STRATEGIC PLANNING COUNCIL

Thursday, April 13, 2023

Ammerman Campus
William J. Lindsay Life Sciences Building, Room 114

MINUTES

In attendance:

MaryLou Araneo	Heidi Kiley	Dr. Lauren Tacke-Cushing
Dr. Edward Bonahue	Theodore Koukounas	Christina Vargas
Thomas Flesher	Dr. Elizabeth McCormick	Scott Votke
Kaliah Greene	Dr. Patty Munsch-Eilbeck	Carol Wickliffe-Campbell
Lisa Hamilton	Isaac Oddoye	Dr. Helen Wittmann
Arlene Jackson	Dr. Irene Rios	Joshua Wolfson
Dr. Liesl Jones	Dr. Tat Sang So	

Professor Theodore Koukounas began the meeting at 3:51pm.
- He welcomed the membership and introduced new member, Heidi Kiley.
- He thanked everyone for their participation in this semester's Call to Conversation meetings:
  - President Bonahue and the Executive Deans for hosting
  - Dr. Munsch for facilitating student participation
  - Governance leaders for encouraging faculty participation
- The minutes from February 9, 2023, were reviewed, and there being no corrections suggested, a motion was made to approve them. A vote was taken and the minutes were accepted as written.

Dr. Lauren Tacke-Cushing presented a Middle States Commission on Higher Education (MSCHE) accreditation update:
- MSCHE is under review by the US Department of Education so they have been looking at their policies, procedures, and standards.
- It's been five years since our last self-study; our next one is 2026-2027.
- As part of MSCHE restructuring several years ago, they went from a 10-year to an 8-year self-study review process and then in between was supposed to be annual institutional updates and a mid-point peer review. Based on what they were receiving from the annual updates and the product of the mid-point peer reviews, MSCHE decided that the mid-point peer reviews were not useful to the institutions so they have been discontinued as of 2022, and they are relying on the annual updates instead. They will provide feedback on those updates if they find anything that needs to be worked on.

- The seven standards have been revised and voted on by the presidents of the member institutions. This revision is about tweaking the language of the existing standards. They go into effect on July 1, 2023.
- MSCHE has five guiding principles that they are infusing into the seven standards:
    1. **Mission-Centric** – The individual mission and goals of each institution remain the context within which our accreditation standards are applied
    2. **Centrality of the Student Experience** – The standards focus on the student learning experience
    3. **Diversity, Equity and Inclusion** – Throughout the seven standards, institutions should reflect deeply and share results on diversity, equity, and inclusion (DEI) in the context of their mission
    4. **Data-Based Decision-Making** – The standards reflect our commitment to data-based decision-making. Institutions must analyze a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.
    5. **Innovation** – Institutions are dynamic organizations that change and evolve for the benefit of their students and communities. The seven standards reflect our commitment to innovation and allow institutions to consider innovative practices in the context of mission and the students served.
- An *Evidence by Standard* document is being created to illustrate MSCHE's criteria and expectations of evidence to document compliance for each of the seven standards.
- Evidence and documentation are very important for our self-study review. MSCHE wants four years' worth of data. Our evidence library will need to be created the year before our review but we should start gathering and cataloging now what evidence we have so far to make it easier and less stressful as we get closer to our review period.
- We will discuss naming co-chairs for all of the committees involved in the self-study in 2024 or 2025, right before we attend the Self-Study Institute, which is about two years before the on-site evaluation.
- Assessment is important to our compliance with Standards V and VI because it shows our attempts at continuous improvement. COVID really put us off track so we need to get back to our reviews and annual assessment reports. We are currently at about 20% compliance with assessment, compared to 80% pre-COVID, so there is a sense of urgency to catch up to those numbers. New forms have been created that self-populate to make data entry as simple as possible. MSCHE wants to see that we are documenting our assessment.
- Assessment forms should be completed by academic chairs or their designee. Every program has to evaluate their program learning outcomes and have a plan for the assessment cycle. There is overlap with Gen Ed assessment.

At this time, the membership broke up into three groups of four and one group of five to review a data point and discuss what they can do in their own work/department to help our students.
- Data Point: At the end of Fall 2022, out of 3,887 first-time, full- and part-time students registered for classes, 536 earned zero credits by either withdrawing or failing.
- As an example, for OPIE this tells us that we could do a better job, with current staffing levels, of providing information to the departments on the points where students might withdraw.
- After the discussion time was over, a question was asked if there were any developmental students in this data. Since no credits are earned for those classes, a student could take development classes, pass those classes, and still receive no credits. The 536 represents students taking credit-bearing courses who made it beyond the census period.

- The rate of Hispanic students is high and seems to be increasing. There may be good reasons why these students are dropping off. The high schools are coding students differently over the last five years so it could be students who need language support that are not getting it here. There could also be students who need different types of support that we are not providing.
- Are there at-risk courses where students are frequently withdrawing from? Maybe we could look at those classes to pinpoint potential reasons and solutions.
- Perhaps student alerts could be sent out earlier in the semester. That could help identify at-risk students so we can provide the support they need in a timely manner.
- We could advertise the various types of assistance available to our students because being first-time students, they may not know there is help available, or where to get it, for their specific situation. Onboarding students during orientation or Freshman Seminar could also be a great way to get information to these students.
- The number of credits a student is taking could be a factor in how well they do. A student trying to take 15 credits might do better taking just three or four.
- A full-time student takes 12 credits or above while a part-time student takes 11.99 credits or below. In this data point, the average full-time student was taking 14 credits.
- Can department chairs get data relating to their areas so they can have department meetings to discuss student success rates and let the faculty work together to see how they can make changes? We recently looked at the top 25 courses taken and their pass/fail/W rates. We are working towards providing that data to the department chairs at the end of each semester after grades have been rolled. That information will be internal, not public-facing.
- There needs to be a better way for faculty to be notified when new students register for an online class during the add/drop period. Unless you've memorized your roster every day, you wouldn't know you have a new student to approach them to make sure they are appropriately onboarded into the class. It's different with in-person classes because you see a new face and know to approach them.

Ms. Greene briefly discussed Spring 2023 enrollment:
- The spring enrollment document was displayed for discussion. The document was previously sent to the membership.
  - On the first tab, there is a comparison of all SUNY Community Colleges.
  - On the second tab, there is an outline of our campus-based and college-wide data.
- She will send out a link to an article from The National Clearinghouse about some of the spring enrollment trends they are seeing nationally.
  - We work in line with what is happening nationally. Nationally there has been a slight uptick in spring enrollment.
  - We were up 3% unduplicated headcount and a little over 1% FTE.
- Looking at Fall 2023 projection data nationally but the spring numbers were promising.

Ms. Greene gave a quick update on the 2022-2027 Strategic Plan:
- Many people attended the Call to Conversation held at each campus during the semester.
- All of the feedback received at those meetings has been put into one document, which will be available on the strategic plan microsite.
- There is one week left for people to provide feedback. For those who wish to submit feedback anonymously, please email Melissa Lauricella.

The floor was opened to additional questions, comments, or concerns. There being none, and with no further business to discuss, the meeting was adjourned at 4:59pm.