

OCC College Leadership Council - Agenda  
 October 17, 2025  
 2:00 – 4:00 PM  
 Whitney 210

**Members Present:** Dr. Agatha Awuah; Yesvier Awiles Mendez; Julie Hart; Dr. Warren Hilton; Kelly Larrivey; Mark Manning; Helaine Lubac; Lisa Smolen; Olin Stratton; James Taylor

**Staff and Students Present:**

**Agenda**

Item	Presenter	Main Point of Discussion	Outcome	Follow-up Actions
Call to Order	Dr. Hilton			
Approval of minutes from 9/19/25	Dr. Hilton			
Review of Committee make-up – introductions; review of committee charges.	Dr. Hilton	Data Governance Rep from HR; additional DG Committee charge on physical space and access.  Committee links and pages updated for Middle States.  Develop a written report for the Strategic Plan mid-point review so we can have it for evidence.		
Student Orientation	S. Edie L. Abbatiello			
Review of potential items to review for the academic year	Dr. Hilton	Providing an update on what is covered at Student Orientation and how this works with the continued conversation on laptops/Box of Books/D2L.  Barnes & Noble/Financial Aid laptop conversation; Box of Books (opting out and orientation) and D2L training.  Leading at the Speed of Trust training.		

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Academic Momentum	Dr. Awuah	ATCC to review accessible computer labs.	
Review of Assessment Recommendations for 2026	J. Hart	Beginning conversations on this new initiative. Provided sample of the last assessment questions.	
CLC Bylaw Review	J. Hart	Feedback needed.	
Library Staffing	Dr. Hilton	Update needed from SGA.	
Open Forum for Council Members	Dr. Hilton	Involve app update (scanning)	

Meeting adjourned at 3:48 PM.

OCC College Leadership Council - Minutes  
 September 19, 2025  
 2:00 – 4:00 PM  
 Whitney 210

**Members Present:** Dr. Agatha Awuah; Yesvier Aviles Mendez; Julie Hart; Dr. Warren Hilton; Kelly Larrivey; Mark Manning; Helaine Lubar; Olin Stratton;

**Staff and Students Present:** Lisa Hoff

**Agenda**

Item	Presenter	Main Point of Discussion	Outcome	Follow-up Actions
Call to Order	Dr. Hilton	Meeting called to order 2:01 PM		
Approval of minutes from 5/16/25	Dr. Hilton	Minutes approved by J. Taylor and O. Stratton; all in favor; none opposed.	Mark and Agatha abstained as they weren't in attendance	
Review of Committee make-up – introductions; review of committee charges.		Ask about an HR rep for Data Governance; get additional charge from Olin and Sean on physical space and access. Does Mark still want to serve on IE? Deadline for updating CLC Committee webpages by ??? from Malkiel and Erin. Committee links need to be working on the web. Double check with Debidual before MS comes to town. Add a written report to the SP mid-point review so we can have it for evidence.		
Review of potential items to review for the academic year		Remove salary study (contractual) and AI CoP; leave Campus Climate; chat with Katharine Kummrl Teece to see where the Leading at the Speed of Trust training stands; leave academic momentum; leave ATD Leader College for this year. Add B&N and Financial aid to the laptop conversation – add IT to discuss loaners. ATCC to review accessible computer labs and the		

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	<p>library has a number of computers available. ENG 103 and 104 are lacking labs because they are being used as classrooms this semester. M303 and M340. Box of Books and opting out – mandatory orientation. Let’s start a conversation with Shawn Egie and his orientation, and then see what’s covered – D2L? The Learning Center offers D2L training.</p>	
<p>Review of Assessment Recommendations for 2026</p>	<p>Will start to develop an assessment for spring 2026. Faculty Senate and Board of Trustees will hold an assessment also. Send guiding documents to be sure we have it for everyone. Write up assessment results for this year for CLC so far.</p>	
<p>CLC Bylaw Review</p>	<p>Members were asked to review prior to the next meeting for feedback.</p>	
<p>Updates to Committee webpages needed</p>	<p>Data Governance          Student Success Council          Guiding documents</p>	
<p>Library Staffing</p>	<p>L. Hoff provided an overview of the suggested change to the library hours of closing 1 hour earlier. There were conversations about the addition of staff to assist with peak times. Would need to have a decision on hiring for the fall semester of 2026 by February. Suggestion was made that Yesvici add this to an</p>	

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		<p>upcoming SGA agenda to discuss with students for their feedback. Is there a way to assess the change in hours for the pilot period to be sure its working like we hoped? Communicating with students is vital, work will continue on ways to assess the student feedback. L. Hoff will provide Dr. Awuah with a financial summary of the addition of adjuncts.</p>		
<p>Open Forum for Council Members</p>	<p>Dr. Hilton</p>	<p>Yesvier mentioned the involve app → they can't scan the new student ID's for the involve app. Mark will check with ITS to see if the zero was dropped. Conversation surrounding changes to passwords of 14 numbers/letters.</p>		

Meeting adjourned at 3:48 PM.



# Campus Guidelines & Planning Template

## Introduction

The SUNY Academic Momentum Campaign is a systemwide initiative launched as part of Chancellor King's 2025 State of the University agenda, designed to improve retention and completion rates for all undergraduate students. While SUNY graduation and retention rates are higher than national averages, there is room for broader improvement, including increasing retention and completion rates for Pell-eligible and other demographic groups.

The Campaign is modeled on successful academic momentum approaches in other states but is tailored to SUNY's unique mission and diversity of campuses. It is designed as a multi-year effort to build on existing campus strengths and integrate evidence-based strategies that ensure more students achieve timely degree completion. Each campus will develop an action plan tied to agreed-upon campus targets that proportionally contribute to SUNY's bold system goals. Campuses are asked to articulate leadership commitment, targeted strategies, cross-unit collaboration, and accountability structures to ensure success.

The purpose of this planning process is to guide campuses in developing detailed action plans that:

1. Clearly articulate the campus's commitment to SUNY's systemwide goals.
2. Demonstrate how existing campus strengths will be amplified.
3. Identify gaps where new evidence-based strategies will be adopted.
4. Show how campuses will intentionally increase success rates for Pell-eligible and other demographic groups.

## Planning Process Overview

The Academic Momentum Campaign provides a framework for each campus to develop a plan that both responds to systemwide goals and is deeply embedded in campus priorities. To ensure alignment, campuses have also received a document with the system and sector goals, as well as proposed campus targets. Fact Sheets for each goal area are available for guidance (see here: [Fact Sheets](#)).

By October 21, 2025, each campus is asked to:

- Confirm the campus targets provided by SUNY Office of Student Success, or, if necessary, propose alternative targets for consideration, accompanied by supporting campus data, the rationale for any proposed changes, and an explanation of how the revised targets would still proportionally contribute to SUNY’s system goals.
- Submit the names and contact information of your Academic Momentum Planning Team (5-7 people, including at least one faculty member and representative of staff who will help contribute to the campus’s achievement of targets).

By January 15, 2026, each campus is asked to:

- Submit an action plan developed collaboratively with shared governance partners and reviewed by senior leadership that responds to questions provided in the planning template that begins on page 4 of this document. The action plan should:
  - Build on existing practices that have shown evidence of success and adopt evidence-based strategies aligned with campus needs and SUNY targets (refer to [Fact Sheets](#) for guidance).
  - Where appropriate, integrate recommendations from the Baseline Academic Momentum Campus Survey findings shared in August 2025.
  - Explicitly describe how success rates for Pell-eligible and other demographic groups will be improved.

The action planning process is intended to help campuses determine areas in which they are already making meaningful progress on academic momentum, retention, and completion rates and identify potential gaps and strategies to improve student outcomes. To support campuses in this planning process, the Office of Student Success will provide webinars, virtual office hours, and one-on-one consultation sessions. Additionally, the SUNY Student Success team will create data dashboards to support campuses in monitoring their plans and student outcomes and will identify exemplar campus initiatives that may be elevated within a community of practice structure. This support will be available beginning in October 2025 and continue through the submission deadline in January 2026.

Campuses may also request up to \$20,000 to support the development and implementation of their plans. Funds may be used for release time for faculty and staff or other planning activities. Requests should be noted in the action plan, along with a brief description of intended use.

Final plans, signed by the campus president, are due **January 15, 2026**. Plans are expected to reflect evidence-based practices, active leadership engagement, and a clear commitment to achieving agreed-upon campus targets. SUNY may provide feedback and ask campuses to revise their submission, as needed.

## Academic Momentum Campaign Planning Timeline

Date	Milestone / Deliverable
September 30, 2025	Distribution of system goals, campus targets, and planning template to all campuses.
By October 21, 2025	Presidents confirm or propose alternative campus targets and submit names/contact information for their Academic Momentum Planning Team.
October - December 2025	OSS offers webinars, office hours, and one-on-one consultation to assist campus planning teams.
December 2025	Regional Planning Summits hosted by SUNY OSS; campuses bring draft ideas and receive facilitated support and time with their newly formed campus Academic Momentum Planning Teams to delve into plan details. Optional webinars on evidence-based strategies will also be offered.
January 15, 2026	<b>Final campus action plans due. Plans should be signed by the campus president.</b>
By January 30, 2026	SUNY OSS reviews submissions, provides feedback, and finalizes approval. Modest launch funding released for those requesting funds, contingent upon plan approval.
February - June 2026	Implementation begins for the Fall 2026 entering cohort. Communities of practice formed and ongoing OSS check-ins with campus leads conducted.
July 2026	First preliminary check-in with SUNY OSS on early implementation progress related to development of initiatives and identification of monitoring systems.
Fall 2026	Full launch of the Academic Momentum Campaign with the entering undergraduate cohort. First formal reports due on early implementation.

*Campus Action Planning Template begins on the next page.*

# Campus Action Planning Template

## Directions

Campuses are asked to provide responses to each of the following questions. Please return the completed Campus Action Planning Template section (pp. 4-7), signed by the campus president by January 15, 2026, to: [AcademicMomentum@suny.edu](mailto:AcademicMomentum@suny.edu).

## I. Campus Leadership Statement of Commitment

Each campus president is asked to provide a 2-3 paragraph narrative statement that affirms the institution's full commitment to the Academic Momentum Campaign. This statement should:

- Describe how campus leadership will align the campaign targets with the institution's existing mission and strategic plan.
- Identify how efforts will be prioritized, ensuring broad campus commitment and cross-unit collaboration (academic affairs, student affairs, faculty, institutional research, enrollment management, etc.) and engagement of the shared governance process.
- Acknowledge anticipated challenges and technical assistance needs (e.g., data, staffing, financial resources).

This statement serves as both a visible and substantive demonstration of accountability, affirming that the Academic Momentum Campaign is an institutional priority that carries the direct support and commitment of the President.

## II. Campus Action Plan Questions

The following sections are organized by SUNY's Academic Momentum Campaign system goals. For each goal, campuses should provide clear and comprehensive responses to the guiding questions. Responses should go beyond broad statements of intent and instead describe concrete strategies, along with implementation steps that describe what will be done differently or enhanced, and anticipated outcomes. Each response should be grounded in available evidence and supported by campus Institutional Research (IR) data, including disaggregated analyses where possible.

Campuses are encouraged to identify existing practices that can be scaled or adapted, as well as new evidence-based strategies that will be adopted. Where appropriate, campuses should also outline how progress will be measured and monitored over time and describe how strategies will intentionally increase success rates for Pell-eligible and other demographic groups.

In addition, if there are specific alignments between campus strategic plans and broader institutional or national student success initiatives (e.g., Achieving the Dream, AASCU, NISS, CAEL, etc.), campuses are asked to specify where these connections exist and how your proposed action plan will strengthen and complement that work.

## A. Improved Graduation Rates

1. Based on the data, what are your campus's most significant barriers to increasing (1) on-time (100%) and (2) extended (150%) graduation rates? What student groups most need support in this area?
2. What strategies will you implement to improve both on-time and extended graduation rates? Consider strategies such as structured degree maps, proactive advising interventions, and supports for students who fall behind.
3. How will degree maps and comprehensive academic advising be integrated to ensure students stay on track toward timely completion, and how will faculty and advisors be engaged in this process?
4. What additional policy, staffing, scheduling/programming, or curricular changes will be necessary to support improvements in both 100% and 150% graduation rates?
5. How will you expand or redesign academic recovery initiatives, tutoring, supplemental instruction, as well as increase opportunities for students to make up missed or failed credits?
6. How will supports be adapted for unique student populations such as adult learners, first generation, working students, student-parents, or other focus populations on your campus?
7. How will your campus intentionally increase graduation rates for Pell-eligible students, and what strategies will you use to monitor progress over time?

## B. Fall-to-Fall Retention

1. Based on the data, what are your campus's most significant barriers to increasing fall-to-fall retention rates<sup>1</sup>? What student groups most need support in this area?
2. Does your campus use an automated early alert system? What proactive advising or early alert systems will you strengthen to improve retention rates?
3. How will you address non-academic factors influencing attrition (housing, food insecurity, transportation, etc.)?
4. How will you engage faculty in supporting student retention, for example through early feedback on coursework, use of progress reports, or connecting students to available resources?
5. How will technology and predictive analytics be used to identify at-risk students earlier and intervene effectively?
6. How will your campus intentionally increase one-year fall-to-fall retention rates for Pell-eligible students, and what strategies will you use to monitor progress?

<sup>1</sup> *Fall-to-Spring retention is not an explicit goal for the Academic Momentum Campaign. Campuses are strongly encouraged to monitor this metric internally given its direct impact on Fall-to-Fall retention.*



## E. FAFSA Completion

1. What strategies will you use to raise FAFSA filing and completion rates for first-time and transfer students? For continuing and returning students?
2. How will you coordinate relevant offices (financial aid, advising, student affairs, etc.) to ensure FAFSA completion is embedded in advising practice?
3. What specific outreach campaigns will target Pell-eligible, transfer, and continuing students to improve FAFSA completion?
4. How will you measure and monitor year-over-year improvements in FAFSA completion rates, and how will you disaggregate progress by student group?

## III. Internal Campus Communication Plan

1. Please provide a brief description of your campus communication plan to build campus awareness and full campus commitment for the Academic Momentum Campaign once launched. This plan should outline how the campus will engage key shared governance partners and other stakeholders (faculty, staff, students, leadership, governing bodies) to understand and support the work (OSS will provide standardized case-making materials that campuses may adapt to their local context).

## IV. Funding Request

1. Please describe how you would use up to \$20,000 in launch funding to support the development and implementation of your campus plan and indicate the amount you are requesting. Please include a brief budget narrative.

## V. Assurances

By signing this document, the President affirms that

- The campus is expected to submit requested data, disaggregated by student group.
- The campus is asked to participate in SUNY technical assistance, as needed.
- The Academic Momentum Campaign is expected to be treated as an institutional priority with senior leadership oversight.
- The plan reflects broad campus consultation and engagement.

Signature of President/Officer in Charge: \_\_\_\_\_

Date: \_\_\_\_\_

## VI. Contact Information

**For questions about the planning guidelines or template, please contact:**

### General Inquiries

Casey O'Brien, Ed.D.

Associate Vice Chancellor for Student Success and Transformational Initiatives

[Casey.O'Brien@suny.edu](mailto:Casey.O'Brien@suny.edu)

### State-Operated Campus Liaison

Bill Woodward, Ph.D.

Director of Academic Momentum

[Bill.Woodward@suny.edu](mailto:Bill.Woodward@suny.edu)

### Community College Campus Liaison

Jeanne Mannarino, M.A.

Director of Academic Momentum

[Jeanne.Mannarino@suny.edu](mailto:Jeanne.Mannarino@suny.edu)

## VII. Alignment of the SUNY Academic Momentum Campaign and Seamless Transfer Initiative

SUNY is advancing two systemwide initiatives focused on improving outcomes for two important student populations: first-time freshmen and transfer students moving from SUNY community colleges to state-operated campuses. While each initiative employs a distinct strategy, they are purposefully aligned and designed to reinforce one another. Their goals are complementary, not competing, and together they reflect SUNY's commitment to ensuring that all students are fully supported as they enter and progress through their undergraduate degree programs.

The [SUNY Academic Momentum Campaign](#), formally launched in Fall 2025, establishes systemwide academic momentum, retention, and graduation goals for the entering fall 2026 freshmen cohort. Campuses will develop individual action plans that amplify existing successful campus efforts and integrate evidence-based practices to realize campus targets that roll-up to sector and system goals. The SUNY Office of Student Success will provide technical assistance to campuses to develop and implement their plans and create standardized data infrastructure to monitor progress.

The [SUNY Seamless Transfer Initiative](#) is an ongoing effort to advance the recommendations and success metrics articulated in the SUNY Transfer Task Force final report approved by the SUNY Board of Trustees in December 2024. Campuses will work toward institutional targets that roll-up to system success metrics through the adoption of tools, resources, process/practice recommendations, and policy reforms being actively advanced by the SUNY Office of Student Success Transfer and Articulation team to realize approved recommendations. This work is informed by ongoing collaboration and dialogue with a set of systemwide advisory bodies and campus transfer liaisons (see [here](#)).



# System/Sector Goals & Proposed Campus Targets

## Onondaga Community College

### Introduction

In Fall 2025, the SUNY Office of Student Success launched the Academic Momentum Campaign, a systemwide initiative designed to improve the retention and completion rates of freshman students. The campaign includes a set of ambitious goals that will be met by campuses working toward proportional targets through the creation and implementation of institutional action plans.

This document provides details on system goals focused on key metrics and proposed proportional campus targets that will roll-up to sector and system goals. Additional information related to Academic Momentum Campaign goals has been provided in the Campus Guidelines & Planning Template document and is intended to be used as a companion piece as part of the fall 2025 launch. Please refer to the [SUNY Academic Momentum Campaign Overview](#) for additional details.

### Overview

Campus leadership are asked to review this information internally and confirm campus commitment to work toward these targets or propose alternative targets with back up data and a rationale, by **October 21, 2025**. Campuses will then detail how they will work toward agreed upon targets through the creation of an action plan to be submitted to the SUNY Office of Student Success in January 2026, following a structured and supported planning process (see Campus Guidelines & Planning Template).

The information on the following pages is based on the six metrics:

- 100% Graduation Rate
- 150% Graduation Rate
- Fall-to-Fall Retention Rate
- 30+ Credits Earned in the First Year
- Gateway Course Completion (English and Math)
- FAFSA Completion

Note: The method for determining campus targets is described at the end of this document.

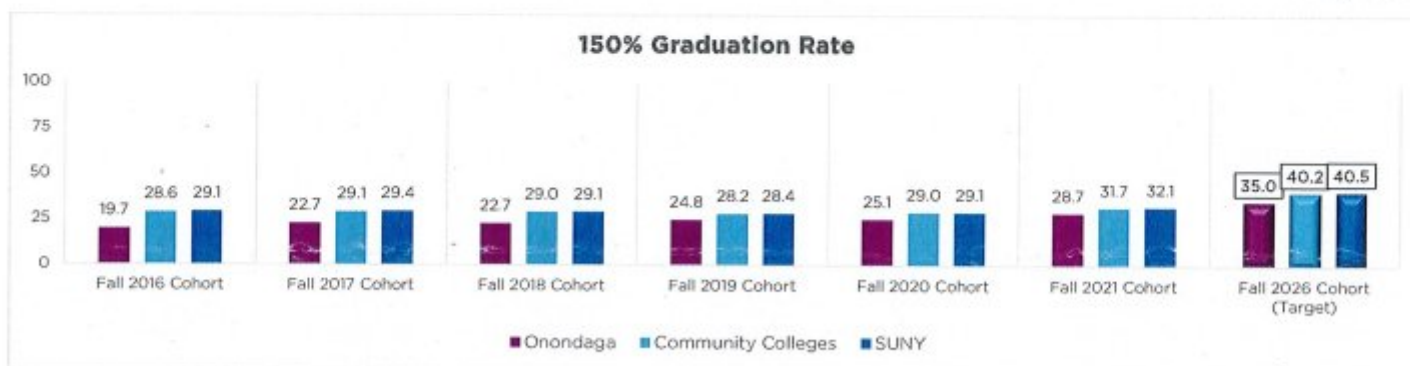
### Onondaga Community College

This table provides a summary of your campus targets for each of the six metrics with comparison data for your campus sector and SUNY overall.

	Graduation Rate		Fall-to-Fall Retention	30+ Cr. Earned in 1st Year	Gateway Course Completion		FAFSA Completion	
	100%	150%			English	Math	First Time & Transfer	Continuing
SUNY System	31.3%	40.5%	67.3%	31.0%	86.5%	85.3%	94.4%	85.8%
Community Colleges	30.8%	40.2%	66.9%	29.8%	82.4%	84.5%	92.3%	83.3%
Onondaga	30.0%	35.0%	59.9%	29.5%	80.0%	80.0%	98.0%	86.6%

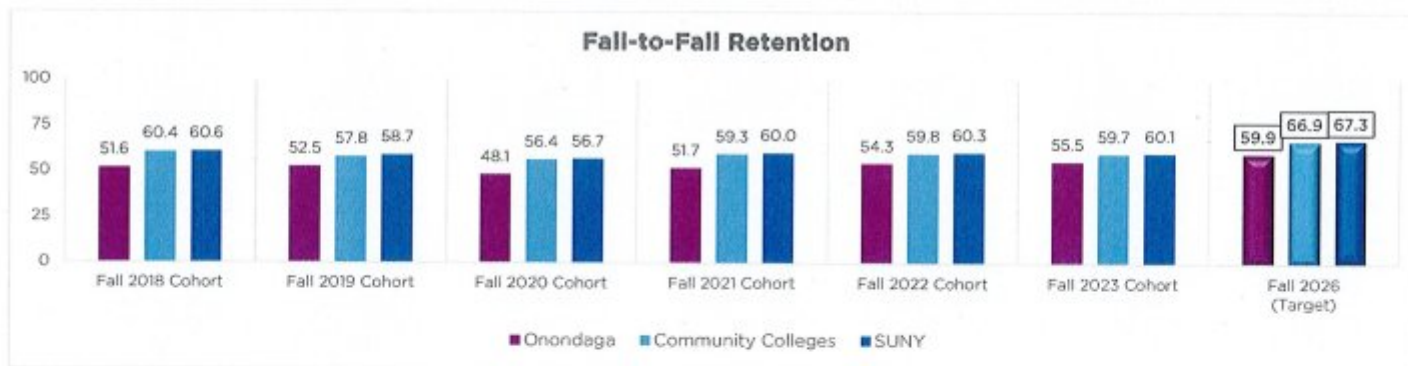
The following series of charts represent the historical averages for each metric for the individual campus, the sector, and the SUNY System overall, followed by the Fall 2026 cohort target. Note that all numbers represent percentages.





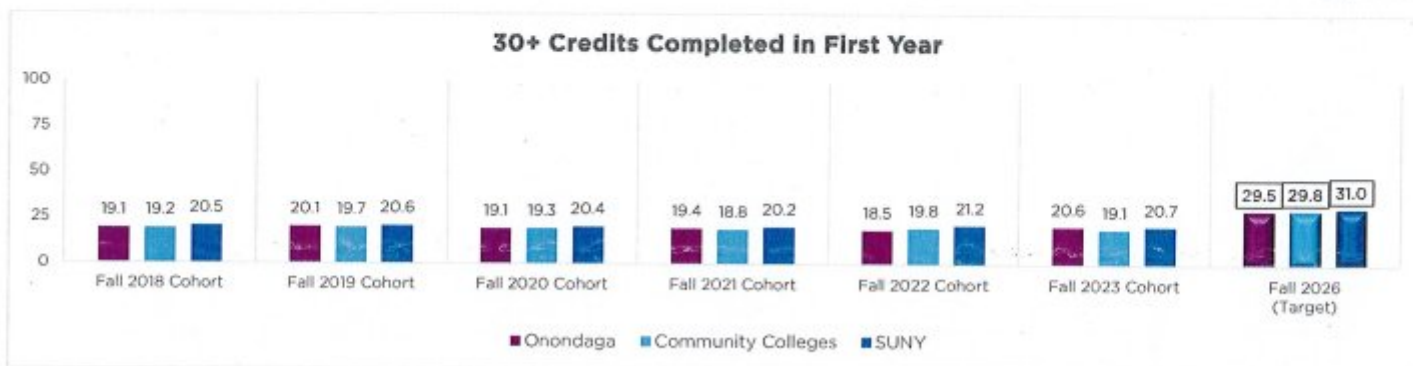
**Graduation Rate Notes:**

- *Target Cohort: First-time, full-time associate seeking students entering Fall 2026*
- *Proposed Target Outcome 100%: Percent of cohort graduating by Summer 2028*
- *Proposed Target Outcome 150%: Percent of cohort graduating by Summer 2029*
- *Sample sizes and baseline rates extracted from SUNY Data Warehouse on June 17, 2025*



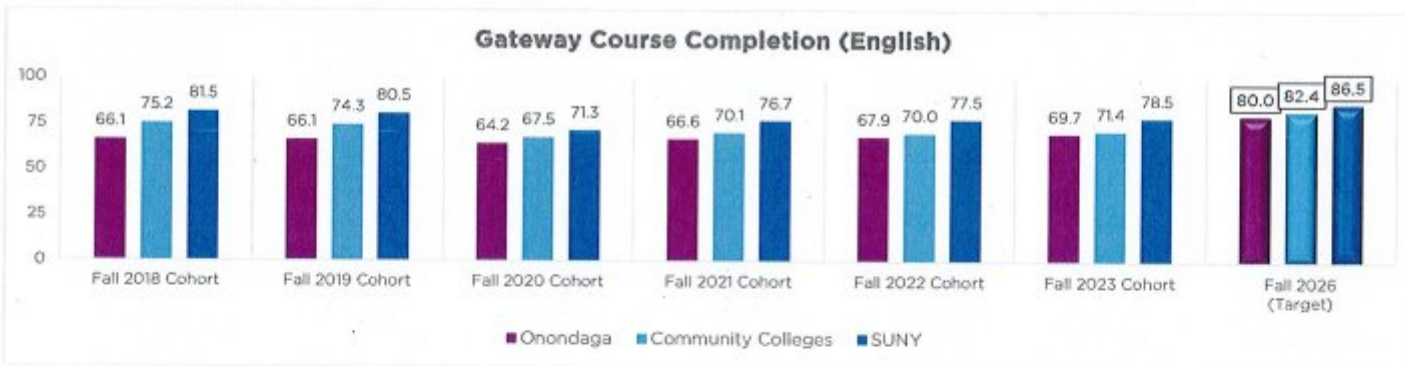
**Fall-to-Fall Retention Notes:**

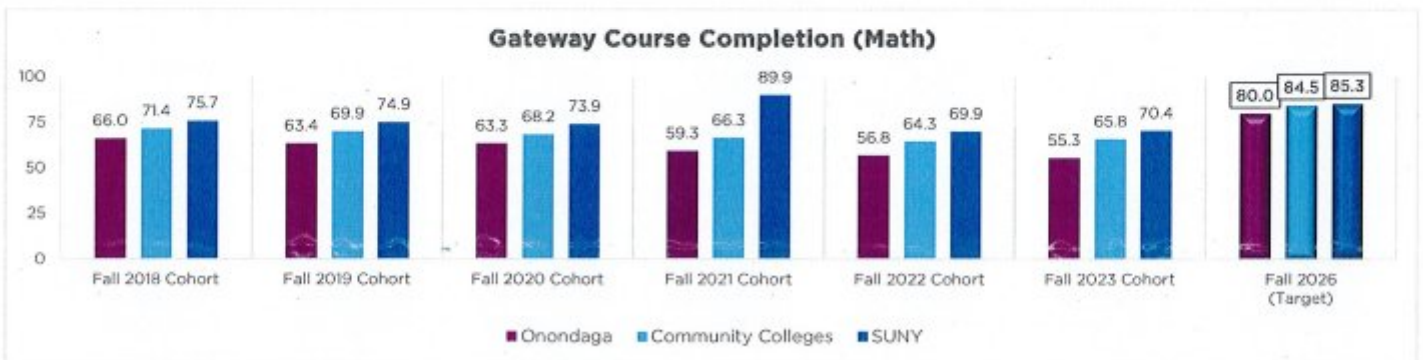
- *Target Cohort: First-time, full-time associate seeking students entering Fall 2026*
- *Proposed Target Outcome: Percent of cohort returning to original campus in Fall 2027*
- *Sample sizes and baseline rates extracted from SUNY Data Warehouse on July 8, 2025*



**Credit Completion Notes:**

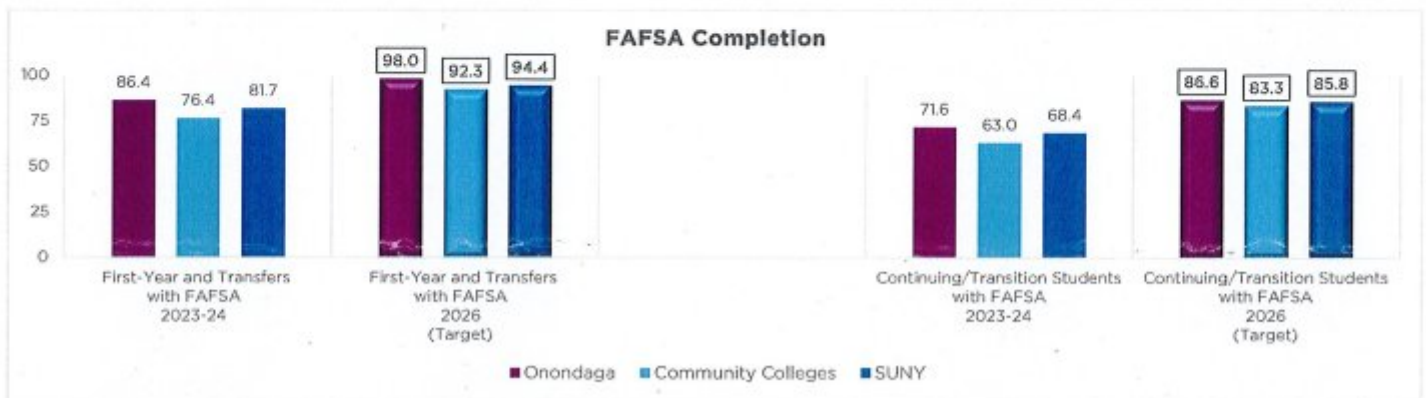
- *Target Cohort: First-time, full-time associate seeking students entering Fall 2026*
- *Proposed Target Outcome: Percent of cohort earning 30 or more combined credits across Fall 2026 and Winter/Spring/Summer 2027*
- *Sample sizes and baseline rates extracted from SUNY Data Warehouse on August 20, 2025*





**Gateway Course Completion Notes:**

- *Target Cohort: First-time, full-time associate seeking students entering Fall 2026*
- *Proposed Target Outcome: Percent of cohort passing gateway English or gateway math by Summer 2027*
- *Aspirational targets have been set for this metric pending updated data collection for gateway courses across the system*
- *Historical data notes:*
  - o *Note that historical data reflects the percentage of students who enrolled in and passed gateway math/English in their first year. Target outcomes, however, will be based on the percentage of all students in the cohort who successfully complete gateway math/English within their first year, including those who need the course but may not enroll right away.*
  - o *Courses were considered gateway English/math if a campus flagged courses as such through a project at SUNY in 2017, or designated courses as initial college-level English or math in SIRIS*
  - o *Sample sizes and baseline rates extracted from SUNY Data Warehouse on July 17, 2025*



**FAFSA Completion Notes:**

- *Target Cohort: Full- and part-time associate seeking students entering Fall 2026*
- *Target Outcome: Percent of cohort completing FAFSA by Fall 2026 census date*
- *Sample sizes and baseline rates extracted from SUNY Data Warehouse on August 11, 2025*
- *Students concurrently enrolled in high school were removed from historical analysis*
- *Most recent data determined by calculating the number of FAFSA applications for any student enrolled in Fall 2023 (SIRIS ESS) that had a FAFSA date within the SIRIS Financial Aid submission for the 2023-24 award year*

## Method for Determining Campus Targets

To determine ambitious but achievable systemwide goals, SUNY Student Success reviewed campus data and historical trends for each metric. Each campus's historical average for a given metric was used as a baseline and a proportional percentage-point increase was applied (either uniformly or sector-specific, depending on the metric) to translate System goals into campus targets.

If a campus's target fell below their most recent rate, the most recent value (plus a 2.5 percentage-point increase) was used to ensure no campus target would be kept flat or set lower than past achievement. Campus targets were then rolled up to sector and system levels using weighted averages based on historical sample sizes.

Minimum thresholds and floors for each proposed target were also established to ensure that all campuses make progress. Ceilings were also established to ensure no proposed campus target would be unreasonably high. Note that for the Gateway Course Completion metric, specifically, aspirational System goals were established due to a lack of reliable data.

System goals were also compared to national averages—especially those in key states (CA, TX, PA, and N.Y.) to ensure goals were ambitious as well as competitive with other state systems, for University Centers, sector targets were assigned to be consistent with the University of California averages for available data (graduation and retention)



## Academic Momentum Campaign: Next Steps

October 9, 2025



## Academic Momentum Campaign Agenda

- Context & Purpose
- Campaign Timeline
- Goals & Targets
- Planning Process

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## Academic Momentum Campaign

### Context & Purpose

#### As announced in 2025 SOTU and presented to BOT in June:

- SUNY-wide campaign designed to improve retention and completion for all SUNY undergraduates w. focus on Pell/other demographic groups
- Establishes System goals met by campuses working towards specific targets through the adoption of evidence-based strategies:
  - Monitoring credit accumulation/retention and communicating to advisors/faculty
  - Completion of gateway math and English & major courses in first year
  - Degree maps coupled with consistent advisement
  - Targeted/timely interventions to keep students on track
  - Student success dashboards to monitor progress

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## Academic Momentum Campaign

### Timeline

#### Three-phase process led by SUNY Office of Student Success

- **Phase I: Discovery and Goal Development (Summer 2025)**
  - Campus survey of current practices
  - Review of campus historical data (retention, completion, credit accumulation, FAFSA completion)
  - Development of proposed system goals, campus targets and planning materials
- **Phase II: Presentation of Goals/Targets/Action Planning (Fall 2025 – *launched last week!*)**
  - Shared System goals w. presidents
  - Shared campus-specific proposed targets and planning materials
  - Confirm campus targets and launch structured planning process
- **Phase III: Launch and Early Implementation (Spring 2026)**

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## Academic Momentum Campaign

### System Goals: Metrics Used

- Identified six broad goals that will provide us with intermediate and long-term measures that impact academic momentum and completion:
1. 100% Graduation Rates (Assoc. / Bacc.)
  2. 150% Graduation Rates (Assoc. / Bacc.)
  3. Fall-to-Fall Retention (Assoc. / Bacc.)
  4. 30+ Credits Earned in First Year (Assoc. / Bacc.)
  5. Gateway English / Math Completion in First Year
  6. FAFSA Completion (FT / Transfer & Continuing)

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## Academic Momentum Campaign

### System Goals: Methodology & Rationale

- Reviewed campus data/historical trends to establish ambitious but achievable systemwide goals for all metrics
- Campus targets derived proportionally so every campus contributes fairly towards system goals
- Safeguards applied to ensure progress at each campus
  - If metric fell below most recent performance: recent value + 2.5 pp. increase
  - Floors set (e.g., min. 25% on-time grad rate)
  - Ceilings set (e.g., 95% completion) to avoid unrealistic targets
- Targets rolled up to sector then to system goals using weighted averages based on campus sample sizes
- All proposed goals compared to national averages; University Center sector targets pegged to University of California retention and compl.

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## SUNY System Academic Momentum Campaign Goals

Metric	Degree Level / Group	Historical Average	System Goal	PP. Inc. from Avg
100% Graduation Rate	Associate	19.6%	31.3%	11.7
	Baccalaureate	54.3%	62.3%	8.0
150% Graduation Rate	Associate	29.5%	40.5%	11.0
	Baccalaureate	67.3%	77.2%	9.9
Fall-to-Fall Retention	Associate	59.4%	67.3%	7.9
	Baccalaureate	80.9%	87.4%	6.5
30+ Credits Earned in First Year	Associate	20.6%	31.0%	10.4
	Baccalaureate	45.8%	55.6%	9.8
Gateway Course Completion	English	78.0%	86.5%	8.5
	Math	75.3%	85.3%	10.0
FAFSA Completion	First-Time/Trx	81.7%	94.4%	12.7
	Continuing	68.4%	85.8%	17.4

\* Goals are for the Fall 2026 entering cohort and based on analysis of historical data

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## Proposed SUNY Sector Academic Momentum Campaign Targets

Sector	100% Graduation Rate		150% Graduation Rate		Fall-to-Fall Retention		30+ Cr. Earned in 1st Year		Gateway Course Completion		FAFSA Completion	
	Assoc.	Bacc.	Assoc.	Bacc.	Assoc.	Bacc.	Assoc.	Bacc.	English	Math		FT/Trx
SUNY System	31.3%	62.3%	40.5%	77.2%	67.3%	87.4%	31.0%	55.6%	86.5%	85.3%	94.4%	85.8%
Univ Centers/Doctoral		72.7%		86.0%		92.5%		57.3%	92.1%	89.0%	95.2%	83.5%
Comp. Colleges		53.7%		69.8%		82.0%		54.4%	91.9%	85.3%	97.1%	91.4%
Technology Colleges	36.1%	43.3%	43.9%	63.7%	71.6%	81.7%	42.4%	51.0%	90.3%	85.7%	96.0%	88.9%
Community Colleges	30.8%		40.2%		66.9%		20.8%		82.4%	84.5%	92.3%	83.3%

\* Campus targets roll up to sector-level goals through weighted averages  
 \* Sector variations reflect differences in baseline performance and growth potential

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## Academic Momentum Campaign Action Planning

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## Academic Momentum Campaign Campus Guidelines and Planning Template

- Campus Guidelines and Planning Template includes detailed instructions for action plan development
- Campus plans will articulate the commitment to SUNY's systemwide goals
- **Campus Communication Plan:**
  - Strategies to create broad awareness and commitment across all campus units
  - Engagement plan with shared governance partners
  - Engagement plan for staff, students, and other leaders
- **Guiding Questions** (organized by goal area) to:
  - Demonstrate how your campus will build on and amplify existing effective campus practices
  - Identify gaps where new evidence-based strategies will be adopted
  - Demonstrate how your campus will increase success rates for Pell-eligible and other demographic groups

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## Academic Momentum Campaign Campus Planning Team

- **Campus Planning Team Lead:**
  - Responsible for coordinating campus planning team
  - Serve as primary point of contact with SUNY Student Success Academic Momentum team
- **Campus Planning Team:**
  - Includes 5 - 7 representatives from key campus areas, including faculty
  - Responsible for developing the plan and engaging campus stakeholders for input

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## Academic Momentum Campaign Support for Campuses

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## Academic Momentum Campaign

### SUNY Support

## Virtual Drop-in Office Hours with SUNY Academic Momentum Directors

### Community Colleges:

Jeanne Mannarino (Jeanne.Mannarino@suny.edu)

Mondays, 1:00 - 2:00 pm

Thursdays, 12:00 - 1:00 pm

### State Operated Campuses:

Bill Woodward (Bill.Woodward@suny.edu)

Tuesdays, 10:00 - 11:00 am

Thursdays, 2:00 - 3:00 pm

*One-on-one appointments may also be scheduled via email*

## Regional Planning Summits

### Purpose:

- Focused work time for campus teams
- Facilitators will work with individual campus teams to further develop their plans
- Finalize plans for submission by mid-January 2026

### Logistics:

- Three regional summits in early December
- 10:00 am - 3:00 pm
- Lunch provided
- Registration details forthcoming



## Academic Momentum Campaign

### SUNY Support

## Financial Support

- Up to \$20,000 available for each campus
- Request should include brief description of intended use
- May support development and implementation of plans
  - Release time for faculty or staff
  - Professional development opportunities
- Funds to be released with final approval of plans



## Academic Momentum Campaign

### SUNY Support



## Academic Momentum Campaign

### Regional Planning Summits

Monroe Community College	SUNY Purchase	University at Albany
<b>Tuesday, December 2</b>	<b>Thursday, December 4</b>	<b>Monday, December 8</b>
Alfred State Alfred Ceramics Brookport Buffalo State University at Buffalo Cayuga Cornell Cortland Cortland Erie ESF Finger Lakes Fredonia Geneseo Jamestown Jefferson Morroe Niagara Onondaga Tompkins Cortland Upstate Medical	Columbia-Greene Downstate Medical Dutchess Farmingdale FIT Maritime Nassau New Paltz Old Westbury Optometry Purchase Rockland Stony Brook Suffolk Sullivan Ulster Westchester	Adirondack Albany Binghamton Broome Canton Clinton Cobleskill Delhi Empire State Fulton-Montgomery Herkimer Hudson Valley Mohawk Valley Morrisville North Country Oneonta Plattsburgh SUNY Poly Potsdam Schenectady



## Academic Momentum Campaign

### SUNY Support

#### Information Sharing

- Evidence-based SUNY campus and national examples in each goal area will be shared with others across the System
- SUNY Student Success Academic Momentum Directors will create opportunities for dialogue and encourage sharing across campuses
- Fact Sheets have been provided to showcase evidence-based programs across the country that can inform planning efforts
- Upcoming
  - Academic Momentum Website
    - Document Repository
    - Communities of Practice
    - FAQ
  - Data Dashboards for Progress Monitoring

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## Academic Momentum Campaign

### Next Steps

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## Academic Momentum Campaign

### Next Steps

#### October 21<sup>st</sup>

- Confirm targets or propose alternative targets for consideration
- Submit the names and contact information of campus Academic Momentum Planning Team to [AcademicMomentum@suny.edu](mailto:AcademicMomentum@suny.edu)

#### November 21<sup>st</sup>

- Complete Regional Planning Summit Registration (invitation forthcoming)

#### January 15<sup>th</sup>

- Submit the Campus Leadership Statement of Commitment
- Submit the completed Action Plan with President's signature to [AcademicMomentum@suny.edu](mailto:AcademicMomentum@suny.edu)

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## Academic Momentum Campaign

### Next Steps

#### Phase III: Launch and Early Implementation (2026)

- **January 30, 2026:**
  - SUNY Student Success will review campus submissions, provide feedback and finalize approval
  - Funding released
- **February - June 2026:**
  - SUNY Student Success will form Communities of Practice and conduct check-ins with campus leads
  - Campuses begin implementation for Fall 2026 entering cohort
- **July 2026:**
  - Initial progress check-ins with SUNY Student Success
  - Release of dashboards and monitoring guidelines/resources to campuses w. training
- **Fall 2026:**
  - Full launch of action plan with entering undergraduate cohort
  - Initial reports due on early implementation

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# College Leadership Council Assessment

This assessment will inform the College Leadership Council as it moves forward and help us to meet the requirements of Middle States. Your personal information will not be collected and all responses will remain completely confidential. Please complete by May 1.

\* Indicates required question

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1. Do you have a clear understanding of the College Leadership Council's purpose? \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

2. Do you understand the College's shared governance process and how College Leadership Council fits into the decision-making process? \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

3. Do you understand how an issue/proposal is brought before the College Leadership Council? \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

4. Do you feel the content covered at the College Leadership Council and/or Committee meetings is adequate and meaningful? \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

5. College Leadership Council fosters an atmosphere of trust and collaboration. \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

6. Do you have a clear understanding of the roles and responsibilities of the official College \*  
Leadership Council Committees? (1) Programs and Academic Support; (2) Data  
Governance; (2) Student Success; and (4) Institutional Effectiveness?

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

7. The College Leadership Council does an adequate job assigning work to the \*  
Committees.

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

8. Do you feel that the College Leadership Council and/or your Committee effectively \*  
communicates with the represented constituents within the body? For example, OCCAC,  
Student Government, Faculty Senate, etc .

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

Open-ended Questions

9. What do you feel College Leadership Council and/or your Committee does well? \*

10. What do you feel College Leadership Council and/or your Committee could do better? \*

11. Do you have any other comments or suggestions? \*

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## 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.

# ONONDAGA COMMUNITY COLLEGE COLLEGE LEADERSHIP COUNCIL BYLAWS

These Bylaws of the College Leadership Council are made and effective October 24, 2014, with a first revision dated October 21, 2022.

## ARTICLE I - NAME

The name of this body shall be the College Leadership Council.

## ARTICLE II - PURPOSE:

The purpose of the College Leadership Council shall be to serve as the central, cross-campus governance body responsible for advising the President on strategic issues, projects and proposals with significant cross-institutional impact.

In so doing, the College Leadership Council will:

1. Promote organizational excellence and institutional effectiveness.
2. Improve cross-institutional collaboration.
3. Foster continuous improvement of shared governance.
4. Embrace diversity and encourage collegiality.
5. Facilitate consistent, effective, campus-wide involvement in strategic planning and review.

## ARTICLE III - MEMBERSHIP

The membership of the College Leadership Council shall be comprised of representatives of the College's recognized associations and the heads of the College's divisions, as follows:

1. College President or designee
2. Faculty Senate President
3. Faculty Senate Vice President
4. CSEA Representative
5. Administrators' Council (OCCAC) Chairperson
6. Administrators' Council (OCCAC) Chair-elect
7. Student Government Association (SGA) President
8. Student Government Association (SGA) Designee
9. Faculty Senate Adjunct Representative
10. Chair-of-Chairs
11. Senior Vice President & Chief Financial Officer
12. Provost & Senior Vice President

#### **ARTICLE IV - MEMBER ROLES AND RESPONSIBILITIES**

The roles and responsibilities of the membership are to:

1. Represent the collective views of their respective constituencies.
2. Report to their respective constituencies on the work of the College Leadership Council.
3. Solicit input from their respective constituencies on matters that come before the College Leadership Council.
4. Review the agenda and all supplemental information prior to meetings.

#### **ARTICLE V - COLLEGE LEADERSHIP COUNCIL CHAIRS**

The College Leadership Council shall be co-chaired by the President and Faculty Senate President.

#### **ARTICLE VI - MEETINGS**

The College Leadership Council shall determine and establish its own meeting schedule, subject to the following provisions:

1. Regular meetings of the College Leadership Council shall be of sufficient frequency and duration as to effectively carry out the Council's purpose and responsibilities.
2. The College Leadership Council shall meet at least 7 times during the College's academic year.
3. Special meetings of the College Leadership Council may be scheduled at the request of the College President or the members.

The agenda for all meetings shall be established by the co-chairs subject to the following provisions:

1. Meeting agendas will follow a standard format acceptable to the Council to include review of any new material as well as standing items based on a calendar of critical topics to be reviewed and discussed throughout the year.
2. The agenda for regular meetings, including all relevant materials for consideration, shall be distributed to the membership no later than one week prior to the meeting.
3. In the case of a special meeting requested by the members, the co-chairs shall collaborate on the agenda.

The minutes of all meetings shall be made publicly available to the College community within one week after the meeting on the College's website.

## **ARTICLE VII - COLLEGE COMMITTEES**

The College Leadership Council shall be the reporting home for official College Standing Committees, as outlined in the College's Centralized Policy Manual, and College Ad Hoc Committees. (These "College Standing Committees" are separate and distinct from the College's Faculty Senate Standing Committees.)

With regard to College Standing Committees, the College Leadership Council shall have the authority to review the structure and charges for such committees, and to recommend to the President the creation or dissolution of College Committees. Recommendations to create or dissolve College Standing Committees shall require a two-thirds vote of the College Leadership Council membership. Recommendations to create or dissolve Ad Hoc Committees shall require a simple majority of the College Leadership Council membership.

## **ARTICLE VIII - AMENDMENTS**

These Bylaws may be altered, amended, or repealed and supplanted by new Bylaws in the following manner:

1. Notification of an amendment proposal must be received by the membership of the College Leadership Council no fewer than thirty (30) days prior to the meeting at which it is to be considered.
2. Amendment proposals shall be clearly stated on the agenda for the meeting at which they are to be considered.
3. Adoption of an amendment proposal shall require a two-thirds majority of the College Leadership Council membership.