

OCC College Leadership Council - Agenda  
 February 2, 2024  
 1:30 – 3:30 PM  
 Whitney 210

Members Present:

Staff and Students Present:

Agenda Item	Presenter	Main Point of Discussion	Outcome	Follow-up Actions
Call to Order	Dr. Hilton			
Approval of minutes from 11-17-23	Dr. Hilton			
Student Success Policy	Dr. Hilton	To share with the members for a final vote at the April 5, 2024 CLC meeting.		
Schools Update – Health, Wellness & Human Services	Dr. Fabrizio & S. Asbie-White			
College Hour Presentation	A. Mancini & A. Marin			
Athletics Update	M. Borsz			
Institutional Effectiveness Committee	Drs. Choseed and Vormwald			
Middle States	Dr. Choseed and E. Vacarro			
Open Forum for Council Members	Dr. Hilton			

Meeting adjourned at .

OCC College Leadership Council - Minutes

November 17, 2023

1:30 – 3:30 PM

Whitney 210

**Members Present:** Dr. Warren Hilton; Lisa Hoff; Anthony Mancini; Mark Manning; Colleen Stevens; Olin Stratton; James Taylor

**Staff and Students Present:** Sarah Gaffney; Julie Hart; Christian Heisler; Michael O'Connor; Justin Pritchard; Dr. Deborah Ryan

**Agenda**

Item	Presenter	Main Point of Discussion	Outcome	Follow-up Actions
Call to Order	Dr. Hilton	Dr. Hilton called the meeting to order at 1:32 PM.	N/A	N/A
Approval of minutes from 10-20-23	Dr. Hilton	Minutes approved by L. Hoff; seconded by C. Stevens; all in favor, none opposed.	N/A	N/A
Enrollment Update	S. Gaffney	S. Gaffney provided an overview of enrollment and current initiatives within the same.	O. Stratton complimented on the use of the spreadsheet for tracking purposes. L. Hoff asked for some clarification of attrition rates for downstate students.	S. Gaffney said she would provide information to L. Hoff on attrition rates. She will ask for updates to the dashboard through IPAR to reflect this.
Schools Update	Dr. Ryan and M. O'Connor	Dr. Ryan introduced the team; M. O'Connor reviewed the programs within the school and enrollment trends; Dr. Ryan reviewed student engagement events for the semester and outreach opportunities. M. O'Connor reviewed the leading indicators for program enrollment for spring 2024.	N/A	N/A
Student Success Council Check-in	C. Heisler and J. Pritchard	J. Pritchard and C. Heisler provided an update on the Student Success Council.	L. Hoff asked if we could work more to ensure faculty buy-in for early momentum metrics.	Discussion about being specific with the broader early momentum metrics or what is in progress currently; working to

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				see how faculty can be involved or the relevance to them. A. Mancini asked about a student rep on the SSC or to participate in the Data Summit. W. Hilton suggested inviting the students to attend.
Open Forum for Council Members	Dr. Hilton	Nothing at this time.		

Meeting adjourned at 3:37 PM.

# **B21: Student Success**

Responsibility for Maintenance: Office of the President

Date of Most Recent Changes:

## **I. Policy Statement**

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

## **II. Reason for the Policy**

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

## **III. Applicability of the Policy**

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

## **IV. Related Documents**

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

## **V. Contacts**

<b>Subject</b>	<b>Office Name</b>	<b>Title or Position</b>	<b>Telephone Number</b>	<b>Email/URL</b>
Questions regarding the Policy	President	Chief of Staff	(315) 498-2214	<a href="mailto:hartj@sunyocc.edu">hartj@sunyocc.edu</a>

## **VI. Definitions of Student Success**

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

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

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

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

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

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

AND

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

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

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

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

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

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

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

## **VII. Procedures**

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

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

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