop jointly registered early childhood programs.

### *6.3 International programs*

OCC's International Education Committee is a campus-wide committee that has major responsibility for fostering global awareness and intercultural understanding among students, faculty, administrators and staff, and the Central New York community. Each fall, the committee sponsors International Education Week, featuring a keynote speaker and activities focusing on the wide variety of cultures represented by the College's international students. In conjunction with the Teaching Center, global education forums are also held on best practices in integrating international and global content into the curriculum.

Throughout the academic year, programs with international themes are scheduled and advertised in the Arts Across Campus events calendar to inform and generate student and faculty participation. As a result of the leadership of faculty members on the committee, the Humanities and Social Science curriculum - the largest program at OCC – has incorporated a three-credit global awareness requirement. In addition, the College offers a concentration in International Studies.

Commitments in the area of international programs include:

- continuing to investigate opportunities for International Study Abroad,
- increasing enrollment of international students, and
- building on current programs in Namibia.

### *6.4 Collaborative academic programming*

Currently OCC has multiple articulation agreements with 41 colleges. Agreements with its four primary transfer institutions (i.e., SUNY Oswego, SUNY Cortland, Syracuse University, LeMoyne College) were reviewed and updated within the past two years. In addition, the College has joint admission agreements with four institutions: The Upstate Medical University

GOLD Agreement, the University at Buffalo Cooperative Agreement Program, the Niagara University Cooperative Agreement Program, and the Roberts Wesleyan College Cooperative Agreement Program. Further, students who complete the Labor Studies program receive both an A.S. degree in Labor Studies from OCC and a Labor Relations certificate from the New York School of Industrial and Labor Relations at Cornell University.

As a further commitment in the area of collaborative academic programming, the College will:

- explore potential collaborative efforts for Computer Science, Arts, and Music.

#### *6.5 Technology-enhanced learning environments*

OCC currently utilizes technology in multiple ways in its course and program offerings, including through fully online courses and programs through the SUNY Learning Network (SLN) as well as Web-enhanced classroom-based courses using the ANGEL Course Management System. In addition, Interactive Video Conferencing at the College allows students to meet “face-to-face” from distant learning labs, and all classrooms are wired for Internet access. Thirty-seven Smart classrooms will be available for use in Fall 2006, and the College offers a variety of non-credit/continuing education courses online to the community.

In the area of technology-enhanced learning environments, the College commits to:

- enhancing technology in the classroom, including building all newly renovated classroom space to meet classroom standards for technology, which include Smart technology and wireless access;
- conducting ongoing faculty training through its Teaching Center in use of the Course Management System ANGEL to improve student learning; and
- redesigning curricula to include enhanced educational technologies.

#### *6.6 Library services and support*

OCC joined *SUNYConnect* in 2002 as one of the first community colleges participating in the network. The library plans to take advantage of some of the proposed major features of the new Library Management System (ALEPH) including equal availability of essential library resources to all SUNY students regardless of program or location; a common library automation system enabling students to directly access and borrow from any SUNY library; a collection of full-text, full-image/multimedia digital publications and services that will be continuously available to all SUNY students, faculty and staff; and applications that provide more powerful and integrated searching of various Web-based electronic resources and system document delivery service.

As a specific commitment in the area of library services and support, OCC will:

- seek to strengthen the collaboration and communication between the library and classroom faculty.

### *6.7 Assessment of academic programs*

OCC has a three-tiered assessment program that includes: Annual Assessment and Review of Key Performance Indicators; SUNY General Education Assessment; and Five-Year Comprehensive Review of the Major. As a result of assessment work at the College, faculty members have completed significant curricular changes in a number of programs, including its A.A.S. programs in Art, Telecommunication Technology, Computer Engineering Technology, and Electrical Engineering Technology; its A.S. programs in Recreation Leadership, Photography, Computer Science, and Human Services; and the A.A. program in Humanities.

As an example of specific outcomes linked to program assessment, OCC's Criminal Justice A.S. program is seeking external accreditation. In addition, the following programs are completely available online: the Early Child Care certificate program, Human Services Early Child Care program, Liberal Arts and Sciences: Humanities A.A., Business A.S., Math Science A.A., Criminal Justice A.S., and Human Services A.S. As other examples, the Liberal Arts and Sciences: Humanities A.A. program has been completely updated for the first time since 1972, the Web Technology certificate and the CIS A.A.S. program have been updated, and a concentration in Communications has been approved by the faculty. In addition, the College supported hiring a writing coordinator, with major changes underway in updating the writing program, and faculty members have collaborated to create grading rubrics, resulting in more consistent assessment of student work.

Recognizing the value of these assessment activities, OCC commits to:

- working toward the implementation of Strengthened Campus-Based Assessment following the timeline established by System Administration as well as the General Education Assessment Requirement Group's assessment guidelines; and
- using assessment results to make changes in curricular programs and course delivery as appropriate.

### *6.8 Responsiveness to state needs*

As a community college, it is critically important that OCC's current and planned academic program offerings respond to local, regional, and state needs. As described earlier, the College employed Research Marketing Strategies (RMS) to complete a comprehensive community needs analysis in a five-county service area, focusing on OCC's A.A.S. and certificate programs and, specifically, expected employment prospects for graduates of these programs over a 10-year period. The study also suggested opportunities for programs to meet emerging community needs. Faculty and administrators use this information to guide decision-making as the College conducts an ongoing review of program mix. Additional information comes from the Department of Labor and as a result of the College's annual program review process, including key performance indicators related to enrollment trends, employment of graduates, and reported earnings of graduates. All of this information is used as the College evaluates programs that are currently offered to ensure that they meet community needs.

Another example of responding to local needs is the College's wide variety of non-credit course offerings, which are taken by students representing diverse age groups, needs, and interests. Educational opportunities for skill upgrades and personal enrichment are scheduled in a variety of formats and at convenient times to accommodate the busy lives and careers of the learners enrolling in courses and programs. These course offerings are also responsive to business and individuals in the community who desire short-term content-rich courses in lieu of a degree.

As specific commitments in this area by 2010, the College will:

- continue to engage in routine environmental scanning to determine community needs related to non-credit offerings; and
- continue to complete an annual review of its academic program mix, to include an assessment of projected employment opportunities in the local community.

## **7.0 Student Outcomes**

### *7.1 Retention and graduation rates*

OCC is in the process of totally realigning its student support services and programs, featuring a one-stop enrollment center, Student Central, which combines the services of up to ten departments into one location with cross-trained staff. The College anticipates that the resulting efficient, student-focused, and personal delivery of services will enhance retention. Another component of Student Central is the Office of Student Support Programs, which concentrates on the needs of special populations, including students with special needs, EOP students, C-STEP students, veterans, and international students.

### *7.2 Retention*

As displayed in Table 3, OCC's retention rates are generally comparable to those of its SUNY peers and higher than the average for its national peers.