Programs and Academic Support Committee report to CLC, May 2025

Charges for 2024-25:

1. The development of a web presence. Each Committee has a webpage – it should be populated with minutes and agendas for each meeting throughout the year, as well as for previous years where available.

   ✓ See https://www.sunyocc.edu/programs-academic-support-committee

2. The development of a "guiding document," similar to bylaws but provides the Committee members with an overview of the Committee's roles and charges for each year. This document should also show how the work of the Committee relates to standards within Middle States and the goals within the College's Strategic Plan.

   ✓ See https://www.sunyocc.edu/programs-academic-support-committee

3. Review student academic complaints to determine patterns and if they are being resolved, etc.

   ✓ Key findings from report submitted to CLC:

   - Record keeping on the part of department chairs can be improved in terms of consistency across departments and chairs as well as easier to access when personnel changes occur. Senate's approval of changes to Academic Rules should address these issues.
   - Some sort of "speed notes" to indicate the primary category of the complaint could be added to the record keeping system, allowing anonymous reports to be drawn on the number and frequency of the type of concern, allowing OCC to identify trends over time.
   - Addressing the "lack of responsiveness/communication" concern appears to be the simplest task and has the potential to lower complaints by as much as a 1/3.

4. Continue work on the Foundations of Leadership through this Committee and as a Student Success Challenge project for 2024-25. Plan to report back on your progress no later than the May 2025 CLC meeting.

✓ Key findings from the 2024-2025 academic year for the FOL project

- 75 students have completed the workshop and earned the micro credential / Credly badge since our first offering in August 2023.
- Students who complete the workshop find it extremely helpful. The following text is from a Jan. 2025 participant:
    - "Thank you so much the program was so beneficial and I hope [some] people will be paying to take that class or even it's just a thing that's given to all first time students and just a requirement. Probably shorter so that it could fit different groups of people but I think it's definitely a necessary thing for us as students to receive"
- **Sustainability** and **scalability** are the biggest issues. As of right now, we can reliably offer the workshop to 50 students, with the potential to offer it to up to 75.
- There are costs associated with the FoL (food and beverage, faculty facilitation, stipends to students if that continues, supplies, etc.)
- We need CLC to help us determine a direction/priority populations and where this program will be housed, a budget drawn from, etc. if it is to become a permanent part of the fabric of OCC.

Foundations of Leadership Workshop - Data Review and Future Considerations

Programs and Academic Support Committee, 2025

Data compiled by IPAR

Comparison between Workshop Participants vs Non-participatns (degree seeking)

	2023FA		2024SP		2024FA		2025SP	
	Non Participant	Participant	Non Participant	Participant	Non Participant	Participant	Non Participant	Participant
# Degree Seeking	4347	3	3796	13	4428	33	3915	26
Avg. Term GPA	2.32	3.81	2.47	2.95	2.4	2.33		
Avg. % Passing Grade (Enrolled)	64.0%	100.0%	69.0%	75.0%	65.0%	70.0%		
Avg. % Passing Grade (Completed)	70.0%	100.0%	74.0%	86.0%	72.0%	76.0%		
Term_retention	3010	2	2037	11	3116	24		
	69.2%	66.7%	53.7%	84.6%	70.4%	72.7%		
Graduate before FA24	730	1	564	0	29	0	24	0
	16.8%	33.3%	14.9%	0.0%	0.7%	0.0%	0.6%	0.0%

*% Passing Grade (Enrolled): # sections with passing grades / # all registered sections

**% Passing Grade (Completed): # sections with passing grades/ # all completed sections (Excl. WD)

	2023FA		2024SP		2024FA		2025SP	
	Non Participant	Participant	Non Participant	Participant	Non Participant	Participant	Non Participant	Participant
# Degree seeking URM	1491	0	1268	6	1549	14	1295	17
Avg. Term GPA	1.87		2.1	2.36	1.93	2.06		
Avg. % Passing Grade (Enrolled)	52.0%		58.0%	68.0%	52.0%	66.0%		
Avg. % Passing Grade (Completed)	58.0%		65.0%	73.0%	60.0%	71.0%		
Term_retention	934		625	5	979	10		
	62.6%		49.3%	83.3%	63.2%	71.4%		
Graduate before FA24	178		135	0	11	0		
	11.9%		10.6%	0.0%	0.7%	0.0%		

Workshop Participants: Comparison by URM & First Gen Status

	2023FA		2024SP		2024FA		2025SP	
By URM	**Non-URM**	**URM**	**Non-URM**	**URM**	**Non-URM**	**URM**	**Non-URM**	**URM**
# Participants	3	0	7	6	19	14	9	17
Avg. Term GPA	3.81		3.53	2.36	2.52	2.06		
Avg. % Passing Grade (Enrolled)	100.0%		82.0%	68.0%	72.0%	66.0%		
Avg. % Passing Grade (Completed)	100.0%		100.0%	73.0%	79.0%	71.0%		
Term_retention	2		6	5	14	10		
	66.7%		85.7%	83.3%	73.7%	71.4%		
Graduate before FA24	1		0	0	0	0		
	33.3%							
By First Gen Status	**Non FirstGen**	**FirstGen**	**Non FirstGen**	**FirstGen**	**Non FirstGen**	**FirstGen**	**Non FirstGen**	**FirstGen**
# Participants	3	0	5	8	18	15	15	11
Avg. Term GPA	3.81		3.75	2.55	2.5	2.12		
Avg. % Passing Grade (Enrolled)	100.0%		75.0%	76.0%	77.0%	60.0%		
Avg. % Passing Grade (Completed)	100.0%		100.0%	79.0%	83.0%	68.0%		
Term_retention	2		4	7	13	11		
	66.7%		80.0%	87.5%	72.2%	73.3%		
Graduate before FA24	1		0	0	0	0		
	33.3%							

On 4.25.2025, Malkiel presented the date prepared by IPAR to the Student Success Committee for help interpreting it. Below is a summary of their feedback:

- GPA difference between participants and non-participants appears to be the area where we see potential for the impact of FoL on students.
    - When doing statistical research, having 30 or more in the sample is desirable. We have this in one of our samples, but the positive impact decreases as the number of students we offered it to increases (big difference with 3 participants but the GPAs become much closer together with 30+ participants).
    - Where we see a positive impact, we cannot rule out selection bias as a contributing factor (i.e., as it was essentially first come/first served within the recruited populations, the students who would volunteer to participate are the type that might do better than average regardless).

- If we offered it to first time students as a pre-1st semester, extended orientation workshop, it would give us a clearer impact because we could measure completion of 1st year English and Math as well as other factors.

- Doing a random selection of participants within a single group rather than a first come/first served model of anyone who signs up would allow us to compare 'apples to apples.'
    - The fact that we cannot easily accommodate more than 50 students at a time right can work for us in this regard. We could solicit 100 students from Adolescent and Childhood Ed majors or students returning from academic probation, but only deliver it to a randomly selected 50. Oksana thought that the Ed majors might be better for our random selection trials because they might have lower risk factors generally than students returning from probation, and that would allow us to see the potential impact more clearly. Shara Davis from AtD commented that the students on academic probation

Overview:
Due to limited facilitator availability, we can offer a maximum of three workshop cohorts per semester, with each cohort accommodating up to 25 students. In practice, we've typically been able to offer only two cohorts (50 students total), creating a need to prioritize access.

Challenge:
We have a variety of groups who could benefit from this program. Due to limited facilitator availability, we will need to narrow down our list for outreach and recruiting.

Recommended Priority Groups:

1. **Students returning from academic probation**
    a. Has the potential to have a big impact on this population.
    b. Approximately 125-150 students per term. How decide who gets selected? Prioritize students from the list using factors like residence hall status, major, or GPA. First come first served?
2. **First-semester Creative Writing and Adolescent and Childhood Ed majors**
    a. Pre-semester workshop for students in first semester.
    b. Would allow us to measure impact on math and English completion
    c. EDU and CRW Faculty understand the program and see a need
    d. Moe incoming students than we have slots available right now
3. **Center State CEO Participants**
    a. Extended orientation/pre semester workshop for students in their first semester.
    b. Estimating two cohorts of 15-25 students each year, so we could accommodate all students.
    c. Center State representative is excited about the possibilities and would support it. Potential for $ support as well.
4. **Residence hall students**
    a. Continue to offer this to residence hall students on a first come first serve basis.