- 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

Men's Sports	Women's Sports
Golf	Volleyball
Lacrosse	Ice Hockey
	Lacrosse

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

Tutoring Services at SUNY Canton

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.

2010

2013

Student Use

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.
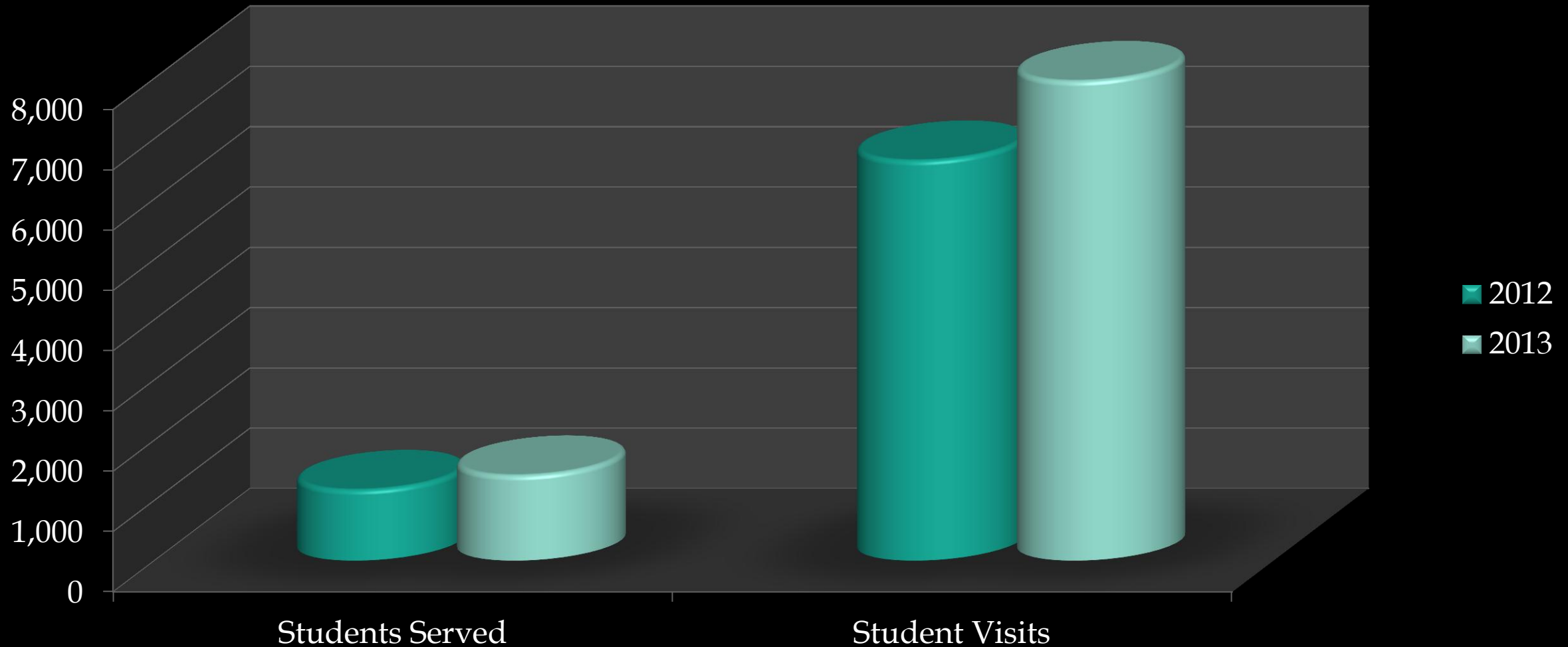
AY 12-13 Statistics

13,366 visits

2,187 students

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

Courses Covered

The majority of the students we serve are first year students in 100 and 200 level classes.
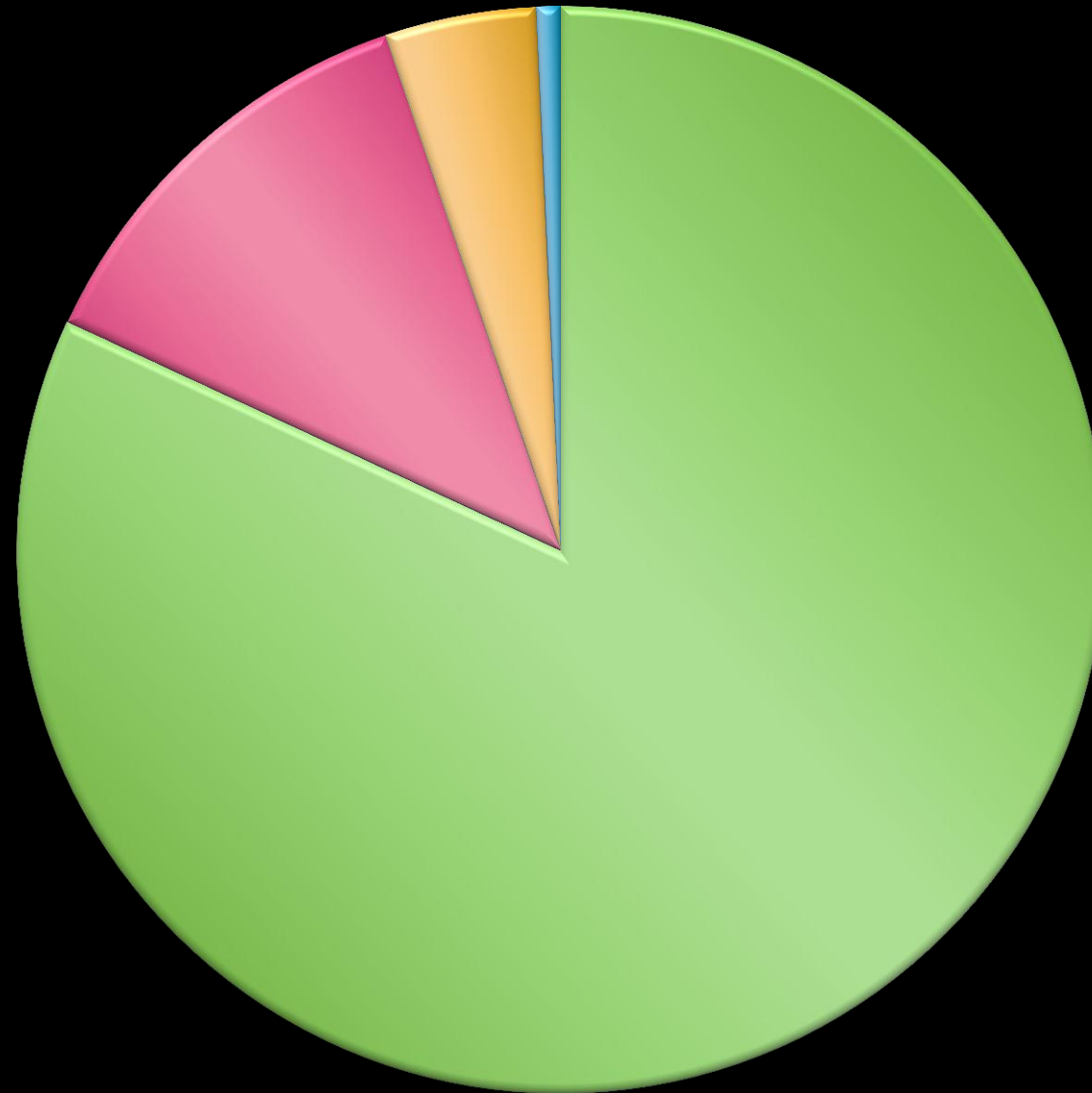
AY 12-13

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.

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.
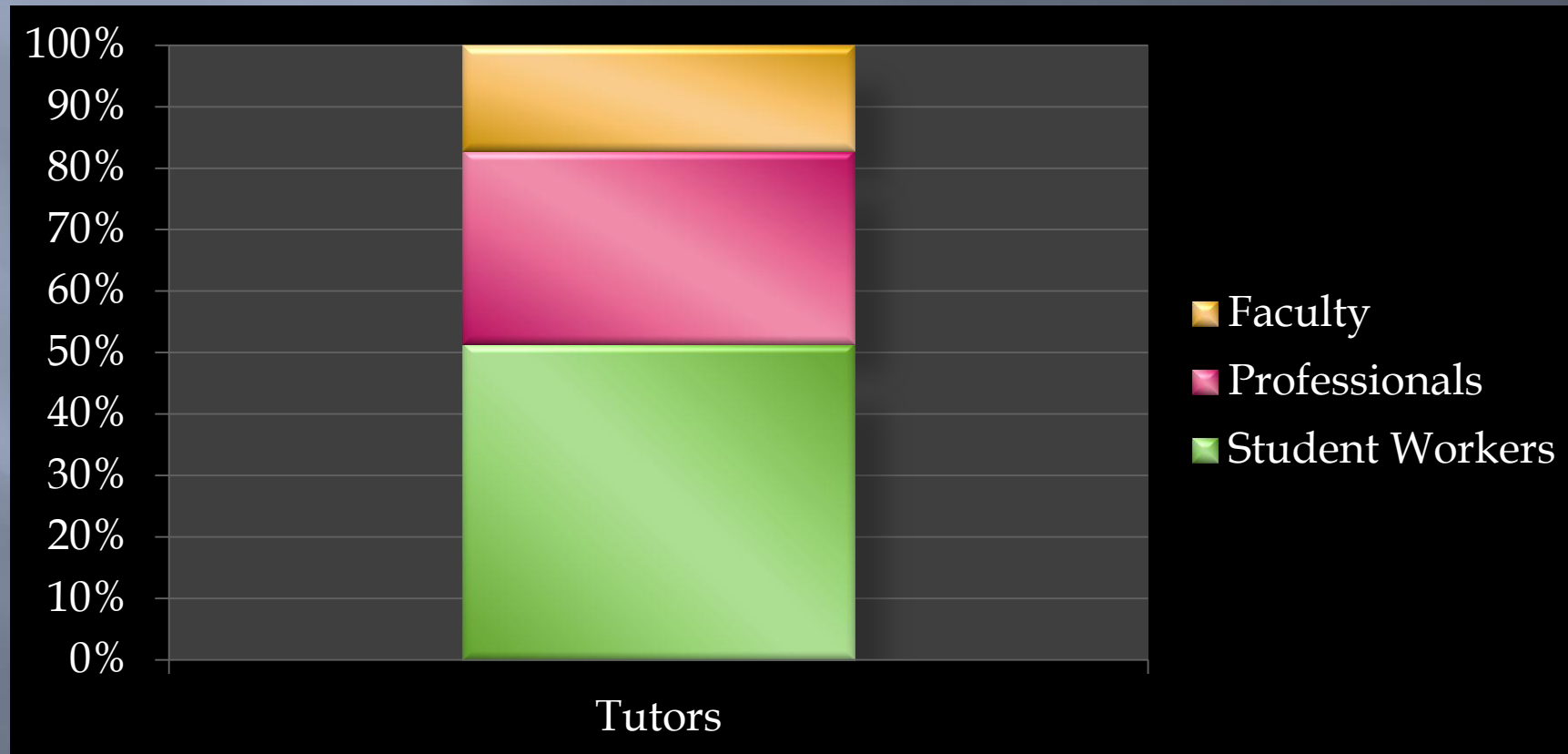
Assessment Tools

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.

Two methods, one outcome

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.
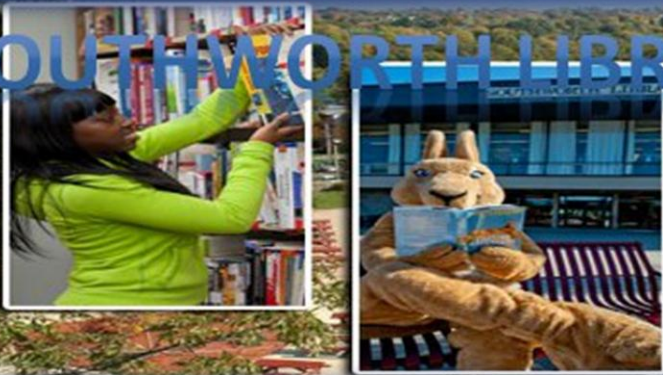
Purpose

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.

SUNY CANTON

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
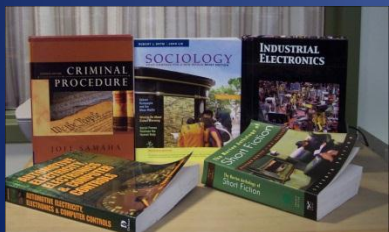
Highly Qualified Staff

- 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
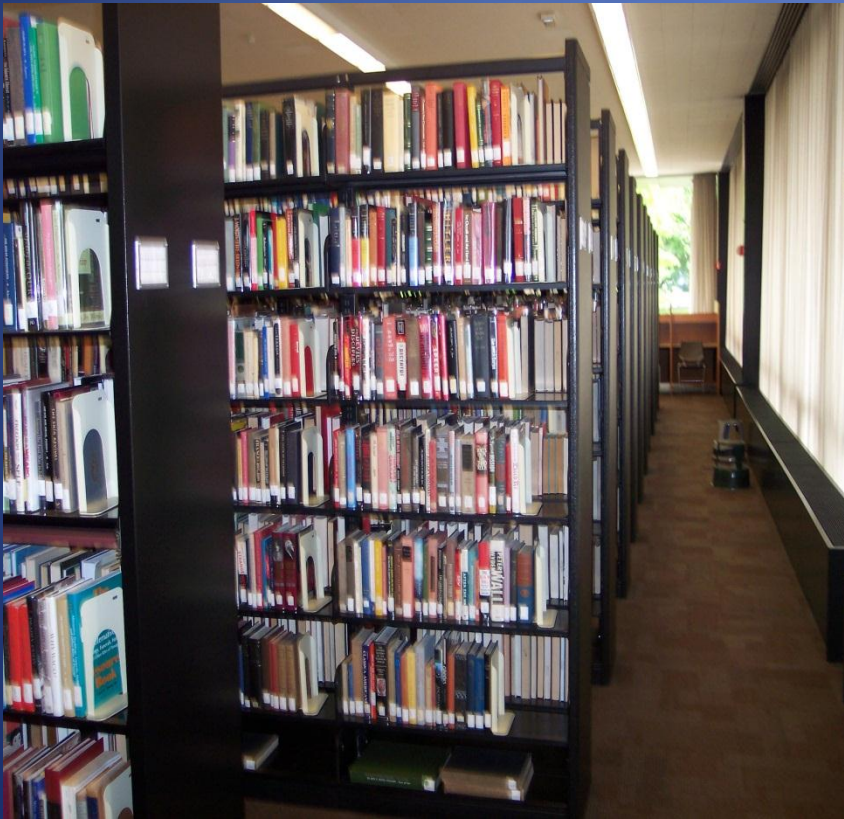
Before – Reference Collection

After – Business Accounting Lab and Writing Center

Stacks Area – 2nd Floor

Before – Circulating Collection

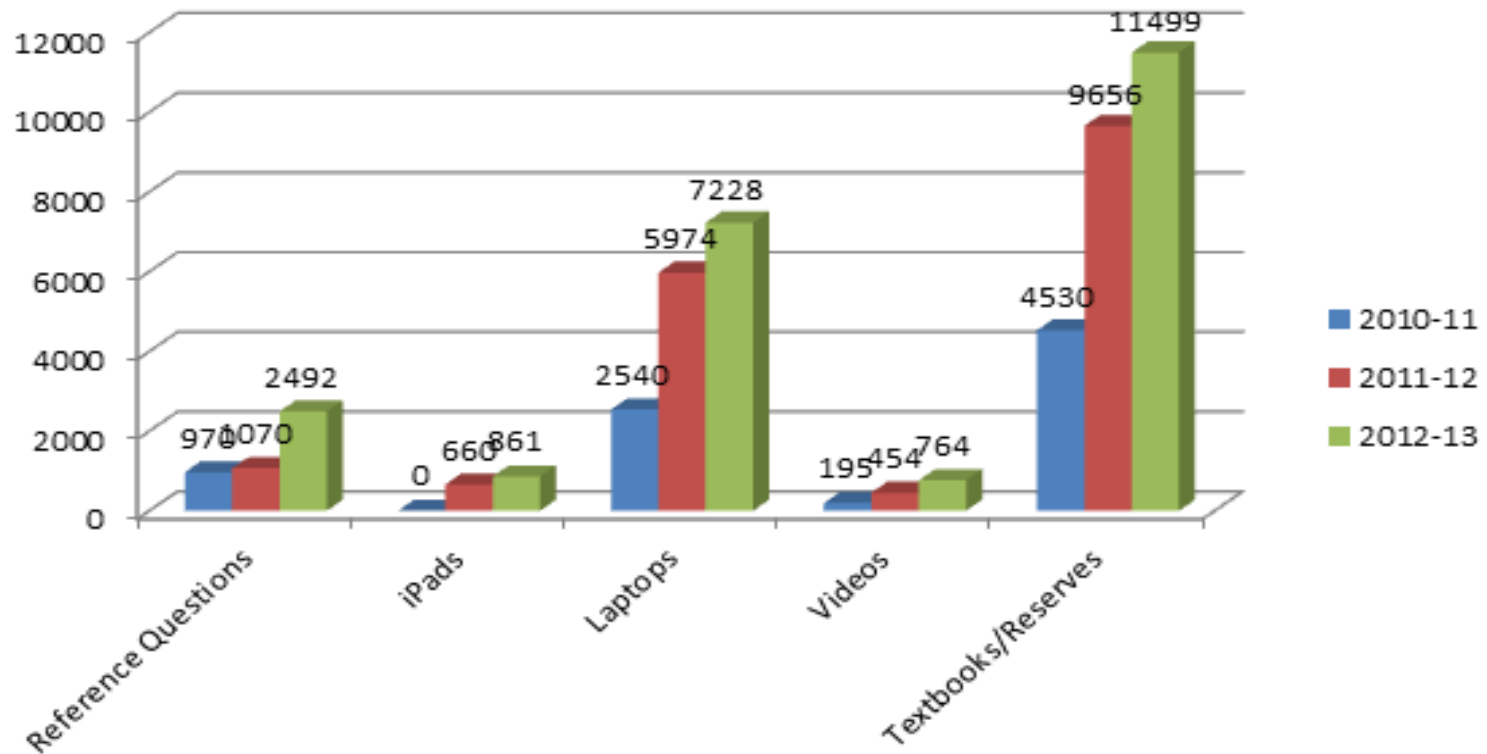**After – Student Use/Study Space**

Patron Traffic
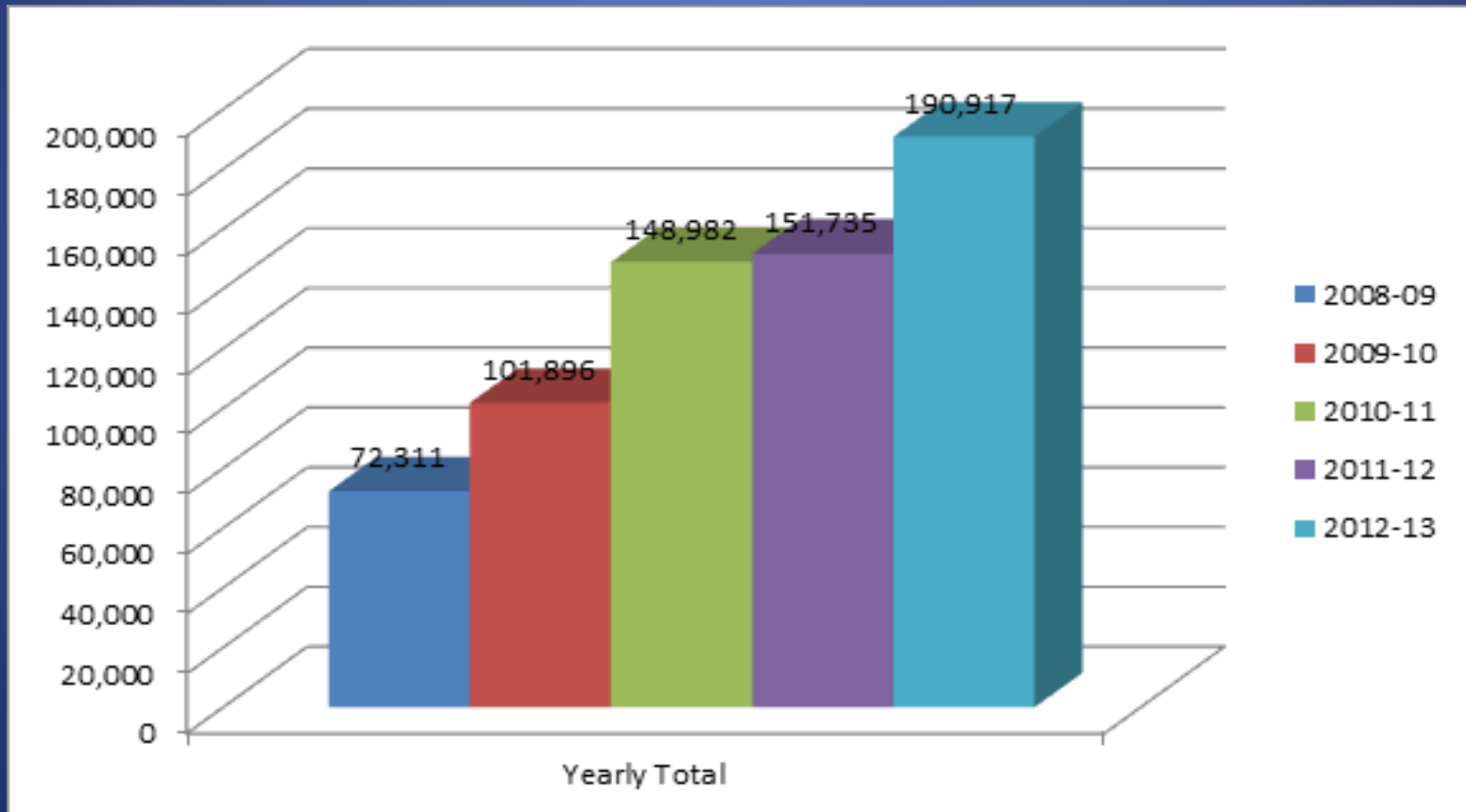
Services

Hours
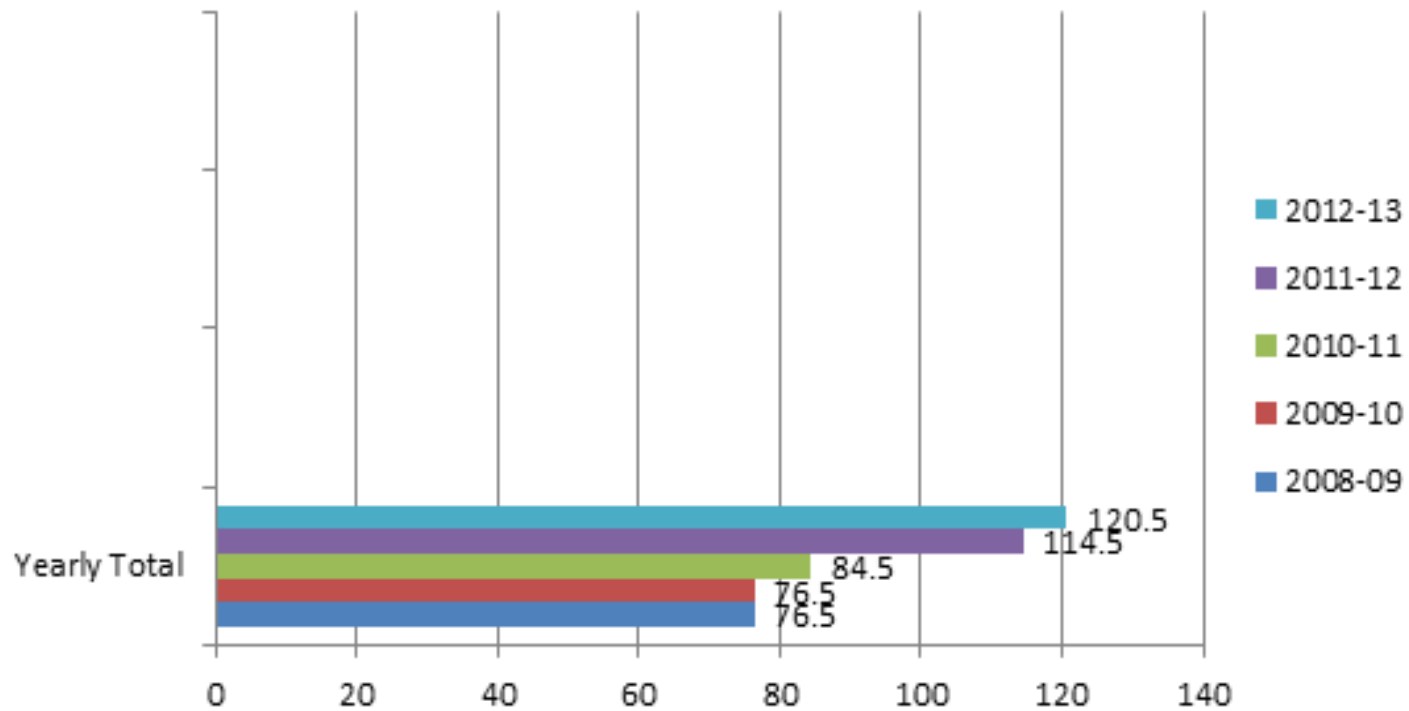
Highlights

- 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

SUNY
CANTON

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 Engl 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

G2S

SAMPLE CLASS SCHEDULE

1ˢᵗ 7 Weeks	2ⁿᵈ 7 weeks	Full Semester
ENGL 097 – 4 cr	ENGL 101 – 3 cr	FYEP 101 – 1 cr.
MATH 100 - 3cr	MATH 106 – 3 cr	Major Course
		T = 17 credits

G2S

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

Potential 2011 G2S Cohort				2012 G2S Cohort		
Total	74			Total	62	
Major: Undeclared with concentration in:				Major: Undeclared with concentration in:		
		N	Average HSGPA		N	Average HSGPA
Sports Management		27	77.8	Sports Management	13	78.8
GMMD		16	78.6	GMMD	12	78.7
Liberal Arts		16	76.6	Liberal Arts	20	75.6
Early Childhood		8	79	Early Childhood	13	79.7
Computer Information Systems		7	77.6	Computer Information Systems	4	82.0
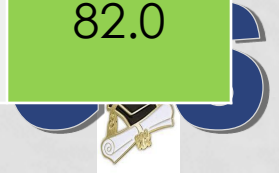
MOST RECENT GRADES: MATH 100

	Potential 2011 G2S Cohort				2012 G2S Cohort		
	N	%				N	%
0	21	33%		0		3	5%
1.0	7	11%		1.0		3	5%
1.5	4	6%		1.5		0	0%
2.0	7	11%		2.0		11	18%
2.5	5	8%		2.5		15	24%
3.0	6	10%		3.0		12	19%
3.5	5	8%		3.5		8	13%
4.0	8	13%		4.0		10	16%
Total	63			Total		62	
Mean	1.70			Mean		2.69	
Statistically significant at the $P \leq .05$ level							

G2S

MOST RECENT MATH 100 GRADE BY MAJOR

Potential 2011 G2S Cohort				2012 G2S Cohort			
	Mean	N	% Passing		Mean	N	% Passing
Sports Management	1.8	23	70%	Sports Management	3.1	13	100%
GMMD	1.3	13	62%	GMMD	2.3	12	92%
Liberal Arts	1.4	14	57%	Liberal Arts	2.6	20	95%
Early Childhood	1.7	6	50%	Early Childhood	2.5	13	92%
Computer Information Systems	2.9	7	100%	Computer Information Systems	3.0	4	100%

G2S

MOST RECENT GRADE: ENGL 097

Potential 2011 G2S Cohort	N	%	2012 G2S Cohort	N	%
0	17	27%	0.0	0	0%
1.0	2	3%	1.0	5	13%
1.5	0	0%	1.5	1	3%
2.0	5	8%	2.0	5	13%
2.5	2	3%	2.5	5	13%
3.0	5	8%	3.0	8	20%
3.5	2	3%	3.5	7	18%
4.0	1	2%	4.0	9	23%
Total	34		Total	40	
Mean	1.26		Mean	2.84	

Statistically significant at the P ≤ .05 level

G2S

MOST RECENT ENGL 097 GRADE BY MAJOR

Potential 2011 G2S Cohort	Mean	N	% Passing	2012 G2S Cohort	Mean	N	% Passing
Sports Management	.3	7	14%	Sports Management	3.2	6	100%
GMMD	1.4	5	60%	GMMD	2.7	12	83%
Liberal Arts	1.6	16	63%	Liberal Arts	2.9	15	80%
Early Childhood	1.2	5	40%	Early Childhood	2.7	5	100%
Computer Information Systems	2.5	1	100%	Computer Information Systems	2.8	2	100%
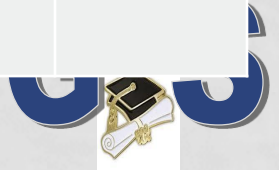
FALL TO SPRING RETENTION

Fall - Spring Retention Rates*

2011 G2S Cohort			2012 G2S Cohort		
	% Retained	Cohort Size		% Retained	Cohort Size
Sports Management	81%	27	Sports Management	85%	13
GMMD	75%	16	GMMD	92%	12
Liberal Arts	56%	16	Liberal Arts	80%	20
Early Childhood	50%	8	Early Childhood	62%	13
Computer Information Systems	86%	7	Computer Information Systems	75%	4
Total Potential 2011 G2S	**66%**	**74**	**Total 2012 G2S**	**79%**	**62**

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.