

# NON-ACADEMIC ASSESSMENT SYMPOSIUM

Presented by: Non-Academic Assessment Committee

Academic Year 2020-2021

## PURPOSE

Communicate and share the assessment outcomes of the non-academic divisions in order to:

- recognize how the work of the non-academic divisions support the persistence of meeting institutional goals, which support the mission of the institution;
- demonstrate how non-academic initiatives impact the student experience, student access, and student learning;
- gain a deeper understanding of the mission and outcomes of the non-academic areas, and how these integrate with the campus

# ACADEMIC AFFAIRS

## **Dr. Peggy De Cooke, Provost & Vice President of Academic Affairs**

**Division Mission:** foster collaboration across the College and manage changes in policies and practices that affect the academic life of the college as a whole.

### **Presenters:**

- International Programs – Erin Lassial
- Center for Learning Design, Innovation, and Online Instruction – Tonka Jokelova
- A student perspective – Andrew Fitch, class of 2019 & 2021

# STUDENT AFFAIRS

## **Ms. Courtney Bish, Vice President of Student Affairs & Dean of Students**

**Division Mission:** provide support, services, resources, advocacy for students, activities, events, social programming, and leadership opportunities--- all designed to help students transition to campus life and make the most out of their learning experience. Believing that student success is a shared responsibility, we partner with the academic community to provide support for student learning in and outside of the classroom.

### **Presenters:**

- Student Conduct – Kristen Roberts
- Online Student Engagement – R.J. Thayer
- Diversity & Orientation – Lashawanda Ingram

# ADMINISTRATIVE SERVICES

**Ms. Shawn Miller, Vice President for Administrative Services**

**Division Mission:**

- ensure the fiscal integrity of the campus
- ensure the physical integrity of the buildings and grounds
- provide leadership and coordination of the various administrative offices, maintenance and auxiliary services
- provide the highest quality services to SUNY Canton's students, faculty and staff in the most responsible, responsive, and cost effective manner possible

**Presenters:**

- College Association – Sean Conklin
- Environmental Health & Safety – Derek Converse
- Information Services: Technology Support Services – Ed Smith

## INSTITUTIONAL GOALS

- Promote Academic Excellence
- Improve Operational Effectiveness
- Optimize Enrollment
- Focus on Sustainability
- Enhance Diversity & Welcome
- Create a Robust, Active, and Enriching Campus Life
- Build a Greater Awareness of SUNY Canton

# FRAMEWORK

- What was assessed?
- Methodology (measurement strategy)
- Findings (impact)
- Actions (what will be done as a result of the findings)
- Reflections (things that impacted the assessment plan)
- What institutional goal does the initiative support?

# PROMOTE ACADEMIC EXCELLENCE

## **Center for Learning Design, Innovation & Online**

**Instruction** – promote academic excellence by establishing best practices aimed at improving the technical proficiency of faculty who teach online

**Technology Support Services** – promote academic excellence by resolving technology related issues that impact instruction, learning, and the access of information



## CENTER FOR LEARNING DESIGN, INNOVATION & ONLINE INSTRUCTION

**Assessed:** training and development opportunities designed to support faculty in improving technical proficiency and learning design

**Method:** maintain a record of training opportunities and participation

# CENTER FOR LEARNING DESIGN, INNOVATION & ONLINE INSTRUCTION

## **Findings:**

### **Technical proficiency training:**

- 55 webinars related to the shift to remote learning – 246 participants
- Summer Course Design Institute (Level 1) – 18 graduates
- 6 live sessions on technical aspects of teaching that were part of the synchronous version of the Summer Course Design Institute, Level 1

### **Learning design proficiency training:**

- 3 webinars – 12 participants
- Summer Course Design Institute, Level 2 – 24 graduates
- 5 live sessions on learning design that were part of the synchronous version of the Summer Course Design Institute, Level 2

## CENTER FOR LEARNING DESIGN, INNOVATION & ONLINE INSTRUCTION

**Actions:** training and development opportunities will continue with a focus on assessing the impact of those opportunities

**Reflections:** the circumstances of this assessment year were exceptional due to the pandemic. The necessity to move courses online increased the need for professional development opportunities. The need for training on technical aspects of online teaching was prioritized, rather than learning design.

## INFORMATION SERVICES DIVISION: TECHNOLOGY SUPPORT SERVICES

**Assessed:** methods for resolving technology related issues for the campus community including instructor stations, and personal and state owned computing devices

**Method:** tracking of ticket creation and closure

## INFORMATION SERVICES DIVISION: TECHNOLOGY SUPPORT SERVICES

**Findings:** the pivot to online instruction and learning led to an increased amount of Help Desk tickets:

Tickets For 2019-2020 Academic Year: 2553

Tickets For 2020-2021 Academic Year: 3441

## INFORMATION SERVICES DIVISION: TECHNOLOGY SUPPORT SERVICES

**Actions:** Increased support aimed at providing remote assistance to the campus community:

- Bomgar Remote support
- Remote Desktop Server for students
- Guacamole for students
- Multi-Factor Authentication
- Loaner equipment – Laptops, webcams, headsets, monitors, doccams
- 3 Flex Classrooms
- 3 Flex Cart light
  - Camera and Microphone
- 5 Flex Cart full
  - Camera, Microphone, Battery backup

## INFORMATION SERVICES DIVISION: TECHNOLOGY SUPPORT SERVICES

**Reflections:** the pivot to remote learning and instruction resulted in fewer classroom issues, but increased the number of tickets.

Supplementing walk-in assistance with remote assistance critical.

Plans for the coming year include preparing for increased face-to-face interactions while maintaining remote support:

- Additional classrooms and carts for Fall 2021
  - 3 Additional Lite Carts
  - 8 Additional Flex Classrooms
- Promotion of Web cameras, document cameras, headsets, touch screen monitors
- Continued support for remote applications and desktops

## OPTIMIZE ENROLLMENT

- **International Programs** – optimize enrollment by removing enrollment barriers, and providing retention efforts for international students



## INTERNATIONAL PROGRAMS

**Assessed:** the impact of enrollment support and retention efforts directed at INTL student enrollment (*accuracy and usage of on-going support for international F-1 students*)

**Method:** 2020-2021 institutional and SUNY wide re-enrollment data, and implementation of an outreach calendar

# INTERNATIONAL PROGRAMS

## **Findings:**

- Student Contacts: 300
- Accuracy: 100% (0 office rejections or returns on federal submissions)
- Number of international students retained: (95%)
- Financial advantage to the institution: approximately \$794,000 (yearly total for 42 students including tuition, fees, dining, and room and board)

## INTERNATIONAL PROGRAMS

**Actions:** continue offering multiple options for student engagement. Collaboration across the campus to identify and remove barriers to enrollment and retention

**Reflections:** policies that support the diverse needs of incoming INTL students aids retention. The challenges faced during 19-20 underscored the necessity of memberships such as SUNY Counsel in INTL Education, SUNY Counsel on INTL Student & Scholar Services, and NAFSA. Access to funds through our CA to support the students in times of crisis and instability are critical.

## IMPROVE OPERATIONAL EFFECTIVENESS

**Environmental Health & Safety** – increase safety and efficiency of fire alarms through the reduction of “nuisance” alarms

## ENVIRONMENTAL HEALTH & SAFETY

**Assessed:** the number and reasons for nuisance fire alarm activations between Aug. 16<sup>th</sup> 2019 to Aug. 15<sup>th</sup> 2020.

- There are inherent dangers associated with nuisance fire alarms
- This measure supports the mission of EH&S to create a safe living, learning, and working environment

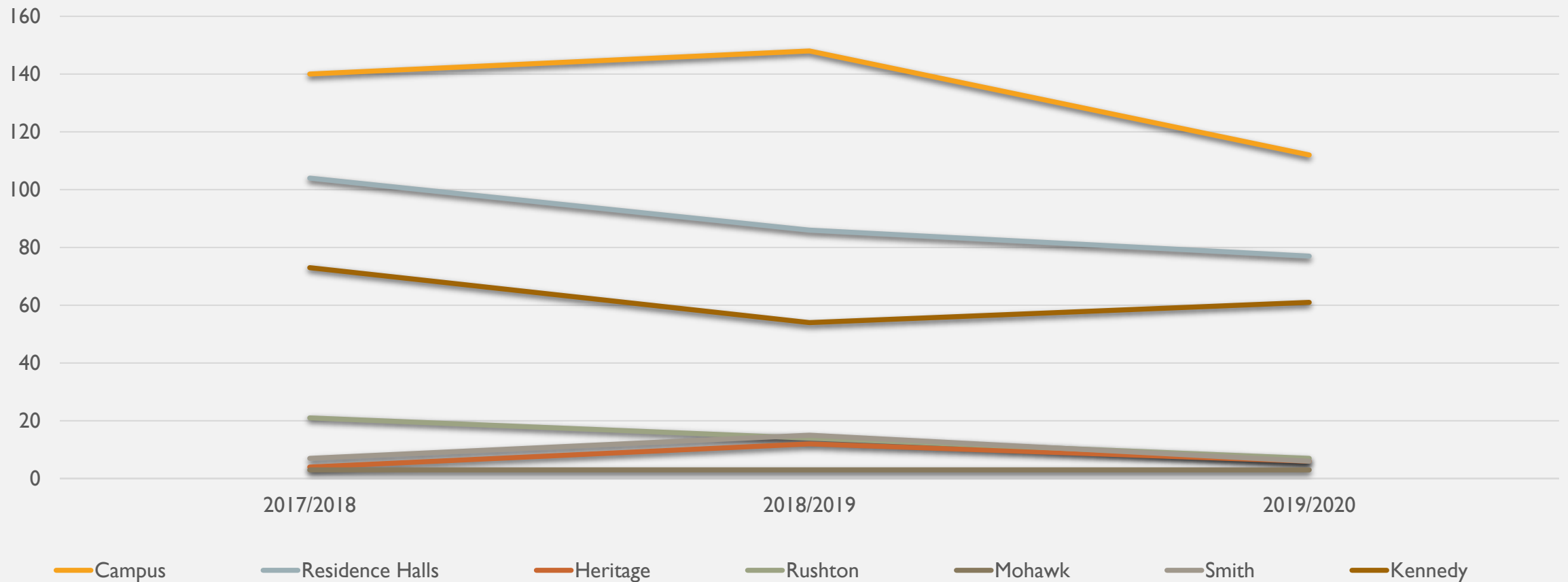
**Method:** tracking of total activations, location of activation, and reason for activation

## ENVIRONMENTAL HEALTH & SAFETY

**Findings:** data suggests that engineering controls and education are helping to reduce the number of nuisance alarms. Increased awareness assists in decreasing the number of nuisance alarms in the residence halls, with an emphasis on reducing alarms in Kennedy Hall

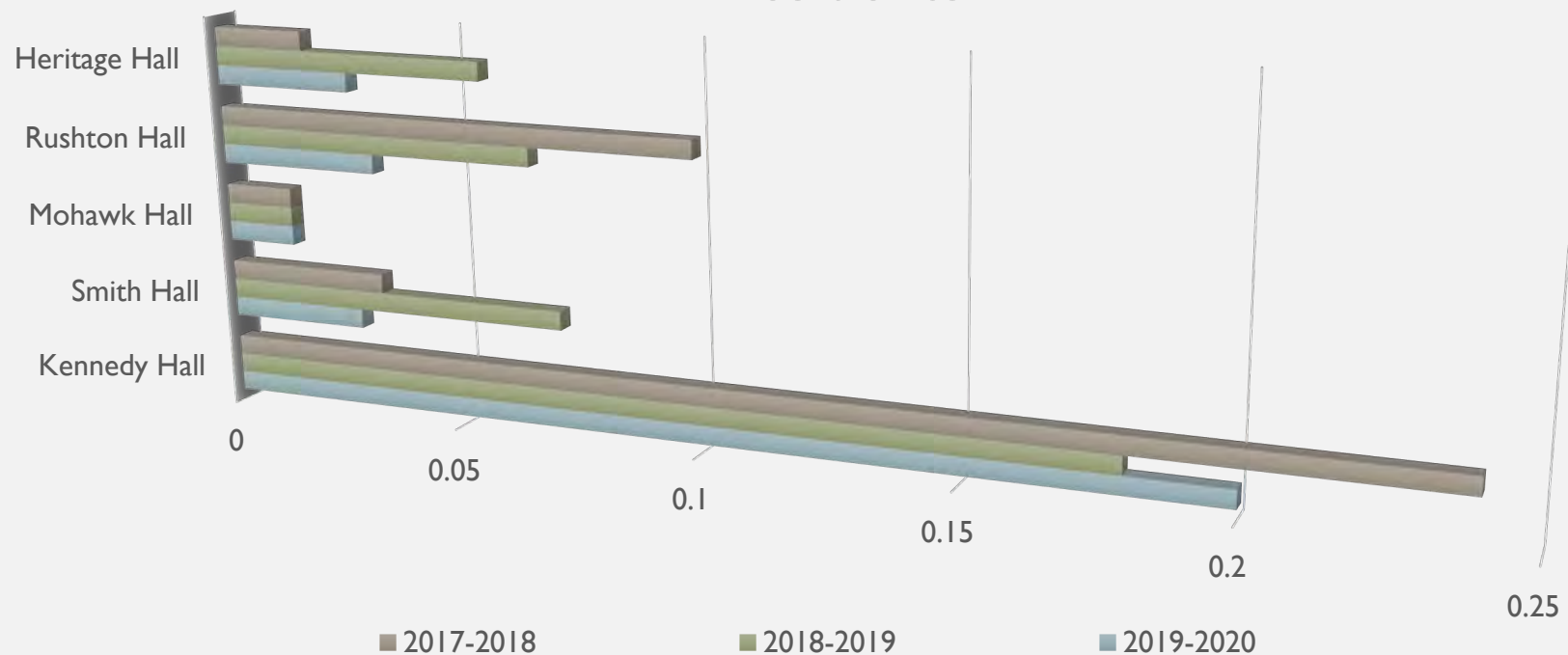
# ENVIRONMENTAL HEALTH & SAFETY

## NUISANCE FIRE ALARM ACTIVATIONS



# ENVIRONMENTAL HEALTH & SAFETY

## Residence Hall Activations: Taking Into Account Number of Residents





# ENVIRONMENTAL HEALTH & SAFETY

## **Actions:**

- continue educational awareness through events such as; Fire Safety Day, After the Fire, and RA/RD Training
- continue researching and improving engineering solutions to decrease the number of nuisance fire alarms
- secure funding to host Fire Safety Day and for Student Activities to host presentations such as *After the Fire*

## ENVIRONMENTAL HEALTH & SAFETY

**Reflections:** it was hoped that an increase emphasis on engineering controls, education and training would help in decreasing the number of nuisance alarms in the residence halls. The data suggests these efforts have had the desired impact.

## PROMOTE A ROBUST, ACTIVE, AND ENRICHING CAMPUS LIFE

- **Student Conduct** – improve campus life by increasing the efficiency of resolving student conduct issues
- **Dining & Catering Services** – enrich campus life by increasing awareness and engagement with food options and dining venues
- **Online Student Engagement** – improve access to support and enriching campus experiences for online students through programming, outreach, and collaboration

## STUDENT CONDUCT

**Assessed:** the impact of Maxient (a software system) on the timely resolution of student discipline matters

**Method:** implemented Maxient, provided training to UP and Residence Life staff, reviewed timeliness of resolutions

## STUDENT CONDUCT

**Findings:** Summary Action Meetings/Hearings turn around time:

- Summary Action Meetings resolution: 4-5 days
- Student Faculty Hearing Boards/Residence Hall Hearing Boards resolutions: 1 week

## STUDENT CONDUCT

**Actions:** continue training with UP and Residence Life staff on the process and use of Maxient.

**Reflections:** quicker turnaround of conduct cases, supports earlier student interventions. These interventions focused on identifying the cause of the violation. Intervention strategies included education, referrals, and successful navigation of crises situations.

## DINING & CATERING SERVICES

**Assessed:** methods for improving engagement with students and the campus community with dining services

**Method:** review student feedback (student advisory committee) along with trends in the use and demands for campus dining services

## DINING & CATERING SERVICES

**Findings:** due to the pandemic, engagement with dining services has declined. As a result, fewer eateries and fewer options have been available.

**Actions:**

- increased outreach and communication
  - Learning Commons student advisory board
  - QR code implementation



## DINING & CATERING SERVICES

**Reflections:** the campus misses the diversity of dining options on campus. This reaction includes the ability to access a variety of foods as well as the social aspect of dining. Dining services contributes to the enrichment of campus life by offering access to novelty food choices in settings that encourage social engagement and enrichment.

# ONLINE STUDENT ENGAGEMENT

**Assessed:** the ability to effectively implement platforms that support virtual student engagement

**Method:** provided technical support and best practices to areas attempting to move their services to a virtual environment

## ONLINE STUDENT ENGAGEMENT

**Findings:** there are opportunities for building virtual engagement via existing platforms including RooLife, Maxient, and Medicat. Areas benefit from technical assistance in implementing software. Areas require support in designing websites aimed at virtual interaction for events such as the online clothing fair, diversity programming, and Student Specialty Awards.

## ONLINE STUDENT ENGAGEMENT

**Actions:** Provide technical assistance and best practices to areas to improve and increase virtual accessibility for all students

**Reflections:** as the campus strives to incorporate virtual engagement opportunities into their existing services, there is a need to infuse best practices and provide technical support. The pandemic pushed forward the mission of this office when the pandemic forced the campus to pivot to online learning and services.

## DIVERSITY & WELCOME

- **Office of Diversity & Orientation** – provide programming to students and the campus community that expands awareness about issues related to diversity, and supports the motto: *everyone is welcome here*

## OFFICE OF DIVERSITY & ORIENTATION

**Assessed:** campus programming aimed at cultivating a climate of welcome, acceptance, and inclusion in order to enhance the campus motto: *everyone is welcome here*

**Method:** tracked attendance at events and qualitative feedback from participants

## OFFICE OF DIVERSITY & ORIENTATION

**Findings:** increased exposure of this office through events and classroom presentations increased engagement, interaction, and requests for programming and student support

Campus-wide programs offered: 5

Presentations: 9

## OFFICE OF DIVERSITY & ORIENTATION

**Actions:** creation of online surveys that gauge student learning/impact as a result of programming

**Reflections:** online programming enhances participation by creating access for students who have limited, or no access to campus. Increasing access has two benefits. First, it encourages student connection. Second, it supports the goal of being a diverse and welcoming campus



## A STUDENT PERSPECTIVE ANDREW FITCH, CLASS OF 2019 & 2021

Student experience defined by the pandemic:

- engagement and connection with the campus
- technology and support
- learning online
- access to academic resources
- universally designed courses and services
- campus life

## CONCLUSION

- The pandemic severely impacted the work of the non-academic areas
  - working across divisions to support one another is critical
  - improved communication supports new initiatives by cultivating understanding
- The work of the Non-Academic Assessment Committee is reflective of the culture of assessment on this campus

## COLLECTIVE PANEL

- Reflections
- Themes
- Q & A