

# NON-ACADEMIC ASSESSMENT ANNUAL SYMPOSIUM

Hosted by: Non-Academic Assessment Committee

Academic Year: 2021-2022

Assessment Cycle Year: 2020-2021

## PARTICIPATING UNITS OF THE COLLEGE

**Academic Affairs:** Dr. De Cooke, Provost & Vice President

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

**Administrative Services:** Ms. Shawn Miller, Vice President & Chief Financial Officer

**Information Services:** Mr. Kyle Brown, Assistant Vice President

**College Association:** Mr. Jeffrey Taylor, Executive Director

**Advancement & Canton College Foundation:** Ms. Tracey Thompson, Vice President

# OVERVIEW

**SUNY Canton Mission**

**Middle State  
Commission on Higher  
Education (MSCHE)**

**Strategic Plan for  
Continuous Improvement**

Institutional Student  
Learning Outcomes  
(ISLOs)

Institutional Goals (IGs)

**Standards of  
Accreditation  
Requirements of  
Affiliation**

**Academic Assessment  
Outcomes Support:**

ISLOs (cognitive &  
psychomotor domains)

Institutional Goals

MSCHE Standards &  
Requirements

**Non-Academic (non-  
credit) Assessment  
Outcomes Support:**

ISLOs (affective domain)

Institutional Goals

MSCHE Standards &  
Requirements

**Self-Study**

Academic & Non-  
Academic Assessment  
Outcomes

# INSTITUTIONAL GOALS

Seven overarching institutional goals guide SUNY's Canton strategic plan and support the mission of the college. The ongoing efforts for meeting these initiatives also support accreditation with MSCHE.

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

# INSTITUTIONAL STUDENT LEARNING OUTCOMES

SUNY Canton is required by MSCHE to demonstrate student learning in the *cognitive, psychomotor, and affective domains*. Several non-academic areas 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.

- *Communication Skills*
- *Critical Thinking*
- *Foundational Skills*
- *Social Responsibility*
- *Industry, Professional, Discipline-Specific Knowledge & Skills*

# THEMES FOR THE CYCLE YEAR

## ISLO: Foundational Skills

- Students connect what they learn to other knowledge, ideas, and experiences
- Relate knowledge to daily life
- Manage personal affairs
- Manage career development
- Demonstrate professionalism

# THEMES FOR THE CYCLE YEAR, CONT.

## ISLO: Social Responsibility

Develop interpersonal skills, such as showing a commitment to ethics and integrity

Improve their humanitarianism and civic engagement, by showing:

- Understanding and appreciation of cultural and human differences
- Global perspectives
- Social responsibility
- Sense of civic responsibility

Show interpersonal competency via:

- Meaningful relationships
- Interdependence
- Effective leadership

Demonstrate practical competence by:

- Maintaining health and wellness

Living a purposeful and satisfying life

## THEMES FOR THE CYCLE YEAR, CONT.

### Institutional Goal: Optimize Enrollment

- 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.)



## THEMES FOR THE CYCLE YEAR, CONT. II

### Institutional Goal: Focus on Sustainability

- 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

## THEMES FOR THE CYCLE YEAR, CONT.

### Institutional Goal: Enhance Diversity & Welcome

- 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)

# FOUNDATIONAL SKILLS

| Area                                  | Initiative   | Impact/Outcome  | Reflection/Next Steps  |
|---------------------------------------|--|---|--|
| Advising Center & First Year Programs | First Year Experience classes build foundational skills by teaching students to manage personal affairs using short-term and long-term goal setting. | The student survey yielded a 60% response rate from 325 students: <ul style="list-style-type: none"><li>• 90% indicated that they had set at least one goal during their first semester.</li></ul> FYEP retention rate = 79% from fall '20 to spring '21<br>Non-FYEP retention rate = 79% from fall '20 to spring '21 | Improved data collection is needed in order to show growth through the semester in the area of goal setting. |

## FOUNDATIONAL SKILLS, CONT.

| Area  | Initiative  | Impact/Outcome  | Reflection/Next Steps   |
|---|---|---|---|
| <p>Academic Recovery Program: A retention program with specific requirements to help students raise their cumulative GPA towards “good academic standing”</p> | <p>Assess the effectiveness of the strategies used to build foundational skills via student survey.</p> | <p>Student survey outcomes:<br/>           Resources on Bb: 63%<br/>           Mentor: 42%<br/>           Mandatory Orientation: 37%<br/>           Advising Checklist: 37%<br/>           SMART Steps Workshops: 26%<br/>           Mandatory Weekly Tutoring Hours: 16%</p> | <p>Replace mandatory weekly tutoring hours with <i>hours in the Learning Commons</i>. These hours will be part of an individualized action plan created with the mentor and highlight the Learning Commons resources that will be used. The SMART steps curriculum will be revised for post-pandemic relevance, alignment with ISLOs, and offered by and in the Learning Commons.</p> |

## FOUNDATIONAL SKILLS, CONT.

| Area               | Initiative   | Impact/Outcome  | Reflection/Next Steps  |
|--------------------|--|---|--|
| Southworth Library | <p>Build foundational skills through the delivery of information literacy instruction in the library:</p> <ul style="list-style-type: none"><li>-Learn how to search online (connect knowledge)</li><li>-Identify reliable sources (relate knowledge to daily life &amp; manage personal affairs)</li><li>-Develop research &amp; citation skills (demonstrate professionalism &amp; career development)</li></ul> | <p>During the academic year '20-'21 there were 9 sections of this class provided to 137 students.</p> | <p>There were significantly fewer requests for this class due to COVID-19. Improve campus participation by developing a flexible set of SLOs that can be selected based on the needs of specific classes. Student feedback (pre/post) to be given in classes to determine the impact of class delivery on identified SLOs.</p> |

# SOCIAL RESPONSIBILITY

| Area  | Initiative   | Impact/Outcome | Reflections/Next Steps |
|---|--|----------------|------------------------|
| Student Activities, Involvement & Leadership (SAIL) | Encourage student engagement in activities that highlight social responsibility and create connection throughout the pandemic. |                |                        |

## SOCIAL RESPONSIBILITY, CONT.

| Area              | Initiative   | Impact/Outcome   | Reflections/Next Steps   |
|-------------------|--|--|--|
| Wellness Programs | Increase social responsibility through the delivery of the wellness promotions program. The student engagement goal was set at 10% contacts. | Due to the pandemic, there was a 47% decrease in the number of programs and a 62% decrease in direct contacts. | <p>In-person contacts are essential. Adding virtual connection to campus programs expands connection.</p> <p>Work with the Counseling Center to expand programming.</p> <p>Integrate technology to expand reach using QR codes, Padlets, etc.</p> <p>The pandemic deeply impacted programming by limiting the size of events, limited space, and fewer students on campus.</p> |

## SOCIAL RESPONSIBILITY, CONT.

| Area           | Initiative   | Impact/Outcome   | Reflections/Next Steps   |
|----------------|--|--|--|
| Residence Life | Student perceptions of the living environment in the residence halls during the restrictions imposed by the pandemic, which required increased student participation in social responsibility. | <p>According to a door-to-door survey given on scheduled census days, 50%+ of students were satisfied or neutral to the following:</p> <ol style="list-style-type: none"> <li>1. Level of noise</li> <li>2. Behavior/respect of roommates</li> <li>3. Behavior/respect of neighbors</li> <li>4. Condition of furniture in room</li> <li>5. Living space</li> </ol> | Student perceptions of their living space was of particular importance during the period of restriction due to COVID-19. |



# OPTIMIZE ENROLLMENT

| Area       | Initiative  | Impact/Outcome   | Reflections/Next Steps  |
|------------|---|--|---|
| Admissions | <p>Optimize enrollment through the admission of prospective students</p> <ol style="list-style-type: none"> <li>1. Recruitment 5 full-time students for e-Sports Management</li> <li>2. Implementation of a summer start for Health Care Management</li> <li>3. Spanish-speaking recruitment event</li> </ol> | <ol style="list-style-type: none"> <li>1. Unable to meet the target of 5, likely due to COVID-19 restrictions</li> <li>2. Summer start/matriculation was implemented, summer '21</li> <li>3. The Spanish-speaking event yielded only one English-speaking student</li> </ol> | <p>There will be increased focus on #2, which was the most successful of the 3 initiatives. It would be impactful to move all online programs to a summer start option in order attract a greater pool of prospective students.</p> |

## OPTIMIZE ENROLLMENT, CONT.

| Area                      | Initiative   | Impact/Outcome  | Reflections/Next Steps   |
|---------------------------|--|---|--|
| Canton College Foundation | <p>Optimize enrollment by increasing the number of endowments and annual scholarships.</p> <p>Raise restricted funds to be used in specific programs</p> | <p>Awarded \$594,000 in student scholarships to 423 students during '20-'21.</p> <p>Created 9 new endowed scholarships and 5 new annual scholarships during '20-'21.</p> <p>Raised \$100,000 each for Civil Engineering Lab and Nursing Simulation Lab. Raised \$5,000 for the Steel Bridge Team.</p> | <p>The effort to support student enrollment through scholarships, endowment, and educational resources will continue to be a priority. It will be of particular importance as financial barriers have increased due to the impact of COVID-19.</p> |

## OPTIMIZE ENROLLMENT, CONT.

| Area      | Initiative                             | Impact/Outcome  | Reflections/Next Steps  |
|-----------|--|---|---|
| Athletics | Recruit 100 student athletes per year. | During 20-21:<br>-180 students were accepted<br>-138 students made deposits | Despite COVID-19 Athletics was able to continue meeting recruitment goals. Efforts included both online and in-person contacts. |

## OPTIMIZE ENROLLMENT, CONT.

| Area                     | Initiative  | Impact/Outcome  | Reflections/Next Steps  |
|--------------------------|---|---|---|
| College Association (CA) | Support enrollment and retention by providing affordable, quality, and flexible services to students: <ul style="list-style-type: none"> <li>-Competitive pricing (within SUNY)</li> <li>-Meet the needs of a broader group of students (commuter meal plans)</li> <li>-Provide pricing to Admissions sooner</li> </ul> | <ul style="list-style-type: none"> <li>-Within the tech sector, Canton ranks 2-3 place for its all-access meal plan and #4 for the average of top two meal plans.</li> <li>-Value within the comprehensive schools was 50%.</li> <li>-Changed the commuter plan to reflect flexibility and ease of use.</li> </ul> Awaiting results of survey to determine student perceptions. | Use of this data will drive the following initiatives/changes: <ul style="list-style-type: none"> <li>-Increased offerings to other populations on and off campus</li> <li>-Additional value within current price structures</li> <li>-Continued investment in retail locations and other services</li> </ul> |

# FOCUS ON SUSTAINABILITY

| Area                          | Initiative   | Impact/Outcome  | Reflections/Next Steps  |
|-------------------------------|--|---|---|
| Information Services Helpdesk | Sustainability is supported through the reduction of campus printing: <ul style="list-style-type: none"> <li>-System-wide print defaults</li> <li>-Printing limit</li> <li>-Centralized printing budgets</li> <li>-Standardized equipment</li> <li>-University approved software to monitor usage</li> </ul> | By 2024: <ul style="list-style-type: none"> <li>-&lt;\$.01 cost per copy</li> <li>-100% of print devices secure and on campus network</li> <li>-Increase duplex printed by 100%</li> <li>-Reduce color print volume by 50%</li> <li>-Reduce mono volume by 40%</li> </ul> | There are actions that need to be put in motion to achieve the identified benchmarks: <ul style="list-style-type: none"> <li>-Software for campus-wide printing accounts</li> <li>-Workshops designed for high-use areas focused on ways to reduce</li> <li>-Increased use of central printing</li> <li>-Elimination of desktop printers</li> </ul> |

## FOCUS ON SUSTAINABILITY, CONT.

| Area       | Initiative   | Impact/Outcome  | Reflections/Next Steps   |
|------------|--|---|--|
| Facilities | Support sustainability through the reduction of solid waste. | <p>Comparative data:</p> <p><u>Total Misc Solid Waste Production:</u><br/>           '18-'19: 341.22 tons<br/>           '19-'20: 262.84 tons<br/>           '20-'21: 180.18 tons</p> <p><u>Total Recycling:</u><br/>           '18-'19: 22.38%<br/>           '19-'20: 20.88%<br/>           '20-'21: 19.77%</p> | <p>There was a substantial drop in the amount of solid waste created and recycled in '20-'21. This reduction is most likely a result of there being fewer people on campus due to COVID-19. It is expected that '21-'22 will reflect an increase that is consistent with the downward trajectory of both solid waste production and recycling. The transition of paper files to digital will likely increase the amount of waste as people dispose of old files.</p> |

## FOCUS ON SUSTAINABILITY, CONT.

| Area            | Initiative   | Impact/Outcome   | Reflections/Next Steps   |
|-----------------|--|--|--|
| Career Services | Sustainability is supported and promoted through the Professional Used Clothing Fair: Promotes the re-use of clothing items to the student body. | <p>Due to COVID-19, this program was not able to run in '20 or '21. Below are comparative stats for years prior and since:</p> <p><u>2018:</u></p> <ul style="list-style-type: none"> <li>• Online students served: 107</li> <li>• Total orders: 35</li> <li>• Total items distributed: 1,388</li> <li>• Estimated value: -</li> </ul> <p><u>2019:</u></p> <ul style="list-style-type: none"> <li>• Online students served: 116</li> <li>• Total orders: 42</li> <li>• Total items distributed: 1,722</li> <li>• Estimated value: \$31,265</li> </ul> <p><u>2022:</u></p> <ul style="list-style-type: none"> <li>• Online students served: 104</li> <li>• Total orders: 37</li> <li>• Total items distributed: 634</li> <li>• Estimated value: \$13,980</li> </ul> | The pandemic had a significant impact on this program, and it was not able to run in '20 or '21. This event is available online as well as in-person. A designated space on campus is needed to store items during collection. |

# ENHANCE DIVERSITY & WELCOME

| Area                                    | Initiative  | Impact/Outcome   | Reflections/Next Steps   |
|---|---|--|--|
| Office of Research & Sponsored Programs | Grants that serve underrepresented people: gender, race, disability, veterans, etc. enhance the diversity of the student body | Research grants, Student Support Services Grants, and current SIP funding supports student participation in research and their success in their undergraduate program experience through: <ul style="list-style-type: none"> <li>-Counseling Services</li> <li>-Tutoring Services</li> <li>-TRiO</li> <li>-C-STEP</li> <li>-Emergency relief to students impacted by COVID-19</li> </ul> | The pandemic caused an increased number of students to face financial barriers for enrolling or staying in college. Grants have supplemented individual needs and have also served cohorts representing vulnerable populations. These initiatives have supported the maintenance of a diverse student body at SUNY Canton. |



## ENHANCE DIVERSITY & WELCOME, CONT.

| Area            | Initiative   | Impact/Outcome  | Reflections/Next Steps  |
|-----------------|--|---|---|
| Human Resources | Enhance the diversity of faculty & staff by increasing the pool of diverse candidates for employment opportunities at SUNY Canton. | Advertising sources will be reviewed and analyzed and there will be expanded diversity in advertising.<br>Creation of an inclusive web resource for candidates and new faculty. | Due to the hiring freeze in response to the pandemic, SUNY Canton has been unable to fully participate in the initiative of expanding candidate diversity.<br>The website is due to be completed by the summer of 2022. |

## ENHANCE DIVERSITY & WELCOME, CONT.

| Area                           | Initiative  | Impact/Outcome  | Reflections/Next Steps   |
|--------------------------------|---|---|--|
| Diversity & Orientation Office | <p>Enhance welcome for new and transfer students through the student orientation program. Assess the current orientation program for student perceptions:</p> <ul style="list-style-type: none"> <li>-Welcome</li> <li>-Useful information</li> <li>-Relevant</li> <li>-Virtual in addition to in-person</li> </ul> | <p>Due to the COVID-19 pandemic, the method of delivering orientation has completely changed. Results of a student perception survey regarding the benchmarks of the initiative is pending.</p> | <p>Our aim is to have an orientation that has a customer service approach and is seen as an extension of admitted student day/open house. In this way, the approach is seamless for students as they are eased into the transition from prospective student to enrolled student.</p> |

# COLLECTIVE PANEL

- Reflections
- Themes
- Q & A

## CLOSING REMARKS

- The pandemic continues to impact the work of the non-academic areas and the student experience
- Working across divisions to support initiatives that move the college forward is critical
- Creating initiatives in the context of the established goals and student learning outcomes of the college supports our mission and provide the evidence for our accreditation with Middle States.
- The greatest value of assessment is found in inter-divisional conversations, like these, where folks can share initiatives, find support, and identify resources. It also helps us to refocus work in the context of the mission of the institution.
- The work of the Non-Academic Assessment Committee is reflective of the culture of assessment on this campus