Programs and Academic Support committee

Update to CLC by M. Choseed and J. Mitchell

Charges for 2025-26:

1. Continually update the webpage for the Committee with agendas, minutes and other relevant information.

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2. Assess the current student complaint processes across campus and produce recommendations for consolidation and ways to facilitate tracking and trend analysis.

   See Appendix ▼

   Our research questions:

   - Do students know the process exists?
   - Is the process easy to find and use?
   - What aspects of the process can be streamlined?

   Recommendations so far:

   - Continue working on this charge in 2026-27.
   - Consolidate disparate processes into one page and one form that is routed to appropriate offices. Build in tracking of responses and actions.
   - Continue to work with Harrison Russell to ensure web process is clear to students and easy to find/use.
   - Work with SGA, Navigators, and other offices as applicable to address affective barriers to students using complaint process.

   Key findings by student researchers:

   - Include it on every syllabus as a required statement
   - Make it easy to find.
   - Make an anonymous option where possible.

3. Review and analyze academic program retention, persistence and graduation rates to determine patterns and make recommendations on additional student supports, ie: tutoring modifications, programming, etc.

   See Appendix ▼

   Our research questions:

   - Do we look at individual classes or at programs/majors?
   - What are the 'pinch' points where an intervention can do the most good?
   - Recommendations for specific strategies will come after this.

   Recommendations :

   - Data has been collected but the analysis is complex and taking more time than anticipated. Continue working on this charge in 2026-27.
   - Continue working with Sean Vormwald to make data analysis more efficient.

   Key findings by student researchers:

   - Process may be too easy; consider building in some 'check ins' with Navigators
   - Create communications targeted to students who drop encouraging them to talk to Navigators about what comes next.
   - Increase student knowledge of flexible hours/modalities of Learning Center

4. Provide an update to College Leadership Council at an appropriate time during the academic year.

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Appendix A

Harrison Russell's draft web architecture for revised page

Complaints, Appeals & Grievances Content Outline

Cyan – start of a new page

Purple – suggested component, for Harrison's use only

Yellow – important, please note, will need specific attention

Italics – internal notes

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Proposed Nav Menu:

- Complaints, Appeals & Grievances *(Homepage)*
- Academic Issues
- Tuition & Financial Appeals
- Conduct & Behavioral Concerns
- General Complaints
- Refer a Student (Faculty & Staff)
- Policies & Resources

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Complaints, Appeals & Grievances

- Overview
- Complaint Categories
- Refer a Student
- Quick Links
- Contact

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Academic Issues

- Academic Concern
- Academic Dishonesty Appeal
- Final Grade Dispute

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Tuition & Financial Appeals

- Tuition Appeal

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Conduct & Behavioral Concerns

- Discrimination or Harassment
- Title IX Violations
- Student Conduct Violations

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General Complaints

- General Complaint

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Refer a Student (Faculty & Staff)

- We Care Referral
- LazerSuccess Referral

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Policies & Resources

- Complaint & Grievance Policy
- Academic Rules
- Grade Dispute Procedures
- External Complaints

Appendix B

From student presentation:

MARKETING RESEARCH

How we got our data.

Number of respondents	50 OCC students
How we gathered them	Anonymous Microsoft Forms survey, distributed randomly across campus
Sample skew	ACBE students overrepresented (~53%); mostly full-time, median age 19
Secondary research	OCC's complaints page, meeting with our contact, comparable colleges, and supporting studies on complaint processes

HEADLINE FINDING

80%

of students either don't know OCC's complaint process exists, or don't know how to start one.

About half had never heard of it. Another third had heard of it but wouldn't know how to start one.

OCC Complaint Process Marketing Plan 4

KEY TAKEAWAYS

Three things to remember.

01 **Most students can't access the process today**

80% don't know it exists or wouldn't know how to start one. Awareness doesn't grow with time at OCC.

02 **It's not just an awareness problem**

Even students who know about it aren't using it. 86% said they'd be more likely to file if they could do it anonymously.

03 **Make it findable. Make it anonymous.**

Add an anonymous option for general complaints, put it in every syllabus, and introduce it during orientation so students know it exists before they need it.

OCC Complaint Process Marketing Plan 12

Appendix C

From student research paper:

Based on our initial data, about 25% of students dropped or withdrew from an OCC class this current semester. Over half of these students (54%) had dropped a class between weeks 2 and 3, after the drop/add period. Half of the students who dropped/withdrew stated having academic difficulties as the reason for leaving the class. 25% of students also reported that if they had the knowledge of the flexible and online availability of the learning center, they would have reconsidered dropping their course.

Appendix D

PAS committee project tracking document:

Programs and Academic Support committee

		DELIVERABLE: Complete PAS committee charges 2 and 3										
Goal:	**Priority / Order to be completed:**	**Strategy:**	**Actions:**	**Resources Need**	**Responsible Person(s) or Group(s)**	**Timeline**	**Status Report**	**Follow up**	**Challenges?**	**Next steps?**	Comments	Additional Comments
Charge 2: Assess the current student complaint processes across campus and produce recommendations for consolidation and ways to facilitate tracking and trend analysis.	1	Assemble a list of all places on website where compalints can be entered and document the back end process - where they go and who gets alerted.	Start review with: https://www.sunyocc.edu/complaints-appeals-grievances 8 different links on this page!	Erin Vacarro Erin Kelly	Malkiel Choseed will reach out to see what is allready documented	MC will udpate on March 6, he will have spoken with Vacarro by then	She has a spreadsheet with all her notes about who owns what forms and she will share that with me.	Erin V. said that her notes were focused on errors or mislabelings and these have all been addressed. We need to do another in-depth review of website to see what or if there are any other issues.				
	1	General website audit for language related to complaints that overlaps in un-productive ways and where they go and who is alerted. Documenting What search terms turn up pages related to complaints? "Concerns" vs "Complaints"	These exist - what else is there? https://www.sunyocc.edu/concerned-about-your-success https://www.sunyocc.edu/concerned-about-student what else?	Harrison Russell webmaster and ability to control search results	Jessica Mitchell reach out to Harrison to see if there is an algorythm or something like that, can he just tell us rather than us experimenting?	March 6, JM will have an update on what Harrison knows and can do	Will attend 3.27 meeting. He will look at the website search engine to see complaint/concern/etc language. He is currently updating software of search engine to recognize misspellings, etc and route students to best site, is happy to look at user experience for people searching compalints and potentially re-design	Harrison attended two PAS meetings, and committee members presented their homework finding examples of what other colleges do. Based on that, our reccomendation is to to have one complaint form that student can fill out and it is passed along to the correct dept based on type of complaint being submitted. Should also include an indication of when the student can expect a response (e.g. 5 business days). Herkimer had a good model. Harrison will draft up potential possibilities and solutions for our website and will present in future meeting.		Harrison will create individual pages with list on side for students to select the correct form. Ultimately we decided to do multiple forms instead of just one because when the student searches key terms one form might not pick up certain terms.		
	2	What role can Navigators play in this process for students? How do students understand the complaint process?	arrange to visit a SCAN meeting to ask about complaint processes. Qustions will be distrinuted beforehand	Jenna Alexander Deb Ryan	Deb Ryan and Guy Linton Deb will ask jenna about scheduling	DR will havescheduled with Jenna by March 6	Scheduled for March 6th, but postponed to March 27 or the following week. Do we want to wait until later and do it in person or do a written survey? DB and GL will create a -survey on MS Forms and share it out by end of week on March 14, and will also do in -person on March 27.	meeting was rescheduled, but qualatative and quantitative survey data was collected. Sean Vormwald said he would test his NLP program on this to get quick results for us. 24 responses or 98% of current navigators. Cursory review of the survey data indicates students are generally not aware of complaint processes. If they are or if Navigators tell them about it, there is discomort in using them for fear of retialiation or of having to drop a class and this effecting Financial aid or housing, but it is probably more important to make the process clear first and work on steps to reduce anxiety about it second.				
	2	Do invidivudal process timelines make sense for our students?										
	2	Get students in Costello's marketing class to do some research on how students use and percieve complaint process		Costello	Choseed will reach out to Costello	MC spoke with Costello on 2.25	Costello reported this is something students would be able to do. JM will be lead on drop/withdrawl and MC will be lead on complaint.	met with KC and meeting with students on Tuesday 3.24 to discuss options. Most likely a survey and discussion of what the best way to inform students of the new process is	Waiting on results from student researchers. At initital meeting, the 4 students in the group said the were not aware processes existed and reccomended a button on student or main page that takes students directly to it. They said that even just having it visible would be a good indciator of trust and make them feel better knowing it was there.	3 websites act as hubs for students and employees around concerns, complaints, or problems: Complaints, Appeals & Grievances | Onondaga Community College Concerned about your success? | Onondaga Community College Concerned about a student? | Onondaga Community College Complaints, Appeals & Grievances | Onondaga Community College is the most comprehensive, has everything the other two have except for LazerSuccess and WeCare . If we are looking for one to highlight and create a link on the main or student page, it should be this one. Page would be reorganized using models of other colleges,so it is more clear and intuitive. We also discussed adding a note at the top for students that says something like "contact your Navigator if you need help with this process or just want to talk." We Care and LazerSucess links could be added in a section for employees who want to get a student in contact with someone at the College.		

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Charge 3: Review and analyze academic program retention, persistence and graduation rates to determine patterns and make recommendations on additional student supports, ie: tutoring modifications, programming, etc	1	Analyze LazerSuccess notes using SV's NLP program to determine trends/themes - Qualitative analysis	1. LS notes from Navigator meetings/sessions 2. Most recent Student Survey with 70 responses, qualitative and quantatative data,4 or 5 questions, check in survey	Naomi Stewart Sean Vormwald	Deb Ryan	By March 6, DR will have talked with Naomi about navigator session notes for NLP analysis as well as results of check in survey - Can we get them and when? March 6, Malkiel will talk to Sean about NLP software and how we can use it.	Malkiel scheduled a meeting with SV and reached out to NS about navigator notes and analytics	SV is going to have something to show us by Mid-april for NLP analysis of Navigator notes. If it is not what we want or need it to be, we can take out identifiers and use commerical AI. Sean is attending April 3rd meeting			Software to identify major themes on meeting notes in Lazer success. Went over dashboard and count of common themes in advising notes. This would help analyze the open ended comments from advising notes. We could help identify common reasons from "other" question on drop /withdrawal form to pull categories that we might not be capturing.	
	1	Use Starfish Analytics program to determine program retention, persistence, and grad rates - what are averages and what are outliers? - Quantitative analysis What are high enrollment and low success classes AND programs?		Naomi Stewart IPAR	Makiel will ask about NLP	By March 6, Malkiel will ask Naomi what is possibel with Analytics	MC reached out to NS about the possibilities		Chris Root and Naomi report that Analytics is not up to date and not a good resource.			
	1	Use IPAR dashboards to investigate program retention - Need to check on access and availability - Quantatative analysis What are high enrollment and low success classes AND programs?		Sean Vormwald	Malkiel will ask about progress and access	By March 6, Maliel will ask Sean what is possible via Dashboards or through IPAR data request	meeting scheduled	Malkiel will follow up about access	There is 1 dashboard = "Course Success Rate Dashboard" MC will be grated access and will ask for committee wide access DD, MC, DT, and DB will review and look for trends once we get access	Sean coming to first April meeting to walk us through dashboards	Sean gave us a method to use the dashboard to highlight obvious outliers, but he said it would be easy to tweak the dashboard so we could get a comprehensvie overview with a click. It is hard to make sense of it for me. Two main questions - look at it by program or by course? I guess it makes more sense to do it by course. Need to follow up with Sean.	
	1	Analyze "Reason for Drop/Withdrawal" using SV's NLP - Qualitative analysis	Jess Mitchell will reach out to Kara Hook bc Student Central owns form to ask about getting access for analysis	Sean Vormwald Student Central - Kara Hook	Jess Mitchel	By March 6, Jess will see what is possible to get in terms of data - the form it will be in, how far back, etc.			Reg and Records owns the forms, and JM has access in Dynamic Forms Spreadsheet goes back to Fall of '24 Reasons are from a pre-determined list but there is "Other" and studnets need to fill in 755 people have filled out the form since Fall of 24 As a group, we should also look at the pre-determined list of reasons for dropping - do we want to suggest revisions to it?	jess will give the group a summary of quant. Data and we will see if SV can help with qual data	Comparing the type of reasons students give for dropping to Navs to what is on the form might lead to a good revision of the form that is more in line with student experiences.	MC followed up with jess on 4.30
	2	Work with Costello's marketing class on a student led, qualitative research on why students drop		Kristen Costello	Malkiel Choseed will reach out to Costello to ask if students still need projects and if they want to take this on.	Malkiel will ask by March 6	MC spoke with Costello on 2.24 and she is confident students can help with this, but gave me the caveat that some students who's voices really ougt to be heard will have dropped/left college allready	met with KC and meeting with students on Tuesday 3.24 to discuss options. Most likely a survey.	Will need a faculty or staff lead to communicate with student researchers; JM will be lead	waiting for response from student researchers		
	2	Work with SGA to survey students about why they drop		SGA								

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	2	Partner with AcMo group to pool resources and knowledge	touching base with project leaders, what they have learned, sharing their data and our data	Christian Heisler will ID possible connections and act as a liason	Christian Heisler	Christian will update by March 27, will talk with Justin Pritchard and review campus plan and mention it to AcMo group						
	1	Qualitative research with SCAN/Navigtors about their perceptions of why students drop	do it Teams so we can record transcript and qualitative analysis?	SCAN meeting every Friday - Jenna needs to approve/schedule We can do it in person so Guy can record	Guy Linton can record and create transcript Deb Ryan will help organize and come up with some conversation starters to be shraed ahead of time with SCAN	DR will have scheduled with Jenna by March 6	see above, March 27 will do it and also send survey	was combined with complaint survey	Key Takeaway from AI analysis Students most often withdraw when instructional fit and external life pressures combine, leading to academic risk. Early faculty engagement, clearer course structures, and proactive student support are critical levers for improving persistence. 1. Professor / Teaching Fit 2. Personal & Life Barriers 3. Academic Difficulty / Risk of Failing			
	2	Make a distinction between those students who just leave the college without a degree and those studnets who change majors but are then successful - are students using the Schools with their clustered programs as they were intended? EG, a student was in Business Admin AS but then switches to Business and Entrepensurship AAS	IPAR	Vormwald and E Kelly	Malkiel	this semester	EK told us wht sort of report SV will have to run in order ot determine this. It is possible to do this	Another thing to add to the list - maybe a lower priorty				