- NCAA membership process
- 1 Exploratory Year
- 4 Provisional Years
- Full Membership
“Sport has the power to change the world…it has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers.” – Nelson Mandela
Special Olympics – May 2013
New Sports Teams 2011-13

<table>
<thead>
<tr>
<th>Men’s Sports</th>
<th>Women’s Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Ice Hockey</td>
</tr>
<tr>
<td></td>
<td>Lacrosse</td>
</tr>
</tbody>
</table>

We now have seven men’s teams and seven women’s teams.

Total number of student-athletes: 2010-11 – 126
2012-13 – 279 (up more than 100%)

Total number of female student-athletes: 2010-11 – 49
2012-13 – 121 (up more than 100%)

431 students tried out for athletics this fall – 2013.
NCAA Progress

• Approved for second year provisional status.

• No recommendations for improvement.
ACADEMICS

Student-Athlete overall GPA – 2.95. Slightly above the general student body.

75 student-athletes earned academic recognition last year with gpa’s of 3.35 or higher.

17 of our fall student-athletes were named USCAA All-Americans with gpa’s of 3.5 or higher – led by men’s golf, m soccer and w cross country with 4 each.

Over the past year – MTS, coaches access to grades, tutoring, counseling, labs, ect...
2012-13 Event Highlights

• W Hockey Girls Scout Night
• Volleyball team volunteers at Soup Kitchen
• Softball and Soccer participate in Make A Difference Day
• Roos Hop to Help Day
• Adopt a Highway cleanup day
• W Hockey volunteers at Autism Walk
• Numerous youth clinics (nearly every team)
• W Soccer and Volleyball donate $1,300 to Komen Foundation
• M Basketball and M Soccer help decorate Downtown Canton for holidays
• Numerous others...
Future Goals and Aspirations

• Continue to increase quality and quantity of top recruits
• Achieve 3.0 gpa average for student-athletes
• Become full, active member of the NCAA
• Find a conference
The Tutoring Center is a resource rich environment that supports learning. Services are designed to empower students to become independent learners by offering them resources and support to practice and apply their skills.

Math/Science Tutoring & Learning Center
Writing Center
Engineering Lab
Business/Accounting Lab
Computer Lab
Veterinary Science Lab
Graphic Multimedia Design Lab
General Studies Lab

All services are free and are provided on a walk-in basis. On-line tutoring is available for on-line students.
The Tutoring Center was established in the Library Learning Commons in AY 10-11. The centralization of services within the Library Learning Commons has increased the visibility and use of the services. Demands by students have increased the coverage and lab offerings.

<table>
<thead>
<tr>
<th>AY 12-13 Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>13,366 visits</td>
</tr>
<tr>
<td>2,187 students</td>
</tr>
</tbody>
</table>

At the close of November 2013 we have already served 1,419 students who have made 7,960 visits to the Tutoring Center.
Fall 2012 to Fall 2013 Comparison

Students Served

2012
2013

Student Visits

2012
2013
The majority of the students we serve are first year students in 100 and 200 level classes.

**Courses Covered**

AY 12-13
100 Level Courses: 10,190 visits
200 Level Courses: 1,604 visits
300 Level Courses: 558 visits
400 Level Courses: 89 visits*

* Many of the students who were enrolled in a 400 level course attended the Writing Center for assistance with a writing assignment.
Courses Tutored by Level

- 100 Level
- 200 Level
- 300 Level
- 400 Level
Our Tutors

- **Professional Tutors**
  Individuals from the community who hold a degree in the discipline that they are offering tutoring services in.

- **Faculty Volunteers**
  We collaborate with a number of faculty members who hold weekly office hours in the Tutoring Center.

- **Student Workers**
  - Must be in good academic standing (overall GPA of 2.5 or higher).
  - Must have achieved a grade of B or better in the course(s) that they wish to tutor.
  - Must receive an endorsement from a faculty member.
  - Complete new hire orientation and regular and on-going supervision.
Assessment Tools

Student Satisfaction Survey

Log in Computer Data Base

Assessment tools provide a snapshot of our services. It allows us to objectively look at our program and to show it to others.
Gathering information from a number of sources is important because one tool cannot capture the full picture. Multiple tools allow us to see different angles and strengthens the purpose.

Log in Computer Data Base:
Measures daily traffic in each lab.
Allows us to plan for resource allocation and justify staffing patterns based on historical use.

Student Satisfaction Survey:
Measures student satisfaction with the effectiveness of the services offered.
Allows us to plan for program changes and establish goals and objectives for the future.
Purpose

Align goals and objectives with the needs of the students according to data produced by the students.

Justify budget lines for staffing patterns and allocation of resources.

Measure the effectiveness of student services.
Southworth Library Learning Commons

**Mission:** The mission of SUNY Canton’s Southworth Library Learning Commons is to provide the greatest level of access to a comprehensive collection of resources and materials, a highly qualified professional staff, and services that encourage and support teaching, learning and successful college experiences.

Presentation to SUNY Canton College Council
December 6, 2013
Overview of Library Services

• Collection of print, electronic, multimedia and technology resources and reserve materials
• Highly qualified professional staff
• Research, information literacy and educational support services
• Programming, events and cultural opportunities that promote connection to the campus community and successful college experiences
• Learning Spaces
Library Collection

- 50,000 print books
- Print journals/periodicals
- Nearly 100,000 electronic books
- Electronic Databases
- Reserves – textbooks, books, anatomical models, iPads, laptops, and much more!
- Multimedia, DVDs
Highly Qualified Staff

- 5 FTE Faculty Librarians
- 1.5 FTE Professional Staff
- 1 FTE Support Staff
- 1.25 FTE Part-time Professionals
- 3 Trained Library RAs
- 30 Student Employees
Research, Information Literacy and Educational Support Services

- Reference/Research Service
- 24x7 Chat Reference Service
- Interlibrary Loan
- Library Instruction
- Circulation and Borrower Services
- Research Guides, Course Guides
- Library Liaison Program
Programming

• Displays
• Events
• Programs
Learning Spaces

• Learning Labs
• Quiet Study Areas
• Group Study Rooms
• Fishbowl Conference Room
• Connections Room
• Media Rooms with Google TV units
• Library Instruction Classroom
Compact Shelving Area – 2nd Floor

Before – Compact Shelving

After – Student Use/Study Space
Reference Section – 1st Floor

Before – Reference Collection

After – Business Accounting Lab and Writing Center
Stacks Area – 2nd Floor

Before – Circulating Collection

After – Student Use/Study Space
Patron Traffic

Bar chart showing yearly totals from 2008-09 to 2012-13.

- 2008-09: 72,311
- 2009-10: 101,896
- 2010-11: 148,982
- 2011-12: 151,735
- 2012-13: 190,917
Services
Hours

Yearly Total

- 2012-13: 120.5
- 2011-12: 114.5
- 2010-11: 76.5
- 2009-10: 76.5
- 2008-09: 84.5
Highlights

- Winner of the Shubert Award for Library Excellence in 2013
- Received commendations from the Funeral Services Administration Program accreditors as well as the Middle States Accreditation team
- Ranked #1 in the 2012 Student Opinion Survey for Library Resources and Services out of 7 tech sector colleges; and #4 SUNY wide
Assessment, Planning and Vision

• Continual analysis of space – use, design, equipment
• Monthly, mid-year and end-of-year evaluation of use of resources and services
• Strategic Plan for the library learning commons drafting in progress
• Student satisfaction surveys administered yearly
• Comprehensive student-use survey planned for 2014-15
GATEWAY TO SUCCESS

A RETENTION AND COMPLETION MODEL
HISTORY

• During the 2011-2012 academic year, it became a priority to develop a “completion” strategy for students that we admit to SUNY Canton that need developmental level course work
  • Students not eligible to enter directly into their program of choice
  • Students need additional coursework, so that increases time to completion
• Implementation of a pilot program began in Fall 2012
IDENTIFIED STUDENTS

• Identified “at-risk” students based on placement in more than one pre-college level course (Math 100 and EngI 097)

• Fall only program

• Pilot program included pre-major students interested in Computer Information Systems, Early Childhood, Graphic & Multimedia Design, Liberal Arts and Sport Management
## SAMPLE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>1st 7 Weeks</th>
<th>2nd 7 weeks</th>
<th>Full Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 097 – 4 cr</td>
<td>ENGL 101 – 3 cr</td>
<td>FYEP 101 – 1 cr.</td>
</tr>
<tr>
<td>MATH 100 - 3 cr</td>
<td>MATH 106 – 3 cr</td>
<td>Major Course</td>
</tr>
</tbody>
</table>

\[ T = 17 \text{ credits} \]
FACULTY/STAFF COMPONENT

• Welcome dinner during Orientation

• G2S Agreement discussed and submitted

• Mentors meet with students every two weeks

• Mentors, G2S instructors and coordinators meet to discuss issues every two weeks
UNIQUE FEATURES

- Mentors assigned and knew who their “at-risk” students were from the beginning of the semester.

- Program coordinators, mentors and G2S course instructors met every two weeks to discuss issues and identify struggling students.

- Students who successfully complete G2S program are eligible to enter their program of choice at the end of their first semester.
COMPARISON COHORT

• Fall 2011 undeclared major freshmen with concentrations in Liberal Arts, Sports Management, Graphic and Multimedia Design, and Computer Information Systems who were enrolled in Math 100 and/or English 097.
## COHORT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Potential 2011 G2S Cohort</th>
<th>2012 G2S Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>74</td>
<td>62</td>
</tr>
</tbody>
</table>

**Major: Undeclared with concentration in:**

| Sports Management         | 27 | 77.8 |
| GMMD                      | 16 | 78.6 |
| Liberal Arts              | 16 | 76.6 |
| Early Childhood           | 8  | 79   |
| Computer Information Systems | 7  | 77.6 |

**Sports Management**

<table>
<thead>
<tr>
<th>N</th>
<th>Average HSGPA</th>
<th>N</th>
<th>Average HSGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>78.8</td>
<td>12</td>
<td>78.7</td>
</tr>
</tbody>
</table>

**GMMD**

<table>
<thead>
<tr>
<th>N</th>
<th>Average HSGPA</th>
<th>N</th>
<th>Average HSGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>75.6</td>
<td>13</td>
<td>79.7</td>
</tr>
</tbody>
</table>

**Liberal Arts**

<table>
<thead>
<tr>
<th>N</th>
<th>Average HSGPA</th>
<th>N</th>
<th>Average HSGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>82.0</td>
<td>13</td>
<td>79.7</td>
</tr>
</tbody>
</table>
## MOST RECENT GRADES: MATH 100

<table>
<thead>
<tr>
<th>Potential 2011 G2S Cohort</th>
<th></th>
<th>2012 G2S Cohort</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>0</td>
<td>21</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>7</td>
<td>11%</td>
<td>1.0</td>
</tr>
<tr>
<td>1.5</td>
<td>4</td>
<td>6%</td>
<td>1.5</td>
</tr>
<tr>
<td>2.0</td>
<td>7</td>
<td>11%</td>
<td>2.0</td>
</tr>
<tr>
<td>2.5</td>
<td>5</td>
<td>8%</td>
<td>2.5</td>
</tr>
<tr>
<td>3.0</td>
<td>6</td>
<td>10%</td>
<td>3.0</td>
</tr>
<tr>
<td>3.5</td>
<td>5</td>
<td>8%</td>
<td>3.5</td>
</tr>
<tr>
<td>4.0</td>
<td>8</td>
<td>13%</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>63</td>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>1.70</td>
<td></td>
<td><strong>Mean</strong></td>
</tr>
</tbody>
</table>

Statistically significant at the $P \leq .05$ level
# Most Recent Math 100 Grade by Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Potential 2011 G2S Cohort</th>
<th>2012 G2S Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>N</td>
</tr>
<tr>
<td>Sports Management</td>
<td>1.8</td>
<td>23</td>
</tr>
<tr>
<td>GMMD</td>
<td>1.3</td>
<td>13</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>1.4</td>
<td>14</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>1.7</td>
<td>6</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>2.9</td>
<td>7</td>
</tr>
</tbody>
</table>
MOST RECENT GRADE: ENGL 097

<table>
<thead>
<tr>
<th>Potential 2011 G2S Cohort</th>
<th>2012 G2S Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>1.5</td>
<td>0</td>
</tr>
<tr>
<td>2.0</td>
<td>5</td>
</tr>
<tr>
<td>2.5</td>
<td>2</td>
</tr>
<tr>
<td>3.0</td>
<td>5</td>
</tr>
<tr>
<td>3.5</td>
<td>2</td>
</tr>
<tr>
<td>4.0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
</tr>
<tr>
<td>Mean</td>
<td>1.26</td>
</tr>
</tbody>
</table>

Statistically significant at the P ≤ .05 level
## MOST RECENT ENGL 097 GRADE BY MAJOR

<table>
<thead>
<tr>
<th>Potential 2011 G2S Cohort</th>
<th>2012 G2S Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Sports Management</td>
<td>0.3</td>
</tr>
<tr>
<td>GMMD</td>
<td>1.4</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>1.6</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>1.2</td>
</tr>
<tr>
<td>Computer Information</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Note:** The table shows the mean grades, number of students (N), and percentage passing for the Potential 2011 G2S Cohort and 2012 G2S Cohort in different majors.
# Fall to Spring Retention

## Fall - Spring Retention Rates*

<table>
<thead>
<tr>
<th>Program</th>
<th>2011 G2S Cohort</th>
<th>2012 G2S Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Retained</td>
<td>% Retained</td>
</tr>
<tr>
<td>Sports Management</td>
<td>81%</td>
<td>85%</td>
</tr>
<tr>
<td>GMMD</td>
<td>75%</td>
<td>92%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>56%</td>
<td>80%</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>50%</td>
<td>62%</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>86%</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Total Potential 2011 G2S</strong></td>
<td><strong>66%</strong></td>
<td><strong>79%</strong></td>
</tr>
</tbody>
</table>

*Retention rates and cohort sizes for each program from the 2011 and 2012 G2S cohorts.*
RESULTS

• Started with 66 G2S students
  • 79% returned for spring semester
  • 52% completed both Math 106 and Engl 101
  • 61% were eligible to enter their major of choice at the end of fall semester
NEXT STEPS

• G2S was offered again in FALL 2013 using the same criteria for inclusion. This allows for one more semester of data to determine if results are consistent before expanding the program.

• The cohort is smaller this fall – just 28 students

• We would like to move to offering the G2S program to ALL students who need developmental math and English courses, not just those in certain majors.