

OCC College Leadership Council - Agenda

April 5, 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 called the meeting to order at PM			
Approval of minutes from 3-8-24	Dr. Hilton asked for approval of the minutes. Approved by and seconded by			
Student Success Policy	Dr. Hilton	Feedback from all of the constituent groups needed; open discussion		
Campus Climate Survey	Dr. Hilton/O. Stratton	Recommendations to be discussed		
CLC Assessment	Dr. Hilton	Compliance with Middle States		
Schools Update – Technology, Engineering & Computing	T. Mathews			
Schools Update – Liberal Arts & Sciences	Dr. M. Hicks			
Middle States Update	Dr. Hilton/L. Hoff	Self-Study Design		
Open Forum for Council Members	Dr. Hilton			

Meeting adjourned at .

OCC College Leadership Council - Agenda

March 8, 2024

1:30 – 3:30 PM

Whitney 210

Members Present: Lori Doyle; Dr. Warren Hilton; Lisa Hoff; Abigail Marin; Anthony Mancini; Shannon Nolan; Colleen Stevens; Olin Stratton; James Taylor; Anastasia Urtz

Staff and Students Present: Dr. Malkiel Choseed; Kristen Costello; Dr. Gerardo Cummings; Julie Hart; Christian Heisler; Dr. Sean Vormwald; Scott Whalen; Dr. Eunice Williams

Agenda

Item	Presenter	Main Point of Discussion	Outcome	Follow-up Actions
Call to Order	Dr. Hilton called the meeting to order at 1:31 PM			
Approval of minutes from 2-2-24	Dr. Hilton asked for approval of the minutes.	Approved by J. Taylor and seconded by O. Stratton. All in favor; none opposed.		
Student Success Council Update	C. Heisler & J. Pritchard	C. Heisler provided an update on the SSC. Data Summit was a big success; holding it right after the plenary was a good idea. Subcommittee on attendance presented at the Data Summit and received a lot of feedback and support on this initiative. The Lyft program continues to be reviewed, narrowing down the data, etc. Looking at ways to dissect what's there to see what we will ask for the focus groups and how we can market this idea to potential funders. Also received a presentation by Dan Nemeth-Neumann on his Student Success Challenge project on res life. To-date, his project has met all of the deliverables. A more detailed	A suggestion from K. Costello was to see if a faculty member could be involved in the study halls? Might increase attendance, particularly if the student knows them or if it's a class they need assistance with. A. Urtz wondered if those students might already be populating in the library and if we could move into that space more.	

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			presentation on the project will be given to Executive Council next week.		
Student Success Policy	Dr. Hilton		To share with the members for a final endorsement at the April 5, 2024 CLC meeting.		
Schools Update – Liberal Arts & Sciences	Dr. Melissa Hicks		Postponed until the April 5 CLC meeting.		
Unity Day	Dr. Eunice Williams		Dr. Williams provided an update on the Unity Day program for the 2023-24 academic year.		
DEIB Council	Dr. Eunice Williams		Dr. Williams provided an update on the Diversity Master Plan action items and the work of the Council.		
College Hour – spring semester start date	Dr. Hilton		To determine what the best start date is for the spring semesters.	OCCAC shared their survey results which were in favor of keeping college hour at the same date and time as now and having the spring semester start the Monday after MLK day, starting in spring of 2026. Motion by O. Stratton and seconded by A. Mancini. All in favor; none opposed.	
Institutional Effectiveness Committee	Drs. Choseed and Vormwald		Institutional Effectiveness Plan final endorsement. Suggestion by O. Stratton to remove the pillars of the Strategic Plan should this IE plan outlast the Strategic Plan.	L. Hoff moved; C. Stevens seconded. All in favor; none opposed.	
Data Governance	Dr. Hilton		Endorsement of this Committee as a standing committee of the College Leadership Council.	Motion by L. Hoff and seconded by A. Urtz. All in favor, none opposed. Addition of Data Governance Council to the CLC.	

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Open Forum for Council Members	Dr. Hilton	SGA had a roundtable discussion yesterday with other campuses. Worked well. Other conversation surrounding club advisors being only internal OCC faculty and staff. Dr. Hilton offered his thanks to the SGA Officers for their advocacy work supporting the Empire State Guarantee. Reminder from K. Costello on the photo opportunity for students and staff to get a headshot taken.		
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Meeting adjourned at 2:44 PM.

B21: Student Success

Responsibility for Maintenance: Office of the President

Date of Most Recent Changes:

I. Policy Statement

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

II. Reason for the Policy

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

III. Applicability of the Policy

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

IV. Related Documents

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

V. Contacts

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

VI. Definitions of Student Success

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

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

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

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

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

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

AND

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

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

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

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

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

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

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

VII. Procedures

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

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

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

Onondaga Community College

Faculty Senate

Faculty Senate Resolution Regarding Board of Trustees' Student Success Policy

WHEREAS the Onondaga Community College Faculty Senate is the elected representative body through which the faculty role in shared governance is voiced and conducted, including in matters related to Curriculum, Assessment, and Student Success; and

WHEREAS the Faculty Senate fully agrees that Student Success is the priority of the College; and

WHEREAS it is the responsibility of the Board of Trustees to set policy according to the New York Code governing Community Colleges (8 NY Comp Codes Rules and Regs § 604.2) ; and

WHEREAS the College Faculty have the responsibility to “participate in the formulation of the policy relating to... curriculum and other study programs, and the granting of degrees...”(8 NY Comp Codes Rules and Regs § 605.1); and

WHEREAS the draft of the Student Success Policy currently under consideration by the Board has mathematical and philosophical concerns raised by the Faculty Senate, which should be addressed through shared governance; and

WHEREAS the AAUP 1966 *Statement on Government of Colleges and Universities* states, “The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation;” and

WHEREAS the College has an Institutional Effectiveness Committee as part of its shared governance structure, and this Committee produces an Institutional Effectiveness Plan that is reviewed and approved by the College Leadership Council; and

WHEREAS the College's Institutional Effectiveness Committee should be the originating body for any specific details regarding the definition and measurement of student success and administrative assessment procedures at the College; and

WHEREAS the College's Institutional Effectiveness Plan informs operational plans of appropriate offices and committees;

BE IT RESOLVED,

The Faculty Senate urges the Board of Trustees to approve a modified policy that emphasizes the importance of Student Success, and delegates responsibility for defining processes and criteria for assessing student success rates to the system of shared governance that includes faculty participation, the Institutional Effectiveness Plan produced by the College Leadership Council, and the Institutional Effectiveness Committee.