

**College Council
Informational Meeting
December 6, 2013**

Present:	Thomas Sauter Roger Sharlow	Marie Regan	Joseph Rich
Absent:	Grace Burke Chloe Ann O’Neill	Timothy Currier Ronald O’Neill	Cecily Morris Ornella Parker
Others:	Courtney Bish David Hartle Karen Spellacy Randy Sieminski Johanna Lee	Elizabeth Erickson Joseph Hoffman Lenore VanderZee Sharon Tavernier	Charles Fenner Travis Smith Michaela Young Michelle Currier

Note: This meeting did not have quorum. It was conducted in a regular manner as reflected in the minutes below but is being filed as an informational meeting.

Thomas Sauter started the informational meeting at 2:17 p.m. He shared with the Council that he was standing in for Chairman O’Neill, who could not attend. Mr. Sauter also announced that the meeting would only be informational as quorum was not met.

Mr. Sauter introduced Randy Sieminski of the Athletics Department – the first of three presentations.

Presentations

Athletics

Mr. Sieminski spoke about sports breaking down barriers (i.e. racial barriers) and about the many things the Athletics Department accomplished during this past year. He felt one of the most significant events the department participated in this past year was hosting the Special Olympics in May with nearly 200 Special Olympians attending as well as 200 volunteers (faculty, sports management major students, and community members). They not only hosted but ran practice drills with many of the teams, right along with Canton student-athletes (both men and women athletes). They also held the pre-trials/timings in April prior to the actual games. He felt it was an extremely rewarding experience, and they are looking to host again this coming year.

Mr. Sieminski then gave an overview of the College’s progress in their NCAA membership process. It is a five-year process, with the first year exploratory followed by four provisional years. The College is in their second provisional year. It is possible for the third and fourth provisional years to be combined, thus ending a year early, and the NCAA Board has brought that up as a possibility for Canton. They are very happy with what has been done so far; they said it is very rare, but they had no recommendations for improvement after reviewing our first provisional year. We are progressing with everything we are doing right now like that of a new member; things would not be done too much differently if we were full members. We are playing almost all NCAA schools. We have independent schedules; everything we do is like we are a full member. Mr. Sieminski did say that we need to work on getting into a conference; all our sports need to be in a conference. We have the possibility for playoffs, and many of our teams have participated in playoffs. Our playoffs are potentially ECAC Championship playoffs and USCAA. USCAA is similar to NCAA and the NAI; it’s for smaller schools, United Small College

Athletic Association – we participate in a lot of their post season activity. It's good for our teams to know that if they play well enough they will have some post-season play.

Our golf team goes to the Nationals each year as well as both cross-country teams. Volleyball hosted the USCAA Nationals here the last couple of years, and we will host the next two years. Men's soccer and men's lacrosse both made ECAC playoffs this year – the first time in college history; this was also the first time in college history that we had ECAC Players of the Week.

Mr. Sauter asked Randy if the ECAC was a potential conference for Canton; what conferences are being explored. Mr. Siemenski answered that the ECAC takes on many shapes, but for the most part, the ECAC will take teams from other conferences and put them in their conference championship at the end of the season. ECAC West for women's hockey is perfect for us; it has other SUNY women's ice hockey teams as well as some private schools. Randy is back applying for entrance into that conference. The best conference for Canton would be NEAC (The Northeast Athletic Conference); it has 6 schools from New York and about 10 schools from Pennsylvania and Washington, D.C. The southern schools in the conference say SUNY Canton is too far north, but we continue to apply to join. NEAC is the conference we are trying for the most; SUNYAC is a possibility. Randy has a call scheduled to talk with the SUNYAC Commissioner, primarily about the men's hockey team. Randy is not sure if we fit SUNYAC; he thinks NEAC is a better fit in terms of size of schools, programs, and competition. We need to get our feet under us before strongly pursuing any conference because our teams may "take it on the chin" at this point. SUNYAC has a bylaw that states a school must be an NCAA member for two years before joining; Randy will ask the Commissioner if that rule will remain.

Mr. Siemenski gave an overview of the growth in Canton Athletics. We have added 5 sports in the past three years: men's golf and lacrosse and women's ice hockey, volleyball and lacrosse, for a total of 7 men's teams and 7 women's teams. There were 431 students who tried out for sports teams this year with 279 eventually making teams. The number of women student-athletes increased more than 100% (from 49 to 121). The goal is for the teams to become more selective when choosing student-athletes; he feels the athletic teams represent the SUNY Canton population. Academically they are doing well but could always do better. The average is close to a 3.0, but they would like to see it go beyond 3.0. MTS (Moving Toward Success) has been a big help to us in keeping the student-athletes on track academically by helping us keep track of those students who may be struggling and getting them the assistance they need.

Seventy-five student-athletes earned academic recognition last year with GPAs of 3.5 or higher. Seventeen were named USCAA All-Americans (four each in men's golf and soccer and women's cross country).

Ms. Regan asked Randy if he thought having the Sports Management program helped increase the number of student-athletes who tried out for sports. Randy said he absolutely thought it helped. There are a number of majors that have helped with an increase in student-athletes.

Randy then finished with a list of community events that the Athletics Department participated in over the past year.

Dr. Hoffman commended Randy and his team for their annual report this year. Dr. Hoffman said that the annual report was the reason the NCAA may be fast-tracking Canton for membership.

We stress the 3 Rs: Recruitment into the Right programs and Retention. Dr. Hoffman said that being a member of the NCAA will be a big recruitment tool. We get student-athletes who are recruited by other schools, but we have the right programs that are attracting them. We have a faculty athletic rep (Liz Erickson), and this year we instituted a faculty athletic liaison for each athletic team, which will help with retention.

Mr. Sauter then introduced Michelle Currier and Johanna Lee as the next presenters.

Library Learning Commons (LLC) – Library Services

Ms. Currier explained that library services and tutoring services have been combined for about two years. She gave an overview of the library services which include print and electronic resources, staffing, research/information literacy/educational support services, and programs/events that connect the campus to the community and learning spaces.

Resources: LLC has been prioritizing the increase of their electronic resources due to the evolving needs of the students; this has resulted in the print collection decreasing and the electronic inventory increasing. They now have approximately 100,000 electronic titles. They have a very robust reserve program which students rely on extensively and includes textbooks/articles, faculty reserve materials, anatomical models, iPads, and laptops, as well as a multimedia/DVD collection.

Staffing: They currently have 5 FTE faculty librarians (the largest staffing they have ever had), 1.5 FTE professional staff, 1 FTE support staff, 1.25 FTE part-time professionals, 3 trained library RAs, and 30 student employees.

Research information/help: It is an extensive program, and they have made an effort over the past few years to make the campus aware of what is offered so more students will utilize it. Not only are there reference librarians, but they also subscribe to two 24/7 chat reference services to provide reference and research help any time of the day, especially for our distance students. They have upgraded their inter-library loan platform to Iliad this year which has increased their inter-library loan capabilities. This was largely facilitated by the new shared position with SUNY Potsdam and has enabled them to not only share resources between SUNY Canton and SUNY Potsdam but also with institutions outside of the state and the country – something that has never been offered before.

Dr. Hoffman commented that even though there has been a decrease in the collections the efficiency levels have increased; students are getting the right resources in a timely manner. This is an example of a shared service with SUNY Potsdam that is working. Also, the fact that the Library has incorporated textbooks into their collections is a benefit to the students who cannot afford textbooks and a credit to the Library management.

Ms. Currier discussed the collaboration between faculty and library staff for library instruction. The library instruction classroom has been updated to include a SMART Board and the number of students served through library instruction has increased this year. In addition, the number of research guides geared toward specific courses/instructions and developed by library staff has increased (i.e., engineering, nursing, etc.). There is a link right on the library website that students can click on; the research guides are utilized quite extensively by the students. She also shared some statistics in terms of the increase in circulation of materials over the past few years as well as the awards/recognitions the LLC has received recently. Ms. Currier also touched upon the Library Liaison program where librarians are assigned a particular school of study and are responsible for developing study guides, informing

instructors as to what the library has to assist/support their students, attending department meetings, and working with faculty on study resources.

Ms. Regan commented on how far the Library has come in its improvements and resources for the students, faculty, and campus.

Ms. Currier spoke about the increase in programming through the Library. There is now a staff member dedicated to programming (i.e., displays, community outreach, events, etc.). One such event was the international students' dessert tasting event which was held in November. It was advertised through posters and the campus newsletter, and it helped promote the international programs. There is great collaboration with faculty, staff, and students, as well as the community in organizing and promoting these events. The programming, events and displays are all about connecting students with the Library and the college community as a whole; they are within the realm of our push to cultivate successful students.

Ms. Tavernier commented that the Library has become a hub of student activity in a very positive way. The Library has become the place where students want to go because it has a warm, welcoming atmosphere.

Dr. Hoffman stated that the computers with Microsoft Office allow students to use the Library to produce their work, and the Cyber Café is also a draw for students.

Ms. Currier said the final piece in the equation is the library space; it is looked upon like a classroom. Learning labs, study areas, conference and media rooms, library instruction rooms, and at least 200 individual computers (that includes the desktop units spread throughout the library space and many laptops) are used by the students and faculty and have become very important to the campus community. The Library offers a variety of spaces to engage the students academically in different ways. They have spent the last few years looking at how the students use the space and what they need; changes have been made accordingly.

Patron activity has steadily increased over the past years. In 2008-2009, 72,311 patrons used the Library. Last year the patron level was 190,917. Library services have increased as well (reference requests, iPad/laptop/video use, and textbooks/reserves). In addition, the number of hours the Library is open has increased every semester. In 2008-2009, the Library's hours of operation were 76.5 per week. This year the hours of operation have reached 120.5 a week, as well as being open 24 hours per day during finals.

She provided a brief list of awards/commendations the Library has received including the Shubert Award for Library Excellence in 2013. It was also ranked #1 in the 2012 Student Opinion Survey for Library Resources and Services out of seven tech-sector colleges and #4 SUNY-wide.

She ended by touching upon the Library's assessment, planning, and vision initiatives: continual analysis of space and usage, evaluation of services and resources, student satisfaction surveys, strategic plan for the Library Learning Commons (draft in progress), and a comprehensive student survey planned for 2014-2015.

There was discussion about inviting the librarians from the surrounding towns' libraries to visit/tour the Southworth Library to see everything that has been done to keep the Library relevant in the changing times. It might be a benefit to them.

Library Learning Commons (LLC) – Tutoring Services

Ms. Lee explained that in 2010-11, tutoring services became a part of the Learning Commons. A “learning commons” is more than just a library; it is an atmosphere that is set up to be conducive to learning. With the tutoring services located within the Library, those students who come for tutoring utilize the library services, and those students who use the Library can access tutoring. Where the library is a “learning commons”, they share students and resources.

Ms. Lee showed a list of the various tutoring components and resources offered which included tutoring labs, textbooks, practice tests, anatomical models, microscopes, self-assessment tests, and learning strategies/skills. All tutoring services are free to students who can walk in and be helped. Tutoring services now run from about 9 a.m. to midnight, Monday through Thursday, as well as on the weekends. Their goal is not just to tutor students it is to make stronger, more independent students. She showed photos of the tutoring areas in 2010 and what they look like now with reconfigured spaces and resources.

Ms. Lee shared that during the last academic year, 2,187 students utilized tutoring services with 13,336 visits. With about 3,600 students enrolled at SUNY Canton last year, more than half of the student body utilized our services in the Learning Center. This fall semester (up to the close of November), tutoring services has seen 1,419 students already. The number of students who are coming into the tutoring labs continues to increase (not just the number of visits but the number of students). She gave a breakdown of who is coming to tutoring services relative to course level. Of the 12,441 visits in 2012-13, 82% of the visits were from 100 level courses; 13% from 200 level courses, and 5% from 300/400 level courses combined.

A question was asked concerning how staffing is determined in terms of science, writing, math, etc. Ms. Lee explained they have a database that breaks it down so they can allocate staff proportional to the areas and how often they are utilized. The math/science lab is the most used lab on the campus, thus it has the largest space. They have three types of tutors: Professional (from campus or local community), Faculty Volunteers (most have moved their office hours into the Learning Commons and work closely with the other tutors), and Student Workers. A student tutoring position is highly sought after by students, so there is never a shortage of qualified students (most of the student tutors are honor students). The majority of the tutors are student tutors which is great in terms of students helping students. It makes the students who are tutoring stronger students, and they can relate well to those students coming in for assistance.

Ms. Lee explained that with the longer hours offered for tutoring it has become helpful for student-athletes who need the extra help after missing a class due to a game, etc. There is now a program that requires student-athletes to spend a certain amount of time per week in the learning labs; the amount is determined by the coaches/instructors after taking into account their GPA, what course they are in, and how far along they are in their program. With the Library’s database, weekly reports are sent to all the coaches, so they can see what student-athletes are visiting the learning labs and stay abreast of their academics.

Ms. Lee concluded with an overview of two forms of assessment utilized by tutoring services: computer database (to keep track of daily track, services utilized, etc.) and student satisfaction surveys (these are administered each semester). They use these assessment forms to help determine allocation of services, justification of budget lines, staffing decisions, and effectiveness of services/tutoring.

Gateway to Success (G2S)

Ms. Tavernier explained that the G2S is a retention and completion model to address how best to assist those students who come into the college needing pre-college level preparation in English and math without taking an entire year to reach the program in which they are interested. The Gateway to Success pilot program was implemented in the Fall of 2012.

Ms. Tavernier explained the block schedule that students are given which contains English and math prep classes as well as a course in their major. They are also given a mentor within their major (their academic advisor); they are required from the beginning of the semester to meet with their mentor every two weeks (students must sign an agreement). In addition, the mentors and G2S instructors/faculty meet every two weeks to stay abreast of the students' progress. There is a strong group of faculty/staff members who are dedicated to the program. There is a welcome dinner specifically for G2S students during Orientation.

Benefits of the program are that faculty know from the very beginning which of their students are "at risk" and meet with them from the beginning; faculty can address and/or stop any bad habits students develop (such as turning in late assignments or skipping class), and students realize there are people on campus that they can go to who are invested in their success. These are all critical retention pieces.

Ms. Tavernier discussed the comparison that was run at the end of the 2012 Fall Semester to determine the effectiveness of the program (they used a comparison cohort). The comparison showed that those students who went through the G2S program averaged grades that were 1.5 greater than those students who had not. Out of the 66 students who participated in the G2S program, 79% returned for the spring semester, 52% completed both the English and math components, and 61% were eligible to enter their major of choice at the end of the fall semester. Although she did not have data to back it up, she felt that the mentor component was a huge factor in the success of the students. She concluded that the G2S program was offered again during the fall semester, but it only had 28 students as the incoming freshmen class had fewer students who needed preparatory classes.

Dr. Hoffman stated he wanted to open/make mandatory the program to all majors, not just the current four.

Mr. Sauter stated that as he was just filling in for Chairman O'Neill there would not be a Chairman's Report; they would move on to the President's Report.

Dr. Hoffman congratulated Joe Rich on the presentation on the 50th anniversary of JFK's assassination. He had nothing else to add.

Mr. Sauter extended holiday wishes to everyone and then made a motion to adjourn the meeting at 4:11 p.m. Mr. Rich seconded the motion.

Respectfully,

Michaela Young
Secretary to the College Council