

Guide for Conducting Non-Academic (Non-Credit Bearing) Assessment

SUNY CANTON

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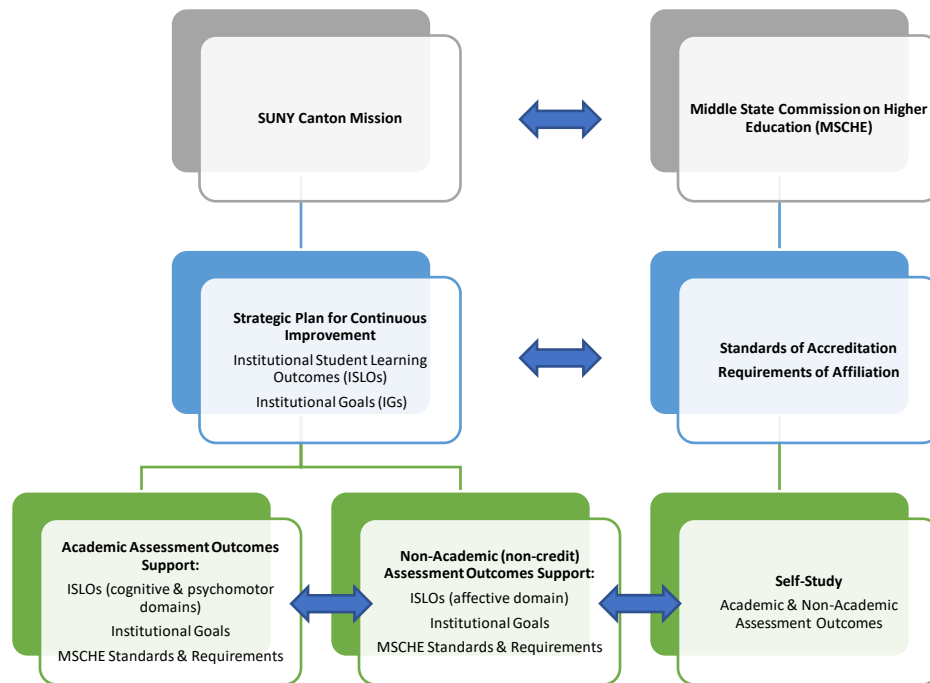
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OVERVIEW

SUNY Canton is accredited through [Middle States Commission on Higher Education \(MSCHE\)](#). Accredited institutions must commit to continuous improvement through strategic planning that upholds the mission of the institution and satisfies the standards and requirements of affiliation with MSCHE.

The relationship between the College's assessment efforts and its accrediting body is illustrated in Fig. 1:

Fig 1. SUNY Canton – MSCHE Partnership



SUNY Canton engages in thorough and consistent review of academic and non-academic (non-credit bearing) assessment to promote continuous improvement. We endeavor to cultivate a culture of assessment characterized by the following principles:

- For assessment to be successful, goals and outcomes must be clearly defined.
- Assessment methodologies are implemented with flexibility and understanding.
- The success of assessment relies on clear discourse between all invested parties.
- Assessment results are used to inform resource allocation and curricular improvement.
- Successful assessment is supported and valued by the institution (see Fig. 2 Campus-wide assessment).

Fig 2. Campus-wide Assessment



Purpose:

The purpose of this guide is to help the non-academic (non-credit bearing) areas of the college (e.g. Student Affairs, Administrative, Advancement, and Auxiliary Services) align their assessment plans with the College’s institutional student learning outcomes (ISLOs) and goals (IGs).

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ALIGNING ASSESSMENT PLANS WITH THE COLLEGE'S INSTITUTIONAL GOALS (IGs)

Seven overarching institutional goals guide SUNY's Canton strategic plan and support the mission of the college and its accreditation with MSCHE.

The table below illustrates strategies identified by the College from which non-academic areas can select (as appropriate) for implementation, aligning their work with the College's IGs:

Institutional Goals	Strategies
Promote Academic Excellence	<ul style="list-style-type: none"> ▪ Enhance instruction and assessment; support professional development; advisory boards for all academic programs ▪ Improve facilities/infrastructure/equipment to meet student needs ▪ Enhance opportunities for applied learning (e.g. research, civic engagement, service learning, internships, international programs, etc.) ▪ Lower costs to students: open educational resources, low cost, textbook free, improved scheduling
Improve Operational Effectiveness	<ul style="list-style-type: none"> ▪ Identify and implement procedures to increase revenues, promote efficiency, and reduce costs where appropriate ▪ Align budget with strategic initiatives ▪ Prioritize customer service ▪ Streamline workflow processes ▪ Increase communication and collaboration across the campus ▪ Capture external funding opportunities
Optimize Enrollment	<ul style="list-style-type: none"> ▪ Adapt to changing enrollment landscape and demographics ▪ Refine and support comprehensive marketing plan and branding ▪ Enhance retention efforts across the campus ▪ Increase scholarships and facilitate timely graduation ▪ Support enrollment activities (e.g. open house, admitted student days, etc.)
Focus on Sustainability	<ul style="list-style-type: none"> ▪ Implement energy management systems ▪ Purchase more energy-efficient equipment; use green products ▪ Reduce printing ▪ Reduce solid waste; zero sort recycling; compost food waste ▪ Recycle oil ▪ Reflect on sustainability as a priority in the curriculum
Enhance Diversity & Welcome	<ul style="list-style-type: none"> ▪ Implement Faculty Diversity Plan; participate in SUNY Prodi-G program ▪ Enhance support, mentorship, and community among underrepresented faculty and staff ▪ Recruit and retain diverse students ▪ Enhance visibility of cultural diversity ▪ Promote use of Center for Diversities and Inclusion ▪ Meet needs of diverse campus community (e.g. neurodiversity)
Create a Robust, Active & Enriching Campus Life	<ul style="list-style-type: none"> ▪ Infuse academic programming into student life; infuse student life into academic programming ▪ Encourage greater faculty, staff, and student attendance/participation at campus events

	<ul style="list-style-type: none">▪ Increase community and connection in virtual and campus-based environments▪ Increase sense of community through created traditions
Build a Greater Awareness of SUNY Canton	<ul style="list-style-type: none">▪ Enhance communications▪ Cultivate alumni through in-person and virtual connections▪ Partner with community on initiatives (e.g. Downtown Revitalization Initiative, Entrepreneurship Center)▪ Encourage community and civic engagement▪ Create pipeline to postsecondary institutions▪ Provide programming for workforce development and community needs▪ Increase hosting opportunities for community events

ALIGNING ASSESSMENT PLANS WITH THE COLLEGE'S INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

SUNY Canton is required by MSCHE to demonstrate student learning in the *cognitive, psychomotor, and affective domains*. Non-academic (non-credit bearing) areas often focus on assessing the affective domain which measures the feelings, opinions, emotions, and attitudes that are impacted by the experience of college outside of the classroom.

Column 1 of the table below explains the meaning of the College's five ISLOs. Column 2 of the table provides examples for how the non-academic areas can assess these ISLOs based on recommendations by the [Council for the Advancement of Standards in higher education \(CAS\)](#).

ISLOs	Methods of non-academic assessment:
<p>1. Communication Skills The category of communication skills requires students to demonstrate competency in both oral and written expression, including a basic understanding or discourse contexts and appropriate use of the style and necessary writing technologies. <u>Oral:</u> Students demonstrate or share knowledge to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors through a prepared, purposeful, communicative act. <u>Written:</u> Students develop and express ideas in writing. This written communication involves learning to work in many genres and styles. It can also involve working with many different writing technologies, and mixing texts, data, and images.</p>	<ul style="list-style-type: none"> ▪ Construction of knowledge ▪ Demonstrate effective reasoning ▪ Demonstrate interpersonal competence such as the ability to collaborate ▪ Engage in effective communication
<p>2. Critical Thinking The category of critical thinking requires students to demonstrate competency in formulating conclusions as a result of exploration, evaluation, and analysis. Students will explore, evaluate, and analyze objects, subjects, and phenomena. <u>Critical Analysis:</u> Students demonstrate a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. <u>Inquiry and Analysis:</u> Students demonstrate a systemic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments (inquiry) and demonstrate the process of organizing complex</p>	<ul style="list-style-type: none"> ▪ Demonstrates critical thinking ▪ Reflect on experiences

<p>topics or issues into parts to gain a better understanding of them (analysis).</p> <p><u>Problem Solving:</u> Students design, evaluate, and possibly implement strategies to answer open-ended questions or achieve a desired goal.</p>	
<p>3. Foundational Skills</p> <p>The category of foundational skills requires students to demonstrate knowledge in information management, basic math skills as required by disciplinary standards, and skills associated with their discipline.</p> <p><u>Information Management:</u> Students perform the basic operations of personal computer use to understand and use basic research techniques; and locate, evaluate and synthesize information from a variety of sources.</p> <p><u>Qualitative Literacy & Reasoning (QLR):</u> Students demonstrate competency in working with data. Individuals with QLR skills reason and solve quantitative problems from a wide array of contexts. Students create arguments supported by quantitative evidence, accurately communicate those arguments in a variety of formats (e.g. using words, tables, graphs, mathematical equations, etc., as appropriate), and check the results for reasonableness and accuracy.</p>	<ul style="list-style-type: none"> ▪ Connect what they learn to other knowledge, ideas, and experiences ▪ Relate knowledge to daily life ▪ Manage their personal affairs ▪ Manage career development ▪ Demonstrate professionalism
<p>4. Social Responsibility</p> <p>The category of social responsibility requires students to demonstrate understanding of cultural relations and global concerns. Students should demonstrate cultural sensitivity and global concerns with an emphasis on ethical standards.</p> <p><u>Ethical Reasoning:</u> Students demonstrate the ability to assess their own and others' ethical values and the social context of problems, recognize ethical issues in a variety of settings and contexts (which could include cultural, historical, or professional contexts), think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions.</p> <p><u>Global Learning:</u> Students critically analyze and engage with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, or political) and explore their</p>	<p>Develop interpersonal skills, such as showing a commitment to ethics and integrity</p> <p>Improve their humanitarianism and civic engagement, by showing:</p> <ul style="list-style-type: none"> ▪ Understanding and appreciation of cultural and human differences ▪ Global perspectives ▪ Social responsibility ▪ Sense of civic responsibility <p>Show interpersonal competency via:</p> <ul style="list-style-type: none"> ▪ Meaningful relationships ▪ Interdependence ▪ Effective leadership <p>Demonstrate practical competence by:</p> <ul style="list-style-type: none"> ▪ Maintaining health and wellness ▪ Living a purposeful and satisfying life

<p>implications for people’s lives and the earth’s sustainability.</p> <p><u>Intercultural Knowledge</u>: Students demonstrate knowledge that supports effective and appropriate sensitivity to, and interaction in, a variety of cultural contexts.</p> <p><u>Teamwork</u>: Students exhibit behaviors that facilitate teamwork and collaboration as demonstrated by effort they put into team tasks, their manner of interaction with others on a team, and the quantity and quality of contributions they make to team discussions.</p>	
<p>Industry, Professional, Discipline-Specific Knowledge and Skills</p> <p>The category of industry, professional, and discipline-specific knowledge and skills requires students to demonstrate the knowledge and skills necessary to succeed as leaders of tomorrow in their chosen career path.</p>	<ul style="list-style-type: none"> ▪ Increase cognitive complexity, such as creativity ▪ Develop intrapersonal skills, such as self-appraisal, self-understanding, and self-respect ▪ Demonstrate practical competence such as the ability to pursue goals

***Citation:**

Council for the Advancement of Standards in Higher Education. (2015). CAS learning and development outcomes. In J. B. Wells (Ed.), *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.

Note: For the full criteria of each CAS standard, [please refer to slides 4 and 5 of this document.](#)

ALIGNMENT EXAMPLES

Documenting assessment plans in Taskstream terms and incorporating ISLOs or IGs.

EXAMPLE 1 (ALIGNING WITH AN ISLO)

Program: Diversity Affairs

Measure: ISLO: Social Responsibility > intercultural knowledge (*i.e. how do students demonstrate an understanding and appreciation for cultural and human differences?*)

Description of Measure: Establish an active and inclusive LGBTQ program that creates safe spaces and programming aimed at raising awareness, acceptance, and equality for members of the LGBTQ community.

Target: Greater than 70% of students will report that *acts of prejudice based on sexual orientation are rare at this college* according to the SUNY Student Satisfaction Survey (SUNY SSS).

EXAMPLE 2 (ALIGNING WITH AN IG)

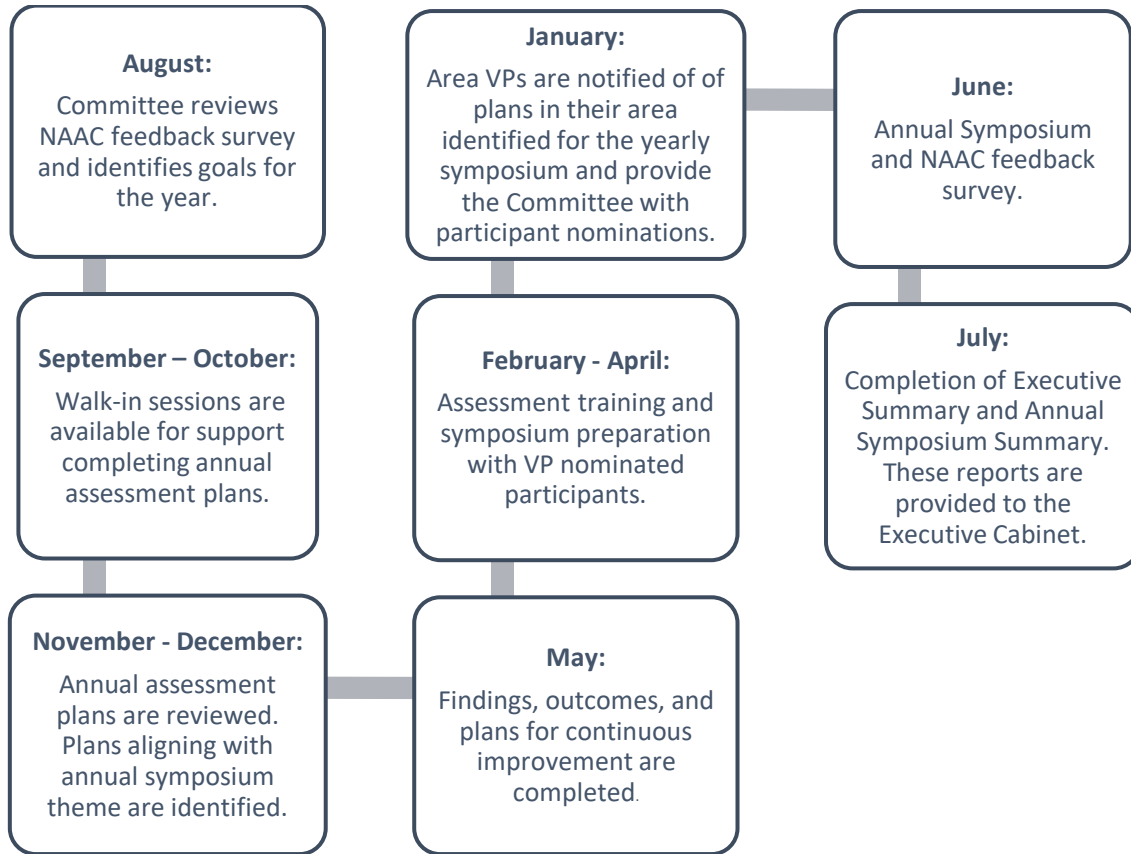
Program: Business Office

Measure: IG: Improve Operational Effectiveness > streamline workflow processes (*i.e. how can this office improve work flows that meet state mandates, while also meeting the mission of the institution?*)

Description of Measure: Appropriate use of the p-card will increase the speed of purchasing and decrease the time staff spend correcting issues. Training will be provided to staff who possess a p-card to address common errors.

Target: There will be a 50% reduction in common errors by staff using a p-card.

12-MONTH OPERATIONAL CALENDAR



3-YEAR CYCLE FOR REPORTING OUTCOMES

The table below outlines the 3-year reporting cycle by ISLO and IG at SUNY Canton. Each year the Non-Academic (non-credit bearing) Assessment Symposium presents outcomes that correspond to the ISLOs and IGs for that particular year.

Cycle Year	Year 1 (2023, 2026, 2029, etc.)	Year 2 (2024, 2027, 2030, etc.)	Year 3 (2022, 2025, 2028, etc.)
ISLO	Communication > Oral > Written Critical Thinking > Critical Analysis > Inquiry and Analysis > Problem Solving	Foundational Skills > Quantitative Reasoning > Information Management Social Responsibility > Ethical Reasoning > Global Learning > Intercultural Knowledge Teamwork	Industry, Professional, Discipline-Specific Knowledge and Skills
Institutional Goal	Promote Academic Excellence Improve Operational Effectiveness	Optimize Enrollment Focus on Sustainability	Create a Robust, Active, and Enriching Campus Life

		Enhance Diversity and Welcome	Build Greater Awareness of SUNY Canton: Create Local, Regional, and National Partnerships
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