

**OCC College Leadership Council - Agenda**

**May 10, 2024**

**1:30 – 3:30 PM**

**Whitney 210**

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

**Staff and Students Present:** Fernando Guzman; Julie Hart;

**Agenda**

<b>Item</b>	<b>Presenter</b>	<b>Main Point of Discussion</b>	<b>Outcome</b>	<b>Follow-up Actions</b>
Call to Order	Dr. Hilton			
Approval of minutes from 4-5-24	Dr. Hilton			
Foundations of Leadership (Programs & Academic Support Committee)	Dr. Choseed, E. Vaccaro, Dr. Diego Navarro	Year-end check-in		
Student Success Council	C. Heisler & J. Pritchard	Year-end check in		
Institutional Effectiveness	Drs. Vormwald & Choseed	Year-end check-in		
Meg O’Connell Center for Social Justice & Community Impact	Dr. Tuttle	Year-end check-in		
Campus Climate Survey	O. Stratton	Update on meetings and feedback		
Student Success Policy	O. Stratton	Faculty Senate endorsement of new edits		
CLC Assessment	Dr. Hilton	Feedback on assessment		
Middle States Update	Dr. Hilton			
Open Forum for Council Members	Dr. Hilton			

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Meeting adjourned at PM.

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**Staff and Students Present:** Dr. Agatha Awuah; Nancy Carr; Julie Hart; Dr. Melissa Hicks; Nicole Hotaling; Ted Mathews; Dr. Rick McClain; Dr. Sean Vormwald; Dr. Larry Weiskirch; Scott Whalen

**Agenda**

Item	Presenter	Main Point of Discussion	Outcome	Follow-up Actions
Call to Order	Dr. Hilton called the meeting to order at 1:33 PM.			
Approval of minutes from 3-8-24	Dr. Hilton asked for approval of the minutes. Approved by J. Taylor and seconded by L. Hoff; all in favor; none opposed.			
Student Success Policy	Dr. Hilton	Feedback from all of the constituent groups needed; open discussion	Student Government did not have opposition or additions to the policy; OCCAC represents 161 people and sent out a survey asking for feedback – none was presented on the policy. Faculty Senate does not support the policy for many reasons – they do support student success 100% of the time, but it is not in the purview of the Board of Trustees to be making the policy based on NYS Ed Law. Faculty passed a resolution on this stating they would endorse	

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			<p>a policy with a statement but not one that included the details presented. The policy would still remain focused on student success, but the metrics would be met through a committee such as Institutional Effectiveness. Comments that it appears to be operational rather than aspirational; no opposition to the concept, just the level of detail; discussion on the options by which we can move forward with the policy. Endorsement from SGA and OCCAC, but not Faculty Senate.</p>	
<p>Campus Climate Survey</p>	<p>Dr. Hilton/O. Stratton</p>	<p>Recommendations to be discussed</p>	<p>Review of history behind previous surveys and the current PACE survey, the four categories of measurement, and the survey scale. Highlight top and bottom results. Primary themes for improving climate, examples of recommendations for action and next steps.</p>	<p>Approval to release data and post on the IPAR website. Develop schedule of town hall meetings to release the data. Use of the Campus Climate Survey workgroup to continue with next steps.</p>
<p>CLC Assessment</p>	<p>Dr. Hilton</p>	<p>Compliance with Middle States</p>	<p>An assessment needs to be done for Middle States Compliance.</p>	<p>Julie will share the assessment with CLC for edits before sending out. Plan in place to conduct assessments every two years for Faculty Senate, Board</p>

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Schools Update – Technology, Engineering & Computing	T. Mathews	Provided an update on the activities and team from TEC.		of Trustees, and College Leadership Council.
Schools Update – Liberal Arts & Sciences	Dr. M. Hicks	Provided an update on the activities and team from LAS.		
Middle States Update	Dr. Hilton/L. Hoff	Self-Study Design	At the recent Steering Committee meeting, it was noted that we include a Middle States update at each CLC meeting.	Charge to be developed for Institutional Effectiveness to develop a periodic assessment of the mission and goals of the College. Motion by O. Stratton, seconded by J. Taylor. We will amend the current charges for the 2023-24 academic year to be sure we are in compliance and meet the deadlines for Middle States.
Open Forum for Council Members	Dr. Hilton	O. Stratton – concerns about cohorted hidden sections and how it might hurt enrollment for students. SGA has met and discussed this. The cohort section seems to be effective but hiding them isn't fair for students. It shouldn't be hidden but should be locked so that students can't register until meeting with an	A. Urtz has done degree audit analysis. These are courses that should have been taken in the first year but we know students take courses out of order. Most should be filled with 15 seats and then we release the remainder. We anticipate a lot of Reg Now students over the next few weeks. Cohorting has	

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		advisor and being made aware that it is a cohorted class. SGA is asking that a message be sent to students making them aware of the cohorts and to meet with their advisors if they have more questions.	been a discussion for some time, and the sections should fill. We will reevaluate this program in the future to determine if it will continue.	
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Meeting adjourned at 3:43 PM.

# B20 Student Success

Responsibility for Maintenance: Board of Trustees

## I. Policy Statement

The success of Onondaga Community College depends on the success of students. OCC will continually align its student success efforts with the vision, mission, and core values of the College.

Onondaga Community College has adopted a Guided Pathways framework, based on research informed by the American Association of Community College's Pathways Program. Additionally, in consultation with Achieving the Dream, OCC has researched data-informed strategies utilized by successful community colleges.

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 our 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

College Vision, Mission and Core Values

## V. Contacts

Subject	Office Name	Title or Position	Telephone Number	Email/URL
Questions regarding the Policy			(XXX) XXX-XXXX	Insert email address here. List complete URL, if appropriate.

## **VI. Student Success Definitions**

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.

### **A. Early Momentum/Leading indicators of Student Success**

As defined by the Community College Research Center, these are strong leading indicators of improved student completion rates over a longer term. These measure credit momentum (accumulation of college credits towards degree completion), gateway course momentum (completion of college English and Math courses) and persistence momentum (fall to spring re-enrollment of students)

### **B. Lagging Indicator – Retention**

Entering first-time students in the fall who either re-enroll and/or graduate the following fall.

### **C. Lagging Indicator - Degree/Certificate Completion**

Full-time first degree/certificate seeking students who complete their program of study in a given period of time usually 2 years (100%), 3 years (150%) and/or 4 years (200%) for community colleges.

### **D. Transfer Outcomes**

Research has shown that community college students who transfer with junior status in 4-year institutions outperform the "native" students. The National Clearinghouse data tracks students' enrollment at their respective transfer institutions.

### E. Employment Outcomes

The U.S. Department of Education has issued new reporting requirement for institutions as part of the Financial Value Transparency and updated Gainful Employment regulations. This is intended to gather information on student debt, financial aid gaps, and completion and success rates for students and their families.

### F. Goals

As an institution, the goals we set for our students must be SMARTIE: Specific, Measurable, Achievable, Realistic, Timely, Inclusive and Equitable

### **VII. Procedures**

To work toward improvement in student success, OCC,

- 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.
- Professional development that empowers faculty to adopt 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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Approved by the OCC Board of Trustees June 25, 2024