

OCC College Leadership Council - Agenda
 May 16, 2025
 2:00 – 4:00 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 3-28-25	Dr. Hilton			
Middle States	Provost Urtz			
Mission & Vision Statements – Survey Results	Dr. Hilton	OCCAC, CSEA, and Students		
ITS Master Plan	S. Wiley	Making sure that members of CLC had an opportunity to review.		
Programs and Academic Support Committee	Dr. Choseed & J. Mitchell			
Institutional Effectiveness Committee	Drs. Choseed & Vormwald			
Data Governance Committee	Dr. Awuah & O. Stratton			
Student Success Council	K. Costello & J. Pritchard			
Campus Climate Survey Workgroup	S. Whalen			
Assessment Recommendations	J. Hart			
Artificial Intelligence Community of Practice	Dr. Hilton			
Open Forum for Council Members	Dr. Hilton			

Meeting adjourned at PM.

OCC College Leadership Council - Minutes
 March 28, 2025
 2:00 – 4:00 PM
 Whitney 210

Members Present: Julie Hart; Dr. Warren Hilton; Dr. Patrick Kenny; Kelly Larrivey; Grace Meeker; Evan Riccardio; Olin Stratton; James Taylor; Anastasia Urtz

Staff and Students Present: Reginald Braggs

Agenda

Item	Presenter	Main Point of Discussion	Outcome	Follow-up Actions
Call to Order	Dr. Hilton	Meeting called to order at 2:03 PM		
Approval of minutes from 2-21-25	Dr. Hilton	Motion to approve from O. Stratton; seconded by A. Urtz; all in favor; none opposed.		
Middle States	Provost Urtz	Middle States visit in spring of 2026. Committees working to write the OCC story to be sure we are meeting the seven standards. Just had our second of three campus convenings. SGA may want to consider how they will work to gather student input on the mission/vision and how SGA is giving life to the things we say we are doing. And, the ability to discuss that with the reviewers when they are on campus. The work on the self study document continues. Next convening is April 18.		
Mission & Vision Statements – Survey	Dr. Hilton	Faculty Senate has made the determination that they don't feel changes to the Mission and Vision are necessary at this time. The		

OCC College Leadership Council - Minutes

March 28, 2025

2:00 – 4:00 PM

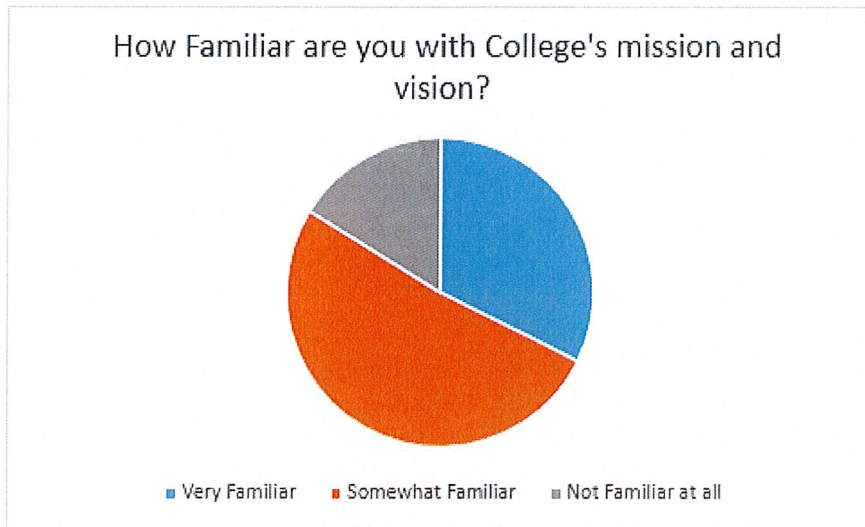
Whitney 210

Artificial Intelligence Community of Practice	Dr. Hilton	SGA officers will share with students and J. Hart will share with OCCAC and CSEA. Dr. Hilton thanked O. Stratton and the Faculty Senate for their work on Al. J. Hart will work with OCCAC to gather some members, and ask that L. Doyle see what SA members might be interested. M. Malinovsky will be the contact for the faculty.		
Shared Governance Diagram	Dr. Hilton	Dr. Hilton provided the history behind updating the shared governance diagram. After conversation, we will remove the Chancellor's Award Committee from the Senate Committees; we will add a line from Student Government Association to the Board of Trustees. J. Hart will update listing online where needed. Diagram approved as presented.		
Open Forum for Council Members	Dr. Hilton	Dr. Hilton reviewed the SUNY memo on external law enforcement. O. Stratton mentioned that they are just about done updating the academic rules in Senate. Conversation continued about the college's transition to Banner.		

Mission and Vision Survey Report

A total of **68 students** completed the survey. Below is a summary of the key findings:

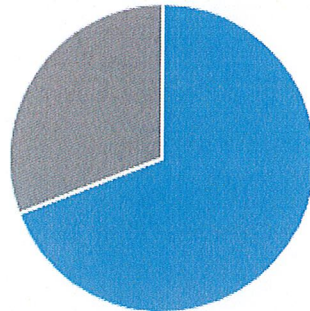
- **Familiarity with the College's Mission and Vision:**
 - Very Familiar – 22 students
 - Somewhat Familiar – 35 students
 - Not Familiar at All – 11 students
- **Alignment with Personal Values and Goals:**
 - Yes – 47 students
 - Somewhat – 21 students
 - No – 0 students
- **Personal Experience of the Mission Through Programs/Events:**
 - Often – 23 students
 - Occasionally – 36 students
 - Not at All – 9 students
- **Perception of Inclusivity:**
 - Yes – 58 students
 - Somewhat – 10 students
 - No – 0 students
- **Importance of the Mission in Educational Decisions:**
 - Very Important – 31 students
 - Somewhat Important – 30 students
 - Not Important – 7 students
- **Opinions on Revising the Mission and Vision:**
 - Yes – 16 students
 - No – 21 students
 - Not Sure – 31 students



Relevant Student Response: I honestly have little to no idea what the precise mission of the college is, aside from providing an accessible education. A mission statement might be good, I don't know.

Implication: While there is some awareness about the College's Mission and Vision there is still room to improve. Many students understand that the College's Mission and Vision should be aligned with access to education, an assumption they are making based on what they know the Mission and Vision of other institutions should look like. This implies that we might need to bring more attention to it and do something that helps make us stand out from other institutions.

Do you feel that the college's mission aligns with your personal values and goals?

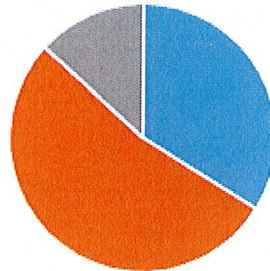


■ Yes ■ No ■ Somewhat

Relevant Student Response: I think that the college is very inclusive to everyone and everybody with all the different clubs and activities, it really seems like there is something for everyone. Perhaps more student created activities?

Implication: Many of the students share in this sentiment and it is evident by looking at the response from this question. Other students feel that we can still improve by creating more events tailored to the appreciation of different cultures.

Have you personally experienced the college's mission and vision through its programs, events, or community initiatives?

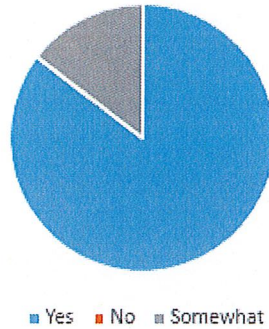


■ Often ■ Occasionally ■ Not at All

Relevant Student Response: I'm not entirely sure, maybe make specific programs to include more people From different backgrounds or create classes on modern day issues?

Implication: The overall response to the question is positive. However, as mentioned before we can always strive to improve. As the social climate changes OCC needs to ensure that it adapts to those changes and addresses the needs of its student population.

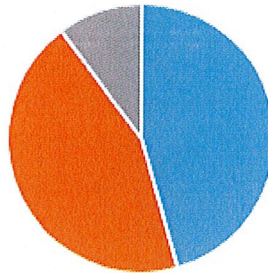
4. Do you think the college's mission and vision is inclusive to all students from diverse backgrounds?



Relevant Student Response: Address the barriers created by Standard Academic English (SAE).

Implication: The students perceive the mission statement inclusive and the few that responded somewhat feel that there are still barriers that need to be addressed. As mentioned in the student response above we might have a need for more culturally and linguistically responsive practices to ensure students can engage meaningfully in their classrooms.

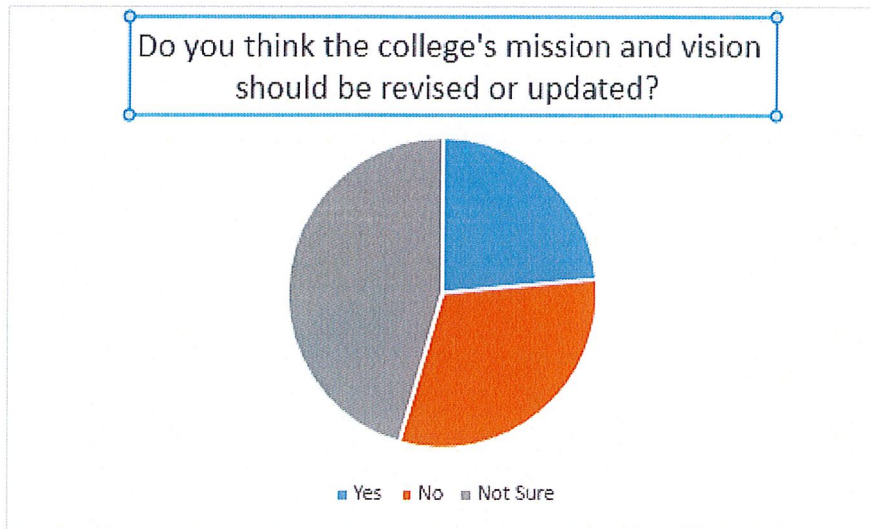
How important is the college's mission and vision to your decision to attend or continue your education here?



■ Very Important ■ Somewhat Important ■ Not Important

Relevant Student Response: put out more awareness of it and be direct about it

Implication: Many students feel that the mission and vision is important but, they just need to be more aware of it, and we need to do a better job communicating it.



Relevant Student Response: I think that having the students involved with the mission matters, mainly people don't know about it. I was taught it in my ELM classes, but I think that should be done more often. Making students feel part of the process w their school helps a lot imo.

Implication: There is a relatively high margin of students that are uncertain if it should be changed. So, we can consider creating a forum for suggestions and feedback to inform any potential revisions.

Additional Student Responses:

- I think OCC does a good job of engaging students in a positive environment
- Communicating about opportunities on campus using some video announcements as well as written announcements and posters. Something like ranking the best study spots around campus and announcing events on campus like sports games through email more since they could be community building events and are not in emails as far as I've seen.
- Maybe adding some more general event for the campus as a whole (all majors and people) to bring more people together.
- Conduct more surveys like this for continuous student input!
- N/A my experience here at OCC has been great.

Conclusion:

These responses reflect a largely positive perception of the college's mission and vision, with thoughtful input on areas where greater inclusivity and clarity could enhance the student experience.

Information Technology Services (ITS)

Master Plan 2025 - 2027

Objective

This three-year IT master plan aligns with the community college's strategic goals by addressing device lifecycle refresh, server upgrades, migration to Informer 5, and evaluating the feasibility of transitioning from Colleague to Banner ERP. It outlines detailed staffing, budget estimates, and an actionable roadmap to execute the plan effectively.

I. Alignment with the College's Strategic Plan

The IT master plan directly supports the following strategic goals, ensuring that all initiatives enhance student success, foster inclusivity, and improve communication.

Strategic Goal	IT Initiative	Alignment
Help students achieve their educational and career goals through responsive academic experiences.	Windows 11 upgrades, legacy server upgrades, Informer 5 migration.	Provides modern tools and reliable access to academic resources, ensuring students can engage effectively in their learning journey.
Foster a student-centered and equitable campus experience.	Device refresh, improved student support systems.	Enhances technology availability for all students, reduces barriers to learning, and creates a welcoming environment.
Ensure communication systems are consistent, transparent, and designed to promote student success.	Informer 5 migration, ERP transition feasibility study, and network enhancements.	Strengthens communication channels, improves transparency, and ensures students receive timely updates on academic and financial matters.

The IT initiatives prioritize equity by ensuring all students and staff have access to reliable and modern technology. These updates also promote data-driven decision-making and communication, empowering faculty and staff to better serve students.

II. IT Strategic Initiatives and Contribution to Student Success

Strategic IT Initiative	Related Goal(s)	Contribution to Student Success
Windows 11 Upgrade (Lifecycle 500 desktops and upgrade OS to Win 11 on compatible devices)	Goal 1, Goal 2	Provides modern, secure, and accessible tools for all students, ensuring they can fully engage in academic and support services. Ensures reliable and fast access to academic resources, supporting responsive teaching and seamless learning experiences.
Legacy Server Upgrades	Goal 1	Improves reporting and data-driven decision-making, enabling faculty and advisors to intervene early and support students' academic success. Streamlines administrative and student support services, ensuring students have clear communication and easier access to their academic and financial records.
Informer 4 to Informer 5 Migration	Goal 1, Goal 3	
ERP Transition Feasibility (Colleague to Banner)	Goal 1, Goal 3	

III. IT Staff Structure and Responsibilities

The successful execution of this IT master plan relies on a well-organized staff structure with clearly defined roles and responsibilities.

Team	Roles & Responsibilities
Assistant Vice President	Provides strategic oversight of all IT initiatives, ensures alignment with institutional goals, and manages the overall budget.
Application Team (5 members)	ERP and enterprise software administrators, manages data, builds and supports application integrations, and oversees Informer 5 migration.
Desktop Team (3 members)	Focuses on desktop and laptop troubleshooting, lifecycle management, and implementing Windows 11 upgrades.
Network Team (4 members)	Maintains network infrastructure, ensures server reliability, and handles network security upgrades.

Staff Development Initiatives

- Regular training sessions to enhance technical expertise in new systems (e.g., Windows 11, Informer 5).
- Professional development opportunities, including certifications and workshops.
- Team collaboration to ensure cross-functional support for all initiatives.

IV. IT Budget Estimate

Category	Subcategory	Estimated Cost	Details
Device Procurement (400 devices)	Laptops, desktops, peripherals	\$265,000 - \$300,000	Purchase of 400 desktops to add to the current inventory
Windows 10 Extended Support	Licensing fees	\$15,000 - \$20,000	Ensures security compliance during the transition to Windows 11.
Server Upgrades	Virtual	\$20,000 - \$30,000	Includes virtualization for scalability and future-proofing.
Informer 5 Licensing & Migration	Licensing, migration	TBD	Covers software licensing, staff training, and migration support.
Total Estimated Cost		\$300,000 - \$350,000	

This budget ensures a balanced approach to implementing the initiatives while providing contingency for unforeseen costs.

V. Action Plan: Year 1 - Informer Migration, Windows 11 Upgrade, and Legacy Server Upgrades

Q1 - Q2 (Months 1-6): Foundation Phase

Actions:

1. Conduct an IT infrastructure audit to prepare detailed project plans.
2. Begin planning for Informer 5 migration and report conversion.
3. Prepare for Windows 11 upgrades and legacy server replacements.

Tasks:

- Perform an inventory of existing devices, servers, and software.
- Finalize the procurement plan for 250 devices and the OS upgrade strategy for Windows 11.
- Identify legacy systems requiring server replacements.
- Establish training sessions for IT staff on new technologies (Windows 11 and Informer 5).

Outcomes:

- Completed IT audit.
- Detailed project timelines for device upgrades, server replacements, and Informer migration.

Q2 - Q3 (Months 6-9): Implementation Phase - Initial Upgrades

Actions:

1. Execute the lifecycle refresh of 250 devices.
2. Upgrade the OS to Windows 11 on compatible devices.
3. Start the first phase of legacy server replacements.
4. Launch Informer 5 migration and report conversion.

Tasks:

- Deploy Windows 11 on the first batch of 250 devices (student labs and staff).
- Complete OS upgrades on all compatible, currently deployed devices.
- Replace 5 out of 11 legacy servers.

- Begin report conversion as part of the Informer 5 migration.

Outcomes:

- First batch of devices upgraded.
- Initial legacy server replacements complete.
- Informer 5 migration and report conversion in progress.

Q3 - Q4 (Months 9-12): Finalization Phase - Year 1 Milestones

Actions:

1. Complete Informer 5 migration and report conversion.
2. Continue with server upgrades and migrations.
3. Identify the remaining 250 devices for Year 2 upgrades.

Tasks:

- Finalize Informer 5 migration, including full report conversion.
- Replace additional legacy servers, ensuring reliability.
- Document remaining devices for lifecycle upgrades in Year 2.
- Establish extended support for Windows 10 where necessary.

Outcomes:

- Informer 5 migration and report conversion completed.
- All Year 1 server replacements finalized.
- Remaining 250 devices identified for Year 2 upgrades.
- Windows 10 extended support plan established.

Next Steps:

The roadmap for Years 2 and 3 will be updated upon completion of Year 1 milestones. The focus will shift to completing the remaining device lifecycle upgrades, continuing server modernization, and implementing additional enhancements aligned with the master plan objectives.

VI. Communication Plan

A well-defined communication plan ensures transparency and fosters collaboration among all stakeholders throughout the implementation of the IT master plan.

Audience	Communication Channel	Frequency	Key Messages
Students	Campus emails, LMS announcements	As Needed	Updates on system changes (e.g., Windows 11 rollout) and impacts on student services.
Faculty & Staff	Workshops, email newsletters	As Needed	Training opportunities, project timelines, and resources for adapting to new tools and systems.
IT Staff	Weekly team meetings, project SharePoint sites	Weekly	Task assignments, progress updates, and troubleshooting plans.

VII. Conclusion

This IT master plan demonstrates a comprehensive, phased approach to modernizing the college's technology infrastructure. It aligns with strategic goals by prioritizing student success, operational efficiency, and equitable access. With a detailed staffing plan, clear budget estimates, and a robust communication strategy, the college is well-prepared to achieve its objectives by the end of Year 3.

The result will be a fully modernized IT environment that supports responsive teaching, seamless operations, and an inclusive campus experience.

Onondaga Community College

ITS Expenditure and Replacement Cycle Plan – 2023-2028

Purpose:

This document outlines the plan for how the organization will spend money on Information Technology (IT) and replace IT assets over time.

Scope:

This document applies to all IT assets, including hardware, software, and infrastructure.

Responsibilities:

The IT department is responsible for developing and maintaining this document in collaboration with the organization's finance department.

Process:

The IT department will develop and maintain this document using the following process:

1. Inventory and assessment: The IT department will inventory all IT assets and assess their condition and age.
2. Replacement schedule: The IT department will develop a replacement schedule for IT assets, considering the budget, the availability of new equipment, and the needs of the organization's employees.
3. Budget: The ITS department will develop a budget for IT expenditures, including the cost of new equipment, software, and maintenance and updates:
4. The IT department will review and update this document on a regular basis to ensure that it is accurate and up to date.

Inventory and Assessment

A comprehensive inventory audit is slated for the summer of 2024. In preparation for this audit, ITS has transitioned the inventory database from Microsoft Access to SQL and developed an application to facilitate the efficient verification and updating of ITS assets.

Replacement Schedule

Desktops and laptops

- Desktop computers: Replace every 4 to 5 years, depending on the quality of the hardware, the demands of the software used, and the needs of the end-users.
- Laptop computers: Replace every 3 to 4 years, depending on the same factors.

Servers

- Physical servers: Replace every 3 to 5 years, depending on the role and criticality of the server, hardware quality, and the evolving demands of the software and services they support.
- Virtual infrastructure: Replace every 4 to 6 years, depending on the same factors.
- Physical storage appliances: Replace every 5-7 years depending on role and nature of data that is stored.

Networking equipment

- Switches and routers: Replace every 5 to 7 years, depending on technological advancements and the need to support growing network traffic and security requirements.
- Wireless access points: Replace every 4 to 6 years, depending on the same factors.
- Network backbone: Campus fiber backbone is upgraded every 10+ years as needed based on speed and network requirements

Factors affecting the IT asset replacement schedule:

- Technology obsolescence: IT technology is constantly evolving, and older equipment may become obsolete more quickly than newer equipment. This means that older equipment may not be able to support the latest software applications or may not be secure enough to protect sensitive data.
- Software compatibility: Older IT equipment may not be compatible with the latest software applications. This can make it difficult to upgrade to new software or to use new features in existing software.
- Performance and reliability: Older IT equipment may not perform as well as newer equipment. This can lead to slower processing speeds, longer boot times,

and more frequent crashes. Older equipment may also be more prone to failure, which can lead to downtime and lost productivity.

- **Security vulnerabilities:** Older IT equipment may be more vulnerable to security attacks. This is because older equipment may not have the latest security patches installed.
- **Regulatory Compliance:** Some technology standards and compliance requirements will impact how hardware and software is maintained and upgraded.
- **Level of use:** IT assets that are used more heavily may need to be replaced more often. This is because heavily used equipment is more likely to wear out and experience performance problems.
- **Operating environment:** IT assets that are used in harsh environments may need to be replaced more often. This is because harsh environments can damage equipment more quickly.
- **Security requirements:** IT assets that are used to store sensitive data may need to be replaced more often to stay up-to-date with the latest security features.
- **Budget:** Funding availability may extend the replacement cycle for some IT assets.
- **Warranty and support life cycles:** The expiration of hardware warranties may influence replacement decisions. Mission critical hardware is replaced prior to end-of-life support. Less critical hardware can be sometimes used until the manufacturer stated end of support.

9/1/2022 to 8/31/2023 (Actual)

Equipment	Number of Units	Unit Cost	Total Cost
Faculty and Staff Desktops			
HP Desktop and 2 Monitors	25	660.23	16,505.75
HP Desktop and 1 Monitor	24	595.80	14,299.20
Total	49		30,804.95
Faculty and Staff Laptops			
HP Probook	16	427.68	6,842.88
Lenovo L-490	2	511.14	1,022.28
Total			7,865.16
Student Labs			
C140	7	595.80	4,170.60
C240	28	595.80	16,682.40
C340	12	595.80	7,149.60
F375	6	595.80	3,574.80
F182	20	595.80	11,916.00
Total	73		43,493.40
Student Labs Laptops			
F252	16	427.68	6,842.88
W221	27	427.68	11,547.36
Total	43		18,390.24
Network Infrastructure			
AP305 Wireless Access Points	360	299.70	107,892.00
AP410 Wireless Access Points	40	539.46	21,578.40
Edge Switches	58	5,054.00	293,132.00
Core Switches	2	13,950.00	27,900.00
Distribution Switches	1	13,950.06	13,950.06
New Fiber	1	29,016.30	29,016.30
VXRail Upgrade (Virtual server environment)	4	29,671.44	118,685.76
Total			612,154.52
Total for Year			712,708.27

9/1/2023 to 8/31/2024 (Actual)

Equipment	Number of Units	Unit Cost	Total Cost
Faculty and Staff Desktops			
HP Desktop and 2 Monitors	50	660.23	33,011.50
HP Desktop and 1 Monitor	50	595.80	29,790.00
Total	100		62,801.50
Faculty and Staff Laptops			
HP Probook	20	427.68	8,553.60
Total			8,553.60
Student Labs			
W113	13	595.80	7,745.40
W115	9	595.80	5,362.20
W121	11	595.80	6,553.80
W123A and B	15	595.80	8,937.00
G230	14	595.80	8,341.20
North Site	20	595.80	11,916.00
Total	82		48,855.60
Student Labs Laptops			
None			
Total			
Infrastructure			
CyberSecurity			
3rd Party Security Assessment	1	23,300.00	23,300.00
Microsoft 365 Platform	1	164,083.47	164,083.47
Total			187,383.47
Total for Year			307,594.17

2024-2025 (Budgeted and Planned)

Data center UPS preventative maintenance. The vendor recommends replacing batteries every 3-5 years to ensure best performance.

Lifecycle 320 desktops not Windows 11 compatible. \$665 each for a total of \$212,800.

2025-2026 (TBD)

Planning for this Budget year began in November 2024..

Extend Windows 10 support for 220 remaining desktops that do not meet Windows 11 hardware requirements. \$13,200.

Replacement of remaining 220 desktops not Windows 11 compatible. \$665 each for a total of \$146,300.

2026-2027 (TBD)

Planning for this Budget year will begin in November 2025.

2027-2028 (TBD)

Planning for this Budget year will begin in November 2026.

Programs and Academic Support Committee
Analysis of Academic Student Complaints
Prepared by Malkiel Choseed, PAS co-chair

Endorsed by PAS committee on April 18, 2025

1. Our charge

Charge #3 on <https://www.sunyocc.edu/programs-academic-support-committee>

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

Applicable MSCHE standard, S2, Criteria 3

3. A grievance policy that is documented and disseminated to address complaints or grievances raised by student, faculty or staff. The institution’s policies are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably.

Required Evidence

Institutional record of student complaints and resolution, four-year time period (Complaints Involving Applicant and Member Institutions Policy and Procedures; Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 602.16(a)(1)(ix))

2. Our approach

The student complaint process is well documented at:

<https://www.sunyocc.edu/complaints-appeals-grievances>

It lists the different kinds of processes that students can access when a concern arises. Tuition appeals, general concerns, Title IX, sexual harassment, and others on this page all have a well-defined process.

The PAS committee was asked to review the “General Academic Concern” area, detailed at

<https://www.sunyocc.edu/node/17446>

The PAS group noted that there were two forms in this section of the website for students to fill in, but they were not operable. We alerted Academic Affairs, and they were removed. Malkiel Choseed visited the chairs group in Fall of 2024 to discuss the way student complaint data was stored and to ask for more consistency. After vigorous discussion, including around privacy of impacted faculty, the group arrived at a consensus that chairs adopt the use of the spreadsheet developed by Matt DelConte, chair of HSS, to ensure some sort of consistency in record keeping. Individual chairs would continue to be responsible for their own record keeping. A blank version of this form is included for reference (see appendix).

In Spring of 2025, Malkiel contacted the chairs group to request any existing information for Fall 23, Spring 24, and Fall 24 for analysis. As of this writing, PAS received something back from 7 of 8 departments. It must be noted there was great variety in the number of semesters reported on. Responses ranged from data for all requested semesters to only one semester's worth. In the instance of missing semester data, chairs indicated data was not passed from the outgoing to the incoming chair and should be presumed lost. Two chairs reported there were no academic complaints made during the three, requested semesters.

Chairs did voice a concern about privacy for faculty as this data was reviewed by PAS. To address this concern, chairs could either submit records with names of students and faculty redacted, or Malkiel Choseed would redact names before any PAS committee members looked at them.

3. The results of our analysis (and what is missing as of this writing)

As per MSCHE Standard 2, Criteria 3, the PAS committee was charged with assessing whether or not “grievances are addressed promptly, appropriately, and equitably.”

Of the 79 total complaints that were documented, only 1 was marked “unresolved.” In all other cases, some successful resolution was reached even if students did not always follow through (ie, student wanted a chance to turn in late work, was given it, but work was not turned in). In one other instance, a student indicated they had a complaint, but when asked to follow up with specifics did not do so (this was not counted in the 79 total). It is hard to tell how quickly the complaints were addressed given that the documentation doesn't explicitly state this, but there was no indication that students or faculty were complaining about the length of the process. If a student is not satisfied with the resolution, they always have the option to appeal the decision with their Dean.

The PAS committee approved categories to group the different types of complaints. If OCC maintains the categories in the future, we can begin to track how the type and number of complaints shifts from year to year as OCC makes various interventions.

The categories and results are below:

General Academic Complaint Data requested from Chairs for Fall 23, Spring 24, Fall 24 (collected from Chairs, Sp 2025)

Categories	# and % out of 79
1. Lack of responsiveness/communication	23 or 29%
2. Faculty/student interaction and appropriateness of that interaction (includes academic honesty)	25 or 32%
3. Pedagogical concerns	12 or 15%
4. Understanding and application of course policies and grading	17 or 22%
5. Use of technology (eg D2L) by faculty or student	2 or 3%

Because one department and several semesters of others were unaccounted for, the Provost recommended that the Deans provide some anonymous data to supplement what was collected from chairs. We are presenting this data separately because it is unclear how many of the issues that Deans reported on are duplicative of the data kept by chairs. Please note that both Deans included the bottom 3 categories, which the PAS review of chairs data did not.

From the Dean of Health and Technology, 2020-2025

Categories	# and % out of 18
1. Lack of responsiveness/communication	1 or 6%
2. Faculty/student interaction and appropriateness of that interaction (includes academic honesty)	3 or approx. 17%
3. Pedagogical concerns	3 or approx. 17%
4. Understanding and application of course policies and grading	3 or approx. 17%
5. Use of technology (eg D2L) by faculty or student	1 or 6%
Discrimination	2 or 11%
Formal Academic Dishonesty	5 or 28%
Formal Grade Disputes	0 or 0%

From the Dean of Humanities, Business, Arts & Sciences, 2020-2025

Categories	# and % out of 160
1. Lack of responsiveness/communication	23 or 14%
2. Faculty/student interaction and appropriateness of that interaction (includes academic honesty)	40 or 25%
3. Pedagogical concerns	29 or 18%
4. Understanding and application of course policies and grading	20 or 13%
5. Use of technology (eg D2L) by faculty or student	11 or 7%
Discrimination	22 or 14%
Formal Academic Dishonesty	8 or 5%
Formal Grade Disputes	7 or 4%

The original data supplied by both Deans is available in the appendix.

Dean Furney suggested that we contact Justin Pritchard, Dean of Instructional Services, for concerns documented by the Learning Center specifically related to “5. Use of technology (eg D2L) by faculty or student.” When the LC switched from using WC Online to using LazerSuccess for appointments and record keeping, previous years’ data was lost. Dean Pritchard had records starting in Fall 2024 and was able to pull a report for all tutoring sessions marked with a speed note for “technology skills.” There were a total of 10 sessions, but they ranged in content from a student not having a required calculator to needing help graphing in Excel to understanding take home test directions posted on D2L. PAS decided not to include this data in its analysis since it did not appear to add anything.

The largest single category in the data supplied by both Deans and the Chairs is “Faculty/student interaction and appropriateness of that interaction.” This makes sense given that these are the types of concerns that most regularly rise to a level of concern. Additional training opportunities around this area could be offered by CTLI.

There is no easily discernable pattern in terms of reduction or escalation over time in the data provided by the Deans. The incompleteness of the data provided by chairs also make finding any patterns difficult, as well as the relativeness newness of the 8 departments and issues with record keeping.

In terms of potential trends, Matt DelConte, chair of HSS, shared this part of FA24 chair report:

I also continued to work to transition the still-seemingly new HSS department into a single-functioning whole that emphasized more consistently student engagement and a student-centered pedagogy. **Testament to this work (and the department’s enhanced focus on these pedagogies) is the decreased amount of student concerns in fall compared to previous semesters** [emphasis added]:

- In **fall 2023**, when the department was comprised of ENG, ILS, CRW, EDU, and World Languages, for a total of 3877 instances of enrollment, we had 13 student concerns; this amounts to **1 complaint per every 298 instances of enrollment**.
- In **spring 2024**, when the department grew to include the previous Social Sciences department, for a total of 6698 instances of enrollment, we had 36 student concerns; this amounts to **1 complaint per every 186 instances of enrollment**.
- In **fall 2024**, with the merged HSS department with a total of 5951 instances of enrollment, we had 10 student concerns; this amounts to **1 complaint per every 595 instances of enrollment**.

(By “instances of enrollment,” I’m referring to the number of occupied seats, recognizing that some students take more than one course and, thus, account for more than one instance of enrollment.)

4. Recommendations

For Chairs data, addressing only the perceived “lack of communication” on the part of faculty would cause the total number of complaints to fall by almost 1/3.

If we see 1 and 4 as potentially linked, then approx. 51% of all complaints have to do with communication or lack of / mis-understanding.

Faculty Senate could help establish an expectation of response time, like making this a required part of the syllabus information. Senate might recommend a response time, like 24-48 hours to respond to an email for example. While individual instructors would vary, the important thing is that students would have an idea of what to expect. Online courses might be different from face to face given NC SARA and other requirements for “regular interaction,” but Senate could work out recommendations for different modalities.

Syllabus/course policy reviews and workshops could help with student understanding of course policies and procedures, hopefully reducing those types of concerns.

Record keeping

MSCHE requires “Institutional record of student complaints and resolution, four-year time period.” Put simply, we do not have this for the records kept by chairs. This is partly due to records being lost when there is turnover in chair roles (retirements, departures, etc.) which was potentially compounded by the restructuring of department structures.

Moving forward, we need a more reliable record keeping system when a student approaches a chair and does not fill out the online form themselves. The continuity and reliability of this record keeping system should not be dependent on individuals remembering to pass along specific files when they leave a position. Something like the Maxient system that OCC now uses could solve this problem as long as any privacy/access concerns are dealt with.

If a student fills out a form on the Complaints website, a record is automatically created, but if a student contacts a chair directly, the chair needs to make that record. With something like Maxient, the chairs would be the ones to fill out the form as the student speaks with them. This would create a record that is independent of the individual and could be accessed by a new chair at a later date for MSCHE reporting purposes or other reasons. Again, the issue of privacy and who would have access to these records came up several times in the discussion with chairs, so that would have to be addressed.

Any record keeping system could use the categories that are on the current Chair spreadsheet with the recommended addition of a “Date resolved” category.

NOTE – Recent developments in Faculty Senate and changes to the Academic Rules going into effect in Fall 2025 will address these issues. Starting in Fall 2025, chairs are going to be responsible for filling out electronic forms, simplifying record keeping and ensuring consistency. If chairs use the forms, the issues noted in this report will be addressed moving forward.

We would like to suggest that the chairs forms include a type of speed note for overarching categories, so we can track these types more easily in the future and compare across years and semesters.

Learning Center recommendations

We recommend that the LC create a session type or marker that indicates a student needs help with using features of D2L like Discussions and submitting Assignments rather than getting help fulfilling an assignment on D2L.

Appendix

Sample of Chair record keeping spreadsheet, developed by Matt DelConte

	A	B	C	D	E
1	Student Concerns Dept of Humanities and Social Sciences, FA24				
2					
3	Date	Student	Course/Prof	Nature of the Concern	Chair Response/Next Steps
4					
5					
6					
7					
8					
9					
10					
11					
12					

Data supplied by Dean Furney

Compliant	20-21	21-22	22-23	23-24	24-25
Lack of responsiveness/communication			1		
Faculty/student interaction and appropriateness of that interaction		2			1
Pedagogical concerns				2	1
Understanding and application of course policies and grading			1	2	
Use of technology (eg D2L) by faculty or student				1	
Discrimination			1		1
Formal Academic Dishonesty			1	3	1
Formal Grade Disputes					

Data supplied by Dean O'Connor

Concern category	20-21	21-22	22-23	23-24	24-25
Lack of responsiveness/communication	2	5	4	3	9
Faculty/student interaction and appropriateness of that interaction	2	12	8	8	10
Pedagogical concerns	1	4	7	10	7
Understanding and application of course policies and grading	1	5	3	5	6
Use of technology (eg D2L) by faculty or student	1	1	2	6	1
Discrimination		3	5	7	7
Academic Dishonesty	1	3		2	2
Formal Grade Disputes	2	1		2	2

April 15, 2025

Dear College Leadership Council,

The Institutional Effectiveness Committee met on March 4, and April 1, 2025, to discuss how OCC might make use of the MSCHE Evidence Inventory as a tool for institutional assessment and improvement as well as to better prepare for future MSCHE visits. The discussion was inspired by a presentation at the MSCHE 2024 annual conference from William Paterson University (WPU) sharing how they use the Evidence Inventory to prepare for future assessments and to assess campus assessment practices.

WPU gathers required evidence from the Evidence Inventory every year to ensure easy access for MSCHE visits and to collect necessary evidence between accreditation visits. The IE committee recommends OCC do something similar.

Some types of evidence are collected annually (e.g. IPEDS), but some is not routinely collected or documented (e.g. "Documentation of training [...to] advise both incoming and outgoing transfer students" from Standard IV, criteria 2). If collected every year, it will make it easier for future reaccreditation and campus-wide assessment.

In preparation for our upcoming, 2026 re-accreditation visit, Executive Council has already assigned each piece of evidence to an area/VP. The IE committee recommends that we use this to organize future data/evidence collection. IPAR will create a SharePoint repository to house the data and artifacts, and area VPs or their designees will be responsible for uploading each piece of required evidence annually. The IE committee recommends that the annual depositing of evidence in the SharePoint folder be part of each area's Annual Operational Plan. We recommend the VP of IPAR periodically check the drive and solicit evidence if missing.

The ALO will be responsible for updating the Evidence Inventory as needed and communicating those changes to VPs and IPAR.

Sincerely,

The Institutional Effectiveness Committee

Dr. Malkiel Choseed, co-chair

Dr. Sean Vormwald, co-chair

Dr. Pat Kenny

Laine Lubar

Carol Obernesser

Olin Stratton

Erin Vaccaro

Steve Wiley

Dr. Agatha Awuah (non-voting)

Institutional Effectiveness 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, and where possible, previous years minutes and agendas.

✓ See <https://www.sunyocc.edu/institutional-effectiveness-committee>

2. Retain the process for Administrative Reviews with a final report on the year due to College Leadership Council at the May 2025 meeting.

✓ Revised the Administrative Review component of the IE Plan to shift away from a five-year review to an annual review process integrated with annual operational plans. This shift was validated by expert, Dr. Nasrin Fatima, Binghamton University.

3. Work with the Office of Institutional Planning, Assessment & Research to determine the final list of Administrative Fellows. Oversee the process of that selection and develop charges for the Fellows in consultation with IPAR and the relevant Vice Presidents.

✓ In consultation with IPAR, determined that the Institutional Effectiveness Committee members will serve as Administrative Fellows, assisting administrative units with assessment activities, as necessary. We will assess and adjust process as needed.

✓ Recommended to Pres./CLC that VP of IPAR be designated to coordinate annual evidence collection.

4. Develop a companion policy to the Board of Trustee Student Success Policy.

✓ The IE Committee believes that the student success policy is sufficient given that the metrics come from trusted sources (AtD, CCRC, VFA, NCCBP, etc.) and a companion policy would not add value. While these definitions are available on individual dashboards, we recommend that IPAR develop a Student Success Metrics Definition Guide to be housed on its website. The guide will provide centralized information on how key metrics are defined and calculated (eg, Early Momentum Metrics, Course Success Rate, Retention, Completion Rate, and Post-Completion Outcomes).

NB: IE committee discussed proposed changes to KPIs associated with Goal # 2 of the Strategic Plan, Student Experience at its 4/29/2025 meeting and made recommendations to the VP of IPAR to be passed along to EC.

Onondaga Community College
College Leadership Council Recommendations for 2024-26
Based on results of the 2024 Assessment

- The development of a retreat/orientation session at the beginning of the academic year for both CLC and Committee members to review their charges, clarify roles and select co-chairs.
- Ask for feedback at the end of the academic year from each committee on items they feel could be possible charges for the new year, or work they wish to continue from the previous year.
- Update the CLC webpage. Currently, it resides on the employee side; make it visible to all and update the current information (last updates were from 2020).
- Update the webpages for each Committee (they currently exist) and develop a new page for Data Governance. Include membership and charges each year. Encourage each committee to keep detailed records of minutes and agendas for placement on the web in a timely manner.
- Develop a College Leadership Council email/newsletter that will be sent to the campus community after each meeting, recapping what transpired, what action is taken, and include a link that brings them to the webpage where they can review the minutes.
- Ask for volunteer members from across campus who would be interested in serving on a Committee.
- Encourage all committee co-chairs to regularly attend CLC meeting so they can be sure they are bringing information back to their constituents on their committees.
- Development of Committee “plans”, similar to the Institutional Effectiveness Plan, that correlates to the work of the Strategic Plan, and provides a baseline for the work of the Committee each academic year. Additional charges will be added based on feedback from constituents and the President.

College Leadership Council Assessment Recommendations 2024-2026

Assessment Recommendation	Meeting at which it was discussed/when it was implemented
<p>The development of a retreat/orientation session at the beginning of the academic year for both CLC and Committee members to review their charges, clarify roles and select co-chairs.</p>	<p>Dr. Hilton attended each committee's kick-off meetings in October to clarify expectations for the year. Committees were asked to select their own co-chairs. This work will continue at the beginning of each academic year.</p>
<p>Ask for feedback at the end of the academic year from each committee on items they feel could be possible charges for the new year, or work they wish to continue from the previous year.</p>	<p>J. Hart did this after the last CLC meeting in May 2024, but responses were low. She will ask again before the May 16 meeting.</p>
<p>Update the CLC webpage. Currently, it resides on the employee side; make it visible to all and update the current information (last updates were from 2020).</p>	<p>This was completed.</p>
<p>Update the webpages for each Committee (they currently exist) and develop a new page for Data Governance. Include membership and charges each year. Encourage each committee to keep detailed records of minutes and agendas for placement on the web in a timely manner.</p>	<p>The pages for each committee are a work in progress. They should be completed before the end of the spring 2025 semester.</p>
<p>Develop a College Leadership Council email/newsletter that will be sent to the campus community after each meeting, recapping what transpired, what action is taken, and include a link that brings them to the webpage where they can review the minutes.</p>	<p>This was completed and is sent out after every CLC meeting. Response to the newsletter has been positive.</p>
<p>Ask for volunteer members from across campus who would be interested in serving on a Committee.</p>	<p>We will do this prior to the fall 2025 semester.</p>
<p>Encourage all committee co-chairs to regularly attend CLC meeting so they can be sure they are bringing information back to their constituents on their committees.</p>	<p>We have had some chairs in attendance through the course of the academic year.</p>
<p>Development of Committee "plans", similar to the Institutional Effectiveness Plan, that correlates to the work of the Strategic Plan, and provides a baseline for the work of the Committee each academic year. Additional charges will be added based on feedback from constituents and the President.</p>	<p>This is a work in progress. Institutional Effectiveness is complete, and the other committees continue their work.</p>