SUNY Excels 2015 Performance Improvement Plan
Attachment 1: Narrative Template

Section 1: Campus Alignment with SUNY Excels (the framework for the Power of SUNY 2020) and SUNY’s overall focus on completion

A Framework for Success, Onondaga Community College’s 2011-2016 Strategic Plan, clearly aligns with the priority areas of SUNY Excels and with Chancellor Zimpher’s system-wide completion goals. The five strategic drivers for Onondaga’s plan are: Student Success, College Readiness, Seamless Transfer, Career Pathways, and Long-term Sustainability. Under this plan, Onondaga grew its endowment for scholarships; dramatically expanded its partnerships with local companies; expanded its student housing capacity; invested in new market-driven programs; and strengthened its approach to workforce development focused on employer needs. The institution will build on this platform and its new relationship with Achieving the Dream to address the core national and institutional challenge of student retention. All of these elements align with SUNY Excels and have provided Onondaga Community College with a foundation to approach this work. As the college develops its successor plan, to be brought to the Board of Trustees at the conclusion of spring semester 2016, the college will fully incorporate the SUNY Excels metrics to provide long-term alignment.

During the fall 2014 semester, the faculty and staff of Onondaga Community College considered a longitudinal review of success data. The college, as a participant in the Voluntary Framework of Accountability (VFA) project, had developed cohort information about students who began their studies at OCC in 2007 and 2008 – looking at two-year and six-year outcomes. This framework provides an excellent vehicle for community colleges, as it considers both full and part-time students, unlike the more traditional IPEDS. As a result, VFA uses a 2- and 6-year format, given the lack of a common “route to a degree” for many community college students. In addition, the model helps colleges disaggregate student success data to look for achievement gaps among students based on demographic or educational variables. President Crabill hosted 4 specific data review sessions, open to faculty and staff, to consider the college’s success as viewed through the VFA model, looking at retention, progression, and completion. Additionally, Onondaga Community College’s shared governance body, the College Leadership Council, concluded its consideration of two competing national networks that support community colleges working to increase student success: Foundations of Excellence and Achieving the Dream. After careful consideration through shared governance, the college decided to apply for membership in Achieving the Dream (ATD). In order to ensure that administrative systems align with ATD initiatives and support the College’s access, completion, and success goals, a critical piece of infrastructure was put in place: the Administrative Systems Oversight Team, which brings a multi-constituent model to the support and organization of technology-related initiatives, aligning technology and college business processes. The team is appointed by the President and ensures compliance with data standards, effective and efficient business processes, and reviews and assesses institution-wide technology efforts.

A key element of Onondaga’s overall strategy is our participation with the Achieving the Dream National Reform Network (ATD). ATD leverages targeted large-scale interventions to accelerate success among community college populations,
particularly low-income students and students of color. With 48.4% of Onondaga students receiving Pell grants and 21.2% identifying as members of under-represented minority groups, ATD’s interventions are particularly apt and likely to improve the success of all groups of students. Selected institutional strategies advance individual success and system reform, ultimately providing measurable and lasting outcomes like greater levels of degree attainment, successful transfer, or higher rates of employment for students and the college. The ATD network is comprised of over 200 community colleges across 36 states, all committed to improving practice. Founded in 2004 by the Lumina Foundation and seven original partners, ATD pursues reform that is evidence-based, student-centered, and built on the values of equity and excellence. The Achieving the Dream Network supports institutional change, seeks to influence relevant public policy, and generates and disseminates knowledge of successful models of higher education practice that enhance student outcomes.

The initiative leverages overarching approaches to close achievement gaps among students. First, ATD supports institutional change at the ground level that is particular to the institution and that is sensitive to local needs. ATD experts work directly with the College by providing leadership and data coaching, technical assistance, and peer learning experiences for network members. Second, the network acts to influence policy reform by providing legislators and government executives with evidence-based education agendas and technical assistance to reform and enhance the environment in which community colleges operate and support students. Third, ATD provides a forum for members to collectively generate and share knowledge about specific scalable strategies that are demonstrated to be effective at enhancing student retention and completion. Further, the network has served to create a collective of those with a common commitment to improving student’s education and a shared understanding of the barriers faced by students. In essence, ATD situates local concerns in broader conversations about potential solutions for problems facing community colleges, and it leverages the benefits of its extensive networks of participating institution and industry experts.

Onondaga, one of only 16 institutions selected nationwide to participate in the 2015 cohort, has begun a planning year to build community input to the project, to generate and disseminate additional student performance data, and to research and select its initial projects. Local data and project leadership teams have been established and begun work. A campus-wide “kick off” event will be held in October of 2015 to bring the entire community together to review data, hear about projects that have been successful at other institutions, and to discuss ideas for scalable projects that will work at Onondaga. After the inaugural event, leadership team members will spend time with departments seeking ideas and input through transparent and frank discussions about local barriers to student success and ideas to address those barriers. In the spring of 2016, the teams will identify several initiatives that offer the best opportunity for significant impact on student completion and performance. The local leadership team will implement the selected projects and assess their impact. Notably, ATD projects are scaled to improve completion rates on a large scale and implementation is anticipated to be an ongoing process for multiple years. ATD also anticipates a change in institutional culture by promoting a strong singular commitment to student completion and evidence-based decision making. Successful ATD institutions run transparent systems with the broad involvement of stakeholders and with a culture of data-driven change.

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access

1. Full Enrollment Picture – What are your plans for enrollment growth? As you think about your Planned Goals for 2018-19 and 2020-21, be sure to comment in the context of the overall system goal a path to 100,000 increase by 2020 (Open SUNY).

Full Enrollment Picture

Total Student Enrollment: OCC, like the great majority of community colleges in the country, has experienced a decline in enrollment since the peak in fall 2012. This decline reflects, in large part, a decline in the size of high school graduating classes in our service area. Despite this overall decline, in most cases market share has remained consistent, resulting in a smaller number of first time students from sending high schools. The college projects a slight increase in headcount (12,300 by fall 2018; 12,500 by fall 2020).

• Enrollment Development- The College is revising targets for high schools in the service area that will keep first time recent high school graduate numbers steady, even as the size of graduating classes in the region continues to shrink. This will be accomplished by: an increase in the participation of high school students in concurrent enrollment courses, growth in the PTECH/Early College High School model within the region, and improvement in the information and service provided to regional families by OCC, including enhanced financial aid information. Current market penetration for Onondaga County high school graduating seniors is 24.4% (1,111 students). In light of the environment – economic, demographic and competitive factors (particularly among private 4-year colleges
who are heavily discounting tuition and lowering admission standards), the goal is to increase overall market penetration by 1% in Onondaga County.

- **Student Retention**: The College will increase fall-to-fall retention to 65% by 2020 through targeted support, early alert, intrusive advising, and other efforts developed through our work with Achieving the Dream. Increased retention will also support the small growth in headcount.

- **FTE increase**: The College projects a slight increase in overall FTE enrollment. This will be accomplished through the creation of incentives for full-time enrollment. The research clearly identifies full-time enrollment as a strong correlate of student completion. OCC will work to identify both financial and programmatic incentives to increase the number of students who attend full-time.

Other related efforts will include:

- Focus on increasing college entrance and attainment with a local focus – primary emphasis is on students, parents, families and the 30 school districts located in and on the borders of Onondaga County.

- Student recruitment resources will be focused on recruiting students who are considering other college options as well as those who may not initially consider post-secondary education. With 86.3% (Fall 2014 statistics) of OCC students hailing from Onondaga County, increased market penetration will increase college enrollment and degree attainment among Onondaga county residents.

- Additionally, our efforts will focus on adult students without a college credential, particularly for non-credit workforce programs, as well as credit-bearing AAS programs designed for work and career preparation.

- Recent facilities, technology, and marketing investments in the North Site will support service delivery to students and residents in the northern suburbs of Onondaga County. Focus at that location is on foundational courses in 4 of OCC’s largest programs – Business, Criminal Justice, General Studies and Humanities, as well as SUNY general education courses. Goals are to serve traditional age students and to recruit adult students who currently do not have a college credential with the increased convenience of a college location in close proximity to home or work.

- We will continue to grow concurrent enrollment through the College Credit Now program. In 2014-15, 237 sections were offered. For 2015-16, 264 sections are currently scheduled, an 11.4% increase. In addition, OCC will further leverage these student enrollments to draw closer connection to full-time enrollment at OCC following high school graduation.

- Re-formulation of the OCC Scholarship Program will allow us to reach more high and mid-performing, high-need students. Onondaga attracts a little over 1000 students annually with high school GPAs of 80+. Many of these students have unmet financial need simply to reach the cost of tuition and fees, and they retain at a far higher rate than the rest of the student population. By strengthening the scholarship programs for these students, we anticipate even stronger retention/completion among this population.

**NYS Residents Served by SUNY** – Describe your plans for increasing the number of NYS Residents served by your institution, including those served beyond what is reported in SUNY student data submissions. Use the Excel template to report these numbers.

- Well over 90% of the students at Onondaga Community College are residents of New York State. Significant, in-depth partnerships with our regional high schools could push that portion of the population even higher. OCC does not recruit internationally; however, we have a small but steady international population likely due to both our well-established, on-campus residence program and our proximity to a large number of other institutions of higher education.

- As noted above, current market penetration for Onondaga county high school graduating seniors is 24.4% (1,111 students). In light of the environment – economic, demographic and competitive factors (particularly among private 4-year colleges who are heavily discounting tuition and lowering admission standards), the goal is to increase overall market penetration by 1% in Onondaga county.

- Additionally as noted above, our efforts will focus on adult students without a college credential, particularly for non-credit workforce programs, as well as credit-bearing AAS programs designed for work and career preparation. We will also pursue options to provide students without a high school diploma the opportunity to matriculate through the Ability-to-Benefit provision for career pathways.

- OCC is also focused on: growing courses and programs for the sizeable population in Onondaga County of non-native English speakers, providing work and career preparation for social service recipients, and working with
secondary school faculty to offer programs, workshops, and collaborative efforts to reduce the number of students in developmental coursework at the college level.

- OCC offers several non-credit community programs to serve local families, including SAT Prep, Driver’s Education, and College for Kids, which attracts more than 600 young students each summer and is developing a “One Day College” model designed to serve local residents with an interest in personal development and intellectual growth.
- “College for Living” which serves more than 350 adults with developmental disabilities each year, offers a year-round series of educational, life skills and work preparation programs. Further, with the Southwest Onondaga YMCA located on our campus, 851 families in the community are served, along with 3,300 students and over 100 employees and their families. Additionally, sports summer camps in our athletics facilities drew 479 youth from across the region this summer.

Diversity – Describe your plans to further strengthen the diversity and cultural competency of students at your institution, to reflect the increasing diversity of our population. Also describe your plans to further strengthen the diversity of faculty and staff at your institution. You will be provided state and regional diversity profiles for reference.

OCC serves the city of Syracuse, a city with the challenging distinction of being first in the nation in racially stratified poverty, a city in which 50% of the children live in poverty. In addition, our county has a number of outlying rural communities facing declining manufacturing and employment growth. Our student population is 48% male, 52% female; 21.2% of our students are from under-represented minority groups; approximately 900 students have identified disabilities; and roughly 300 students are veterans or veteran dependents. Diversity is both strength and an opportunity for growth for Onondaga, and we seek to continue to develop innovative programs to meet the needs of the many communities we serve. In order to do so:

- Each of Onondaga County’s 6 urban high schools served by the Syracuse City School District (SCSD) (Fowler, PSLA at Fowler, Nottingham, Corcoran, Henninger, and ITC) has been identified as “A” priority institutions, with two Student Recruitment Specialists assigned to serve each high school. The ethnic makeup of the SCSD is: Black 53%; White 28%; Hispanic 12%; Asian 6%; and Native American/Alaskan 1%.
- 12 Community-based Organizations (CBO’s) – each based in the urban center of Syracuse – have been designated as “A” priority CBO’s, with a Student Recruitment Specialist assigned to each. This includes Hillside Work Community Scholarship, OnPoint for College, Say Yes, and the SUNY Educational Opportunity Center.
- The Liberty Partnerships Program, which is in place at 4 SCSD high schools (Fowler, Nottingham, Corcoran, Henninger) and also maintains an on-campus office, provides comprehensive support services to more than 200 at-risk students through ELA and Math after-school tutoring and activities focused on leadership and college and career readiness. The focus will be on increasing the number of students who not only take advantage of tutoring, but also enroll in and complete a college credential.
- An Early College High School program is in place at Syracuse ITC with student taking classes on-campus at OCC part-time while still enrolled in high school. OCC will be seeking to grow the ECHC model for a greater number of students and with additional school districts as funding allows.
- P-Tech – partnership with MACNY and SCSD to implement an early college high school model for students to obtain an AAS degree in Electrical Engineering Technology or Mechanical Technology while concurrently enrolled in high school (4 years of high school + 1-2 years to complete an associate’s degree). The grant was awarded in 2013, and the focus is on continuing to grow the number of students enrolled and to strengthen this effort in collaboration with our partners.
- PSLA @Fowler – core partner with Public Service Leadership Academy at Fowler High School. Phase-out of Fowler High School will be complete in 2018 and OCC’s focus will be to continue to expose students to the benefits of post-secondary education and to infuse a college and career mindset among students, parents and families.
- Onondaga Pathways to Careers (OPC) is a partnership with Syracuse University, Syracuse City School District, the public workforce system, and disability-serving organizations to support access, completion, and employment into high-demand industries for students with disabilities. OPC is funded by the Department of Labor, Office of Disability Employment Policy (ODEP) as one of two demonstration project sites nationally to determine what works with this population.

Onondaga Community College maintains a Diversity Master Plan, which is developed by the College’s Diversity Council, an initiative which began in 2005 to facilitate dialogue among key leaders of the college and local community around issues
related to diversity and inclusion. The purpose of the Diversity Council, which consists of representatives from across campus, is:

- To promote cross-cultural understanding, communication and cultural competence among employees and students.
- To gather, analyze and monitor relevant information and data concerning diversity at OCC and to set specific goals and objectives for achieving and enhancing diversity awareness and cross-cultural understanding, and to adjust those goals and objectives as needed.
- To recognize excellence in diversity education, awareness and promotion on campus.
- To facilitate timely communications, when necessary, about issues adversely affecting students, faculty, administrators and staff of color.

In order to advance these goals, the Diversity Council developed a 5-year Diversity Master Plan. The current plan will conclude in 2017. An important goal contained within the plan is: *Improve employee recruitment and orientation procedures and practices to attract and retain a diverse workforce, including a leadership team that reflects the diversity of the College’s service area.* The action plan identified to advance this goal includes an emphasis on employee recruitment and applicant tracking; hiring practices; and orientation/onboarding professional development. Each area of focus contains specific strategies to be addressed over the 5-year timeline, including:

- Implementing an electronic applicant tracking system to use voluntary self-disclosed demographic data during the search process to inform the search committee of the demographics of the applicant pool.
- Engage in active outreach with discipline-specific professional organizations, graduate degree granting colleges/universities and student or professional organizations that serve traditionally underserved groups to increase diversity of applicant pool.
- Post on local and national job boards. Use Applicant Tracking System to identify, and track the recruitment source for each applicant.
- Develop and implement a uniform search committee make-up and consistent message and procedures for searches for each of the groups of employees on campus (i.e., Administrators, Faculty, Staff, and MC). Monitor to ensure each committee includes race/ethnic, gender and department diversity.
- Create ongoing professional development opportunities for employees.

**Capacity – Describe your plans to improve the alignment of programs and course capacity with need and demand, including expanded online delivery through Open SUNY.**

OCC has taken specific efforts to maximize both capacity and alignment including:

- Expanded course offerings through different delivery modes- evening, weekend and online. Course offerings at the North Site have been expanded and fully aligned with popular degree programs. Our Strategic Plan has targets for increasing the percentage of student enrollment and number of degrees completely online.
- Expanded number of hybrid/blended and fully online courses
- Joined Open SUNY, SUNY Degree Works and fully onboard with SUNY System-Wide reverse transfer. Open SUNY programs include OCC-Computer Forensics A.S., Computer Science A.S., Health Information Technology/Medical Records A.A.S., Human Services A.S. (Early Childhood Specialization). Economic development trends indicate that Health Information Technology in particular may offer significant enrollment expansion within and beyond New York State.
- Streamlined course and program development process at the College. Recently appointed a Curriculum Coordinator to support faculty.
- General Education course offerings are fully aligned with SUNY General Education Courses.
- Completely redesigned course scheduling analysis to ensure students can take courses around their work schedule and personal demands and to ensure that full-time schedules are available across days and times.

These efforts will be continued, assessed, and revised as necessary in order to ensure that the college is meeting the postsecondary educational needs of the region, in collaboration with our SUNY and K-12 partners.
2.2 Completion

2. Completions – Describe your campus efforts to increase the total number of degrees and certificates awarded. As you think about your Planned Goals for 2018-19 and 2020-21 (see Attachment 2), be sure to comment on your institution’s plans in the context of the overall system goal of 150K by 2020.

Like all members of the Achieving the Dream network, Onondaga Community College is focused on increasing the number of degrees and certificates awarded. We are reaching for a total number of awards of 2,281 by 2020, representing 1.5% of the overall SUNY target – our current proportion of the SUNY awards. This goal includes our effort to provide a range of non-credit, employer-validated certificates. This is not an easy lift; however, there are several efforts underway that will support us in reaching this goal.

Retention support: Onondaga Community College will increase fall-to-fall retention to 65% by 2020 through targeted support, early alert, intrusive advising, and other efforts developed through our work with Achieving the Dream. Retention is the first effort to increase completion.

Time to degree: Onondaga Community College will decrease the average time to degree to 3 years by 2020. Efforts to support this will include: continued incorporation of best practices informed by the CUNY ASAP model with select populations, such as EOP and students with disabilities. Incentives to support full-time enrollment, multi-year schedule development, multi-year advising, incorporating summer sessions into student planning, and self-service access to degree audits through DegreeWorks.

Workforce Development Certificates: Onondaga Community College is working closely with area employers to create certificates that are valued in the workplace AND stackable to further training. The goal is to enable students to earn certification, get a job, and then return to college for further education to support career advancement. This will increase the number of employer-validated certificates, credit and non-credit, available to students.

Additional efforts underway to increase completion include:

- Streamlining academic advising and the development of a faculty Advisement Fellows program to strengthen link between academic programs and advising
- Newly opened Transfer Center
- More comprehensive degree audit so students stay on track
- Member of Achieving the Dream/Voluntary Framework of Accountability? monitoring student progression and credit milestones along the educational path
- Faculty innovation in teaching. The newly opened Whitney Commons integrates technology into teaching and collaborative learning is highly emphasized. In 2013, Onondaga opened the Furnace Brook Retreat Center, featuring smart technology, solar panels, and a geothermal cooling system. The Electrical Technology department uses the facility as a real-life model to teach students how to incorporate and utilize these sustainable design features.
- Adaptation of developmental education to accelerate remediation within workforce programs. As the recipient of a TAACCCT Round IV grant in October 2014 to develop the “CNY FOOD (Future Opportunities Onondaga Delivers) Pathway Initiative,” which addresses the worker needs of the growing agribusiness and food industries in Upstate New York, contextualized remediation will be implemented within industry and occupation-specific modules, rather than through separate developmental education classes. As a partner on the TAACCCT Round II consortium, OCC adapted the I-BEST, ALP, and RISE models to accelerate development of basic skills. CNY FOOD takes this approach a further step, fully embedding basic academic content into a competency-based program that supports contextualized learning and personalized learning through the use of technology that increases active learning while also accelerating time to completion. This technology will include programs offered by Learning Resources Inc. (LRI), a proven online soft skills assessment and development tool that is also employer-driven.
- Specific efforts include development of WRD courses to support discipline-specific, contextualized developmental education now support students in Mechanical Technology and Architecture, with additional work underway to support students in the Education program.
• Accelerated developmental education options in English under the ALP model have expanded each semester and now include part-time faculty who have been trained in this program.
• Member of the Carnegie Foundation’s Quantway program—to help students progress at a higher rate out of developmental math into college level math courses; ALP program expanding in English to increase progression from developmental through credit bearing courses for more students in a shorter period of time.
• PREP For Success workshops to help students test out of developmental math and developmental reading.
• Participating in the SUNY-wide initiative with Teachers College for Alternative Placement methods, which will accurately place students into developmental courses.
• Newly opened Learning Center with expanded student support services.
• New Scholarship Strategy to promote retention and completion by awarding both freshmen and sophomore scholarships; focus on additional financial literacy efforts.
• Expanded articulation and 2+2 agreements with many 4-year schools.

3. **Student Achievement / Success (SAM)** – As you know SUNY was the first system in the country to adopt the Student Achievement Measure (SAM). SUNY campuses are still working to collect data for SAM; for now we are tracking SUNY Success Rates using the same formula as SAM. Briefly comment on student achievement overall and your campus efforts to enhance student achievement in the component parts of retention, persistence, graduation and transfer.

Participation in Achieving the Dream will focus Onondaga Community College on a series of metrics that are aligned with those under SAM. The college will track: successful completion of developmental education courses for those students who require them, completion of gateway courses with a C or better, semester-to-semester and year-to-year retention, transfer without earning a degree or certificate, earning a degree or certificate, and earning a degree or certificate and transferring. These metrics will help us track the impact of our efforts to increase student success. Efforts currently underway to support student success — to be tracked using these metrics — are noted elsewhere in the document, in the introduction and access, completion, and student success sections. Onondaga utilizes the SAM and VFA to track student achievement, as follows:

• Participated in SAM for the fall 2008 cohort and will do so for the upcoming fall 2009.
• Participated two years in Voluntary Framework of Accountability (VFA) which is a more extensive form of student progression measures specifically designed for community colleges.
• Using the fall 2008 six year credential seeking cohort (SAM only picks credential seeking students), our full-time student completion rate (associate/certificate and transfer/no transfer) was 24.6% and students who transferred out with no award was 34.2%. With significant efforts made by the college in academic advisement, tutoring, institutional aid and articulation agreements and joining Achieving the Dream we anticipate an increase in retention, persistence and graduation with a reduction in students who transfer prior to earning a credential.
• The College is also engaging with K-12 partners, making significant efforts to increase college readiness, which will reduce the time to graduation of entering freshmen.
• Student engagement beyond the classroom in clubs, leadership opportunities, service learning, living/learning communities, travel study, and internships provide additional student engagement opportunities.

4. **Graduation Rates** – Describe campus goals and plans to increase graduation rates at both the four- and six-year level for four year for baccalaureate institutions and at the two and three-year level for associate institutions. Compared to peers, within and outside SUNY, detail steps you are taking to continue to improve. You can also discuss your institution’s involvement in SUNY-wide initiatives such as seamless transfer, degree works, and Open SUNY, and the anticipated impact on your undergraduate graduation rates. Please include efforts to narrow gaps between URM and non-URM.
Onondaga Community College will decrease the average time to degree to 3 years by 2020. Efforts to support this will include: a pilot of the ASAP model in our selected programs, incentives to support full-time enrollment, multi-year schedule development, multi-year advising, incorporating summer sessions into student planning, and self-service access to degree audits through DegreeWorks. Achieving the Dream is guiding the institution to consider current achievement gaps, and to design appropriate programming to eliminate those gaps. In addition, we are working to develop incentives to support full-time enrollment, which includes the development of a “finish in 2” plan available to students who are able to make a full-time commitment to college. This will be an important piece of our K-12 collaboration, as the intention to finish college needs to be incorporated into the preparation for college, beginning much earlier than first postsecondary enrollment.

In order to track the effectiveness of college efforts to increase the proportion of students who are retained through completion of a credential, Onondaga Community College will continue to use the Voluntary Framework of Accountability metrics which examine subsets of students for two- and six-year outcomes, providing a clearer picture of student enrollment patterns which, at community colleges, tend to include fluctuation between full and part-time enrollment as well as periods of stop out. This understanding will help us not only target interventions that can support students moving through more quickly but will also help us understand the true graduation rate of students who attend OCC. We are projecting a three year graduation rate of 26% and a 6 year graduation rate of 30% by 2020. In addition, we will track the proportion of students who transfer before earning an associate degree. For those who transfer within SUNY, we will implement reverse transfer protocols, awarding the appropriate associate degree upon completion of remaining credits at a SUNY institution. Efforts to date also include:

- Joined Open SUNY, SUNY Degree Works and fully onboard with SUNY System-Wide reverse transfer.
- Joined Achieving The Dream (ATD). Tracking closely student progression, course completion, persistence retention and graduation

5. **Time to Degree** – Describe plans to reduce average time-to-degree. Does your campus have a finish-in-4 or finish-in-2 guarantee program? If not, what are your plans to implement one? If yes, report on participation and the effect the program is having on time to degree.

Onondaga Community College will decrease the average time to degree to 3 years by 2020. Efforts to support this will include: a pilot of the ASAP model in our selected programs, incentives to support full-time enrollment, multi-year schedule development, multi-year advising, incorporating summer sessions into student planning, and self-service access to degree audits through DegreeWorks.

- With expanded academic advisement and guided student course selection the college plans to significantly reduce the time to degree completion.

2.3 Success

6. **SUNY Advantage** – this represents campus selected initiatives and programs that make up the set of things that go beyond basic curriculum to support student future success (e.g., hands-on research, applied learning, study abroad/ multi-cultural experiences, enhanced co-curricular supports and opportunities, etc.). Please describe your plans for improvement in this area. What does your campus uniquely offer that you feel is critical to student success? Describe your efforts to increase participation for all students, including both URM and non-URM. In addition to campus-specific efforts, comment on plans to participate in SUNY-wide enabling initiatives and projects.

Onondaga Community College offers many opportunities for students to extend their learning beyond the basic curriculum in order to support their future success, including living-learning communities; enriched academic support services including embedded tutoring; student research opportunities; applied learning; and study abroad.

To extend the learning environment, Onondaga offers an array of themed residential learning communities, which provide a classroom experience supported by coordinated co-curricular programming in which faculty and staff collaborate to build connections and to provide seamless learning between both the classroom and living environment. In the fall of 2015, 30% of the residential population, or 269 residents, are participating in the ten communities. The themed communities include:

- Criminal Justice, focusing on law enforcement careers;
- A leadership community that seeks to build the skills needed to lead a team;
Internships are an integral part of CSTEP—to introduce undergraduate students to the ethos of research, provide insight into fields related to a student’s selected program and expose them to the rigors of undergraduate study. The CSTEP Research Internship Program exposes selected students to research and career opportunities in their major. The LSAMP Program is part of the Upstate alliance, with several four-year institutions consistently offering STEM-focused research opportunities to OCC STEM students. These institutions include Clarkson University, Cornell University, Rochester Institute of Technology, Rensselaer Polytechnic Institute and Syracuse University. OCC also works with the Biology Department to offer the Bridges to Baccalaureate Program with Binghamton University, which helps students transfer to the four-year program.

Onondaga also offers other applied learning experiences to our students, through the Career and Applied Learning Center (CAL Center), which works to increase and standardize applied learning opportunities across campus. The center includes a Service-Learning & Volunteer Coordinator and an Internship Coordinator. Currently, all 37 degree programs at Onondaga offer required or optional applied learning opportunities.

Nine degree programs require some form of applied learning. Onondaga currently offers 18 credit-bearing internship courses and multiple clinical experiences. On average, 30 courses offer a service-learning option every semester. In addition, any Onondaga student has the option of adding a service-learning experience to any course they are enrolled in by contracting with their instructor. After successful completion of a service-learning experience in the course, the student receives an “SL” designation on their academic transcript next to the appropriate course. Students in the Honors Program have the option of adding an independent service-learning or research component to any course they are taking. Under the guidance of the instructor, the student independently focuses on a topic or project of interest and receives Honors.
designation on their transcript after successful completion. Examples of Onondaga’s unique internship opportunities include:

- For the past 4 years, Onondaga students have been selected to participate in the NASA National Community College Aerospace Scholars program. Only six students in all of New York State were invited to participate in 2014, and four of them came from Onondaga.
- Peace Inc. Tax Preparation Internship: Interns volunteer to prepare both federal and state tax returns for low income families.
- A new relationship was recently formed with ICHOR Therapeutics so students can gain research experience in biomedical engineering while receiving academic credit.
- New internship courses have been developed in Interior Design and Physical Science.
- The new Nuclear Technology major encourages students to complete a summer internship at the Nine-Mile Nuclear Plant. Eight interns were placed in the first year of the program and another eight will be placed this summer. The first graduating class was fully employed in the field by graduation, citing their internship experiences as essential to their employment.
- The AmeriCU Credit Union’s campus branch trains at least two interns each semester in all aspects of the banking industry.

The Student Association requires each of the 30+ clubs to do 10 hours of community service each semester. All clubs and students campus wide are encouraged to participate in community and campus service activities. Onondaga was added to the President’s Higher Education Community Service Honor Roll in 2014, recognizing our commitment to meaningful service to the community. Some examples of Onondaga’s unique service learning experiences include:

- Through an international service-learning course, students in the Nursing program travel to Guatemala with suitcases filled with medical supplies. Their service-learning adventure brings medical care and knowledge to people who desperately need it. In their short time there, they provide community health presentations (on oral hygiene, vaccinations, breastfeeding, prenatal care, good nutrition), provide home visits to the homebound, and help build fuel efficient stoves in homes to help prevent significant respiratory problems by ventilating the smoke to the outside of the home.
- In order to address the need of creating a more welcoming community for the Deaf population in the Syracuse area, students in the newly created American Sign Language program have the option of teaching basic sign language to college staff on campus and employees at local businesses.
- Every fall semester, students in American Politics and State and Local Politics are trained as poll workers and serve at local polling sites on Election Day.

Moving ahead, new collaborations have been formed to improve applied learning opportunities: (1) The Center for Applied Learning (CAL Center) is working with the newly-formed Alumni office on campus to increase and strengthen relationships with local businesses and agencies where Onondaga graduates work. (2) The CAL Center developed a strong partnership with On Point for College, an organization that helps first generation youth get into college, graduate, and succeed after graduation, to better support these students in connecting with applied learning opportunities. A joint internship fair was held in January 2015. The CAL Center recently implemented a new software system, Purple Briefcase, which encourages students to participate in and track applied learning experiences throughout their time at Onondaga. Consistent with the SUNY Applied Learning Advisory Council, a Campus Advisory Board for Applied Learning has been formed, which will facilitate collaborations at Onondaga to promote the value of applied learning from the beginning of a student’s life—integrated into each student’s individual academic plan.

Onondaga students also have the opportunity to participate in study abroad experiences associated with classes in art, history, sociology, nursing, and Spanish. Recent offerings include:

- Nursing 286: An International Service Learning Experience for Health Care Students. This course was the companion to the service learning trip to Guatemala described above
- Spanish Immersion Program in Guatemala: A 21-day, full immersion Spanish program based in Antigua.

Future plans include OCC in India in Spring 2016, which will be collaboration between the art and history departments. Students will learn and practice Hindi, visit the Taj Mahal, and explore Indian art, history, politics, and culture.

Onondaga Community College also offers robust co-curricular opportunities for students to learn to be effective leaders. The OCC Board of Trustees includes a student elected by the student body as a voting member. Additionally, two student representatives serve as full members of the College’s shared governance body, the College Leadership Council,
and on the Onondaga Community College Association Board. OCC also has more than 30 student clubs and organizations and an active 5-star Phi Theta Kappa chapter. Onondaga boasts 17 sports teams with 255 student athletes, with athletic participation leveraged as a privilege for students who are academically engaged. OCC’s Arts Across Campus (AAC) is a co-curricular initiative which presents an annual comprehensive arts program, including concerts, theater, lecture, film, rotating art exhibitions, and permanent public art installations. This initiative is also characterized by partnerships with successful arts organizations such as Syracuse Stage, The Society for New Music, CNY Regional Scholastic Art and by collaborations with local, regional, and national artists, including OCC students, faculty, and alumni.

All of these efforts intersect with student success goals across the College, including efforts to promote student access and success for students from diverse ethnic and/or underserved backgrounds. Onondaga’s Diversity Master Plan also speaks directly to student success, with measurable goals and outcomes, including:

- Increase the numbers of students from underserved backgrounds who receive Community Promise Scholarships to 50%, from 45% in 2012-13;
- Develop the Sankofa Mentoring Program for male students of color. This program kicked off with 50 participants in Spring 2015 and will continue its activities;
- Engage at least 50 students/year in need of at least one developmental course in a summer bridge program. In Summer 2015, 126 students participated in bridge programs offered by EOP, Say Yes to Education, Liberty Partnerships Program, Onondaga Pathways to Careers (for students with disabilities), and CSTEP/LSAMP.

Other campus programming for multicultural and diverse populations includes:
- LGBTQ Ally Week. Future plans include development of an ally training program for employees.
- Hispanic Heritage Month
- Women’s History Month
- Black History Month

OCC’s newly developed Collaborative Programming Board draws representatives from the various academic and student services departments that offer diversity programming, such as Student Leadership, Athletics, academic departments, Diversity Services, and Residence Life, in order to improve the coordination and promotion of multicultural and other student programming.

Finally, Onondaga is in the planning/pilot phase of a new model for enhanced student supports to provide increased community-based services to students. OCC serves a diverse student population, including individuals in poverty, displaced workers, and refugees. Over 3100 students (nearly 40% of degree-seeking students) have incomes within 150% of poverty. These students face numerous nonacademic barriers to success, including homelessness, hunger, unreliable transportation or child care, and medical emergencies or other setbacks that leave them unable to pay basic living expenses, let alone obtain books for class. Central New York has implemented programs at the K-12 level to attempt to improve high school completion. These students require similar supports to remove economic and social barriers to completion when they reach OCC. The College also manages JOBSplus!, Onondaga County’s welfare to work program, where over 39,000 adults receive SNAP benefits. All these populations need far more support than the traditional college model is designed to provide.

The proposed single-stop model streamlines students’ access to support services and public benefits that go beyond traditional student services provided in the college setting, serving as a community hub for access to resources. Such a model makes “wrap-around” services and support more accessible to students; de-stigmatizes help-seeking by integrating services within the college’s infrastructure; and, marshals available public benefits and community support services to help students to remain enrolled and complete a program of study so that career opportunities may be attained. The model is being developed this year through a grant from Campus Compact, providing a VISTA staffer to conduct needs assessment, recruit and train volunteers, and establish systems and process to support operation of a comprehensive center for these types of wrap-around services. The target is to serve 200 students in this first year. We anticipate that at least 85% of students screened for services will be able to access additional benefits and services.

7. **Financial Literacy** – Please describe campus efforts, through SUNY Smart Track and other initiatives, to promote smart student borrowing, decrease student default rates, and increase the financial knowledge of all students. Be sure to document the impact your efforts are having on the measures you are tracking to support performance in this area.
At Onondaga, more than 80% of students rely on some form of financial aid to pursue their degree programs, and approximately 50% of graduates in 2012-2013 had incurred debt to attend Onondaga. The median borrowing for students is $6,000. Onondaga is working to help students to borrow responsibly and manage their debt, to provide assistance to ensure that students can access the support they need to overcome financial challenges that might prevent them from attaining their educational goals, and to help students to build strong financial literacy and skills that will benefit them throughout their lives.

To achieve these goals, OCC participates in the SUNY Smart Track Financial Literacy Initiative as one tool for educating students on these issues. Additionally, OCC offered financial literacy fairs last year, in partnership with AmeriCU, including panels of successful OCC alumni and area business people, and interactive financial literacy activities, with over 150 students participating. AmeriCU, with a branch on campus, provides internships to Onondaga students that include extensive training in service center operations and peer education and outreach on financial literacy topics. Currently, AmeriCU is partnering with the College to conduct extensive outreach to new and continuing students and to develop a comprehensive strategy to educate students about key financial topics and to encourage them to develop the habit of saving for major life needs: education, first home, needs of family members, retirement.

Further, the Financial Aid Office provides counseling throughout the year, delivers workshops during open house events, and conducts an annual financial aid workshop that serves 200 to 400 students and parents, and provides a budgeting/financial planning workshop that is typically attended by 50 individuals. In addition, financial aid information is included in new student orientation, and the College offers FAFSA workshops regularly, to assist students and families in completing the FAFSA and learning more about federal and state financial aid. The College will also be developing and implementing a planning tool to educate students and families about the cost of attendance, which will allow individualizing college financial planning to their particular financial situation.

Onondaga’s official three-year cohort default rates show a rate of 19.2% in 2009; 19.7% in 2010; and 15.3% in 2011. The performance goal is to continue that decline for a goal of 15% by 2018 and 14% by 2020.

2.4 Inquiry

8. **Total Sponsored Activity** – Please describe your plans to increase total sponsored activity. This should include plans for raising research expenditures but also noteworthy efforts related to increasing industry-sponsored activity, grants in high-priority areas, investment in faculty hires, number of proposals submitted, sponsored graduate research fellowships, etc. Please report on efforts to identify and track inclusive excellence in this area.

   OCC projects a modest increase in sponsored activity. The following efforts will be focused on reaching that goal:

   - OCC is focusing its efforts on seeking sponsored funding to support key initiatives aligned with its strategic goals. The College has submitted and secured funding to encourage enrollment and success of students in its STEM programs through scholarships, mentoring, student research and internships, and special programs (e.g., NSF S-STEM, NYS CSTEP, US NRC Scholarships, and NSF LSAMP and NSF ATE partnerships)
   - Build its workforce development programs in partnership with employers and community partners, create pathways out of poverty and to viable career paths in CNY, and promote entrepreneurship and small business development (e.g. US DOL TAAC CCT, CENG/Nine Mile Point, JPMC, Onondaga Civic Devel Corp, US SBA Advanced Manufacturing Jobs Innovation Acceleration Challenge Cluster for Thermal and Environmental Control Systems, management of JOBSplus! and SBDC)
   - Strengthen support for students with Disabilities (US DOL Onondaga Pathways to Careers)
   - Strengthen transfer to four-year colleges (partnerships with SUNY Oswego’s First in the World project and Binghamton Bridges to the Baccalaureate) and strengthen pathways from high school to college (NYS Liberty Partnerships, NYS P-TECH).
   - In the coming years, OCC will continue to expand its grant seeking, focusing on critical capital funding needs to support workforce development, career entry, enrollment, and completion; STEM programs; and student success initiatives designed to remove barriers to success and improve completion rates, transfer, and career entry.
   - In terms of tracking, the Grants Office tracks proposal submissions, number of submissions per year, award request, award amount, and percentage of grant requests that are approved. The office prepares a calendar of opportunities that will be pursued based on college priorities. The Office does not establish a goal of submitting
a specific number of awards and instead works to identify opportunities that align with the College’s priorities. 
Going forward, the office is working to create an annual snapshot/dashboard of targeted outcomes of sponsored projects and outcomes achieved.

9. **Student hands-on research, entrepreneurship, etc.** – As measured by courses in SUNY Institutional Research Information System (SIRIS) that include hands-on research, entrepreneurship, etc. SUNY is just beginning to collect this information through SIRIS but it will take effort on the part of campuses to get reliable data. Please describe your plans for promoting hands-on research and entrepreneurship, and your efforts to accurately capture this data in your SIRIS data submission.

- OCC faculty have worked over the past decade to increase internship, applied learning, student research, and entrepreneurship opportunities. For example, faculty in Chemistry and Physical Sciences and Environmental Technology have integrated research into their programs. The Biology faculty developed a research course for students who are preparing for summer research experiences.
- Faculty have collaborated with four-year partners to expand research opportunities for students. For example, OCC is a core partner on the SUNY Water Research and Education Center that will be established on Onondaga Lake. Onondaga students already conduct research at the Lake, and this collaborative partnership will expand these opportunities for students. The CSTEP and LSAMP initiatives at OCC include research and internship requirements for students. Faculty have also worked to promote entrepreneurship opportunities for students, and these efforts will continue in partnership with the SBDC, Syracuse Tech Garden, and other partners.

**Scholarship, Discovery and Innovation** – Some of the SUNY Excels metrics selected by the SUNY Excels Steering Committee and approved by the SUNY Board of Trustees will require system and campus shared commitment to report and collect the data, and possibly make changes to our campus data submissions to standardize collection of this data going forward. While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure it, how do you measure it, how would you recommend we define, collect and measure this item, etc?

- OCC courses that include research or internship components are documented. OCC does not systematically track students who participate in research projects and internships. Programs that receive external funding (CSTEP, LSAMP, S-STEM Scholars, NET Scholars, etc.) track student participation, and the Career and Applied Learning Center at Onondaga tracks the number of students who seek research and internships through CAL.
- If system-wide metrics or annual targets are established for sponsored programs, it is important to ensure that metrics do not incentivize campuses to pursue volume/number at the expense of focused efforts to secure external funding to advance priority goals of each college and the system as a whole.

**2.5 Engagement**

10. **START-UP New York and beyond (businesses started / jobs created)** – With the introduction of START-UP NY, campuses were provided a new tool to foster, build, and sustain robust linkages with business and industry to support both academic and economic development. In this section, campuses should report on efforts to build linkages with business and industry (including, but not limited to, those under the START-UP NY umbrella). Explain how those linkages support the academic mission of the campus, citing specific metrics (as applicable) such as the number of experiential learning experiences provided to students, number of jobs created, number of students and alumni starting new business and/or working in START-UP NY businesses, collaborations with faculty, new patents developed, etc.

OCC is partnering with over fifteen local employers to design workforce training for the agribusiness, food processing, and manufacturing industry sectors. These programs are expected to result in living wage employment for over 300 individuals. In addition, OCC is collaborating with a different agribusiness employer seeking to locate in CNY through the Upstate Revitalization Initiative which is expected to employ up to 1200 within five years.
11. **Alumni / Philanthropic Support** – As you know, across SUNY there is increased and focused attention on creating and strengthening a culture of philanthropy and alumni engagement. Describe your plans and strategies for enhancing alumni engagement in campus activities, advocacy projects, and student support, as well as your plans to increase the level of alumni support and donorship. Additionally, briefly describe the case statement and status of your (current or planned) capital campaign including individual campus goals, and how the work that your institution has been doing aligns with the system-wide, multi-year target of $5B target by 2020-21.

Alumni partnerships are being forged and strengthened through an Assistant Director of Alumni Communication who coordinates the annual Alumni Faces recognition program; creates opportunities for alumni to present to students as part of a campus leadership series and career exploration activities; and, showcases alumni accomplishments in online and print publications.

12. **Civic Engagement** – While reporting on your plans for this metric, we would appreciate your comments and perspective on data collection and reporting for this measure – for example, does your campus measure civic or community engagement, how do you measure it, how would you recommend we define, collect and measure this item, etc.?

OCC offers an array of applied learning experiences through its curriculum and is expanding the range of student employment opportunities available on campus. The College also coordinates days of community service. OCC students experience considerable economic challenges and related barriers to education. Consequently, it is critical to focus community engagement efforts on practical skill development and activities where transportation is available via the College or public transportation systems.

**Economic Impact** – While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure economic impact, how do you measure it, are you planning a study, etc.?

- The College measures Economic Impact by using the services of Economic Modeling Specialists International (EMSI). It uses both college data – enrollment, finance, human resources, and department of labor data bases

**Section 3: Conclusion and Expected Impact on your Campus**

Provide an overview of your campus’s performance improvement plan and a statement on the broader impacts of the proposed activities on your campus – students, faculty and staff and the wider community – and more broadly the State of New York.

Onondaga Community College’s plan is broad and far reaching. We have aligned with important national efforts in order to leverage new ideas, best practices, and solutions at scale for our college. We have built the foundations necessary to tackle these broad issues and to enhance our impact on the businesses, institutions, agencies, and communities in our region. The college’s commitments to achieving the outlined gains in access and completion stem from the college’s commitment to being an integral partner in the efforts to build the economic and civic health of central New York. Like most community colleges, the vast majority – in the research, typically at least 85% - of our graduates remain within our community. They become the business, civic, and education leaders and create the future of the region we share. Our inclusion of applied learning, both curriculum-based internships and service learning, are intentional building blocks of our region’s economic and civic future. Our support of access through enhanced K-12 collaboration and family outreach is part of the Syracuse City School Districts drive to improve. We are, as you would expect, deeply rooted and firmly committed to the region we serve. We are proud to submit this first performance improvement plan and believe that it is a solid bridge from the college’s first 55 years to its next.